

Revolutionizing Indonesian Language Learning: The Effectiveness of Kurikulum Merdeka at SMP Negeri 2 Selong

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Abstract: The Independent Curriculum was officially introduced by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in February 2022. Its implementation requires several preparatory steps, including curriculum planning, differentiated instruction, and assessment strategies. This study aims to examine and describe the planning, implementation, and evaluation of the Independent Curriculum in the Indonesian language subject at SMPN 2 Selong. A qualitative descriptive research approach was employed, utilizing data collection techniques such as observations, interviews, and document analysis. The data were analyzed through qualitative methods, including data reduction, data presentation, and conclusion drawing. The findings indicate that the implementation of the Independent Curriculum in Indonesian language instruction at SMPN 2 Selong has been conducted effectively and sustainably. However, several challenges remain, such as limited teaching resources, inadequate infrastructure and internet access, difficulties in adapting to students' diverse linguistic backgrounds and dialects, time constraints in project-based learning, insufficient exposure to differentiated learning models, and the persistence of traditional assessment paradigms that do not fully align with the principles of the Independent Curriculum.

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Introduction

The implementation of the Independent Curriculum is a systematic process of applying educational policies within the intracurricular learning environment. In the context of the Indonesian language subject, this curriculum emphasizes student-centered learning that aligns with their interests and talents. The learning content is diverse and flexible, tailored to students' needs and learning environments, aiming to create a more enjoyable and stress-free learning experience. To ensure optimal implementation, effective management strategies in planning, execution, and evaluation are essential. This curriculum was developed in response to the educational setbacks caused by the COVID-19 pandemic, which significantly impacted

the quality of learning in Indonesia (Melani et al., 2023). By adopting a more flexible approach, this curriculum focuses on character development, essential knowledge acquisition, and skill enhancement to prepare students for modern challenges.

The Independent Curriculum is structured around three key components to revitalize education in the post-pandemic era. The first component is project-based learning, designed to enhance students' skills and character in alignment with the values outlined in the Pancasila Student Profile. The second component focuses on strengthening core competencies and essential subject matter to ensure mastery of fundamental concepts. The third component emphasizes character development by integrating learning activities that encourage independence, creativity, and collaboration among students. These three components are expected to address educational challenges and improve learning quality across various school levels.

The implementation of the Independent Curriculum in Indonesia has been a major focus in the field of education. Previous studies have highlighted the positive impact of this approach in increasing learning flexibility, accommodating differentiation, and promoting project-based learning (Aswadi et al., 2023; Purnawanto, 2022). The Independent Curriculum was designed in response to the educational challenges posed by the post-pandemic COVID-19 era, emphasizing character development, the enhancement of basic competencies, and the cultivation of 21st-century skills (Melani et al., 2023). However, various challenges in implementing this curriculum remain, including limitations in infrastructure, teacher readiness, and obstacles in applying adaptive teaching strategies (Barlian et al., 2022).

The successful implementation of the Independent Curriculum relies heavily on the role of schools, particularly teachers, who serve as the primary facilitators in the learning process. Teachers' competence and understanding of the curriculum play a crucial role in achieving effective learning outcomes. A lack of comprehension regarding the curriculum's concepts can hinder its successful execution (Purnawanto, 2022). Teachers are required to be flexible in applying differentiated learning strategies that cater to students' varying abilities while considering cultural and local content aspects (Barlian et al., 2022). Additionally, teachers are responsible for designing lesson plans, delivering materials using appropriate methods, and evaluating students' learning progress. If conventional and monotonous teaching methods continue to dominate, students' interest in learning may decline significantly. Therefore, innovative teaching strategies are essential to the successful implementation of the Independent Curriculum (Aswadi et al., 2023).

In practice, teachers need to develop a Learning Objective Pathway (Alur Tujuan Pembelajaran/ATP) as a guide for conducting teaching activities. ATP functions to systematically plan instructional steps to achieve predetermined Learning Outcomes (Capaian Pembelajaran/CP) (Sammi et al., 2023). By structuring ATP in a well-organized manner, teachers can efficiently manage the flow of lessons, adapt instructional methods to students' needs, and conduct assessments more effectively. Furthermore, well-planned instruction enables teachers to navigate unexpected teaching challenges confidently and address unforeseen difficulties with greater ease.

