



Evaluation of Merdeka Belajar module in learning differentiation of history at senior high school level using the CIPP model

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ABSTRACT

This study aims to evaluate the Merdeka Belajar module in differentiated learning in history subjects by using the CIPP (Context, Input, Process, Product) evaluation model in SMAN 3, SMAN 7, and SMAN 15 Padang. The method used was descriptive-qualitative with an evaluation approach to assess the implementation of curriculum and educational programs. The research was conducted in three stages: pre-research, implementation, and report writing. Data were collected through observation, interviews with history teachers and driving teachers, and documentation, then analyzed using data reduction, data presentation, and conclusion-drawing techniques. The results show that differentiated learning aims to meet students' learning needs through specially designed modules. In context, the school has supported this learning by improving teachers' competence through training and managing the learning environment. From the input aspect, the material in the module follows Merdeka Curriculum, and resources such as driving teachers and learning media are available. However, the learning guide still needs to be refined. In the process aspect, implementing differentiated learning is following planning, using various methods and media that increase student participation. However, some teachers experience obstacles in time allocation and student understanding. Product evaluation shows that this learning effectively improves students' learning outcomes and participation and supports their learning independence. This study contributes to the field of educational assessment by demonstrating the effectiveness of the CIPP model in assessing the implementation of differentiated learning modules in history education, highlighting strengths and areas for improvement in supporting student-centered learning aligned with the Merdeka Curriculum.

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INTRODUCTION

In general, the curriculum is understood as a reference for education providers in implementing a learning program, and must adjust according to the demands of each (Fajri et al., 2023; Mubarak et al., 2021). If the curriculum is not relevant to the demands of the times and the needs of students, then the appropriate authorities will update it concerning the foundation of curriculum development (Twining et al., 2021). The Merdeka



Belajar Curriculum (KMB) is an advanced relay in the national education curriculum updates (Mulyani et al., 2024; Wulandari, 2022). KMB is seen as the latest innovation in the national education system. Its goal is to open a wider space for schools to adapt their curriculum (schools) to everything related to students, such as learning needs and individual characteristics (Kuwoto & Saputra, 2024). KMB (Merdeka Belajar Curriculum) was officially launched in driving schools on February 1, 2021, by the Minister of Education, Culture, Research, and Technology. In the 2021-2022 school year, this initiative will be implemented in 2,500 schools spread across 34 provinces and 111 districts/cities (Sumarsih et al., 2022). The focus of the driving school program revolves around the development of student learning outcomes in a *Holistic* way in terms of consisting of competence and character. These two aspects begin with increasing teaching resources (principals and teachers) (Alemu, 2024). Not so long, KMB is intended for every school in Indonesia.

As explained above, curriculum reform is one of several important parts of achieving national education goals (Ofianto et al., 2023; Suprpto et al., 2021). Such conditions do not rule out the possibility of several problems in technical and administrative aspects from the perspective of a teacher or related agencies (Damşa et al., 2021; Ferri et al., 2020; Kulikowski et al., 2022). However, it does not rule out the possibility of a change in a constructive direction. Many studies report that implementing the independent curriculum in driving schools has been optimally organized even though it cannot be separated from several shortcomings and obstacles (Rahayu et al., 2022; Zakso, 2023). As for the preparation of teaching modules and aspects related to the independent curriculum, several problems were also found, as felt by history teachers in Padang City. The research of Fajri et al. reported that the problems experienced by history teachers include difficulties in making teaching and assessment modules and Pancasila student profile projects (Fajri et al., 2023).

Based on the results of interviews and observations that have been carried out, problems in the application of the Merdeka Belajar module occur in one of the first batches of driving schools in Padang City, which includes low student participation in history learning, limited learning resources and media, and weak student analytical understanding. The main obstacle comes from the lack of maximum use of differentiated learning modules, which should support diverse student learning needs. In addition, teachers still face difficulties in developing and implementing this module due to a lack of technical understanding. The lack of differentiated module development in history also worsens this condition, so learning per the Merdeka Curriculum cannot be carried out optimally.

To explore this, it is necessary to conduct a descriptive study related to the Merdeka Belajar module developed by teachers in several schools by applying evaluative research. Evaluation of a program makes it easier for a person to see the level of success, achievement of goals, and what is still unachieved (Imania & Bariah, 2019; Suryani & Argawati, 2023). In line with that, (Juan et al., 2024) stated that evaluation is the process of describing, interpreting, and presenting information so that what is presented is useful for planning (Pramesti, 2020).

