



## The Evaluation of *Kurikulum Merdeka* with Context Input Process Product (CIPP) Model

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### Abstract

Structured curriculum evaluation is part of advancing education in a country. Because of its efforts, it can improve the curriculum in the development stage as well as those that have been implemented. Thus making education in the country more prepared in the future. The purpose of this study is to determine the readiness of the implementation of a *kurikulum merdeka* in terms of context, input, process, and obstacles in its implementation. The method used is a qualitative method with research subjects in the form of teachers and students. Data collection techniques through curriculum documents, photos of activities, and questionnaire data of TK Plus An-Nur Peterongan. Analysis techniques by sorting data, presenting data, and drawing conclusions. The results of the research from the aspects of context, input, and process show that TK Plus An-Nur Peterongan is overall ready to implement a *kurikulum merdeka* with an independent category of change. This is evidenced by the results of the analysis of school needs to achieve educational goals, locally charged learning activities, strengthening the Pancasila student profile project, literacy, STEAM, ethical values, and identity through the intracurricular and extracurricular learning process and cooperation with the community environment. The obstacles to the implementation of the *kurikulum merdeka* found in the evaluation of the CIPP model seen from the input aspect are the quality of teachers who are not from the Kindergarten department and learning resources or media that are not fulfilled for the introduction of numerical literacy. This research contributes in the form of understanding and advice to teachers that evaluating the curriculum used by schools with the CIPP model can determine the readiness of the school or an obstacle in implementing the curriculum.

**Keywords:** CIPP; Curriculum; Evaluation; *Kurikulum merdeka*.

### Introduction

The main facilities that are often found in educational programs and become guidelines and tools for educators in teaching students are the curriculum (Arif et al., 2022). The curriculum is a learning plan that describes the content, process, and evaluation in the educational unit. The existence of a curriculum also helps students to be able to develop and have optimal and directed abilities. Therefore, to find out the learning process carried out by educators and students, an activity called curriculum evaluation is carried out (Ningsih & Mawardi, 2021).

Curriculum evaluation plays an important role in determining educational policy and decision making. Because, from the results of the curriculum evaluation can be used by education policyholders and curriculum holders in a country in developing the education system and curriculum model to be used. In addition, curriculum evaluation can also help observe the development of students, determine learning methods, tools and learning teaching materials

(Masykur, 2019). That is, curriculum evaluation is used as an assessment in small or large sizes. Assessments are small if they are classroom-based, but large if they involve several schools, parents, and community members (Mariam & Sukirman, 2021).

Analysis in curriculum evaluation can be started from aspects of ideas, material in learning, processes in learning activities, process evaluation and results. These four aspects are things that can be used by education practitioners to improve the quality of education (Masykur, 2019). Curriculum evaluation activities can provide information related to the effectiveness and efficiency of the curriculum against the goals to be achieved (Palupi, 2013). However, the effectiveness and efficiency of the curriculum can not only be seen from the learning outcomes of students or the educational goals that have been achieved by students. But it is also important to adjust to the progress of science and technology and the needs of the changing order of society (Lestari, 2020). This of course curriculum evaluation can assess how well a curriculum is held in an institution, one of which is at TK Plus An-Nur Peterongan. TK Plus An-Nur Peterongan uses the *kurikulum merdeka* as a reference system for learning, as the curriculum is new in Indonesia. Evaluation analysis needs to be done to align the needs of context, resources, teaching, and the development of student learning outcomes. The evaluation model that can identify strengths and weaknesses in the process of implementing the *kurikulum merdeka* is the CIPP model.

There are several relevant literature on the subject. The results of the CIPP model evaluation of the implementation of Ministerial Regulations No. 146 and 137 of 2014 in Kindergarten institutions of Air Tawar Barat Padang City have not achieved optimal results. Especially in the section of educational facilities and infrastructure that are not safe and inadequate for early childhood (Felayati & Yaswinda, 2019).

Another study, namely the results of the 2013 curriculum evaluation using the CIPPO model in one of the TKIT and RA Sleman, showed that the curriculum context used by the two Kindergartens was by the 2013 curriculum (local culture and Islamic values). However, its implementation in process standards has not been optimal, namely in a scientific approach. The scientific approach in both Kindergartens is still in the form of providing materials. In addition, of the five indicators of the scientific approach, only two are fulfilled, namely observing and asking. The difference between the two Kindergartens is in the curriculum content, especially the NAM aspect, while the achievement of STPPA or the output of the students of the two kindergartens shows the same results (Ningsih & Mawardi, 2021).

