

Implementation of the Independent Learning Curriculum Policy at MAN 2 Langkat

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Abstract

This research aims to investigate the implementation of the Independent Learning Curriculum policy at MAN 2 Langkat. The study is a policy research project utilizing a qualitative approach. The subjects of this research include the head of the madrasa, the deputy head of the madrasa for curriculum affairs, the curriculum development team, and teachers. Data collection techniques include interviews, documentation, and observation. Data analysis is conducted interactively, encompassing data reduction, data presentation, and verification/conclusion drawing. The results of this study indicate that: 1) Problem Structuring, The issues related to the implementation of the Independent Learning Curriculum policy at MAN 2 Langkat are addressed through various approaches, including the evaluation of infrastructure, perspectives of teachers and students, funding, and parental support. Identified problems include low reading interest and a lack of resources and facilities. 2) Monitoring, The monitoring of the implementation of the Independent Learning Curriculum policy at MAN 2 Langkat is conducted periodically and systematically to identify progress and potential obstacles that may arise during the implementation process. 3) Evaluation, The evaluation of the implementation of the Independent Learning Curriculum policy at MAN 2 Langkat is emphasized by the head of the madrasa. Key aspects of evaluation include monitoring curriculum implementation, stakeholder involvement, data analysis, and the impact on achieving educational goals. The evaluation process is conducted in stages, involving teachers, the head of the madrasa, and external parties such as the Head of the Religious Affairs Office and the Department of Religion.

Keyword: Implementation, Policy, Independent Learning Curriculum

Introduction

Education plays an essential role in the development of a nation, and the curriculum serves as the primary foundation of the education system (Hamzah B. Uno, 2018). Education continually undergoes renewal in search of an effective and efficient curriculum structure, education system, and teaching methods. These efforts include improving infrastructure, enhancing the quality of educators and students, and revising and upgrading the curriculum.

(Marsudi, 2013) The curriculum is a critical component in the administration of education to achieve educational goals. According to the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System with the Blessings of Almighty God, the President of the Republic of Indonesia, 2003, Article 1, Paragraph (19), the curriculum is a set of plans and arrangements regarding the objectives, content, and materials of lessons, as well as the methods used as guidelines for organizing learning activities to achieve specific goals. The curriculum is a plan that serves as a guide or reference in the teaching and learning process (Nenny Soemawinata, 2018). In modern perspectives, the curriculum is more than just a lesson plan. The modern view of the curriculum encompasses everything that actually happens in the educational process, which constitutes learning experiences for students. Since all activities

undertaken by students provide learning experiences, the curriculum extends beyond just subjects (Mohamad Mustari, 2015).

The implementation of the Independent Learning Curriculum (IKM) in madrasahs fully follows the policies of the Ministry of Education, Culture, Research, and Technology. The Ministry of Religious Affairs (Kemenag) only makes adaptations to meet the learning needs in madrasahs to strengthen Islamic Religious Education and Arabic, which are their characteristics. In 2022, 2,471 madrasah institutions were designated to implement the Independent Learning Curriculum. This year, 26,169 madrasah institutions from the levels of RA, MI, MTs, and MA/MAK are implementing the Independent Learning Curriculum. These figures indicate the enthusiasm of madrasah communities in adopting the Independent Learning Curriculum and signify their willingness to change.

To assess the progress of the implementation of the Independent Learning Curriculum in madrasahs, the Directorate of KSKK Madrasah conducted a survey completed by 2,193 madrasahs designated as IKM implementers in 2022. The results are as follows: 19.1% of teachers are very enthusiastic about making changes in learning, 69.2% are enthusiastic, and 11.7% are indifferent. Regarding students' enthusiasm and passion for learning, 19.4% are very enthusiastic, 67.3% are enthusiastic, and 13.1% are indifferent. Furthermore, regarding the belief that implementing the Independent Learning Curriculum grants madrasahs autonomy and flexibility in managing education, 75.9% are very confident, 22.3% are confident, and 1.9% are indifferent. One of the challenges faced by madrasahs in implementing the Independent Learning Curriculum is providing services to students with diverse talents, interests, and abilities. Therefore, the Ministry of Religious Affairs has developed a program for the diversification of madrasahs, which includes academic madrasahs, religious program madrasahs, madrasahs with skills programs, research madrasahs, boarding madrasahs, and others. The aim is to enable madrasahs to cater to students' diverse talents, interests, and abilities, ensuring that both academic and non-academic potentials of students develop optimally (Arifin, 2018; Syafaruddin & MS, 2017). In the implementation of the Independent Learning Curriculum policy, human resources are a particular focus. It is not just about their presence but also the quality of these human resources, which greatly determines the success of policy implementation. Human resources are a crucial point in policy implementation, especially when the policy is related to education (Syafaruddin & MS, 2017).

