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OBSTACLES IN IMPLEMENTING MERDEKA CURRICULUM IN HINDU EDUCATION: A CIPP STUDY IN DENPASAR SCHOOLS

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Abstract

This study aims to evaluate the obstacles faced in the implementation of the Merdeka Curriculum in the learning of Hindu Religious Education and character education for class X students in State Senior High Schools throughout Denpasar City, reviewed from the dimensions of context, input, process, and product. This study uses an evaluative approach with the CIPP model. Data were collected through observation, interviews, and questionnaires, then analyzed descriptively qualitatively. For the results of the study in the form of internal and external obstacles faced by students in implementing the Merdeka curriculum in Hindu religious and character education, it shows that more students do not experience obstacles in the three research locations. The conclusion in this study is that the implementation of the Merdeka curriculum in Hindu religious and moral learning both in SMA N 1, SMA N 4 and SMA N 7 Denpasar is effective and only a few students experience obstacles. The findings are factual and theoretical findings.

Keywords: Evaluation, Independent Curriculum, Hindu Religious Education, Character, CIPP Model

I. INTRODUCTION

Education is a fundamental necessity for every human being. Through education, a nation can produce superior human resources (HR) who are capable of driving progress in all aspects of life. In the Indonesian context, these aspects include ideology, politics, economy, society, culture, defense, and security. Superior human resources are expected to possess balanced competencies across cognitive, affective, and psychomotor domains. Indonesia, as one of the countries endowed with immense biological and non-biological natural resources, must harness these resources through the strength of its human capital (Maddinsyah et al., 2018). Therefore, the availability of abundant natural resources (Sumber Daya Alam/SDA) will only benefit the nation if its people are equipped with the capabilities to manage and optimize their use. The success of national development is closely tied to the quality of its people. As Wijojo Nitisastro, quoted by Prima Roza, stated: "in carrying out development, we must not forget the human element in it" (Amirudin, 2019). This statement highlights that the human factor is central to the development process, and therefore, education becomes a critical tool in shaping individuals who are competent, moral, and spiritually grounded. The importance of education in nation-building is further emphasized in Law No. 20 of 2003 concerning the National Education System. This law regulates the function and objectives of national education, one of which is to cultivate individuals who are faithful, devoted to God Almighty (Ida Sang Hyang Widhi Wasa), and possess noble character. The goal of instilling noble morals aligns with research by Thomas J. Stanley, who found that honesty ranks first among the 100 factors contributing to a person's success (Gunawan, 2007). This implies that character education is not merely an idealistic goal but a practical need for future success. In order to achieve the objectives of national education, there must be an integrated and synergistic relationship between various educational components. According to Haudi (2020), these components include educational goals, students, educators, teaching methods, educational content/materials, learning

environment, and educational tools and facilities. Each of these plays a crucial role in ensuring effective educational delivery and student development. One of the most recent innovations in Indonesia's educational landscape is the implementation of the Merdeka Curriculum. This curriculum is designed as part of an educational transformation aimed at producing superior human resources who embody the "Profil Pelajar Pancasila"—a set of values reflecting Indonesia's national ideology. The Merdeka Curriculum emphasizes flexibility, personalization of learning, and exploration of students' individual interests and talents. It encourages learning processes that go beyond uniform standards and allows students to develop according to their unique potentials. Since 2021, the Merdeka Curriculum has been piloted in several "Sekolah Penggerak" or driving schools across the country, including in Denpasar, Bali (Muliani, 2024). As a new curriculum model, its implementation poses a number of challenges. Educational institutions, teachers, students, and even parents must undergo a process of adaptation. These adaptations are necessary in terms of planning, teaching implementation, assessment mechanisms, and evaluation of student learning outcomes. Given these conditions, it becomes essential to conduct a comprehensive evaluation to identify the various obstacles faced in the field. A useful framework for such an evaluation is the CIPP model, which stands for Context, Input, Process, and Product. This model enables a holistic analysis of curriculum implementation, from understanding the background and readiness (context), assessing the resources and strategies used (input), observing the execution of educational activities (process), to finally evaluating the learning outcomes (product). By examining the Merdeka Curriculum implementation using the CIPP model, educators and policymakers can gain deeper insights into which aspects are working well and which need improvement. This approach not only ensures the continuous refinement of the curriculum but also supports the larger goal of cultivating a generation that

is not only intelligent but also morally and spiritually grounded—ready to contribute meaningfully to Indonesia’s national development.

