

Implementation Of The Independent Curriculum In Geography Learning In State High Schools In Gorontalo City

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Abstract

This study aims to evaluate the implementation of the Independent Curriculum in Geography learning in State High Schools throughout Gorontalo City using the CIPP (Context, Input, Process, Product) evaluation model. Context evaluation is carried out to assess the readiness of the school environment and supporting policies; Evaluation of inputs assesses the readiness of teachers and learning facilities; process evaluation assesses the implementation of learning in the classroom; and product evaluation assesses student learning outcomes. This study uses a descriptive quantitative approach with data collection techniques in the form of observation, questionnaires, documentation, and document studies. The results of the study showed that: (1) the context evaluation obtained an average of 89.18% and was in the good to very good category, indicating the readiness of the institution in adopting the Independent Curriculum; (2) the average input evaluation of 89.55%, showing the readiness of teachers and the availability of adequate resources, even though there are teachers who get low scores; (3) the evaluation process showed the highest achievement with an average of 96.73%, illustrating that teachers are able to implement differentiated learning, formative assessment, and student-centered approaches effectively; and (4) product evaluation showed that the average score of students in all schools was above the KKTP (75), with the highest achievement at SMA Negeri 3 Gorontalo (87.66). The implementation of the Independent Curriculum in Geography learning has been carried out very well, but it is still necessary to strengthen teacher training and equalize the quality of implementation between schools.

Keywords: Evaluation, Independent Curriculum, CIPP, Geography, High School

INTRODUCTION

Education is the main pillar in the development of a nation. In an effort to improve the quality of national education, the Indonesian government officially implemented the Independent Curriculum as a form of update to the previous curriculum. This curriculum began to be introduced on a limited basis in 2021 and launched nationally in 2022 as part of the post-COVID-19 pandemic learning recovery policy (Ministry of Education and Culture, 2022).

In the 2013 curriculum (K-13) is considered more comprehensive in terms of assessment, holistic in measuring student competence, which includes aspects of attitudes, knowledge and skills but is considered too complicated in its application, so the government made a new breakthrough, namely the independent curriculum. The independent curriculum is an idea in the transformation of Indonesian education to produce superior future generations. The independent curriculum comes in the form of a simplification of the 2013 curriculum (Firmansyah, 2023).

The independent curriculum is a curriculum that uses varied intracurricular learning where the learning materials will be maximized so that students have enough time to understand the concept of learning and strengthen their competence. The independent curriculum uses three characteristics that do not exist in the 2013 or previous curriculum, namely project-based learning, focus on essential materials, and learning flexibility which is expected to increase students' interest in learning and boost students' imagination (Anita, et.al, 2022).

The Independent Curriculum is designed by prioritizing student-centered learning principles, teaching flexibility, and character strengthening through *the Pancasila Student Profile*. In the context of Geography learning, the Independent Curriculum requires teachers to not only teach spatial concepts, but also encourage students to be able to think critically, reflectively, and engage in global and local issues based on the context of their respective regions (Putra & Nuryanto, 2023).

However, the implementation of this curriculum at the high school (SMA) level, especially in the subject of Geography, faces various challenges. In Gorontalo City, for example, there are still obstacles in terms of teachers' understanding of the curriculum philosophy, the readiness of teaching tools, the limitations of professional training, and the uneven supporting infrastructure. In addition, the implementation of formative assessments and projects to strengthen the Pancasila Student Profile have not been fully integrated effectively in the learning process (Marlina, 2023; Idris et al., 2024).

This condition shows the importance of evaluating the implementation of the

Independent Curriculum systematically and comprehensively, especially in Geography learning at the high school level. Evaluation is needed to find out the extent to which the curriculum components have been implemented optimally, as well as identify obstacles faced by educators and students.

This research also becomes relevant to the current direction of education policy that encourages an evaluative approach in the educational transformation process. Thus, the results of the evaluation are expected to contribute to improving the quality of learning, as well as become a consideration for education policy makers at the regional and national levels.

In addition, Geography as a subject that is contextual and multidisciplinary, has great potential to support character development, environmental awareness, and spatial literacy of students. Therefore, the successful implementation of the Independent Curriculum in Geography subjects not only has an impact on academic achievement, but also on the formation of an ideal student profile in accordance with Pancasila values and the needs of the 21st century (Yunus & Yuliani, 2022).

The implementation of the Independent Curriculum aims to return the national education system to the essence of the law through the independence of schools, teachers and students so that they are free to innovate, learn independently which is initiated by those who are the driving force of national education. The focus of independent learning lies in freedom of thought for students and students so that they can explore knowledge and skills freely and fun (Utomo, 2023)

The implementation of the Independent Curriculum independently is an option for educational units based on their respective readiness. Educational units that choose to use the Independent Curriculum have three choices of implementation categories, namely Independent Learning, Independent Change, and Independent Sharing. In the Independent Learning category, education units use the structure of the Independent Curriculum to develop their unit's curriculum and apply several principles of the Independent Curriculum in learning and assessment. In the Independent Changing category, the education unit not only uses the structure of the Independent Curriculum but also applies its principles fully in learning and assessment. Meanwhile, in the Independent Sharing category, in addition to fully implementing the principles of the Independent Curriculum, the education unit is also committed to sharing its good practices with other educational units. These three categories allow each educational unit to adopt the Independent Curriculum according to their level of readiness and capacity, so that it is expected to improve the quality of education as a whole.

