p-ISSN 2301-7554, e-ISSN 2541-3643
Volume 14, Issue 1, February 2026

ENGLISH REVIEW
Journal of English Education
Published by
English Language Study Program, Faculty of Teachers Training & Education, Universitas Kuningan, Indonesia in collaboration with AISEE (The Association of Indonesian Scholars of English Education)
AISEE

EXAMINING RELATIONSHIPS AMONG CIPP COMPONENTS IN SENIOR HIGH SCHOOL ENGLISH CLASSES UNDER THE MERDEKA CURRICULUM

Eva Meidi Kulsum[1]*, Revi Nur Ridwan[2], Ayang Winda Sri Widianingsih[3], Rina Mutiarawati[4], Astried Intan Aprilliana[5]
[1,2,3,5]*Department of English Education, Faculty of Teacher Training and Education, Universitas Ma'soem*
[4]*Department of Public Administration, Faculty of Social and Political Sciences. UIN Sunan Gunung Djati Bandung*

Corresponding author's email: evameidi@masoemuniversity.ac.id

APA Citation: Kulsum, E. M., Ridwan, R. N., Widianingsih, A. W. S., Mutiarawati, R., & Aprilliana, A. I. (2026). Examining relationships among cipp components in senior high school English classes under the Merdeka curriculum. *English Review: Journal of English Education, 14*(1), 111-122. https://doi.org/10.25134/englishreview.v14i1.110

Received: 19-08-2025 Accepted: 12-11-2025 Published: 28-02-2026

Abstract: With the establishment of the Merdeka Curriculum, education in Indonesia is stepping into a new chapter, aiming to place students at the center of the learning process, encourage differentiated instruction, and strengthen essential 21st-century skills. Despite its promising vision, most existing studies focus mainly on descriptive accounts of policy implementation, offering little empirical evidence on how curriculum implementation relates to learning outcomes remains limited, particularly in senior high school English classes. This study addresses that gap by applying the CIPP evaluation model to explore the relationships among Context, Input, Process, and Product components. Using a mixed-methods approach, data were collected from students and teachers in four senior high schools in Kabupaten Bandung through a questionnaire and semi-structured interviews. The results indicate that, among the three components, process exhibits the strongest relationship with product, followed by input and context. Qualitative findings further indicated that effective classroom practices play a central role in supporting student learning. Overall, the results suggest that the successful implementation of the Merdeka Curriculum in English classes is closely related to supportive learning environments, adequate instructional resources, and well-managed teaching–learning processes.
Keywords: *CIPP evaluation model; English learning; Merdeka Curriculum.*

INTRODUCTION

Education in the 21st century increasingly emphasizes student-centered learning, the development of critical thinking, problem-solving skills, and the ability to apply knowledge in real-life contexts (Silmi et al., 2025). In line with these global trends, Indonesia has implemented the Merdeka Curriculum (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022), which aims to place students at the center of the learning process, promote differentiated instruction, and strengthen essential 21st-century competencies. Within the context of English language learning, the curriculum encourages not only linguistic proficiency but also learner autonomy, confidence, and the ability to use English meaningfully in academic and social situations (Ghafar, 2023). Success in English education under the Merdeka Curriculum therefore depends on the interplay of contextual factors, available resources, and classroom practices that facilitate meaningful learning experiences.

Despite its promising vision, the implementation of the Merdeka Curriculum faces several challenges. Teachers may require time and support to adopt student-centered and project-based approaches (Hamidah et al., 2025; Kulsum & Suloso, 2024), schools may encounter limitations in teaching resources and infrastructure (Rohmah et al., 2024), and curriculum alignment with local contexts or students' needs can be inconsistent (Abdillah &

Wahyuni, 2025; Nuriadi, 2023). These challenges highlight the importance of examining not only the intended curriculum outcomes but also the components that are associated with how teaching and learning occur in real classrooms, particularly in English language education.

To systematically investigate these components, the CIPP (Context, Input, Process, and Product) evaluation model (Stufflebeam, 2002) offers a comprehensive framework for educational evaluation (Kulsum et al., 2026; Panjaitan et al., 2025; Stufflebeam & Coryn, 2014; Zhang et al., 2011). Context involves the environmental and learner characteristics that shape curriculum implementation, including school conditions and student needs (Aziz et al., 2018). Input refers to the resources, instructional materials, teacher competencies, and organizational support that enable effective learning (Musolin et al., 2023). Process examines how teaching and learning are conducted, encompassing instructional strategies, classroom interaction, and teacher performance (Zhang et al., 2011). Product evaluates learning outcomes such as English proficiency, student engagement, and critical thinking. However, the findings from this evaluation can also serve as feedback to improve the context, input, and process components of the program (Kavgaoglu & Alci, 2016).

Previous studies have used the CIPP evaluation model (Context, Input, Process, Product) to examine education programs. Several studies have evaluated the implementation of the Merdeka Curriculum using the CIPP model. Gifari & Arifin (2024) conducted a literature review focusing on the general outcomes of the curriculum, such as internships, project-based learning, and arts integration, but their study remained descriptive without an empirical investigation. Similarly, Ariyanti & Hazin (2024) examined curriculum flexibility and relevance through policy evaluation, yet their approach was also largely descriptive and document-based. At the elementary school level, Hattarina et al. (2022) explored the challenges teachers face, including limited technological support and the need for student assistance, while Baiti et al. (2024) applied the CIPP model to Islamic education at the junior high school level, emphasizing contextual and process-related issues rather than measurable outcomes. In addition, Irfan & Effendi (2025) evaluated the school empowerment program (Sekolah Penggerak) implementation, but their research was not directly concerned with English language learning.

