

Evaluation Analysis of Islamic Religious Education Curriculum at Madrasah Tsanawiyah Ar Ruhama Kuningan

Saehu Abas,^{1*} Hajjin Maburr,² Aghust Muhaimin,³ Muhammad Syauqi,⁴
Muh. Luthfi Ubaidillah,⁵

^{1,2,3,4,5}Universitas Islam Bunga Bangsa Cirebon, Indonesia

¹saehuabas@bungabangsacirebon.ac.id, ²hmaburr@gmail.com, ³aghusm@gmail.com,

⁴msyauqi@gmail.com, ⁵m.luthfi@gmail.com

Received: 2024-07-19

Revised: 2024-08-30

Approved: 2024-09-03

*) Corresponding Author
Copyright ©2024 Authors

Abstract

This study aims to evaluate the curriculum of Islamic Religious Education (PAI) subjects with the EKOP (Evaluation of Instructional Quality and Output) evaluation model. The method used in this study is qualitative. Data was collected by conducting observations, interviews with the vice principal of the madrasah for curriculum, two Islamic Religious Education teachers, and students. Other data are documentation data in the form of assessment documents of Islamic Religious Education teachers at Madrasah Tsanawiyah (MTs) Ar Ruhama Kuningan. The results of this study prove that the curriculum evaluation with the EKOP model on the aspects of the quality of the learning process and output. The results of the evaluation indicate that the quality of the curriculum is categorized as good. The indicators are teacher performance regarding mastery of learning materials, understanding student characteristics, learning management, student guidance, and assessment. The learning is also categorized as very good because most students' learning activities and motivation are very good, so their academic achievements can meet learning objectives. Therefore, the results of this study conclude that excellent and practical curriculum evaluation positively affects the quality of learning and meets the six scopes of assessment aspects.

Keywords: EKOP Model, Evaluation System, PAI Curriculum.

Abstrak

Penelitian ini bertujuan untuk mengevaluasi kurikulum mata pelajaran Pendidikan Agama Islam (PAI) dengan model evaluasi EKOP (*Evaluation of Instructional Quality and Output*). Metode yang digunakan dalam penelitian ini adalah kualitatif. Pengumpulan data dilakukan dengan melakukan observasi, wawancara dengan wakil kepala madrasah bidang kurikulum, dua guru Pendidikan Agama Islam dan siswa. Data lainnya adalah data dokumentasi berupa catatan penilaian guru Pendidikan Agama Islam di Madrasah Tsanawiyah (MTs) Ar Ruhama Kuningan. Hasil penelitian ini membuktikan bahwa evaluasi kurikulum dengan model EKOP pada aspek kualitas proses dan luaran pembelajaran. Hasil evaluasi tersebut mengindikasikan kualitas kurikulum terkategori baik. Indikatornya adalah kinerja guru pada aspek penguasaan materi pembelajaran, pemahaman karakteristik siswa, pengelolaan pembelajaran, pembimbingan siswa, dan penilaian. Sedangkan pembelajarannya terkategori sangat baik karena Aktivitas dan motivasi belajar mayoritas siswa sangat baik, sehingga capaian akademik mereka mampu memenuhi tujuan pembelajaran. Oleh karena itu, hasil penelitian ini menyimpulkan bahwa evaluasi kurikulum yang baik dan praktis

mempunyai efek positif pada kualitas pembelajaran dan memenuhi enam ruang lingkup aspek penilaian.

Kata Kunci: Kurikulum PAI, Model EKOP, Sistem Evaluasi.

Introduction

The existence of education in any country is highly valued. The national education system shows that Indonesia's education policy has changed. The proposed policy is the product of ideas from education activists. Education is a conscious effort and responsibility to guide the development of students' lives until they have real-life goals. This statement is reinforced by Law Number 20 of 2003, that education is conscious and planned work to create an atmosphere and learning process so that students can actively develop the potential for religious spirituality, self-control, personality, intelligence, noble character, and the skills needed for themselves: themselves, society, nation, and state.¹

Education is a conscious effort made by educators toward students to foster spiritual, physical, and social maturity. Indonesia must strive to unite the Indonesian nation through education. This effort is carried out with equal education so that all citizens have the right to gain knowledge, and every competency is directed toward realizing equal education. So, in providing education, it is important to pay attention to the principles of justice. The implementation process requires plans and guidelines, which are essentially called curriculum. Everything formulated in the design is not a little influenced by the authors' views by paying attention to the existence of education.²

According to Government Regulation no. 55 of 2007, Chapter I Article 2 states that Religious Education is education that provides knowledge, forms attitudes, personalities, and skills of students in practicing their religious teachings, which is carried out at least through subjects or lectures in all pathways, levels and types of education.³ In teaching and learning activities, the curriculum is an essential aspect because the curriculum determines the content and objectives in which direction the educational process will go. The curriculum, as an important guide in the educational

¹ Departemen Pendidikan Nasional, "Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional" (Pusat Data dan Informasi Pendidikan, Balitbang Depdiknas, 2003), https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/UU_tahun2003_nomor020.pdf.

