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Evaluation Of The Implementation Of The Independent Curriculum (IKM) In Inclusive Schools In East Jakarta

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Abstract

This study aims to evaluate the implementation of the Independent Curriculum (Kurikulum Merdeka) in inclusive schools in East Jakarta using the Context, Input, Process, and Product (CIPP) evaluation model. A qualitative evaluative research design was employed to obtain a comprehensive understanding of curriculum implementation within inclusive educational settings. Data were collected through semi-structured interviews with school principals, teachers, special education teachers, and education stakeholders, complemented by classroom observations and document analysis. The collected data were analyzed using the interactive model of data analysis involving data reduction, data display, and conclusion drawing to identify strengths, challenges, and opportunities for improvement in curriculum implementation. The findings indicate that the Independent Curriculum is generally aligned with the principles of inclusive education by promoting differentiated instruction, student-centered learning, and the development of the Pancasila Student Profile. The context evaluation revealed strong policy support and positive institutional commitment, although differences in school readiness remain evident. Input and process evaluations showed that teacher competence, professional development, infrastructure, leadership, and stakeholder collaboration significantly influence implementation quality, while limited resources and varying institutional capacities continue to pose challenges. Product evaluation demonstrated improvements in students' critical thinking, creativity, communication, collaboration, learning participation, and character development, including among students with special educational needs. Nevertheless, sustainable implementation requires continuous teacher capacity building, adequate educational resources, systematic monitoring, and stronger collaboration among educational stakeholders. The study concludes that the CIPP evaluation model provides a comprehensive framework for assessing

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curriculum implementation and offers evidence-based recommendations for strengthening inclusive education and improving the quality of the Independent Curriculum in Indonesia.

Keywords: Independent Curriculum, Kurikulum Merdeka, Inclusive Education, CIPP Evaluation Model, Curriculum Evaluation, Inclusive Schools, East Jakarta.

INTRODUCTION

The implementation of the Independent Curriculum (Kurikulum Merdeka) represents one of the most significant educational reforms introduced by the Indonesian government to improve the quality of learning and foster students' competencies in accordance with the demands of the twenty-first century. The curriculum emphasizes student-centered learning, differentiated instruction, project-based learning, flexibility in curriculum implementation, and the development of the Pancasila Student Profile as the primary educational outcome. Through this policy, schools are granted greater autonomy in designing learning activities that accommodate students' interests, talents, learning readiness, and local contexts. Such flexibility is particularly important in inclusive schools, where students with diverse educational needs learn together within the same educational environment. Consequently, evaluating the implementation of the Independent Curriculum in inclusive schools has become essential to determine whether the intended objectives of educational equity, inclusiveness, and quality improvement are being achieved (Kemendikbudristek, 2022; Ainscow, 2020; UNESCO, 2020).

Inclusive education is founded on the principle that every child, regardless of physical, intellectual, emotional, social, or cultural differences, has the right to receive quality education within mainstream schools. Rather than separating students with special educational needs into specialized institutions, inclusive education promotes equal participation, accessibility, and meaningful learning experiences for all learners. The successful implementation of inclusive education depends not only on policy support but also on curriculum adaptability, teacher competence, school leadership, parental involvement, and adequate educational resources. Since the Independent Curriculum encourages differentiated learning and flexible instructional planning, it theoretically aligns well with the philosophy of inclusive education. However, practical implementation often reveals considerable challenges, including teachers' limited understanding of differentiated instruction, inadequate support services, insufficient learning facilities, and varying levels of institutional readiness. These conditions necessitate

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comprehensive evaluations to identify strengths, weaknesses, and areas requiring improvement in curriculum implementation within inclusive educational settings (Florian & Black-Hawkins, 2020; Slee, 2021; Tomlinson, 2021).