The scope of human resources is extensive. In the context of curriculum policy implementation, it refers to teachers. The professionalism and competence of teachers are the initial capital in the Independent Learning Curriculum. "Without these two aspects, the process of implementing the Independent Learning Curriculum is like a captain in the middle of the ocean lacking skills, while high waves are ready to engulf the ship." Thus, the importance of human resources in the process of curriculum policy implementation cannot be underestimated.

Madrasah Aliyah Negeri 2 Langkat implemented the Independent Learning Curriculum policy starting from the 2022-2023 academic year and continues to do so. Madrasah Aliyah Negeri 2 Langkat was directly appointed by the Ministry of Religious Affairs of the Republic of Indonesia, which issued a policy requiring schools to implement the Independent Learning Curriculum. This mandate is outlined in the Decision of the Director General of Islamic Education Number 3811 of 2022, established in Jakarta on July 12, 2022, concerning madrasahs implementing the Independent Learning Curriculum for the 2022/2023 academic year. The madrasahs to implement this curriculum are designated by the Ministry of Religious Affairs and begin with a proposal process. Identifying and understanding these challenges is key to optimizing the successful implementation of the Independent Learning Curriculum Policy.

However, MAN 2 Langkat did not go through the proposal process to the Ministry of Religious Affairs as it was designated as the piloting madrasah for other madrasahs in Langkat Regency. Therefore, the researcher aims to examine how well the Independent Learning Curriculum policy is being implemented at this madrasah and whether there are any issues associated with it. The focus will be on problem structuring, monitoring, and evaluating the implementation of the Independent Learning Curriculum policy.

Understanding the challenges and opportunities in implementing the Independent Learning Curriculum at MAN 2 Langkat, this research is expected to provide deep insights into how an educational institution can successfully adopt an innovative curriculum policy that aligns with contemporary developments. The successful implementation of the Independent Learning Curriculum Policy at MAN 2 Langkat can serve as an inspirational model for other educational institutions, thereby continuously enhancing the quality of education in Indonesia. Based on the issues presented, I have titled this study "Implementation of the Independent Learning Curriculum Policy at MAN 2 Langkat".

Method

The location of this research is at MAN 2 Langkat, situated in Tanjung Pura District, Langkat Regency, North Sumatra Province. This study employs a qualitative approach, utilizing data from interviews, observations, and document studies. Through these data collection methods, the researcher will gather and delve into information relevant and necessary for conducting the research on the Implementation of the Independent Learning Curriculum Policy at MAN 2 Langkat. The data collection techniques used are interviews, observations, and documentation. The interviews that the researcher used here were structured and unstructured interviews. In this interview, the interview targets were the head of the madrasah, the deputy head of the madrasah for curriculum, the curriculum development team and teachers. While the data analysis techniques include data reduction, data presentation, and conclusion drawing (Creswell & Creswell, 2018; Syahrudin, 2015).

Result

The Problems of Implementation Issues of the Merdeka Belajar Curriculum Policy at MAN 2 Langkat

The structuring of the problem involves a series of systematic steps to understand and accurately formulate policy issues. These steps may include problem identification and clearly defining the problem. This involves a deep understanding of the issues faced and their impact on the community or organization involved.

