

Evaluation of the Implementation of the Independent Curriculum

Sularno Sularno

Universitas Negeri Yogyakarta, Indonesia

Email: larnobke32@gmail.com

ABSTRACT

The implementation of the Independent Curriculum in driving schools is a strategic step by the Ministry of Education and Culture in facing the challenges of the 21st century, which emphasizes competency-based learning, differentiation, and character. In this context, the subjects of Physical Education and Sports play an important role. However, the implementation of this new curriculum often encounters obstacles, such as a lack of teacher understanding of its essence, limited facilities and infrastructure, and less-than-optimal collaboration between schools. This study aims to evaluate the implementation of the Independent Curriculum, particularly in the PJOK subject in senior high schools designated as driving schools in Nunukan Regency. This research is an evaluative study using the CIPP (Context, Input, Process, Product) model approach developed by Stufflebeam. Data collection techniques included observation, interviews, questionnaires, and documentation. The data analysis applied consisted of both quantitative and qualitative methods. The results indicated that the implementation of the Independent Curriculum in the PJOK subject at senior high driving schools in Nunukan Regency has proceeded very successfully. The program is supported by conducive school policies and environments, adequate human resources and facilities, participatory and student-centered learning processes, and learning outcomes that demonstrate holistic competency achievements aligned with the Pancasila student profile.

KEYWORDS

Evaluation, Independent Curriculum, PJOK, School Mover, CIPP Model



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International

INTRODUCTION

To achieve this goal, the government continuously updates educational policies, one of which is through curriculum development and implementation (Aithal & Aithal, 2020). In 2022, the government, through the Ministry of Education, Culture, Research, and Technology, launched the Independent Curriculum. This curriculum was designed as a response to the challenges of changing times and increasingly diverse learning needs (Romadhon & Aslan, 2025; Sharma, 2024). The Independent Curriculum provides space for educational units and teachers to design more contextual, differentiated, and student-oriented learning. One of its characteristics is project-based learning, which supports strengthening student character Education plays a strategic role in forming a superior and character-driven generation (Sholeh et al., 2025; Sofwatillah & Anwar, 2025). In Indonesia, education is directed toward educating the nation and shaping individuals who believe in and fear God Almighty, possess noble character, are healthy, capable, creative, independent, and responsible, as mandated in Law Number 20 of 2003 concerning the National Education System through the Pancasila Student Profile, as well as allowing teacher flexibility in developing learning objectives and strategies suited to student conditions (Barua & Lockee, 2024).

As part of the Independent Curriculum implementation strategy, the School Mover Program was introduced to encourage the transformation of educational units (Anwar, 2025; Mobonggi et al., 2024). This program aims to improve the overall quality of learning by strengthening the roles of principals and teachers as learning leaders. School Mover participants are given the freedom to develop the Educational Unit Operational Curriculum

(KOSP), compile teaching modules, and apply adaptive learning approaches aligned with the needs and potential of students (Cruz, 2023; Martin, 2022). In the context of the Independent Curriculum, Physical Education, Sports, and Health (PJOK) subjects play an important role in supporting students' holistic development—physically, socially, emotionally, and in terms of character. PJOK supports the achievement of the Pancasila Student Profile dimensions such as independence, cooperation, and critical thinking (Nopiyanto et al., 2024; Putra et al., 2023). However, for PJOK learning implementation to align with the spirit of the Independent Curriculum, optimal understanding and readiness from teachers are necessary in designing and conducting innovative and participatory learning (Bachtiar, 2024; Fransiska et al., 2023).

Based on initial observations and interviews conducted by researchers with several PJOK teachers at Senior High School Mover Schools in Nunukan Regency, a number of obstacles were identified in curriculum implementation (Alhumary et al., 2024). Among these, many teachers still do not fully understand key components of the Independent Curriculum, such as the Learning Objective Flow (ATP), Learning Outcomes (CP), and teaching modules (Siregar et al., 2022). Teachers also face challenges in preparing formative assessments and assessment rubrics aligned with the differentiated learning approach.

Limited facilities and infrastructure have become a separate obstacle to the optimal implementation of PJOK learning (Priyohutomo, 2025). This condition affects learning effectiveness and hinders the achievement of learning objectives (Baiti et al., 2024). Previous research also shows that in several School Mover institutions, the Independent Curriculum is implemented largely in an administrative manner and has not fully incorporated innovative learning practices (Friedman & Deek, 2004). This reflects a gap between curriculum design and actual implementation in the field.