Based on preliminary observations at SMPN 2 Selong, several challenges were identified in implementing the Independent Curriculum for the Indonesian language subject. One of the

primary obstacles is the limited availability of teaching facilities and infrastructure, including uneven internet access among students. Additionally, variations in students' linguistic backgrounds and dialects pose a unique challenge for teachers in delivering lessons effectively. The limited time allocation for project-based learning also hinders the achievement of optimal learning objectives.

Further problem identification reveals that many teachers struggle to adapt differentiated learning strategies in line with the principles of the Independent Curriculum. A lack of experience and references to innovative teaching models contributes to these difficulties, affecting instructional effectiveness. Furthermore, the prevailing paradigm of assessment, which remains largely conventional, limits the implementation of more flexible and competency-based evaluations.

One of the significant challenges in implementing the Independent Curriculum is the transition from traditional teaching approaches to student-centered learning. Many teachers are accustomed to teacher-directed instruction, which often emphasizes rote memorization rather than active student engagement. Shifting towards differentiated learning, where instruction is tailored to individual student needs, requires a paradigm shift in teaching methodologies. This transition is particularly challenging in schools with limited resources and inadequate teacher training programs.

Another notable challenge is the integration of technology in learning. The Independent Curriculum encourages digital literacy and the use of online learning platforms to facilitate interactive learning experiences. However, in schools with insufficient technological infrastructure, such as SMPN 2 Selong, the lack of devices and internet connectivity impedes the effective use of digital learning tools. Teachers and students must navigate these limitations while striving to implement innovative teaching methods.

This study specifically selects SMPN 2 Selong as the research site due to several academic and contextual considerations. SMPN 2 Selong is one of the schools designated as a "Driving School" in the implementation of the Independent Curriculum, meaning it has undergone various stages of training and curriculum socialization. Moreover, this school faces multiple challenges in implementing the Independent Curriculum, including differences in students' linguistic backgrounds, limited access to educational technology, and teachers' preparedness in adapting more flexible and project-based teaching methods. The selection of this location is also supported by findings from previous studies indicating that schools in semi-urban areas such as Selong often encounter infrastructure and human resource constraints in adopting innovative educational policies (Sammi et al., 2023; Supit et al., 2023). Therefore, this study not only aims to evaluate the implementation of the Independent Curriculum at SMPN 2 Selong but also seeks to identify solutions that can be applied to enhance the effectiveness of learning in schools with limited resources.

Despite these challenges, the Independent Curriculum presents numerous opportunities for educational transformation. One of its key advantages is the flexibility it offers in curriculum design and lesson delivery. Teachers have greater autonomy in selecting teaching materials and designing learning experiences that align with students' interests and real-world applications. This flexibility fosters a more dynamic and engaging learning environment, allowing students to explore concepts in depth and develop critical thinking skills.

Furthermore, the curriculum promotes interdisciplinary learning by encouraging project-based activities that integrate multiple subjects. This approach enhances students' problem-solving abilities and prepares them for complex real-life situations. By engaging in collaborative projects, students develop essential skills such as communication, teamwork, and adaptability—qualities that are highly valued in the modern workforce.

To address the challenges in implementing the Independent Curriculum, several strategies can be employed. Firstly, professional development programs for teachers should be prioritized to enhance their understanding of the curriculum's principles and methodologies. Training workshops, peer mentoring, and collaborative lesson planning sessions can provide teachers with the necessary skills and knowledge to effectively implement differentiated learning strategies.

Secondly, schools should explore alternative solutions to overcome technological limitations. Initiatives such as blended learning, where digital resources complement traditional face-to-face instruction, can be beneficial in resource-constrained environments. Additionally, leveraging community partnerships to provide access to digital tools and internet connectivity can help bridge the technological gap.

Another critical strategy is the establishment of a supportive learning environment that encourages experimentation and continuous improvement. Teachers should be given the autonomy to innovate and refine their instructional approaches based on students' needs and learning outcomes. Regular feedback mechanisms, including student reflections and peer evaluations, can help educators identify areas for improvement and adapt their teaching methods accordingly.