Results of Interviews with the Principal of MAN 2 Langkat

"In implementing the Merdeka Belajar curriculum policy, we clearly identified the issues regarding the Merdeka Belajar curriculum policy at MAN 2 Langkat. Initially, we examined official documents related to the Merdeka Belajar curriculum policy issued by the central government, as MAN 2 Langkat was directly appointed by the Indonesian Ministry of Religious Affairs (Kemenag RI). This can include national policies on Merdeka Belajar, implementation guidelines, or other related documents. Next, we consulted with relevant parties such as the vice principal of curriculum affairs, teachers, administrative staff, and students. This helps in understanding the internal perspectives of the madrasah regarding the implementation of the Merdeka Belajar curriculum policy and any issues that may arise, such as the need for teacher training to provide understanding on implementing the Merdeka Belajar curriculum."

This shows that MAN 2 Langkat has conducted problem identification related to the Merdeka Belajar curriculum policy. This finding is also supported by the results of interviews with the vice principal for curriculum affairs who stated:

"Problem identification is carried out through field studies at MAN 2 Langkat to directly observe how the Merdeka Belajar curriculum policy is implemented. Observe the learning process, the support provided to teachers and students, and its impact on learning outcomes and the overall school climate. Identify the obstacles faced by teachers, how the learning development carried out by teachers in the implementation of the Merdeka Belajar curriculum, including evaluation and applications that can help teachers in implementing the Merdeka Belajar curriculum. Then from the students' side, observe their learning styles, interests, and talents, their hopes for their future after graduating from the madrasah, what field they will pursue, and also provide students with more free resources to support their learning."

Furthermore, the results of interviews with the curriculum development team stated:

"Certainly, problem identification is one of the steps taken by collecting and analyzing data related to students' academic performance, students' engagement in learning, the level of satisfaction of students and parents with the Merdeka Belajar curriculum, and other relevant data that can help evaluate the implementation of the policy at MAN 2 Langkat. From the start of the socialization, we conducted identification. Problems will arise by directly asking teachers about their field difficulties. For example, teachers might say that we lack facilities, or the time given is sometimes different from what is needed in the field. We can identify these issues by observing what happens, thus understanding the problems and obstacles faced."

In this context, the author interviewed an Al-Qur'an Hadith subject teacher who stated:

"Of course, problem identification is done by comparing the practices occurring at MAN 2 Langkat with the standards or guidelines set out in the Merdeka Belajar curriculum policy. Identify the gaps or inconsistencies between practice and those standards, which can be considered problems." One of the issues is the limited availability of textbooks for the Merdeka Belajar curriculum. Typically, when there is a new curriculum, the books are also new, but in reality, this is not the case. The curriculum is new, but the books are old products from the K-13 curriculum."

The conclusion from the interviews and documents above is that the Principal of MAN 2 Langkat, together with the deputy principal of the madrasah for curriculum, the curriculum development team, and the Al-Qur'an Hadith study teacher, showed that the identification of problems related to the implementation of the Merdeka Belajar curriculum policy was carried out using several approaches. This includes examining official documents, consulting with related parties, field studies, data analysis, comparison with policy standards, and identifying and analyzing challenges or obstacles faced. The results of this identification are then documented in a report that presents the problems clearly along with recommendations for their resolution, which will be the basis for formulating strategies for improvement and further development in the implementation of the Merdeka Belajar curriculum policy at MAN 2 Langkat.

Monitoring the Implementation of the Independent Learning Curriculum Policy at MAN 2 Langkat

Policy monitoring is a continuous process of overseeing and evaluating the implementation of a public policy. The goal of policy monitoring is to ensure that the formulated policy is well-implemented and achieves the desired objectives..

Interviews on Monitoring the Implementation of the Merdeka Belajar Curriculum Policy Interview with the Principal of MAN 2 Langkat

"The principal emphasized: "The process is crucial to ensure the success and effectiveness of policy implementation in schools. Monitoring must be conducted regularly and systematically to identify progress and potential obstacles during the implementation process. Moreover, it is essential to involve all stakeholders, including teachers, students, parents, and other relevant parties, in the monitoring process to gather comprehensive input and feedback. This is critical for identifying necessary changes and taking corrective actions or adjustments if needed to ensure the Merdeka Belajar curriculum implementation runs as expected. Additionally, the principal highlighted the need for proper documentation during the monitoring process to ensure transparency and accountability in policy implementation. Thus, monitoring the implementation of the Merdeka Belajar curriculum at MAN 2 Langkat is expected to be an effective tool in ensuring the policy's success and alignment with the school's context."