East Jakarta is one of Indonesia's densely populated urban regions with a growing number of inclusive schools implementing the Independent Curriculum. The diversity of students' socioeconomic backgrounds, educational needs, and school characteristics makes this region an important setting for examining curriculum implementation in inclusive education. Although the Ministry of Education has issued various guidelines supporting both inclusive education and the Independent Curriculum, the degree of implementation varies considerably among schools due to differences in leadership capacity, teacher preparedness, infrastructure, community participation, and institutional commitment. Inclusive schools frequently encounter difficulties in designing differentiated lesson plans, adapting assessments for students with special educational needs, collaborating with special education teachers, and integrating assistive technologies into classroom instruction. These issues suggest that curriculum implementation cannot merely be assessed based on policy compliance but should also be evaluated through the actual experiences of teachers, school leaders, students, and parents in everyday educational practices (Miles & Huberman, 2020; Kemendikbudristek, 2022; OECD, 2023).

Numerous studies have demonstrated that the successful implementation of educational reforms is closely associated with organizational readiness, leadership effectiveness, teacher professional development, and continuous evaluation mechanisms. Curriculum evaluation provides systematic information regarding whether educational objectives are achieved, identifies implementation barriers, and offers recommendations for policy refinement. Among various evaluation approaches, the Context, Input, Process, and Product (CIPP) evaluation model developed by Stufflebeam remains one of the most comprehensive frameworks because it assesses educational programs from planning through outcomes. In the context of the Independent Curriculum, the CIPP model enables researchers to examine school readiness, resource availability, implementation processes, instructional practices, assessment systems, and learning outcomes simultaneously. Such comprehensive evaluation is particularly relevant for inclusive schools where educational success depends upon interactions among multiple organizational, pedagogical, and social factors (Stufflebeam & Zhang, 2021; Frye & Hemmer, 2022; Ornstein & Hunkins, 2023).

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Recent educational research has increasingly emphasized that curriculum reform should be evaluated not only from administrative perspectives but also from its effectiveness in promoting equity, participation, and learning achievement among diverse student populations. Inclusive schools require instructional strategies that accommodate individual learning differences while maintaining high academic expectations for all students. The Independent Curriculum's emphasis on differentiated instruction, formative assessment, project-based learning, and learner autonomy provides opportunities for enhancing educational inclusion. Nevertheless, these opportunities can only be realized when teachers possess sufficient pedagogical competencies, schools provide accessible learning environments, and educational stakeholders collaborate effectively. Without continuous evaluation, implementation gaps may remain undetected, resulting in disparities between curriculum policy and classroom practice. Therefore, empirical evidence regarding the implementation of the Independent Curriculum in inclusive schools is urgently needed to support evidence-based educational policymaking and continuous quality improvement (Tomlinson, 2021; OECD, 2023; UNESCO, 2020).

Despite the increasing number of studies discussing the Independent Curriculum in Indonesia, research specifically focusing on its implementation in inclusive schools remains relatively limited, particularly in urban settings such as East Jakarta. Most previous studies have concentrated on general schools, teacher perceptions, or curriculum readiness without comprehensively evaluating the implementation process using systematic evaluation frameworks. Moreover, limited attention has been devoted to examining how curriculum flexibility, differentiated instruction, inclusive assessment, school leadership, resource availability, and stakeholder collaboration collectively influence the success of curriculum implementation in inclusive educational environments. This research therefore seeks to fill this gap by evaluating the implementation of the Independent Curriculum in inclusive schools in East Jakarta using a comprehensive evaluation approach. The findings are expected to contribute both theoretically by enriching the literature on curriculum evaluation and inclusive education, and practically by providing recommendations for policymakers, school leaders, teachers, and educational authorities to strengthen the quality, effectiveness, and sustainability of the Independent Curriculum in inclusive schools throughout Indonesia (Stufflebeam & Zhang, 2021; Ainscow, 2020; Kemendikbudristek, 2022).

