

Curriculum Evaluation Islamic Religious In Al-Barokah Elementary School

Dwi Fikry Al-Ghifary

Three Junior High School Bandung,
Raden Dewi Sartika Street, Regol, Bandung City, Indonesia, 40252
Email: dwifikryal@gmail.com

Mohammad Erihadiana

UIN Sunan Gunung Djati Bandung,
Soekarno-Hatta Street, Gedebage, Bandung City, Indonesia, 40294
Email: erihadiana@uinsgd.ac.id

Hariman Surya Siregar

UIN Sunan Gunung Djati Bandung,
Soekarno-Hatta Street, Gedebage, Bandung City, Indonesia, 40294
Email: harimansuryasiregar@uinsgd.ac.id

Abstract: This research aims to determine the PAI curriculum evaluation model used at SD Al-Barokah Bandung. This research is motivated by the urgency to assess success in education. So curriculum evaluation becomes an important part implemented continuously as a basis for controlling the effectiveness and efficiency carried out to perfect the curriculum. This research uses a qualitative approach using analytical descriptive methods and is included in field research. Data collection was carried out using triangulation techniques, combining interviews, observations, and documentation studies. The results of all the data in this research are then analyzed, consisting of reduction, display, and verification of the data so that conclusions can be drawn. The results of his research at Al-Barokah Elementary School have carried out regular evaluations of the PAI curriculum, namely at the beginning of each school year. PAI teachers carry out evaluations approaching the CIPP evaluation model where what is evaluated is context, input, process, and product.

Keywords: CIPP; Evaluation; Curriculum

Abstrak: Penelitian ini bertujuan, untuk mendeskripsikan model evaluasi kurikulum PAI yang digunakan di SD Al-Barokah Bandung. Penelitian ini dilatarbelakangi oleh adanya urgensi untuk menilai keberhasilan dalam pendidikan. Sehingga Evaluasi kurikulum menjadi salah satu bagian penting yang diterapkan secara berkesinambungan sebagai pijakan dalam mengontrol keefektifan dan efisiensi yang dilaksanakan untuk menyempurnakan kurikulum. Penelitian ini menggunakan pendekatan kualitatif dengan menggunakan metode deskriptif analitik dan termasuk dalam penelitian lapangan (field

research), pengumpulan data dilakukan dengan teknik triangulasi yakni menggabungkan antara hasil wawancara, observasi, dan studi dokumentasi. Hasil dari keseluruhan data dalam penelitian ini kemudian dianalisis yang terdiri dari reduksi, display dan verifikasi data sehingga dapat ditarik kesimpulan. Hasil penelitiannya di SD Al-Barokah, telah melaksanakan evaluasi kurikulum PAI secara berkala yakni setiap awal tahun ajaran. Guru PAI melakukan evaluasi mendekati jenis model evaluasi CIPP dimana yang di evaluasinya adalah konteks, input, proses dan product.

Kata Kunci : CIPP; Evaluasi; Kurikulum

DOI: <https://doi.org/10.15575/jipai.v3i2.31329>

Received: 10, 2023. Accepted: 11, 2023. Published: 12, 2023..

Copyright: © 2023. The Authors.

Licensee: Jurnal Inovasi Pendidikan Agama Islam (JIPAI) is licensed under the [Creative Commons Attribution License](#).

INTRODUCTION

In Indonesia, as with other countries, education has standardization, levels, and objectives to support the learning and learning process (Nainggolan & Harny, 2020). Education is one of the most important factors in determining the progress of a nation and state (Widiansyah, 2018). A good education will produce a good generation as well. The basic importance of education in the Indonesian context is very clear because each country has its unique education system.

The purpose of Indonesian national education is, of course, based on Indonesian people's views and way of life. The purpose of education certainly is to form the next generation of the nation that will continue the development of the country of Indonesia (Kadarsih et al., 2020). In article 2 paragraph 2 it is stated that national education functions to develop the ability and shape the character and civilization of a dignified nation to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Giri et al., 2021).

So to achieve the objectives of the mandate of the law, a good foundation, curriculum, and principles are needed in determining the direction and objectives of education. A nation will progress and be recognized for its existence in the field of education if the country succeeds in implementing a curriculum that can spur students to want to learn and continue to grow. With the curriculum, educators are expected to make the learning process ideal, namely when a teacher can encourage children's creativity, make students active in learning, understand the learning learned, and take place in pleasant circumstances. Ideal learning means the achievement of the learning objectives that have been set (Sumantri, 2019).

