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Analysis of Educational Unit Curriculum Documents and Their Implications in Supporting Deep Learning and Local Cultural Integration in Elementary Schools with the CIPP Model

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Abstrak

Penelitian ini bertujuan menganalisis dokumen Kurikulum Satuan Pendidikan (KSP) dan implikasinya dalam mendukung pembelajaran mendalam serta integrasi budaya lokal di sekolah dasar menggunakan model evaluatif CIPP. Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis dokumen terhadap KSP, perangkat pembelajaran, dan instrumen analisis kurikulum sekolah. Analisis data dilakukan berdasarkan empat komponen CIPP, yaitu konteks, input, proses, dan produk. Hasil penelitian menunjukkan bahwa dokumen KSP telah selaras dengan tujuan pendidikan nasional dan mendukung penerapan pembelajaran mendalam melalui strategi pembelajaran aktif, reflektif, dan kontekstual. Integrasi budaya lokal tercermin dalam visi sekolah, muatan lokal, serta kegiatan pembelajaran berbasis lingkungan sekitar. Namun demikian, masih ditemukan keterbatasan pada perencanaan asesmen karakter, konsistensi implementasi pembelajaran, dan ketersediaan sarana pendukung. Penelitian ini menyimpulkan bahwa KSP berperan strategis sebagai landasan pembelajaran mendalam dan penguatan budaya lokal, sehingga diperlukan peningkatan kualitas perencanaan, penguatan kompetensi guru, dan evaluasi berkelanjutan.

Kata kunci: Kurikulum Satuan Pendidikan; Pembelajaran Mendalam; Budaya Lokal; Sekolah Dasar; Model CIPP.

Abstract

This study aims to analyze the Education Unit Curriculum (KSP) document and its implications for supporting in-depth learning and local cultural integration in elementary schools using the CIPP evaluative model. This study employed a qualitative approach with document analysis of the KSP, learning tools, and school curriculum analysis instruments. Data analysis was conducted based on the four CIPP components: context, input, process, and product. The results indicate that the KSP document aligns with national education goals and supports the implementation of in-depth learning through active, reflective, and contextual learning strategies. The integration of local culture is reflected in the school vision, local content, and environment-based learning activities. However, limitations remain in character assessment planning, consistency of learning implementation, and availability of supporting facilities. This study concludes that the KSP plays a strategic role as a foundation for in-depth learning and strengthening local culture, necessitating improvements in planning quality, strengthening teacher competencies, and ongoing evaluation.

Keywords: *Education Unit Curriculum; Deep Learning; Local Culture; Elementary School; CIPP Model.*

1. INTRODUCTION

The shift in global and national education paradigms demands that schools no longer focus solely on cognitive achievement, but rather on meaningful, in-depth, and contextual learning. In Indonesia, the Independent Curriculum policy encourages educational units to develop an Education Unit Curriculum (KSP) that is adaptable to students' characteristics, the school's environment, and local culture. However, in practice, many schools still compile KSP documents administratively without in-depth evaluation of their quality and implications for classroom learning (Kemendikbudristek, 2022).

The main problem that often arises is the gap between the designed curriculum documents and the actual implementation of learning. KSP documents are often deemed to fulfill formal requirements, but they do not fully demonstrate how deep learning is implemented systematically and sustainably. Fullan et al. (2020) emphasize that deep learning requires curriculum planning that explicitly incorporates strategies for critical thinking, reflection, collaboration, and knowledge transfer, not simply a list of learning materials and objectives.

Furthermore, the integration of local culture into the learning context is often not adequately addressed in KSP documents. However, basic education plays a strategic role in instilling cultural identity, character, and values in students. Without precise curriculum planning, local culture becomes merely incidental and not pedagogically integrated into learning (Tilaar, 2015; Suyanto, 2018).

Another issue that reinforces the urgency of this research is the lack of a comprehensive, systematic evaluation of KSP documents using an evaluation model that examines the context, resource readiness, learning process, and expected outcomes. Therefore, an evaluative approach is needed to determine whether KSP documents truly support in-depth learning and the integration of local culture in elementary schools.

The object of this research is the elementary school Education Unit Curriculum (KSP) document and its supporting instruments, including the school's vision and mission, learning outcomes (CP), learning objectives (TP), learning objective flow (ATP), teaching modules, and assessment systems. These documents represent school curriculum policies designed to guide the entire learning process and develop student character (Sugiyono, 2022).