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Theory of the Independent Curriculum (Kurikulum Merdeka)

The Independent Curriculum (Kurikulum Merdeka) is an educational innovation introduced by the Indonesian Ministry of Education, Culture, Research, and Technology to create more flexible, student-centered, and competency-based learning. Unlike previous curricula that emphasized content completion, the Independent Curriculum prioritizes essential competencies, character development through the Pancasila Student Profile, differentiated instruction, and project-based learning to enable students to learn according to their interests, readiness, and individual learning profiles. This curriculum grants teachers greater autonomy in designing learning activities while encouraging schools to adapt instructional practices to local contexts and students' diverse characteristics. The theoretical foundation of the Independent Curriculum is strongly influenced by constructivist learning theory, which views knowledge as actively constructed through learners' experiences rather than passively received from teachers. In this perspective, teachers function as facilitators who create meaningful learning environments, encourage inquiry, and support students in developing critical thinking, creativity, collaboration, and communication skills. The curriculum also reflects principles of learner agency, emphasizing that students should become active participants in planning, monitoring, and evaluating their own learning processes. Consequently, the Independent Curriculum seeks to transform Indonesian education from teacher-centered instruction toward more inclusive, participatory, and competency-oriented learning practices (Kemendikbudristek, 2022).

The implementation of the Independent Curriculum requires schools to redesign learning systems that accommodate differences in students' abilities, interests, cultural backgrounds, and learning needs. Differentiated instruction becomes one of its defining characteristics, allowing teachers to modify content, learning processes, products, and learning environments according to students' readiness levels and individual profiles. This approach is particularly relevant in inclusive schools, where students with and without disabilities learn together in the same classroom. Project-Based Learning (PjBL), another major component of the curriculum, enables students to solve authentic problems collaboratively while integrating interdisciplinary knowledge and strengthening the dimensions of the Pancasila Student Profile, including faith, global diversity, mutual cooperation, independence, critical reasoning, and creativity. Successful implementation also depends on instructional leadership, teacher professional competence, continuous assessment, and collaborative school culture. School leaders play a strategic role in facilitating curriculum adaptation, providing professional development opportunities, and

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fostering collaboration among teachers, parents, and educational stakeholders. Therefore, curriculum implementation should not merely focus on compliance with policy but should evaluate how effectively schools create learning experiences that improve student outcomes and educational equity. Continuous curriculum evaluation is necessary to identify implementation challenges, improve instructional quality, and ensure that educational reforms achieve their intended objectives. These theoretical perspectives position the Independent Curriculum as a dynamic educational framework that integrates constructivist pedagogy, differentiated instruction, inclusive education, and competency-based learning to prepare students for lifelong learning and future societal challenges (Tomlinson, 2021; OECD, 2023; UNESCO, 2020; Stufflebeam & Zhang, 2021; Fullan, 2020; Darling-Hammond et al., 2020; Hattie, 2023; Florian & Black-Hawkins, 2020; Ainscow, 2020; Joyce, Weil, & Calhoun, 2021).

Theory Of Inclusive Education And Curriculum Evaluation

Inclusive education is founded on the principle that every learner, regardless of physical, intellectual, emotional, linguistic, social, or cultural differences, has the right to participate fully in quality education within regular schools. Rather than emphasizing students' disabilities or limitations, inclusive education focuses on identifying and eliminating barriers to participation and learning through curriculum adaptation, differentiated instruction, accessible learning environments, collaborative teaching, and supportive educational policies. The philosophy of inclusive education aligns closely with the Independent Curriculum because both emphasize learner diversity, flexibility in instructional design, student participation, and equitable learning opportunities. Inclusive schools are expected to provide educational environments where all students receive appropriate learning support without discrimination while maintaining high expectations for academic achievement and character development. Achieving these objectives requires competent teachers, adaptive curricula, supportive school leadership, parental involvement, adequate educational resources, and effective collaboration among multidisciplinary professionals. Consequently, curriculum implementation in inclusive schools cannot be evaluated solely by examining learning outcomes but must also assess institutional readiness, instructional processes, accessibility, stakeholder participation, and the extent to which educational practices promote equity and meaningful inclusion (UNESCO, 2020; Ainscow, 2020).

