

Assessing the Impact of the Independent Learning Curriculum: A Case Study in Elementary Schools

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ABSTRACT

This study evaluates the implementation of the independent learning curriculum in elementary schools using the Context, Input, Process, Product (CIPP) evaluation model. Addressing this curriculum's effectiveness is essential for enhancing educational quality, resources, teaching strategies, and student learning outcomes. A mixed-methods approach was adopted, involving qualitative interviews and quantitative questionnaires to collect data from a principal, a vice principal for curriculum, and 15 teachers. This dual approach enabled an in-depth examination of curriculum implementation factors. Analysis reveals that the independent learning curriculum is implemented effectively and efficiently. "Effectiveness" is defined as the curriculum's success in meeting learning objectives, while "efficiency" refers to resource optimization in teaching. Despite these positive outcomes, the study identified notable challenges: limited teacher competency in assessments, inconsistencies in teaching methodologies, and constraints in available facilities and infrastructure. To address these challenges, several strategies are proposed: diversifying reference materials, establishing robust assessment formats, implementing game-based learning activities, promoting online self-training, and fostering stronger learning communities within schools. These strategies aim to mitigate the identified challenges and enhance curriculum delivery. Implementing the proposed strategies is expected to improve the effectiveness and efficiency of the independent learning curriculum, potentially leading to substantial improvements in student educational outcomes. This study highlights the need for continuous curriculum assessment and support for teachers to ensure sustained educational quality and effectiveness.

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1. INTRODUCTION

In the era of globalization, educational challenges are becoming increasingly complex, with global education systems required to prepare a generation capable of facing the demands of the 21st century, such as technological advancements, social changes, and rapid economic shifts (Jaya et al., 2023).

Education serves as a key element in nation-building, equipping future generations with the knowledge, skills, and essential values needed to compete on a global scale (Herdiansyah & Kurniati, 2020; Muslich, 2022; Rambung et al., 2023; Suwardani, 2020). In the context of Indonesia, the curriculum plays a crucial role in achieving quality education. An effective curriculum can serve as the foundation for character development and the competencies needed in the future (Pranoto et al., 2023). In line with global trends, curriculum reform in Indonesia also aims to adapt to these global changes, ensuring that the education system remains relevant and responsive to the challenges faced, both nationally and internationally (Martin & Simanjorang, 2022).

The curriculum is an important foundation for every school (Putri, 2024). Each school strives to develop a curriculum that meets educational goals and needs (Aprilia, 2020; Aprima & Sari, 2022). According to Nugraheni, the curriculum is a series of plans and arrangements that include objectives, content, learning materials, and methods of use as guidelines in the learning process to achieve specific educational goals (Mesra & Salem, 2023; Sovinah, 2022). The dynamic nature of the curriculum allows it to change in response to conditions or influencing factors (Iswahyudi et al., 2023; Shudur, 2019; Sudin, 2014). Curriculum changes become necessary when there are shifts in educational goals, teaching methods, or societal transformations, and retaining an outdated curriculum can be detrimental to the educational process (Arofah, 2021; Dzaljad, 2020; Ismunandar, 2020).

Curriculum changes are not only meant to keep up with current developments and needs but also to anticipate future demands (Marzuqi & Ahid, 2023). The message from Ali bin Abi Talib, "educate children according to their time," emphasizes that the school curriculum must prepare students to face future challenges (Cholifah, 2023). Therefore, curriculum reforms should aim to create an engaging and dynamic learning environment that must be continuously pursued.

The state of education in Indonesia has worsened due to the pandemic, leading to significant gaps and learning loss (Adam et al., 2024; Baro'ah et al., 2023; Mustari, 2023; Putri, 2024; Widiastuti et al., 2023). To address this, education providers must quickly revise the curriculum to ensure future generations are prepared to face upcoming challenges (Taali et al., 2024; Taridala & Anwar, 2023; Yunita et al., 2023). The Independent Learning Curriculum is designed to meet the demands of the 21st century, with a focus on literacy, numeracy, and the development of 4C competencies (Critical Thinking, Creative Thinking, Communication, and Collaboration), which are essential in the digital era. This curriculum also promotes educational innovation and holistic character development for students (Maskur, 2023; Pratyca et al., 2023; Sumampow, 2024; Thana & Hanipah, 2023).