When conducting evaluation studies, various models can be used as a guide. This study assesses the teaching module using the CIPP (*Context, Input, Process, and Product*) evaluation model, one of several assessment methodologies. Stufflebeam developed the CIPP model to evaluate a program or system by considering its context, inputs, processes, and products (Dizon, 2023; K.C. & Baral, 2023; Pramesti, 2020; Ratnaya et al., 2022). This model is widely regarded as one of the most popular frameworks for educational evaluation (Caley et al., 2021; Iqbal et al., 2021; Toosi et al., 2021). The relevance of using the CIPP model in this study is that evaluating the Merdeka Learning module in differentiated learning in schools is very relevant because it provides a comprehensive evaluation approach. In context, this model analyzes the relevance of modules to the needs of students, teachers, and curriculum, ensuring that modules follow differentiated learning objectives. Furthermore, in the Input stage, the model evaluates the resources, strategies, and teaching materials used in the module, including their suitability for the diverse characteristics of students. In the Process stage, the evaluation is focused on implementing modules in the classroom, including the application of differentiated strategies, student involvement, and the effectiveness of learning management. Finally, in the Product aspect, this model measures the results, such as increased student understanding, competency achievement, and teacher satisfaction with the module. The CIPP model helps ensure that the evaluation not only looks at the final results but also the processes and supporting elements that contribute to the successful implementation of the modules so that the independent modules that have been developed can be comprehensively evaluated to ensure their suitability to the needs of students, the effectiveness of the strategies used, and the achievement of the expected learning objectives (Juan et al., 2024; Mazidah & Masruroh, 2024).

Several studies have examined teaching modules, such as a study conducted by Aransyah et al., (2023), the results of the study revealed that there is still little knowledge of teachers in drafting the teaching module of the Independent Curriculum. The findings of the study are also supported by research conducted by Shodikin et al., (2024) which in this case stated that some teachers still do not understand the technicalities of compiling and developing teaching modules. Research conducted by Sopacua et al., (2020) said that there are still problems in history learning because the teaching modules designed have not considered the needs of different

students. Based on some of the above studies, there has been no research that specifically focuses on the evaluation of teaching modules in differentiated learning, especially in the context of history learning, using the CIPP model. Therefore, this research is important to be carried out to fill the gap in the field of study, as well as contribute to developing teaching modules that are more effective and relevant to the needs of students and differentiated history learning goals.

RESEARCH METHOD

This research is a descriptive-qualitative study with an evaluation approach using the CIPP (Context, Input, Process, Product) model to assess curriculum implementation and educational programs. The research was conducted in three stages, namely pre-research, implementation, and report writing. In the pre-research stage, the author developed the research design and gathered preliminary information about the implementation of the self-paced curriculum in the Mobilizing schools in Padang City. The implementation stage involved observations and interviews with history teachers and Movers teachers as the main instruments of data collection. Furthermore, the report writing stage was conducted by organizing the data obtained through documentation and field notes. This research involved grade X history teachers as well as students of SMAN 3, SMAN 7, and SMAN 15 Padang (Phase E). Data collection techniques included observation, interview, and documentation, while data analysis was conducted through data reduction, data presentation, and conclusion drawing.

RESULT AND DISCUSSION

Context Stage

Context evaluation is a stage that the author goes through to collect information about the background of the implementation of differentiated learning, teachers' understanding of differentiated learning, the availability of facilities and infrastructure and analyze the relevance of the module to the needs of students, teachers, and the curriculum, ensuring that the module is in accordance with the differentiated learning objectives.

Differentiated learning is a strategy applied in the independent curriculum. This strategy is seen as an alternative solution to meet the learning needs of students because in its activities, learning contains elements of content differentiation, process differentiation, and product differentiation. In another sense, the learning that students go through is not fixated on one way, process, and product. Students are facilitated to pour creativity so that learning products can take various forms. To see the progress of differentiated learning in secondary schools in Padang City, especially in history learning, the author conducted interviews with several teachers. Based on the interview, information was obtained that differentiated learning was quite well. Each interview result is presented as follows:

"This differentiated learning is a strategy whose goal is to meet the learning needs of students. In the application, learning is organized according to the designed modules and schools also support in other forms. Some examples are by holding training on module creation and its application in the classroom. Apart from school, I also participated in webinars organized by history teachers and driving teachers who shared good practices. For differentiated learning to run well, support in the form of completeness of facilities and infrastructure is also expected. In this school, the facilities and infrastructure available are quite supportive so that I can implement differentiated learning, especially in history learning." (Interview with VF Teacher)

Meanwhile, interviews with FO teachers obtained information that differentiated learning is also going quite well and schools are quite supportive in various forms such as evaluating programs and the like.