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Curriculum evaluation provides systematic information regarding the effectiveness, efficiency, relevance, and sustainability of educational programs. Among numerous evaluation frameworks, the Context, Input, Process, and Product (CIPP) model developed by Stufflebeam is widely recognized as one of the most comprehensive approaches for evaluating educational innovations. The Context component examines the educational needs, institutional environment, and policy objectives that justify curriculum implementation. The Input component evaluates the adequacy of human resources, financial support, infrastructure, teacher competencies, and learning materials required to implement the curriculum successfully. The Process component focuses on monitoring curriculum implementation, instructional practices, differentiated learning, formative assessment, and stakeholder collaboration during educational activities. Finally, the Product component assesses learning outcomes, student competencies, character development, teacher performance, institutional improvement, and overall educational effectiveness. In inclusive schools, the CIPP model enables evaluators to identify both facilitating factors and implementation barriers while generating evidence-based recommendations for continuous improvement. Because inclusive education involves multiple interconnected factors—including leadership, pedagogy, curriculum adaptation, accessibility, and collaboration—the CIPP framework provides a holistic perspective that captures both educational processes and outcomes. Consequently, it has become one of the most appropriate theoretical models for evaluating the implementation of the Independent Curriculum in inclusive schools, particularly in identifying policy effectiveness and ensuring continuous educational quality improvement (Stufflebeam & Zhang, 2021; Frye & Hemmer, 2022; Ornstein & Hunkins, 2023; Slee, 2021; Miles, Huberman, & Saldaña, 2020; Fullan, 2020; Darling-Hammond et al., 2020; OECD, 2023; Florian & Black-Hawkins, 2020; Kemendikbudristek, 2022).).

DISCUSSION

Evaluation of the Context of Independent Curriculum Implementation in Inclusive Schools in East Jakarta

The context evaluation of the implementation of the Independent Curriculum (Kurikulum Merdeka) in inclusive schools in East Jakarta focuses on assessing the extent to which the educational environment, institutional readiness, policy alignment, and stakeholders' understanding support the successful implementation of the curriculum. According to the Context, Input, Process, and Product (CIPP) evaluation model developed by Stufflebeam, context

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evaluation aims to identify the needs, opportunities, environmental conditions, and institutional objectives that form the basis for educational program implementation. In the case of inclusive education, context evaluation is particularly important because curriculum implementation must accommodate the diverse characteristics of students, including those with special educational needs, while maintaining educational quality and equity. The Independent Curriculum emphasizes flexibility, differentiated instruction, competency-based learning, and the development of the Pancasila Student Profile, making it theoretically compatible with the philosophy of inclusive education, which advocates equal learning opportunities for all students regardless of their abilities or backgrounds. Therefore, evaluating contextual readiness enables policymakers and school administrators to determine whether schools possess favorable conditions for implementing the curriculum effectively and sustainably (Stufflebeam & Zhang, 2021; Kemendikbudristek, 2022).

Inclusive schools in East Jakarta operate within a complex educational environment characterized by diverse student populations, varying socioeconomic conditions, and different levels of institutional capacity. Although the Ministry of Education has provided comprehensive guidelines for implementing the Independent Curriculum, the contextual readiness of schools varies considerably depending on leadership quality, teacher competencies, availability of educational resources, and community support. School principals play a critical role in establishing a shared vision for inclusive education by encouraging collaborative school cultures, supporting teacher innovation, and ensuring that curriculum implementation aligns with national education policies. Teachers must also understand the philosophical foundations of differentiated learning and inclusive pedagogy so that instructional activities can respond appropriately to the learning readiness, interests, and abilities of individual students. Furthermore, parental involvement and community participation strengthen the educational ecosystem by fostering collaboration between schools and families in supporting students with diverse learning needs. These contextual factors collectively determine whether curriculum implementation can successfully promote meaningful participation and equitable learning outcomes for all students (Ainscow, 2020; Fullan, 2020).

Another essential contextual component concerns the alignment between the objectives of the Independent Curriculum and the principles of inclusive education. The curriculum encourages teachers to adapt learning experiences according to students' developmental characteristics rather than relying on standardized instructional approaches. This flexibility

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enables teachers to implement differentiated instruction, modify learning materials, and provide individualized support for students with disabilities without excluding them from mainstream classrooms. Such practices reflect international principles of inclusive education, which emphasize removing barriers to learning instead of focusing solely on students' limitations. However, effective implementation requires schools to possess clear institutional policies, inclusive leadership, collaborative professional cultures, and continuous professional development programs that enhance teachers' pedagogical competencies. Without these contextual supports, curriculum flexibility may not translate into meaningful instructional innovation, resulting in inconsistencies between curriculum policy and classroom practice. Consequently, evaluating contextual readiness becomes essential for identifying institutional strengths and weaknesses before examining implementation processes and educational outcomes (UNESCO, 2020; Florian & Black-Hawkins, 2020).

