

Translating Curriculum Reform into Classroom Practice: A Qualitative Evaluation of the Merdeka Curriculum in English Language Teaching Using the CIPP Framework.

Andi Husni A. Zainuddin ¹, Sahraini ², Magfirah Thayyib³

^{1,2,3} Universitas Islam Negeri Palopo, Indonesia

Zainuddin@email.com

Received: 03 Jan 2026 | Revised 18 Feb 2026 | Accepted: 09 Marc 2026

ABSTRACT:

Background: Curriculum reform has become an important strategy for improving educational quality and promoting student-centered learning in many education systems. In Indonesia, the Merdeka Curriculum was introduced to provide greater flexibility in teaching, encourage learner autonomy, and strengthen twenty-first-century competencies such as collaboration, communication, and critical thinking. However, translating curriculum policy into effective classroom practice remains challenging, particularly in English language teaching where pedagogical approaches, assessment practices, and learning resources must adjust to new instructional orientations.

Aims: This study aims to evaluate how the Merdeka Curriculum is implemented in English language classrooms using the Context, Input, Process, and Product (CIPP) evaluation framework.

Method: The research employed a qualitative design. Data were collected through semi-structured interviews with English teachers, classroom observations, and analysis of instructional documents related to curriculum implementation. Participants were selected purposively based on their involvement in applying the Merdeka Curriculum. The data were analyzed thematically according to the four dimensions of the CIPP model.

Result: The findings indicate that the Merdeka Curriculum aligns conceptually with national education policies and institutional goals. Nevertheless, contextual adaptation remains limited, teacher training often emphasizes policy understanding rather than pedagogical application, and unequal digital resources influence instructional effectiveness. Classroom observations also reveal that teacher-centered practices still partially persist.

Conclusion: The study concludes that successful curriculum reform requires sustained teacher professional development that prioritizes practical pedagogical transformation. Stronger institutional support, contextual adaptation, and equitable learning resources are essential to ensure that the principles of the Merdeka Curriculum can be translated into meaningful and student-centered classroom practices.

Keywords : Merdeka Curriculum, curriculum implementation, English language teaching, CIPP evaluation model, curriculum reform, qualitative educational research

Cite this article: Zainuddi, A, H, A., Sahraini., Thayyib, M. (2026). Translating Curriculum Reform into Classroom Practice: A Qualitative Evaluation of the Merdeka Curriculum in English Language Teaching Using the CIPP Framework. *Social Sciences and Humanities Reviews*, 2(1), 12-24.

INTRODUCTION

Educational reform has become an essential strategy for improving the quality of teaching and learning in contemporary education systems. Many countries have introduced curriculum reforms to foster learner autonomy, develop higher order thinking skills, and promote flexible learning environments. Within this global movement, curriculum implementation has increasingly been viewed as a complex process that involves policy interpretation, teacher agency, and contextual adaptation in classroom practice. Research on curriculum reform emphasizes that the success of educational change depends not only on policy design but also on how teachers translate curriculum principles into instructional practices. Fullan explains that educational reform often faces implementation gaps because policy expectations do not always align with classroom realities and teacher capacity (Dimmock et al., 2021). Studies in curriculum change further highlight that effective implementation requires institutional support, teacher readiness, and access to adequate learning resources (Kiugu et al., 2021). These factors demonstrate that curriculum reform cannot be evaluated solely through policy documents but must also be examined through classroom practices. Therefore, investigating how curriculum reform is enacted in real teaching contexts becomes essential for understanding its actual educational impact.

In the Indonesian context, the government introduced the Merdeka Curriculum as part of a broader effort to transform teaching and learning practices toward more student centered education. The Merdeka Curriculum emphasizes flexibility in instructional design, project based learning, and the development of twenty first century competencies such as collaboration, creativity, and communication. Educational policy scholars note that curriculum reforms often encounter challenges during the early stages of implementation because teachers must reinterpret new pedagogical principles within their existing classroom practices (Sol et al., 2025). In English language teaching, the implementation of a new curriculum requires adjustments in lesson planning, assessment strategies, and classroom interaction patterns. Studies on language education reform indicate that teachers frequently struggle to balance policy expectations with contextual constraints such as limited resources and diverse student abilities (Peña & Galigao, 2024). These challenges highlight the need to examine how curriculum reform is translated into everyday teaching practices. Understanding this process is particularly important because classroom implementation ultimately determines whether policy goals can be achieved. For this reason, evaluating the implementation of the Merdeka Curriculum in English language teaching provides valuable insights into the relationship between educational policy and classroom practice.