The constraints of a curriculum that has been implemented in educational units can be analyzed using the preliminary stage, process, and assessment results or the term Stake's Model. This has been done by Arif, et al in their research that analyzed the emergency curriculum using Stake Countenance Models in 5 kindergartens units in the city of Tegal. The results of the study are the average of the three preliminary stages, processes, and assessment results categorized as good (75.50%). It's just that there are parts that need to be improved such as teacher understanding related to curriculum, the use of technology in learning, educator participation in workshops, and the involvement of parents in learning. So, although 5 kindergartens units in Tegal City are categorized as good, there are limitations that make the overall implementation

of the emergency curriculum in 5 kindergartens units in Tegal City not yet by standards (Arif et al., 2022).

Based on the previous presentation, this study tries to show the implementation of the independent curriculum in TK Plus An-Nur Peterongan from various aspects of context, input, process, and obstacles. Therefore, this study aims to analyze and identify these four aspects as recommendations to improve the quality of education in TK Plus An-Nur Peterongan. In addition, the results of this study can be a reference for other educational institutions that also implement the independent curriculum, so that it can have a positive impact on early childhood education in Indonesia.

## Literature Review

There are several presentations of literature reviews that are relevant to this research as a support for the analysis of research results. Satja Shopa quoted Stufflebeam and Zhang (2017) stating that the CIPP model is one of the appropriate forms of evaluation used to provide a framework and improve programs that are evaluated, especially against programs, personnel, products, institutions, and systems (Sopha & Nanni, 2019).

The CIPP evaluation model is not only to see whether an evaluation objective is achieved or not but as a process of providing decision-making methods and means of improving the curriculum. Therefore, the CIPP evaluation model is feasible as a decision-maker in the field of education. The advantages of the CIPP evaluation model are paying attention to evaluating the teaching process, evaluating the resources needed to achieve curriculum objectives, paying attention to pre-evaluation, event evaluation, and post-evaluation for higher teaching quality, and teaching evaluation is carried out flexibly which effectively integrates diagnostic, formative and summative evaluation (Jiang & Liu, 2021).

Several studies have chosen the CIPP model in evaluating the teaching curriculum including by Alana Sagin, et al, Mecit Aslan and Nur Uygun, and Satja Sopha. CIPP's evaluation model that emphasizes context-based design and processes and encourages diverse stakeholder engagement makes it popular and suitable for evaluating education (Sagin et al., 2023). The CIPP evaluation model is a form of comprehensive and systematic program evaluation and is a necessity for educators and researchers. The CIPP evaluation model can be said to be a model that can be evaluated during the program development process. This is a critical form of stakeholders in education to continue to evaluate and improve (Aslan & Uygun, 2019).

## Methods

The design of the method used in this study is qualitative method. Through qualitative methods, this study describes the readiness of TK Plus An-Nur Peterongan in implementing the *kurikulum merdeka* by looking at three aspects of the CIPP model, namely context, input, and process, while the product aspect is replaced with constraints from implementing the *kurikulum*

*merdeka*. Because seeing the results or outputs of the *kurikulum merdeka* have not been seen in depth.

The data sources in this study are teachers who carry out the learning process using a *kurikulum merdeka*, curriculum documents and photos of activities, and questionnaire data. The data collection technique was carried out with a questionnaire model in the form of questions related to the implementation of the *kurikulum merdeka* at TK Plus An-Nur Peterongan. In addition, conducting curriculum document analysis while maintaining the authenticity of the text. After the data is collected, researchers analyze by sorting, presenting, and drawing conclusions from the data based on aspects of the CIPP model, namely context, input, process, and constraints. This analysis was conducted to determine the readiness of TK Plus An-Nur Peterongan in implementing the *kurikulum merdeka*.

## Result

TK Plus An-Nur Peterongan in addition to referring to the *kurikulum merdeka* also follows the regional regulation of Jombang Regency No. 09 of 2016 concerning the policy system for the implementation of Kindergarten. Below is the presentation of the results of data acquisition through observation, questionnaires, and documents as evaluation material for the *kurikulum merdeka* at TK Plus An-Nur Peterongan by looking at aspects of context, input, process, and constraints.