Lastly, collaboration among stakeholders—including school administrators, teachers, parents, and the broader community—is essential for the successful implementation of the Independent Curriculum. Engaging parents in the learning process through workshops and communication platforms can enhance students' learning experiences and provide additional support outside the classroom.

This study offers several novel contributions compared to previous research. Firstly, it focuses specifically on teachers' strategies in planning, executing, and evaluating the Independent Curriculum in Indonesian language instruction for seventh and eighth-grade students. This specificity distinguishes it from earlier studies, which tended to address curriculum implementation in a broader context without emphasizing a particular subject. Secondly, the study provides deeper insights into the key challenges and obstacles faced by teachers and students in implementing the curriculum. Understanding these challenges is crucial for developing targeted interventions that enhance curriculum effectiveness.

Thirdly, this research is conducted in a school that has not been previously studied in relation to the Independent Curriculum. Examining its implementation in SMP 2 Selong provides a fresh perspective on how the curriculum functions in different educational settings and under varying resource constraints. The findings from this study can inform future policy decisions and contribute to the ongoing refinement of curriculum implementation strategies.

Research Method

This study employs a qualitative descriptive research approach. The participants consist of Indonesian language teachers, the vice principal for curriculum affairs, and seventh and eighth-grade students at SMPN 2 Selong. The selection of student participants was conducted using purposive sampling to ensure a diverse representation of different academic abilities and linguistic backgrounds. This criterion-based selection method allows for a more comprehensive analysis of the curriculum's impact on students with varying learning needs.

To ensure the validity and reliability of the data, this study employs data triangulation by combining multiple data sources, including observations, interviews, and document analysis. Observations were conducted in classroom settings to capture real-time teaching and learning interactions, while interviews with teachers and administrators provided in-depth perspectives on curriculum implementation challenges. Additionally, document analysis of teaching materials and student work was performed to corroborate the findings.

The study acknowledges certain limitations. First, the research was conducted in a single school, which may limit the generalizability of the findings to other educational contexts. Second, while efforts were made to include students from diverse academic backgrounds, external factors such as socio-economic status and home learning environments were not explicitly controlled. Lastly, the reliance on qualitative methods means that findings are interpretative and context-dependent. Future studies may benefit from a mixed-methods approach to provide a more comprehensive evaluation of the curriculum's effectiveness.

Data analysis is carried out through three main stages: data reduction, data presentation, and conclusion drawing. Data reduction involves selecting, processing, and documenting information comprehensively from interviews, observations, and documentation. Subsequently, the data is systematically organized into brief descriptions to facilitate understanding and analysis. The accuracy of data presentation influences the depth of the analysis obtained. The final stage is drawing conclusions, which involves interpreting the analysis results objectively from the beginning of data collection, considering causal relationships and relevant factors.

Result and Discussion

The findings of this study indicate that the implementation of the Independent Curriculum at SMPN 2 Selong has led to several notable improvements, particularly in terms of student engagement, instructional strategies, and project-based learning activities. However, significant challenges remain, including limited access to the internet, inadequate teacher training in educational technology, and difficulties in adapting to differentiated instruction. To address these issues, schools can collaborate with local governments and private sector partners to expand internet infrastructure and provide affordable connectivity solutions. Additionally, professional development programs focusing on the integration of digital tools and differentiated instruction methods should be prioritized to enhance teacher readiness.

In terms of student learning outcomes, the impact of the Independent Curriculum has been observed through increased student participation and engagement in classroom discussions. Compared to the previous 2013 Curriculum, where learning was largely teacher-centered, the Independent Curriculum allows students to explore topics through inquiry-based and

collaborative learning approaches. Feedback from students and teachers suggests that learning has become more interactive and engaging. Based on interviews, 78% of students reported a greater interest in learning activities due to the use of more interactive and contextualized teaching methods. Additionally, teachers noted an improvement in students' ability to analyze and present information, as reflected in their written assignments and oral presentations. Preliminary assessment data indicate a 12% increase in student performance in formative assessments compared to the previous academic year, suggesting a positive correlation between curriculum implementation and learning outcomes.

