

**THE EVALUATION OF IMPLEMENTATION OF
MERDEKA CURRICULUM IN ENGLISH
LEARNING AT SMPN 20
KOTA BENGKULU**



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2025**

**THE EVALUATION OF IMPLEMENTATION OF
MERDEKA CURRICULUM IN ENGLISH
LEARNING AT SMPN 20
KOTA BENGKULU**

THESIS

Submitted as a Partial Requirement for Degree of Bachelor of
Education (S.Pd) in English Study of Program Tarbiyah and
Tadris Faculty Fatmawati Sukarno State Islamic
University of Bengkulu



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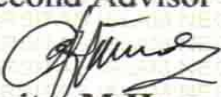
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MOTTO

"Sunsets are proof that endings can be beautiful too."
(By. Meni Pitriani)



DEDICATION

With gratitude and all my love, this thesis dedicated to:

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cannot be mentioned one by one. The hope of writing
anywhere and anytime is that the silaturrahmi rope
continues to run well.

Bengkulu, March 2025

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ABSTRACT

Meni Pitriani, NIM 1811230116, **The Evaluation of Implementation of Merdeka Curriculum in English Learning at SMPN 20 Kota Bengkulu**, Skripsi, Prodi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Universitas Islam Negeri Fatmawati Sukarno (UINFAS) Bengkulu, 2025.

Supervisor: 1. Feny Martina, M.Pd.
2. Anita, M.Hum

The Merdeka Curriculum is an educational policy in Indonesia that grants schools autonomy to design and implement curricula based on their conditions, potential, and student needs. This study evaluates its implementation in English learning at SMPN 20 Kota Bengkulu using a descriptive qualitative method with interviews, observations, and document analysis as data collection techniques. The CIPP model (Context, Input, Process, and Product) is used for evaluation. In terms of context, SMPN 20 Kota Bengkulu has developed its Operational School Curriculum (KOSP) in alignment with the Merdeka Curriculum, ensuring flexibility and student-centered learning. The Vice Principal and teachers confirmed that KOSP integrates Pancasila-based character education. Regarding input, the school has improved facilities, teacher competencies, and learning materials. Teachers have received training, although challenges remain in diversifying teaching resources to accommodate students' diverse needs. In the process evaluation, teachers have adopted differentiated instruction and project-based learning, yet managing students' varying abilities remains a challenge. Assessment methods (diagnostic, formative, and summative) are applied effectively but require further refinement. The Pancasila Student Profile Strengthening Project (P5) has positively influenced students' teamwork, responsibility, and social awareness. Overall, the Merdeka Curriculum at SMPN 20 Kota Bengkulu has been progressing well with strong institutional support. However, continuous improvements in teaching

strategies, assessment methods, and resource allocation are needed for greater effectiveness.

Keywords: Merdeka Curriculum, curriculum evaluation, English language learning, SMPN 20 Kota Bengkulu, CIPP model



ABSTRAK

Meni Pitriani, NIM 1811230116, **Evaluasi Implementasi Kurikulum Merdeka dalam Pembelajaran Bahasa Inggris di SMPN 20 Kota Bengkulu**, Skripsi, Prodi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Universitas Islam Negeri Fatmawati Sukarno (UINFAS) Bengkulu, 2025.

Pembimbing: 1. Feny Martina, M.Pd.
2. Anita, M.Hum

Kurikulum Merdeka adalah kebijakan pendidikan di Indonesia yang memberikan otonomi kepada sekolah untuk merancang dan menerapkan kurikulum berdasarkan kondisi, potensi, dan kebutuhan siswa. Penelitian ini mengevaluasi implementasi Kurikulum Merdeka dalam pembelajaran bahasa Inggris di SMPN 20 Kota Bengkulu menggunakan metode deskriptif kualitatif dengan wawancara, observasi, dan analisis dokumen sebagai teknik pengumpulan data. Evaluasi dilakukan dengan menggunakan model CIPP (Context, Input, Process, and Product). Pada aspek konteks, SMPN 20 Kota Bengkulu telah menyusun Kurikulum Operasional Satuan Pendidikan (KOSP) yang selaras dengan Kurikulum Merdeka, memastikan fleksibilitas dan pembelajaran yang berpusat pada siswa. Wakil Kepala Sekolah dan guru mengonfirmasi bahwa KOSP mengintegrasikan pendidikan karakter berbasis Pancasila. Dalam aspek input, sekolah telah meningkatkan fasilitas, kompetensi guru, dan bahan ajar. Guru telah mendapatkan pelatihan, meskipun masih ada tantangan dalam mendiversifikasi sumber belajar agar sesuai dengan kebutuhan siswa yang beragam. Pada evaluasi proses, guru telah menerapkan pembelajaran berdiferensiasi dan berbasis proyek, namun masih menghadapi tantangan dalam mengelola kemampuan siswa yang bervariasi. Metode asesmen (diagnostik, formatif, dan sumatif) telah diterapkan secara efektif tetapi perlu penyempurnaan lebih lanjut. Proyek Penguatan Profil Pelajar Pancasila (P5) memberikan dampak positif terhadap kerja sama, tanggung jawab, dan kesadaran sosial siswa. Secara keseluruhan, implementasi

Kurikulum Merdeka di SMPN 20 Kota Bengkulu berjalan dengan baik dengan dukungan institusi yang kuat. Namun, peningkatan berkelanjutan dalam strategi pengajaran, metode asesmen, dan pengelolaan sumber daya masih diperlukan untuk efektivitas yang lebih optimal.

Kata kunci: Kurikulum Merdeka, evaluasi kurikulum, pembelajaran bahasa Inggris, SMPN 20 Kota Bengkulu, model CIPP



TABLE OF CONTENTS

COVER	i
PRONOUNCEMENT	ii
RATIFICATION.....	iii
ADVISOR SHEET	iv
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGMENTS	viii
ABSTRACT.....	x
ABSTRAK	xii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF APPENDICES.....	xviii
CHAPTER I INTRODUCTION	
A. Background.....	1
B. Identification of Problems	6
C. Research Question	7
D. Research Objective	7
E. Significances of Study	8
F. Definition of Key Term.....	9
CHAPTER II LITERATURE REVIEW	
A. Theoretical Review	11
2.1. Curriculum.....	11
2.2. Curriculum Merdeka.....	11

2.3. Learning English In Curriculum Merdeka.....	25
B. Conceptual Framework.....	44
C. Previous Studies.....	45
CHAPTER III RESEARCH METHODS	
A. Research Design	49
B. Data and Data Resources	50
C. Research Procedures.....	51
D. Data Collection Technique.....	53
E. Research Instrument.....	55
F. Data Validity Technique	56
G. Data Analysis Technique.....	57
CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings	63
B. Discussion	82
CHAPTER V CONCLUSION AND SUGGESTIONS	
A. Conclusion.....	87
B. Suggestions and Recommendations	88
REFERENCES	

LIST OF TABLES

Table 3.1 CIPP Test Types.....	50
Table 4.1 Observation Results on Context in KOSP Evaluation	65
Table 4.2 Observation Results on Input Selection Aspects	70
Table 4.3 Observation Results on Process Evaluation Aspects ..	76
Table 4.4 Observation Results on Product Evaluation Aspects	80



LIST OF FIGURES

Diagram 2.1 The Conceptual Framework.....	45
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LIST OF APPENDICES

- Appendix 1 Observation Guidelines
- Appendix 2 Interview Guidelines
- Appendix 3 Interview Transcript
- Appendix 4 Documentation