² Moch Rizal Umam and Tasman Hamami, "Evaluasi Kurikulum Pendidikan Agama Islam Sekolah Dan Madrasah," *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam* 15, no. 1 (June 25, 2023): 1–16, <https://doi.org/10.47498/tadib.v15i1.1556>.

³ Pemerintah Pusat Indonesia, "Peraturan Pemerintah (PP) Nomor 55 Tahun 2007 Tentang Pendidikan Agama Dan Pendidikan Keagamaan," Database Peraturan | JDIH BPK, accessed September 11, 2024, <http://peraturan.bpk.go.id/Details/4777/pp-no-55-tahun-2007>.

process, is not absolute but runs and flows in harmony with the needs of the educational process itself. Evaluation and curriculum are two disciplines that have a cause-and-effect relationship. The relationship between evaluation and curriculum is organic, and the process evolves. Evaluation is a broad, complex and continuous activity to determine the process and results of implementing the education system in achieving specified goals.⁴

The problems of Islamic Religious Education (PAI) in schools are reviewed practically, including curriculum issues, teachers and education staff, and the dichotomy between general education and religion. Based on Law Number 20 of 2003, Article 37, paragraphs 1 and 2 state that religious education is a curriculum whose existence is mandatory at every level of education in Indonesia. The scope of PAI includes Al-Qur'an, Aqidah, Akhlak, Fiqh, and Islamic Dates. Educators' understanding of the PAI curriculum will make it easier to design implementation and achieve the expected goals.⁵

An evaluation process is carried out to achieve an activity goal.⁶ The achievements of the PAI curriculum can be known through the output produced by conducting evaluations. The definition of evaluation in the PAI curriculum is interpreted as one component of the education system that must be carried out systematically and planned as a tool to determine the strengths and weaknesses of the PAI curriculum that has been implemented.

There are at least three reasons that the curriculum requires evaluation. First, from a process perspective, the three curriculum components are interdependent (objectives, materials, and methods) and should be implemented. Second, seen from the perspective of professionalism in educational tasks, evaluation activities are one of the characteristics of professional educators. Third, institutional educational activities involve management, including planning, organizing, actuating, controlling, and evaluating.⁷

The implementation of the PAI curriculum assessment is applied to the curriculum development program and implementation of the PAI curriculum with the help of internal and external parties. In this study, researchers used the EKOP model

⁴ Muhammad Edy Muttaqin, "Evaluasi Kurikulum Pendidikan Islam," *Prosiding Nasional* 3 (December 18, 2020): 171–80.

⁵ Umam and Hamami, "Evaluasi Kurikulum Pendidikan Agama Islam."

⁶ John Burville Biggs and Kevin Francis Collis, *Evaluating the Quality of Learning: The SOLO Taxonomy (Structure of the Observed Learning Outcome)* (Cambridge: Academic Press, 1982), 187.

⁷ Umam and Hamami, "Evaluasi Kurikulum Pendidikan Agama Islam."

evaluation system to evaluate the PAI curriculum at MTs Ar Ruhama, Caracas, Cilimus, Kuningan. The focus of this research is the process of assessing or evaluating the quality and results of instruction or learning. It involves assessing various instructional aspects, including teaching methods, learning materials, teacher-student interactions, technology use, student performance assessment, and learning outcomes.

Method

This research uses a qualitative research method with a narrative approach. The data collection techniques in this research were observation of the learning process, interview with deputy head of madrasah for curriculum, two Islamic religious education (PAI) teachers and students, and documentation such as teacher assessment notes on three aspects of learning assessment, which include cognitive, psychomotor, and affective. The data analysis technique uses an Evaluation system with the EKOP Model (Quality Evaluation and Learning Output) to analyze the quality of the PAI curriculum implemented at MTs Ar Ruhama, Caracas, Cilimus, District Kuningan. The EKOP model is a form of evaluation that uses a process and results assessment approach. In this case, process assessment assesses the quality of learning outcomes.⁸ The assessment of the quality of learning outcomes is called the assessment of learning output, so the name of this model is the EKOP model.⁹

Results and Discussion

Teacher Performance at MTs Ar Ruhama Kuningan

Evaluation of teacher performance components is carried out through an evaluation of aspects, namely mastery of the material, understanding of student characteristics, mastery of learning management, ability to guide students, and ability to carry out assessments.¹⁰ The questionnaire results, distributed to 30 male students in class 7A, obtained a picture of the quality of the Aqidah Akhlak learning process in terms of the teacher's performance aspect, as shown in Figure 1.

⁸ Pradika Adi Wijayanto, "Quality Evaluation Of Geography Learning Program At SMA Negeri 1 Mayong Using Ekop Model," *JPI (Jurnal Pendidikan Indonesia)* 6, no. 2 (2017): 172–80, <https://doi.org/10.23887/jpi-undiksha.v6i2.10070>.

