

Analysis of Implementation of Independent Curriculum Policy in State Senior High School 1 Rumbia, Central Lampung Regency, Lampung Province

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ABSTRACT

The Independent Curriculum is a new education policy designed to address the challenges of post-pandemic learning and the needs of 21st-century education. This curriculum emphasizes flexibility in learning, differentiation based on student characteristics, and character building through the Pancasila Student Profile Strengthening Project (P5). The background of this research is based on the importance of assessing the extent to which this policy is actually implemented in educational units, particularly at SMA Negeri 1 Rumbia. The purpose of this study is to describe the implementation process of the Independent Curriculum at the school and evaluate it using the CIPP (Context, Input, Process, Product) evaluation model, while identifying supporting and inhibiting factors that emerged during implementation. The results show that SMA Negeri 1 Rumbia has implemented the Independent Curriculum in stages with a number of positive changes, particularly in increasing student participation, teacher creativity in developing teaching modules, and implementing character-based projects

INTRODUCTION

Background

Education is a key pillar in developing quality and character-based human resources. In an effort to improve education quality, the Indonesian government has launched the Independent Curriculum (Kurikulum Merdeka) as part of its Freedom to Learn (Merdeka Belajar) policy. This curriculum is designed to provide flexibility for educational units in developing learning tailored to student needs and local contexts. Implementation of the Independent Curriculum is expected to encourage teacher creativity, increase student participation, and create learning that is more relevant to the challenges of the 21st century. However, the success of this policy's implementation depends heavily on the readiness and understanding of stakeholders, especially teachers, in implementing it at the educational unit level.

The Independent Curriculum offers a more flexible and contextual learning approach, providing teachers with room for innovation in the teaching and learning process. However, curriculum changes cannot be implemented uniformly across all schools. This requires prepared human resources, infrastructure, and a thorough understanding of the philosophy and principles of the Independent Curriculum from educators. In practice, implementation challenges often arise, particularly in subjects steeped in values and ideology, such as Civics, which emphasizes not only cognitive aspects but also affective and psychomotor aspects.

The national implementation of the Independent Curriculum is carried out through the Independent Learning, Independent Change, and Independent Sharing schemes, which provide schools with the flexibility to adopt this curriculum according to their individual readiness. SMA Negeri 1 Rumbia, as one of the high schools in Lampung Province, has implemented the Independent Curriculum with Independent Change status. In practice, implementing this policy requires comprehensive preparation, from educator competence, infrastructure availability, principal leadership, to support from the surrounding community. However, like any new policy, the implementation of the Independent Curriculum also faces challenges, both internal and external to the school, which affect its effectiveness.

SMAN 1 Rumbia, as one of the schools implementing the Independent Curriculum, faces challenges in integrating this policy, which plays a strategic role in shaping students' character and national values. Therefore, this study aims to analyze the implementation of the Independent Curriculum at SMAN 1 Rumbia, focusing on supporting factors, obstacles, and its impact on the learning process. The results of this study are expected to serve as evaluation material and references for education policymakers, teachers, and educational institutions in developing more effective and contextual curriculum implementation strategies.

Formulation of the Problem

Based on the background that has been explained, the problem formulation in this research is:

1. How is the implementation of the independent curriculum policy at SMAN 1 Rumbia?
2. What are the supporting and inhibiting factors in the implementation of the independent curriculum policy at SMAN 1 Rumbia?
3. How is the evaluation and impact of the implementation of the Independent Curriculum Policy on the learning process and student learning outcomes at SMAN 1 Rumbia?

Research Purposes

1. Knowing how to implement the independent curriculum policy at SMAN 1 Rumbia.
2. To identify supporting and inhibiting factors in the implementation of the independent curriculum policy at SMAN 1 Rumbia.
3. To analyze the evaluation and impact of the implementation of the independent curriculum policy on the learning process and student learning outcomes at SMAN 1 Rumbia.