In the teaching and learning process, there are evaluation activities. Evaluation is an



important part of the educational curriculum that is used to find out whether the teaching and learning process has achieved the goals that have been set or not, in other words the teaching and learning process is not known whether it is successful or not before the evaluation is carried out. According to (Buker and Niklason, 2019) that curriculum evaluation is an assessment process to lead to program improvement in achieving the educational goals that have been set.

Evaluation of the implementation of the independent curriculum in the school environment is very important to analyze the goals, benefits, impacts, successes, obstacles and strategies that must be carried out to overcome the problems that arise due to the implementation of the current independent curriculum, There are many models in evaluating the education curriculum, one of which is the CIPP (*Context, Input, Process, Product*) model.

The CIPP evaluation model is widely used by evaluators. The components of CIPP include (*context*) aim to find out the strengths and weaknesses of the evaluator, with which the evaluator will provide the necessary direction of improvement such as what needs have not been met by the program and what development has not been achieved by the program, then input provides effective planning for the success of the curriculum implementation. The main orientation of input is to put forward a plan that can achieve what the institution wants. The evaluation (*process*) can only be carried out if the curriculum innovation has been implemented. Product evaluation is to determine the extent to which the implemented curriculum has been able to meet the needs of the group that uses it after the program has run and the level of success that has been achieved or what will be produced

The evaluation of the CIPP model is widely used because it has effective functions, with a model that is fundamental, inclusive, and systematic. It is fundamental in this case that it covers the core objects of the component, is inclusive of evaluation that focuses on all parties involved in the learning process, while it is systematic involving all parties involved in the evaluation process (Kurniawati, 2021).

The CIPP evaluation model is considered more complete than other evaluation models because the CIPP model can evaluate four aspects at once so that the scope of discussion is wider (Arni et al., 2021,). The evaluation of the CIPP model is very effective for researchers/evaluators who aim to determine the level of program achievement in an institution.

Based on the description that has been explained, the difficulties of teachers in implementing the Merdeka curriculum are very important to be researched. Thus, on this occasion the researcher wants to conduct a research entitled "Evaluation of the Implementation



of the Independent Curriculum in Geography Learning in State High Schools in Gorontalo City

METHOD

1. Types of Research

This research is included in the type of descriptive research that aims to focus the evaluation object on the stages starting from input to output of the 46 programs to be analyzed. The CIPP (Context, Input, Process, Product) evaluation model was developed by Daniel L. Stufflebeam and continues to undergo theoretical and practical reinforcement over time. This model is comprehensive and systematic, because it does not only focus on the final results (outputs), but also covers the entire process from planning, implementation, to the results of an education program or policy

2. Research Stages

The stages in the implementation of this evaluation research include:

Determination of the focus and scope of evaluation.

Evaluation design based on the model used.

Initial information collection through on-site pre-research as well as reference searches and interviews with related parties.

Preparation of instruments and data collection through questionnaires, interviews, and documentation.

Analysis of data collected in the field.

Preparation of reports and drawing conclusions from the results of the evaluation

RESULTS AND DISCUSSION

1. Results of Context Evaluation of the Implementation of the Independent Curriculum in Geography Learning at State High Schools in Gorontalo City

Context evaluation in the CIPP (Context, Input, Process, Product) evaluation model aims to determine the background conditions, needs, and readiness of the educational environment before and during the implementation of the Independent Curriculum. In this context, what is assessed includes school readiness, teacher competence, availability of facilities, and support for school policies and culture in supporting Geography learning. Based on the results of research that has been conducted in seven State High Schools throughout Gorontalo City, the following data was obtained:

Table. 1 Results of Context Evaluation of the Implementation of the Independent Curriculum in Geography Learning at State High Schools in Gorontalo City

NO	GURU	L/P	UNIT KERJA/SEKOLAH	PERSENTASE	KRITERIA
1	WIDYA NUR, S.Pd	P	SMA NEGERI 1 GORONTALO	90%	SANGAT BAIK
2	ISRAWATI, S.Pd	P	SMA NEGERI 2 GORONTALO	85%	SANGAT BAIK
3	MOH. MUFLI ALFITRA, S.Pd	L	SMA NEGERI 2 GORONTALO	79%	SANGAT BAIK
4	SUGENG WARDOYO, S.Pd	L	SMA NEGERI 3 GORONTALO	93%	SANGAT BAIK
5	ZUBAEDAH, S.Pd	P	SMA NEGERI 3 GORONTALO	95%	SANGAT BAIK
6	MUSTAFA, S.Pd	L	SMA NEGERI 3 GORONTALO	98%	SANGAT BAIK
7	ENDANG SUTIAH, S.Pd	P	SMA NEGERI 4 GORONTALO	88%	SANGAT BAIK
8	ALAN PIRDAUS, S.Pd	L	SMA NEGERI 4 GORONTALO	85%	SANGAT BAIK
9	LISMAWATI ABDJUL, S.Pd	P	SMA NEGERI 5 GORONTALO	93%	SANGAT BAIK
10	SARTINA NUR APRILIA, S.Pd	P	SMA NEGERI 6 GORONTALO	88%	SANGAT BAIK
11	DIMAS LABAIKA, S.Pd	L	SMA NEGERI 7 GORONTALO	97%	SANGAT BAIK