Although curriculum changes are generally well-received, their implementation often faces criticism (Usman, 2022). The biggest challenges typically lie in teacher readiness, limited technological resources, and on-the-ground implementation (Arofah, 2021; Mulyasa, 2023; Rahmadayanti & Hartoyo, 2022; Rahmatullah & Jumadi, 2020; Yunita et al., 2023). Therefore, evaluation is necessary to reflect on the curriculum's execution and determine whether the program aligns with initial plans and meets established expectations (Kurniawan & Effendi, 2024). Evaluations will also provide recommendations for improving or developing the curriculum in the future (Ariyanti & Hazin, 2024).

According to the Ministry of Education and Culture (2022), quoted by Azka (2022), an analysis of the last 20 years since the 2000 Curriculum (KBK), the 2006 Curriculum (KTSP), to the 2013 Curriculum (K13) highlights several advantages of the Independent Learning Curriculum (Muharnis & Fadriati, 2023; Pratyca et al., 2023). First, the curriculum is said to be simpler and more in-depth, allowing focus on the essential learning core (Pratyca et al., 2023). Second, this independent approach in the curriculum provides more freedom for schools and teachers to adapt learning strategies to the local context and student needs (Pratyca et al., 2023). Third, the Independent Learning Curriculum is more relevant and interactive, supports learning that is responsive to the development of the times and technology, and promotes active student involvement in the learning process (Pratyca et al., 2023). A simpler and more in-depth curriculum approach can help overcome the complexities that may have existed in previous curriculum approaches such as KBK and KTSP (Pratyca et al., 2023). In addition,

the "independent" approach can also bring more initiative to teachers and schools to tailor their approach to the needs of their students (Yunita et al., 2023).

Evaluation is a crucial part of the educational curriculum because it provides an overview of the strengths and weaknesses of the curriculum implemented in schools (Huliatunisa, 2022). The success of the educational process depends largely on how well all components of the curriculum are planned and implemented (Darman, 2021). Therefore, schools or educational institutions need to optimize all the potential, assets, and resources they have to ensure the success of the curriculum (Ariyanti & Hazin, 2024). Then, curriculum development is not only focused on theoretical aspects but must also be reflected in its practical implementation (Astuti, 2023). Therefore, it is very important to evaluate the implementation of the Independent Curriculum in the school environment to analyze the goals, successes, and obstacles that may arise (Arofah, 2021). Thus, the right strategy can be formulated to overcome these obstacles and ensure the successful implementation of a sustainable curriculum.

This literature review evaluates the implementation of the Independent Learning Curriculum in elementary schools, focusing on teacher readiness as a key element. The study highlights the lack of comprehensive evaluations of the Independent Learning Curriculum, particularly in the context of elementary education, as the main gap that needs to be addressed. Ariyanti & Hazin (2024) found that although many teachers understand the curriculum, challenges such as limited resources and training persist. Support from school principals, as noted by Febriani et al (2024) is crucial for enhancing teacher readiness. Armini (2024) emphasizes the need for more in-depth training and government support, while Dendodi et al. (2024) highlight the importance of digital skills for teachers. These findings suggest that increasing support and skill development is essential for the successful implementation of the Independent Learning Curriculum.

Given the challenges faced by the Independent Learning Curriculum in elementary schools, this study aims to conduct a comprehensive evaluation of its implementation. The evaluation will focus on three main objectives: (1) Assessing how the Independent Learning Curriculum is implemented in elementary schools; (2) Identifying the obstacles that arise during the curriculum's implementation; and (3) Developing effective strategies to address these obstacles.

To achieve these objectives, this research will utilize the CIPP (Context, Input, Process, Product) evaluation model, which allows for a thorough assessment of various aspects of the curriculum. Through this evaluation, it is expected to provide clear insights into the successes and challenges of the Independent Learning Curriculum, as well as offer constructive recommendations for curriculum improvement. The benefit of this research is to provide constructive input for curriculum improvement so that it can be more responsive to the development of the times and current educational needs.

2. METHODS

This research is mixed research, which combines qualitative and quantitative research methods to describe or explain an event, object, or circumstance related to several variables. This type of research will allow researchers to understand the phenomenon through a combination of in-depth descriptive data, views, or experiences of respondents collected through open-ended questions, as well as statistically analyzed numerical data (Creswell, 2021; Ismayani, 2019; Khilmayah, 2016; Rachmad et al., 2024; Riantoni, 2021; Sugiyono, 2020). In this research, qualitative data or results are used to describe or reinforce the findings from quantitative data.