II. METHOD

This study employs an evaluative research approach using the Context, Input, Process, and Product (CIPP) evaluation model developed by Daniel Stufflebeam. The CIPP model was chosen because it provides a comprehensive framework for assessing educational programs from multiple dimensions, including contextual relevance, adequacy of resources, implementation quality, and achievement of expected outcomes. Data collection was conducted through three main techniques: observation, interviews, and questionnaires. Observations were carried out to understand the learning environment and implementation practices. Interviews were conducted with key stakeholders to gain in-depth insights, while questionnaires were distributed to gather structured responses from a broader group of participants. The data obtained were then analyzed using descriptive qualitative methods to interpret the findings holistically and contextually. The population in this study includes all State Senior High Schools (SMA Negeri) in Denpasar City that have implemented the Merdeka Curriculum through the Sekolah Penggerak (driving school) program, specifically for Grade X students. A total of three schools met these criteria: SMA Negeri 1 Denpasar, SMA Negeri 4 Denpasar, and SMA Negeri 7 Denpasar. The respondents consisted of school principals, vice principals for curriculum, Hindu religion and character education teachers for Grade X, and Grade X Hindu students enrolled in these schools.

III. RESULTS AND DISCUSSION

III.1 Obstacles Faced in Implementing the Independent Curriculum in Learning Hindu Religious Education and Character at SMA N 1 Denpasar Seen from the CIPP Dimensions

Constraints can be defined as conditions that limit, hinder, or even prevent the achievement of certain objectives (Supriyati & Suryani, 2016). In the context of implementing the Merdeka

Curriculum at SMA Negeri 1 Denpasar, various constraints are inevitably encountered by different stakeholders, including Grade X students, educators, the vice principal for curriculum, and the school principal. Identifying these obstacles is essential for evaluating the effectiveness of curriculum implementation and formulating appropriate solutions. To gather data on the constraints faced during the implementation of the Merdeka Curriculum, researchers employed a combination of instruments. A Google Form was distributed to students to collect quantitative and perception-based data, while in-depth interviews were conducted with educators, vice principals for curriculum, and the school principal to obtain qualitative insights. A total of 184 Grade X students responded to the Google Form. Their responses highlighted multiple dimensions of challenges, as each student could provide one or more answers regarding the implementation barriers. Interestingly, out of 184 respondents, 154 students stated that they experienced no significant obstacles in learning Hindu religion and character education in the classroom under the Merdeka Curriculum. Similarly, when it came to challenges related to the Pancasila Student Profile (P5) project-based activities, 137 students responded that they encountered no serious difficulties. However, this also implies that a portion of students did face challenges—both in regular classroom learning and in P5 activities. In addition to student responses, the findings from interviews with teaching staff and administrators were recorded both in written form and as audio files. These interviews provided deeper insights into institutional and instructional-level obstacles, enriching the overall analysis of curriculum implementation at SMA Negeri 1 Denpasar. This combination of quantitative and qualitative data allows for a more holistic understanding of the real conditions in the field.

III.2 Obstacles Faced in Implementing the Independent Curriculum in Learning Hindu Religious Education and Character at SMA N 4 Denpasar Seen from the CIPP Dimensions

A total of 180 Grade X students at SMA Negeri 1 Denpasar participated in this study by filling out the Google Forms questionnaire distributed as part of the data collection process. The questionnaire was designed to identify the obstacles students experienced in the implementation of the Merdeka Curriculum, particularly in the context of Hindu religious education and character development, both in classroom learning and in relation to the Pancasila Student Profile (P5) project activities. Students were allowed to select one or more responses, depending on the challenges they experienced. This approach provided a more comprehensive understanding of the variety and frequency of obstacles encountered. From the total number of student responses, 106 students indicated that they did not face any significant obstacles in the classroom-based learning of Hindu religion and moral values under the Merdeka Curriculum. However, one student response was identified as irrelevant or not appropriate for analysis, and thus was excluded. Regarding the implementation of the curriculum in relation to P5 activities, 127 students reported that they experienced no major difficulties. These numbers suggest that while a majority of students were relatively comfortable with the curriculum, a notable portion still experienced certain challenges that merit further investigation. To complement the quantitative data obtained through the student questionnaire, qualitative data were also collected through interviews with educators, vice principals for curriculum, and the principal. These interviews explored the implementation process in greater depth and identified institutional or instructional barriers that may not have been visible in student responses. The interview data were documented in written form and supported by audio recordings captured via mobile phones. This multi-method data collection strategy strengthens the validity of the findings and provides a more nuanced perspective on the implementation of the Merdeka Curriculum at SMA Negeri 1 Denpasar.