The table displays the results of the evaluation of the context of the implementation of the Independent Curriculum in the learning of Geography subjects in several State High Schools in Gorontalo City. This evaluation is measured in the form of percentages, which describes the extent to which the implementation of the Independent Curriculum is successful or in accordance with the expected standards

a. SMA Negeri 1 Gorontalo

Only one teacher (Widya Nur, S.Pd) was evaluated. Implementation percentage: 90% This shows that the implementation of the independent curriculum is very good in this school, even though the data only represents one teacher.

b. SMA Negeri 2 Gorontalo

Two teachers were evaluated: Israwati, S.Pd: 85% Moh. Mufli Alfitra, S.Pd: 79% The average percentage: 82% shows that the implementation of the Independent Curriculum at SMA Negeri 2 is quite good, but it still needs improvement, especially because one of the teachers has a score below 80%.

c. SMA Negeri 3 Gorontalo

The three teachers who were evaluated were Sugeng Wardoyo, S.Pd: 93% Zubaedah, S.Pd: 95% Mustafa, S.Pd: 98% Average: 95.3% This is the school with the highest implementation rate among all schools. This shows that the understanding and readiness of teachers at SMA Negeri 3 are very good in implementing the Independent Curriculum.

d. SMA Negeri 4 Gorontalo

Two teachers: Endang Sutiah, S.Pd: 88% Alan Pirdaus, S.Pd: 85% Average: 86.5%
Implementation is in the good category, although not as high as SMA Negeri 3

e. SMA Negeri 5 Gorontalo

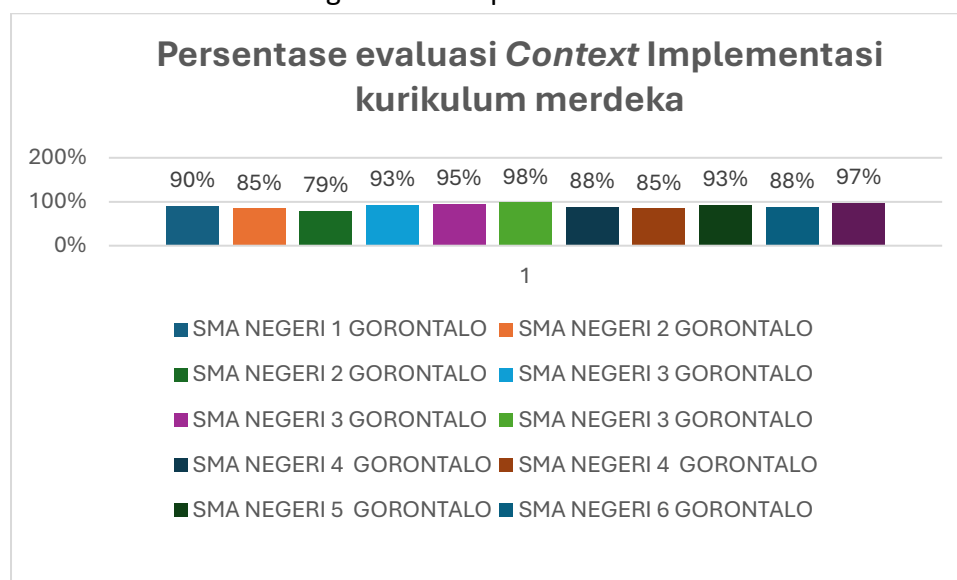
One teacher (Lismawati Abdjul, S.Pd): 93% Included is very good, but it cannot be generalized because there is only one respondent.

f. SMA Negeri 6 Gorontalo

One teacher (Sartina Nur Aprilia, S.Pd): 88% showed good implementation, but not optimal.

g. SMA Negeri 7 Gorontalo

One teacher (Dimas Labaika, S.Pd): 97% Very high, showing teacher readiness and excellent understanding of the Independent Curriculum.



(Source: Research Primary Data)

Figure 1 percentage of evaluation context of the implementation of the independent curriculum

From the diagram above, it can be seen that the average percentage obtained from all State High Schools in Gorontalo city is 89.18%. This shows that overall, the implementation of the Independent Curriculum in Geography learning at State High Schools in Gorontalo City is in the good to very good category. There are no teachers with a score below 75%, which is usually used as the minimum limit for achieving curriculum implementation standards. The implication is that the readiness of Geography teachers in Gorontalo City in implementing the Independent Curriculum is very good.