This study uses an evaluative approach, as described by Powell, where evaluative research systematically assesses program implementation or outcomes against established standards to determine progress and improve implementation (Rosyada, 2020). The evaluation model used in this study is the CIPP (Context, Input, Process, Product) model. According to this model, the evaluated curriculum is considered a system. Therefore, the researcher will analyze the curriculum based on the components in the CIPP model. In the opinion of Sovinah (2022), the main goal of the CIPP model is not to prove, but to improve. The results of this study describe the conditions for the implementation of the Independent

Curriculum in Schools. The CIPP (Context, Input, Process, Product) model is highly suited to the research goal focused on curriculum implementation as it provides a comprehensive evaluation approach. In this study, the CIPP model contributes to analyzing the context of the ongoing curriculum, including how it meets educational needs and its relevance to the expected learning objectives. This analysis provides an overview of the current curriculum conditions, allowing for the identification of necessary adjustments or improvements to make it more effective in achieving educational outcomes.

This research was conducted at a public Madrasah Ibtidaiyah Negeri in the Bireun area, specifically in the Samalanga region, with the aim of evaluating teachers' readiness to implement the independent learning curriculum. Data sources were collected using purposive sampling, involving the school principal, the curriculum vice principal, and 15 teachers. These participants were selected because the principal sets the vision for curriculum implementation, the vice principal oversees its execution, and the teachers provide insights into its practicality in the classroom. Their perspectives are essential for understanding the school's readiness and represent the population of educators in similar Madrasahs. This research was carried out during the even semester of the 2023/2024 academic year.

Data collection was conducted through semi-structured interviews and questionnaires distributed via Google Forms. Semi-structured interviews were chosen for their flexibility, allowing for in-depth exploration of participants' responses while focusing on key research topics. The questionnaires comprised 15 questions aligned with the CIPP evaluation model: 3 for context, 4 for input, 3 for process, and 3 for product evaluation, along with 1 question to identify obstacles and 1 to suggest improvements. Google Forms was used for its ease of use and convenience for respondents. Quantitative data from the questionnaires were analyzed using Microsoft Excel, while interview data were analyzed through coding themes to identify recurring patterns. Triangulation was used to ensure validity and reliability by comparing qualitative and quantitative results, enhancing the credibility of the findings. The rating scale chosen ranges from 0% to 100%, categorized as follows:

Percentage Scale	Category
76% - 100%	Very Good
51% - 75%	Good
26% - 50%	Enough
0% - 25%	Less

Source: Scale Interval Calculation Results

3. FINDINGS AND DISCUSSION

3.1 *Evaluation of the Implementation of the Independent Curriculum*

The evaluation of the implementation of the Independent Curriculum includes four main aspects: context, input, process, and product. Based on the results of the survey, the following data is analyzed to identify areas that need to be improved and further developed.

Table 2. Distribution of Independent Curriculum Implementation Based on CIPP Method Evaluation

Sub Variables	Indicators	Percentage
context	Ongoing curriculum	80%
	Learning outcomes	74%
	Learning materials	75%
Input	Parties involved	77%
	Facilities and infrastructure	67%
	Teacher competence	69%
	Student response	77%
Process	Learning strategies and methods	69%
	Use of information technology	65%
	Assessment and reflection	73%
product	Achievement of learning objectives	73%
	Meeting learning needs	70%
	Cultivation of Pancasila student profile character	83%

Source: Research Questionnaire Results

3.1.1 Context Evaluation

Context evaluation in the Independent Learning Curriculum aims to assess the influence of certain situations on educational strategies and objectives, including organizational policies, school goals, and challenges faced (Puspitasari & Muadin, 2023). This evaluation is crucial to ensure that educational goals align with the needs of stakeholders and the organization's vision (Kurniawan & Effendi, 2024). Through analysis of the Operational Curriculum, learning outcomes, and materials, context evaluation helps schools identify issues and opportunities to enhance the effectiveness of curriculum implementation and support a more adaptive educational transformation in response to social and technological changes (Martin & Simanjorang, 2022).