Benefits of Research

The results of this research are expected to provide the following benefits:

1. Theoretical Uses

The results of this study can enrich the literature on educational policy implementation theory, particularly in the context of the Independent Curriculum, which emphasizes differentiated, student-centered, and national values-based learning. This research can also strengthen the conceptual framework regarding the relationship between national education policy and learning practices at the school level.

2. Practical Uses

- a) This research can provide a real picture of effective strategies and approaches in implementing the Independent Curriculum.
- b) The results of this study can be used as a basis for evaluating and improving the quality of the implementation of the Independent Curriculum in schools.
- c) The findings of this study can be used as consideration in formulating policies for mentoring, training, and monitoring the implementation of the Independent Curriculum in schools.

LITERATURE REVIEW

Public Policy

According to Tachjan (Herdiana, 2018), the substance of policy is essentially an agreement on a decision made from a series of interconnected

choices. Policy is essentially a government activity that regulates the lives of society and the public.

To create optimal development, the government creates several policies that will later be used to help meet primary needs and solve problems in society. The birth of a public policy is none other than having a foundation used to solve problems that occur in society. The use of public policy is oriented to fulfill the needs and interests of society that were initially determined by the parties (stakeholders) (Ramdhani & Ramdhani, 2017). Public policy by (Anggara, 2014) is defined as a series of interrelated decisions issued by government agencies and officials. A policy is related to the decision-making process that aims to continue an action to be taken. Public policy is a decision made by a public authority holder whose existence binds many people. Public policy must be made by the holder of a mandate that has been given by the public or many people because it has representation over many people.

The fundamental goal of public policy is to establish order within a given jurisdiction or to maintain order within a public system. With policy, individuals have greater boundaries and rules for implementation. Broadly speaking, public policy objectives can be political, economic, social, or even legal. In the political sphere, public policy serves as a medium for distributing values in the form of goods or services to the public. Meanwhile, in the social sphere, public policy aims to regulate community life, address potential public unrest or conflict, and promote harmony among members of society regardless of perspectives (Affrian, 2012).

Independent Curriculum

The curriculum is a key component of the education system, serving as a guideline for the learning process. In the context of formal education, the curriculum encompasses not only a list of subjects but also objectives, content, learning methods, and evaluation, all interrelated and systematically structured. According to Saylor, Alexander, and Lewis (1981), a curriculum is an educational planning tool that encompasses learning objectives, content, learning strategies, and evaluation processes, all of which form an interconnected system. This demonstrates that the curriculum is an integrated system designed to achieve optimal learning outcomes.

Lawrence Stenhouse (1975) argued that a curriculum is a planned document that can be tested in learning practice. This means that a curriculum is not merely a theoretical plan; it must be able to be implemented and evaluated directly in the classroom. In his view, a curriculum is dynamic and flexible, and must be adapted to the context of the students and the learning environment. Meanwhile, according to George A. Beauchamp (1986), a curriculum is a written document prepared by an educational institution that includes learning

objectives, content, learning organization methods, and evaluation. This emphasizes that the curriculum is the result of an institutional planning process that has formal legitimacy.

The Independent Curriculum (Kurikulum Merdeka) is a curriculum launched by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in response to the need for more flexible, student-centered learning that is relevant to the challenges of the 21st century. This curriculum was introduced on a limited basis in 2021 through the Sekolah Penggerak program and will be implemented more widely starting in 2022.

According to the Ministry of Education, Culture, Research, and Technology (2022), the Independent Curriculum (Curriculum Merdeka) is a curriculum that provides educational units and educators with the flexibility to design learning tailored to student characteristics and their respective local contexts. This curriculum emphasizes project-based learning to support the development of student character and competencies, aligned with the Pancasila Student Profile.