⁹ J H Venter and D C J de Jongh, "Extending The Ekop Model To Estimate The Probability Of Informed Trading," *Studies in Economics and Econometrics* 30, no. 2 (August 1, 2006): 1–15, <https://doi.org/10.1080/10800379.2006.12106406>.

¹⁰ St Jumaeda, "Implementasi Evaluasi Model Kualitas Proses Dan Output Pembelajaran Pada Mata Kuliah Magang I," *Al-Iltizam: Jurnal Pendidikan Agama Islam* 6, no. 2 (December 5, 2021): 54–67, <https://doi.org/10.33477/alt.v6i2.2519>.

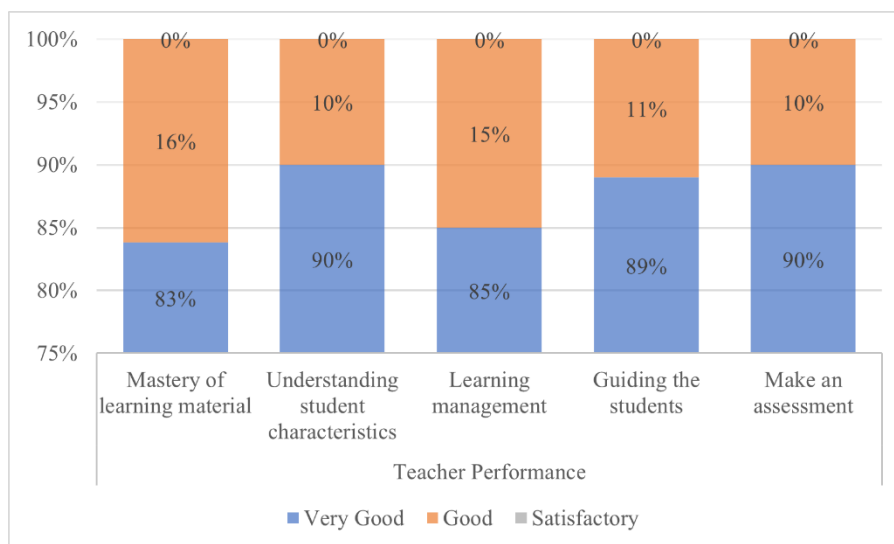


Figure 1. Teacher Performance

Based on the data above, it shows that teachers in the Aqidah Akhlak subject can master the material with presentations, 83.00% of students said they were very good, and 16% said they were good. It shows that the mastery of the material or competencies possessed by teachers of the Aqidah Akhlak subject is included in the very good category. To understand student characteristics, based on the answers of 30 students, with a percentage of 90% saying they were very good and 10% saying they were good. This shows that the description of the teacher's ability to understand student characteristics is rated very good.

Meanwhile, mastery of learning management is based on the teacher's answers. Students score 85% answering very well and 15% answering well. This shows that the teacher's competency or mastery of learning management is rated very good. Meanwhile, the ability to guide students was based on the answers of 30 students who scored 89%, which said they were very good, and 11% who said they were good. It indicates that the teacher's competence or ability in guiding students in the Aqidah Akhlak subject is in the very good category.

On the ability to carry out assessments through answers, 30 students stated that 90% were very good, and 10% said they were good. It shows that the teacher's ability to conduct assessments is good. Overall, the results of the evaluation, based on the assessment of class 7A students at Ikhwan MTs Ar Ruhama, show that, in general, the competence of teachers is seen from the aspect of teacher performance in implementing the Aqidah Akhlak learning program at MTs Ar Ruhama, Caracas, Cilimus, District Kuningan is rated very well.

Based on the results of the evaluation carried out through observation of the teacher's ability to carry out assessments, it is known that the assessment techniques carried out by the teacher are following the learning achievements of the subject, clarity of assessment procedures, completeness of assessment tools and assessments carried out during the learning process. Apart from questionnaire data and observations, data collection was also conducted by interviews with the head of the curriculum at MTs Ar Ruhama, Caracas, Cilimus, District Kuningan.

Waka is an abbreviation for the deputy head responsible for planning and running the curriculum, namely the subjects taught at the educational institution. The curriculum is a set of plans and regulations regarding objectives, content, learning materials, and the methods used as guidelines for implementing learning activities to achieve specific educational goals.¹¹

The head of curriculum who serves at MTs Ar Ruhama is Mr. Tsena Cendikia Wardani, S.Pd, who has served for 1 year at MTs Ar Ruhama. In the results of the interview with him as head of the curriculum, teachers at MTs Ar Ruhama have a good work ethic, and as agents of change, the teachers have carried out their duties well and responsibly. A responsible teacher can be seen from how the teacher plans, implements and assesses the learning process based on the teacher's professionalism in teaching.

