



## Evaluation of the Implementation of the Independent Curriculum in Higher Secondary Education in Indonesia: A Literature Review

Niken Ardila Rehiraky

<sup>1</sup> Magister Linguistik, Universitas Warmadewa, Denpasar, Indonesia

E-mail: [nikenrehiraky454@gmail.com](mailto:nikenrehiraky454@gmail.com)

---

**Abstract:** This study evaluates the implementation of the Independent Curriculum in high schools in Indonesia through a literature review. This curriculum aims to improve the quality of education through flexible, project-based learning, and character strengthening through the Pancasila Student Profile. However, its implementation faces challenges, including teacher readiness, limited infrastructure, and integration of competency-based assessment systems. This research uses a qualitative approach with thematic analysis of academic articles, theses, government regulations, and policy documents. The results of the study show that the Independent Curriculum increases student motivation and involvement, but significant obstacles remain. Teachers need further training, while infrastructure and access to teaching materials are still limited. This study recommends increasing the capacity of teachers, providing adequate resources, and strengthening the assessment system. Collaboration between schools, governments, and communities, along with ongoing monitoring, is necessary for successful implementation. This curriculum has great potential if the main challenges can be overcome

**Keywords:** Evaluation, Implementation, Independent Curriculum

---

### 1. INTRODUCTION

Education is the main foundation in the development of quality human resources. One of the important factors that affect the quality of education is the curriculum used in the education system. Education is a planned process that aims to improve behavior and knowledge according to specific goals (Zebaloglu, 2024). Education includes the effects planned for the improvement of the subject's behavior or knowledge. It involves the educational process and determining educational needs through continuous analysis to improve the organization's goals. Education is a sustainable multidimensional social institution and human rights, mandated by the state. It covers all citizens and is influenced by economic, social, and cultural realities, with legal protections established through international and national frameworks (Celik, 2024). The development of Indonesian education is

inseparable from curriculum reform, where in each certain period the curriculum always undergoes an evaluation process. The independent curriculum is one of the many efforts of the Ministry of Education and Culture to increase the innovation and creativity of students to be ready to face the industrial world.

In Indonesia, the curriculum is one of the important elements in the formation of students' character and competence, along with the dynamics and development of the world of education. The development of Indonesian education is inseparable from curriculum reform, where in each certain period the curriculum always undergoes an evaluation process. The independent curriculum is one of the many efforts of the Ministry of Education and Culture to increase innovation and creativity for students to be ready to face the industrial world (Azraeny et al., 2023). The independent curriculum,

which has been implemented since 2022, is an innovative step that is expected to be able to answer the challenges of education in this digital and globalization era. The curriculum emphasizes more flexible learning, based on students' potential and interests, and provides more room for creativity and 21st century skill development. The curriculum focuses on instilling a strong national character and independence in students, which is crucial for their overall development (Afriadi et al., 2024).

Although the independent curriculum is expected to improve the quality of education, challenges in its implementation still arise, especially at the upper secondary education level. Evaluation of the implementation of this curriculum is very important to find out the extent to which this policy is implemented in the field and whether the expected educational goals can be achieved. Various factors such as the readiness of educators, infrastructure, and understanding of the curriculum philosophy are aspects that need to be considered. The independent curriculum aims to create a learning environment that is more flexible and responsive to the needs of students. In practice, this curriculum offers a more personalized approach, allowing students to learn according to the evaluation of the implementation of the independent curriculum in school learning practices in Indonesia with their interests and talents. Thus, it is expected that students will not only gain academic knowledge, but also life skills that are important to face future challenges (Miftahudin et al., 2025).

This literature review aims to evaluate various researches, reports, and analyses that have been carried out related to the implementation of the independent curriculum in higher secondary education in Indonesia. By understanding the challenges and successes that exist, it is hoped that solutions can be found to optimize the

implementation of the curriculum that is more effective and efficient. In addition, this study is also expected to provide an overview of how the implementation of the independent curriculum can contribute to improving the quality of education in Indonesia, especially at the upper secondary education level.