To address these issues, systematic evaluative steps are required to determine the extent to which the Independent Curriculum has been implemented in PJOK learning (Wahidah et al., 2023). One relevant evaluation model is the CIPP (Context, Input, Process, Product) model developed by Stufflebeam. This model offers a comprehensive approach by assessing not only results (products) but also the context, inputs, and processes involved in program implementation. Context evaluation examines curriculum relevance to student needs and school conditions; input evaluation considers human resources and supporting facilities; process evaluation reviews the implementation of teaching by educators; and product evaluation measures student learning outcomes in terms of knowledge, skills, and attitudes. The CIPP model is well-suited for evaluating process-oriented and character-based curricula such as the Independent Curriculum.

However, a review of relevant literature reveals that research on the Evaluation of the Implementation of the Independent Curriculum, particularly in PJOK subjects at the SMA Penggerak School level in the 3T regions such as Nunukan Regency, remains very limited. This indicates a research gap that needs addressing to obtain a factual and objective understanding of implementation practices in such areas. Based on the above description, the researcher considers it necessary to conduct an evaluation of the implementation of the Independent Curriculum in PJOK subjects at the SMA Penggerak School level in Nunukan Regency using the CIPP evaluation model. The objective of this study is to assess curriculum relevance to school needs, analyze teacher readiness and resource availability, evaluate the learning process, and measure learning outcomes within the Independent Curriculum

framework. This research is expected to contribute to the development of educational policies and practices that are more adaptive, contextual, and impactful on the quality of learning in educational units.

METHOD

This study was an evaluative study using the CIPP (Context, Input, Process, Product) model developed by Stufflebeam. The CIPP model was used to evaluate the program comprehensively, covering context, input, process, and product components. According to Sukmadinata (2019), evaluative research aims to measure the success of a program by analyzing all its components, including planning, implementation, and outcomes. The CIPP model was considered relevant for this research because it provided detailed information to support decision-making.

The study was conducted in Senior High School education units in Nunukan Regency that had implemented the *Merdeka Curriculum*, namely SMA Negeri 1 Nunukan, SMA Negeri 1 Sebatik, SMA Ibnu Sina Nunukan, and SMA Katolik Santo Gabriel. The research took place from October to December 2024. The population consisted of high schools in Nunukan Regency that had implemented the *Merdeka Curriculum* in the subject of Physical and Health Education (PJOK), totalling four educational units.

The research sample included the principal and PJOK teacher from each school, for a total of eight respondents (four principals and four teachers). Data were collected through observation, interviews, questionnaires, and documentation. The study employed both quantitative and qualitative data analysis. Quantitative analysis was used to describe the research object based on existing data from the sample or population without generalizing.

RESULT AND DISCUSSION

Evaluation of the Context of the Implementation of Physical Education Subject Learning at the Senior High School of Nunukan Regency

The evaluation of the Context of the implementation of Physical Education learning at the senior high school includes elements of assessment regarding the relevance of the independent curriculum at the senior high school. Based on the results of the study, it shows that the implementation of the independent curriculum reflects the conditions at the senior high school in Nunukan Regency. The results of the questionnaire given showed that all respondents gave a high assessment of the context aspect, with a percentage ranging from 92% to 96% indicating that the adaptive Physical Education learning context at the senior high school was in accordance with the characteristics of students and their needs. This illustrates that the school is ready both in terms of learning objectives and supporting facilities. Senior High Schools are indeed directed to be able to manage a curriculum that is flexible, adaptive, and oriented to student needs, as can be seen from the data.

Observations show that all schools obtained the same score (28 points) with an achievement percentage of 93.33%. This indicates that the environment and support for the learning program have been met very well. This observation reflects that the school has provided an environment that is in accordance with the needs of students, as well as infrastructure support that allows for effective learning. The Independent Curriculum gives schools and teachers the freedom to develop a curriculum that is in accordance with the local

context and needs. Sekolah Penggerak supports this flexibility by providing space for teachers to be creative and innovative in learning. The results of the interviews strengthen the results of the questionnaire and observations that the Independent Curriculum in PJOK learning is in accordance with the vision and mission of Sekolah Penggerak. The principal showed real support in providing training and capacity development for teachers, as well as creating a collaborative learning culture. This supports the basic principle of Context evaluation from (Stufflebeam, 2015) that evaluation must assess the extent to which education policies are able to respond to the needs of the social and environmental context of students. The curriculum implemented is in accordance with the needs of the school context and the needs of students, and is supported by policies that allow for learning flexibility. The Independent Curriculum provides space for schools to develop themselves and become more innovative. Sekolah Penggerak is a model school that is able to implement the Independent Curriculum well, and becomes an inspiration for other schools to do the same.