Evaluating curriculum reform requires a comprehensive framework that is capable of examining multiple dimensions of implementation. One widely used evaluation framework in educational research is the Context, Input, Process, and Product model developed by Stufflebeam. The CIPP model allows researchers to analyze curriculum implementation by examining contextual relevance, resource readiness, instructional processes, and educational outcomes. Stufflebeam describes the CIPP model as a decision oriented evaluation approach that supports both program improvement and accountability in educational settings (Ogwudile, 2025a). Previous studies have demonstrated that the CIPP framework provides a systematic structure for evaluating educational innovations and

curriculum reforms (Juan et al., 2024). In the context of language education, the model helps identify strengths and weaknesses in curriculum implementation from planning to classroom practice. Researchers have also applied the CIPP model to evaluate instructional programs, teacher development initiatives, and curriculum implementation across various educational contexts. By examining multiple components of implementation, the model enables a holistic understanding of how educational reforms function in practice. Therefore, applying the CIPP framework offers an appropriate analytical lens for evaluating the implementation of the Merdeka Curriculum in English language teaching.

Recent studies on curriculum reform emphasize the importance of examining how educational policies are enacted within classroom contexts. Research on curriculum implementation shows that teachers play a crucial role in interpreting policy guidelines and transforming them into pedagogical practice. Priestley and colleagues argue that teacher agency significantly influences how curriculum reforms are enacted in schools because teachers actively negotiate policy expectations with classroom realities (Poulton, 2020). Studies on educational change further indicate that the effectiveness of curriculum reform is often shaped by institutional support, professional development opportunities, and access to instructional resources. For instance, research on curriculum innovation demonstrates that teachers require sustained pedagogical support in order to implement new instructional approaches effectively (Wu & Chen, 2021). In language education, curriculum reform frequently requires teachers to redesign teaching strategies and assessment practices in order to align with communicative and learner centered pedagogies. Richards explains that language curriculum reforms often face implementation challenges when teachers lack sufficient training or practical instructional guidance (Sierra-Piedrahita & Echeverri-Sucerquia, 2020). These findings highlight that curriculum reform must be analyzed through the interaction between policy structures and classroom practice.

Scholars have also emphasized the value of evaluation models in understanding the effectiveness of curriculum reforms. The CIPP evaluation framework has been widely applied in educational research to analyze policy implementation and program outcomes. Studies using the CIPP model show that effective curriculum implementation depends on alignment between contextual needs, instructional resources, teaching processes, and learning outcomes (Ratnay et al., 2022). Empirical research has applied the CIPP model to evaluate curriculum reforms in various educational settings, demonstrating its usefulness for identifying implementation strengths and weaknesses. In language education contexts, evaluation frameworks have been used to analyze how curriculum policies influence classroom instruction and learner engagement. Research suggests that systematic evaluation provides valuable feedback for improving curriculum implementation and teacher professional development (Zeng, 2020). These studies indicate that evaluation frameworks can reveal the complex dynamics that shape curriculum implementation in real classroom contexts. Consequently, applying the CIPP model in evaluating the Merdeka Curriculum can contribute to a deeper understanding of curriculum reform in language education.