### *The Context of the Learning Program*

In the context aspect, educational objectives must be on the needs of students. As the needs of TK Plus An-Nur Peterongan to achieve educational goals, it is necessary to prepare to learn media that support the *kurikulum merdeka*, such as loose part materials, teachers attend training in the preparation of teaching modules, training to compile *kurikulum merdeka* learning assessments, and teachers are expected to be able to choose activities that are religiously integrated because they adjust to the school's mission, namely superior Muslims. The identification of student needs makes TK Plus An-Nur Peterongan able to set its educational goals. As expected in the implementation of the learning program using a *kurikulum merdeka*, such as the formation of attitudes and characters with charisma based on the Qur'an, the formation of literacy habits, and the realization of children's ability to use digital technology according to their age.

TK Plus An-Nur Peterongan has its solution or strategy to achieve these goals. For example, the school chooses one of the teachers to be assigned to attend training on the preparation of teaching modules and *kurikulum merdeka* assessment. In addition, teachers are also instructed to collect hadiths related to the topic of learning being carried out.

### *The Inputs of the Learning Program*

The learning program inputs in this study include the learning curriculum, human resources in schools, and facilities available in schools. The findings in the curriculum document

design show that the implementation of the *kurikulum merdeka* in TK Plus An-Nur Peterongan with the independent category changed. TK Plus An-Nur Peterongan in its curriculum documents has included organizing intracurricular activities, projects to strengthen the profile of Pancasila students, and extracurriculars. The three activities are designed with concept maps to make it easier to find problems, solutions, achievement indicators, and learning resources needed.

This input evaluation also reviews the quality of teachers. TK Plus An-Nur Peterongan has 11 teachers and education staff, including 1 principal, 1 administrative staff who is concurrently treasurer, 7 class teachers, and 2 PAI teachers. The qualifications of these teachers are also not all graduates from ECCE. Therefore, teachers at TK Plus An-Nur Peterongan are encouraged to continue learning to improve their competence through the Merdeka Mengajar Platform and so on. Likewise, from the results of the questionnaire answers, parents, the community, and other stakeholders have an interest in supporting the *kurikulum merdeka* at TK Plus An-Nur Peterongan, including supervisors, midwives from the health center, police, and experts in the BMKG field. It is also written in the curriculum document that TK Plus An-Nur Peterongan coordinates with partners in the community in providing holistic, integrative services for students, including: the educator office, police, ducktail, environmental service, social service, fisheries office, fire department, village, sub-district, health center, market, banking, house of worship, and restaurants, laundry, orphanage, aid extension organization, and Jombang Education Magazine. The form of school coordination or cooperation with various partners varies, namely some partners become resource persons or provide material, organizing events by partners, or these partners become sponsorships.

The following is an example of cooperation between TK Plus An-Nur Peterongan and community environmental partners, namely: 1) Guest teacher program. The guest teacher program is a parenting activity chosen by the school to teach students. Every semester there are visits by parents be assigned to provide materials related to learning topics that have been designed by the teacher, for example on the topic of "Jombang Kotaku". So, parents and students made visits to various icons of the city of Jombang and one of the parents became the resource person. 2) The school coordinates with the health center in the form of vaccination and immunization activities. 3) On the topic of "I love the earth", the school coordinates with the environmental agency, where children visit landfills. 4) The school coordinates with the BMKG office as children are trained in earthquake preparedness or evacuation practices when an earthquake occurs.



**Fig. 1.** Guest Teacher Program at TK Plus An-Nur Peterongan

Furthermore, the results of the analysis of documents related to the form of school activities, TK Plus An-Nur Peterongan manages its budget through BOP funds. Finally, a component that is no less important than input evaluation is the facility. Facilities at TK Plus An-Nur Peterongan include a decent building with a green and spacious yard. There are 7 classes and APEs, namely 4 classes for kindergarten A and 3 classes for kindergarten B. Then there is also office space equipped with laptops, computers, printers, LCD projectors, and laminating machines. Then 3 bathrooms, an outdoor APE, 1 fish pond, and a reading corner room with various storybook facilities. In general, the existence of these facilities has provided satisfactory results, because students can feel the facilities provided for learning activities.

