

Implementation of Learning Evaluation in the Independent Curriculum: Case Study at MAN 2 Bogor City

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ABSTRACT

The Merdeka Curriculum implemented after the Covid-19 pandemic is here as an answer to challenges in the world of education that continues to develop. This curriculum provides space for teachers to innovate, while placing students at the center of learning. The purpose of this study is to observe how the evaluation of learning in the Independent Curriculum is implemented in MAN 2 Bogor City, as well as the various obstacles faced by teachers in the process. This research method uses a qualitative approach with a case study method, involving five teachers as the main informants. The results of the study show that learning evaluation has referred to the principles of the Independent Curriculum, with an emphasis on formative and summative assessments. Teachers prioritize daily assessments that include aspects of student attitude, activeness, and understanding, rather than cognitive assessments alone. However, challenges such as the preparation of comprehensive assessment instruments and lack of active involvement from students are still found. Evaluation is also carried out internally by the school as a form of supervision and quality improvement. Overall, the evaluation of learning at MAN 2 has gone well, but it still needs to strengthen teacher capacity and system support so that the principles of the Independent Curriculum can be applied optimally.

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1. INTRODUCTION

Post-Covid-19, the dynamics of education are increasingly complex and must be able to adapt to the times. The Merdeka Curriculum designed by Nadiem Makarim, Minister of Education, Culture, Research and Technology in 2022 is expected to be able to answer these dynamics. The independent

curriculum is a concept of independent learning that is centered on the needs of students, teachers are given the freedom to innovate and be creative in learning. The free curriculum is flexible, dynamic, and focuses on the needs of students to create high-quality education (Lidia et al., 2025).

The Merdeka Curriculum changes all aspects of learning, including the way of evaluation. Now, the methodology and assessment tools used must be adapted to the more flexible and student-centered features of the Independent Curriculum. With the help of evaluation, teachers can adjust their teaching methods to better suit students' learning styles and needs, so that the quality of learning can continue to be improved (Fakhintan et al., 2025). Teachers are given the freedom to determine the assessments in this curriculum and adapt them to the needs of the students. The challenge for teachers is to plan assessments by identifying needs and choosing appropriate assessment strategies. In addition, teachers must determine measurement tools that are in accordance with learning objectives and be able to make assessments with innovation. Finally, the evaluation carried out is carried out by interpreting and analyzing the effectiveness of the assessment. This is done to track students' progress in understanding the lessons given (Lidia et al., 2025).

However, the implementation of the Independent Curriculum has a different level of difficulty. Not all teachers have the ability to implement learning evaluations effectively. To explain learning progress, make decisions about next steps, and as a basis for developing appropriate learning programs for students in the future, many teachers have difficulty designing fair, proportionate, valid, and reliable evaluations. In addition, there are teachers who ignore learning activities and only focus on teaching without having a positive impact. As a result, learning evaluation only achieves the fulfillment of curriculum targets (Riadi, 2017). Teachers' failure to assess can also indicate failure in their evaluation (Saiful Bahri, 2023). This will have an impact on education in Indonesia.

Previous studies by Siregar 2023 show that free learning focuses on creativity, problem-solving, and meeting the needs of society and the world of work. This is corroborated by research conducted by Sholihah et al., 2023, which shows that the evaluation of independent learning involves the assessment of affective, cognitive, and psychomotor aspects. However, in their study, Fakhintan et al., 2025, found different results. They said that teachers face problems in making thorough evaluations. So it requires deeper knowledge to do so.

Based on the description above, the researcher is interested in exploring the implementation of learning evaluation in the Independent Curriculum in MAN 2. This implementation needs to be studied more deeply to better understand how teachers guide, implement, and assess student learning, as well as whether it is in accordance with the principles of flexibility, meaningfulness, and student-centeredness in the Merdeka curriculum. This research also aims to identify the obstacles faced by teachers and the actions taken to overcome them. It is hoped that the results of this study will contribute to efforts to improve the quality of educational evaluation in MAN 2, in particular, and other schools in general.

2. METHODS

This research method uses a qualitative approach. With a type of case study research that aims to comprehensively understand and describe the implementation of learning evaluation in the independent curriculum in MAN 2 Bogor City. As a consideration of the confirmed data results, this study tried to take data on 2 male teachers and 3 female teachers. Then to validate a research data, also previously indicated and plan various materials to carry out planning. Starting from the permit to carry out research, research triangulation such as interviews, deductive reasoning to inductive and finally data processing. Qualitative data is defined as data collected with various supporting elements of research in the field to determine the validity of data (Umar Sidiq et al., 2019). A teacher at MAN 2 Bogor City was interviewed to gain further understanding of the research topic. By using interactive models to analyze data, researchers will simplify complex data to make it easier to process. Then, they will present it in the form of a narrative to facilitate understanding and drawing conclusions (Sidiq & Choiri, 2019).

3. FINDINGS AND DISCUSSION

Based on the results of the research on the implementation of learning evaluation in the independent curriculum that has been carried out at MAN 2 Bogor City, 2 main findings were found. First, the implementation of learning evaluation at MAN 2 is adjusted to the provisions contained in the Independent Curriculum. Second, there are challenges and dynamics faced by MAN 2 Bogor City in the implementation of learning evaluation.