The curriculum is the spirit of education, in addition, the teacher is the implementer of the curriculum (Huda, 2017). Therefore, the curriculum plays an important role in a good learning process. In an educational plan, the schedule is a basic guideline for the continuity of the teaching process.

However, if you pay attention, the curriculum in this country is always changing following or along with the change of the Minister of Education and Culture. I don't know what other changes will be made by the new minister after this. Therefore, Indonesian people are very familiar with the curriculum and are familiar with the various changes experienced by it. Although there have been many curriculum changes, it seems that the results of the process are still far from expected. Not infrequently the implementers in it such as teachers and students become burdened every time there is a change in curriculum in this country.

The implementation of the current curriculum, both the independent curriculum and 2013, is not without obstacles, many deviations are made by schools because they are not ready for schools to implement it, not only the material but also the human resource capabilities of the teachers. Finally, the

implementation of the curriculum seems sober and even teachers feel burdened, just to follow the rules of the central government. Reflecting on this, the selection of the right curriculum in learning is one of the basic keys to the success of an education in the country. Even though the curriculum not only manages successful learning but also forms competent, skilled, and noble students to live their lives in the future. This is where the role of curriculum evaluation is carried out.

The success of a program in achieving its objectives can be seen after an evaluation or assessment (L. M. Sari, 2018). With an evaluation, the disadvantages and advantages can be known, and the next step can be determined to be able to advance and improve previous programs, by conducting an evaluation or assessment one can know the extent of student learning outcomes, whether the programs implemented have produced results according to the expected goals or are still far from the educational goals. Without evaluation activities, there will be no information about the good and bad of the curriculum that has been implemented by students and teachers. That's why curriculum evaluation is very important and becomes a benchmark for further achievement so that teachers as implementers do not feel burdened because they follow the evaluation they have done. If the results of the evaluation activities are successful or as expected, the curriculum implemented is declared successful, but if the results of the evaluation are not as expected, the curriculum needs to be improved or updated so that it can achieve the expected goals (Bhakti, 2017).

This research is based on previous studies including, (Mubai et al., 2021) with the title of the study *"Implementasi Model Cipp Dalam Evaluasi Kurikulum Pendidikan Teknik Informatika"*. Then (Zulkifli, 2018) *"Analisis Bentuk Evaluasi Kurikulum 2013 Mata Pelajaran Bahasa Arab di MI"*, next (Laksono & Izzulka, 2022) *"Evaluasi pengembangan kurikulum pendidikan"*, (Arofah, 2021) *"Evaluasi kurikulum pendidikan"*, and (Christiani, 2018) *"Penerapan Model CIPP dalam Evaluasi Implementasi Kurikulum 2013"*. The novelty of this study lies in the subjects to be evaluated in the curriculum, namely Islamic religious education, if you look at previous studies on evaluation, there is rarely research on PAI curriculum evaluation. In addition, the location of the research is also different from previous research.

This study aims to describe the PAI curriculum evaluation model used in Al-Barokah Elementary School Bandung. It is hoped that the results of this research will be able to contribute to the improvement of the world of education, especially related to curriculum evaluation, so that schools can provide the best for students.

RESEARCH METHOD

This research was conducted through a qualitative approach using analytical descriptive methods and included in field research (field research) (Arifudin, 2019). The place used as the object in this study is Al-Barokah Elementary School Bandung.

The data collection process is carried out by triangulation techniques, which combine the results of interviews, observations, and documentation studies (Alfansyur & Mariyani, 2020). Data are obtained from primary and secondary sources. Primary sources are data sources directly from the source, which can be done through interviews with residents of Al-Barokah Elementary School Bandung. Secondary sources are sources obtained outside the primary source, such as books that are closely related to the problem being discussed. The results of the overall data in this study were then analyzed using the Miles and Huberman model consisting of reduction, display, and verification of data so that conclusions can be drawn (M. Sari & Asmendri, 2020).

RESEARCH RESULT AND DISCUSSION

Research Result

Al-Barokah Elementary School is a school established in 1973 whose level is at the elementary level. The school is located in Aki Padma Street No. 23 Rt. 02 Rw.05 Neighborhoods Babakan, District Babakan Ciparay Bandung City. SK Establishment: 34-11/04/1973 Tgl SK: 1973-04-11 and is currently accredited A.