According to the Ministry of Education, Culture, Research and Technology (2022), the Independent Curriculum aims to:

1. Realizing student-centered learning, through a flexible approach that is tailored to individual needs and potential.
2. Developing the character and competencies of students as a whole, through the integration of the values of the Pancasila Student Profile in the learning process.
3. Encourage learning freedom for teachers and students, by providing space for teachers to design learning according to local contexts and student needs.
4. Reduce the administrative burden, by simplifying learning planning documents and emphasizing the essence of the learning process.

Policy Implementation

Implementation is the application of a policy, which includes steps and activity processes. Implementation plays a crucial role in the policy process, and the success of a program can be assessed by how effectively it is implemented. According to Grindle, implementation is an administrative action process that can be examined at the program level. The implementation process can begin when the goals and targets of a program have been determined, the program activities have been developed, and funds have been prepared and distributed to achieve the goals (Akib 2010).

The objectives of a policy and its implementation in the government process are closely related. The purpose of a policy is to resolve various problems that arise in society and create prosperity. And in its implementation, the

government must have prepared what programs and activities can provide solutions to the problems that arise. This is in accordance with the perspective of Van Meter and Van Horn, who stated that the task of implementation is to be able to build networks that enable the realization of the objectives of public policy implemented through the actions and activities of government agencies involving various stakeholders (Grindle 2017).

According to George C. Edwards, policy implementation is influenced by 4 variables, namely:

1. Communication is one of the variables influencing policy implementation, particularly because successful policy implementation requires the public to understand and understand what needs to be done. Policy goals and objectives must be communicated to target groups to minimize implementation distortions. Furthermore, if the goals and objectives of a policy are unclear to the target group, resistance is likely to arise.
2. Resources. Even if the policy's content has been communicated clearly and transparently, if the implementer lacks the resources to implement it, the policy's implementation will certainly not run optimally. These resources will be realized through human resources, namely the implementer's competence and financial resources.
3. Disposition is the character or characteristics possessed by the implementer, such as honesty, commitment, consistency and democratic nature.
4. Organizational structure: The organizational structure is responsible for implementing policies and has in-depth knowledge of the process and stages of policy implementation. This stage naturally involves all elements of government and stakeholders, both private and public, as a group.

Policy Evaluation

Evaluation is essentially an examination of the implementation of a program that will be used to predict, calculate, and monitor future program implementation to improve it. Thus, evaluation looks forward rather than past mistakes and is aimed at increasing the program's chances of success. Evaluation is an effort to objectively measure and evaluate the achievement of planned results. Evaluation results are intended to provide feedback for future planning (Yusuf 2000).

The primary function of evaluation is, first, to provide valid and reliable information about policy performance, namely the extent to which needs, values, and opportunities have been achieved through public action. Second, evaluation contributes to the clarification and critique of the values underlying the selection

of goals and objectives, and value clarification is achieved through the establishment and operation of goals and objectives. Evaluation will provide valid and reliable information about policy performance, namely the extent to which needs, values, and opportunities have been achieved through public action (Nugroho 2008).

METHODOLOGY

Research Approach

This study employed a qualitative approach with a descriptive qualitative approach. This approach was chosen because the primary objective of the study was to understand and describe in depth how the Independent Curriculum policy was implemented at SMA Negeri 1 Rumbia. According to Creswell (2014), a qualitative approach aims to understand social phenomena from the perspective of participants, through narrative and in-depth data collection, rather than numerical data. The researcher acts as the primary instrument in the data collection and analysis process.

Qualitative descriptive research is used to systematically describe the facts and characteristics of the research object, without manipulating the variables being studied. Therefore, this study seeks to explore how teachers, principals, and other stakeholders understand and implement the Independent Curriculum policy.

Data Source

Source The data used in this study consists of:

- a) Primary data sources, namely in the form of observation data and direct interviews from first persons/sources such as teachers, principals, and students at SMA 1 Rumbia.
- b) Secondary data sources, namely from people or second sources such as; taken from library materials in the form of books, papers, archives, documents, articles, notes, and so on that are related to this research such as curriculum documents, results of teacher meetings, school work programs.