2. Results of Evaluation of Input Implementation of the Independent Curriculum in Geography learning at State High Schools in Gorontalo City

The evaluation of inputs in the implementation of the Independent Curriculum in Geography subjects in State High Schools in Gorontalo City was carried out to assess the readiness of resources that support the implementation of the curriculum, such as the competence of educators, the availability of facilities and infrastructure, and the availability of teaching materials and other learning resources. Based on the data obtained from observations, questionnaires, and documentation, the following results were obtained:

Table 2 Results of Evaluation of Input Input for the Implementation of the Independent Curriculum in Geography Learning in State High Schools in Gorontalo City

NO	SEKOLAH	L/P	UNIT KERJA/SEKOLAH	PERSENTASE	KRITERIA
1	WIDYA NUR, S.Pd	P	SMA NEGERI 1 GORONTALO	93%	SANGAT BAIK
2	ISRAWATI, S.Pd	P	SMA NEGERI 2 GORONTALO	83%	SANGAT BAIK
3	MOH. MUFLI ALFITRA, S.Pd	L	SMA NEGERI 2 GORONTALO	68%	SANGAT BAIK
4	SUGENG WARDOYO, S.Pd	L	SMA NEGERI 3 GORONTALO	92%	SANGAT BAIK
5	ZUBAEDAH, S.Pd	P	SMA NEGERI 3 GORONTALO	93%	SANGAT BAIK
6	MUSTAFA, S.Pd	L	SMA NEGERI 3 GORONTALO	98%	SANGAT BAIK
7	ENDANG SUTIAH, S.Pd	P	SMA NEGERI 4 GORONTALO	88%	SANGAT BAIK
8	ALAN PIRDAUS, S.Pd	L	SMA NEGERI 4 GORONTALO	87%	SANGAT BAIK
9	LISMAWATI ABDJUL, S.Pd	P	SMA NEGERI 5 GORONTALO	93%	SANGAT BAIK
10	SARTINA NUR APRILIA, S.Pd	P	SMA NEGERI 6 GORONTALO	92%	SANGAT BAIK
11	DIMAS LABAIKA, S.Pd	L	SMA NEGERI 7 GORONTALO	98%	SANGAT BAIK

(Source: Primary Data of the Study)

This table presents an evaluation of input on the implementation of the Independent Curriculum in the learning of Geography subjects in various State High Schools in Gorontalo City. The "input" component in the context of educational evaluation refers to initial resources or prerequisites that support the implementation of the curriculum, such as teacher competence, readiness of infrastructure, school administration support, training, and teaching materials.

a. SMA Negeri 1 Gorontalo

Teacher: Widya Nur, S.Pd Input Score: 93% High achievement indicates excellent input readiness: teachers have high competence, and it is likely that the school has provided resources that support the implementation of the curriculum.

b. SMA Negeri 2 Gorontalo

Teachers: Israwati (83%) and Moh. Mufli Alfitra (68%) Average: 75.5% Israwati showed a fairly good input, but low score from Moh. Mufli Alfitra (68%) showed the possibility of limitations in terms of training, the availability of teaching equipment, or the readiness of the teachers themselves.

c. SMA Negeri 3 Gorontalo

Teachers: Sugeng (92%), Zubaedah (93%), Mustafa (98%) Average: 94.3%. The input of the implementation is very good. This shows that teachers at SMA Negeri 3 are not only individually competent, but also receive systemic support from the school.

d. SMA Negeri 4 Gorontalo

Teachers: Endang (88%) and Alan (87%) Average: 87.5%. The value is quite high and even. It shows that the input of implementation is mature and evenly distributed among teachers.

e. SMA Negeri 5 Gorontalo

Teacher: Lismawati Abdjul, S.Pd Grade: 93%. Very good. Teachers seem to have solid readiness and support in implementing the curriculum.

f. SMA Negeri 6 Gorontalo

Teacher: Sartina Nur Aprilia, S.Pd Grade: 92%. High and reflects readiness both individually and systemically in school.

g. SMA Negeri 7 Gorontalo

Teacher: Dimas Labaika, S.Pd Grade: 98%. The highest input in the table. Most likely these are teachers who have obtained very complete training and full support from the school in terms of teaching tools and learning environments.



Figure 2 Percentage of Input Evaluation of the Implementation of the Independent Curriculum

(Source: Research Primary Data)

3. Results of the Evaluation *Process* of the Implementation of the Independent Curriculum in Geography Learning at State High Schools in Gorontalo City

Based on the results of the evaluation of the implementation process of the Independent Curriculum in the subject of Geography, a variety of achievements were obtained that showed a relatively high level of learning implementation in most schools. This evaluation involves aspects such as active student involvement, meaningful learning, use of teaching tools, formative assessments, and differentiated learning strategies.