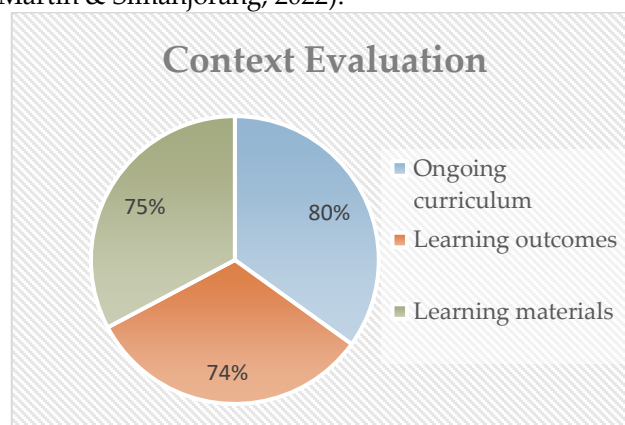


Figure 1. Context Evaluation Results

Based on the results of the research conducted showing the successful implementation of the Independent Curriculum at Madrasah Ibtidaiyah in the aspect of context evaluation, it can be concluded that the results that achieve the "Very Good" category show a good fit between the KOSP, learning outcomes, and learning materials with the needs of the school and students. Opinions from education experts such as Nainggolan (2024) emphasize that the conformity of KOSP with the school's vision and mission is a crucial factor in ensuring the effectiveness of the curriculum in the field, the right KOSP will ensure that the education organized by the desired educational goals.

In addition, according to Mulyasa (2023), the evaluation of the context that reached the "Good" category shows that Madrasah Ibtidaiyah has succeeded in adapting the Independent Learning Curriculum well. This shows that schools are able to effectively adapt the curriculum to local conditions and student needs, which will ultimately improve the relevance and quality of education organized.

The opinion Nasution (2022) also highlights the importance of the suitability of learning materials to student needs. According to him, relevant learning materials will increase students' interest in learning and support the achievement of the competencies expected in the Independent Curriculum. Therefore, an evaluation that shows the suitability of learning materials with the "Good" category is an indication that this approach is successful in integrating student needs into the learning process.

3.1.2 Input Evaluation

Input evaluation in implementing the Independent Learning Curriculum, as noted by Turmuzi et al. (2022), assesses resource potential, alternative strategies, and optimal methods to meet identified needs. This evaluation is essential for decision-making regarding planning and achieving educational goals. Kurniawati (2020) highlights that input evaluation determines school readiness, infrastructure conditions, stakeholder involvement, teacher competence, and student responses, which are vital for optimizing resource use. Education experts such as Esti Wahyu Kurniawati and Turmuzi, emphasize that input evaluation serves as a foundation for developing effective strategies and plans (Kurniawati, 2020; Turmuzi et al., 2022). A holistic assessment of infrastructure, teacher competence, and student participation offers a comprehensive view for enhancing the implementation of the Independent Curriculum in schools:

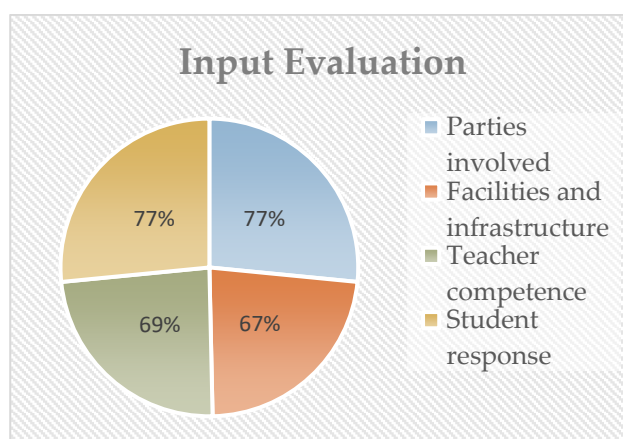


Figure 2. Input Evaluation Results

The evaluation results indicate that the implementation of the Independent Curriculum at the Madrasah Ibtidaiyah has succeeded in the input evaluation aspect. Among the 15 respondents, most assessed the school's readiness positively. Notably, related party involvement reached 77% in the "Very Good" category, reflecting strong collaboration in the learning process. Additionally, student responses were also very positive, achieving 77%, which demonstrates good progress in their engagement with learning.