These prior studies indicate that most research has concentrated on descriptive analyses of teachers' or students' perceptions, curriculum flexibility, and implementation barriers, primarily in elementary and junior high school contexts. While such studies provide valuable insights into implementation conditions, they offer limited empirical evidence regarding how the CIPP components interact in shaping learning outcomes. In particular, few studies have employed quantitative approaches to examine the relationships among context, input, process, and product within English language learning at the senior high school level. Consequently, the existing literature lacks systematic investigation into how these components function collectively rather than independently in classroom practice.

Despite the growing body of research on curriculum implementation and educational evaluation, a clear research gap remains in understanding the relational dynamics among the CIPP components in senior high school English classrooms implementing the Merdeka Curriculum. Most existing studies tend to focus on individual components of the evaluation model or rely heavily on descriptive reporting in specific subject areas such as Arabic and Bahasa Indonesia (Muslimah et al., 2024; Nafisah & Prasandha, 2025). Evaluations using the CIPP model have been carried out in diverse contexts, including mathematics, biology, and elementary curricula, but few have provided empirical evidence about how contextual readiness, instructional resources, and classroom processes are statistically connected to learning outcomes (Angelika & Rusilowati, 2025; Ismail et al., 2025; Syam et al., 2024). Even within language learning domains, the focus remains largely descriptive rather than relational, as seen in evaluations of English learning implementation at the junior secondary level (Baiti et al., 2024; Santini et al., 2024; Susanto et al., 2024). Consequently, there is insufficient evidence clarifying whether and how the four CIPP components interact collectively to influence learning outcomes, highlighting the need to move beyond surface-level descriptions toward more evidence-based evaluation of curriculum effectiveness.

Furthermore, understanding these relationships is particularly important in English language education, where outcomes are influenced by

p-ISSN 2301-7554, e-ISSN 2541-3643
Volume 14, Issue 1, February 2026

multiple interdependent factors such as classroom environment, teacher expertise, instructional tools, and student engagement (Susanto et al., 2024; Syam et al., 2024). Without empirical investigation into how these variables interact, educational stakeholders may struggle to identify which components require strategic improvement. Research on CIPP evaluations commonly underscores the value of comprehensive analysis in informing curriculum development, but few studies have studied these connections statistically in English language settings (Zainuddin, 2025). A relational analysis of the CIPP elements therefore provides a more nuanced basis for decision-making and curriculum refinement.

The novelty of the present study lies in its integrative and relational approach. Rather than using the CIPP framework merely as a descriptive checklist, this study empirically examines the relationships among its four components and complements quantitative findings with qualitative data from classroom participants. Previous research using mixed or single-method CIPP evaluations has tended to emphasize description over explanation, even when the research was carefully conducted (Susanto et al., 2024; Syam et al., 2024). By adopting a mixed-methods design, the research provides deeper insight into how contextual factors (context), available resources (input), and instructional practices (process) interact to influence English learning outcomes (product). This approach contributes a more systematic and comprehensive perspective on curriculum implementation within the Merdeka Curriculum context than is currently available in the literature.

The significance of this study is both theoretical and practical. Theoretically, it extends the application of the CIPP evaluation model to subject-specific curriculum evaluation in English language education under a contemporary reform framework, reinforcing the importance of holistic and systemic evaluation models for understanding curriculum impact beyond descriptive analysis. Practically, the findings are expected to inform teachers, school leaders, and policymakers about priority areas for strengthening English instruction by clarifying the interrelationships among key evaluation components. Such insights will support more informed decision-making and contribute to improving the effectiveness of English language teaching and learning in Indonesian senior high schools.

METHOD

This study employed a mixed-method research design and was conducted in four senior high schools, consisting of two private schools and two public schools. A purposive sampling technique was used to select schools based on their implementation of the Merdeka Curriculum in English classes. The participants were 91 respondents in total, comprising 81 students and 10 English teachers who were directly involved in the implementation of the curriculum.

The sample size of 91 participants was considered adequate for the statistical analyses employed in this study. According to Green (1991), regression-based relational analysis requires a minimum sample size of 50 plus eight participants per variable. With three CIPP components examined simultaneously, this suggests a minimum of 74 cases for this study. In addition, Tabachnick & Fidell (2019) note that 10-20 cases per variable are generally sufficient for stable multivariate estimates. Therefore, the sample size was larger than the minimum methodological standards and was adequate for examining relationships among the CIPP components. By including both teachers and students, the study captures multiple perspectives of curriculum implementation in practice. Both teachers and students were involved because they represent two key perspectives in curriculum implementation.

Teachers were selected as they are directly and comprehensively involved in the four components of the CIPP evaluation model: context, input, process, and product, making them reliable sources for providing information on the implementation process. Meanwhile, students were included to capture their experiences, perceptions, and responses as the direct beneficiaries of the curriculum, offering complementary insights to support a more comprehensive evaluation.

Data were collected through two main instruments: a questionnaire and semi-structured interviews. The questionnaire consisted of 13 items designed to examine how context, input, and process component influence the product of the Merdeka Curriculum in English language learning. Prior to data collection, the questionnaire was tested for validity and reliability. The analysis showed that all items had correlation values above the r-table threshold of 0.361 with significance levels below 0.05, confirming their validity for further research. The reliability test yielded a Cronbach's Alpha

coefficient of 0.828, which falls into the high category (Arikunto, 2010; Sugiyono, 2018), demonstrating that the instrument is both consistent and dependable. To enrich the quantitative findings, semi-structured interviews were also conducted, providing deeper and more nuanced perspectives into classroom practices and curriculum implementation, supporting a more comprehensive interpretation of the CIPP components in practice.

