

**EVALUASI PELAKSANAAN PEMBELAJARAN
MATEMATIKA SESUAI KURIKULUM MERDEKA
DI SMA NEGERI 1 DENPASAR**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas pelaksanaan pembelajaran matematika sesuai Kurikulum Merdeka di SMA Negeri 1 Denpasar, serta mengetahui kendala yang dialami. Metode penelitian ini menggunakan studi evaluatif sesuai teknik model CIPP. Subjek yang digunakan yaitu kepala sekolah, empat wakil kepala sekolah, lima staf tata usaha, lima guru matematika, dan 224 siswa dibelajarkan oleh guru yang dijadikan subjek. Data dikumpulkan menggunakan data angket, wawancara serta dari studi dokumen, selanjutnya dianalisis dalam bentuk kuantitatif dan kualitatif. Teknik analisis kuantitatif yang digunakan analisis deskriptif, sedangkan dalam analisis kualitatif menggunakan model Miles dan Huberman. Hasil penelitian pada pelaksanaan pembelajaran matematika sesuai Kurikulum Merdeka berdasarkan teknik CIPP ditunjukkan sebagai berikut. 1) Dari sisi konteks memiliki rata-rata 89% tergolong kriteria sangat efektif, 2) dari sisi input memiliki rata-rata 84% tergolong kriteria sangat efektif, 3) dari sisi proses memiliki rata-rata 85% tergolong kriteria sangat efektif, dan 4) dari sisi produk memiliki rata-rata 74% tergolong kriteria efektif. Berdasarkan hasil evaluasi tersebut, bahwa pihak sekolah sudah melaksanakan pembelajaran matematika sesuai Kurikulum Merdeka dengan baik dan berjalan sesuai harapan. Dari pengelolaan administrasi, manajemen, sarana prasarana, dan penilaian yang mendukung, mampu menunjang proses pembelajaran. Dalam persiapan maupun proses pembelajaran, guru diberikan keleluasan membuat bahan ajar yang mampu menciptakan pembelajaran yang menyenangkan dengan kondisi, kemampuan siswa dan lingkungan sekitar. Dengan tujuan agar siswa dapat memahami materi, serta dapat meningkatkan minat dalam belajar. Namun, ada kendala yang sering dihadapi yaitu kurang referensi terkait Kurikulum Merdeka, terbatasnya waktu belajar efektif, dan kurangnya buku pelajaran yang memuat Kurikulum Merdeka.

Kata Kunci: Evaluasi, Pembelajaran Matematika, Kurikulum Merdeka, CIPP.

**EVALUATION OF LEARNING IMPLEMENTATION
MATHEMATICS ACCORDING TO THE INDEPENDENT
CURRICULUM AT SMA NEGERI 1 DENPASAR**

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ABSTRACT

This research aims to determine the effectiveness of implementing mathematics learning according to the Independent Curriculum at SMA Negeri 1 Denpasar, as well as finding out the obstacles experienced. This research method uses an evaluative study according to the CIPP model technique. The subjects used were the principal, four deputy principals, five administrative staff, five mathematics teachers, and 224 students taught by the teachers who were used as subjects. Data was collected using questionnaires, interviews and document studies, then analysed in quantitative and qualitative form. The quantitative analysis technique used is descriptive analysis, while the qualitative analysis uses the Miles and Huberman model. The results of research on the implementation of mathematics learning according to the Independent Curriculum based on the CIPP technique are shown as follows. 1) From the context side it has an average of 89% classified as very effective criteria, 2) from the input side it has an average of 84% classified as very effective criteria, 3) from the process side it has an average of 85% classified as very effective criteria, and 4) from the product side has an average of 74% classified as effective criteria. Based on the results of this evaluation, the school has implemented mathematics learning according to the Independent Curriculum well and is running as expected. From administrative management, management, infrastructure and supporting assessments, it is able to support the learning process. In the preparation and learning process, teachers are given the freedom to create teaching materials that are able to create enjoyable learning depending on the conditions, students' abilities and the surrounding environment. With the aim that students can understand the material and increase interest in learning. However, there are obstacles that are often faced, namely a lack of references related to the Independent Curriculum, limited time for effective study, and a lack of textbooks that contain the Independent Curriculum.

Keywords: *Evaluation, Mathematics Learning, Independent Curriculum, CIPP.*