The selection of KSP documents as research objects is based on the view that the written curriculum plays a crucial role in determining the quality of the implemented curriculum. According to Print (2017), the quality of classroom learning depends heavily on the extent to which curriculum documents are designed coherently, realistically, and contextually to school conditions. The research context focuses on the elementary school level because at this stage, students are in the process of forming basic character, social values, and cultural identity. The integration of in-depth learning and local culture at this level forms a crucial foundation for learning at subsequent levels (Hattie, 2015).

Therefore, analyzing KSP documents in elementary schools is relevant to assess the extent to which

the curriculum is designed not only to meet administrative demands but also as a strategic tool to support in-depth learning and strengthen local culture.

Evaluation of curriculum and educational programs has long been a focus of study in educational research. One widely used evaluation model is the CIPP (Context, Input, Process, Product) model developed by Stufflebeam. This model emphasizes evaluation as a means of continuous improvement, not simply an assessment of results (Stufflebeam & Shinkfield, 2007). Various studies have shown that the CIPP model is effective for evaluating curricula and educational documents because it provides a comprehensive overview of contextual suitability, resource readiness, process quality, and outcome attainment (Zhang et al., 2011; Suri, 2024). In the context of elementary education, CIPP is considered relevant because it is flexible and adaptable to the characteristics of educational units. On the other hand, the study of deep learning has grown rapidly in the past decade.

Darling-Hammond et al. (2019) stated that deep learning requires a curriculum that encourages conceptual understanding, higher-order thinking skills, and active student engagement. Curricula that are not designed in depth can lead to shallow, rote-oriented learning. Studies on the integration of local culture in education confirm that local wisdom serves as a contextual learning resource that strengthens the meaning of learning and the character of students (Tilaar, 2015; Annisa, 2024). However, most research still focuses on learning practices, without specifically examining the KSP document as the primary foundation for local cultural integration.

A literature review found that research on curriculum evaluation, in-depth learning, and local culture tends to be isolated. Curriculum evaluation research generally focuses on general program effectiveness, without specifically linking it to in-depth learning and local cultural integration (Zhang et al., 2011). Meanwhile, in-depth learning research focuses more on classroom learning strategies and practices than on analyzing curriculum documents as the foundation for learning planning (Fullan et al., 2020). Similarly, research on local culture focuses more on practical implementation rather than evaluating written curriculum designs.

Another limitation is the small number of studies that use the CIPP evaluative approach to analyze elementary school KSP documents comprehensively. In fact, document analysis using the CIPP framework can produce more operational and contextual recommendations for school curriculum development. Therefore, there is a research gap that needs to be filled: the analysis of elementary school KSP documents using the CIPP approach, which simultaneously examines their implications for in-depth learning and local cultural integration.

This research provides theoretical and practical contributions. Theoretically, this research enriches curriculum evaluation studies by integrating the CIPP model into the analysis of KSP documents related to deep learning and local culture. Practically, the results of this study are expected to serve as a reference for elementary schools in drafting and revising KSP documents to make them more contextual, meaningful, and oriented towards deep learning. The resulting recommendations are applicable and can be adopted by

other educational units with similar characteristics.

Furthermore, this research also contributes to strengthening document-based school policies, so that curriculum evaluation relies not solely on perceptions but on a systematic analysis of official school documents. This research aims to analyze elementary school curriculum documents using the CIPP evaluative model. Specifically, this study aims to assess the contextual suitability, input readiness, process quality, and product orientation of the curriculum in supporting deep learning.

The next objective is to examine the extent to which KSP documents integrate local culture into learning strategies and student character building. Finally, this study aims to formulate implications and recommendations to improve the KSP document, which can serve as a basis for developing a sustainable elementary school curriculum.

2. LITERATURE REVIEW

2.1. The Education Unit Curriculum (KSP) as a School Operational Document

The Education Unit Curriculum (KSP) is a strategic document prepared by education units to translate national curriculum policies into the local school context. In the Independent Curriculum, the KSP is given a crucial role in ensuring that learning is flexible, contextual, and student-centered. The KSP not only contains the curriculum structure but also reflects the school's educational vision and the direction of student character development. Therefore, the quality of the KSP significantly determines the quality of classroom learning implementation (Kemendikbudristek, 2022).