Despite increasing attention to curriculum reform in education research, many studies primarily focus on policy design, teacher perceptions, or general descriptions of curriculum implementation. Limited research has explored how curriculum reform is

translated into concrete classroom practices using a systematic evaluation framework. In the context of the Merdeka Curriculum, existing discussions often emphasize policy objectives and theoretical expectations rather than examining the practical realities of implementation in teaching contexts. Moreover, studies that analyze English language teaching within the framework of the Merdeka Curriculum remain relatively limited. There is still insufficient empirical evidence describing how teachers interpret curriculum principles and integrate them into instructional practice. Without such analysis, it becomes difficult to determine whether curriculum reforms effectively influence classroom learning processes. A comprehensive evaluation that examines contextual conditions, resource readiness, instructional processes, and learning outcomes is therefore necessary. Addressing this gap can provide a clearer understanding of how curriculum reform operates within real educational environments.

This study aims to examine how the Merdeka Curriculum is translated into classroom practice in English language teaching. The research focuses on evaluating the implementation of the curriculum using the Context, Input, Process, and Product evaluation framework. Through this approach, the study seeks to analyze the contextual alignment between curriculum goals and institutional conditions. The research also explores the readiness of instructional resources and teacher preparation in implementing curriculum principles. In addition, the study investigates how teaching practices reflect the pedagogical expectations of the Merdeka Curriculum. The evaluation further examines how classroom implementation influences student learning experiences and engagement. By providing a systematic evaluation of curriculum implementation, the study contributes to a deeper understanding of the relationship between educational policy and classroom practice. The findings are expected to provide insights that support the improvement of curriculum implementation in language education contexts.

METHOD

Research Design

This study employed a qualitative evaluation design to examine how curriculum reform is translated into classroom practice within English language teaching. The research was guided by the Context, Input, Process, and Product evaluation framework which provides a systematic structure for analyzing educational programs and instructional practices. Stufflebeam developed the CIPP framework to support decision oriented evaluation in educational contexts where programs need to be assessed from planning to outcomes (Caley et al., 2021 and Dizon, 2023). The design allows researchers to investigate contextual relevance, resource readiness, instructional implementation, and observable learning outcomes in an integrated manner. Qualitative evaluation was considered appropriate because the study aimed to explore how teachers interpret curriculum policy and translate it into everyday instructional practices. Educational researchers highlight that qualitative approaches are particularly useful for understanding the interaction between policy frameworks and classroom realities (Gregory, 2020). The study focused on examining how curriculum principles of flexibility, student centered learning, and competency development were enacted during English language instruction. Through the CIPP

framework, the research analyzed the alignment between curriculum goals, teaching resources, instructional processes, and observed learning experiences in the classroom.

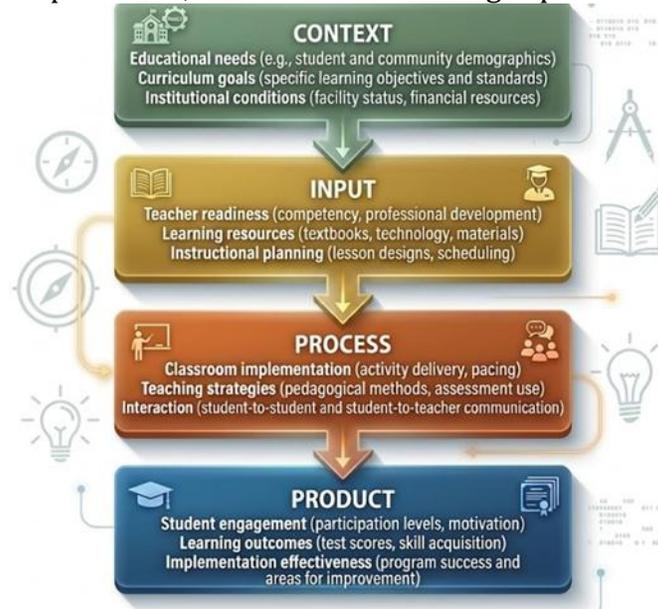


Figure 1. CIPP evaluation framework used in the study

Figure 1 illustrates the analytical structure used in this research to evaluate the implementation of the Merdeka Curriculum. The context dimension examines the alignment between curriculum goals and institutional conditions. The input dimension focuses on teacher preparedness, learning resources, and instructional planning. The process dimension analyzes classroom practices and instructional strategies used during English language teaching. The product dimension evaluates observable learning outcomes and student engagement during classroom activities. Using this framework allows the study to provide a comprehensive evaluation of how curriculum reform is enacted within real teaching contexts.