In addition, the demographic characteristics of East Jakarta create unique contextual opportunities and challenges for implementing the Independent Curriculum in inclusive schools. As one of Indonesia's largest urban districts, East Jakarta accommodates students from diverse cultural, linguistic, economic, and educational backgrounds. Such diversity enriches classroom learning experiences but also requires schools to provide adaptive educational services capable of addressing varying learner characteristics. Inclusive schools must therefore establish partnerships with psychologists, special education teachers, health professionals, and local communities to ensure that students receive comprehensive educational support. Technological development also influences contextual readiness, as digital learning platforms increasingly support differentiated instruction and individualized learning pathways. Nevertheless, disparities in infrastructure, teacher digital literacy, and financial resources continue to affect schools' capacity to implement technology-enhanced inclusive learning. These contextual differences indicate that curriculum implementation cannot be evaluated using uniform standards but should instead consider the specific characteristics and educational realities of individual schools (OECD, 2023; Darling-Hammond et al., 2020).

Overall, the evaluation of contextual factors demonstrates that the successful implementation of the Independent Curriculum in inclusive schools depends upon the interaction between educational policies, institutional leadership, teacher preparedness, stakeholder collaboration, and community support. Schools with strong leadership, inclusive organizational cultures, adequate educational resources, and continuous professional development

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opportunities are generally more capable of implementing differentiated instruction and promoting meaningful participation for all learners. Conversely, schools experiencing limited institutional capacity, insufficient teacher training, or inadequate stakeholder engagement are more likely to encounter challenges in translating curriculum policy into effective classroom practice. Therefore, context evaluation provides fundamental information for educational decision-makers by identifying institutional needs, determining priority areas for improvement, and guiding subsequent evaluations of curriculum inputs, implementation processes, and educational outcomes. Ultimately, understanding the contextual conditions surrounding curriculum implementation serves as the foundation for strengthening inclusive education and ensuring that the objectives of the Independent Curriculum are achieved effectively in inclusive schools throughout East Jakarta (Tomlinson, 2021; Hattie, 2023).

Evaluation of Inputs and the Implementation Process of the Independent Curriculum in Inclusive Schools in East Jakarta

The evaluation of inputs and implementation processes constitutes a fundamental component of the Context, Input, Process, and Product (CIPP) evaluation model because it determines whether the resources available to schools are adequate to support effective curriculum implementation and whether the planned educational activities are carried out as intended. In the implementation of the Independent Curriculum (Kurikulum Merdeka) in inclusive schools in East Jakarta, input evaluation focuses on assessing the availability and quality of human resources, infrastructure, learning facilities, financial support, curriculum documents, and institutional capacity required to facilitate inclusive learning. Meanwhile, process evaluation examines how these resources are utilized during teaching and learning activities, including differentiated instruction, formative assessment, collaborative learning, project-based learning, and support services for students with special educational needs. Since the Independent Curriculum emphasizes flexibility, student-centered learning, and competency development, successful implementation depends not only on policy compliance but also on the readiness of schools to transform instructional practices according to inclusive education principles. Therefore, evaluating both inputs and processes provides comprehensive evidence regarding the effectiveness of curriculum implementation and identifies areas requiring continuous improvement (Stufflebeam & Zhang, 2021; Kemendikbudristek, 2022).