Learning Facilities at MTs Ar Ruhama Kuningan

The curriculum cannot be forgotten in a school or educational institution. It is an urgent matter that has a significant position, considering that the function of the curriculum is a guideline in implementing the learning process at the elementary school (SD), junior high school (SMP), and senior high school (SMA) levels. The curriculum has a significant position in an education system because the curriculum is a set of educational plans or programs that will be used as a reference or guideline in implementing the learning process to achieve an educational goal. The main characteristics of education in schools are having or positioning the curriculum as a crucial component in implementing the learning process. All activities carried out by

¹¹ Dindin Abidin et al., "Curriculum Development in Indonesia from a Historical Perspective," *Journal of Education Research* 4, no. 2 (April 10, 2023): 443–51, <https://doi.org/10.37985/jer.v4i2.175>.

students or students both outside and inside the school environment under the auspices of the school are the implementation of a curriculum.¹²

In curriculum development, evaluation is an essential component and stage that teachers must take to determine the effectiveness of the curriculum. Without evaluation, we will not be able to know the curriculum's condition in terms of design, implementation, and results. However, with evaluation, we can use the results obtained as feedback in improving and perfecting the curriculum. The evaluation aims to collect, analyze, and present data for decision-making regarding whether the curriculum will be revised or replaced. Curriculum evaluation is essential in determining educational policy in general and in making decisions regarding the curriculum. Educational policyholders and curriculum developers can use the results of curriculum evaluations to select and determine education system development policies and develop the curriculum models used. The results of curriculum evaluations can also be used by teachers, school principals, and other educational implementers, in understanding and assisting student development, selecting learning materials, selecting learning methods and tools, assessment methods, and other educational facilities.¹³

Learning facilities are everything needed in the teaching and learning process, both moving and immovable so that educational goals can be achieved smoothly, regularly, effectively, and efficiently. Learning facilities are equipment and supplies that are directly used and support the educational process, especially in the teaching and learning process, such as buildings, classrooms, books, libraries, laboratories, tables, chairs, teaching tools, and other media.¹⁴

Curriculum evaluation and facilities are closely related and important in curriculum development and effectiveness. In its role, curriculum evaluation determines decisions, including two activities: collecting information and determining decisions.

¹² Ghina Fauziah Hazimah et al., "Pengelolaan Kurikulum dan Sarana Prasarana Sebagai Penunjang Keberhasilan Pembelajaran Siswa Sekolah Dasar," *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi* 9, no. 2 (2021): 121–29, <https://doi.org/10.21831/jppfa.v9i2.44591>; Fitha Chaerunisa et al., "Pengelola Kurikulum Dan Sarana Prasarana Sebagai Penunjang Keberhasilan Pembelajaran Siswa Sekolah Dasar," *JHIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 2 (2023): 774–81, <https://doi.org/10.54371/jiip.v6i2.1632>.

¹³ Desembra Sohilit and Asep Asep, "Evaluasi Program Pembelajaran Berdasarkan Metode EKOP Di Sekolah Menengah Atas Negeri 9 Ambon," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 1b (April 12, 2023): 539–45, <https://doi.org/10.29303/jipp.v8i1b.1247>.

¹⁴ Marto Silalahi et al., "Pengaruh Fasilitas Terhadap Kinerja Guru Dalam Pembelajaran Daring Pada SMP Swasta Erlangga Pematangsiantar," *Ekonomis: Journal of Economics and Business* 6, no. 2 (September 26, 2022): 388–93, <https://doi.org/10.33087/ekonomis.v6i2.433>; Nurafni Siregar and Aziza S., "Optimization of Facilities and Infrastructure Management in Improving the Quality of Learning," *Jurnal Tarbiyah* 28, no. 1 (June 30, 2021): 30–43, <https://doi.org/10.30829/tar.v28i1.905>.

So, with the curriculum evaluation carried out at MTs Ar Ruhama, the learning facilities at MTs Ar Ruhama can be identified in three categories.

First is the determination of learning facility needs. Learning facilities or facilities are equipment that is used directly to support the learning process, especially the teaching and learning process, such as rooms, tables, and chairs, as well as teaching aids and media. In carrying out the teaching and learning process in schools, several supporting tools are needed so that the learning process can run well. Apart from that, space is created or used in learning to determine students' understanding of the material presented by the teacher to students. So, by evaluating the curriculum of all existing devices in the school, you can determine the learning facilities' needs.

Based on the results of interviews with the head of the curriculum, the need for learning facilities at MTs Ar Ruhama was rated as very adequate. Schools with good facilities are, of course, due to good financial management and compliance with the curriculum. At MTs Ar Ruhama, classrooms, mosques, libraries, and laboratories are available to support learning activities. Supportive and adequate learning facilities can facilitate achieving practical learning goals for teachers, students, and the school.

Second is the development of learning facilities. Evaluation can increase students' knowledge and improve the curriculum's quality or content because of an assessment element. With assessment, it is hoped that a curriculum will continue to be a guideline in the implementation of teaching and learning activities in schools, which can stimulate the maximization of every learning activity that can produce learning experiences, especially for each student, which is used to increase competence in the realm of knowledge education. Curriculum evaluation is not only beneficial for students, but curriculum evaluation can also provide benefits for teachers.¹⁵ By holding a curriculum evaluation, teachers can prepare and improve learning plans that will be used if they do not run according to the initial plan.