Participant

Participants in this study consisted of English language teachers who were actively involved in implementing the Merdeka Curriculum in a senior high school setting. The participants were selected using purposive sampling in order to ensure that the selected teachers had direct experience with the curriculum implementation process. Qualitative research emphasizes the importance of selecting participants who possess relevant knowledge and experience related to the phenomenon under investigation (Dahal et al., 2024 and Lim, 2025). The teachers included in the study had been responsible for designing lesson plans, conducting classroom instruction, and applying assessment strategies aligned with the Merdeka Curriculum. Their participation allowed the research to explore how curriculum principles were interpreted and translated into teaching practices. In addition to teacher participants, classroom observations were conducted during English learning sessions to capture authentic instructional interactions. These observations provided insight into how curriculum guidelines influenced classroom communication, learning activities, and student engagement. The inclusion of multiple data sources strengthened the credibility

of the findings by allowing triangulation across teacher perspectives and observed teaching practices.

Instrument

Data collection in this study involved three primary instruments including semi structured interviews, classroom observation protocols, and document analysis. Interviews were conducted with participating teachers in order to explore their experiences in implementing the Merdeka Curriculum and adapting its principles to classroom instruction. Interview questions were designed to capture information related to curriculum interpretation, instructional planning, and perceived challenges in implementation. Observation protocols were used during classroom visits to systematically record teaching strategies, classroom interaction patterns, and student engagement during English learning activities. Observation based data are widely recommended in qualitative educational research because they allow researchers to examine instructional practices in natural settings (Leko et al., 2021 and Swain & King, 2022) Document analysis was also conducted on instructional materials such as lesson plans, curriculum guidelines, and learning modules used by teachers. These documents provided additional insight into how curriculum principles were incorporated into instructional design. The combination of interviews, observations, and document analysis enabled the study to obtain comprehensive information regarding the translation of curriculum reform into classroom practice.

Table 1. Data collection instruments used in the study

Instrument	Data Source	Purpose
Semi structured interview	English teachers	Explore teacher perspectives on curriculum implementation
Classroom observation	Teaching sessions	Examine instructional practices and classroom interaction
Document analysis	Lesson plans and teaching materials	Identify alignment between curriculum policy and instructional design

Table 1 presents the instruments used for collecting qualitative data in the study. Interviews were conducted to understand teacher interpretations of curriculum reform. Classroom observations were used to capture real teaching practices during English instruction. Document analysis was used to examine how curriculum principles were translated into instructional planning. The combination of these instruments allowed the study to triangulate data sources and strengthen the credibility of the evaluation.

Analysis plan

Data analysis followed a thematic evaluation procedure guided by the four dimensions of the CIPP framework. Thematic analysis was applied to identify recurring patterns and themes related to curriculum implementation in classroom practice (Hatch, 2023 and Park et al., 2023). Interview transcripts, observation notes, and instructional documents were first organized and coded according to the context, input, process, and product categories. Coding allowed the researcher to classify data segments related to institutional conditions, instructional resources, teaching practices, and observed learning outcomes. After initial coding, thematic patterns were identified to explain how curriculum principles were enacted in English language teaching. Data triangulation was conducted by

comparing findings from interviews, observations, and document analysis in order to enhance credibility. Educational research literature emphasizes that triangulation strengthens the reliability of qualitative findings by validating interpretations across multiple data sources. The final analysis synthesized the findings to explain how curriculum reform was translated into classroom practice and how it influenced teaching processes and student learning experiences.