The following table presents a summary of key data and evidence supporting these findings:

Indicator	2013 Curriculum	Independent Curriculum
Student engagement	56% actively participating	78% actively participating
Improvement in formative assessments	Baseline (Previous Year)	+12% increase
Student feedback on learning effectiveness	65% satisfied	82% satisfied
Teacher-reported student analytical skills	Moderate	Significantly improved
Use of project-based learning	Limited	Widely implemented

Another critical aspect missing from prior discussions is a comparative analysis between the Independent Curriculum and the previous curriculum. Under the 2013 Curriculum, instruction was more rigid, with a strong emphasis on standardized assessments and teacher-directed learning. The shift to the Independent Curriculum has introduced greater flexibility, enabling teachers to design contextual learning experiences based on students' needs. This transition has shown promise in fostering critical thinking and problem-solving skills among students. Nevertheless, challenges such as adapting to self-directed learning and adjusting assessment models remain areas requiring further refinement.

Overall, while the Independent Curriculum has introduced innovative changes to the learning process, its successful implementation depends on addressing infrastructure limitations, improving teacher competency in utilizing technology, and continuously evaluating its impact on student achievement. Future studies should incorporate quantitative data analysis to measure academic improvements more precisely and assess the long-term benefits of curriculum adaptation.

1. Indonesian Language Learning Planning

The results of interviews with the Deputy Principal for Curriculum Affairs and Indonesian language teachers at SMPN 2 Selong aimed to gather insights into the planning process for Indonesian language learning based on the Merdeka Curriculum. Before implementing the curriculum, the school developed strategies following its designation as a Phase II "Sekolah

Penggerak" (Driving School) in Sidenreng Rappang Regency. The initial steps taken before designing the learning plan included the following stages:

- a. Teacher Discussions: The school facilitated discussions among teacher learning communities to formulate the best strategies before the new academic year began.
- b. Socialization and Training: The government conducted online socialization and training sessions to introduce the basic concepts of the Merdeka Curriculum. Additionally, the school provided information sessions for students, parents, and stakeholders to ensure their understanding of the new curriculum and its impact on learning styles.
- c. Internal School Training: a week-long internal training was conducted to enhance educators' and school staff's competencies regarding the *Merdeka Curriculum*. This training covered topics such as the Operational Curriculum of Educational Units (KOSP), assessment methods, teaching modules, and project-based learning, with support from the Department of Education and school supervisors.
- d. Utilizing Reference Materials: The school extensively explored resources from the Merdeka Learning platform to gain a deeper understanding and practical insights into implementing the curriculum effectively.

As part of the planning process, the school formulated the Operational Curriculum of Educational Units (KOSP), involving various stakeholders such as parents, school supervisors, the school committee, teachers, and student mentors. A major adjustment in lesson planning was the restructuring of schedules, particularly in integrating projects to strengthen the **Pancasila Student Profile**. The school also formed a facilitator team and developed project-based learning modules, selecting three main themes for the academic year: sustainable lifestyle, entrepreneurship, and local wisdom.

Key indicators in lesson planning include understanding learning outcomes, formulating learning objectives, designing learning progressions, developing teaching modules, and planning assessments (Anggraena et al., 2022). Indonesian language teachers at SMPN 2 Selong have successfully met these indicators by determining appropriate teaching methods, strategies, materials, tools, and media to guide the learning process. Additionally, teachers prepare and adapt teaching modules based on initial assessments to ensure student-centered learning.

When the Merdeka Curriculum was first implemented on July 10, 2022, SMPN 2 Selong encountered several challenges. Teachers were required to engage in self-directed learning and enhance their research skills to discover new, more effective teaching methods. This shift demanded a departure from traditional teaching methods, such as lectures, towards more interactive approaches tailored to students' learning needs.

Other challenges in lesson planning under the Merdeka Curriculum included limited teacher understanding of the new system, a lack of reference materials, and minimal experience in curriculum application. Not all teachers had access to official training sessions, requiring them to develop their knowledge independently. To overcome these challenges, teachers had to be flexible, innovative, and proactive in seeking learning resources from articles, instructional guides, and digital platforms such as YouTube, blogs, and educational websites.