The curriculum evaluation results will guide the development of learning that supports effective teaching methods. Apart from that, the results of interviews with the head of the MTs Ar Ruhama curriculum are that with the various learning facilities that are already available, it is hoped that each existing learning facility can be maximized well to achieve achievement. Several factors influence student learning achievement,

¹⁵ Joko Subando, Badrun Kartawagiran, and Sudji Munadi, "Development of Curriculum Evaluation Model As A Foundation in Strengthening The Ideology of Al-Irsyad Education," *Journal of Research and Educational Research Evaluation* 10, no. 2 (August 30, 2021): 86–99, <https://doi.org/10.15294/jere.v10i2.52676>.

one of which is that using learning facilities is not optimal. Teachers should be able to use every available facility to improve learning outcomes. Learning facilities make it easier for teachers to convey material or provide practice to students, and students more easily accept any material the teacher provides.¹⁶

Third is learning class climate at MTs Ar Ruhama Kuningan. Identifying student learning needs is an essential foundation for creating practical learning experiences for each student. By understanding students' needs, we can develop relevant and inspiring learning strategies to ensure each student reaches their maximum potential. As a teacher, recognizing the uniqueness of each student is an essential first step in creating an inclusive and empowering learning environment. By understanding their learning needs, we can provide appropriate and engaging support to those who need it, increasing motivation and commitment to learning.

Curriculum evaluation also has a role in understanding the classroom climate in the learning at MTs Ar Ruhama. The interaction between teachers and students must be good because it is key to creating an effective learning environment. Based on the results of an interview with Mr. Jaka Munasir, S.Pd, as the Aqidah Akhlak teacher for class 7A at MTs Ar Ruhama, several strategies are used to ensure good interaction between teachers and students, including three aspects. First is open communication and active engagement. Create a comfortable atmosphere for communicating with students, listening attentively, and providing constructive feedback that helps each other. In addition, teachers can stimulate students' active involvement with questions, discussions, or interactive activities.

The second is empowering students. Involving students in the learning process by giving students responsibility and encouraging them to ask questions and solve problems independently increases their sense of responsibility and motivation to learn. Third is variations in teaching methods. Teachers can implement many teaching methods in the teaching and learning process, such as involving visual, auditory, and kinesthetic elements. In this case, to create a good learning classroom climate, there needs to be variations in the learning methods used to maintain student interest and involvement in the learning process.

Analysis of student needs plays an important role in developing a curriculum that focuses on student learning. Through careful analysis, teachers can identify areas

¹⁶ Endang Trya Wulandari and Muhiddin Muhiddin, "Pentingnya Pengaruh Fasilitas Belajar Terhadap Prestasi Belajar Siswa," *Prosiding Seminar Nasioal Biologi VI*, no. 0 (December 14, 2019): 258–61.

where students need additional help or challenges. Analyzing student needs also helps avoid a "one size fits all" approach to education. Each student has different skills, levels of mastery, and interests. By understanding these differences, teachers can adjust their teaching methods to create a comfortable learning classroom climate and encourage students to reach their maximum potential.

Student Activities While Studying at MTs Ar Ruhama Kuningan

Evaluation can increase students' knowledge and improve the curriculum's quality or content because of an assessment element. With assessment, it is hoped that a curriculum will continue to be a guideline in the implementation of teaching and learning activities in schools, which can stimulate the maximization of every learning activity that can produce learning experiences, especially for each student, which is used to increase competence in the realm of knowledge education.¹⁷

Curriculum evaluation can significantly influence student activities during the learning process, including three aspects. First, a good curriculum evaluation can help identify student strengths and weaknesses. Every educator hopes students achieve as optimally as possible in academic and non-academic pathways. The achievement has a comprehensive meaning. If students can achieve their goals or at least be able to complete assignments from teachers or other people, then they are called achievers. Learning achievement in education results from measuring students, including cognitive, affective and psychomotor factors after the learning process measured using test instruments or relevant instruments. In this case, curriculum evaluation can also provide information regarding areas of weakness in the curriculum so that a process of improvement can be carried out towards something better from the evaluation results.¹⁸

The second is adjusting teaching methods and preparing learning plans. Curriculum evaluation can help teachers assess the effectiveness of the methods they use in their learning. Teachers can adjust their approach based on the evaluation results to improve student understanding. Curriculum evaluation is not only beneficial for students, but curriculum evaluation can also provide benefits for teachers. By holding a curriculum evaluation, teachers can prepare and improve learning plans that will be used if they do not run according to the initial plan. Teachers use this curriculum

¹⁷ Nadhilah Ajrina et al., "Pengaruh Kurikulum Terhadap Evaluasi Pendidikan Di Sekolah," *Jurnal Edukasi Nonformal* 4, no. 1 (March 27, 2023): 38–42.