Quantitative data were analyzed using both correlation and regression techniques. Correlation tests were conducted to examine the relationships among the context, input, process, and product components of the CIPP model in the implementation of the Merdeka Curriculum for English language learning. Following this, regression analysis was employed for exploratory purposes to examine how the context, input, and process components are statistically associated with the product component when considered simultaneously. This analysis aimed to identify which component showed the strongest statistical association within the CIPP framework, without implying predictive or causal relationships. For the quantitative analysis, responses from teachers and students were pooled into a single dataset, as the questionnaire measured identical CIPP constructs across both respondent groups using the same items. Given the limited number of teacher respondents, separate statistical analyses were not considered methodologically robust. Pooling the data enabled a more stable examination of overall relationships among the CIPP components, while qualitative findings were used to provide contextual clarification.

Qualitative data were obtained through semi-structured interviews with teachers and were analyzed using thematic analysis. The analysis began with open coding to identify meaningful units of data, followed by categorization and theme development aligned with the CIPP framework. To enhance the credibility of the qualitative findings, data triangulation was conducted by comparing interview results with questionnaire findings, and peer review was employed to validate the coding and interpretation process. The integration of quantitative and qualitative data enabled a more comprehensive understanding of the implementation of the Merdeka Curriculum in senior high school English classes.

RESULTS AND DISCUSSION

This section presents and discusses the findings of the study based on both quantitative and qualitative data analyses. The focus is to examine the relationships among the components of the CIPP evaluation model in the implementation of the Merdeka Curriculum, a Pearson product–moment correlation analysis was conducted, complemented by an analysis from practical perspectives for a comprehensive interpretation of the results. The analysis aimed to determine the extent to which context, input, and process components are associated with the product component, which in this study reflects students' English proficiency, confidence, independence, and academic achievement.

Context

The first analysis examined the relationship between the context and product components. It focuses on examining the background and readiness of schools, including educational policies at the local level, school preparedness to implement the Merdeka Curriculum, and socio-economic or cultural factors that may affect curriculum enactment. As (Zhang et al., 2011) argue, a strong contextual foundation is essential to ensure that new programs fit local needs. In the Indonesian context, recent CIPP evaluations demonstrate that contextual readiness is closely associated with positive product outcomes. For example, research on Bahasa Indonesia learning at SMP Negeri 31 Semarang showed that contextual understanding and supporting conditions contributed to improved learning products (Nafisah & Prasandha, 2025), while evaluation of biology learning reported that adequate contextual readiness and instructional alignment were linked to favorable product categories (Angelika & Rusilowati, 2025). Studies in early childhood and elementary contexts also highlight that teacher readiness and school support influence the effectiveness of curriculum implementation and product results (R. Aprilia et al., 2024; Asmawati et al., 2025; Ilyas, 2025). Table 1 presents the Pearson correlation results.

Table 1. *Correlation between context and product*

		Context	Product
Context	Pearson Correlation	1	.342**
	Sig. (2-tailed)		0,001

p-ISSN 2301-7554, e-ISSN 2541-3643
Volume 14, Issue 1, February 2026

	N	91	91
Product	Pearson Correlation	.342**	1
	Sig. (2-tailed)	0,001	
	N	91	91

**. Correlation is significant at the 0.01 level (2-tailed).

From the table above, it is indicated that the correlation analysis shows a moderate positive relationship between context and product (r = .342, p = .001). This suggests that policy clarity (item 1), leadership engagement (item 2), and alignment with students' socio-cultural backgrounds (item 3) are meaningfully associated with students' English proficiency, confidence, independence, and academic achievement. This result aligns with previous evaluations of the Merdeka Curriculum that emphasize the critical role of contextual factors such as school vision, leadership support, and community alignment in ensuring effective curriculum implementation. For example, Gifari and Arifin (2024) found that schools with strong contextual alignment were more successful in enacting curriculum innovations. Similarly, Rifai et al. (2025) report that supportive school contexts and instructional leadership play a crucial role in facilitating effective curriculum implementation, whereas weak leadership or contextual mismatch can hinder classroom-level enactment even when inputs and instructional processes are available. In line with that, CIPP researchers underscores context as the foundation for planning and determining program relevance, but notes that its relationship with outcomes is often indirect and mediated through subsequent input and process stages (Sankaran & Saad, 2022; Zhang et al., 2011)

Qualitative interview data in this study support this interpretation: teachers frequently mentioned that strong principal support and alignment with community needs helped facilitate professional development, provide materials, and sustain instructional changes. *"Our school has a very supportive principal who provides opportunities for innovation and gives us flexibility to adjust learning methods. This really helps students become more active and confident."* (Teacher 2). Conversely, teachers from less supportive school contexts described difficulties sustaining Merdeka-based practices despite their personal efforts. These insights help explain why context shows a positive but smaller correlation with the product compared to other components.

The implication of this finding is that strengthening contextual components including policy clarity (item 1), leadership engagement (item 2), and alignment with students' socio-cultural backgrounds (item 3) are essential to create enabling conditions for successful curriculum implementation. Research on Kurikulum Merdeka in Indonesian schools highlights that clear policy guidance and strong leadership support not only enhance teachers' readiness but also facilitate smoother implementation practices, particularly when contextual factors such as school characteristics and local culture are incorporated into planning and decision-making (Natasya et al., 2025; Pratami et al., 2025). However, if this contextual readiness is not followed by appropriate inputs and effective classroom processes, it is unlikely to be associated with positive changes in student learning outcomes. This aligns with empirical findings that schools with strong contextual foundations but inadequate instructional resources or weak process implementation do not achieve expected product outcomes, underscoring that context sets the foundation but must be complemented by other components for curricular success (Pratami et al., 2025; Saputri et al., 2024). These insights suggest that while context alone may not be the strongest component, it sets the foundation for successful teaching and learning.