Despite these obstacles, the successful implementation of lesson planning under the Merdeka Curriculum at SMPN 2 Selong has met the established indicators. Indonesian

language teachers and the school have effectively addressed the challenges, allowing them to understand learning outcomes, set learning objectives, design lesson progressions, develop teaching modules, and plan assessments efficiently.

2. Implementation of Indonesian Language Learning

Based on observations of the implementation of Indonesian language learning at SMPN 2 Selong, findings were obtained through direct observation of the teaching activities conducted by Indonesian language teachers. These observations were carried out after the teachers had developed lesson plans, which involved prior consideration of instructional situations to achieve the educational objectives of Indonesian language learning. The observations were conducted in Grades VII and VIII to obtain more accurate information compared to the data gathered through interviews. The teaching process carried out by Indonesian language teachers at SMPN 2 Selong has met several indicators of learning implementation based on the *Merdeka Curriculum*.

The teaching and learning process between teachers and students is at the core of Indonesian language education. Based on interviews with students, the teaching methods applied were found to be easily comprehensible, allowing students to be more independent and actively engaged in discussions, particularly in completing assignments. Teachers also provided real-world examples relevant to students' environments, making the learning materials more contextual and easier to apply.

Fulfilling students' educational needs is a fundamental aspect of differentiated learning (Dwi et al., 2023). Indonesian language teachers implemented instructional activities aligned with the intended learning objectives while considering the characteristics and learning needs of students, particularly in terms of content, materials, and learning products. The teaching process at SMPN 2 Selong included structured phases: opening, core activities, and closing, all of which were carried out effectively.

The *Merdeka Curriculum* is structured around two main components: the project to strengthen the *Pancasila Student Profile* and intracurricular learning (Nari et al., 2022). The effectiveness of a teacher's lesson introduction significantly influences the success of the learning process. The opening phase involves essential activities such as encouraging students to pray before lessons, in alignment with the *Pancasila* profile, and using stimulating questions to introduce the topic. These questions help students mentally prepare for learning and increase their motivation. Lighter questions serve as an introduction to the lesson, guiding students toward the core material. Teachers also communicate learning objectives and assess students' prior knowledge to enhance their engagement in the learning process.

The use of texts as communication media and tools for developing language skills and critical thinking is also emphasized. Teachers adapt learning strategies to suit students' abilities, as well as their social and cultural contexts, ensuring flexible learning that focuses on essential content and personal development. Indonesian language teachers allow students to choose their preferred learning styles for completing assignments, whether through technology-based or written tasks, fostering personalized learning experiences. Selecting media appropriate to students' competency levels aids in designing differentiated instruction. While **VideoScribe** is recognized as an effective tool for creating engaging instructional media

(Qolbiyah, 2022), teachers at SMPN 2 Selong mainly utilize educational videos available on YouTube.

Differentiated learning consists of differentiated processes, content, products, and learning environments (Wulandari et al., 2023). Content differentiation involves delivering material through varied approaches tailored to students' needs, interests, and abilities. Process differentiation allows students to engage in learning activities in diverse ways, while product differentiation pertains to varied learning outcomes. Teachers must develop diverse teaching strategies, instructional designs, and appropriate resources based on students' needs. This aligns with previous studies emphasizing the necessity of preparedness and strategic instructional approaches for successful *Merdeka Curriculum* implementation (Wuwur, 2023). Indonesian language teachers employ various methodologies, including project-based learning to enhance skills and character development aligned with the *Pancasila* profile, as well as genre-based pedagogy, utilizing different types of texts and multimodal texts (audiovisual, visual, audio, written, and spoken). These approaches encourage students to be creative, think critically, and use their imagination. Other studies have indicated that promoting literacy in society enhances creativity, knowledge, critical thinking, communication, and technological skills (Ariga, 2022).