"Every student has diverse learning interests, through differentiated learning, teachers have the opportunity to increase these interests. For a good result, the module is an important aspect because it presents the needs of teachers and students, which in this case includes aspects of learning readiness, learning interest, and student learning profile. The needs of teachers are also supported by schools, manifested by organizing IHT, seminars, and workshops related to module design and differentiated learning. In addition, I also participated in independent training through PMM. Previously, evaluation activities had also been carried out by the curriculum team. School supervisors, and assessment teams from the Provincial Office. The implementation of differentiated learning in schools, especially in history learning, is also supported by the availability of facilities and infrastructure, which in this case is facilitated by PT. Semen Padang." (Interview with FO Teacher).

The interview with the MA teacher obtained information that differentiated learning had been carried out quite well and the school strongly supported the program designed by the teacher for a constructive learning for students.

"Differentiated learning is a technique that in practice adapts learning materials and activities to the individual needs of students. As a learning facilitator, the modules used for differentiated learning guidelines contain important aspects such as learning readiness, interests, and student learning profiles as well as supporting tools in the learning. In the meantime, the main purpose of using the module is to ensure that each student reaches their maximum potential according to their interests and talents. Then the module design prioritizes aspects of students' interests, learning styles, and their ability levels. The school strongly supports all learning programs for students, in the form of arranging a place to study, and providing flexible time. Meanwhile, in terms of facilities and infrastructure, it is also the same."
(Interview with MA Teacher)

Based on the results of the interview above, the context in the implementation of differentiated learning in several schools in Padang City is a response in creating a conducive learning climate. In another sense, meeting the learning needs of students according to their respective characteristics. Differentiated learning is also strengthened with several supports from schools such as carrying out IHT, seminars, and Merdeka Belajar activities through the Independent Teaching Platform (PMM). In detail, the results of the evaluation of context in differentiated learning in a few schools are presented in the table below.

Table 1. Information related to evaluation on the context aspect

Data collected on the context aspect	Description
Teachers' understanding of differentiated learning	Theoretically, teachers have understood enough about the concept of differentiated learning. Based on the interviews conducted, the teacher's explanation of differentiated learning is generally the same, namely a learning strategy to maximize the potential possessed by students. Efforts to maximize this potential are carried out by differentiating content, processes, and products.
Key needs of teachers and students	Learning readiness, interests, student learning profiles, learning support tools, and how to deliver materials.
The main purpose of using modules in differentiated learning	Ensuring that each student reaches their maximum potential in accordance with their interests and talents, facilitating every student's learning needs, and assisting students in understanding the material.
Module design	Tailored to students' interests, talents, and ability levels, Tailored to differentiated learning characteristics such as content, process, and product differentiation. Internalize several forms of projects and learning media.
School support in the form of policies	Holding seminars, IHTs, training to create modules, arranging learning spaces, and providing flexible time
Facilities and Infrastructure	The school has provided quite complete facilities and infrastructure to support the smooth implementation of differentiated learning.

Input Stage

Input/input evaluation is conducted to assess alternative approaches, action plans, implementation strategies, and budgets, ensuring the program meets the needs of the target population and achieves its goals. In this study, the input evaluation carried out is to evaluate the resources, strategies, and teaching materials used in the module, including their suitability with the characteristics of diverse students.

Based on interviews with VF teachers, related to the resources, strategies, and materials used in the module, it was explained that;

"Modules are an important component of learning. The learning materials have been adjusted to the characteristics of students and differentiated learning. In terms of media, it is also adjusted to the material to be delivered. Basically, to support the feasibility of the program that has been prepared in the module, the aspects needed are school facilities and infrastructure. Meanwhile, in terms of difficulty, especially

when developing modules, namely choosing media that is suitable for use in learning." (Interview with VF Teacher).