#### *The Process of the Learning Program*

Further analysis related to the implementation of learning activities at TK Plus An-Nur Peterongan has partially implemented a *kurikulum merdeka*. This is marked by teaching tools that characterize the *kurikulum merdeka* with the topic of the project to strengthen the profile of Pancasila students. TK Plus An-Nur Peterongan also has the characteristics and characteristics of local content which includes morals character, recitation iqro, memorization of prayers, hadiths, and short surahs, istighosah together on Fridays, infaq activities every Thursday, morning exercises, cultivation of ethics, independence, habituation of drinking water, literacy cultivation with the introduction of numeracy and mother tongue (the teacher's method of teaching in mother tongue), Art performances that uphold the topic "I can, I'm great, I'm capable", and parent activities teach with the topic "Great Mama".

The implementation of learning activities at TK Plus An-Nur Peterongan has also included learning outcomes contained in the *kurikulum merdeka*, such as aspects of Pancasila students, literacy, numeracy, STEAM, ethical values, identity values, and religious integration. However, the implementation of learning activities in this aspect as a whole has not been fully implemented, especially in project learning and literacy. But lately, TK Plus An-Nur Peterongan

has implemented a program to read story books. In the program, children contributed two storybooks. TK Plus An-Nur Peterongan will try as much as possible to change following a fully *kurikulum merdeka*.

In the next part in terms of learning administration, teachers at TK Plus An-Nur Peterongan also compile learning resources, namely teaching modules. Teachers determine developmental achievements and learning objectives through reference books from the application of the *kurikulum merdeka*. The teacher also makes a scheme or chart of topics in designing activities to make teacher reflections. Meanwhile, in terms of evaluating the implementation of learning, teachers at TK Plus An-Nur Peterongan use the format of checklists, anecdotes, serial stories, and works. Teachers will take five children to be assessed on each subtopic each week. Thus, in three weeks the total number of children who have been assessed is fifteen.

In addition to students, the school itself also evaluates the *kurikulum merdeka* implementation program by holding evaluation meetings every week. The principal of TK Plus An-Nur Peterongan also routinely checks learning devices every week. TK Plus An-Nur Peterongan will optimally collaborate with related parties in improving the competence of its teachers. The teachers of TK Plus An-Nur Peterongan were introduced and encouraged to use the Merdeka Mengajar Platform as support in the implementation of the *kurikulum merdeka* program. Then, other parties involved are tasked and responsible for providing counseling materials related to topics based on the *kurikulum merdeka*.

Comparing the results above, it can be seen that the obstacle of TK Plus An-Nur Peterongan when viewed from the learning process is the lack of learning media from loosepart materials to support numerical literacy. This is reinforced by the results of the teacher's questionnaire answers which said that in TK Plus An-Nur Peterongan there is still a lack of recognition of symbols in children. In addition, the level of teacher quality that is not entirely from the Kindergarten department implements the *kurikulum merdeka* is a little obstacle so it takes great effort to continue learning through the Merdeka Mengajar Platform

## Discussion

As mentioned in the literature review, curriculum evaluation aims to improve the entire program within an institution (Sopha & Nanni, 2019) especially the evaluation of the CIPP model pays attention to the evaluation of the program as a whole (personal, system, product) (Jiang & Liu, 2021). Indeed, the government's curriculum for early childhood education contains lesson planning, content, and objectives. Each school can also develop the curriculum according to school needs by paying attention to the characteristics and potential of children (Ulfadhilah et al., 2021). School needs can be analyzed through curriculum evaluation based on context aspects (Pujiastuti et al., 2021).

One curriculum evaluation model whose development and application is very broad is the CIPP evaluation model (Hakan & Seval, 2011). It also agrees with Al-Shanawani's research that the CIPP evaluation model is the most widely adopted evaluation model for programs, institutions, and curricula that are widely used and are known for their completeness and

reliability (Al-Shanawani, 2019). Thus, from these evaluation activities can see the efficiency of a program and the effectiveness of students when implementing the learning process. The results of the evaluation will also provide information related to the program applied, both in terms of advantages and disadvantages (Tusyana et al., 2020).

Essentially, the initial purpose of this study was to identify the evaluation of the *kurikulum merdeka* in TK Plus An-Nur Peterongan with the CIPP model. This means that the evaluation of the curriculum is based on aspects of context, input, process, product, or constraint. In the context aspect, this study found that TK Plus An-Nur Peterongan was able to identify the needs of its students to be used for educational purposes. The research findings are relevant to the meaning of context evaluation whose main points are identifying the needs of the target population and problems, setting goals, and resources, and setting outcome criteria (Al-Shanawani, 2019). In addition, the evaluation of the context in this study also emphasizes the verification of the definition of educational objectives and their suitability to the needs of students (Pujiastuti et al., 2021).