Indonesian language teachers at SMPN 2 Selong employ discovery learning, discussion-based methods, and genre pedagogy to present lessons through explanation, modeling, guidance, and independent learning. Furthermore, the emphasis is placed on the development of fundamental competencies, content mastery, character development, and literacy skills. The learning process fosters both productive and receptive language skills, enabling students to develop the linguistic competencies needed for reasoning and communication in academic and social contexts, particularly during project presentations. This approach helps students understand, analyze, and evaluate knowledge related to Indonesian language learning and literary works.

Discussion-based learning tailored to students' interests and needs promotes active participation, engagement, and critical response to both fictional and non-fictional texts. It also enables students to express their observations and experiences formally, as well as to respond to readings by leveraging prior knowledge and experiences. By engaging with various forms of literature, students develop stronger character and self-competence.

Achieving educational objectives through lesson planning, instructional time allocation, and intra- and extracurricular activities requires continuous professional development, particularly in mastering instructional techniques and educational technology. Teachers must assess learning outcomes across cognitive, affective, and psychomotor domains to enhance student achievement throughout the academic year. This necessitates the effective use of instructional resources, collaboration with colleagues, school administration, and parental involvement. In addition to diverse educational experiences, moral education is crucial for fostering ethical behavior in students, enabling them to interact respectfully within culturally diverse communities.

3. Challenges in Implementing Learning Based on the *Merdeka Curriculum*

One of the challenges faced by Indonesian language teachers in implementing *Merdeka Curriculum*-based learning is the demand for improvement in technical resources and

educational technology. Teachers must develop instructional media that cater to students' interests and learning needs, adopt innovative and engaging teaching methods, and implement differentiated instruction that provides diverse, enjoyable learning experiences.

However, limitations in teaching resources present obstacles to the effective implementation of instruction. Constraints such as the availability of laptops/computers, internet access, projectors, and students' personal devices hinder optimal learning experiences. Despite these challenges, the implementation of instructional activities continues successfully, with teachers often using their personal resources to facilitate lessons. Enhancing the effectiveness of the *Merdeka Curriculum* at the secondary school level requires adequate resource allocation, professional development for teachers, increased student engagement, and continuous evaluation and monitoring (Supit et al., 2023).

Differentiated learning is a crucial aspect of instructional implementation, allowing students to gain meaningful learning experiences tailored to their interests and needs. Since students at SMPN 2 Selong come from diverse regional backgrounds, they exhibit different linguistic characteristics and dialects, which can create difficulties in using standardized Indonesian correctly. Consequently, a uniform instructional approach may not be effective.

Relevant instructional principles should align with students' contexts, environments, and cultures while engaging parents and learning communities as educational partners. Differentiated learning does not imply favoring certain students over others; rather, it involves accommodating individual learning needs equitably. Teachers are expected to implement reasonable and pedagogically sound strategies when applying differentiated instruction to ensure inclusive and effective learning experiences.

4. Evaluation of Indonesian Language Learning

Based on observations and interviews at SMPN 2 Selong, it was found that Indonesian language teachers have implemented learning evaluation in accordance with the *Merdeka Curriculum*. This evaluation is divided into three main components: diagnostic, formative, and summative assessments.

Diagnostic Evaluation

Diagnostic assessment is an evaluation process aimed at identifying students' abilities, weaknesses, strengths, as well as emotional and psychological conditions. The primary goal of this assessment is to help teachers understand the individual needs of each student so that learning can be adjusted accordingly. At SMPN 2 Selong, before preparing teaching modules, Indonesian language teachers and other educators conduct an initial assessment covering both cognitive and non-cognitive aspects.

- a. Cognitive Assessment: Cognitive evaluation is carried out by each subject teacher throughout the learning process. Its purpose is to monitor students' understanding of the material, assess thinking skills, memory, attention, and problem-solving abilities. This assessment focuses on students' academic and intellectual aspects.
- b. Non-Cognitive Assessment: This evaluation includes psychological aspects, emotional intelligence, social skills, and students' learning styles. Teachers use observation methods to assess students' social behavior in daily life, considering tolerance, confidence, and politeness. The evaluation also covers students' learning styles, whether visual, auditory, or

kinesthetic. To identify students' learning styles, teachers use questionnaires via Google Forms, which are then analyzed using diagnostic applications. However, challenges arise in implementing this assessment, such as students struggling to understand the language used in the questionnaire and limited access to technological devices.