Implementation of Learning Evaluation in the Independent Curriculum

In the first findings, this study found that in the evaluation of learning carried out at MAN 2, it refers to learning modules that have been prepared beforehand. The stages in the preparation of learning modules start from the preparation of learning indicators, learning objectives, learning techniques and learning material objectives that are tailored to the needs of students. In the preparation of learning modules, follow the applicable learning curriculum, namely the independent curriculum. In this curriculum, teachers are only facilitators and students are involved in learning. Various learning methods are applied, ranging from lectures, discussions, presentations to things that are made as interesting as possible to attract learning interests.

These findings are as explained by the interviewees:

The teacher does not directly teach the material, but gives an initial introduction to each material given, then is given a stimulus to capture what is explained, and the students are involved 50% in each learning.

The above findings indicate that student involvement in the learning process is designed to be as fun as possible, so that students are comfortable and actively learning and understanding practices in the field. This is in line with the findings of research by Mardiana et al (2023), the role of teachers as facilitators and involving students in learning with project-based and contextual approaches has increased.

Formative and summative evaluation are two components of learning evaluation in the independent curriculum. Formative experiments are carried out through questions and answers, presentations, mind maps, and oral or written explanations of the subject matter. Formative assessments are designed for educators to help learners learn during learning and provide ongoing and periodic feedback. Formative assessments are intended to identify aspects that need to be improved to improve students' understanding and knowledge (Firani et al., 2023). Oral tests are tools and resources used to evaluate students, especially in history lessons. This test is used by educators to measure students' level of understanding of the material given to them. This test was chosen because it is more objective and effective. Also, try to reduce the rate of student cheating when taking the written exam because this exam has a high cheating rate and is difficult for educators to find. Meanwhile, summative assessments are carried out twice during one semester. Summative assessments can be used to measure students' abilities and understanding and provide feedback to students. They can also be used to provide feedback to school employees as a measure of learning success, accountability, and employee monitoring standards, as well as to motivate students (Firani et al., 2023).

The percentage of dominant report card scores in the accumulated assessment is taken from daily scores, with ninety percent of summative exam scores and ten percent of daily scores. In a free curriculum, teachers are expected to prioritize formative assessments to get feedback and know student development, especially to increase students' self-esteem during the learning process. Educators can conduct summative assessments to increase students' self-esteem during the learning process (Firani, 2023). In addition, determine the daily value of students' attitudes, discussions, and presentations on a daily basis. With a percentage of 60%, perspective is most important in assessment compared to intellectuals at 40%. In the interview, the resource person said:

Attitude is important in assessment. Students whose cognition is good but their ethics are not good, then their grades are reduced. Morals and ethics are more important than intelligence. Sometimes, students who have low cognitive skills but have good ethics are added.

This is due to the fact that the free curriculum assessment system combines the three main components cognitive, affective, and psychomotor simultaneously. One value combines all three components. Therefore, when everyone wants to do an assessment, the teacher pays attention to the three elements and then determines the grades to be given. Attendance is also very important and is one of the components of the assessment. This is in line with the statement made by Saiful Bahri in 2023 that the assessment of learning outcomes must be able to reveal all aspects of learning, including cognitive, affective, and psychomotor.

Challenges and dynamics in the implementation of learning evaluation at MAN 2 Bogor City

In the second finding, the researcher found imperfections in the implementation of the evaluation. In terms of educators and students. The success of an education is certainly inseparable from the professionalism of teachers in carrying out learning. The implementation of learning evaluation at MAN 2 is quite good, but it is still open to improvements and inputs to achieve learning perfection. Educators conduct self-reflection at the end of the semester/year. Educator evaluations are given structurally from the principal and also through criticism and suggestions from students. Although not all students are able to be open to criticism because they are afraid of the perception of "affecting grades". This openness of criticism is important in building a healthy evaluative culture.

In line with that, the interviewee said:

The evaluation that occurs is not only between teachers and students, but also is carried out structurally from school management, especially the principal, in order to have a positive effect on the work culture of teachers. When errors in attitude and administration are found, they will be immediately followed up on the same day to maintain teacher discipline.

On the other hand, teachers experience a dilemma in learning evaluation, namely when teachers are faced with students who are inactive, often skip or ignore warnings. Various actions have been taken to improve the situation, but sometimes the students' responses are not appropriate.

The resource person said in his interview:

Even though the teacher has given help and reminders, there are students who do not respond to the evaluation. This will affect the learning strategy in the future, especially if many students are passive, then teachers should consider revising the learning method.

The above shows that evaluation is not just results; It is a tool for contemplating and adjusting teaching strategies. Learning failures are not only caused by untalented students; Educators may also fail to adapt the strategies they use. In Riadi's (2017) research, he stated that feedback, or feedback, must exist in the teaching and learning process. This will be the basis for improving and improving the teaching and learning process and achieving optimal results.