The vision of the school: The realization of a superior and quality school produces graduates who are charismatic, intelligent, active, independent, innovative, polite/polite, excel in the fields of IMTAQ and Science and Technology and have an Environmental Culture. The mission: To realize the vision mentioned above, Al-Barokah Elementary School Bandung Developed the mission as follows:

- 1). Developing students' morals and personalities through the cultivation of national religious and cultural values.
- 2). Optimizing educational services by paying attention to the needs and development of students by the demands of advances in science, technology, and information
- 3). Developing students' potential, talents, and interests through empowering self-development activities, and
- 4). Improve the competence and performance of school personnel by their functions and positions.

Based on data collection and analysis, results were obtained about the challenges of evaluating the Islamic Religious Education curriculum for teachers of Islamic Religious Education subjects. The data described includes the process of evaluating the Islamic Religious Education curriculum.

This school uses two curricula, namely the 2013 curriculum and the independent curriculum. This is done by the instructions delivered by the

Bandung education and culture office. In the implementation of curriculum evaluation, PAI teachers carry it out at the beginning of each new school year. So after completing the final semester assessment, the distribution of PAI teachers' report cards collects notes on the shortcomings and advantages of curriculum implementation. PAI teachers conduct curriculum evaluations together with the principal and vice principal of the curriculum section. The curriculum is a material that is often discussed in the world of education. The teacher must be aware of the curriculum. The applicable curriculum is a part that must be implemented. As part of the curriculum implementer, they must be ready to face all possibilities that occur.

The curriculum in the school is an educational unit-level curriculum, namely curriculum development from the center, operational curriculum compiled and implemented by each educational unit. The education unit level curriculum consists of educational objectives at the education unit level, the structure and content of the education unit level curriculum, the educational calendar, and the syllabus. In the preparation of the education unit level curriculum using the education unit level curriculum guidelines prepared by BSNP or now BSKAP. The purpose of the curriculum guide at the education unit level is to be a reference for SD/MI/SDLB, SMP/MTs/SMPLB, SMA/MA/SMALB, and SMK/MAK education units in the preparation and development of curricula to be implemented at the level of the education unit concerned. The curriculum at the education unit level is expected to be able to solve various national problems, especially in the field of education, by preparing students through planning, implementing, and evaluating the education system effectively, efficiently, and successfully.

The education unit-level curriculum is a concept that offers autonomy to schools to determine school policies to improve the quality and efficiency of education to accommodate the wishes of the community and establish close cooperation between schools, communities, industry, and government in shaping the personality of students.

The components he evaluates include; (a) purpose; (b) materials; (c) learning strategies; (d) curriculum organization, and (e) evaluation. The five components are closely related and cannot be separated. Although there are differences in terms between the independent curriculum and the 2013 curriculum, basically these components have the same meaning.

DISCUSSION

When related to the existing evaluation model, the implementation of curriculum evaluation at SD Al-Barokah leads to the CIPP curriculum evaluation design model. This model was developed by Daniel Stufelbearn, and aimed to assist in curriculum improvement, but also to decide whether the program was simply

discontinued (D. R. Sari et al., 2018). This model contains four elements of coverage, including:

1) Context is an assessment related to efforts to find the needs of students with various problems that are descriptive and comparative. The conclusions of the study are used to determine the objectives as the starting point for educational programs.

2) Input, which is an assessment that is expected to provide information on how to use resources to achieve goals. This assessment serves to find information used to assess the existence of several alternative strategies that can be chosen to assist decision-makers in choosing and designing procedures that are likely to achieve program objectives.

3) Process is an assessment carried out during the program, to be able to describe events and activities procedure activities to find out shortcomings in learning design. This assessment serves to aid in decision-making in various difficulties.

4) Product is an assessment that seeks to measure and interpret the achievement of a program. The results are used as a comparison between expectations and actual results. The CIPP evaluation model is more complete because it includes formative and summative evaluations. Evaluation of contexts, inputs, processes, and products can be practiced in the framework of decision-making (formative role) and presentation of information regarding accountability (summative role) (Mahmudi, 2011).

There are at least three reasons according to Idrus that the curriculum requires evaluation. First, in terms of process, there is interdependence between the three components of the curriculum (objectives, materials, and methods) that should be implemented. Second, from the point of professionalism of educational tasks evaluation activities become one of the characteristics of professional educators. Third, institutionally educational activities are a series of management which includes planning, organizing, actuating, controlling, and evaluating (Nisa & Hamami, 2023).