¹⁸ Shofil Fuad Madani et al., "Pengaruh Evaluasi Kurikulum Dalam Peningkatan Prestasi Belajar Peserta Didik" (OSF, December 14, 2021), <https://doi.org/10.31219/osf.io/7bjmz>.

evaluation as a guide to correct various errors that are predicted to occur in the future. Curriculum evaluation is also used to improve the image of a school institution not only which schools use curriculum evaluation itself to provide the best teaching for their students.¹⁹ Third is the development of learning materials and monitoring student progress. With an evaluation carried out, the evaluation results can be used as guidelines for developing learning materials. It will help ensure the learning materials comply with educational standards and effectively achieve learning objectives. Practical curriculum evaluation can provide information on student needs and progress and ensure that learning objectives have been achieved and all students have equal opportunities to achieve academic success.²⁰

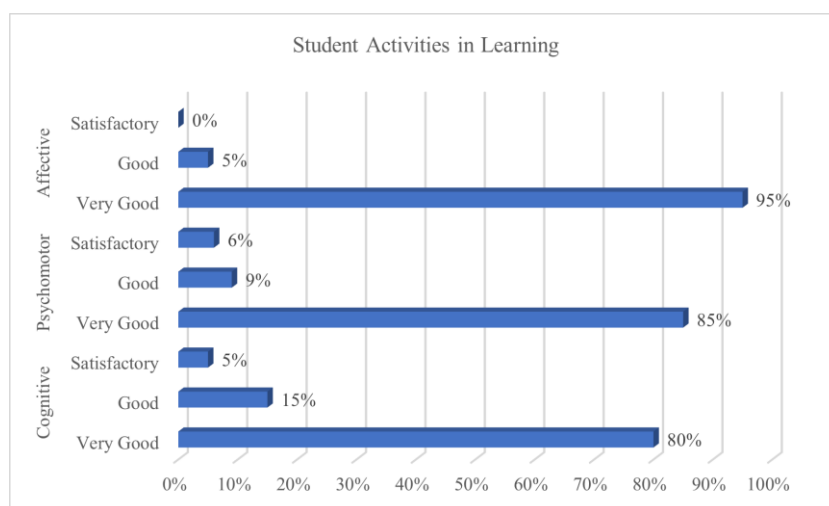


Figure 2. Student Learning Performance

Figure 2 shows students' activities at MTs Ar Ruhama in Aqidah AKhlak Subjects. During the learning process, student activities regarding the cognitive aspects or benefits of the learning process based on student answers showed that 80% of students said they were very good, 15% said they were good, and 5% said they were sufficient. It indicates that students' understanding of the material, especially the Aqidah Akhlak subject at MTs Ar Ruhama, is rated very well. Many children are actively involved during learning, such as asking questions and giving opinions.

¹⁹ Ajrina et al., "Pengaruh Kurikulum Terhadap Evaluasi Pendidikan."

²⁰ Ossi Marga Ramadhan, Acep Heris Hermawan, and Mohamad Erihadiana, "Pengembangan Kurikulum Pendidikan Islam Di Era New Normal," *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 11, no. 1 (April 25, 2021): 32–45, <https://doi.org/10.33367/ji.v11i1.1588>; Mukhamat Saini and Lukman Hakim, "Nilai-Nilai Kompetensi Pedagogik Guru Dalam Film Dangerous Mind," *Kartika: Jurnal Studi Keislaman* 2, no. 2 (November 25, 2022): 187–99, <https://doi.org/10.59240/kjsk.v2i2.14>.

In the affective or attitude aspect of the Aqidah Akhlak subject, according to student assessments, 95% said it was very good, 5% said it was good, and none said it was sufficient. Students' attitudes towards implementing Aqidah Akhlak learning at MTs Ar Ruhama are rated good. Then, in the aspect of acting or psychomotor tendencies based on student assessments, it shows that 85% of students said they were very good, 9% said they were good, and 6% said they were sufficient. It shows students' tendencies towards subjects, materials, and teachers are rated good. The evaluation results show that students' attitudes towards the subject matter and teachers in carrying out Aqidah Akhlak learning at MTs Ar Ruhama are rated as good.

Student Learning Motivation at MTs Ar Ruhama

The curriculum that is evaluated has more specific and measurable educational objectives. It can help students understand why they must study the material and how it relates to their future. Clear goals can increase learning motivation. Curriculum changes can also affect how student learning outcomes are assessed.²¹ If the assessment system is fairer and supports individual student development, it can increase student motivation to study harder.

A curriculum tailored to a student's skill level can provide the right challenge. The proper challenge can increase students' learning motivation because they feel they can achieve it if they try to study well. However, curriculum changes can harm student learning motivation if not managed well. Some students may struggle to adapt to change or lose interest if the new curriculum does not suit their needs and abilities.