However, the evaluation identified several areas needing attention, particularly in teacher competence, which was assessed at 69% in the "Good" category. This indicates a need for improvement in their understanding and skills related to the Independent Curriculum. According to Rohmawati, (2015), teachers must possess various competencies, including pedagogical, personality, social, professional, managerial, and digital literacy, to create a conducive learning environment and support student development. Turmuzi et al. (2022), emphasize that input evaluation should consider teachers' abilities and readiness to develop appropriate learning strategies. Competent teachers are better equipped to adapt to changes and facilitate effective learning, ensuring smooth implementation of the Independent Curriculum despite policy changes or new challenges (Alfath et al., 2022; Anggraini et al., 2022). Martin & Simanjorang (2022) Emphasizing support for teacher competency development in the Independent Curriculum. Structured and continuous training is essential for successful implementation and improving educational quality in elementary schools.

3.1.3 Process Evaluation

The process evaluation of the implementation of the Independent Curriculum at the Madrasah Ibtidaiyah is important to assess the extent to which the curriculum aligns with the planned strategy. According to Hakiky et al. (2023), this evaluation not only monitors the progress of students but also ensures that the learning method is to their needs. Bambang Suryadi (2022) highlighted the importance of the suitability of learning materials with competency standards that continue to be adjusted to the development of science. Sunarti (2023) emphasizes the involvement of all stakeholders in the evaluation to obtain a comprehensive picture of the effectiveness of the curriculum. Turmuzi et al. (2022) emphasized that the evaluation of the Independent Curriculum process focuses on learning activities, implementation responsibilities, and curriculum completion time through in-depth analysis. The evaluation of this process is carried out through an in-depth analysis of the learning process applied in the Independent Curriculum. The following are the results of the evaluation:

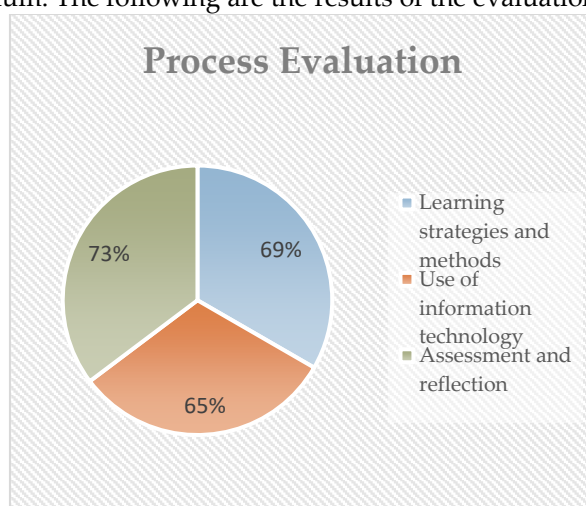


Figure 3. Process Evaluation Results

The evaluation process in the context of the independent curriculum can be considered quite successful in supporting the implementation of learning, although there is still room for improvement. The results of the evaluation showed that learning strategies and methods reached 69% with the "Good" category, the use of information technology by 65% also with the "Good" category, and the assessment and reflection assessment reached 73% with the same category.

However, the evaluation also highlights several aspects that need to be improved. According to education experts, as suggested by Suharti et al. (2020), indicators of learning strategies and methods that are still classified as monotonous can inhibit variation in teaching, which can affect students' motivation to learn. Suciati et al. (2017) added that although assessment and reflection have been carried out, this has not been done thoroughly and sustainably, which can limit the maximum potential of the learning that is carried out.

Therefore, to increase the effectiveness of the independent curriculum, efforts are needed to enrich learning strategies and methods, as well as increase consistency in assessment and reflection. This will help ensure that every aspect of learning can be optimized to achieve the desired learning goals.

3.1.4 Product Evaluation

According to Turmuzi et al. (2022), product evaluation in the context of the curriculum is used to assess the extent to which a curriculum program achieves its previously set goals. This evaluation is essential for understanding the program's success in meeting established needs and objectives (Arofah, 2021). The results of product evaluation provide decision-makers with information about the next steps for the curriculum program, which may include continuation, further development, modification, or even discontinuation if deemed ineffective (Ariyanti & Hazin, 2024).