Other information was also obtained from Teacher FO. At the time of the interview, it was explained that;

"The material presented in the module is relevant to the independent curriculum and differentiated learning. This relevance refers to the independent curriculum guidelines in which there are learning guidelines that will be facilitated by teachers. Through the guide I also learned to understand learning and assessment and understand how module development works. The suitability of the material is preceded by conducting a diagnostic assessment (before learning). The purpose is to align the level of material difficulty with the level of students' abilities. The resources used to support the smooth implementation of the program compiled in the modules are driving teachers, learning media, and facilities and infrastructure. In terms of obstacles when developing modules, it lies in the lack of understanding related to differentiated learning." (Interview with FO Teacher).

Meanwhile, the MA teacher, who is also the author of the interview, described that.

"The modules used in differentiated learning contain material that is relevant in line with the independent curriculum and differentiated learning. In practice, learning is adjusted to the characteristics of students. Meanwhile, the resources needed are learning media and various learning models. For good implementation, the module also provides guidance in facilitating differentiated learning in the classroom." (Interview with Teacher).

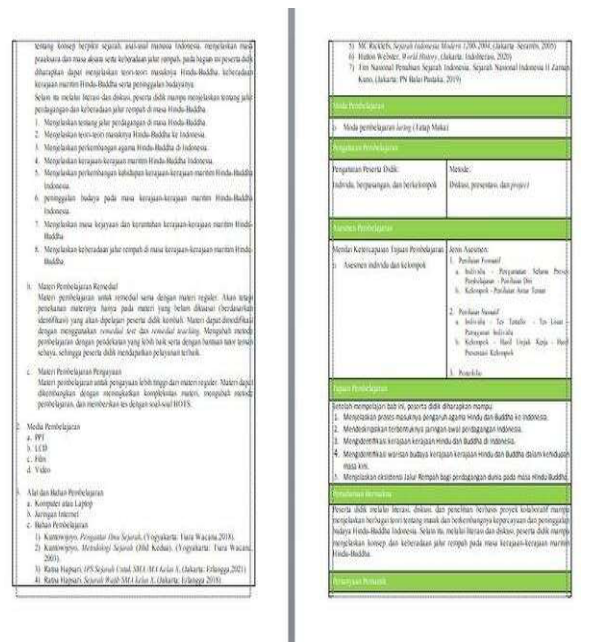


Figure 1. Modules used by teachers in the resources section needed

Based on the information of several teachers interviewed above, the input aspect, which in this case consists of resources, strategies, and teaching materials in the module, including their suitability with student characteristics, has been running as planned. In terms of resources, everyone agrees that the implementation of differentiated learning needs to be supported by the completeness of facilities and infrastructure. In addition, the use of learning media is important to meet the learning needs of students in differentiated learning. Of the number of resources needed, apart from facilities and infrastructure, some teachers stated that learning media and driving teachers are other components needed. Driving teachers are needed as discussion partners for a better differentiated learning.

The strategy used is to develop teaching modules that are tailored to the characteristics of students. The development, specifically in differentiated learning, contains aspects of content, processes, and products. Meanwhile, in terms of the teaching materials used, all teachers stated that they were in accordance with the provisions of the independent curriculum and were also adjusted to the level of students' abilities. The information presented can basically be a reference for stakeholders that differentiated learning in history learning in several schools in Padang City has been tried to run optimally. This information, although it contains quite good information in terms of input, needs to be considered for every school that supporting every teacher

to have a comprehensive ability/understanding related to differentiated learning is a must. The results of this input evaluation are in line with what Aziz et al. explained that the input evaluation aims to Providing information which in this aspect includes resources such as: time resources, human resources, physical resources, infrastructure, curriculum and materials for evaluating the quality of education in schools (Shodikin et al., 2024). In detail, the results of the evaluation of the inputs in this study are explained in the table below.

Table 2. Information related to evaluation on the Input aspect

Data collected on the context aspect	Description
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Material relevance	The material developed or presented in the module has been relevant to the provisions of the independent curriculum. This includes related to assessments for students.
Conformity with independent curriculum guidelines	The modules used in differentiated learning are in accordance with the independent curriculum guidelines.
Resources	Driving teachers, learning media, facilities and infrastructure, teacher sharing practices,
Obstacles faced in module development	Understanding differentiated learning, difficulties in the application of diverse learning, learning that is in line with students.
Clear guidance on modules on learning	One of the teachers stated that there was no one and two teachers explained that in the module there was a clear guide on differentiated learning.