## **2. METODE PENELITIAN**

This research uses a qualitative approach with the type of literature review research. The literature review provides a comprehensive overview of existing research, helping to contextualize new studies in established knowledge (Dhobi, 2024). A qualitative approach through library research, utilizing various books and literature as the main source (Mahari & Hanif, 2024). The purpose of this study is to analyze and evaluate the implementation of the independent curriculum in higher secondary education in Indonesia through the study of various relevant literature. A qualitative literature review emphasizes the need for methodological rigor, including clear criteria for inclusion and resource analysis (Stanley & Robertson, 2024).

The data sources in this study are in the form of written documents including articles, theses, dissertations and research reports along with government regulations and policy documents related to the independent curriculum, such as regulations from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). Data collection techniques are carried out through document techniques or literature studies with the following steps: selection of library sources or identifying and selecting relevant and accessible literature, both academic journals, and other documents. Classification of literature or categorization of literature based on topics, such as independent curriculum policies, implementation in high

schools, challenges and impacts. The collected data will be analyzed using thematic analysis techniques that include the following steps: identification of key themes, categories, drawing conclusions.

### **3. HASIL DAN PEMBAHASAN**

In this section, the results of a literature review related to the implementation of the independent curriculum in high school education in Indonesia will be discussed. Based on the analysis of various relevant studies and reports, a number of findings were found that illustrate the extent to which this curriculum is applied in the field and its impact on the learning process. This discussion will group these findings into several main categories, namely teacher readiness, supporting infrastructure, student perception, implementation challenges, and their impact on student learning outcomes. Furthermore, these findings will be analyzed to provide a clearer picture of the effectiveness of the independent curriculum and the challenges that need to be faced in efforts to improve the quality of education in Indonesia.

#### **3.1 Evaluation of the Implementation of the Independent Curriculum in Senior Secondary Education: Analysis Based on the CIPP Model**

The following is an analysis related to the title of the research on the evaluation of the implementation of the independent curriculum in higher secondary education in Indonesia: literature review. In the research (Azraeny, 2023) with the title Evaluation of the Implementation of the Independent Curriculum in Vocational High Schools of the Center of Excellence in the City of Sorong, there are several parts as follows;

##### **1. Context evaluation**

- a. In the context of implementation, the implementation of the suitability of school criteria, vision, mission, and educational goals is enough to support

the implementation of the independent curriculum. However, more intensive socialization and mentoring are still needed, especially for new teachers.

- b. The relevance of the research, this study shows the importance of synergy between national education policies and the specific needs of schools, such as workshops and the preparation of teaching modules.

##### **2. Evaluation of inputs**

- a. Teacher readiness and infrastructure: although some teachers have understood the principles of the independent curriculum through training such as in the independent teaching platform, the main obstacle still lies in the limitations of infrastructure, including classrooms, electricity, and learning media.
- b. Recommendation: there needs to be an improvement in facilities and infrastructure in accordance with the standards of the Minister of Education and Culture as well as advanced training to improve teachers' skills.

##### **3. Process evaluation**

- a. Implementation of learning: not all teachers have implemented active, creative, and innovative learning according to the principles of the independent curriculum. Many still use traditional teaching methods such as lectures and notes.
- b. Pancasila student profile strengthening project (p5): the implementation of p5 is still not optimal. The limitations of the modules and the lack of coordination are a challenge, so the project is seen only as a formality for the exhibition.
- c. Recommendation: a clear p5 module as well as improved coordination between p5 companions is needed to ensure the project is integrated with the learning process.

##### **4. Product evaluation**

- a. Learning outcomes and student motivation: there is an increase in student motivation in participating in competitions and learning. However, this positive impact needs to be balanced by strengthening the evaluation of learning assessments.
  - b. Recommendation: teachers need to be trained to develop relevant assessment instruments in accordance with official guidelines.
- 3.2 Evaluation of the implementation of the independent curriculum in upper secondary education: opportunities, challenges, and improvement strategies

The following is an analysis related to the title of the research on the evaluation of the implementation of the independent curriculum in higher secondary education in Indonesia: literature review. In the research (Fauziah, et al., 2024) with the title Implementation of the Independent Curriculum at Pondok Aren Islamic Jamiyyah High School in the context evaluation, there are several parts as follows:

1. Evaluation of the implementation of the independent curriculum in high school

The independent curriculum launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2021 aims to provide flexibility for students in choosing subjects according to their interests and talents. The curriculum also carries the concept of more independent and competency-based learning, with an emphasis on developing 21<sup>st</sup> century character and skills. In its implementation in high school (SMA), various challenges are still faced. Some of them are teachers' readiness to adapt new approaches, limited learning resources, and assessment systems that have not been fully integrated with the previous curriculum. However, there is a great opportunity in the implementation of the independent

curriculum. The project-based learning approach applied in this curriculum can increase student involvement in the learning process. In addition, the use of technology in learning and strengthening the concept of Pancasila student profiles can help form students who are more creative, innovative, and have strong character.

2. Evaluation method used

This study uses a qualitative descriptive method with data collection techniques through interviews, observations, and documentation. This approach allows for an in-depth mapping of the challenges and success of the implementation of the independent curriculum in high schools. The primary data source in this study comes from interviews with teachers who have experienced firsthand curriculum changes in their school environment. Meanwhile, secondary data sources come from various literature that discusses the implementation of the independent curriculum in various schools in Indonesia.

3. Key findings and evaluations

Advantages of the independent curriculum:

- a. Provide flexibility for learners in determining their learning path according to their interests and talents.
- b. Improve the quality of learning with more creative methods and relevant to real life.
- c. Enable more interactive and technology-based learning.
- d. Facilitate project-based learning that can improve critical and collaborative thinking skills.
- e. Providing freedom for teachers to develop learning strategies that suit the needs of students.

4. Obstacles in implementation

- a. Teacher readiness
- b. Most teachers still need additional training to understand the philosophy

and approach applied in the independent curriculum.

- c. Teachers' pedagogical and methodological readiness is still a challenge in implementing project-based learning and differentiation.
- 5. Learning resources
  - a. The availability of textbooks, teaching modules, and learning media that are in accordance with the independent curriculum is still limited.
  - b. This curriculum requires schools and teachers to be more active in developing teaching materials, which can be a challenge for schools with limited resources.
- 8. Rating system
  - a. Assessments in the independent curriculum have not been fully integrated with the assessment system used previously, causing confusion in the evaluation of students' learning outcomes.
  - b. Teachers need clearer guidance on the competency-based assessment system and formative assessments implemented in this curriculum.
- 9. Advice and implications

To increase the effectiveness of the implementation of the independent curriculum in high schools, several strategic steps can be taken, including:

- a. Teacher capacity building: the government and schools need to provide more training and mentoring for teachers to be better prepared to adapt learning methods in accordance with the independent curriculum.
- b. Provision of adequate learning resources: governments and schools must ensure the availability of textbooks, teaching modules, and digital platforms that support learning in accordance with this curriculum.
- c. Strengthening the assessment system: clearer policies are needed in the

competency-based assessment system as well as the integration of formative assessments in the learning process.

- d. Stronger collaboration: synergy between schools, government, and communities needs to be improved to support the successful implementation of the independent curriculum.
- e. Continuous monitoring and evaluation: periodic evaluations of the implementation of this curriculum need to be carried out to identify the challenges faced and adjust the necessary strategies.

### 3.3 Evaluation of the implementation of the independent curriculum in high school: advantages, obstacles, and strategies to increase effectiveness

The following is an analysis related to the title of the research on the evaluation of the implementation of the independent curriculum in higher secondary education in Indonesia: literature review. In the research (Nurfadhilah, et al., 2024) with the title Evaluation of the Implementation of the Independent Curriculum Using the CIPP Model at SMK Laniang Makassar in the Context Evaluation there are several parts as follows:

#### 1. Evaluation of the implementation of the independent curriculum in high school

This study uses the CIPP (context, input, process, product) evaluation model to assess the implementation of the independent curriculum at SMK Laniang Makassar. This model measures curriculum success from various aspects that include educational context, resource readiness, implementation of learning processes, and outcomes achieved.