III.3 Obstacles Faced in Implementing the Independent Curriculum in Learning Hindu Religious Education and Character at SMA N 7 Denpasar Seen from the CIPP Dimensions

A total of 169 Grade X students at SMA Negeri 1 Denpasar participated in this study by completing a Google Forms questionnaire aimed at identifying obstacles in the implementation of the Merdeka Curriculum, specifically in the context of Hindu Religion and Character Education. The questionnaire allowed students to choose one or more answers, reflecting the various challenges they may have encountered. This flexible response format enabled the researchers to capture a broader range of student experiences and perceptions related to both classroom learning and Pancasila Student Profile (P5) activities. Out of the 169 respondents, 118 students stated that they did not experience any significant obstacles in learning Hindu Religion and Character Education in the classroom. This suggests that a majority of students felt the learning process ran smoothly under the Merdeka Curriculum. Meanwhile, 134 students reported no difficulties related to the implementation of Hindu religious and moral education through P5 activities. However, one response was deemed inappropriate or irrelevant and was excluded from further analysis. The remaining responses indicate that a portion of students still encountered various challenges, whether due to personal, instructional, or environmental factors. To enrich the quantitative data gathered through the student questionnaire, qualitative data were also collected through interviews with educators, vice principals for curriculum, and the principal. These interviews were essential in understanding the implementation process more deeply and in identifying systemic or instructional constraints that might not have been evident from the students' perspectives alone. The interview results were documented both in written form and as audio recordings using mobile phones. This mixed-method approach enhances the validity of the study and provides a more comprehensive picture of the realities faced in the implementation of the Merdeka Curriculum at SMA Negeri 1 Denpasar.

III.4 Comparison of the Obstacles Faced in Implementing the Independent Curriculum in Learning Hindu Religious Education and

Character at SMA N 1, SMA N 4 and SMA N 7 Denpasar Seen from the CIPP Dimensions

The theory of interactional education is an educational concept that recognizes the fundamental nature of humans as social beings who inherently require interaction with others. According to Widyastono (2010), interactional education emphasizes the importance of reciprocal communication in the learning process, particularly the dynamic exchanges between teachers and students. These interactions are not limited to verbal communication but extend to students' engagement with lesson content and their surrounding environment. In this theory, learning is seen as a socially constructed process that thrives through meaningful interactions. This theoretical framework forms the foundation of what is known as the social reconstructionist curriculum—a curriculum model that seeks to actively engage students with real-world issues, challenges, and threats faced by society. It positions education not merely as a transmission of knowledge, but as a transformative process aimed at developing critical awareness and problem-solving abilities in students. Students are expected to respond to obstacles and societal concerns, enabling them to become agents of change. This approach is highly relevant in the implementation of new and adaptive curriculum models, such as the Merdeka Curriculum. From this interactional perspective also emerges the convergence theory of education, represented by William Stern. This stream of thought integrates the ideas of nativism—which emphasizes the role of innate talents or inborn traits—and empiricism, which underscores the importance of learning through experience and the environment. According to the convergence theory, both internal factors (such as student motivation, cognitive ability, and psychological readiness) and external factors (such as teaching methods, curriculum design, facilities, and school environment) interact and influence a student's educational success. This dual emphasis makes the convergence theory particularly suitable as a theoretical lens for evaluating curriculum implementation. Applying this theory to the study at hand, the success of learning within the

framework of the Merdeka Curriculum—especially in subjects like Hindu Religion and Character Education—can be analyzed through the interplay of internal and external factors. These factors can be further examined using the CIPP evaluation model, which includes four key dimensions: Context, Input, Process, and Product.