Interview with the Vice Principal for Curriculum Affairs The vice principal stated:

"Monitoring the implementation of the Merdeka Belajar curriculum policy is carried out in a structured and comprehensive manner. This monitoring involves several important stages. First, routine data collection related to various aspects of the Merdeka Belajar curriculum implementation, including teacher involvement in the learning process, resource availability, student responses, and evaluation of learning outcomes. Second, data analysis is conducted to evaluate the progress and challenges faced in implementing the policy. Third, based on the analysis results, areas requiring improvement or adjustment are identified. Subsequently, corrective actions or improvements are taken to address identified issues. The vice principal also emphasized the importance of involving all stakeholders, such as teachers, students, parents, and other relevant parties, in the monitoring process to gather comprehensive input. Therefore, monitoring the implementation of the Merdeka Belajar curriculum at MAN 2 Langkat aims to ensure that the policy is effectively implemented and provides maximum benefits for all involved parties."

Interview with the Curriculum Development Team Regarding the monitoring team and the process, it was revealed:

"Monitoring the implementation of the Merdeka Belajar curriculum at MAN 2 Langkat is conducted by a monitoring team from the Medan Training Center (Balai Diklat Medan). This team is specifically tasked with overseeing curriculum development steps in Langkat and its surroundings. They consist of several teams responsible for supporting madrasahs in the area, aiming to monitor the implementation of the Merdeka Belajar curriculum. They regularly visit to ensure the curriculum implementation progress. For instance, the monitoring team recently visited to provide guidance to the teaching staff on the progress of the Merdeka Belajar curriculum implementation at MAN 2 Langkat, as well as to listen to feedback and aspirations from the teachers. Identified issues are recorded, provided with guidance, and then processed to be reported to the relevant parties."

Interview with Al-Qur'an Hadith Subject Teacher

"One of our monitoring team members, recently visited MAN 2 Langkat. As a madrasah supervisor, he provided important reminders to follow the process diligently, making MAN 2 Langkat a prime example of implementing the Merdeka Belajar curriculum. This monitoring is conducted specifically in preparation for the

IRJEN assessment. Therefore, we who teach in grades 10, 11, and 12 must prepare learning tools, including teaching modules for grades 10 and 11, as well as lesson plans (RPP) for the K-13 curriculum. Directed by the head of the madrasah, this preparation is scheduled before April. The head of the madrasah has also formed a monitoring team that will conduct evaluations every two months. This team will monitor teachers' readiness in preparing learning tools, noting completeness and compliance with existing guidelines, ensuring that the learning process is well-coordinated."

According to the observation the author saw the monitoring team visiting MAN 2 Langkat, gathered in the teachers' room, providing directions, guidance, and monitoring the teachers' readiness in preparing learning tools.

From the observations and interviews with the principal, the vice principal for curriculum affairs, the curriculum development team, and the Al-Qur'an Hadith teacher, it is revealed that monitoring the implementation of the Merdeka Belajar curriculum policy at MAN 2 Langkat is crucial to ensure its success and effectiveness. This process is conducted regularly and systematically to identify progress and potential obstacles during the implementation process. The principal emphasized the importance of involving all stakeholders in the monitoring process to gather comprehensive input, identify necessary changes, and take corrective actions if needed. Monitoring is carried out by a team specifically tasked with overseeing curriculum development in Langkat and its surroundings, aiming to monitor the implementation of the Merdeka Belajar curriculum. The monitoring team regularly visits to provide guidance to the teaching staff, listen to feedback from teachers, and record and process identified issues to be reported to the relevant parties. Concurrently, the Al-Qur'an Hadith teacher also emphasized the importance of preparation and coordination in developing learning tools, directed by the head of the madrasah to ensure teachers' readiness in implementing the Merdeka Belajar curriculum. Thus, monitoring the implementation of the Merdeka Belajar curriculum at MAN 2 Langkat is expected to be an effective tool in ensuring the policy's success and alignment with the school's context and providing maximum benefits for all involved parties.