The results of the evaluation show that the implementation of the independent curriculum in this school is considered very good, with the following results:

- a. Context: 97% (very good), indicating that the curriculum policy is in accordance with the educational needs of the school.
- b. Input: 89% (very good), showing the school's readiness in terms of infrastructure, teacher competence, and student participation.
- c. Process: 93% (very good), indicating that the learning strategy, technology utilization, and assessment system are effective.
- d. Product (result): 97% (excellent), reflecting the achievement of learning objectives and strengthening the effective Pancasila student profile.

## 2. Evaluation method used

This study uses a mixed-methods approach (quantitative and qualitative) with data collection techniques through:

- a. Interviews with principals, teachers, and education supervisors.
- b. Questionnaire to obtain quantitative data on curriculum implementation.
- c. Documentation to support research findings.

Data were analyzed using percentage techniques for quantitative data and data reduction methods, data presentation, and drawing conclusions for qualitative data.

## 1. Key findings and evaluations

Advantages of the independent curriculum;

- a. Learning flexibility: learners have the freedom to choose subjects according to their interests and talents.
- b. Improved quality of learning: project-based curriculum and differentiation of learning enable more meaningful learning.
- c. Utilization of technology: teachers and students begin to utilize technology in learning to increase the effectiveness of the teaching-learning process.
- d. Improving student character: strengthening the profile of Pancasila

students is an integral part of curriculum implementation.

## Obstacles in implementation

### 2. Teacher readiness

- a. Most teachers still need training in applying project-based learning principles and formative assessments.
- b. There are still teachers who tend to use lecture methods instead of interactive approaches.

### 3. Resource limitations

- a. There are still limitations in the facilities and infrastructure to support digital and project-based learning.
- b. The availability of teaching materials in accordance with the independent curriculum is still uneven in all schools.

### 4. Rating system

- a. The assessment mechanism in the independent curriculum still needs to be refined to be more integrated with the previous system.
- b. Teachers still need guidance in implementing a more comprehensive competency-based assessment.

### 5. Advice and implications

To increase the effectiveness of the implementation of the independent curriculum, several strategic steps can be taken, including:

- a. Teacher capacity building: the government and schools need to provide more training and mentoring for teachers to be better prepared to adapt learning methods in accordance with the independent curriculum.
- b. Provision of adequate learning resources: governments and schools must ensure the availability of textbooks, teaching modules, and digital platforms that support learning in accordance with this curriculum.

- c. Strengthening the assessment system: clearer policies are needed in the competency-based assessment system as well as the integration of formative assessments in the learning process.
- d. Stronger collaboration: synergy between schools, government, and communities needs to be improved to support the successful implementation of the independent curriculum.

Continuous monitoring and evaluation: periodic evaluations of the implementation of this curriculum need to be carried out to identify the challenges faced and adjust the necessary strategies.

#### 3.4 Evaluation of the implementation of the independent curriculum in high school: supporting factors, obstacles, and strategic solutions

The following is an analysis related to the title of the research on the evaluation of the implementation of the independent curriculum in higher secondary education in Indonesia: literature review. In the research (Wulandari, et al., 2024) with the title Implementation of the Independent Curriculum in High School as a Driving School in Context Evaluation, there are several parts as follows:

##### 1. Implementation of the independent curriculum in high school (SMA)

The independent curriculum is implemented with the aim of providing flexibility to schools in arranging learning that is more in line with the needs of students. This curriculum emphasizes more contextual, project-based, and 21st-century character and skill building. One example of implementation can be seen at SMA Negeri 1 Balongpanggang as a driving school.

The results of the study show that in its application:

- a. Teacher flexibility: teachers have the freedom to choose and adjust teaching tools according to students' needs, which

allows for the creation of more relevant and effective learning.

- b. Diverse assessments: assessment systems and independent learning policies are implemented as part of the evaluation of learning outcomes, where assessments are not only based on written exams but also through projects, portfolios, and other formative assessments.

- c. Role of schools: schools have an important role in increasing the capacity of teachers through training and mentoring, so that they can be better prepared to implement learning approaches that are in accordance with the independent curriculum.