Several studies indicate that many schools still view KSP as an administrative document prepared to meet regulatory requirements. As a result, the KSP often lacks operational clarity and does not provide clear guidance for teachers in designing learning. This situation has the potential to create a gap between the written curriculum and the implemented curriculum. Research by Suri (2024) emphasizes the need to evaluate curriculum documents to ensure alignment between planning and learning practices.

From a curriculum theory perspective, the KSP document is part of the written curriculum and serves as the primary reference for the implemented curriculum. Print (2017) states that a written curriculum that is not coherently structured will be challenging to translate into meaningful learning practices. Therefore, analyzing the KSP document is a crucial first step in efforts to improve the quality of education at the elementary school level.

At the elementary school level, the KSP also serves as an instrument for shaping students' character, social values, and cultural identity. A well-designed KSP integrates academic and non-academic aspects in a balanced manner. Therefore, evaluation of the elementary school KSP needs to consider the extent to which the document supports in-depth learning while remaining relevant to the school's local cultural context (Zulela et al., 2022; Annisa, 2024).

2.2. The CIPP Evaluative Model in Curriculum Analysis

The CIPP (Context, Input, Process, Product) evaluative model was developed to provide a comprehensive evaluation framework for educational programs and policies. This model emphasizes that evaluation should not only focus on the outcome, but also on the planning context and implementation process. Thus, CIPP is more formative and oriented towards continuous improvement. This approach is relevant for evaluating the KSP document, which serves as a school's operational guideline (Suri, 2024).

In curriculum document analysis, the CIPP model allows researchers to examine the relationship between the written document and its potential for implementation. Context evaluation helps assess the alignment of curriculum objectives with school needs, while input evaluation assesses resource readiness. Process evaluation highlights the planned learning Design, and product evaluation assesses expected outcomes. This framework provides a comprehensive overview of the KSP document's strengths and weaknesses.

Several studies have shown that CIPP is effective in curriculum evaluation at various levels of education. This model is considered capable of producing applicable recommendations because evaluation findings are directly linked to program improvement decisions. In the elementary school context, CIPP helps schools identify aspects of the document that need revision to support meaningful learning better (Suri, 2024).

Furthermore, the use of CIPP in document analysis provides a strong basis for managerial decision-making in schools. School principals and curriculum development teams can use evaluation results to Design teacher-strengthening programs, improve facilities, and refine learning materials. Thus, CIPP not only functions as an analytical tool but also as an instrument for developing school quality.

2.2.1. Context: Alignment of the School's School Planning System (KSP) with the School's Environment and Culture

Context evaluation in the CIPP model focuses on aligning curriculum objectives with the school's needs, characteristics, and environment. In the KSP document, context is reflected in the vision, mission, and analysis of student needs and the surrounding environment. KSPs that are responsive to the local context tend to be more relevant and easier for teachers to implement. Therefore, context analysis is the initial foundation for evaluating curriculum documents.

The school's social and cultural environment is an important part of the context to be considered when developing the KSP. Integrating local culture into the curriculum allows for more meaningful learning and is closer to students' experiences. Research shows that a curriculum that ignores cultural context can reduce student motivation and engagement (Annisa, 2024).

Furthermore, context evaluation also includes stakeholder involvement in developing the KSP. The participation of teachers, parents, and the local community enriches perspectives and increases the relevance of curriculum documents. KSPs developed through participatory methods are generally more

realistic and sustainable in their implementation (Kemendikbudristek, 2022). Thus, a context evaluation helps ensure that the KSP document is not generic but truly reflects the school's identity and needs. The findings of the context evaluation serve as the basis for improving other components of the KSP, such as inputs, processes, and products.

2.2.2. Input: Readiness of Curriculum Supporting Resources

The input evaluation assesses the readiness of resources to support the implementation of the KSP, including teacher competencies, infrastructure availability, and learning tools. A good KSP document should realistically outline input assumptions and resource management strategies. Without adequate input planning, a well-designed curriculum risks not being implemented optimally. Teacher competency is a key input for successful curriculum implementation. Darling-Hammond et al. (2019) emphasize that teachers require ongoing professional support to implement meaningful, learner-centered learning. Therefore, the KSP ideally includes a teacher professional development plan that aligns with the objectives of in-depth learning.