- Context relates to the readiness of schools, students, and educators in facing changes brought by the Merdeka Curriculum, including their understanding of the curriculum's philosophical foundations.
- Input focuses on the resources available, such as teacher competence, learning materials, infrastructure, and student preparedness.
- Process evaluates how the curriculum is actually implemented, including teaching strategies, classroom interactions, and the integration of project-based learning through the Pancasila Student Profile (P5) initiatives.
- Product examines the outcomes achieved, both in terms of cognitive mastery of Hindu religious teachings and the development of character values such as honesty, discipline, and mutual respect.

In the context of SMA Negeri in Denpasar City, these dimensions are crucial in identifying the obstacles encountered by Grade X students in the learning process. Internal obstacles might include students' lack of motivation, limited understanding of abstract religious concepts, or difficulty adapting to project-based learning models. External obstacles could involve inadequate facilities, lack of teacher readiness, limited parental support, or ineffective communication of curriculum goals.

By grounding the research in interactional and convergence educational theories, the analysis of these constraints becomes more holistic. It not only acknowledges the social nature of learning but also respects the individuality of students and the complex web of influences that shape their learning experience. Thus, this

theoretical framework provides a robust foundation for evaluating the implementation of the Merdeka Curriculum using the CIPP model and helps in formulating recommendations for improving Hindu Religion and Character Education in the context of 21st-century learning.

This is the obstacles comparison's table seen from classroom learning and P5 (Pancasila student profile strengthening project), where both are part of the implementation of the Merdeka curriculum :

Obstacles to the Implementation of the Independent Curriculum in Hindu Religion and Character Education for Grade X Students		SMA N 1 Denpasar	SMA N 4 Denpasar	SMA N 7 Denpasar
Internal Constraints of Students	Classroom Learning	1. Input Dimension a. Student Aspects 1) Lack of understanding of the material. 2. Process Dimension a. Aspects of the teaching and learning process 1) Lack of focus and concentration in studying. 2) Not used to interacting with new people.	1. Context Dimension a. Aspects of community values and expectations 1) Difficulty in practicing Hindu religious values in daily life 2. Input Dimension a. Student aspects 1) It's hard to understand the material 2) Lazy to study independently. 3. Process Dimension a. Aspects of the teaching and learning process 1) Difficulty speaking/expressing opinions during presentations 2) It's hard to study together with friends from different schools 3) Lack of focus	1. Input Dimension a. Student aspects 1) Difficulty in selecting group members 2) Cannot learn independently 2. Process Dimension a. Management aspects 1) Time Management b. Aspects of the teaching and learning process 1) The division of tasks in the group is uneven
	P5	1. Context Dimension a. Aspects of community values and expectations 1) The difficulty of linking Hindu religious values with the universal values and national principles promoted by the Merdeka curriculum 2. Input Dimension a. Student aspects 1) Lack of product	1. Context Dimension a. Aspects of community values and expectations 1) Minimal practice of Hindu religious values in daily life 2) Increasing ethnocentrism 2. Input Dimension a. School culture aspects 1) Difficulty understanding	1. Context Dimension a. Aspects of community values and expectations 1) Lack of practice of Hindu religious values. 2. Input Dimension a. Aspek peserta didik 1) Don't really understand the material and division of group tasks 2) It's hard to find ideas for P5 themes.