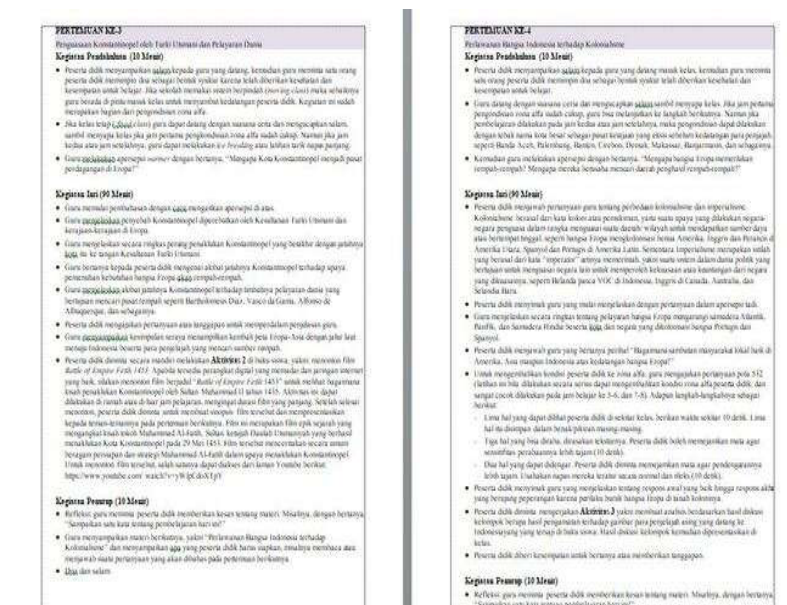


Figure 2. Modules used by teachers in the learning steps section

Process stage

At the *Process*, the author focuses on the implementation of modules in the classroom, including the application of differentiated strategies, student involvement, and the effectiveness of learning management. Process evaluation is carried out by: monitoring potential sources that could lead to failure, preparing preliminary information for planning decision-making, and explaining the actual process that occurred (Meryastiti et al., 2023). Information related to the differentiated learning process in several schools in Padang City was obtained from interviews that the author has conducted with several history teachers. Each explanation is presented below.

"The implementation of differentiated learning modules in the classroom is realized with learning activities that suit the needs of students. During learning activities, students are grouped according to their learning methods. The use of the strategies used is also adjusted to the characteristics of students. In the

learning process, several students were seen who were active. Meanwhile, in terms of difficulties and obstacles, it lies in the lack of understanding of students related to the learning flow and the allocation of available time." (Interview with VF Teacher).

Meanwhile, the explanations of other teachers related to the differentiated learning process in the classroom can be seen in the interview results below.

"The implementation of the program prepared in the module has been in accordance with its application in the classroom. During learning, students are divided into several learning groups according to their respective characteristics such as abilities, interests, and learning styles. The division refers to the results of the assessment carried out by BK teachers. The learning model used is product-oriented, known as Project Based Learning. During the learning process with this model, a few students are active in learning themselves collaboratively. So far, there have been no obstacles or challenges in the implementation of modules in classroom learning." (Interview with FO Teacher).

The explanation from the MA teacher, regarding the differentiated learning process in the classroom, can be seen in the interview results below.

"The implementation of the program is planned in the module, in accordance with the interests and characteristics of students. In the learning activity section, especially in group division, it is carried out with cognitive assessment and non-cognitive assessment. The learning strategy used is an interesting model/method, then learning media is also used. Through this interesting strategy, it appears that students are active in learning and their participation increases. As for the obstacles, namely choosing diverse media that are in accordance with the characteristics of students." (Interview with MA Teacher).

Based on the results of interviews with a few teachers above, the implementation of modules in learning activities is said to be in accordance with the things programmed. During learning activities, teachers use models/methods and supporting media to meet the learning needs of students. Through this strategy, students are active and their participation in learning increases. Departing from this information, it means that differentiated learning has been carried out in accordance with existing provisions. These provisions are seen in terms of differentiation of content, processes, and products. Further, detailed process evaluation information is presented in the table below.