In the context of the Independent Curriculum, product evaluation involves analyzing the outcomes of learning implementation. This evaluation assesses not only the achievement of curriculum goals but also the effectiveness of the implementation from various perspectives, including the fulfillment of program target needs. It highlights the significance of product evaluation as a tool for enhancing the quality of educational programs and ensuring efficient resource use to achieve desired results. The following are the results of the evaluation:

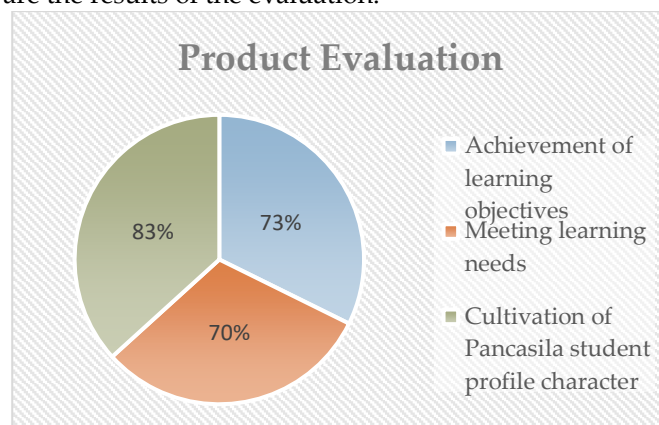


Figure 4. Product Evaluation

Based on the results of the research, the implementation of the Independent Curriculum in the aspect of product evaluation is considered successful in supporting the implementation of the learning process. These results show that the indicator of achievement of learning objectives reaches 73%, categorized as "Good". The fulfillment of students' learning needs reached 70%, also categorized as "Good", while the cultivation of the Pancasila Student Profile character reached 83%, with the category of "Very Good".

However, it can be concluded that while the component of the product aspect indicator is met, several indicators still need improvement. For example, indicators of achievement of learning objectives show that the assessment process is not comprehensive and sustainable.

In the indicator of meeting learning needs, there is a gap because teachers may have not packaged well-differentiated learning in the classroom. Puspitasari & Muadin (2023) emphasize that understanding the learning needs of students is the key to providing appropriate learning treatments, so there needs to be efforts to reduce the learning gap.

Thus, although the implementation of the Independent Curriculum at the Madrasah Ibtidaiyah shows positive achievements in several aspects of product evaluation, further improvements are needed to ensure that all indicators are met optimally in accordance with the objectives of the curriculum.

3.2 Obstacles in the Implementation of the Independent Curriculum

The results of the survey and data analysis reveal several challenges in implementing the Independent Curriculum that demand closer attention. A significant issue is the lack of teacher competence in the continuous assessment system. Many educators struggle with diagnostic, formative, and summative assessments, which affects the accuracy of student evaluations and the ability to provide individualized instruction. These inadequacies can lead to learning gaps for students and hinder administrators from effectively tracking academic progress. Comprehensive teacher training is necessary to address this issue (Hasmawati & Mukhtar, 2023; Mukhtar et al., 2023).

Another challenge lies in applying varied learning methods. Teachers often face time constraints and technological barriers, making it difficult to implement diverse approaches such as inquiry-based and project-based learning. These obstacles diminish student engagement and complicate efforts by administrators to balance curriculum demands with limited resources. Continuous professional

development and improved time management strategies are essential to address these difficulties (Mulyasa, 2023; Susanto, 2022).

While the Independent Curriculum encourages self-directed learning, many students still require significant guidance from teachers. Individualized support is vital to fostering academic growth and independence. Building strong teacher-student relationships and providing timely feedback are crucial for improving learning outcomes and ensuring the successful implementation of the curriculum (Efendi & Sholeh, 2023; Yunarti et al., 2024).

A lack of digital infrastructure further complicates the curriculum's execution. Limited access to computers and stable internet connections hampers the integration of technology into teaching and learning. This deficiency restricts students' access to essential digital tools and limits teachers' ability to deliver diverse, technology-enhanced lessons. Administrators also face difficulties in maintaining updated resources and ensuring equitable access. Investments in digital infrastructure are critical for enabling modern educational practices and ensuring the curriculum's long-term success (Ariani et al., 2023).