In addition to teachers, infrastructure availability also determines the smooth implementation of the KSP. The curriculum document needs to consider the actual conditions of the school, including limitations in facilities and technology. Realistic input planning helps schools anticipate obstacles and develop alternative learning strategies. Input evaluation in the KSP provides an overview of the school's readiness to implement the planned curriculum. Findings on the input aspect form the basis for recommendations for improvements, such as strengthening teacher training or procuring learning support facilities.

2.2.3. Process: Learning Design and Strategy

Process evaluation focuses on how learning is designed and planned in the KSP document. This aspect includes learning strategies, learning objectives, and formative and summative assessment mechanisms. To support deep learning, the KSP document needs to include concrete guidance on active and reflective learning (Fullan et al., 2020). Research shows that deep learning cannot be achieved simply by including the term "deep learning" in the curriculum document. A clear learning Design is needed, including examples of activities, projects, and assessment rubrics. An operational document makes it easier for teachers to translate the learning plan into classroom practice.

Furthermore, process evaluation also includes learning differentiation strategies. The diversity of students' abilities and backgrounds in elementary schools demands a flexible approach to learning. A KSP that includes a differentiation strategy demonstrates a school's readiness to meet diverse learning needs (Darling-Hammond et al., 2019). Thus, process evaluation helps assess the extent to which the KSP document provides practical guidance for teachers. Findings from the process aspect inform recommendations to improve the learning Design and better support deep learning.

2.2.4. Product: Learning Outcomes and Character Building

Product evaluation in the CIPP model assesses learning outcomes and the expected outcomes of curriculum implementation. In the context of in-depth learning, products are measured not only through academic grades but also through critical thinking skills, reflection, and the application of knowledge in real-world contexts. Therefore, the KSP document must include comprehensive, measurable product indicators. Integration of local culture is also part of the basic education product. Learning outcomes are expected to reflect the strengthening of students' character, cultural identity, and social awareness. Research by Zulela et al. (2022) shows that character building is more effective when its indicators are clearly formulated in the curriculum document.

Furthermore, product evaluation assesses the alignment between curriculum objectives and the designed assessment mechanisms. KSPs that do not provide relevant assessment instruments will find it difficult to prove the achievement of learning objectives. Therefore, the KSP document needs to include diverse and authentic evaluation guidelines. Through product evaluation, schools can assess the curriculum's overall effectiveness. Findings from this aspect provide the basis for continuous improvement and data-driven decision-making.

2.3. Deep Learning in the Elementary School Curriculum

Deep learning is a learning approach that emphasizes conceptual understanding, higher-order thinking skills, and knowledge transfer. This approach requires a holistically designed curriculum oriented toward students' learning experiences (Fullan et al., 2020). In the elementary school context, deep learning needs to be tailored to children's cognitive and social developmental stages. The KSP document plays a crucial role in supporting deep learning by formulating learning objectives, learning strategies, and authentic assessments. Without clear curriculum guidance, teachers tend to revert to conventional, rote-oriented learning. Therefore, the quality of the KSP determines the success of deep learning implementation.

Research by Darling-Hammond et al. (2019) shows that deep learning is effective when students are actively involved in projects, discussions, and reflection. This requires curriculum planning that allows for exploration and collaboration. A good KSP should explicitly reflect these principles. Therefore, analyzing the KSP document from a deep learning perspective helps assess a school's readiness to implement a meaningful learning approach. The findings of this analysis can be used to refine the Design of the elementary school curriculum.

2.4. Integration of Local Culture in the Elementary School Curriculum

Integrating local culture in the curriculum is seen as a strategic effort to increase the relevance and meaning of learning. Local culture provides an authentic context that can be used as a learning resource for students. Research shows that local culture-based learning can increase student engagement and understanding (Annisa, 2024). In the KSP document, local culture integration can be realized through local content, learning themes, and environment-based activities. KSPs that systematically include guidelines for integrating local culture tend to lead to consistent, sustainable learning practices. Conversely, without

supporting documentation, local culture integration is often incidental.

Local cultural integration also strengthens students' character and identity. Local cultural values internalized through learning help shape students' social and moral attitudes. Therefore, the evaluation of the KSP document needs to assess the extent to which local culture is pedagogically integrated. From the CIPP perspective, local cultural integration is closely linked to the curriculum's context, process, and product. A comprehensive analysis allows schools to assess the effectiveness of planning and the impact of local culture on learning. These findings form the basis for recommendations for improving the elementary school curriculum.