Data Collection Technique

In this study, data collection was conducted using qualitative techniques aimed at gathering in-depth and comprehensive information from various sources. The data collection techniques used included observation, in-depth interviews, and documentation.

1. Observation

Observation is used to obtain direct data regarding the implementation of learning based on the Independent Curriculum. This technique allows researchers to observe real-life behaviors, interactions, and practices occurring in the classroom and school environment. The type of observation used is

unstructured participatory observation, where researchers are present on-site and observe the learning process, without a rigid observation format.

2. Interview

Interviews were conducted directly with informants to explore their experiences, understanding, and perceptions regarding the implementation of the Independent Curriculum policy.

3. Documentation Study

Documentation is a data collection technique used to find data on things or variables, including notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, lenger (records), agendas, and so on (Abdussamad 2022). The data sought through this technique include teaching documents, school work plans, and activity archives.

Data Analysis Techniques

Data analysis in qualitative research is conducted simultaneously with the field data collection process. This research uses the interactive data analysis technique proposed by Miles and Huberman (1994), which consists of three main components:

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, and transforming raw data from field notes, interviews, and documentation into a more organized form. At this stage, researchers select important information and ignore information that is irrelevant to the research focus.

2. Data Display

Data presentation is the process of organizing reduced information into a narrative, matrix, table, chart, or systematic text description. This aims to make it easier for researchers to understand the patterns, relationships, or trends in the data obtained.

3. Conclusion Drawing and Verification

The final stage of analysis is drawing conclusions based on the presented data. These conclusions are tentative and will be continually reviewed with new incoming data until a consistent pattern is found. Verification is conducted to ensure that the conclusions are valid and appropriate to the field context.

RESULTS AND DISCUSSION

Overview of Research Location

Rumbia District is one of 28 districts within the administrative area of Central Lampung Regency, Lampung Province. Geographically, Rumbia District is strategically located in the eastern part of Central Lampung Regency and directly borders several other districts.

Rumbia District covers an area of 164.29 square kilometers (km²). This area encompasses a number of scattered villages, with a population distribution and

land use dominated by agriculture and residential areas. With this area and a total population of 61,740, the population density in this area is approximately 376 people per km², making Rumbia District one of the areas with relatively high socio-economic activity in Central Lampung Regency.

In terms of education, Rumbia District has several formal educational institutions, ranging from elementary to secondary levels. There are 25 elementary schools (SD/MI), 8 junior high schools (SMP/MTs), and 4 senior high schools (SMA/MA). In the health sector, public services are provided through one main community health center (Puskesmas), several sub-community health centers (Puskesmas), and a network of integrated health posts (Posyandu) spread across every village. This demonstrates the government's commitment to bringing basic services closer to the community. However, challenges in the distribution of teaching and medical personnel remain a critical issue that needs to be addressed.

The majority of Rumbia's residents make their living as farmers, primarily corn, cassava, and rice farmers. In addition to agriculture, the plantation sector is also quite developed, particularly in the cultivation of oil palm and rubber. The community's economic status is considered lower-middle class, although incomes have increased in recent years due to improving agricultural commodity prices.

SMA Negeri 1 Rumbia is a public high school in Central Lampung Regency, Lampung Province, under the auspices of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. The school was established on November 17, 2000, based on Decree of the Minister of National Education Number 217/O/2000, which stipulated its establishment as part of expanding access to high school education in rural and sub-district areas.

Administratively, this school is located at Jalan SMAN 1 Rumbia, Restu Baru Village, Rumbia District, Central Lampung Regency, Lampung Province, Postal Code 34166. This location is quite strategic because it is in a relatively affordable area from the district center and can be accessed by students from various surrounding villages. This school is also located not far from the main road that connects the areas in Rumbia District, making it the main choice for junior high school and MTs graduates who want to continue to high school in the area.