RESULTS AND DISCUSSION

Result

The evaluation of the Merdeka Curriculum implementation in English language teaching was conducted using the Context, Input, Process, and Product framework to capture multiple dimensions of curriculum enactment. The context analysis revealed that the curriculum objectives were largely aligned with institutional educational goals and national policy directions emphasizing student centered learning. Teachers acknowledged that the curriculum promotes flexibility in instructional planning and encourages more interactive learning activities. However, observations showed that contextual adaptation to specific classroom conditions remained limited, particularly in addressing diverse student language proficiency levels. The input dimension highlighted several important factors influencing implementation, including teacher readiness, availability of instructional materials, and access to digital learning tools. Interviews with teachers indicated that professional development programs tended to emphasize understanding curriculum policy rather than practical classroom strategies. The process analysis demonstrated that teaching practices had begun to incorporate collaborative learning activities and discussion based tasks. Nevertheless, classroom interactions still partially reflected teacher centered instruction, indicating an ongoing transition toward fully student oriented learning environments.

Table 2: Summary of CIPP evaluation findings.

Dimension	Key Findings
Context	Curriculum goals aligned with institutional vision and national policy
Input	Teacher training focused on policy understanding, uneven digital resources
Process	Emerging collaborative learning practices but teacher-centered tendencies remain
Product	Improvements observed in student collaboration and classroom participation

Table 2 summarizes the main findings derived from the CIPP evaluation model. The context dimension demonstrates that the Merdeka Curriculum aligns well with broader educational reform objectives. The input dimension highlights the importance of teacher preparedness and instructional resources for successful implementation. The process dimension reflects the transitional nature of classroom practice as teachers adapt to new pedagogical expectations. The product dimension indicates observable improvements in student engagement and collaborative learning activities. Together, these findings illustrate the complexity of translating curriculum reform into classroom practice.

The product evaluation indicated that students showed positive development in several learning behaviors associated with the goals of the Merdeka Curriculum. Classroom observations revealed increased participation during group discussions and collaborative tasks. Students were more willing to express opinions and interact with peers during English language activities. Teachers also reported improvements in student confidence when

presenting ideas in English. These behavioral changes suggest that curriculum reform has begun to influence classroom learning culture. However, the development of higher order language skills remained uneven across students. Some learners continued to rely heavily on teacher guidance during communicative activities. These findings suggest that curriculum reform has initiated meaningful changes in learning engagement but still requires further pedagogical support to fully achieve its intended outcomes.

Discussion

The findings of this study highlight the complex relationship between educational policy reform and classroom practice in language education. Curriculum reforms often introduce ambitious pedagogical goals that require teachers to redesign instructional strategies and classroom interaction patterns. Fullan explains that educational change frequently encounters implementation challenges because teachers must reinterpret policy ideas within their local teaching contexts (Manan et al., 2021). The present study confirms that while the Merdeka Curriculum provides a strong policy framework, its translation into practice depends largely on teacher readiness and institutional support. Teachers in this study demonstrated awareness of curriculum principles such as student centered learning and collaborative instruction. However, the persistence of teacher dominated classroom interactions indicates that pedagogical transformation requires gradual adaptation. Similar findings have been reported in studies examining curriculum reform implementation in different educational contexts (Gouëdard et al., 2020).. These findings suggest that policy reform alone cannot guarantee instructional change without sustained professional development.

Another important finding concerns the role of teacher professional development in supporting curriculum implementation. Interviews revealed that training programs primarily focused on explaining policy concepts rather than providing practical teaching strategies. Darling Hammond emphasizes that effective teacher development programs must connect theoretical knowledge with classroom practice in order to influence instructional behavior. Without such practical support, teachers may understand the objectives of curriculum reform but struggle to translate them into effective pedagogical actions. The results of this study demonstrate that teachers require continuous guidance in designing student centered activities and formative assessment strategies. This issue is particularly important in English language teaching where communicative competence requires active student participation. Research in language pedagogy shows that instructional innovation depends heavily on teachers' pedagogical confidence and classroom experimentation (Lakew et al., 2025). Therefore, strengthening teacher professional development programs remains essential for improving curriculum implementation.