3. METHOD

This research uses a qualitative, documentary-evaluative Design with the CIPP (Context, Input, Process, Product) analytical framework to assess the Education Unit Curriculum (KSP) document and its implications for in-depth learning and local cultural integration at the elementary school level. A qualitative approach was chosen because the research focuses on understanding the meaning and coherence of the document and interpreting the implications of its policies for learning practices (Creswell & Plano Clark, 2018; Sugiyono, 2022). The CIPP model is presented as a logical framework for linking document analysis (written curriculum) to recommendations for improving school operations (Stufflebeam & Shinkfield, 2007; Suri, 2024). The analysis is formative—looking for documentary and implicative improvements—rather than solely quantitative measurements.

The primary research object is the SDN Batu Ampar 06 Pagi School's Student Activity Plan (KSP) document and its supporting materials (vision-mission, CP/TP/ATP, syllabus/teaching modules, sample RPP/RPS, and assessment rubric), which serve as the study's primary data source. The analytical instrument document you have prepared is also used as a data collection tool (KSP Analysis Instrument). In addition to the document, this study purposively involved key informants: the principal, 3–5 classroom teachers (including the teacher who prepared the KSP), and members of the school curriculum team. This information was triangulated through semi-structured interviews and clarification of the document findings (Sugiyono, 2022; Creswell & Plano Clark, 2018). Informants were selected based on their functional roles in the preparation and implementation of the KSP, enabling them to provide contextual explanations of the document's contents.

Data were collected through: (1) analysis of primary documents (KSP and its instruments), (2) semi-structured interviews with key informants for triangulation and confirmation of document data, and (3) focused observations of learning implementation examples (if available) to determine the relationship between documents and practice. Document analysis is the primary data source that forms the basis of the findings; interviews and observations serve as supporting sources to ensure the credibility of the interpretations (Creswell & Plano Clark, 2018).

The primary instrument is the KSP Analysis Instrument, which you have compiled and uploaded as

a data source (it contains indicators that map CIPP elements, such as vision and mission, local content indicators, teacher competencies, infrastructure, learning strategies, assessment rubrics, and product indicators). This instrument served as a document analysis worksheet and interview guide. Before use, the instrument was validated through two stages: (a) content validation by two curriculum/education evaluation experts to ensure the indicators align with the CIPP framework and the research objectives; (b) operational testing on another school document (pilot) to check item clarity and the appropriateness of recording findings (Sugiyono, 2022; Creswell, 2018). Instrument revisions were made based on expert input and pilot results, making the instrument ready for use in the primary document analysis. (The instrument is included as an appendix.)

Qualitatively using the following systematic steps: (1) data reduction sorting and labeling document sections according to CIPP indicators; (2) data presentation compiling a matrix of findings per indicator (document → evidence → interpretation → implications), which facilitated mapping of congruence and gaps; (3) verification/drawing conclusions triangulating document findings with interview and observation results, and member checking with key informants to validate interpretations (Miles, Huberman, & Saldaña, 2019; Creswell & Plano Clark, 2018). A detailed analysis of each CIPP component was conducted using thematic content analysis techniques: deductive coding based on CIPP indicators and inductive categories emerging from the documents. The results of the analysis are presented in an analytical narrative and a summary table (CIPP matrix) to facilitate the identification of implications for school policy.

The tool specifications used include the following analysis software and materials: the KSP document and its tools in Microsoft Word/PDF format; the KSP analysis instrument (worksheet); a digital interview recorder; and (optional) qualitative data management software such as Microsoft Excel for matrices and/or NVivo for coding if the data volume is large. The material specifications describe the document types (final KSP, module appendices, assessment rubrics, infrastructure lists) and evidence formats (written documents, infrastructure photos, interview transcripts). All data are stored in an encrypted research folder to maintain confidentiality and data integrity.

To ensure credibility (trustworthiness), the study employed source triangulation (documents, interviews, observations), technical triangulation (document analysis + interviews), expert validation of instruments, and member checking of key findings. Dependability was maintained through documentation of analysis procedures (audit trail) and confirmation with informants. Transferability is facilitated by providing detailed descriptive context so readers can assess the appropriateness of the findings for other contexts (Lincoln & Guba; Creswell, 2018; Miles et al., 2019). Ethical considerations include obtaining written informed consent from informants, anonymizing personal data in transcripts and reports, and secure data storage.