SMA Negeri 1 Rumbia has adequate educational facilities to support the teaching and learning process, both theoretically and practically. According to Dapodik data for the odd semester of the 2024/2025 academic year, the school sits on 20,000 square meters (m²) of land owned by the central government and designated specifically for public senior high school education.

Physically, the school has 26 classrooms, all of which are in good condition. These classrooms accommodate 27 study groups (*rombel*), with a rotation system allowing for the flexibility of using the classrooms for one additional *rombel*. Thus, the school can accommodate 901 students with an average of 33 students per class, which is within the ideal range based on national education standards.

Students are divided into 27 study groups (*rombel*), with an average of 33 students per group, which meets the Ministry of Education's maximum standards for creating a conducive and effective learning environment. This group composition allows teachers to implement more focused learning, both in a classical and differential manner.

Implementation of the Independent Curriculum Policy at SMAN 1 Rumbia

SMA Negeri 1 Rumbia, a public school under the authority of the Lampung Provincial Education Office, began implementing the Independent Curriculum (*Merdeka Curriculum*) in the 2022/2023 academic year through the *Mandiri Berubah* (Changed Independent) pathway. This implementation is being carried out in stages, starting with grade 10 and then continuing to subsequent levels. This chapter explains the stages of *Merdeka Curriculum* implementation at SMAN 1 Rumbia, including preparation, initial implementation, ongoing implementation, evaluation, and development.

The preparation phase is a crucial foundation for the successful implementation of the Independent Curriculum at SMA Negeri 1 Rumbia. Activities at this stage were implemented in the even semester of the 2021/2022 academic year, following the issuance of a national policy that opened the option for schools to independently adopt the Independent Curriculum. SMA Negeri 1 Rumbia established its position as a "*Mandiri Berubah*" school, meaning the school is ready to implement the Independent Curriculum at some levels, starting from grade 10.

The initial implementation phase is a crucial moment in the transition from the 2013 Curriculum to the Independent Curriculum. The school adopted the status of an Independent School with Changes, meaning the implementation of the Independent Curriculum began at some levels, with mentoring and internal initiatives from teachers and school management.

After completing the initial implementation phase of the Independent Curriculum in grade X in the 2022/2023 academic year, SMA Negeri 1 Rumbia will continue implementing this policy in the next grades, namely grades XI and XII, in the 2023/2024 academic year. This advanced implementation phase aims to expand the application of the Independent Curriculum principles to all grades and ensure consistency in the student-centered learning approach.

The evaluation and continuous development phase is crucial in the implementation of the Independent Curriculum at SMA Negeri 1 Rumbia. Comprehensive evaluations are conducted on learning, assessments, teaching modules, and the P5 project to ensure curriculum effectiveness and make necessary adjustments. Furthermore, continuous development aims to build a learning ecosystem that is reflective, collaborative, and adaptive to student needs and the dynamics of education.

Implementation of Edward III Model Policy

George C. Edward III's policy implementation model emphasizes that the success of public policy implementation is heavily influenced by four key variables: communication, resources, disposition (attitude), and bureaucratic structure. In the context of the implementation of the Independent Curriculum at SMA Negeri 1 Rumbia, these four variables can be explained as follows:

1. Communication

Communication conducted by SMA Negeri 1 Rumbia in implementing the Independent Curriculum is multidirectional and multi-actor. Vertical communication ensures policy alignment, internal communication ensures teacher understanding, and external communication strengthens parental and community support. Despite challenges, overall, communication at SMA Negeri 1 Rumbia has supported the smooth implementation of the policy by building a coherent and participatory understanding at all levels of implementation.

2. Resource

Overall, resources at SMA Negeri 1 Rumbia have supported the implementation of the Independent Curriculum, although not yet ideal. Human resources are a key strength, thanks to the high level of enthusiasm and commitment of teachers. Financial resources and infrastructure remain limited, but these are addressed through efficiency strategies and partnerships.