		<p>manufacturing skills</p> <p>3.Process Dimension</p> <p>a. Aspects of school culture</p> <ol style="list-style-type: none"> 1) Time management is less effective because of P5. 2) It is difficult to coordinate and cooperate with each other. 3) Difficulty in independent learning in practical application 	<p>practical/presentation material in P5.</p> <ol style="list-style-type: none"> 2) Lack of awareness and participation of group members in P5 activities. 3) Did not find any connection between P5 and Hindu religious material and morals. 4) Difficulty implementing smiles, greetings, salutations, politeness and courtesy (5S). 	<ol style="list-style-type: none"> 3) Lack of skills.
External Constraints of Students	Classroom Learning	<ol style="list-style-type: none"> 1. Input Dimension <ol style="list-style-type: none"> a. Budget aspects <ol style="list-style-type: none"> 1) Cost b. Administrative aspects <ol style="list-style-type: none"> 1) Limited access to learning resources such as books or adequate teaching materials. 2. Process Dimension <ol style="list-style-type: none"> a. Aspects of the teaching and learning process <ol style="list-style-type: none"> 1) Lack of time. 2) The learning material is dense and taught out of sequence. 3) Many tasks. 	<ol style="list-style-type: none"> 1. Input Dimension <ol style="list-style-type: none"> a. Administrative aspects <ol style="list-style-type: none"> 1) Lack of resources on Hindu religious education and morals on the Internet. 2) Learning is not supported by video. 2. Process Dimension <ol style="list-style-type: none"> a. Aspects of the teaching and learning process <ol style="list-style-type: none"> 1) Too many presentations. 2) Lack of in-depth understanding of the material by the teacher 3) Learning is less interesting 4) The material is quite dense. b. Management aspects <ol style="list-style-type: none"> 1) Learning time is less effective. 3. Product Dimensions <ol style="list-style-type: none"> a. Academic achievement aspects <ol style="list-style-type: none"> 1) Lack of learning evaluation. 	<ol style="list-style-type: none"> 1. Input Dimension <ol style="list-style-type: none"> a. Students aspects <ol style="list-style-type: none"> 1) The teacher's explanation of the material was difficult to understand. b. Administrative aspects <ol style="list-style-type: none"> 1) Information on the internet is not guaranteed to be true 2) Limited access to learning resources. 2. Process Dimension <ol style="list-style-type: none"> a. Aspects of the teaching and learning process <ol style="list-style-type: none"> 1) Too much material and difficult. 2) Learning is less interactive.
	P5	<ol style="list-style-type: none"> 1. Input Dimension <ol style="list-style-type: none"> a. Budget aspects <ol style="list-style-type: none"> 1) Cost. b. School culture aspects <ol style="list-style-type: none"> 1) Classroom hours were cut short due to P5. 2) New challenges. c. Administrative aspects <ol style="list-style-type: none"> 1) Lack of media/sources of information on making P5 products. 	<ol style="list-style-type: none"> 1.Context Dimension <ol style="list-style-type: none"> a. Government regulatory aspects <ol style="list-style-type: none"> 1) Pandemic. b. Aspects of science and technology progress <ol style="list-style-type: none"> 1) Resource c. Aspects of community values and expectations <ol style="list-style-type: none"> 1) Differences in beliefs. 2.Input Dimension <ol style="list-style-type: none"> a. Aspects of school culture <ol style="list-style-type: none"> 1) Too many group 	<ol style="list-style-type: none"> 1.Input Dimension <ol style="list-style-type: none"> a. Budget aspects <ol style="list-style-type: none"> 1) Cost. a. Student aspects <ol style="list-style-type: none"> 1) The challenge of empowering students to learn independently b. School culture aspects <ol style="list-style-type: none"> 1) Too many activities 2. Process Dimension <ol style="list-style-type: none"> a. Management aspects <ol style="list-style-type: none"> 1)Time.

			<ul style="list-style-type: none"> presentations in P5. 2) Too many projects b. Management aspects <ul style="list-style-type: none"> 1) Time. c. Administrative aspects <ul style="list-style-type: none"> 1) The teacher provides minimal P5 material. 2) Lack of guidebooks for studying. d. Budget aspects <ul style="list-style-type: none"> 1) Cost. 3. Product Dimension <ul style="list-style-type: none"> a. Non-academic achievement aspects <ul style="list-style-type: none"> 1) Lack of supervision 	<ul style="list-style-type: none"> b. Aspects of the teaching and learning process <ul style="list-style-type: none"> 1) It is difficult to organize learning according to students' needs and interests. 2) Too many presentations. 3. Product Dimension <ul style="list-style-type: none"> a. Non-academic achievement aspects <ul style="list-style-type: none"> 1) Evaluate achievements holistically without ignoring qualitative aspects. b. Self-development aspects <ul style="list-style-type: none"> 1) Limited access to outdoor learning experiences.
Educator Constraints	1. Process Dimension <ul style="list-style-type: none"> a. Aspects of the teaching and learning process 	1. Input Dimension <ul style="list-style-type: none"> a. Student aspects b. Manpower aspects 1. Process Dimension <ul style="list-style-type: none"> a. Management aspects b. Aspects of the teaching and learning process 	1. Input Dimension <ul style="list-style-type: none"> a. Student aspects 2. Process Dimension <ul style="list-style-type: none"> a. Aspects of the teaching and learning process 	
Constraints of the Deputy Principal for Curriculum and Principal	1. Input Dimension <ul style="list-style-type: none"> a. Student Aspects b. Manpower aspects 2. Process Dimension <ul style="list-style-type: none"> c. Aspects of the teaching and learning process 	1. Context Dimension <ul style="list-style-type: none"> a. Aspects of self-development demands b. Government regulatory aspects 2. Input Dimension <ul style="list-style-type: none"> a. Manpower aspects 	1. Input Dimension <ul style="list-style-type: none"> a. Manpower aspects b. Student aspects c. School culture aspects d. Administrative aspects 2. Process Dimension <ul style="list-style-type: none"> a. Management aspects b. Aspects of the teaching and learning process 3. Product Dimension <ul style="list-style-type: none"> a. Academic achievement aspects 	