Evaluation of the Implementation of the Merdeka Belajar Curriculum Policy at MAN 2 Langkat ***Policy Evaluation Focus***

Policy evaluation focuses on whether a policy achieves its expected results or meets its set goals. Policy evaluation includes criteria such as effectiveness, efficiency, adequacy, equity, responsiveness, and accuracy.

The interview and observation results depict a comprehensive approach to evaluating the implementation of the Merdeka Belajar Curriculum Policy.

The Principal highlighted critical aspects of the evaluation, including monitoring curriculum implementation, stakeholder involvement, data analysis, and the impact on achieving educational goals. The evaluation process is carried out in stages, involving teachers, the principal, and external parties such as the Head of the Islamic Education Section (Kasi Penmad) and the Department of Religion. Training is also an essential part of the evaluation, as explained by the curriculum development team and the Al-Qur'an Hadith subject teacher. With this approach, it is hoped that the evaluation can provide an in-depth understanding of the success of curriculum implementation and identify areas that need improvement to enhance its effectiveness in the future.

Key Points from the Evaluation Process

1. Effectiveness

Monitoring the extent to which the curriculum implementation improves critical thinking skills and interactive learning methods among students.

2. Efficiency:

Evaluating how well resources (time, materials, technology) are being used in implementing the curriculum.

3. Adequacy

Assessing whether the curriculum meets the educational needs and standards required.

4. Equity

Ensuring that all students have equal access to the benefits of the Merdeka Belajar curriculum.

5. Responsiveness

Measuring how well the curriculum addresses the needs and feedback of students, teachers, and parents.

6. Accuracy

Checking if the curriculum implementation aligns with the planned objectives and guidelines.

The evaluation sessions and classroom observations provided valuable insights into the real-world application and impact of the Merdeka Belajar curriculum. This thorough evaluation process, involving various stakeholders and continuous data analysis, ensures that the policy's implementation is on track and highlights areas for improvement. The involvement of external evaluators and ongoing training for teachers are critical components that contribute to the curriculum's success and sustainability at MAN 2 Langkat.

Discussion

Problem Structuring of the Implementation of the Independent Learning Curriculum Policy at MAN 2 Langkat

Based on the findings, the structuring of issues in the implementation of the Independent Learning Curriculum policy at MAN 2 Langkat faces several challenges that need to be addressed holistically. The identification of problems was conducted through various approaches, including evaluations of infrastructure, perspectives of teachers and students, funding, and parental support. Identified issues include low reading interest, a lack of resources and facilities, and resistance to change. Proposed policy alternatives include increasing resource provision, training for teachers, and developing responsive local curricula. Concrete steps have been identified, such as training for teachers and students and improving curriculum facilities. With a collaborative approach and the implementation of appropriate alternative policies, it is hoped that the quality of learning at MAN 2 Langkat can be enhanced in line with the principles of the Independent Learning Curriculum.

One principle in educational psychology is that teachers/educators do not merely impart knowledge to students; rather, students must actively construct knowledge in their minds. Key figures in this theory are Jean Piaget and Lev Vygotsky. Constructivism is defined as generative learning, which involves creating meaning from what is learned. This contrasts with behaviorism, which views learning as a mechanistic activity between stimulus and response. Constructivism views learning as an activity where students build or create knowledge by assigning meaning to their experiences (Syamsiar et al., 2023).

It is crucial to apply Maslow's theory in education. Teachers need to pay attention to this theory, especially in the educational and learning processes. When teachers struggle to understand why children do not do their homework, cannot stay calm in class, or are unwilling

to learn, the hierarchy of needs theory helps them address these issues. Maslow's hierarchy suggests that teachers strive to meet their students' basic needs so that higher needs can also be fulfilled. Teachers aim to meet needs for security, love, esteem, and self-fulfillment. Additionally, teachers act as facilitators for students. Their responsibilities include (Dwi Lutfi Nur Anisa, 2023; Sholeh, 2022):

1. Teachers need to nurture students' confidence in performing classroom tasks and executing them optimally.
2. Teachers need to encourage students to express individual and group needs, clarifying these needs to avoid conflicts.
3. Teachers need to foster students' independence and motivate them to choose appropriate learning methods.
4. Teachers act as resources to enhance students' learning experiences and encourage group activities.
5. Teachers need to recognize and accept the emotional and intellectual messages expressed by students and their groups.
6. Teachers serve as active participants in the group, promoting openness, expressing emotions, maintaining mutual understanding, and being responsive and empathetic to members' emotions.
7. Teachers need to understand the strengths and limitations of working with students.