3. Disposition

The disposition of policy implementers at SMA Negeri 1 Rumbia shows a positive and progressive direction. The principal, a transformational leader, teachers who are continuously learning and open to change, loyal support staff, and enthusiastic students are key factors in the successful implementation of the Independent Curriculum.

4. Bureaucracy

The bureaucratic structure at SMA Negeri 1 Rumbia has evolved into a flexible yet organized one, enabling the implementation of the Independent Curriculum to be structured, collaborative, and sustainable. A clear division of tasks, regular coordination forums, an active supervision and reporting system, and bureaucratic relationships with the education office and ministries

demonstrate that the school possesses the institutional capacity to support the success of this policy.

Supporting and Inhibiting Factors for The Implementation of The Independent Curriculum Policy at SMAN 1 Rumbia

William N. Dunn stated that public policy is influenced by four main components: policy content, policy context, policy process, and policy actors. These four components interact with each other and shape the quality of policy implementation. In the context of the implementation of the Independent Curriculum at SMA Negeri 1 Rumbia, the following is an analysis of each factor:

1. Policy Contents

Policy content is a key factor in successful implementation. The Independent Curriculum offers educational units significant flexibility in developing operational curricula. This allows schools to adapt learning to student characteristics and local environmental conditions. Furthermore, the policy's focus on differentiated learning, formative assessment, and character building through the Pancasila Student Profile Strengthening Project (P5) encourages a more humanistic, contextual, and enjoyable learning approach for students. These innovations reflect values that are more relevant to current needs and foster school autonomy.

2. Policy Context

The policy context reflects the social, cultural, economic, and institutional conditions within which the policy is implemented. In the implementation of the Independent Curriculum at SMA Negeri 1 Rumbia, contextual factors are a crucial aspect shaping the dynamics of policy implementation on the ground. From a socio-cultural perspective, the values of mutual cooperation and local wisdom, which remain strong in the community, are key supporters of the Pancasila Student Profile Strengthening Project (P5). Students and teachers can incorporate local themes into learning projects, strengthening the relevance of education to the surrounding environment. Institutional support from the Lampung Provincial Education Office is also significant, particularly in the form of training, supervision, and technical assistance to schools implementing the Independent Curriculum.

3. Policy Process

The policy process encompasses planning, implementation, evaluation, and policy development at the executive level. At SMA Negeri 1 Rumbia, the implementation of the Independent Curriculum demonstrates a structured and participatory process. During the planning stage, the school developed an Educational Unit Operational Curriculum (KOSP) tailored to the Learning Outcomes (CP) and the characteristics of the educational unit. This process involved a curriculum development team consisting of teachers from various subjects and the principal, thus representing the interests of all internal school

stakeholders. Furthermore, the scheduling of learning and P5 projects was organized, taking into account the educational calendar and local potential.

4. Policy Actors

Policy actors are individuals or groups involved in decision-making, implementation, and oversight of policies in the field. In the context of the implementation of the Independent Curriculum at SMA Negeri 1 Rumbia, several actors play strategic roles, both internally and externally. The main actors at the educational unit level are the principal, teachers, and education staff, who are directly involved in developing the curriculum, implementing learning, and managing operational activities. The principal demonstrates commitment and visionary leadership, as reflected in initiatives to organize internal training (IHT), encourage teacher collaboration, and facilitate regular learning supervision.

Evaluation and Impact of The Implementation of the Independent Curriculum Policy

The CIPP (Context, Input, Process, Product) evaluation model is used to comprehensively evaluate a policy or program through four main aspects: context, input, process, and outcomes. This evaluation helps understand the extent to which the Independent Curriculum policy has been effectively implemented at SMA Negeri 1 Rumbia and how it can be continuously improved.