The results of the study show that the implementation of learning evaluation at MAN 2 Bogor City has referred to the principles of the Independent Curriculum which emphasizes flexibility, meaningfulness, and active involvement of students. The evaluation was carried out using two main approaches, namely formative and summative assessments. In practice, teachers compile learning modules with relevant indicators, objectives, and techniques, and focus on developing students' attitudes, activeness, and understanding. Daily grades and student engagement are top priorities in the evaluation process, even more so than cognitive assessment.

However, a number of challenges were found in the implementation of the evaluation. Teachers still have difficulties in compiling comprehensive evaluation instruments that are in accordance with the characteristics of diverse students. In addition, the less active participation of students in the learning process is also an obstacle, especially when students do not respond to the guidance given by the teacher. In this situation, teachers are required to continuously adjust learning strategies in order to create an atmosphere that supports student involvement and the achievement of learning goals.

The analysis of the results of the research on the evaluation of learning in the Independent Curriculum at MAN 2 Bogor City shows that in general, teachers have tried to adjust the evaluation process with the principles of the Independent Curriculum which emphasizes flexibility, active

participation of students, and a comprehensive assessment of cognitive, affective, and psychomotor aspects (Nadhiroh & Anshori, 2023). The implementation of evaluations that are carried out in a formative and summative manner, as well as the use of various techniques such as oral tests, discussions, and presentations, are indications that teachers no longer rely solely on conventional evaluations based on written tests (Aprima & Sari, 2022). These findings are in line with the theoretical study put forward by Sadler (1989) on *formative assessment* as an ongoing feedback process that aims to help students understand learning outcomes and actively improve their performance (Adam, Fitrianto, Usman, Aksan, & Zaini, 2024). In this context, teachers at MAN 2 have applied the principles of formative assessment as recommended in the Independent Curriculum.

These findings are also in line with research by Student (2021), which states that the project-based and contextual learning approach in the Independent Curriculum leads to an increase in the role of teachers as facilitators who are more active in exploring students' potential. This is reflected in the evaluation practice carried out at MAN 2, where teachers direct students to be more involved in the learning process through engaging learning methods and emphasize student participation. Not only that, the use of mind maps, questions and answers, and attitude assessments shows that the evaluation dimension in this school is starting to transform from just testing memorization to a more comprehensive and meaningful assessment (Mauludiyah & Murdiono, 2023).

However, the results of this study also reveal that there are challenges that have not been fully resolved, namely the difficulty of teachers in compiling comprehensive evaluation instruments and student involvement that has not been optimal. This reinforces the findings of the (Soe'oed, Hanim, Sanda, & Yau, 2022) which states that teachers still face obstacles in understanding and implementing forms of evaluation in accordance with the character of the Independent Curriculum. Lack of technical training and assistance can be a factor that affects the quality of planning and implementation of evaluations by teachers. Theoretically, this relates to the theory *teacher efficacy* by Bandura (1997) who explained that teachers' confidence in their own ability to manage learning greatly affects the effectiveness of the evaluation process they apply (Ninković & Florić, 2018).

In addition, the low involvement of students in the evaluation process also shows the importance of building a supportive learning culture *student agency* or student independence in learning. This is supported by Vygotsky's (1978) theory of constructivism which emphasizes the importance of social interaction in learning as well as *scaffolding* from teachers to develop students' learning abilities (Purba, Sakinah Zainuri, Syafitri, & Ramadhani, 2023). The findings of this study show that when students are less actively involved, the evaluation process becomes not optimal, and teachers need to adjust their learning strategies to be more adaptive and able to stimulate higher student involvement.

On the other hand, MAN 2's efforts in building an evaluative culture through structural evaluation from school principals and input from students are positive steps that strengthen education quality management. This is in accordance with *the theory of Total Quality Management (TQM)* in education which prioritizes continuous evaluation, participation of all parties, and systematic reflection as the basis for decision-making for quality improvement. The evaluations carried out are not only administrative, but also functional in encouraging teacher reflection and creating a learning process that is more responsive to the needs of students.

4. CONCLUSION

The implementation of learning evaluation in the Independent Curriculum at MAN 2 Bogor City shows that there are efforts to adapt the educational process to the spirit of flexible and student-centered independent learning. Teachers at MAN 2 have tried to design learning evaluations in accordance with the principles of the Independent Curriculum, by prioritizing formative and summative assessments that not only assess cognitive aspects, but also affective and psychomotor aspects of students. The evaluation is carried out thoroughly and considers the activeness, attitude, and understanding of students in the learning process. However, the implementation of the evaluation cannot be separated from various challenges. Some teachers still face difficulties in designing fair and

comprehensive assessments, as well as adapting assessment methods to diverse student characteristics. On the other hand, the lack of active participation from students is also an obstacle in the evaluation process. Even so, teachers still try to do self-reflection and improvement periodically, both through internal evaluation from the principal and through input from students. In general, the implementation of learning evaluations at MAN 2 has gone quite well and is in accordance with the direction of the Independent Curriculum. However, in order for the results to be more optimal, it is necessary to increase the capacity of teachers in designing and implementing innovative and meaningful evaluations, as well as creating a learning environment that supports the active involvement of students as a whole.

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