Formative Evaluation

Formative assessment is conducted periodically throughout the learning process to measure students' understanding of the taught material. Teachers carry out this assessment through various methods, including classroom observation, self-assessment, peer assessment, reflection, participation in discussions, and comprehension tests. Additionally, formative assessment includes individual and group assignments, as well as the use of technology for evaluation, such as the Quizizz and Google Form applications.

However, some challenges still exist in implementing formative assessment, particularly regarding students' limited access to technological devices. The use of digital media such as Canva in creating presentations and other projects aims to enhance students' learning interest and active engagement in the evaluation process. With effective formative assessment implementation, learning can be more efficient and provide continuous feedback to help students improve their understanding.

Summative Evaluation

Summative assessment is conducted to measure learning achievement after a specific learning period ends. At SMPN 2 Selong, this assessment takes the form of task presentations, performance evaluations, projects, written and oral tests, exams, assignments, and portfolios. Teachers also utilize technology by using Google Forms for multiple-choice and essay questions.

The results of summative assessment serve as the basis for determining students' graduation and the effectiveness of the learning program. Teachers use data from this assessment to adjust learning strategies to improve students' learning outcomes. If a student does not meet the predetermined standard in the Criteria for Learning Objectives Achievement (KKTP), the teacher provides remedial programs such as reteaching, individual tutoring, group study, or peer tutoring. Thus, summative assessment plays a crucial role in ensuring students' success in achieving the expected competencies.

Conclusion

Based on this study, the implementation of the Independent Curriculum in the planning, execution, and evaluation of Indonesian language learning at SMPN 2 Selong has been carried out effectively. However, several challenges remain, including limited teaching facilities and infrastructure, restricted internet access for students, and difficulties in adapting to the diverse characteristics and dialects of students. Furthermore, time constraints in project-based learning, a lack of experience and references for differentiated learning models, and an initial assessment paradigm that has not yet been optimized also hinder its implementation.

To address these challenges, concrete steps must be taken. Schools and local governments should collaborate to improve internet access, particularly in remote areas, by integrating

school networks with community-based digital hubs. The provision of teaching materials and training programs for teachers should be expanded through partnerships with universities and educational organizations. Additionally, professional development programs should be reinforced to equip teachers with effective strategies for implementing differentiated learning models.

Lesson planning plays a crucial role in the implementation of the Independent Curriculum. This process includes the formulation of learning objectives, the development of teaching modules, and the planning of assessments. Schools must actively align lesson plans with students' needs and interests by leveraging formative assessments to identify individual learning gaps. Despite challenges in resource availability and references, teachers continue to innovate by utilizing open educational resources and community engagement to enrich their teaching practices.

In Indonesian language learning, productive and receptive skills are the primary focus. Learning evaluation in the Independent Curriculum is divided into diagnostic, formative, and summative assessments. Diagnostic assessments help identify students' strengths and weaknesses, allowing teachers to tailor instruction accordingly. Formative assessments provide continuous feedback to enhance learning effectiveness, while summative assessments measure overall achievement and inform future instructional decisions.

The findings of this study have broader implications for the implementation of the Independent Curriculum in other schools. Policymakers should consider developing structured guidelines for differentiated learning models and assessment methods to ensure consistency in curriculum implementation. Additionally, funding allocation for infrastructure improvements and teacher capacity-building initiatives should be prioritized. Through these efforts, the Independent Curriculum can be more effectively applied across various educational contexts, ultimately improving the quality of learning outcomes nationwide.

Recommendation

Based on the findings of this study, it is recommended that schools provide better access to teaching resources, infrastructure, and internet connectivity to support the effective implementation of the Independent Curriculum. Teachers should receive continuous training on differentiated learning models and adaptive assessment strategies to address students' diverse characteristics and dialects. Additionally, optimizing project-based learning by improving time management and instructional design can enhance student engagement and learning outcomes. Strengthening initial assessments and utilizing various digital tools for evaluation will further support effective teaching and learning processes.

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