The uneven availability of instructional resources also influenced how curriculum reform was implemented in classroom practice. Teachers reported limited access to digital learning tools and instructional materials that could support interactive language learning activities. Educational technology research suggests that access to digital resources can significantly enhance student engagement and collaborative learning environments (Gopinathan et al., 2022). In contexts where such resources are limited, teachers often rely on traditional instructional approaches despite curriculum expectations for innovative learning. The findings of this study therefore highlight the importance of institutional

investment in learning infrastructure. Adequate access to teaching materials and digital platforms can support teachers in implementing more flexible and interactive learning activities. Furthermore, resource availability can influence how effectively curriculum principles are translated into practice. Ensuring equitable access to learning resources remains a critical factor in successful curriculum reform implementation.

Another significant finding concerns the gradual shift toward collaborative learning practices observed during classroom activities. Students demonstrated increased willingness to participate in group discussions and interactive tasks. Collaborative learning environments have been widely recognized as an effective strategy for improving student engagement and communication skills. Within language education, collaborative interaction provides opportunities for learners to practice language use in meaningful contexts. The Merdeka Curriculum encourages such interaction by emphasizing project based learning and student participation. The findings of this study suggest that these pedagogical principles are beginning to influence classroom learning culture. However, the transition toward fully student centered instruction remains incomplete. Continued pedagogical experimentation and reflective teaching practices will be necessary to sustain this transformation.

The study also contributes to the broader literature on curriculum implementation by demonstrating the value of systematic evaluation frameworks. The CIPP model provides a comprehensive structure for analyzing curriculum implementation from policy context to learning outcomes. Stufflebeam notes that evaluation models can support educational decision making by identifying strengths and weaknesses within instructional programs (Ogwudile, 2025b) By applying the CIPP framework, this research was able to examine curriculum implementation across multiple dimensions of educational practice. The findings illustrate that curriculum reform should be evaluated not only through policy alignment but also through instructional processes and student learning experiences. Such comprehensive evaluation can provide valuable insights for policymakers and educators seeking to improve curriculum implementation. Consequently, the CIPP framework remains a useful analytical tool for examining educational reform in language teaching contexts.

Implications

The findings of this study have several implications for educational policy and classroom practice. First, curriculum reform initiatives should be accompanied by sustained teacher professional development programs that focus on practical instructional strategies. Second, teacher training should emphasize classroom implementation rather than only policy comprehension. Third, educational institutions should invest in learning resources that support interactive and student centered learning environments. Fourth, evaluation frameworks such as the CIPP model can help policymakers identify implementation gaps and design more effective support strategies. Finally, understanding the relationship between curriculum policy and classroom practice can help educators develop more context sensitive approaches to curriculum reform.

Research contribution

This study contributes to the field of language education by providing a detailed analysis of the linguistic and psychological barriers that hinder speaking proficiency among junior high school students. It also offers practical recommendations for teachers and

educators to enhance students' speaking abilities through communicative teaching strategies and supportive feedback. By identifying both the challenges and potential solutions, the study fills a gap in the existing literature on language learning difficulties at the junior high school level, particularly in non-native English-speaking contexts.

Limitations

This study has several limitations that should be considered when interpreting the findings. The research was conducted in a limited educational setting which may restrict the generalizability of the results. The study relied primarily on qualitative data collected through interviews, observations, and document analysis. Although these methods provide rich insights into classroom practices, they may not capture all dimensions of curriculum implementation across different contexts. The perspectives gathered were primarily from teachers and classroom observations, which may not fully represent the experiences of students or school administrators. Future studies could incorporate additional perspectives to obtain a more comprehensive understanding of curriculum reform implementation. Despite these limitations, the study provides valuable insights into how curriculum policies are translated into instructional practices.

Suggestions

Future research should examine curriculum reform implementation across multiple schools and educational contexts in order to obtain broader insights. Comparative studies could explore how different institutional environments influence the translation of curriculum policy into classroom practice. Researchers may also investigate how teacher professional development programs affect instructional innovation in language education. Quantitative or mixed methods approaches could complement qualitative findings by providing additional evidence regarding student learning outcomes. Further research may also explore the role of digital technology in supporting curriculum reform within language teaching. By expanding the scope of investigation, future studies can contribute to a deeper understanding of how educational reforms shape teaching and learning processes.