- d. Differentiation approach: an independent curriculum allows for a better differentiation approach, so that students can learn according to their respective levels of readiness and learning style.

##### 2. Supporting factors for the implementation of the independent curriculum

Some of the factors that support the successful implementation of the independent curriculum in high school include:

- a. Flexibility in learning: teachers are given the opportunity to choose and adapt teaching tools to students' conditions, so that learning becomes more contextual and relevant to daily life.
- b. Flexible assessment: assessment in high school adopts a model of minimum competency assessment and character survey, which aims to measure student understanding more comprehensively.
- c. Application of Pancasila Student Profile: This curriculum emphasizes strengthening students' character in accordance with Pancasila values, through experiential projects and collaborative learning.

- d. School support: availability of training for teachers in the form of workshops and learning communities to improve their skills in implementing the curriculum, as well as mentoring from principals and other education personnel.
- e. Use of technology: the use of technology in learning, such as learning management systems (LMS) and digital media, further strengthens the effectiveness of curriculum implementation.

3. Obstacles in the implementation of the independent curriculum

Although the independent curriculum provides flexibility, several obstacles are still faced by schools, including:

- a. Teacher readiness: teachers need more time to understand new concepts in the curriculum as well as adapt their teaching methods to project-based approaches and differentiation of learning.
  - b. Limited teacher competence: there are still teachers who lack understanding how to develop creative and innovative teaching methods, especially in implementing project-based learning and technology.
  - c. Creativity demands: teachers must be able to use a variety of learning media and models to encourage active student engagement, which requires innovation in teaching strategies.
  - d. Adjustment of the evaluation system: changes in assessment methods require adaptation from teachers and students, especially in understanding the way of competency-based assessment and self-reflection.
  - e. Limited infrastructure: not all schools have adequate access to the technological resources, teaching tools, and other supporting facilities needed to support the implementation of the independent curriculum.
4. Solutions to overcome obstacles

To overcome these obstacles, several strategic steps have been implemented, including:

- a. Teacher workshops and training: teachers are provided with additional training to improve their understanding of the independent curriculum, both in pedagogical and technical aspects.
- b. Teacher learning community: a learning community is formed so that teachers can share experiences and strategies in teaching, as well as get support in implementing project-based learning.
- c. Differentiation approach in learning: teachers are given the flexibility to adjust teaching methods based on the needs and characteristics of students, so as to increase learning effectiveness.
- d. Utilization of technology in learning: schools are starting to optimize digital technology as a means of supporting curriculum implementation, including the use of online learning platforms and digital resources.
- e. Support from the government: stronger policies are needed to provide resources, infrastructure, and incentives for schools to implement the independent curriculum effectively.
- f. Continuous evaluation and mentoring: regular monitoring of the implementation of the independent curriculum is necessary to identify challenges and make continuous improvements.

3.5 Evaluation of implementation, supporting factors, obstacles, and solutions in the implementation of the independent curriculum in high school

The following is an analysis related to the title of the research on the evaluation of the implementation of the independent curriculum in higher secondary education in Indonesia: literature review. In the research (Melati, et al., 2024) with the title Implementation of the Independent



Curriculum in Senior High School in Context Evaluation, there are several parts as follows:

1. Implementation of the independent curriculum in high school (SMA)

The independent curriculum has been implemented in high schools since the 2022/2023 school year, with grades x and xi adopting this curriculum, while grade xii is still using the 2013 curriculum. Implementation is carried out through several strategic stages that aim to ensure the effectiveness of its implementation, including:

- a. The planning and preparation of the school curriculum forms a special team consisting of principals, teachers, administrative staff, and parents to design effective implementation strategies. This team is tasked with conducting needs analysis, developing teaching tools, and developing internal policies related to curriculum implementation.
- b. Teacher and school educator training holds various programs to increase the capacity of educators through in-house training (IHT), the use of the independent teaching platform (PMM), as well as webinars and trainings organized by the government and other educational institutions. This training helps teachers in understanding the principles of the independent curriculum as well as project-based learning techniques and differentiation.
- c. The application of project-based learning (PBL) project-based learning methods have begun to be applied to improve students' critical, creative, collaborative, and communicative thinking skills. Teachers are given the freedom to determine projects that suit the subjects and needs of students, while still referring to the learning outcomes set out in the curriculum.