By integrating these theories into the learning strategies and policies of the Independent Learning Curriculum at MAN 2 Langkat, it is expected that the quality of education can be improved in line with the principles of the Independent Learning Curriculum, which emphasize student-centered, relevant, contextual, and holistic learning, as well as designing effective and sustainable policy alternatives.

Monitoring the Implementation of the Independent Learning Curriculum Policy at MAN 2 Langkat

Monitoring the implementation of the Independent Learning Curriculum policy at MAN 2 Langkat is crucial to ensure its success and effectiveness. This process is conducted periodically and systematically to identify progress and any challenges that may arise during implementation. The head of the madrasa emphasizes the importance of involving all stakeholders in the monitoring process to obtain comprehensive feedback, identify necessary changes, and take corrective actions if needed. The monitoring is carried out by a team specifically assigned to oversee curriculum development in Langkat and its surroundings, with the aim of observing the implementation of the Independent Learning Curriculum.

The monitoring team routinely visits to provide guidance to the teaching staff, listen to feedback from teachers, and document and process identified issues for reporting to relevant parties. Additionally, subject teachers in Qur'an and Hadith stress the importance of preparation and coordination in developing teaching materials, directed by the head of the madrasa to ensure teachers' readiness to implement the Independent Learning Curriculum. Thus, monitoring the implementation of the Independent Learning Curriculum at MAN 2 Langkat is expected to be an effective tool in ensuring the success and alignment of the policy with the school's context, maximizing benefits for all involved parties (Maisyaroh et al., 2024).

Research Findings on Monitoring the Implementation of the Independent Learning Curriculum Policy at MAN 2 Langkat

Several expert perspectives on policy implementation monitoring include:

1. **Monitoring for Effective and Efficient Achievement:** Monitoring is conducted with the intention that activities can achieve their goals effectively and efficiently by providing feedback to activity managers at every level. Monitoring is a supervisory activity process

over policy implementation, encompassing the relationship between implementation and its outcomes (Hogwood and Gunn, 1998).

2. Policy Evaluation and Impact Measurement: Thomas Dye (2016), in his book on public policy analysis, explains that policy evaluation is the process of measuring the impact of implemented policies to ensure that desired goals are achieved. Monitoring is an integral part of policy evaluation that allows for periodic assessments of policy implementation.
3. Stakeholder Theory: First proposed by R. Edward Freeman in 1984, stakeholder theory is a modern concept that views stakeholders as individuals or groups who can influence or be influenced by the achievement of organizational goals. Freeman (1984) states that an organization's success is significantly influenced by its ability to manage relationships with various stakeholders. The involvement of all stakeholders in the monitoring process helps to gain a comprehensive perspective and supports more accurate decision-making.

By applying these theories, the routine monitoring process conducted by the team at MAN 2 Langkat can become more effective. Active involvement from teachers in providing feedback and the guidance offered by the monitoring team will help create a dynamic and responsive learning environment to the needs and challenges of implementing the Independent Learning Curriculum.

In line with the statements above, research by (Maisyarah et al., 2024; Sholeh, 2022) titled "Independent Curriculum in Theoretical Perspectives: Policy Analysis for Improving Learning Quality in Schools" shows that the implementation of the Independent Curriculum involves various interrelated components, such as the role of teachers, the School Driving Program, and the use of the digital platform ID Belajar. This research indicates that the success of the Independent Curriculum implementation heavily depends on the active involvement of educational stakeholders. The involvement and role of the community also significantly contribute to supporting the implementation of the Independent Curriculum. Active participation of parents and the community can enhance the effectiveness of the Independent Curriculum implementation.