CONCLUSION

This study examined how the Merdeka Curriculum is translated into classroom practice in English language teaching through a qualitative evaluation using the CIPP framework. The findings indicate that the contextual alignment between curriculum objectives and institutional conditions plays a crucial role in determining how effectively curriculum reform can be implemented in schools. Teachers generally demonstrate a positive commitment to implementing the principles of the Merdeka Curriculum, particularly in fostering student-centered learning and encouraging active classroom interaction. However, the input dimension reveals that successful implementation still depends on the availability of adequate learning resources, continuous professional development, and institutional support for teachers. The process evaluation shows that classroom practices increasingly reflect flexible learning approaches, collaborative activities, and contextualized instruction that support meaningful language learning experiences. The product dimension demonstrates improvements in student engagement, participation, and confidence in English learning activities, suggesting that the reform contributes positively to

classroom learning dynamics. These findings highlight that curriculum reform does not operate solely at the policy level but requires consistent translation into pedagogical practice through teacher interpretation and institutional facilitation. Overall, the study contributes to the growing body of research on curriculum implementation by demonstrating how the CIPP evaluation framework can provide a comprehensive understanding of the relationship between educational policy, classroom practice, and learning outcomes in contemporary language education contexts.

AUTHOR CONTRIBUTION STATEMENT

The author contributed substantially to all stages of the research and manuscript preparation. Author was responsible for the conceptualization of the study, including the formulation of the research problem, research design, and theoretical framework. The author conducted data collection through field observations, interviews, and document analysis related to the implementation of the Merdeka Curriculum in English language teaching. Ramli HR also carried out the data analysis using the CIPP evaluation framework to interpret the contextual, input, process, and product dimensions of curriculum implementation. In addition, the author prepared the initial manuscript draft, including the development of the introduction, methodology, results, and discussion sections. The author performed critical revisions to ensure clarity, coherence, and alignment with international academic writing standards. Ramli HR approved the final version of the manuscript for publication and takes full responsibility for the integrity and accuracy of the research findings.

REFERENCES

- Caley, L., Williams, S. J., Spernaes, I., Thomas, D., Behrens, D., & Willson, A. (2021). Frameworks for evaluating education programmes and work related learning: A scoping review. *Journal of Workplace Learning*, 33(6), 486–501.
- Dahal, N., Neupane, B. P., Pant, B. P., Dhakal, R. K., Giri, D. R., Ghimire, P. R., & Bhandari, L. P. (2024). Participant selection procedures in qualitative research: Experiences and some points for consideration. *Frontiers in Research Metrics and Analytics*, 9, 1512747.
- Dimmock, C., Tan, C. Y., Nguyen, D., Tran, T. A., & Dinh, T. T. (2021). Implementing education system reform: Local adaptation in school reform of teaching and learning. *International Journal of Educational Development*, 80, 102302.
- Dizon, A. G. (2023). Historical development of CIPP as a curriculum evaluation model. *History of Education*, 52(1), 109–128. <https://doi.org/10.1080/0046760X.2022.2098390>
- Gopinathan, S., Kaur, A. H., Veeraya, S., & Raman, M. (2022). The role of digital collaboration in student engagement towards enhancing student participation during COVID-19. *Sustainability*, 14(11), 6844.
- Gouëdard, P., Pont, B., Hyttinen, S., & Huang, P. (2020). *Curriculum reform: A literature review to support effective implementation*. https://www.oecd.org/content/dam/oecd/en/publications/reports/2020/12/curriculum-reform_16f39dcc/efe8a48c-en.pdf?utm_source=chatgpt.com