Based on the results of the study conducted at three State Senior High Schools in Denpasar City—SMA Negeri 1 Denpasar, SMA Negeri 4 Denpasar, and SMA Negeri 7 Denpasar—it was found that both internal and external constraints influenced the implementation of the Merdeka Curriculum, particularly in the learning of Hindu Religion and Character Education for Grade X students. These constraints were categorized using the CIPP (Context, Input,

Process, and Product) evaluation model. In terms of internal constraints of students in classroom learning, similar patterns were observed across the three research locations. In all three schools, the internal constraints appeared predominantly in the input and process dimensions. This indicates that students experienced difficulties related to personal preparedness, such as limited motivation, lack of background knowledge,

and low confidence in expressing opinions or engaging in active learning processes. However, SMA Negeri 4 Denpasar showed an additional constraint in the context dimension. This suggests that, beyond personal factors, there were also issues related to students' initial understanding or acceptance of the Merdeka Curriculum framework, particularly in how it redefined the learning goals and expectations in the classroom setting. In the implementation of P5 (Projek Penguatan Profil Pelajar Pancasila) activities, internal constraints among students at all three schools were consistently found in the context and input dimensions. Students found it challenging to adapt to the new P5 project-based learning approach, especially due to a lack of clear understanding of the project's purpose and a lack of readiness in terms of time management and collaborative skills. These internal factors limited their active engagement in the projects, despite the curriculum's emphasis on student initiative and contextual learning. As for external constraints of students in classroom learning, the patterns were also consistent across the three schools, primarily appearing in the input and process dimensions. This includes issues such as inadequate learning resources, limited access to supporting materials, and teaching methods that were not yet fully aligned with the independent learning model promoted by the Merdeka Curriculum. However, at SMA Negeri 4 Denpasar, there was an additional external constraint identified in the product dimension. This reveals that students at this school faced challenges not only during the learning process but also in achieving the expected learning outcomes, possibly due to a mismatch between the instructional strategies used and the curriculum's performance-based assessment standards. In the context of P5 implementation, external constraints were similarly found across all three schools in the input dimension. This includes limited guidance from teachers, lack of support materials, and unclear assessment rubrics. Additionally, at SMA Negeri 4 Denpasar and SMA Negeri 7 Denpasar, constraints also emerged in the product dimension, indicating that the students' outputs or project results often did not meet the intended competencies of the P5 framework. At