Table 3 Results of Evaluation of the Independent Curriculum Implementation Process in Geography Learning at State High Schools in Gorontalo City

NO	TEACHER'S NAME	L/P	SCHOOL	PERCENTAGE
1	WIDYA NUR, S.Pd	P	SMA NEGERI 1 GORONTALO	95%
2	ISRAWATI, S.Pd	P	SMA NEGERI 2 GORONTALO	98%
3	OH. MUFLI ALFITRA, S.Pd	L	SMA NEGERI 2 GORONTALO	93%
4	UGENG WARDOYO, S.Pd	L	SMA NEGERI 3 GORONTALO	100%
5	ZUBAEDAH, S.Pd	P	SMA NEGERI 3 GORONTALO	100%
6	MUSTAFA, S.Pd	L	SMA NEGERI 3 GORONTALO	98%
7	ENDANG SUTIAH, S.Pd	P	SMA NEGERI 4 GORONTALO	98%
8	ALAN PIRDAUS, S.Pd	L	SMA NEGERI 4 GORONTALO	93%
9	SMAWATI ABDJUL, S.Pd	P	SMA NEGERI 5 GORONTALO	93%
10	RTINA NUR APRILIA, S.Pd	P	SMA NEGERI 6 GORONTALO	90%
11	DIMAS LABAIKA, S.Pd	L	SMA NEGERI 7 GORONTALO	95%



This table contains data on the results of the evaluation of the implementation of the Independent Curriculum in Geography subjects in several State High Schools in Gorontalo City. This evaluation is carried out based on the performance of each geography teacher in adopting and implementing the Independent Curriculum in their respective schools.

Of the 11 teachers observed in 7 schools, the highest process score of 100% was obtained by two teachers from SMA Negeri 3 Gorontalo, namely Sugeng Wardoyo, S.Pd and Zubaedah, S.Pd. This shows that the two teachers are able to implement the principles of the Independent Curriculum comprehensively and consistently in classroom learning practices. High scores were also obtained by other teachers from the same school, namely Mustafa, S.Pd with an achievement of 98%. This reflects that at SMA Negeri 3 Gorontalo there is strong systemic support in overseeing the learning process based on the Independent Curriculum, both in terms of training, supervision, and the provision of teaching tools.

Meanwhile, the lowest score was obtained by Sartina Nur Aprilia, S.Pd from SMA Negeri 6 Gorontalo with a score of 90%. Although still relatively high, this achievement shows that there is room for improvement, especially in the optimization of the learning process which may be related to adjusting teaching strategies or using more diverse and contextual learning media.

In general, the average score of the Independent Curriculum implementation process is in the "very good" category, with most teachers getting scores above 93%. This achievement reflects that Geography teachers at State High Schools in Gorontalo City have understood and are able to apply the principles of the Independent Curriculum effectively. This is also in line with the findings of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022) which states that the success of curriculum implementation is greatly influenced by teachers' competence in translating curriculum policies into adaptive and contextual learning practices.

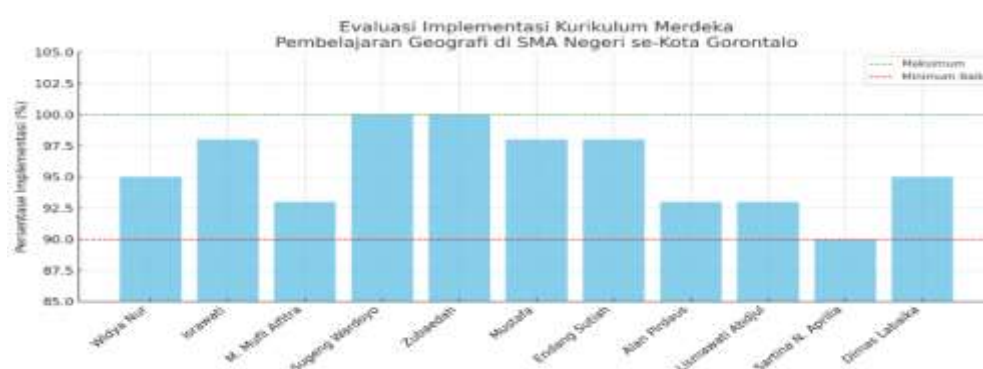
However, the variation in achievement between teachers also shows that the implementation process is not completely even. This can be due to factors such as teaching experience, involvement in curriculum training, availability of time to design differentiated learning, and the support of the principal or curriculum development team in each educational unit. Therefore, it is necessary to strengthen the capacity of teachers in a sustainable manner through training, professional collaboration (learning community), and intensive assistance from supervisors and principals.

Thus, the results of this process evaluation are an important reflection that the



implementation of the Independent Curriculum in Gorontalo City has shown a positive direction, but still requires a strengthening strategy so that the quality of the learning process can be more evenly distributed throughout all schools.

The following is a bar chart showing the percentage of implementation of the Independent Curriculum by each Geography teacher at State High Schools in Gorontalo City. The green line indicates maximum achievement (100%), and the red line indicates the lower limit of the "good" category (90%).



(Source: Research Primary Data)

Figure 3 Percentage of Evaluation of the Independent Curriculum of Geography Learning in Gorontalo City

4. Results of Product Evaluation Implementation of the independent curriculum in Geography learning at State High Schools in Gorontalo City

Product evaluation in the CIPP model aims to measure the real results of policy implementation, in this case the learning outcomes of students in the subject of Geography. The data obtained shows the average Geography score in several State High Schools in Gorontalo City.