Evaluation of the Implementation of the Independent Learning Curriculum Policy at MAN 2 Langkat

This study illustrates a comprehensive approach to evaluating the implementation of the Independent Learning Curriculum policy. The head of the madrasa emphasizes important aspects of evaluation, including monitoring curriculum implementation, stakeholder involvement, data analysis, and the impact on achieving educational goals.

The evaluation process is carried out in stages, involving teachers, the head of the madrasa, and external parties such as the Head of Islamic Education and the Ministry of Religious Affairs. Training is also a crucial part of the evaluation, as explained by the curriculum development team and Qur'an Hadith subject teachers. This approach aims to provide a deep understanding of the curriculum's implementation success and identify areas needing improvement to enhance future effectiveness.

Formative evaluation, introduced by Michael Scriven in 1967, initially referred to the outcome evaluation of an intermediate stage in the development of a teaching instrument. According to Scriven, formative evaluation is a feedback loop for product improvement. The Program Evaluation Standards (1994) define formative evaluation as an evaluation designed and used to improve an object, particularly when the object is being developed.

Formative evaluation focuses on continuous monitoring and improvement during the implementation of a program or policy. One of the main goals of formative evaluation is to provide a deep understanding of the implementation success of a policy or program and identify areas needing improvement to enhance its future effectiveness.

In the context of curriculum evaluation, formative evaluation allows stakeholders to understand the extent to which the curriculum has been well-implemented and has achieved the desired educational goals. Through ongoing formative evaluation, stakeholders can identify weaknesses or challenges that may arise during curriculum implementation and identify areas for improvement or enhancement to increase effectiveness in the future. Thus, formative evaluation plays a crucial role in providing a deep understanding of curriculum implementation success and helps identify necessary improvement steps to enhance effectiveness.

According to William N. Dunn in "Public Policy Analysis: An Introduction," evaluation is one of the processes or cycles of public policy after policy problem formulation, policy implementation, and monitoring or supervision of policy implementation. Policy evaluation aims to assess whether the objectives of the created and implemented policy have been achieved. However, evaluation is not only about concluding whether a policy's goals have been met or whether a problem has been resolved; it also serves to clarify and critique the values underlying the policy, assist in adjusting and formulating problems in subsequent policy processes (Aini Qolbiyah et al., 2022; Hakim & Nabila, 2022).

Relevant policies and concrete steps include increasing resource provision and facilities and providing training for teachers. Continuous training for teachers not only enhances their skills but also ensures they are prepared to adopt new and more effective teaching methods. The development of a responsive local curriculum is also important as it allows for adjustments to the local context and the specific needs of students at MAN 2 Langkat. This demonstrates flexibility in the curriculum approach, which can enhance the relevance and effectiveness of learning.

Conclusion

The implementation of the Independent Learning Curriculum policy at MAN 2 Langkat faces several challenges that need to be addressed holistically. The identification of issues is carried out through various approaches, including evaluating infrastructure, considering perspectives of teachers and students, assessing funding, and garnering parental support. Identified problems include low reading interest and a lack of resources and facilities. Proposed policy alternatives include increasing resource provision, providing training for teachers, developing responsive local curricula, and improving curriculum facilities. The monitoring of the Independent Learning Curriculum policy at MAN 2 Langkat is conducted periodically and systematically to identify progress and potential obstacles during the implementation process. The head of the madrasa emphasizes the importance of involving all stakeholders in the monitoring process to obtain comprehensive feedback and take corrective actions if necessary. Monitoring is carried out by a team specifically assigned to oversee curriculum development in Langkat and its surroundings, with the aim of observing the implementation of the Independent Learning Curriculum.

The evaluation of the Independent Learning Curriculum policy implementation at MAN 2 Langkat highlights important aspects, including monitoring curriculum implementation, stakeholder involvement, data analysis, and the impact on achieving educational goals. The evaluation process is conducted in stages, involving teachers, the head of the madrasa, and external parties such as the Head of Islamic Education and the Ministry of Religious Affairs. Training is also a crucial part of the evaluation, as explained by the curriculum development team and subject teachers. This approach aims to provide a deep understanding of the curriculum's implementation success and identify areas needing improvement to enhance future effectiveness.

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