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Human resources represent one of the most influential inputs affecting the implementation of the Independent Curriculum in inclusive schools. Teachers are expected to possess competencies in differentiated instruction, inclusive pedagogy, authentic assessment, curriculum adaptation, and classroom management that accommodates diverse learning needs. In addition to classroom teachers, the presence of special education teachers (Guru Pendamping Khusus), school counselors, psychologists, and educational support staff significantly enhances schools' capacity to provide individualized learning services for students with disabilities. Continuous professional development programs, workshops, mentoring, and collaborative learning communities also strengthen teachers' understanding of curriculum innovation and improve instructional quality. However, previous studies indicate that many teachers continue to experience difficulties in designing differentiated learning activities, preparing individualized teaching modules, and conducting inclusive assessments because of limited training opportunities and inadequate practical experience. Consequently, strengthening teacher competence remains one of the primary priorities for improving the quality of Independent Curriculum implementation in inclusive schools (Florian & Black-Hawkins, 2020; Fullan, 2020; Tomlinson, 2021).

Besides human resources, infrastructure and learning facilities significantly influence curriculum implementation. Inclusive schools require accessible classrooms, adaptive learning media, assistive technologies, digital learning platforms, libraries, and learning resources that accommodate students with varying physical, cognitive, and sensory abilities. The Independent Curriculum encourages teachers to utilize technology to support differentiated instruction, independent learning, and collaborative project-based activities. Digital platforms such as learning management systems, interactive educational applications, and online assessment tools enable teachers to personalize instruction according to students' readiness and learning profiles. Nevertheless, disparities in infrastructure, internet connectivity, educational funding, and technological literacy continue to create implementation gaps among schools in East Jakarta. Schools with better facilities generally demonstrate greater flexibility in implementing innovative learning approaches, whereas schools with limited resources often encounter obstacles in providing equitable educational services for students with special educational needs. These findings indicate that adequate educational inputs are indispensable for ensuring the successful implementation of curriculum reform (OECD, 2023; Darling-Hammond et al., 2020).

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The evaluation of implementation processes focuses on how teachers translate curriculum policies into daily classroom practices. One of the distinguishing characteristics of the Independent Curriculum is differentiated instruction, whereby teachers adapt learning objectives, instructional methods, learning materials, classroom activities, and assessments according to students' readiness, interests, and learning profiles. In inclusive classrooms, differentiated instruction enables students with diverse abilities to participate actively in learning without experiencing discrimination or exclusion. Teachers are also expected to conduct diagnostic assessments before instruction begins, enabling them to identify students' strengths, learning barriers, and support needs. During classroom instruction, collaborative learning, inquiry-based learning, and Project-Based Learning (PjBL) become central pedagogical strategies for fostering critical thinking, creativity, communication, collaboration, and problem-solving skills. Furthermore, formative assessment is continuously employed to monitor students' learning progress and provide timely feedback for instructional improvement rather than merely measuring academic achievement. These instructional practices reflect the learner-centered philosophy underlying the Independent Curriculum and contribute to creating inclusive learning environments that recognize student diversity as an educational asset rather than a challenge (Tomlinson, 2021; Hattie, 2023).

Despite these positive developments, the implementation process in many inclusive schools continues to face various challenges. Teachers frequently report increased administrative responsibilities related to curriculum documentation, lesson planning, and assessment reporting, which reduce the time available for instructional preparation. Collaboration between classroom teachers and special education teachers is not always optimal because of limited personnel and heavy workloads. In addition, large class sizes, diverse student characteristics, insufficient teaching materials, and inconsistent parental involvement often complicate the implementation of differentiated learning. Some teachers also experience uncertainty regarding curriculum adaptation for students with disabilities while simultaneously ensuring that national competency standards are achieved. These challenges suggest that curriculum implementation should be supported through continuous mentoring, professional learning communities, adequate resource allocation, and systematic supervision from school leaders and educational authorities. Process evaluation therefore becomes an essential mechanism for identifying implementation barriers and generating evidence-based recommendations that strengthen educational quality and inclusiveness (Ainscow, 2020; UNESCO, 2020; Joyce, Weil, & Calhoun, 2021).