The CIPP evaluation shows that the implementation of the Independent Curriculum at SMA Negeri 1 Rumbia has had a positive impact on strengthening student character, improving the learning process, and shifting the school culture toward a more participatory approach. However, challenges related to equal distribution of teacher competencies, limited infrastructure, and consistent documentation and reflection remain to be addressed. Human resource capacity building, strengthened supervision, and affirmative policy support are needed to achieve a comprehensive, equitable, and sustainable implementation of the Independent Curriculum.

The implementation of the Independent Curriculum at SMA Negeri 1 Rumbia has had a number of significant impacts on students, teachers, and the school's overall educational ecosystem. For students, the more flexible, project-based learning approach has increased active engagement in the learning process and fostered critical thinking, collaboration, and communication skills. Through the implementation of the Pancasila Student Profile Strengthening Project (P5), students have begun to demonstrate behavioral changes toward greater responsibility, concern for their environment, and openness to diversity.

On the other hand, teachers have experienced a shift in their role from mere transmitters of material to adaptive and reflective learning facilitators. Teachers have become accustomed to developing contextual teaching modules and conducting formative assessments to tailor learning strategies to students'

needs. At the institutional level, the implementation of the Independent Curriculum has encouraged collaboration among teachers in curriculum development and professional development. Although still facing various challenges such as limited infrastructure and disparities in teacher competency, the impact of this policy's implementation generally indicates a positive direction for change, leading to a more independent, inclusive education system oriented toward the development of students' character and competency as a whole.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The Independent Curriculum Policy at SMA Negeri 1 Rumbia is being implemented in stages using a transformative approach that prioritizes flexibility, differentiated learning, and character building through the Pancasila Student Profile Strengthening Project (P5). The school has developed an Educational Unit Operational Curriculum (KOSP), involved teachers in developing teaching modules, and implemented formative assessments and active learning. Although implementation is not yet fully complete, this policy has begun to shift the learning paradigm from teacher-centered to student-centered, emphasizing the needs and potential of students.

In its implementation, there are various influencing factors, both supporting and inhibiting. The main supporting factors come from the principal's commitment, teachers' enthusiasm for learning and adaptation, and the school's socio-cultural environment, which is open to educational innovation. Meanwhile, obstacles arise from limited infrastructure, inequality in teacher competency, increasing workloads, and suboptimal parental involvement. Evaluation based on William N. Dunn's theory shows that the flexible and relevant policy content is in line with local needs, but still requires strengthening in the process and capacity of policy actors.

The CIPP evaluation results indicate that the context and strategy for implementing the Independent Curriculum at SMA Negeri 1 Rumbia are quite supportive, but improvements in the process and outcome measurement are still needed. Overall, the impact of this policy implementation shows a positive trend: students become more active, reflective, and creative; teachers begin developing adaptive learning; and collaboration within the school environment increases. While long-term results still require ongoing evaluation, the implementation of the Independent Curriculum at this school has demonstrated a shift toward a more independent, relevant, and meaningful education system.

Recommendations

SMA Negeri 1 Rumbia needs to continue strengthening teacher competency in developing and implementing differentiated learning and formative assessment. Continuous and comprehensive internal and external

training should be provided to all teachers, especially those still experiencing difficulties in understanding the technical aspects of the Independent Curriculum implementation. Furthermore, the school is advised to develop a more systematic system for documentation, learning reflection, and project evaluation to ensure more focused and measurable program implementation.

Regional governments, through the Education Office, are expected to provide more concrete support, such as providing information and communication technology (ICT) facilities, procuring teaching modules and thematic materials, and providing technical assistance from supervisors or curriculum facilitators. Affirmative policy support for schools with limited infrastructure is also essential to ensure equitable and inclusive implementation of the Independent Curriculum.

Parental involvement in supporting the learning process at home, particularly in the implementation of the P5 project, is crucial for enhancing the impact of student character development. Therefore, schools need to increase communication and outreach to parents regarding the principles and objectives of the Independent Curriculum so they can understand and actively support their children's learning process.

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