

ABSTRAK

Desy Eka Romadani, 2026. *Evaluasi Implementasi Kurikulum Merdeka dalam Pembelajaran Menulis Teks Eksposisi di SMK PSM 2 Takeran.* Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Parji, M.Pd; (II) Dr. Muh. Waskito Ardhi, M.Pd.

Kata Kunci: Kurikulum Merdeka, evaluasi CIPP, menulis teks eksposisi

Penelitian ini bertujuan mengevaluasi implementasi Kurikulum Merdeka dalam pembelajaran menulis teks eksposisi di SMK PSM 2 Takeran Kabupaten Magetan melalui model evaluasi CIPP (Context, Input, Process, Product). Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian evaluatif. Data diperoleh melalui wawancara, observasi, tes hasil tulisan, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa implementasi Kurikulum Merdeka di SMK PSM 2 Takeran telah sesuai dengan kebijakan dan prinsip Kurikulum Merdeka. Pada aspek input, dukungan sekolah mencapai 96%, sedangkan kesiapan murid sebesar 86%. Pada aspek proses, guru telah menerapkan strategi pembelajaran, media, asesmen formatif, dan umpan balik secara berkelanjutan, dengan capaian tertinggi pada pemberian umpan balik sebesar 95%. Pada aspek produk, sebanyak 22 dari 30 murid (73,34%) mencapai ketuntasan, sedangkan 8 murid (26,66%) belum tuntas. Kendala utama meliputi rendahnya literasi, kesulitan mengembangkan gagasan dan argumentasi, serta pengelolaan waktu pembelajaran. Dengan demikian, implementasi Kurikulum Merdeka telah berjalan efektif, tetapi masih memerlukan penguatan literasi, keaktifan murid, dan pengelolaan waktu pembelajaran.

ABSTRACT

Desy Eka Romadani. 2026. *Evaluation of the Implementation of the Merdeka Curriculum in Teaching Expository Writing at SMK PSM 2 Takeran*. Thesis. Master's Degree Program in Indonesian Language and Literature Education, PostGraduate School, PGRI Madiun University. Advisor : (I) Prof. Dr. Parji, M.Pd.; Advisor : (II) Dr. Muh. Waskito Ardhi, M.Pd.

Keywords: evaluation CIPP, Merdeka Curriculum, Indonesian language learning, expository writing

ABSTRACT

This study aims to evaluate the implementation of the Merdeka Curriculum in teaching exposition text writing at SMK PSM 2 Takeran, Magetan Regency, using the CIPP (Context, Input, Process, Product) evaluation model. The study employed a qualitative approach with an evaluative research design. Data were collected through interviews, observations, writing tests, and documentation, and were analyzed through data reduction, data presentation, conclusion drawing, and verification. The results showed that the implementation of the Merdeka Curriculum at SMK PSM 2 Takeran was in accordance with the policies and principles of the Merdeka Curriculum. In terms of input, school support reached 96%, while student readiness reached 86%. In terms of process, teachers implemented learning strategies, instructional media, formative assessments, and continuous feedback, with the highest achievement found in the provision of feedback at 95%. In terms of product, 22 out of 30 students (73.34%) achieved the learning mastery criterion, while 8 students (26.66%) did not. The main challenges included low literacy levels, difficulties in developing ideas and arguments, and learning time management. Therefore, the implementation of the Merdeka Curriculum has been effective, but further improvement is needed in literacy development, student engagement, and learning time management.