Input

The second analysis explored the relationship between input and product components. This component examines the availability and quality of resources, such as teacher qualifications and training, learning materials, school facilities, and government or community support. Prior research emphasizes that inputs serve as a crucial bridge between contextual readiness and effective teaching practice (Sankaran & Saad, 2022). In the case of the Merdeka Curriculum, adequate teaching materials, accessible learning modules, appropriate technological support, and well-prepared teachers have been identified as key enablers of successful implementation. For example, studies on CIPP evaluation in Indonesian schools have shown that teacher readiness and competencies developed through structured training programs positively impact curriculum outcomes (Asmawati et al., 2025), while the availability and quality of instructional materials correlate with improved learner

performance and educational products (Santini et al., 2024). Research in early childhood settings also highlights that input quality such as resource availability and supportive facilities strongly influences curriculum enactment and resultant student outcomes (Fitri et al., 2024). Furthermore, broader evaluations of Merdeka Curriculum implementation note that when inputs such as technology access and learning resources are limited, product outcomes such as student achievement and engagement tend to be constrained (Ismail et al., 2025). The results are presented in Table 2.

Table 2. *Correlation between input and product*

		Input	Product
Input	Pearson Correlation	1	.389**
	Sig. (2-tailed)		0,000
	N	91	91
Product	Pearson Correlation	.389**	1
	Sig. (2-tailed)	0,000	
	N	91	91

**. Correlation is significant at the 0.01 level (2-tailed).

The findings indicate a moderate positive correlation ($r = 0.389$, $p < 0.01$) between input and product. This shows that the availability of teaching resources (item 6), facilities (item 5), and professional support (item 4) significantly influences students' English learning outcomes. Schools that provide adequate teaching materials, well-developed infrastructure (Rohmah et al., 2024), and sustained professional development for teachers (Hamidah et al., 2025) tend to achieve more effective curriculum implementation and better student outcomes. Comparing to the context component, this correlation is slightly stronger than context but still lower than process, which would be explained more clearly in the next section.

These findings are consistent with prior research on Merdeka Curriculum implementation. Hattarina et al. (2022) and Gifari & Arifin (2024) highlight that resource availability plays an important role in enabling differentiated, student-centered instruction. Inadequate inputs, on the other hand, often lead to superficial adoption of curriculum principles. Internationally, Sankaran & Saad (2022) reported that schools with better facilities and more competent staff tend to show higher effectiveness in educational programs, often linked with better implementation processes.

Interview data provide further support: teachers frequently described that having access to teaching materials adapted to the Merdeka Curriculum, sufficient technological tools, and targeted professional development enabled them to apply more interactive and differentiated approaches. Conversely, schools with limited inputs faced significant challenges implementing project-based learning or formative assessments effectively *"Training for Merdeka Curriculum is limited. Many of us still rely on personal effort to understand and apply new approaches." (Teacher 4).*

These statements illustrate how input component, particularly teaching materials and teacher support, are associated directly with students' learning experiences and outcomes.

The implication of these findings is that strategic investment in inputs is crucial. Providing relevant materials, well-developed infrastructure, and sustained teacher training directly supports classroom processes, may contribute to enhancing their effects on student outcomes. Inputs, therefore, function as key component, bridging contextual readiness and effective instructional practice. This finding aligns with several studies on curriculum implementation. For example, Hattarina et al. (2022) found that adequate facilities, accessible learning modules, and structured teacher training significantly supported teachers in translating curriculum policies into concrete classroom practices in Indonesian primary schools. Similarly, Aybek & Oğuz (2025) emphasize that inputs such as instructional materials, infrastructure, and staff competence play a crucial role between the broader educational context and classroom-level processes. In other words, when schools have strong contextual readiness but lack adequate inputs, policy intentions often remain at the planning level rather than being enacted in daily instruction.

Process

The third analysis investigated the relationship between process and product components. This component focuses on what happens in the classroom: instructional strategies, student engagement, formative assessment, and the ways teachers translate the curriculum into practice.

p-ISSN 2301-7554, e-ISSN 2541-3643
Volume 14, Issue 1, February 2026

Numerous studies highlight that classroom processes are the most immediate determinants of learning outcomes (Sankaran & Saad, 2022; Zhang et al., 2011), with research showing that effective instructional practices, active engagement, and differentiated teaching significantly influence student achievement and curriculum success (Ismail et al., 2025; Khaerunnisa et al., 2024). In Indonesian classrooms implementing the Merdeka Curriculum, evaluations using the CIPP model have found that schools which adopt student-centered and differentiated instructional strategies (Andika & Yulia, 2025; Rohmah et al., 2024). These strategies tend to show more positive effects both in learning processes and products (Nabila & Nadlir, 2025; Sadrah et al., 2025; Syamsiar et al., 2023). For example, CIPP evaluations of Merdeka Curriculum implementation highlight that teachers who integrate project-based activities, collaborative learning, and adaptive lesson planning can better support students' skills development and lead to stronger product outcomes (Pratiwi, 2025). Strengthening these instructional practices through continuous professional development and reflective pedagogical coaching is therefore crucial to improving both classroom processes and resulting student achievement. Table 3 summarizes the results.