To address these challenges, it is essential to implement strategies that support teachers, schools, and students. Aligning these efforts with the goals of the Independent Curriculum and the demands of 21st-century education will enhance its effectiveness and help achieve the desired learning outcomes.

3.3 *Strategies Carried Out*

The analysis highlights several strategies to address the challenges in implementing the Independent Curriculum effectively. One approach is diversifying reference materials and learning resources. Teachers can enhance their knowledge and methods by utilizing various sources, such as print media, educational journals, online platforms, and social media. Platforms like Google Scholar provide access to academic articles, while YouTube EDU offers instructional videos. Integrating diverse resources fosters creativity in lesson planning and encourages professionalism. Tools like Zotero can help teachers organize and critically evaluate these materials to ensure their reliability and relevance, ultimately improving classroom instruction (Jannah & Puspita, 2023; Febriana, 2021).

Incorporating game-based learning is another recommended strategy to increase student engagement. Game elements such as challenges, points, and rewards make learning enjoyable and interactive. Platforms like Kahoot! can be used for quizzes, while Classcraft enables students to embark on curriculum-aligned quests. Similarly, Minecraft: Education Edition offers virtual exploration activities that teach subjects like geometry or history. These tools cater to different learning styles and foster creativity, making education more engaging and effective (Guan et al., 2024; Sun et al., 2023).

Balanced assessment formats also play a vital role in addressing curriculum challenges. Teachers can integrate diagnostic, formative, and summative assessments to better understand and support student progress. For example, diagnostic tests can identify prior knowledge, weekly quizzes or reflective journals can monitor ongoing progress, and final projects or exams can evaluate overall achievement. Digital tools like Google Forms and Edmodo facilitate real-time assessments, while platforms like ClassDojo provide personalized feedback. These methods ensure that instruction aligns with students' needs and promotes effective learning outcomes (Nasution, 2022; Purnawanto, 2022).

Innovative teaching aids and media can simplify complex concepts and enhance interactivity. Augmented Reality (AR) apps like Merge Cube enable students to manipulate 3D models of abstract ideas, making science lessons more tangible. In mathematics, interactive spreadsheets, fraction bars, and number lines can help clarify difficult concepts. Multimedia resources, including videos and simulations, engage visual learners and provide hands-on learning experiences, accommodating diverse learning preferences (Ahmadi, 2017; Marlina et al., 2021).

Engaging in online-based self-training is an effective way for teachers to improve their competencies. Platforms such as Coursera, Udemy, and IndonesiaX offer self-paced courses on teaching methodologies, technology integration, and subject-specific knowledge. These platforms provide flexible and personalized professional development opportunities. Access to updated materials ensures

that teachers stay current with educational trends and continuously enhance their skills (Budiarti et al., 2023; Ratri et al., 2023).

Finally, fostering learning communities within schools encourages collaboration and the sharing of best practices. Professional Learning Communities (PLCs) can serve as forums for teachers to exchange ideas, discuss strategies, and reflect on their practices. Online forums like Facebook Groups for Teachers and Edmodo also provide spaces for continuous support and innovation. These communities create emotionally supportive environments and facilitate the adoption of new practices, benefiting both teachers and students (Dacholfany, 2024; Hakim & Abidin, 2024).

With these sustainable strategies, Madrasah Ibtidaiyah can effectively address obstacles and enhance the implementation of the Independent Curriculum, ensuring better outcomes for teachers and students alike.

4. CONCLUSION

This study's evaluation of the Independent Curriculum at Madrasah Ibtidaiyah using the CIPP model identifies both strengths and areas needing improvement. Overall, the curriculum aligns well with local needs and school goals, with 80% of respondents rating it "Very Good." Strong collaboration among stakeholders and positive student responses suggest potential for successful implementation; however, teacher competence and infrastructure require enhancement. Teaching strategies and assessment practices are satisfactory but could benefit from more diverse and engaging methods, especially through improved digital literacy and resource availability. While curriculum objectives are generally met, better differentiated instruction and comprehensive assessments are recommended to fully support student learning outcomes. Limitations of the study include a small sample size, reliance on secondary data, and time constraints, which may impact the generalizability of findings. Future research could focus on specific interventions, like targeted teacher training and improved digital infrastructure, to address these gaps. The findings emphasize the importance of continuous teacher training, infrastructure development, and policy support to foster curriculum success and ensure modern, equitable education.

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