These findings are in accordance with the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (2022) which explains that the independent curriculum provides educators with the freedom to create quality learning, according to the needs and learning environment of students and the development of soft skills and character through the Pancasila Student Profile Strengthening Project (P5).

The independent curriculum also aims to hone the interests and talents of students from an early age by focusing on essential materials, character development, and student competencies. Based on the results of this study, it can be concluded that the implementation of the Independent Curriculum in PJOK subjects at the Penggerak School is in accordance with the Context aspect analyzed using the CIPP Model. All findings, both from questionnaires, observations, and interviews, show that learning objectives have been adjusted to student needs, school environmental conditions are supportive, and school policies have supported effective curriculum implementation. The results of the study on the Context aspect in the study are in line with research conducted by Muhammad Yusuf Mappesse, & Riana Tankkin Mangesa (2024) and Rurisman (2023) that the Context evaluation produced in the study is in good criteria. Meanwhile, the Context aspect in this study is in contrast to the research results of Septian & Yahaya (2020) that the Context component is in the "less good" category, where learning objectives are not formulated properly.

Evaluation of Input for Implementation of Physical Education Subject Learning at Senior High Schools in Nunukan Regency

The Input Evaluation of the implementation of PJOK learning in the driving school includes elements of assessment regarding the readiness of resources, support, and facilities available at the driving school. Based on the results of the study, it shows that the evaluation of the Input aspect in the implementation of the Independent Curriculum in the PJOK subject shows very positive results based on the integration of quantitative and qualitative data. The results of the questionnaire distributed to respondents, this aspect obtained a high score, ranging from 91% to 100%. This achievement reflects that in general, schools have readiness in terms of human resources, facilities and infrastructure, and adequate institutional support. In fact, one of the respondents from SMA Ibnu Sina gave a maximum score of 100%, which indicates that the Input support at the school is very optimal. Observational data supports this finding by

showing an average score of 27 to 29 points, or equivalent to an achievement level of between 90% and 96.67%. This indicates that most schools have met the standards for implementing adaptive PJOK learning and in accordance with the principles of the Independent Curriculum, especially in terms of providing facilities, resources, and learning planning. Furthermore, the interview results provide in-depth context to the quantitative data. The majority of PJOK teachers stated that they had participated in training related to the implementation of the Independent Curriculum, which was felt to be very helpful in understanding student-centered learning strategies. The training was also considered to increase teachers' capacity in managing classes and preparing innovative learning plans.

In terms of facilities and infrastructure, although there are still some limitations, schools have shown adaptive and collaborative efforts in optimizing their use. Teachers are also actively compiling and using learning modules as a reference in designing, implementing, and evaluating learning activities, in line with the principles of differentiation and student-centered learning. The support of the principal is considered very significant in creating a conducive learning environment. The principal plays a role in providing professional coaching, logistical facilitation, and administrative support that allows teachers to carry out their roles optimally. Meanwhile, the role of parents of students cannot be ignored. They contribute through moral support, participation in school activities, and provision of facilities that support PJOK learning.

Research findings based on triangulation of questionnaire data, observations, and interviews, found that the Input aspect in the implementation of the Independent Curriculum in the PJOK subject has been well fulfilled. The availability of effective training for teachers, supporting facilities and infrastructure, actively used learning modules, and strong support from the principal and parents are the main factors that support the successful implementation of this program. This finding is in line with the CIPP theory put forward by Stufflebeam (2015), which states that Input evaluation emphasizes the importance of the availability of resources, strategies, and operational plans in ensuring the success of program implementation. In addition, the theory of the education system put forward by Ansumanti (2022) also emphasizes that the success of a learning program is greatly influenced by the synergy between teachers, students, school management, and the social environment. Thus, the readiness of Input in most schools has reflected a bias towards the quality of holistic, adaptive, and inclusive PJOK learning as directed in the Independent Curriculum.

The overall conclusion on the Input aspect shows that the initial conditions and available resources have optimally supported the implementation of PJOK learning based on the Independent Curriculum. The results of the study on the Input aspect are in line with the evaluation research with the CIPP model carried out by (Mappeasse & Mangesa, 2024) and Rurisman (2023) that the Input aspects produced in the study are categorized as good and quite good.