Table 3. *Correlation between process and product*

		Process	Product
Process	Pearson Correlation	1	.580**
	Sig. (2-tailed)		0,000
	N	91	91
Product	Pearson Correlation	.580**	1
	Sig. (2-tailed)	0,000	
	N	91	91

Among the three components, process shows the strongest correlation with product ($r = .580$, $p < .001$). This indicates that instructional strategies (item 7), formative assessment practices (item 10), teacher–student interactions (item 9), and differentiated learning activities (item 8) are most strongly associated with students' English proficiency, confidence, independence, and academic success in this study. The strength of this correlation suggests that how teachers implement the curriculum in classrooms is closely linked to student outcomes.

This finding mirrors both international CIPP studies and local research on the Merdeka Curriculum. (Zhang et al., 2011) and Sankaran & Saad (2022) emphasize that process component often highlights the factors that are most actionable for improving curriculum implementation because it captures classroom pedagogy and engagement. In the Indonesian context, studies by Andika & Yulia, (2025) and Rohmah et al. (2024) show that teachers who adopt student-centered, project-based, or genre-based pedagogies under the Merdeka Curriculum appear to enhance student engagement. engagement, confidence, and language performance.

The interview data in this study corroborate these findings: teachers reported that applying project-based learning, encouraging active participation, and providing differentiated tasks are associated with higher student motivation and confidence. Several teachers highlighted that even in contexts with limited resources, effective teaching processes could still yield noticeable improvements in student learning outcomes. *"When we apply project-based learning and give students more space to express themselves, unexpectedly students become more active and show better outcomes." (Teacher 3)*

These qualitative findings suggest that the process component, such as teachers' instructional strategies, classroom interaction, and learning activities, is closely related to the achievement of curriculum goals. The results indicate that the process component demonstrates the strongest association with student outcomes in English learning under the Merdeka Curriculum. This finding reinforces the view that effective classroom implementation is a central aspect of curriculum effectiveness (Kavgaoglu & Alci, 2016; Stufflebeam, 2002; Zhang et al., 2011). This finding is consistent with previous studies emphasizing that curriculum effectiveness is largely shaped during the implementation phase, particularly through instructional strategies and classroom interaction (Ornstein & Hunkins, 2018). Within the CIPP framework, the process component is often highlighted as a critical area for understanding how curricular intentions are translated into learning experiences (Scheerens, 2016).

To summarize the strength of relationships among the CIPP components and the product,

Table 4 provides a comparison of the three correlation coefficients.

Table 4. *Summary of correlation results*

Component	Correlation with Product (r)	Significance (p)
Context	.342**	0.001
Input	.389**	0.000
Process	.580**	0.000

The results indicate that, among the three components, process exhibits the strongest relationship with product, followed by input and then context. This suggests that while a supportive environment and adequate resources are important, the actual teaching and learning practices are the most essential in determining students' English proficiency, confidence, independence, and academic achievement.

These findings are consistent with previous studies emphasizing the central role of classroom processes in curriculum implementation effectiveness (D. Aprilia et al., 2024; Oktoma et al., 2025). They also highlight the need for continuous teacher professional development, sufficient resource allocation, and contextual support to maximize the implementation result of the Merdeka Curriculum.

The summary of correlation coefficients clearly indicates the relative contributions of each component: Process (r = .580) > Input (r = .389) > Context (r = .342). This ordering is theoretically coherent with the CIPP model, where context and input establish enabling conditions, but process has the strongest correlation on product. Prior research supports this structure: several evaluations of the Merdeka Curriculum have found that teacher readiness and classroom practices explain much of the variability in student learning outcomes (Gurion, 2024; Rosmita et al., 2025; Syofyan et al., 2024)

Practically, this means that while ensuring supportive context and adequate inputs is essential, the most significant relationship comes from classroom processes. For senior high school English classes, this involves instructional strategies (item 7), formative assessment practices (item 10), teacher-student interactions (item 9), and differentiated learning activities (item 8) that directly support interactive and differentiated pedagogy. Furthermore, differentiated learning activities that are aligned with students' readiness levels and learning profiles contribute positively to instructional effectiveness and product outcomes (Hidayat & Mulyani, 2023).

CONCLUSION

The findings of this study highlight the relationship among context, input, and process components in shaping curriculum outcomes within senior high school English classes under the Merdeka Curriculum. Quantitative analysis through correlations and regression, supported by qualitative interview data, reveals that while contextual readiness, including school policy clarity, leadership support, and alignment with local needs, plays an important enabling role, its influence on student outcomes is moderate (r = .342). Input component, such as teaching materials, facilities, and teacher professional development, show a slightly stronger association with outcomes (r = .389). This highlights their crucial role in connecting broader contextual support with what actually happens in the classroom.

The process component has the strongest relationship with student outcomes (r = .580), indicating that what happens inside the classroom, such as teachers' instructional strategies, formative assessment practices, student engagement, and differentiated learning activities, is strongly related to the students' English proficiency, confidence, independence, and academic achievement. This pattern aligns with both the theoretical logic of the CIPP model and findings from previous related research, which emphasize that curriculum success ultimately depends on effective classroom implementation.

Overall, the results suggest that strengthening contextual support and inputs is essential, but investing in process-oriented improvements, such as teacher professional development, coaching, and formative assessment practices, highlight the component most closely associated student learning outcomes in Merdeka Curriculum English classrooms. A well-aligned combination of supportive contexts, sufficient resources, and strong classroom practices are essential to realizing the goals of the Merdeka Curriculum.