- Gregory, E. (2020). Methodological challenges for the qualitative researcher: The use of a conceptual framework within a qualitative case study. *London Review of Education*, 18(1), 126–141.
- Hatch, J. A. (2023). *Doing qualitative research in education settings*. <https://www.torrossa.com/gs/resourceProxy?an=5976793&publisher=FZT373>
- Juan, W., Mukhtar, M. I., & Nasir, N. I. (2024). Exploring the Quality of Innovation and Entrepreneurship Teaching at China Higher Education Institutions Using Stufflebeams's Cipp Model: A Case Study. *International Journal of Creative Future and Heritage (TENIAT)*, 12(2), 81–101.
- Kiugu, K. D. D., Kibaara, T., & Wachira, R. (2021). Examination of the adequacy of resources preparedness for implementation of integration of digital learning in public primary schools in Meru County, Kenya. *J. Educ. Pract*, 7, 50–76.
- Lakew, B. M., Yigzaw Filatie, A., & Simegn Chanie, B. (2025). Exploring innovative pedagogical approaches: Primary school EFL teachers' utilization of teaching strategies. *Cogent Education*, 12(1), 2510030. <https://doi.org/10.1080/2331186X.2025.2510030>
- Leko, M. M., Cook, B. G., & Cook, L. (2021). Qualitative Methods in Special Education Research. *Learning Disabilities Research & Practice*, 36(4), 278–286. <https://doi.org/10.1111/ldrp.12268>
- Lim, W. M. (2025). What Is Qualitative Research? An Overview and Guidelines. *Australasian Marketing Journal*, 33(2), 199–229. <https://doi.org/10.1177/14413582241264619>
- Manan, S. A., Channa, L. A., David, M. K., & Amin, M. (2021). Negotiating English-only gatekeepers: Teachers' agency through a public sphere lens. *Current Issues in Language Planning*, 22(3), 290–307. <https://doi.org/10.1080/14664208.2020.1839219>
- Ogwudile, C. L. (2025a). STUFFLEBEAM'S CIPP MODEL OF EVALUATION. *Irish International Journal of Engineering and Scientific Studies*, 8(5), 1–24.
- Ogwudile, C. L. (2025b). STUFFLEBEAM'S CIPP MODEL OF EVALUATION. *Irish International Journal of Engineering and Scientific Studies*, 8(5), 1–24.
- Park, E., Ifenthaler, D., & Clariana, R. B. (2023). Adaptive or adapted to: Sequence and reflexive thematic analysis to understand learners' self-regulated learning in an adaptive learning analytics dashboard. *British Journal of Educational Technology*, 54(1), 98–125. <https://doi.org/10.1111/bjet.13287>
- Peña, H., & Galigao, R. P. (2024). Bridging the divide: An analysis of demand and supply of education resources in various countries around the world. *International Journal of Humanities and Social Sciences*, 3(4), 165–181.
- Poulton, P. (2020). Teacher agency in curriculum reform: The role of assessment in enabling and constraining primary teachers' agency. *Curriculum Perspectives*, 40(1), 35–48. <https://doi.org/10.1007/s41297-020-00100-w>
- Ratnay, G., Indriaswuri, R., Widayanthi, D. G. C., Atmaja, I., & Dalem, A. A. (2022). CIPP Evaluation Model for Vocational Education: A Critical Review. *Education Quarterly Reviews*, 5(3), 1–8.
- Sierra-Piedrahita, A. M., & Echeverri-Sucerquia, P. A. (2020). Governmental professional development initiatives for the implementation of language policies and curriculum

- guidelines: Secondary school teachers' experiences, challenges and views. *Íkala, Revista de Lenguaje y Cultura*, 25(1), 137–152.
- Sol, T., Ledezma, C., Sánchez, A., & Font, V. (2025). Teachers' Practical Argumentation on the Teaching of the Pythagorean Theorem. *International Journal of Science and Mathematics Education*, 23(8), 3707–3731. <https://doi.org/10.1007/s10763-025-10591-6>
- Swain, J., & King, B. (2022). Using Informal Conversations in Qualitative Research. *International Journal of Qualitative Methods*, 21, 16094069221085056. <https://doi.org/10.1177/16094069221085056>
- Wu, Y. J., & Chen, J.-C. (2021). Stimulating innovation with an innovative curriculum: A curriculum design for a course on new product development. *The International Journal of Management Education*, 19(3), 100561.
- Zeng, L. M. (2020). Peer review of teaching in higher education: A systematic review of its impact on the professional development of university teachers from the teaching expertise perspective. *Educational Research Review*, 31, 100333.