- d. The new assessment system for student evaluation is more emphasized on formative assessments, minimum competency assessments (akm), and portfolio-based assessments. Teachers also begin to apply a reflective approach in assessment, so that students can better understand their learning progress independently.

2. Supporting factors for the implementation of the independent curriculum

The success of the implementation of the independent curriculum is influenced by several main factors, namely:

- a. School support provides training and assistance for teachers to understand the concept of an independent curriculum. In addition, the school's internal policies are also directed to support flexibility in the implementation of the curriculum.
- b. The flexibility of learning the curriculum provides freedom for teachers to choose and adjust teaching tools according to the needs of students, which allows the learning process to be more relevant and meaningful.
- c. The use of technology teachers and students are starting to take advantage of digital platforms such as PMM and belajar.id accounts to support more flexible and interactive learning. Technology is also used as a means of assessment and monitoring of student development.
- d. The application of Pancasila Student Profile. The character strengthening program is an important part of learning, with projects based on Pancasila values that help students develop social, cultural, and national competencies.

3. Obstacles in implementation

Some of the challenges faced by schools in adopting an independent curriculum include:

- a. Teacher readiness. There are still many teachers who need more time and training to understand new learning methods, especially in adopting a project-based learning approach.
- b. The limited facilities and infrastructure of supporting facilities and infrastructure, such as internet access and digital learning devices, are obstacles in the implementation of the curriculum. In addition, some teaching materials still need to be further developed to suit the needs of students.
- c. The transition to project-based learning for teachers and students is still adapting to a more active and exploratory learning system. The availability of tools and materials for project activities is also still limited, so the learning process is not optimal.

#### 4. Solutions to overcome obstacles

To overcome the existing obstacles, several strategic steps have been implemented, including:

- a. Capacity building teachers are given additional training through IHT, webinars, and learning communities to improve their competence in implementing the independent curriculum learning method. In addition, the use of PMM as a means of independent learning is also encouraged.
- b. Strengthening infrastructure and school resources began to allocate funds for the improvement of technological facilities and learning support facilities. In addition, collaboration with external parties such as the government and the private sector is also sought to support better resource availability.
- c. Continuous evaluation. The school conducts periodic monitoring and evaluation of the effectiveness of the implementation of the independent curriculum. The results of the evaluation are used as the basis for improving the

curriculum to be more in line with the conditions of the school and students. This evaluation also includes feedback from teachers, students, and parents.

#### 4. CONCLUSION

Based on the literature review conducted, the implementation of the Independent Curriculum in higher secondary education in Indonesia shows great potential in improving the quality of learning and developing students' 21<sup>st</sup> century skills. This curriculum emphasizes flexibility, project-based learning, and character strengthening through the Pancasila Student Profile. However, several significant challenges are still faced, especially related to teacher readiness, the availability of infrastructure, and the assessment system that has not been fully integrated.

##### Key Findings:

1. Teacher Readiness: Most teachers still need further training to understand and apply the principles of the Independent Curriculum, especially in project-based learning and formative assessments.
2. Infrastructure and Resources: Limited infrastructure facilities, such as access to technology and appropriate teaching materials, are the main obstacles in curriculum implementation.
3. Assessment systems: Changes in the assessment system demand adaptation from teachers and students, with the need for clearer guidance on competency-based assessments.
4. Positive Impact: Despite the challenges, the Independent Curriculum has shown a positive impact in increasing student motivation, engagement in learning, and character development.

##### Recommendations:

1. Teacher Capacity Building: More training and mentoring are needed to improve teachers' understanding and skills in

implementing the Independent Curriculum.

2. Provision of Resources: Governments and schools need to ensure the availability of infrastructure, teaching materials, and technology that support learning.
3. Strengthening the Assessment System: There is a need for clearer policies and comprehensive guidance on competency-based assessment systems.
4. Collaboration and Continuous Evaluation: Synergy between schools, government, and communities needs to be improved, as well as periodic evaluations to identify challenges and make improvements.