Table 4 Results of Product Evaluation of the Implementation of the Independent Curriculum in Geography Learning at State High Schools in Gorontalo City

NO	SCHOOL	CLASS	NUMBER OF STUDENTS	TOTAL VALUE	AVERAGE
1	SMAN 1 GORONTALO	XII	36	2724	75,66667
2	SMAN 2 GORONTALO	X	36	2907	80,75

3	SMAN 3 GORONTALO	X	35	3068	87,65714
4	SMAN 4 GORONTALO	X	25	2037	81,48
5	SMAN 5 GORONTALO	XII	36	2724	75,66667
6	SMAN 6 GORONTALO	XII	27	2166	80,22222
7	SMAN 7 GORONTALO	X	31	2546	82,12903

From the table above, the results of the product evaluation show that there is a variation in the learning outcomes of students between schools. Here are the key points from the data findings:

Highest and Lowest Average Achievements; The highest average score was obtained by S MAN 3 Gorontalo with a score of 87.66, showing that the implementation of the Independent Curriculum at the school is very effective in improving students' learning outcomes in Geography subjects. The lowest average score of 75.67 was found in SMAN 1 and SMAN 5 Gorontalo, both of which are class XII. This indicates that there are possible obstacles in the implementation of the curriculum or the conditions of the final class that are more dense with a learning load. The comparison of Class X and XII Schools with class X (SMAN 2, 3, 4, and 7) generally has a higher average score than class XII. This shows that the implementation of the Independent Curriculum which has been implemented since grade X shows a positive influence on student learning outcomes. Class XII may still use the previous or transitional curriculum, so the results do not fully reflect the success of the Independent Curriculum.

In general, all schools show an average score above the KKTP (75), which indicates that the implementation of the Independent Curriculum has had a positive impact on learning outcomes. However, the range of values between schools is quite significant (± 12 points), so it is necessary to strengthen more equitable implementation, both in terms of learning methods, infrastructure, and school management support.

Based on product evaluation data, it can be concluded that the implementation of the Independent Curriculum in Geography subjects at State High Schools in Gorontalo City has shown quite good results, with average student scores ranging from 75.67 to 87.66. This indicates that most schools have successfully implemented learning approaches that encourage more optimal learning outcomes, although there are still disparities in outcomes between schools that need to be followed up through internal evaluation and strengthening curriculum implementation strategies. The following are the results of the evaluation based on the bar chart;

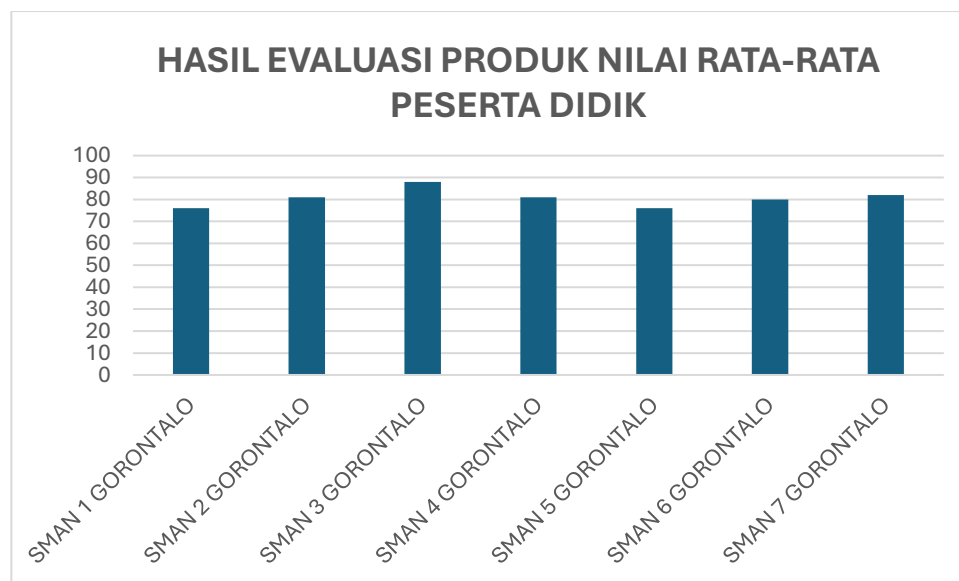


Figure 4 Percentage of Product Evaluation Results Average Score of Students
(Source: Research Primary Data)

DISCUSSION

1. Discussion of Context Evaluation *Implementation of the independent curriculum in Geography learning at State High Schools in Gorontalo City*

Context evaluation aims to assess the background, needs, and readiness of the education system—both in terms of institutions and individual teachers—in implementing the Independent Curriculum. From the table of context evaluation results, it is known that the average teacher achievement is at 89.18%, which is included in the good to very good category. Some important findings: SMA Negeri 3 Gorontalo occupies the highest position with an average of 95.3% of the three teachers. This indicates that the school has a very supportive contextual readiness, from planning to internal policies. SMA Negeri 2 Gorontalo has the lowest average (82%), with one teacher only getting 79%. This shows that the context of implementation in the school still faces obstacles, both in terms of school support and teacher readiness.