Evaluation of the Implementation Process of Physical Education Subject Learning at the Mover School in Nunukan Regency

Evaluation of the process of implementing PJOK learning in the driving school includes elements of assessment regarding the implementation of Independent Curriculum-based learning in PJOK subjects in driving schools. Based on the results of the study, it shows that

the Process aspect in the implementation of the Independent Curriculum in PJOK subjects reflects the dynamics of learning implementation in the field, both in terms of approach, method, and evaluation used by teachers. Based on the results of the questionnaire, this aspect obtained a score with a percentage range of 83% to 98%.

Most respondents gave an assessment above 90%, which indicates that the implementation of learning is quite effective and in accordance with the direction of the Independent Curriculum policy. However, there is one school that gave a score of 83%, which indicates challenges in implementing the learning process directly. Meanwhile, the results of the observation strengthen the findings of the questionnaire by showing a variation in scores between 42 and 48, which is equivalent to an achievement level of 84% to 96%. All schools are still categorized in the very good category, although there is an important note that some schools, such as SMA Ibnu Sina, need strengthening in the implementation of learning because they show the lowest percentage in this aspect. This indicates that although the process is generally running well, there are quite significant differences in implementation between schools.

Interview data revealed that the PJOK learning process has undergone a transformation along with the implementation of the Independent Curriculum. Teachers have begun to shift from a teacher-centered learning approach to a student-centered approach. This new approach includes the use of differentiated, project-based, and hands-on learning models. The majority of teachers stated that learning is now more responsive to individual student needs, and encourages active participation and a more enjoyable and meaningful learning experience.

The implementation of learning also increasingly emphasizes collaboration and creativity. Students do not only act as recipients of material, but are facilitated to actively explore their potential and interests. This is in accordance with the spirit of the Independent Curriculum which is oriented towards strengthening character and contextual learning. The use of technology in PJOK learning also supports visualization of materials and improves student understanding, although its implementation still depends on the readiness of facilities in each school.

In terms of evaluation, PJOK teachers have begun to apply a comprehensive and objective assessment approach. Assessment is no longer only focused on cognitive aspects, but also includes student skills and attitudes. Evaluation is carried out to encourage the growth of character, social skills, and individual potential of students, in accordance with the principles of formative assessment emphasized in the Independent Curriculum.

Data findings show that the process of implementing PJOK learning in the Independent Curriculum has moved in a positive and progressive direction. The adoption of a student-centered approach, project-based learning practices, collaboration, and holistic assessments are indications that the transformation of the learning process has taken place. However, differences in achievement between schools indicate the need to strengthen implementation evenly, especially in terms of teacher readiness and supporting facilities.

Changing the learning approach to be more adaptive to student needs is the main key to the success of this process. This finding is consistent with the constructivist learning theory put forward by Vygotsky (1978), which emphasizes the importance of active student involvement in building knowledge through social interaction and direct learning experiences. In addition, in accordance with the CIPP evaluation framework from Stufflebeam (2015), the

Process evaluation focuses on how the program is implemented, whether it follows the plan, and how it responds to real conditions in the field. In this case, the implementation process of the Independent Curriculum shows that there is conformity with the initial plan and the basic principles set, although further strengthening and assistance are still needed in several schools.

Based on the data obtained, it can be concluded that the Process aspect in the implementation of the Independent Curriculum in PJOK subjects has shown significant progress. Thus, the Process aspect in general has led to the implementation of PJOK learning that is more humanistic, contextual, and oriented towards the development of character and potential of students.

Evaluation of the Product of the Implementation of Physical Education Subject Learning at the Senior High School of Nunukan Regency

The Product aspect in the evaluation of the implementation of the Independent Curriculum in the Physical Education subject at the SMA Penggerak School of Nunukan Regency represents the final achievement of the learning process, both in the form of student competency, character strengthening, and the impact of learning on the overall development of students. Based on the results of the questionnaire, the scores obtained were in the range of 92% to 100%. This percentage indicates that the results of the learning process in general have met the expectations and targets set, which are shown through the achievement of learning objectives and student success in following the process effectively.

Observation data supports the results of the questionnaire by showing that the Product aspect is the highest compared to other aspects, with achievement values ranging from 86.67% to 96.67%. This indicates that the final results of the learning implementation, including student competency achievements and process quality, have been realized very well in most schools.