This study has several limitations to acknowledge. First, the sample was limited to 91 participants from four senior high schools in Kabupaten Bandung, which means the findings may not fully represent other regions in Indonesia. Second, the study used a cross-sectional design with correlational and exploratory regression analyses, meaning that causal relationships cannot be inferred. Finally, the number of teacher respondents was relatively small compared to students, and their responses were combined for

p-ISSN 2301-7554, e-ISSN 2541-3643
Volume 14, Issue 1, February 2026

quantitative analysis, which might overlook group-specific perspectives.

For future research, longitudinal or experimental designs could be used to better explore causal relationships between the CIPP components and student outcomes. Expanding the sample to include schools from different regions would help assess whether the findings can be generalized more broadly. Additionally, including qualitative data from students alongside teachers could provide a comprehensive understanding of how curriculum implementation influences learning experiences and achievement.

A**CKNOWLEDGEMENTS**

The authors would like to sincerely thank Ma'soem University for providing the support and academic environment that made this research possible. We are deeply grateful to the students and English teachers from senior high schools in Kabupaten Bandung for their enthusiastic participation and openness in sharing their experiences. Their insights and cooperation played a crucial role in shaping the data and enriching the findings of this study. We would also like to extend our appreciation to everyone who offered guidance and support throughout the research process. This work would not have been possible without their collective contributions.

REFERENCES

Abdillah, P., & Wahyuni, S. (2025). English teachers' perceptions and challenges in implementing Kurikulum Merdeka in rural schools: A conceptual analysis. *Bookchapter English Language Teaching, Literature, and Translation*, *1*(1), 80–103. https://doi.org/10.15294/eltlt.v1i1.291

Andika, J. D., & Yulia, Y. (2025). Tantangan dan strategi pembelajaran bahasa inggris dalam implementasi kurikulum merdeka di sekolah menengah Indonesia. *Jurnal Pendidikan dan Teknologi Indonesia*, *5*(5), 1417–1433. https://doi.org/10.52436/1.jpti.803

Angelika, N., & Rusilowati, A. (2025). Evaluasi implementasi Kurikulum Merdeka dalam pembelajaran Biologi melalui model CIPP. *Jurnal Penelitian dan Evaluasi Pendidikan Indonesia*, *15*(1), 71–84. https://doi.org/10.23887/jpepi.v15i1.3664

Aprilia, D., Izdihara, S. I. S., & Apoko, T. W. (2024). An evaluation of the implementation of Merdeka Curriculum policy in English lesson: A qualitative study in upper secondary school. *Journal of English Teaching, Literature, and Applied Linguistics*, *8*(2), 193–198. https://doi.org/10.30587/jetlal.v8i2.7852

Aprilia, R., Listinai, F. E., & Hazin, M. (2024). Evaluasi program kurikulum Merdeka di Kabupaten Ponorogo menggunakan model CIPP. *Jurnal Ilmiah Research and Development Student*, *2*(2), 147–158. https://doi.org/10.59024/jis.v2i2.768

Arikunto, S. (2010). *Prosedur penelitian suatu pendekatan praktek*. Rineka Cipta.

Ariyanti, Y. P., & Hazin, M. (2024). Evaluasi kebijakan kurikulum merdeka. *Almufi Jurnal Sosial dan Humaniora*, *1*(1), 23–29. https://doi.org/10.63821/ash.v1i1.276

Asmawati, L., Susarno, L. H., & Bachri, B. S. (2025). Kesiapan guru dan dampak hasil evaluasi Kurikulum Merdeka PAUD menggunakan model CIPP. *Journal Ashil: Jurnal Pendidikan Anak Usia Dini*, *5*(2), 208–219. https://doi.org/10.33367/piaud.v5i2.7385

Aybek, B., & Oğuz, O. (2025). Sustainable and inclusive education reform in Türkiye: A CIPP evaluation of the primary Turkish language curriculum. *Sustainability*, *17*(19), 8659. https://doi.org/10.3390/su17198659

Aziz, S., Mahmood, M., & Rehman, Z. (2018). Implementation of CIPP model for quality evaluation at school level: A case study. *Journal of Education and Educational Development*, *5*(1), 189–206.

Baiti, N. N., Wahyuni, S. S., Anwar, H., Amin, M., & Halimah, S. (2024). Kesiapan sekolah dalam evaluasi model CIPP pada Kurikulum Merdeka di SMP Shafiyyatul Amaliyyah Medan. *Tarbiatuna: Journal of Islamic Education Studies*, *4*(1), 52–63. https://doi.org/10.47467/tarbiatuna.v4i1.4474

Fitri, Z. Z., Sukiman, S., & Nurusshoimah, N. (2024). The evaluation of Kurikulum Merdeka with Context Input Process Product (CIPP) model. *JOYCED: Journal of Early Childhood Education*, *4*(1), 35–45. https://doi.org/10.14421/joyced.2024.41-04

Ghafar, Z. (2023). The influence of self-confidence on English language learning: A systematic review. *International Journal of Applied Educational Research (IJAER)*, *1*(1), 55–68. https://doi.org/10.59890/ijaer.v1i1.452

Gifari, M. K., & Arifin, Z. (2024). Literature review: Evaluation of the Kurikulum Merdeka using the CIPP model. *Inovasi Kurikulum*, *21*(3), 1747–1762. https://doi.org/10.17509/jik.v21i3.71095

Green, S. B. (1991). How many subjects does it take to do a regression analysis. *Multivariate Behavioral Research*, *26*(3), 499–510. https://doi.org/10.1207/s15327906mbr2603_7

Gurion, S. B. (2024). Teacher readiness in implementing "the Merdeka Curriculum." *Journal of Education and Teaching (JET)*, *5*(1), 108–118. https://doi.org/10.51454/jet.v5i1.321

Hamidah, S., Niswah, C., & Kanada, R. (2025). Evaluation of the Merdeka Curriculum at SMA

'Aisyiyah 01 Palembang. *El-Idare: Jurnal Manajemen Pendidikan Islam*, *11*(1), 84–93. https://doi.org/10.19109/elidare.v11i1.27321

Hattarina, S., Saila, N., Faradilla, A., Putri, D. R., & Putri, R. G. A. (2022). Implementasi Kurikulum Medeka Belajar di lembaga pendidikan. *Seminar Nasional Sosial, Sains, Pendidikan, Humaniora (SENASSDRA)*, *1*(1), 181–192.