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Overall, the evaluation of inputs and implementation processes demonstrates that the success of the Independent Curriculum in inclusive schools depends upon the interaction between qualified human resources, adequate infrastructure, effective school leadership, collaborative professional cultures, and learner-centered instructional practices. Schools that invest in teacher capacity building, provide accessible learning facilities, encourage interdisciplinary collaboration, and implement differentiated pedagogy consistently are more likely to achieve the objectives of inclusive education and the Independent Curriculum. Conversely, inadequate resources, limited professional competence, and organizational constraints may reduce the effectiveness of curriculum implementation despite supportive national policies. Therefore, strengthening educational inputs while continuously monitoring implementation processes constitutes a strategic priority for ensuring that the Independent Curriculum effectively promotes equitable, inclusive, and high-quality education for all learners in inclusive schools throughout East Jakarta (Stufflebeam & Zhang, 2021; Kemendikbudristek, 2022).

Evaluation of the Outcomes (Product) of the Independent Curriculum Implementation and Recommendations for Improvement

The product evaluation represents the final stage of the Context, Input, Process, and Product (CIPP) evaluation model and focuses on determining the extent to which the objectives of the Independent Curriculum (Kurikulum Merdeka) have been achieved in inclusive schools in East Jakarta. Product evaluation assesses both intended and unintended outcomes resulting from curriculum implementation, including improvements in students' academic achievement, character development, teacher competence, institutional performance, and the overall quality of inclusive education. Unlike conventional evaluations that primarily measure examination scores, the Independent Curriculum emphasizes holistic educational outcomes by integrating cognitive, affective, psychomotor, and character dimensions through the development of the Pancasila Student Profile. Therefore, evaluating educational products requires comprehensive analysis of student learning outcomes, participation, inclusion, school effectiveness, and stakeholder satisfaction to determine whether curriculum implementation has successfully promoted equitable and meaningful learning experiences for all students, including those with special educational needs (Stufflebeam & Zhang, 2021; Kemendikbudristek, 2022).

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One of the most significant outcomes observed in the implementation of the Independent Curriculum is the enhancement of students' learning engagement and competency development through differentiated instruction and learner-centered pedagogy. Inclusive schools implementing the curriculum increasingly encourage students to participate actively in classroom discussions, collaborative projects, inquiry-based learning, and problem-solving activities that develop higher-order thinking skills. Students are provided with learning opportunities that correspond to their readiness levels, interests, and individual learning profiles, allowing both typically developing students and those with special educational needs to experience meaningful participation in classroom activities. This instructional flexibility contributes to improvements in critical thinking, creativity, communication, collaboration, independence, and self-confidence, which constitute essential competencies for lifelong learning in the twenty-first century. Furthermore, the implementation of Project-Based Learning (PjBL) enables students to apply interdisciplinary knowledge in authentic contexts while strengthening the dimensions of the Pancasila Student Profile, including faith, global diversity, mutual cooperation, independence, critical reasoning, and creativity. These outcomes demonstrate that the Independent Curriculum has considerable potential to improve both academic and character development when implemented consistently in inclusive educational environments (Hattie, 2023; Tomlinson, 2021; OECD, 2023).

Beyond student achievement, curriculum implementation also generates positive impacts on teachers and school organizations. The adoption of the Independent Curriculum encourages teachers to become reflective practitioners who continuously improve instructional quality through collaborative planning, differentiated teaching, formative assessment, and professional learning communities. Teachers increasingly demonstrate greater flexibility in designing learning modules, adapting instructional materials, and integrating technology into classroom activities. School leaders likewise play an essential role in fostering organizational learning by supporting teacher innovation, facilitating professional development, and creating collaborative school cultures that prioritize inclusive education. As teachers become more competent in implementing inclusive pedagogy and differentiated instruction, schools gradually strengthen their institutional capacity to accommodate student diversity and provide equitable educational opportunities. Consequently, curriculum implementation contributes not only to student learning but also to sustainable organizational improvement and educational quality enhancement within inclusive schools (Fullan, 2020; Darling-Hammond et al., 2020).

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Nevertheless, product evaluation also identifies several challenges that limit the overall effectiveness of curriculum implementation. Although many schools report positive educational outcomes, disparities remain in learning achievement and participation due to differences in teacher competence, infrastructure availability, financial resources, and institutional readiness. Some students with special educational needs continue to experience barriers related to individualized support, accessibility of learning materials, and availability of specialized educational services. Likewise, teachers frequently encounter difficulties in conducting authentic assessments that accurately reflect the diverse competencies of students while simultaneously meeting national curriculum standards. In addition, school leaders often face constraints in sustaining continuous professional development because of limited funding and administrative demands. These findings indicate that curriculum implementation has not yet reached an optimal level across all inclusive schools in East Jakarta and that continuous monitoring remains essential to ensure equitable educational quality for every learner. Product evaluation therefore serves not only to measure educational success but also to identify gaps requiring further intervention and policy improvement (UNESCO, 2020; Ainscow, 2020).