During curriculum evaluation, schools and teachers need to monitor the impact of these changes on student learning motivation. They can conduct interviews, surveys, or focus groups with students to discover their feelings and experiences with change. By better understanding, the impact of curriculum changes, schools, and teachers can take appropriate steps to ensure student learning motivation is maintained or increased during learning time. Create a learning environment that supports student motivation. Teachers can create a classroom environment that involves and motivates students to participate in their learning. Providing constructive feedback and praise for student achievements can build self-confidence and motivation. Additionally, allowing students

²¹ Madani et al., "Pengaruh Evaluasi Kurikulum"; Abidin et al., "Curriculum Development in Indonesia."

to have a say in how they learn and what they learn will increase learning motivation by giving them more control over the learning process.

Based on the interview results with Mr. Tsena Cendikia Wardani, S.Pd, the head of curriculum at MTs Ar Ruhama, every teacher is responsible for providing motivation and support to students. One of the activities at MTs Ar Ruhama to maintain students' learning motivation is the habituation carried out after Asr prayers in the congregation. Teachers will provide guidance, motivation and support to students and give appreciation to students who excel. Apart from providing motivation and support, student parents are also given guidance to continue to provide motivation and support to their children.

In conclusion, curriculum changes can positively and negatively impact student learning motivation, depending on various factors, including implementation, learning materials provided, and the methods used.²² Therefore, when designing, implementing, and evaluating curriculum changes, consider how they will affect student learning motivation and create a learning environment that allows students to develop their skills.

Academic Value of Student Learning at MTs Ar Ruhama

The assessment of the output quality evaluation is carried out to identify the results of the learning program, namely the assessment of student's academic skills to identify and know the results of implementing the learning program in the Aqidah Akhlak subject held at MTs Ar Ruhama, Caracas, Cilimus, District Kuningan.

Students' academic skills were analyzed on data regarding student learning outcomes in the Aqidah Morals subject. An overview of students' academic skills as a result of implementing the Aqidah Akhlak learning program in class 7A MTs Ar Ruhama, Caracas, Cilimus, District Kuningan can be seen in the final exam results for the odd semester (1) of the 2023/2024 academic year as follows:

Table 1. Student Learning Academic Values

No.	Scale	Letter Value	The number of students
1.	91 – 100	A	9
2.	81 – 90	B	19
3.	71 – 80	C	4

²² Wulandari and Muhiddin, "Pentingnya Pengaruh Fasilitas Belajar"; Fina Umu Rif Athi et al., "Evaluation of Cooperative Learning to Increase Student Motivation at Mts Nurul Ali Secang," *Al-Afkar, Journal For Islamic Studies* 7, no. 1 (January 27, 2024): 1021–32, <https://doi.org/10.31943/afkarjournal.v7i1.919>.

No.	Scale	Letter Value	The number of students
4.	61 – 70	D	0
5.	00 – 60	E	0
Total			30

Based on the table above it shows that of the 30 students taking part in Aqidah Akhlak learning, 9 students (30%) got an A grade, 17 students (56.67%) got a B grade, and 4 students (13.33%) got a C grade and none students got grades D and E. It shows that the learning outcomes achieved by students are pretty high, or it can be said that the academic skills achieved by students in the Aqidah Akhlak learning program at MTs Ar Ruhama, Caracas, Cilimus, District Kuningan are included in the outstanding category.

Conclusion

Evaluation of the Islamic Religious Education curriculum is one component of the education system that must be carried out systematically and planned as a tool to determine the strengths and weaknesses of the Islamic Religious Education curriculum that has been implemented in evaluating the EKOP model curriculum at MTs Ar Ruhama, Caracas, Cilimus, District Kuningan. This study was carried out covering teacher performance, learning facilities, learning classroom climate, student activities during learning, student learning motivation, and student academic values in the Aqidah Akhlak subject learning program in class 7A MTs Ar Ruhama, Caracas, Cilimus, District Kuningan. The research results show that excellent and practical curriculum evaluation can impact the 6 scopes of assessment.

References

- Abidin, Dindin, Elly Retnaningrum, Jolanda Dessye Parinussa, Dewi Sri Kuning, Yance Manoppo, and I. Made Kartika. "Curriculum Development in Indonesia from a Historical Perspective." *Journal of Education Research* 4, no. 2 (April 10, 2023): 443–51. <https://doi.org/10.37985/jer.v4i2.175>.
- Ajrina, Nadhilah, Leni Hermita Hasibuan, Aprillia Nurul Azmi Batubara, Reihan Kamila Hasri, Khoirun Isnawan, and Inom Nasution. "Pengaruh Kurikulum Terhadap Evaluasi Pendidikan Di Sekolah." *Jurnal Edukasi Nonformal* 4, no. 1 (March 27, 2023): 38–42.
- Athi, Fina Umu Rif, Zulpan Syarif Supriadi Hasibuan, Otisia Arinindyah, and Nur Saidah. "Evaluation of Cooperative Learning to Increase Student Motivation at Mts Nurul Ali Secang." *Al-Afkar, Journal For Islamic Studies* 7, no. 1 (January 27, 2024): 1021–32. <https://doi.org/10.31943/afkarjournal.v7i1.919>.