Table 3. Information related to evaluation on the Process aspect

Data collected on the context aspect	Description
Implementation of modules in the classroom	All teachers stated that the program prepared in the module was in accordance with its implementation in the classroom.
Study group arrangement	Study groups are organized according to the level of ability, interest, and learning style of students. One of the teachers also said that the formation of the group was preceded by cognitive and non-cognitive assessments.
Selected strategy	In learning students, teachers use learning models/methods and media that are tailored to the characteristics of students. One of them explained that the model is <i>Project Based Learning (PjBl)</i> .
Student engagement	In learning, students are generally active, and it is seen that their participation increases.
Difficulties and obstacles in implementing the module	One of the teachers explained that he did not find any difficulties. While the other two teachers described that the difficulty lies in the allocation of time and students' understanding of the learning flow, as well as the use of various media.



Figure 3. Student activities (Discussions) in class



Figure 4. Student activities (Presentations) in class

Product Stage

Product evaluation focuses on identifying and assessing the outcomes that a program should achieve. In this study, product evaluation is directed at measuring the results achieved, such as improving student understanding, competency achievement, and teacher satisfaction with the module. The information obtained is sourced from interviews that the author has conducted with a few history teachers. Each of the explanations is presented below.

"This module used is quite influential on student learning outcomes. The activity is tried according to the needs and ability level of the students. With this, it is evident that a few students have succeeded in achieving learning goals well. Apart from learning outcomes, student learning activities also seem to be increasing." (Interview with VF Teacher).

Information from other teachers regarding products in differentiated learning can be read in the explanation below.

"The use of modules for the learning process in the classroom has a positive influence on student learning outcomes. This is due to the assessment prepared in the module adjusted to the learning needs of students and their ability level. In the module, there is also an explanation of the steps/methods taken for students who have high abilities and for students with low abilities. Another aspect is that this module contains different activities according to the characteristics of students. This is one of the reasons that some have succeeded in achieving learning goals. Another positive effect is that students are more confident in learning and continue to develop their abilities." (Interview with FO Teacher).

While the MA teacher explained that;

"The use of modules in classroom learning activities greatly affects student learning outcomes. This is effective, because learning activities are adjusted to the level of ability of each student. So that the achievement of learning goals by students has been obtained for most children. The use of this module contains activities that are different or adjusted to the interests and needs of students. In the end, students experience a significant improvement in a learning process." (Interview with MA Teacher).

Referring to the results of the interview above, it can be said that differentiated learning has been done quite well. The learning program prepared by the teacher still refers to the learning needs of children and their ability

level. In the module, methods or steps are also presented to facilitate the learning of students who have high abilities and those with low abilities. The use of modules is said to also have an impact on improving learning outcomes and learning quality. For more clarity, product evaluation information is presented in the table below.

Table 4. Information related to evaluation on the Product aspect

Data collected on the context aspect	Description
Learning outcomes	The modules used affect student learning outcomes. The assessment is adjusted to their ability level.
Effectiveness	Information from all teachers, explained that the modules used are effective in facilitating the diverse learning needs of students.
Achievement of learning objectives	All teachers explained that the modules used had achieved the set learning objectives.
Process differentiation	In the module, different activities are arranged and adjusted to the learning needs of students, as well as in the application in the classroom.
Quality of learning	After the implementation of the module in the classroom, there was a significant improvement in terms of the quality of learning in the classroom, children were more enthusiastic and confident to continue to develop their abilities.

CONCLUSION

The results of this study show that differentiated learning aims to meet students' learning needs by using specially designed modules. Evaluation on the context aspect shows that schools support the implementation of this learning by improving teacher competence through training and organizing the learning environment. From the input aspect, the material in the module is in accordance with Merdeka Curriculum, and resources such as driving teachers and learning media are well available, although the learning guide still needs to be refined. In the process aspect, the implementation of differentiated learning is in accordance with planning, using various learning methods and media that increase student participation, although some teachers face obstacles in time allocation and student understanding. Product evaluation shows that this learning is effective in improving students' learning outcomes and participation, as well as supporting their learning independence. The implication of this research is as a reflection material for history teachers in designing better learning and improving their own quality. This research also serves as a reference for understanding the potential of differentiated learning in history subjects. However, the author's limited understanding of program evaluation is a note for further research. Some suggestions are given based on the four stages of evaluation, such as the preparation of modules that consider student characteristics, the utilization of resources to improve teacher competence, the management of diverse learning groups, and the design of programs that can increase students' awareness of learning independently.

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