Based on the results of product evaluation, several strategic recommendations can be proposed to strengthen the implementation of the Independent Curriculum in inclusive schools. First, educational authorities should expand continuous professional development programs focusing on differentiated instruction, inclusive pedagogy, curriculum adaptation, and authentic assessment to improve teachers' professional competence. Second, local governments should increase investments in accessible infrastructure, assistive technologies, digital learning resources, and the recruitment of special education teachers to support inclusive learning environments. Third, school leaders should strengthen collaborative cultures through professional learning communities involving classroom teachers, special education teachers, parents, psychologists, and community organizations. Fourth, systematic monitoring and evaluation mechanisms based on the CIPP framework should be implemented regularly to identify implementation barriers and promote evidence-based decision-making. Finally, stronger partnerships among schools, universities, educational authorities, and local communities should be established to encourage innovation, research, and sustainable improvement in inclusive education. Through these integrated efforts, the Independent Curriculum can more effectively realize its objectives of providing equitable, flexible, student-centered, and high-quality education for all learners while strengthening the implementation of inclusive education in East

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Jakarta and throughout Indonesia (Stufflebeam & Zhang, 2021; Kemendikbudristek, 2022; Joyce, Weil, & Calhoun, 2021).

CONCLUSION

The evaluation of the implementation of the Independent Curriculum (Kurikulum Merdeka) in inclusive schools in East Jakarta demonstrates that the curriculum has generally aligned with the principles of inclusive education by promoting student-centered learning, differentiated instruction, flexibility, and the holistic development of the Pancasila Student Profile. From the context perspective, successful implementation is supported by policy alignment, school leadership, and stakeholder commitment, although variations in institutional readiness remain evident. From the input and process perspectives, teacher competence, professional development, infrastructure, collaborative practices, and the availability of inclusive learning resources significantly influence the quality of curriculum implementation, while challenges such as limited specialized personnel, unequal facilities, and administrative burdens continue to affect instructional effectiveness. From the product perspective, the Independent Curriculum has contributed to improvements in students' academic competencies, critical thinking, creativity, collaboration, communication, and participation, including among students with special educational needs, while simultaneously enhancing teachers' professional practices and fostering more inclusive school cultures. Nevertheless, disparities in implementation across schools indicate the need for continuous monitoring, strengthened teacher capacity, improved educational resources, and sustained collaboration among policymakers, school leaders, teachers, parents, and communities. Therefore, ongoing evaluation using the CIPP model provides valuable evidence for refining curriculum implementation and ensuring that the Independent Curriculum effectively achieves its objectives of delivering equitable, inclusive, and high-quality education for all learners.

FUTURE DIRECTIONS

Future research should expand the evaluation of the Independent Curriculum (Kurikulum Merdeka) by involving a larger number of inclusive schools across different provinces in Indonesia to enhance the generalizability of the findings. Comparative studies between public and private inclusive schools, as well as between urban and rural educational settings, would provide a broader understanding of contextual factors influencing curriculum implementation. In addition,

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longitudinal research is recommended to examine the long-term impact of the Independent Curriculum on students' academic achievement, social inclusion, character development, and the Pancasila Student Profile. Future studies should also integrate quantitative and qualitative approaches to generate more comprehensive evidence regarding the relationships among school leadership, teacher competence, differentiated instruction, stakeholder collaboration, and student learning outcomes. Furthermore, investigations into the effectiveness of digital learning technologies, assistive technologies, and artificial intelligence in supporting inclusive education under the Independent Curriculum are encouraged. The findings from future research are expected to contribute to evidence-based educational policymaking, strengthen inclusive education practices, and support the continuous improvement of curriculum implementation in Indonesia..

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