The researcher ensured that evaluation results were communicated to the school prior to publication and that recommendations for curriculum improvement were constructively formulated. This study relied on written documents as the primary source; therefore, the findings reflect the quality of the documents

and their implications, rather than quantitative measures of actual learning outcomes. Although triangulation was used, limited access to field implementation data may limit comparisons between documents and practice. This limitation was acknowledged and addressed through clarification with key informants and recommendations for further research involving classroom implementation evaluation.

4. RESULT AND DISCUSSION

The results of this study are presented based on an analysis of the Education Unit Curriculum (KSP) document using the CIPP (Context, Input, Process, Product) evaluative model. The presentation of the results focuses on key findings that demonstrate the level of support the KSP document provides for in-depth learning and local cultural integration in elementary schools. The context analysis shows that the KSP document has been formulated in alignment with national education goals and the values of the Pancasila Student Profile. The school's vision and mission emphasize the importance of student-centered learning and strengthening local character and culture. These findings indicate that conceptually, the KSP is responsive to the Independent Curriculum policy.

However, the analysis also indicates that some of the vision and mission formulations remain normative and have not been translated into measurable operational indicators. The dimensions of in-depth learning and local culture have been mentioned, but they have not been fully elaborated into specific objectives that can serve as evaluation benchmarks. This situation indicates a gap between policy direction and curriculum implementation.

Regarding input, the KSP document indicates that the school has basic resources, including teaching staff and learning materials, to support curriculum implementation. Teacher qualification data and the availability of learning facilities are included in the document, indicating initial readiness to implement in-depth learning. However, the teacher's professional development planning in the KSP document remains general in nature. Clear achievement indicators do not yet support teacher competency improvement programs related to in-depth learning and local cultural integration. Furthermore, planning for the maintenance and optimization of infrastructure, particularly learning technology, has not been detailed.

The analysis shows that the KSP document incorporates principles of active and contextual learning, including project-based and thematic learning. The flow of learning objectives and learning modules is designed to encourage active student engagement and meaningful understanding.

However, the depth of operational guidance within the learning modules is uneven. Some modules include sample activities and assessments, while others remain general. In terms of assessment, the KSP document includes formative and attitude assessments, but the character assessment rubric has not been standardized consistently. In the product component, the KSP document lists expected learning outcomes and targets for strengthening student character.

Learning products are planned as portfolios, projects, and participation in local culture-based

activities. This demonstrates that the school recognizes the importance of holistic learning outcomes. However, success indicators and mechanisms for monitoring learning outcomes have not been formulated in detail. Local cultural integration has not yet been fully integrated into the formally assessed learning products. This finding indicates the need to strengthen product indicators in the KSP document.

Table 1. Summary of KSP Document Analysis Based on the CIPP Model

Components	Key Findings	Evidence Documents / Instruments	Recommendations Brief
Context	Nationally aligned vision; operational indicators are weak	Vision and mission, needs map, and local content	Clarify new dimension indicators; increase stakeholder participation.
Input	ICT available; teacher professional development plans are still general	List of facilities and infrastructure; teacher qualification data	Add a measurable infrastructure maintenance schedule and teacher professional development plan.
Process	Active learning strategies are included; operational guidelines are inconsistent.	Partial teaching modules and ATP; limited assessment rubric	Standardize lesson plan examples and provide effective assessment rubrics.
Product	Product targets are available (portfolios/projects), but performance indicators are weak.	Incomplete CP and product indicators	Establish performance indicators (KPIs) and mechanisms for monitoring achievement.

As shown in Table 1, the analysis of the KSP document using the CIPP model indicates that the curriculum's primary strength lies in its alignment with the school's vision and mission, national education goals, and recognition of the local cultural context. However, weaknesses remain in the context aspect, such as the lack of measurable operational indicators, making the direction of in-depth learning implementation unclear. Regarding the input component, the table shows that infrastructure and teaching staff availability support curriculum implementation, but have not been accompanied by systematic planning for teacher professional development.

This situation has the potential to hinder the consistent implementation of in-depth learning and the integration of local culture into daily learning practices. The process aspect indicates that active learning strategies have been outlined in the KSP document, but operational guidelines and assessment instruments are not yet standardized. This inconsistency underscores the need for standardizing teaching tools and assessment rubrics to ensure a more effective, measurable learning process. Meanwhile, in the product component, although learning outcome targets, such as portfolios and projects, have been planned, performance indicators and monitoring mechanisms have not been clearly defined. Therefore, strengthening achievement indicators and a continuous evaluation system are key recommendations to ensure optimal in-depth learning and local cultural integration.