The benefits of evaluating the PAI curriculum are to determine the level of advantages and disadvantages based on predetermined goals, determine the decision between accepting, rejecting, or revising the program that has been launched, and finally filter data as support for the decisions taken. In general, the benefits of the PAI curriculum can be categorized based on its objectives, namely: (1) the benefits for teachers are to assess how far the implementation of learning; (2) policy users can assess the extent to which the curriculum is implemented by all schools; and (3) for parents and the community can be used to measure curriculum implementation by aligning expectations and aspirations. Curriculum evaluation should be based on deep understanding. This is necessary so that the material and learning objectives are by the individual abilities of

students so that the foundation of our education becomes more solid and effective.

Evaluation of the Islamic Religious Education curriculum is a must for Islamic Religious Education teachers. In the evaluation of the Islamic Religious Education curriculum, teachers need to do it well and accordingly, if the curriculum is not evaluated, then the community will also not use graduates of educational institutions because they think graduates of these educational institutions are not ready and not according to demands (Ramadhan, 2017). The readiness of Islamic Religious Education to prepare quality output according to the demands of the community is a responsibility that must be fulfilled (Akhyar & Erihadiana, 2021). Religious Education, especially Islamic Religious Education is the core of the curriculum, as the main key holder, innovation is needed in its evaluation. Curriculum evaluation must be carried out, and Islamic Religious Education teachers must innovate so that learning is more interesting (Hidayat, 2020).

The CIPP model considers that the evaluated aspects have a deeper and more thorough scope. In addition, it is also recommended that in determining the component indicators to be used, it is necessary to consider the suitability of the component to the program and the objectives to be achieved from the evaluation.

CONCLUSION

Curriculum evaluation is an effort to assess the sustainability of the curriculum used in each educational unit with the aim that the curriculum becomes better and perfect. The benefits of curriculum evaluation in the application of the school environment are very important because it is useful to know the development of the school environment with the application of the current curriculum. Curriculum evaluation is carried out on the components of objectives, content, strategy, and evaluation. The evaluation model in this school uses the CIPP model. The CIPP evaluation model will be able to provide a better basis for making decisions, policies, and subsequent programs.

REFERENCES

- Akhyar, A., & Erihadiana, M. (2021). Upaya Guru dalam Pengembangan Kurikulum Pendidikan Agama Islam di SMA Negeri 1 Kerinci. *Ta Dib Jurnal Pendidikan Islam*, 10(2), 353–360. <https://doi.org/https://doi.org/10.29313/tjpi.v10i2.7582>
- Alfansyur, A., & Mariyani, M. (2020). Seni mengelola data: Penerapan triangulasi teknik, sumber dan waktu pada penelitian pendidikan sosial. *Historis: Jurnal Kajian, Penelitian Dan Pengembangan Pendidikan Sejarah*, 5(2), 146–150.