In contrast to the input aspect, the input component in the evaluation makes the application of the curriculum will be designed and developed in detail through consideration by adjusting to the needs that are more appropriate in organizing learning activities (Al-Shanawani, 2019). In the presentation of the results, TK Plus An-Nur Peterongan has used a *kurikulum merdeka* with implementation referring to the Independent Teaching Platform or the term independent change (Inayati Ummi, 2022). It can be said, that the implementation of a *kurikulum merdeka* in an institution depends on the readiness of the institution itself. The government has provided 3 categories of selection in implementing the *kurikulum merdeka* (independent learning, independent change, and independent sharing) as an effort to restore learning (Jamjegah et al., 2022). In implementing *kurikulum merdeka*, TK Plus An-Nur Peterongan has involved all relevant parties in supporting the *kurikulum merdeka*. In developing the curriculum there needs to be support from the community in the form of financing and responding to the curriculum. Because the context of the curriculum is not only about learning material but also everything involved with school and producing the learning process. For example, the parents themselves and the surrounding community. Both are school needs from the aspect of input that can assist and think about the success of the curriculum in schools (Mundiri & Hasanah, 2018).

Another finding is in the process aspect by quoting the results of Al-Shanawani's research that what is evaluated is about learning programs, both implementation, application, or the results of learning activities (Al-Shanawani, 2019). The learning program at TK Plus An-Nur Peterongan uses teaching modules that contain general information related to modules, learning achievements and objectives, and learning activities. The existence of the teaching module is expected to implement the curriculum to achieve learning objectives. Because, it can be known that the achievement index of curriculum implementation is characterized by changes in the behavior of students who have carried out the learning process by utilizing learning resources correctly (Tusyana et al., 2020).

In the end, the clearest finding that emerged from this analysis was the constraints on the implementation of the *kurikulum merdeka* at TK Plus An-Nur Peterongan. These constraints



can be seen after passing the results of the evaluation of aspects of context, input, and process. It also agrees with previous research that the constraints of a curriculum can be analyzed using the preliminary stage, process, and assessment results (Arif et al., 2022). TK Plus An-Nur Peterongan needs to increase loose part media to support literacy and numeracy learning in children. The loose part is an interesting learning medium for the introduction of symbols or symbols in children because it can encourage them to play in their way and make children more creative and imaginative (Utami & Eliza, 2022). In addition to the media, it turns out that the quality of Human Resources owned by the school also affects the readiness to implement a curriculum. Because the level of mastery and motivation of each teacher is different (Qondias et al., 2018). If the school has realized this, then there needs to be support from the community. As is known, the community is also very influential in the implementation of education, for example the availability of facilities and infrastructure (Rosmana et al., 2022). In particular, this *kurikulum merdeka* inspires schools and educators to be more creative in using technology and digital resources to be more flexible in teaching methods to enrich the learning experience (Arum et al., 2023).

The results and discussions that have been described previously are at least important in evaluating the curriculum with the CIPP model, but these findings have not been interpreted completely because they have not included analysis from the product aspect. Thus, additional research is needed to fully understand the evaluation of the CIPP model curriculum. As suggested to conduct further research by adding aspects of products or student learning outcomes to the evaluation of the *kurikulum merdeka*.

## Conclusion

The implementation of the *kurikulum merdeka* at TK Plus An-Nur Peterongan from the aspects of context, input, and process is in the category of independent change. This means that curriculum documents and learning activities have referred to the principles contained in the *kurikulum merdeka*. Among them, the school has designed educational goals that lead to a *kurikulum merdeka* in the form of project activities, strengthening the profile of Pancasila students, literacy habituation, STEAM-based activities, and local content. In addition, teachers also take advantage of the Merdeka Mengajar Platform, learning activities that partner with the community environment, as well as the learning process with intracurricular and extracurricular forms. However, from the implementation of the curriculum, there are obstacles to providing numerical literacy in the form of introducing symbols to children. This is due to the lack of loose part media. In addition, the quality of teachers is also not optimal because there are teachers who are not Kindergarten graduates so the school needs to encourage motivation for teachers to always improve their competence. To overcome this, the school can improve numerical literacy media by inviting parents to collaborate in making loose parts using everyday materials. In addition, the development of the teacher profession is also improved through training and mentoring programs between teachers.

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