Other schools such as SMA 1, 4, 5, 6, and 7 show a high level of context readiness (above 85%), which reflects an understanding and support for the Independent Curriculum policy. In general, there is no score below 75%, so it can be concluded that in context, the school environment in Gorontalo City has been conducive to the implementation of the Independent Curriculum.

Based on the context evaluation data above, it can be concluded that most schools



show a high level of readiness in implementing the Independent Curriculum, especially in Geography learning. There are several important points that can be described as follows:

- a. Criteria are excellent; Six of the seven schools showed scores above 85%, which was categorized as excellent. This shows that these schools have prepared important aspects such as: Teachers who have participated in the Independent Curriculum training, the availability of facilities and infrastructure to support project-based learning and differentiation, the support of school principals and education management at the school level.
- b. Good Criteria; Only SMAN 4 and SMAN 7 Gorontalo received the good category (80% and 84%), although the score was still close to the very good category. This indicates that there is a slight limitation, perhaps in the aspect of resources or teachers' understanding of the learning philosophy of the Independent Curriculum.
- c. Environmental Conditions and Policy Support; The observation results also show that most schools have built a learning culture that is adaptive to curriculum changes. This is reflected in the enthusiasm of teachers and active participation in the teacher's learning community and the MGMP Geography forum.

In general, the contextual readiness of schools in implementing the Independent Curriculum in Geography subjects is in the good to very good category. This shows that in terms of environment and human resources, schools in Gorontalo City have been able to adopt the new approach offered by the Independent Curriculum, although further assistance is still needed to optimize the understanding and application of project-based learning and diagnostic assessments.

2. Discussion of Input Evaluation of the Implementation of the Independent Curriculum in Geography Learning at State High Schools in Gorontalo City

Input evaluation emphasizes the quality of initial resources used in the curriculum implementation process, such as teacher competence, training, infrastructure, and teaching tools. The results showed that the average implementation input was 89.55%, but with a more varied distribution than the context evaluation. Teachers from SMA Negeri 3 and SMA Negeri 7 had the highest input score (98%). This shows that these teachers are not only individually competent, but also supported by an optimal school system. Teacher from SMA Negeri 2 (Moh. Mufli Alfitra) obtained the lowest input value (68%). This is an indicator of problems in training, curriculum understanding, or support from schools.

Other schools such as SMA Negeri 4, 5, and 6 showed an even and strong input





readiness above 85%. The implication is that even though most teachers are ready for input, there is still a need for improvement in a small number of teachers so that the implementation process can run uniformly and optimally. This shows that most Geography teachers at State High Schools in Gorontalo City have appropriate academic qualifications and adequate pedagogical, professional, and social competencies in implementing the Independent Curriculum.

Furthermore, the availability of facilities and infrastructure to support learning is in the good category with a percentage of 76%. This means that most schools already have basic facilities such as representative classrooms, ICT devices, and learning equipment that support the project-based learning approach. In terms of the availability of teaching materials and learning media, a score of 72% was obtained, which is also in the good category. This indicates that teaching modules, textbooks, and digital learning media have begun to be utilized, although they are not yet fully evenly distributed in all educational units. However, in the training or teacher assistance component, a score of 68% was obtained which was included in the sufficient category. These findings indicate that there are still limitations in terms of intensive training and technical assistance to teachers in understanding and applying the principles of the Independent Curriculum, especially in the development of teaching modules, formative assessments, and differentiated learning.

In general, the input evaluation shows that the school's internal readiness to support the implementation of the Independent Curriculum in Geography subjects is in the good category, although there are still aspects that need to be improved, especially in terms of strengthening teacher capacity through continuous training and the development of more varied learning resources.

3. Discussion of the Evaluation *Process* of the Implementation of the Independent Curriculum in Geography learning at State High Schools in Gorontalo City

The evaluation of the process components in the implementation of the Independent Curriculum focuses on how teachers apply the principles of Independent Learning in classroom learning activities. Aspects of concern include the use of varied and student-friendly learning methods, the implementation of formative assessments, and the active involvement of students in learning. The results of the evaluation showed that most teachers were able to implement the learning process very well, with an average achievement of 96.73%.

The highest achievement was obtained by two teachers from SMA Negeri 3





Gorontalo, namely Sugeng Wardoyo, S.Pd and Zubaedah, S.Pd, who both obtained a score of 100%. This perfect score shows that the learning process they carry out is fully in line with the characteristics of the Independent Curriculum, including the application of differentiated learning, the use of contextual teaching tools, and assessments that support the development of student competencies holistically. This also reflects the high commitment of teachers and the effectiveness of the training and mentoring that has been received.

The lowest score in this evaluation is 90%, which remains in the "excellent" category. This means that although there is a slight variation between teachers, the entire learning process observed has reflected the adequate implementation of the Independent Curriculum and in accordance with the direction of national education policy. SMA Negeri 3 Gorontalo in general showed the highest consistency, not only in terms of input but also in the implementation of the learning process, indicating the existence of strong institutional support, a collaborative work culture, and effective instructional leadership in the school.