- <https://doi.org/https://doi.org/10.31764/historis.v5i2.3432>
- Arifudin, O. (2019). Manajemen Sistem Penjaminan Mutu Internal (Spmi) sebagai upaya meningkatkan mutu perguruan tinggi. *Jurnal Ilmiah Manajemen, Ekonomi, & Akuntansi (MEA)*, 3(1), 161–169. <https://doi.org/https://doi.org/10.31955/mea.v3i1.274>
- Arofah, E. F. (2021). Evaluasi kurikulum pendidikan. *Jurnal Tawadhu*, 5(2), 218–229. <https://doi.org/https://doi.org/10.52802/twd.v5i2.236>
- Bhakti, Y. B. (2017). Evaluasi program model CIPP pada proses pembelajaran IPA. *IPFRI (Jurnal Inovasi Pendidikan Fisika Dan Riset Ilmiah)*, 1(2), 75–82. <https://doi.org/https://doi.org/10.30599/jipfri.v1i2.109>
- Christiani, Y. (2018). Penerapan Model CIPP dalam Evaluasi Implementasi Kurikulum 2013. *Jurnal Pendidikan Ekonomi (JUPE)*, 6(1), 1–6. <https://doi.org/https://doi.org/10.26740/jupe.v6n1.p%25p>
- Giri, I. P. A. A., Ardini, N. L., & Kertiani, N. W. (2021). Pancasila sebagai landasan filosofis pendidikan nasional. *Sanjiwani: Jurnal Filsafat*, 12(1), 116–126. <https://doi.org/https://doi.org/10.25078/sjf.v12i1.2082>
- Hidayat, A. W. (2020). Inovasi kurikulum dalam perspektif komponen-komponen kurikulum pendidikan Agama Islam. *SALIHA: Jurnal Pendidikan & Agama Islam*, 2(1), 111–129. <https://doi.org/https://doi.org/10.54396/alfahim.v2i1.72>
- Huda, N. (2017). Manajemen Pengembangan Kurikulum. *Jurnal Manajemen Pendidikan Islam*, 1(2), 52–75. <https://doi.org/https://doi.org/10.33650/al-tanzim.v1i2.113>
- Kadarsih, I., Marsidin, S., Sabandi, A., & Febriani, E. A. (2020). Peran dan tugas kepemimpinan kepala sekolah di sekolah dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(2), 194–201. <https://doi.org/https://doi.org/10.31004/edukatif.v2i2.138>
- Laksono, T. A., & Izzulka, I. F. (2022). Evaluasi pengembangan kurikulum pendidikan. *Edukatif: Jurnal Ilmu Pendidikan*, 4(3), 4082–4092. <https://doi.org/https://doi.org/10.31004/edukatif.v4i3.2776>
- Mahmudi, I. (2011). CIPP: Suatu Model Evaluasi Program Pendidikan. *At-Ta'dib*, 6(1). <https://doi.org/https://doi.org/10.21111/at-tadib.v6i1.551>
- Mubai, A., Jalinus, N., Ambiyar, A., Wakhinuddin, W., Abdullah, R., Rizal, F., & Waskito, W. (2021). Implementasi Model Cipp Dalam Evaluasi Kurikulum Pendidikan Teknik Informatika. *Edukatif: Jurnal Ilmu Pendidikan* 3.4, 3(4), 1383–1394. <https://doi.org/https://doi.org/10.31004/edukatif.v3i4.549>
- Nainggolan, R., & Harny, D. (2020). Pengaruh pendidikan entrepreneurship dan lingkungan sosial terhadap minat berwirausaha (studi di Universitas Ciputra). *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 8(2), 183–198. <https://doi.org/https://doi.org/10.26740/jepk.v8n2.p183-198>
- Nisa, F. I., & Hamami, T. (2023). Evaluasi Kurikulum Pendidikan Agama Islam.

- Risalah, Jurnal Pendidikan Dan Studi Islam*, 9(3), 1374–1386.
https://doi.org/https://doi.org/10.31943/jurnal_risalah.v9i3.548
- Ramadhan, S. (2017). Evaluasi Pendidikan Agama Islam di Madrasah Tsanawiyah Ibnul Qayyim Putri Yogyakarta. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 2(1), 39–50.
[https://doi.org/https://doi.org/10.25299/althariqah.2017.vol2\(1\).646](https://doi.org/https://doi.org/10.25299/althariqah.2017.vol2(1).646)
- Sari, D. R., Tangkudung, J., & Hanif, A. S. (2018). Evaluasi Program Pemusatan Latihan Daerah (Pelatda) Bolavoli Pasir Putri DKI Jakarta. *Urnal Ilmiah Sport Coaching and Education*, 2(1), 8–16.
- Sari, L. M. (2018). Evaluasi dalam pendidikan Islam. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 9(2), 211–231.
<https://doi.org/http://dx.doi.org/10.24042/atjpi.v9i2.3624>
- Sari, M., & Asmendri, A. (2020). Penelitian Kepustakaan (library research) dalam Penelitian Pendidikan IPA. *Natural Science: Jurnal Penelitian Bidang IPA Dan Pendidikan IPA*, 6(1), 41–53. <https://doi.org/10.15548/nsc.v6i1.1555>
- Sumantri, B. A. (2019). Pengembangan Kurikulum di Indonesia Menghadapi Tuntutan Kompetensi Abad 21. *EL-HIKMAH: Jurnal Kajian Dan Penelitian Pendidikan Islam*, 13(2), 146–167.
<https://doi.org/https://doi.org/10.20414/elhikmah.v13i2.661>
- Widiansyah, A. (2018). Peranan sumber daya pendidikan sebagai faktor penentu dalam manajemen sistem pendidikan. *Cakrawala: Jurnal Humaniora Bina Sarana Informatika*, 18(2), 229–234.
<https://doi.org/https://doi.org/10.31294/jc.v18i2.4347>
- Zulkifli, M. (2018). Analisis Bentuk Evaluasi Kurikulum 2013 Mata Pelajaran Bahasa Arab di MI. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 2(2), 125–143. <https://doi.org/http://dx.doi.org/10.35931/am.v0i0.29>