The research results indicate that the elementary school curriculum development plan (KSP) document has a strong conceptual foundation to support in-depth learning and local cultural integration. This is evident in the alignment of vision, learning strategies, and recognition of local culture in curriculum

planning. This finding aligns with the view that a contextual curriculum is a prerequisite for meaningful learning. However, as shown in Table 1, the strength of the context aspect has not been fully matched by the readiness of operational inputs, processes, and products. This gap reinforces previous research findings that written curricula often do not fully guarantee the quality of classroom learning implementation.

Therefore, evaluating KSP documents is crucial to identifying areas for improvement before widespread implementation. From the perspective of the CIPP model, this study confirms that the success of in-depth learning is determined not only by the formulation of curriculum objectives but also by the availability of resources, the clarity of the learning process, and the clarity of outcome indicators. The lack of standardized integration of local culture as a learning product underscores the need to emphasize its place in the curriculum assessment system. Theoretically, this research strengthens the relevance of the CIPP model as a framework for evaluating elementary school curriculum documents. The research findings also show that the operationalization aspect of the document needs greater attention so that the KSP is not only normative but also serves as a guide for in-depth, contextual learning.

5. CONCLUSION

This study aims to analyze the Education Unit Curriculum (KSP) document and its implications for supporting in-depth learning and local cultural integration in elementary schools using the CIPP evaluative model. From the outset, the research aimed to assess the extent to which the KSP document, as the school's operational curriculum, serves as a coherent, contextual, and applicable foundation for implementing meaningful learning that strengthens students' character and cultural identity.

The results indicate that the KSP document is conceptually aligned with national education policy and accommodates the principles of in-depth learning and local cultural content. The main findings demonstrate that the strength of the KSP document lies in its context, specifically the alignment of the school's vision and mission with educational goals and the characteristics of the surrounding environment. However, the study also revealed gaps in the input, process, and product aspects, reflected in unstructured teacher professional development planning, inconsistent operational guidelines for learning and assessment, and a lack of clear achievement indicators and monitoring mechanisms for learning outcomes. These findings indicate that the success of in-depth learning and local cultural integration is determined not only by the formulation of the curriculum document, but also by the strength of the accompanying operational and evaluative planning.

The implications of these findings are practical, theoretical, and methodological. Practically, schools need to strengthen their curriculum development documents by developing measurable objective indicators, operational learning guides, authentic assessment rubrics, and planned and ongoing teacher professional development programs. Theoretically, the results of this study strengthen the CIPP model's position as a comprehensive and relevant curriculum evaluation framework for analyzing curriculum development documents, while also emphasizing the importance of the operationalization dimension as a

bridge between the written curriculum and the implemented curriculum. Methodologically, this study demonstrates that CIPP-based document analysis can be used as a reflective tool for schools in continuously improving their curriculum.

The main contribution of this study lies in presenting an analysis of curriculum development documents that integrates in-depth learning and local culture within a coherent evaluative framework. This research not only provides a descriptive overview of the quality of curriculum documents but also offers applicable implications and recommendations for elementary school curriculum development. Thus, this research enriches the study of elementary education curriculum evaluation and provides an evaluation model that other educational units with similar contexts can replicate.

However, this study has limitations, particularly the use of document analysis as the primary data source and the limited direct observation of classroom implementation of learning. These limitations may affect the generalizability of findings regarding actual learning practices and their impact on student learning outcomes. Furthermore, this study focused on a single school context, thus not fully accounting for variations in conditions across schools.

Based on these limitations, future research is recommended to combine document analysis with classroom observations and longitudinal measurement of learning outcomes to obtain a more comprehensive picture of the implementation of the KSP. Further research could also compare schools or regions to examine variations in the implementation of in-depth learning and local cultural integration within a broader context. Furthermore, development studies could be conducted to Design and test a more operational and contextualized CIPP-based curriculum evaluation model.

Overall, this study confirms that the KSP document provides a strong conceptual foundation for supporting in-depth learning and local cultural integration in elementary schools. However, strengthening operational aspects, assessment, and ongoing evaluation are key to ensuring the curriculum serves not merely as a normative document but truly serves as a practical guide for meaningful and sustainable learning practices. The elements commonly found in the conclusion of a scientific article published in a scientific journal are as follows:

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