Overall, the Independent Curriculum has great potential to improve the quality of education in Indonesia, but its successful implementation is highly dependent on adequate support from all relevant parties.

## 5. DAFTAR PUSTAKA

- Zebaloğlu, E. (2024). Eğitsel Süreçlerde Eğitim İhtiyaçlarının Belirlenmesine Yönelik Yaklaşımlar. *International Journal of Social Sciences*, 8(33), 532–542.  
<https://doi.org/10.52096/usbd.8.33.33>
- Çelik, Ö. (2024). Ulusal Ve Uluslararası Belgelerde Eğitim Hakkının Yasal Dayanakları. *Journal of Social Research and Behavioral Sciences*, 10(21), 68–85.  
<https://doi.org/10.52096/jsrbs.10.21.06>
- Afriadi, B., Komarudin, K., & Sutisna, A. (2024). Evaluation of The Effectiveness of the Civic Education Curriculum in Indonesia: A Case Study of the Ktsp Curriculum, The 2013 Curriculum, And The Independent Curriculum. *Journal of Curriculum and Teaching*, 13(5), 331.

<https://doi.org/10.5430/Jct.V13n5p331>

- Muhamad Fadil Miftahudin, Nazwa Tazkiyatun Nufus, & Tatu Hilaliyah. (2024). Evaluasi Implementasi Kurikulum Merdeka Dalam Praktik Pembelajaran Sekolah di Indonesia. *Jurnal Sadewa: Publikasi Ilmu Pendidikan, Pembelajaran Dan Ilmu Sosial*, 3(1), 159–168.  
<https://doi.org/10.61132/sadewa.v3i1.1473>
- Azraeny., Nur, H., & Arfandi, A. (2023). Evaluasi Implementasi Kurikulum Merdeka Pada Sekolah Menengah Kejuruan Pusat Keunggulan di Kota Sorong. *Seminar Nasional Dies Natalis* 62, 1, 412–416.  
<https://doi.org/10.59562/semnasdies.v1i1.1014>
- Stanley, S. D., & Robertson, W. B. (2024). Qualitative Research in Science Education: A Literature Review of Current Publications. *European Journal of Science and Mathematics Education*, 12(2), 175–197.  
<https://doi.org/10.30935/Scimath/14293>
- Dhobi, S. (2024). Engaging with Review of Literature in Research. *Patan Prospective Journal*, 4(01), 110–117.  
<https://doi.org/10.3126/ppj.v4i01.70207>
- Maharani, R., & Hanif, M. (2024). Penerapan Strategi Manajemen Konflik Di Lingkungan Sekolah: Analisis Berdasarkan Kajian Literatur. *Jurnal Manajemen Pendidikan*, 9(1), 44–51.  
<https://doi.org/10.34125/jmp.v9i1.39>
- Fauziah, A. K., Irfani, A. P., & Huda, N. (2024). Implementasi Kurikulum Merdeka Di Sma Jamiyyah Islamiyyah Pondok Aren. *Seminar Dan Publikasi Ilmiah*.
- Nurfadhilah, Mappedasse, M. Y., & Mangesa, R. T. (2024). Evaluasi Implementasi Kurikulum Merdeka

- Menggunakan Model Cipp Di Smk Laniang Makassar. *Unm Of Journal Technologycal And Vocational*, 8(3).
- Wulandari, D., Sa'diyah, L. L., Ummah, N. S., Dewi, S., Hariyanto, E., & Deta, U. A. (2024). Implementasi Kurikulum Merdeka Pada Sma Sebagai Sekolah Penggerak. *Jurnal Ilmu Pendidikan Dan Pembelajaran*, 2(2), 72–78.
- Melati, P. D., Gulo, C. A., Rini, E. P., Silalahi, N. I., Latif, F., & Wijaya, H. A. (2023). Implementasi Kurikulum Merdeka Di Sekolah Menengah Atas. *Jurnal Pendidikan Tambusai*, 7(3).