Ilyas, M. Y. (2025). Evaluasi pembelajaran PJOK pada kurikulum merdeka belajar model CIPP (Studi kasus pada SD di Kab. Mojokerto). *MAP (Jurnal Manajemen dan Administrasi Publik)*, *8*(2), 235–249. https://doi.org/10.37504/map.v8i2.715

Irfan, M. K., & Effendi, M. S. (2025). Evaluasi program pengimbasan sekolah penggerak menggunakan model CIPP. *Didaktika: Jurnal Kependidikan*, *14*(2), 2519–2530. https://doi.org/10.58230/27454312.2059

Ismail, N. I., Sappaile, B. I., & Suhardi, I. (2025). Evaluation the implementation of the Merdeka Curriculum in mathematics learning. *Jurnal Eduscience*, *12*(3), 767–783. https://doi.org/10.36987/jes.v12i3.7144

Kavgaoglu, D., & Alci, B. (2016). Application of context input process and product model in curriculum evaluation: Case study of a call centre. *Educational Research and Reviews*, *11*(17), 1659–1669.

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Panduan implementasi Kurikulum Merdeka*. Kemendikbudristek.

Khaerunnisa, K., Anwar, M., & Majid, A. F. (2024). Effectiveness of implementing the Independent Learning Curriculum in chemistry learning processes at high schools in Makassar city. *Jambura Journal of Educational Chemistry*, *6*(2), 94–102. https://doi.org/10.37905/jjec.v6i2.25325

Kulsum, E. M., Arifin, R. A., & Azzahra, W. L. (2026). Evaluating the implementation of Kurikulum Merdeka in senior high school English classes using the CIPP model. *Jurnal Perspektif*, *10*(1), 1–14. https://doi.org/10.15575/jp.v10i1.399

Kulsum, E. M., & Suloso, L. W. A. (2024). The implementation of Merdeka Curriculum based on teacher's perception. *Jurnal Perspektif*, *8*(2), 291–303. http://dx.doi.org/10.15575/jp.v8i2.309

Muslimah, M., Alfatihah, A., Fitriah, N. I., & Maftuhah, S. (2024). Enhancing Arabic language learning in Class VIII MTsN 5 Jombang: An evaluation using the CIPP model. *Al-Ittijah: Jurnal Keilmuan dan Kependidikan Bahasa Arab*, *16*(1), 23–47. https://doi.org/10.32678/alittijah.v16i1.9051

Musolin, M., Fauzi, F., & Muflihin, H. (2023). Evaluating curriculum at madrasah aliyah: Applying the context, input, process, product (CIPP) model. *AL-ISHLAH: Jurnal Pendidikan*, *15*(4), 6737–6748. https://doi.org/10.35445/alishlah.v15i4.2516

Nabila, S., & Nadlir, N. (2025). Evaluasi pelaksanaan Kurikulum Merdeka menggunakan model CIPP (Context, input, process, dan product). *Journal of Education Research*, *6*(2), 302–309. https://doi.org/10.37985/jer.v6i2.2336

Nafisah, N., & Prasandha, D. (2025). Evaluasi implementasi Kurikulum Merdeka menggunakan model CIPP pada pembelajaran Bahasa Indonesia di SMP Negeri 31 Semarang. *BIDUK: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *3*(1), 1–16. https://doi.org/10.30599/qw68pz47

Natasya, T., Ginting, F. B., Kurniyati, W., & Hidayat, A. F. (2025). Implementasi Kurikulum Merdeka dalam pembelajaran di sekolah dasar: Tantangan dan solusi. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, *11*(1), 121–127. https://doi.org/10.36989/didaktik.v11i01.4930

Nuriadi, N. (2023). Exploring Indonesian regional cultures and the integration of local wisdom in the Merdeka Curriculum. *International Journal of Education and Digital Learning (IJEDL)*, *2*(1), 28–37. https://doi.org/10.47353/ijedl.v2i1.264

Oktoma, E., Nugroho, M. A. B., Suryana, Y., & Jamal, M. (2025). Differentiated learning in teaching English subject of the Merdeka Curriculum. *IJORER: International Journal of Recent Educational Research*, *6*(2), 362–378. https://doi.org/10.46245/ijorer.v6i2.775

Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.