SMA Negeri 4 Denpasar, further constraints were identified in the context dimension, suggesting difficulties in aligning the school's vision or policies with the P5 goals. Meanwhile, at SMA Negeri 7 Denpasar, additional constraints occurred in the process dimension, where the execution of P5 projects was hindered by unclear coordination and insufficient student facilitation. Regarding the constraints of educators, all three schools reported similar challenges in the process dimension. Teachers found it difficult to shift from conventional to student-centered learning approaches, integrate character education consistently, and manage project-based learning in large classes. Furthermore, educators at SMA Negeri 4 Denpasar and SMA Negeri 7 Denpasar also reported constraints in the input dimension, including a lack of training, unfamiliarity with the Merdeka Curriculum structure, and insufficient teaching resources to support innovative learning activities. For the principals and vice principals in charge of curriculum, constraints were consistently found in the input dimension across all three schools. This was related to limited time for planning and supervising the curriculum implementation, and a lack of professional development opportunities tailored to the Merdeka Curriculum. In SMA Negeri 1 Denpasar and SMA Negeri 7 Denpasar, there were also shared constraints in the process dimension, such as difficulties in monitoring the consistency of curriculum application among teachers. In addition, SMA Negeri 4 Denpasar reported an extra constraint in the context dimension, indicating an institutional challenge in adjusting to the philosophy and long-term goals of the Merdeka Curriculum. Lastly, SMA Negeri 7 Denpasar also experienced additional constraints in the product dimension, revealing issues in measuring the effectiveness of the curriculum through student learning outcomes. This comprehensive analysis demonstrates the complex and multi-dimensional challenges faced in the implementation of the Merdeka Curriculum. It highlights the need for targeted improvements across all CIPP dimensions to support students, educators, and school

leadership in achieving the intended educational transformation.

IV. CONCLUSION

This section presents a breakdown of the obstacles faced in the implementation of the Merdeka Curriculum in Hindu Religion and Character Education, specifically at three research locations: SMA Negeri 1 Denpasar, SMA Negeri 4 Denpasar, and SMA Negeri 7 Denpasar. The discussion focuses on students' perceptions of obstacles in two aspects: classroom learning and the implementation of P5 (Projek Penguatan Profil Pelajar Pancasila). At SMA Negeri 1 Denpasar, the majority of students appeared to adapt well to the Merdeka Curriculum. Based on data collected through a Google Forms questionnaire, 84% of students reported that they did not encounter any obstacles in classroom learning, while 74% indicated that they experienced no difficulties in P5 activities. These findings suggest that SMA Negeri 1 Denpasar has created a relatively supportive environment for the implementation of both curriculum components. Students seem to be comfortable with the teaching methods, learning materials, and classroom interactions. Similarly, P5 projects—which emphasize character building and real-life problem-solving—were perceived positively by most students. However, the remaining percentages (16% in classroom learning and 26% in P5) still indicate that a small portion of students faced certain constraints that may be internal (motivation, understanding) or external (support, guidance). At SMA Negeri 4 Denpasar, student responses showed a more varied picture. Only 59% of students stated that they did not face any obstacles in classroom learning, which is significantly lower than the other two schools. This implies that 41% of students encountered challenges—possibly related to teaching approaches, materials, or classroom management. Meanwhile, 71% of students reported no obstacles in participating in P5 activities, suggesting a relatively higher level of comfort with project-based learning compared to classroom learning. The lower percentage of students reporting smooth experiences in classroom settings could be

attributed to various factors, including less effective integration of the Merdeka Curriculum, teacher readiness, or school infrastructure limitations. Despite these challenges, the data still shows that a majority of students had a positive experience with P5, although targeted support may be necessary to address the issues faced by the remaining students. At SMA Negeri 7 Denpasar, the implementation outcomes appear relatively balanced. 70% of students reported no obstacles in classroom learning, and a higher 79% reported no difficulties in P5 activities. These percentages suggest that SMA Negeri 7 Denpasar has been moderately successful in implementing both components of the Merdeka Curriculum. Students seem to have adapted well to the learning style changes and project-based initiatives promoted by the curriculum. However, as with the other schools, there remains a portion of students (30% in classroom learning and 21% in P5) who experienced difficulties. These obstacles may stem from both internal student factors and external institutional or instructional challenges. Overall, while the majority of students across the three schools reported smooth implementation of the Merdeka Curriculum, there are noticeable differences in the level of obstacles faced. SMA Negeri 1 Denpasar showed the highest percentage of students with positive experiences in classroom learning, while SMA Negeri 7 Denpasar led slightly in the successful execution of P5. SMA Negeri 4 Denpasar, however, showed the lowest percentage in classroom learning, indicating the need for further support and refinement in curriculum delivery at this location. These findings highlight the importance of continuous evaluation and targeted intervention to ensure equitable and effective implementation of the Merdeka Curriculum across different school contexts.

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