Overall, the results of this evaluation reflect that the implementation of the Independent Curriculum process in State High Schools throughout Gorontalo City has gone very well. This success is likely influenced by teachers' in-depth understanding of the curriculum, readiness of learning tools, and the results of effective and continuous training. However, to maintain and improve the quality of implementation in the future, it is necessary to continue to reflect, evaluate, and strengthen the teacher learning community so that existing good practices can be replicated and disseminated to other schools that still need strengthening.

4. Discussion of Product Evaluation Implementation of the independent curriculum in Geography learning at State High Schools in Gorontalo City

The evaluation of the implementation process of the Independent Curriculum in Geography learning is not only seen from the implementation of teaching strategies by teachers, but also from the involvement and learning outcomes of students as a reflection of the effectiveness of the learning process that occurs in the classroom. Based on the average score data of students from seven State High Schools in Gorontalo City, an overview of the success rate of the Geography learning process carried out based on the principles of the Independent Curriculum was obtained.

The school with the highest average score was SMA Negeri 3 Gorontalo with an average of 87.66, followed by SMA Negeri 7 Gorontalo (82.13) and SMA Negeri 4 Gorontalo





(81.48). This value reflects that the learning process in these schools takes place effectively, with the possibility of being supported by a student-centered learning strategy, the application of good formative assessments, and differentiation of learning according to student characteristics. SMA Negeri 2 Gorontalo and SMA Negeri 6 Gorontalo also showed quite good results, with average scores of 80.75 and 80.22, respectively. This achievement shows that the implementation process of the Independent Curriculum has been able to encourage the active involvement of students in Geography learning, although there is still potential for improvement, for example in terms of variations in learning methods or strengthening reflection and feedback.

On the other hand, SMA Negeri 1 and SMA Negeri 5 Gorontalo obtained the lowest average score, which was 75.67. This grade, although still in the sufficient category, indicates the existence of possible obstacles in the learning process. These obstacles can be in the form of a lack of diversity of teaching strategies, low student involvement, or challenges in adapting differentiated learning. This requires further attention, especially in strengthening teacher capacity through training, supervision, and collaboration in the development of contextual teaching tools. From the aspect of the number of students, it can be seen that classes with a larger number of students do not always produce lower achievements. For example, SMA Negeri 3 Gorontalo with a total of 35 students actually got the highest average, showing that the quality of the learning process is more influential than the quantity of students.

Overall, this data indicates that most schools have successfully implemented the Independent Curriculum learning process effectively. The average student score can be used as an indirect indicator that the teaching and learning process carried out is in line with the principles of the Independent Curriculum, namely fun learning, siding with students, and encouraging the achievement of competencies as a whole.

However, the variation between schools emphasizes the importance of continuous evaluation of the learning process, as well as the need for adaptive coaching and mentoring according to the needs of each educational unit, to achieve an equitable distribution of the quality of the implementation of the Independent Curriculum in Gorontalo City.

CONCLUSION

Based on the results of the evaluation of the implementation of the Independent Curriculum in Geography learning in State High Schools in Gorontalo City using the CIPP (Context, Input, Process, Product) evaluation model, the following conclusions were obtained:



1. Evaluasi Context

In general, the readiness of the context of the implementation of the Independent Curriculum is in the good *to very good* category, with an average achievement of 89.18%. This shows that most schools already have adequate policy support, school culture, and environmental readiness to support curriculum implementation. SMA Negeri 3 Gorontalo showed the highest readiness with an average score of 95.3%, while the lowest score of 82% was obtained by SMA Negeri 2 Gorontalo.

2. Evaluation of Inputs

The evaluation of the input component showed an average of 89.55%, which is included in the good category. The majority of teachers have high competence and school facilities generally support the implementation of the Independent Curriculum. Teachers from SMA Negeri 3 and SMA Negeri 7 obtained the highest input score (98%), while the lowest score was 68% from one of the teachers at SMA Negeri 2. There are still variations in teacher readiness and the availability of teaching equipment, which shows the need for improvement in several education units.

3. Process Evaluation

The learning process implemented by Geography teachers in Gorontalo City has gone very well, with an average achievement of 96.73%. Teachers from SMA Negeri 3 (Sugeng and Zubaedah) obtained a maximum score of 100%, reflecting the application of differentiated learning, formative assessment, and optimal student active participation. The lowest process value remained in the very good category (90%). This indicates that the Independent Curriculum has begun to be implemented consistently in classroom learning practices.

4. Product Evaluation

In terms of student learning outcomes, the implementation of the Independent Curriculum shows a positive impact. The average Geography score of all schools was above the Completeness Criterion (75), with the highest score obtained by SMA Negeri 3 (87.66) and the lowest by SMA Negeri 1 and 5 (75.67). Schools that implement the Independent Curriculum in class X tend to show higher results than class XII which is still in the transition period. This shows that the Independent Curriculum has an effect on improving learning outcomes, even though there are still disparities between schools

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