Furthermore, the interview results provide a deeper picture of the results of PJOK learning in the context of the Independent Curriculum. Teachers and policy makers in schools said that this curriculum has had a positive impact, especially in improving students' motor skills, internalizing character values through sports, and achieving holistic competencies covering cognitive, psychomotor, and affective aspects. Students showed increased abilities in sports activities, understanding of the material, as well as attitudes of sportsmanship, discipline, and cooperation. These achievements cannot be separated from the support of a number of interrelated factors, such as student readiness and commitment, teacher professional readiness, availability of adequate facilities and infrastructure, and the application of contextual and innovative learning methods. PJOK teachers also highlighted the importance of collaboration and communication between teachers and students in creating a learning atmosphere that supports the development of students' potential to the maximum.

Research Findings Based on questionnaire, observation, and interview data, it was found that the implementation of the Independent Curriculum in the PJOK subject has provided very positive results. The achievement of student competencies, both academically and in character, shows that the learning process that has been carried out has not only succeeded in achieving formal goals, but also encouraged character formation and the development of student potential as a whole. The Product aspect showed the best performance compared to other aspects, indicating the high effectiveness of the curriculum in producing quality outputs. Overall, the Product aspect reflects the success of the Independent Curriculum in realizing the

profile of Pancasila students through the PJOK subject. The learning outcomes achieved not only include mastery of material and skills, but also strengthening character through virtue values applied in the context of physical education. This finding is in line with the theory of outcome-based education from Spady (1994) which emphasizes the importance of achieving meaningful learning outcomes as an indicator of educational success.

Furthermore, in the context of the CIPP evaluation model developed by Stufflebeam (2015), the Product aspect focuses on the short-term and long-term impacts of the program being implemented. This finding confirms that PJOK learning in the Independent Curriculum is not only implemented well, but also provides real results in the development of student competencies comprehensively. Thus, it can be concluded that the results of the implementation of the Independent Curriculum in the PJOK subject have shown high effectiveness in producing learning outputs that are relevant, meaningful, and in accordance with the objectives of the national curriculum that is oriented towards holistic and transformative learning.

Based on the results of the analysis and interpretation of data from the four aspects of the CIPP evaluation (Context, Input, Process, Product), it can be concluded that the implementation of the Independent Curriculum in the Physical Education, Sports, and Health (PJOK) subject at the Senior High School Mover School in Nunukan Regency has gone very well. Findings from questionnaires, observations, and interviews show synergy between school policies, resource readiness, learning processes, and the results achieved by students.

The Context aspect confirms that the implementation of the Independent Curriculum is supported by school policies and visions that are relevant to the needs of students and the local socio-cultural environment. The Input aspect shows the availability of facilities, infrastructure, teacher training, and support from the principal and parents that support the learning process optimally. In the Process aspect, there is a transformation of learning towards a more student-centered approach, with the implementation of adaptive and collaborative strategies. Meanwhile, the Product aspect shows high learning outcomes, both in terms of cognitive competence, motor skills, and attitude and character formation. Overall, quantitative and qualitative data strengthen each other and provide a comprehensive picture of the success of the implementation of the Independent Curriculum in PJOK subjects. Although there are several challenges in the field, such as limited facilities or variations in readiness between schools, the evaluation results show that this program has a positive impact and is worthy of continued development. These findings also serve as an important basis for formulating applicable recommendations and strengthening the sustainability of the program in the future.

CONCLUSION

The evaluation of the Independent Curriculum implementation in PJOK subjects at SMA Penggerak Schools using the CIPP model showed that the program was carried out effectively and aligned with its core principles. Supportive school policies, alignment with student needs, and conducive learning environments were key contextual factors, while competent teachers, adequate sports facilities, strong leadership, parental support, and effective training strengthened input readiness. The learning process shifted successfully toward student-centered approaches with adaptive and participatory strategies, producing outcomes that met

holistic competency targets in knowledge, skills, and attitudes, as well as fostering character through values and collaboration. Despite minor challenges, the curriculum demonstrated clear success in achieving the Pancasila Student Profile. Future research could explore long-term sustainability and scalability of the Independent Curriculum in PJOK across diverse regions, particularly in schools with limited resources.