Panjaitan, S. M., Manik, E., Naibaho, T., & Pangaribuan, L. (2025). Evaluating the implementation of Kurikulum Merdeka using the CIPP model in junior high schools of sekolah penggerak, Nias Regency. *Mosharafa: Jurnal Pendidikan Matematika*, *14*(2), 547–558. https://doi.org/10.31980/mosharafa.v14i2.3057

Pratami, W., Charolina, A. D., Nirwana, E. S., Maharani, W. I., Heriyani, R., & Dewi, R. M. (2025). Tantangan dan strategi implementasi Kurikulum Merdeka di sekolah dasar: Studi literatur kualitatif. *Jurnal Basicedu*, *9*(6), 1739–1747. https://doi.org/10.31004/basicedu.v9i6.10806

Pratiwi, W. R. (2025). Transforming education with the Merdeka Belajar Curriculum: Digging into challenges and crafting effective strategies in rural Indonesia. *ENGLISH FRANCA: Academic Journal of English Language and Education*, *9*(1), 111–128. https://doi.org/10.29240/ef.v9i1.12737

Rifai, M., Purwanti, E., & Nurkolis, N. (2025). Principal instructional leadership: Implications

for curriculum design, implementation, and evaluation. *Curricula: Journal of Curriculum Development*, *4*(2), 1823–1840. https://doi.org/10.17509/curricula.v4i2.90883

Rohmah, Z., Hamamah, H., Junining, E., Ilma, A., & Rochastuti, L. A. (2024). Schools' support in the implementation of the Emancipated Curriculum in secondary schools in Indonesia. *Cogent Education*, *11*(1), Article 2300182. https://doi.org/10.1080/2331186X.2023.2300182

Rosmita, R., Syahrul, S., Sahabuddin, E. S., & Ishak, S. (2025). Assessing teacher readiness for Merdeka Curriculum implementation: A case study in Bulukumba Regency. *AL-ISHLAH: Jurnal Pendidikan*, *17*(4), 6681–6690. https://doi.org/10.35445/alishlah.v17i4.7597

Sadrah, M. Z., Hasbullah, N., Ramadhana, A., & Syam, Y. R. (2025). Evaluasi Kurikulum Merdeka model CIPP (Context, input, process, and product) di SD Negeri Bayang. *Jurnal Ilmu Pendidikan*, *1*(3), 87–90. https://doi.org/10.59066/jip.v1i3.1075

Sankaran, S., & Saad, N. (2022). Evaluating the bachelor of education program based on the context, input, process, and product model. *Frontiers in Education*, *7*, Article 924374. https://doi.org/10.3389/feduc.2022.924374

Santini, N. M. A. P., Sudiana, I. N., & Dewantara, I. P. M. (2024). Evaluasi model CIPP pembelajaran bahasa Indonesia di sekolah menengah pertama negeri 1 Seririt. *Nusantara: Jurnal Pendidikan Indonesia*, *4*(4), 1154–1168. https://doi.org/10.14421/njpi.2024.v4i4-19

Saputri, H. A., Bella, S., Zulhijrah, Z., & Prastowo, A. (2024). Dinamika implementasi Kurikulum Merdeka: Perspektif guru sekolah dasar. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, *8*(2), 681–872. http://dx.doi.org/10.35931/am.v8i2.3468

Scheerens, J. (2016). *Educational effectiveness and ineffectiveness*. Springer Netherlands. https://doi.org/10.1007/978-94-017-7459-8

Silmi, T. A., Lubis, A., & Maulidi, A. (2025). Model differentiated learning in 21st century education: A systematic review of strategies, results, and challenges. *Al Ulya: Jurnal Pendidikan Islam*, *10*(1), 60–80. https://doi.org/10.32678/alulya.v10i1.3572

Stufflebeam, D. L. (2002). The CIPP model for evaluation. In D. L. Stufflebeam, G. F. Madaus, & T. Kellaghan (Eds.), *Evaluation models* (Vol. 49, pp. 279–317). Kluwer Academic Publishers. https://doi.org/10.1007/0-306-47559-6_16

Stufflebeam, D. L., & Coryn, C. L. S. (2014). *Evaluation theory, models, and applications* (2nd ed.). Jossey-Bass/Wiley.

Sugiyono. (2018). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Susanto, A., Kardena, A., & Elpayani, E. (2024). Evaluation of the CIPP model on the Merdeka Curriculum at SMP 2 Palembayan. *EDUMALSYS Journal of Research in Education Management*, *2*(2), 89–99. https://doi.org/10.58578/edumalsys.v2i2.3259

Syam, A. R., Mukhdlor, M. F., & Syahri, M. A. (2024). Evaluasi kurikulum merdeka menggunakan model CIPP di sekolah dasar. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, *3*(2), 316–323. https://doi.org/10.31004/jpion.v3i2.283

Syamsiar, H., Muzakki, M., Ratnaya, I. G., & Widiana, I. W. (2023). Evaluasi kurikulum merdeka belajar berbasis CIPP. *Journal of Education and Instruction (JOEAI)*, *6*(2), 536–544. https://doi.org/10.31539/joeai.v6i2.6802

Syofyan, H., Rosyid, A., Fadli, M. R., Yusuff, A. A., No, U., & Kepa, D. (2024). Teacher readiness factors that influence the implementation of the merdeka curriculum in elementary schools. *Journal of Curriculum and Teaching*, *13*(5), 168–180. https://doi.org/10.5430/jct.v13n5p168

Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th ed.). Pearson.

Zainuddin, A. H. A. (2025). *Evaluating the implementation of the Merdeka Curriculum in English teaching at MAN Palopo* [Doctoral dissertation, Universitas Islam Negeri Palopo]. Repository UIN Palopo.

Zhang, G., Zeller, N., Griffith, R., Metcalf, D., Williams, J., Shea, C., & Misulis, K. (2011). Using the context, input, process, and product evaluation model (CIPP) as a comprehensive framework to guide the planning, implementation, and assessment of service-learning programs. *Journal of Higher Education Outreach and Engagement*, *15*(4), 57–84.

Eva Meidi Kulsum, Revi Nur Ridwan, Ayang Winda Sri Widianingsih, Rina Mutiarawati, Astried Intan Aprilliana
Examining relationships among cipp components in senior high school English classes under the Merdeka curriculum