REFERENCES

- Aithal, S., & Aithal, S. (2020). *Implementation strategies of higher education part of national education policy 2020 of India towards achieving its objectives*.
- Alhumary, F. M., Rahayu, T., Akhiruyanto, A., & Junaidi, S. (2024). Analysis of the Knowledge Aspects of Implementing the Independent Curriculum for PJOK Teachers at the High School Level in Binjai City. *Proceedings of International Conference on Physical Education, Health, and Sports*, 4, 334–344.
- Anwar, R. N. (2025). Leadership Readiness for Independent Curriculum Implementation in Indonesian Early Childhood Education Institutions. *GENIUS: Indonesian Journal of Early Childhood Education*, 6(1), 13–26.
- Bachtiar, I. (2024). Evaluation Implementation of the Independent Curriculum for Physical Education Learning and Sport Health. *Jurnal Ilmiah Pendidikan Profesi Guru*, 7(2), 449–457.
- Baiti, N. H., Devri, A. N., & Arga, K. I. (2024). The impact of learning difficulties on academic achievement students: Analysis of causal factors and solutions. *International Journal of Educational Development*, 1(3), 19–26.
- Barua, L., & Lockee, B. B. (2024). A review of strategies to incorporate flexibility in higher education course designs. *Discover Education*, 3(1), 127.
- Cruz, R. A. C. Dela. (2023). Assessment of the adaptive learning system implementation in selected private school: Basis for enrichment. *Cosmos Int. J. Art Higher Educ*, 12(1), 144–156.
- Fransiska, J., Dumiyati, D., Mariam, P., Hikmah, N., & Haris, M. (2023). Education management in the independent curriculum in elementary schools. *Al-Fikrah: Jurnal Manajemen Pendidikan*, 11(1), 78–90.
- Friedman, R. S., & Deek, F. P. (2004). Innovation and education in the digital age: reconciling the roles of pedagogy, technology, and the business of learning. *IEEE Transactions on Engineering Management*, 50(4), 403–412.
- Martin, L. O. (2022). *Organizational Resiliency in the Implementation of Basic Education School Learning Continuity Plan in a Changing Educational Landscape*.
- Mobonggi, A., Hula, I. R. N., Djafar, F., Hakeu, F., & Mariana, A. (2024). The Principal's Managerial Influence on Mover Teachers in the Implementation of the Independent Curriculum. *TEM Journal*, 13(3).
- Nopiyanto, Y. E., Pujiyanto, D., Maisarah, I., Wibowo, C., & Kardi, I. S. (2024). Integration of the Pancasila student profile in physical education learning. *Edu Sportivo: Indonesian Journal of Physical Education*, 5(2), 149–159.
- Priyohutomo, A. (2025). The Perspective of Physical Education Teachers: Challenges within the Project-Based Learning Model. *Physical Education Theory and Methodology*, 25(3), 511–517.
- Putra, W. A., Safari, I., & Sudrazat, A. (2023). Establishment of Pancasila Student Profile Through the Physical Education Process of the Independent Curriculum. *Halaman Olahraga Nusantara: Jurnal Ilmu Keolahragaan*, 6(1), 422–432.

- Romadhon, R., & Aslan, A. (2025). Curriculum Flexibility In The Digital Age: Efforts To Build Education That Is Responsive To Change. *Indonesian Journal of Education (INJOE)*, 5(3), 622–633.
- Sharma, S. (2024). Enhancing Inclusive Learning Environments: Strategies for Curriculum Adaptation and Modification. *Future of Special Education in India*, 109.
- Sholeh, K., Pamungkas, O. Y., Sufanti, M., Sukarni, S., Faizah, U., & Afif, S. (2025). The Character Education Revolution: The Impact of Multiple Intelligence-Based Reading Learning on Student Development. *Educational Process: International Journal*, 15(1), 1–21.
- Siregar, L. F., Sumanik, N. B., & Christianto, H. (2022). Analysis of teacher's ability in setting learning objectives, flow of learning objectives, and modules in the merdeka curriculum. *SHS Web of Conferences*, 149, 1005.
- Sofwatillah, S., & Anwar, K. (2025). Implementation Of School Boarding Service Quality On Academic Achievement At Islamic Junior High Schools In Riau Islands Province. *Multidisciplinary Indonesian Center Journal (MICJO)*, 2(3), 4039–4053.
- Wahidah, I., Listyasari, E., Rahmat, A. A., & Rohyana, A. (2023). Evaluation of physical education independent curriculum through cipp: managerial implementation in learning activities. *Indonesian Journal of Sport Management*, 3(2), 208–223.