- Biggs, John Burville, and Kevin Francis Collis. *Evaluating the Quality of Learning: The SOLO Taxonomy (Structure of the Observed Learning Outcome)*. Cambridge: Academic Press, 1982.
- Chaerunisa, Fitha, Lisa Pebriyana, Salma Pratiwi Agustin, and Yantoro Yantoro. "Pengelola Kurikulum Dan Sarana Prasarana Sebagai Penunjang Keberhasilan Pembelajaran Siswa Sekolah Dasar." *Jiip - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 2 (2023): 774–81. <https://doi.org/10.54371/jiip.v6i2.1632>.
- Hazimah, Ghina Fauziah, Sekar Ayu Cahyani, Siti Nur Azizah, and Prihantini Prihantini. "Pengelolaan Kurikulum dan Sarana Prasarana Sebagai Penunjang Keberhasilan Pembelajaran Siswa Sekolah Dasar." *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi* 9, no. 2 (2021): 121–29. <https://doi.org/10.21831/jppfa.v9i2.44591>.
- Indonesia, Pemerintah Pusat. "Peraturan Pemerintah (PP) Nomor 55 Tahun 2007 Tentang Pendidikan Agama Dan Pendidikan Keagamaan." Database Peraturan | JDIIH BPK. Accessed September 11, 2024. <http://peraturan.bpk.go.id/Details/4777/pp-no-55-tahun-2007>.
- Jumaeda, St. "Implementasi Evaluasi Model Kualitas Proses Dan Output Pembelajaran Pada Mata Kuliah Magang I." *Al-Iltizam: Jurnal Pendidikan Agama Islam* 6, no. 2 (December 5, 2021): 54–67. <https://doi.org/10.33477/alt.v6i2.2519>.
- Madani, Shofil Fuad, Ririn Maulidiyah, Gading Satya Pambayun, and Agung Prastiyo. "Pengaruh Evaluasi Kurikulum Dalam Peningkatan Prestasi Belajar Peserta Didik." OSF, December 14, 2021. <https://doi.org/10.31219/osf.io/7bjmz>.
- Muttaqin, Muhammad Edy. "Evaluasi Kurikulum Pendidikan Islam." *Prosiding Nasional* 3 (December 18, 2020): 171–80.
- Nasional, Departemen Pendidikan. "Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional." Pusat Data dan Informasi Pendidikan, Balitbang Depdiknas, 2003. https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/UU_tahun2003_nomor020.pdf.
- Ramadhan, Ossi Marga, Acep Heris Hermawan, and Mohamad Erihadiana. "Pengembangan Kurikulum Pendidikan Islam Di Era New Normal." *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 11, no. 1 (April 25, 2021): 32–45. <https://doi.org/10.33367/ji.v11i1.1588>.
- Saini, Mukhamat, and Lukman Hakim. "Nilai-Nilai Kompetensi Pedagogik Guru Dalam Film Dangerous Mind." *Kartika: Jurnal Studi Keislaman* 2, no. 2 (November 25, 2022): 187–99. <https://doi.org/10.59240/kjsk.v2i2.14>.
- Silalahi, Marto, Vivi Candra, Sisca Sisca, Debi Eka Putri, and Julyanthry Julyanthry. "Pengaruh Fasilitas Terhadap Kinerja Guru Dalam Pembelajaran Daring Pada SMP Swasta Erlangga Pematangsiantar." *Ekonomis: Journal of Economics and Business* 6, no. 2 (September 26, 2022): 388–93. <https://doi.org/10.33087/ekonomis.v6i2.433>.
- Siregar, Nurafni, and Aziza S. "Optimization of Facilities and Infrastructure Management in Improving the Quality of Learning." *Jurnal Tarbiyah* 28, no. 1 (June 30, 2021): 30–43. <https://doi.org/10.30829/tar.v28i1.905>.

- Sohilait, Desembra, and Asep Asep. "Evaluasi Program Pembelajaran Berdasarkan Metode EKOP Di Sekolah Menengah Atas Negeri 9 Ambon." *Jurnal Ilmiah Profesi Pendidikan* 8, no. 1b (April 12, 2023): 539–45. <https://doi.org/10.29303/jipp.v8i1b.1247>.
- Subando, Joko, Badrun Kartawagiran, and Sudji Munadi. "Development of Curriculum Evaluation Model As A Foundation in Strengthening The Ideology of Al-Irsyad Education." *Journal of Research and Educational Research Evaluation* 10, no. 2 (August 30, 2021): 86–99. <https://doi.org/10.15294/jere.v10i2.52676>.
- Umam, Moch Rizal, and Tasman Hamami. "Evaluasi Kurikulum Pendidikan Agama Islam Sekolah Dan Madrasah." *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam* 15, no. 1 (June 25, 2023): 1–16. <https://doi.org/10.47498/tadib.v15i1.1556>.
- Venter, J H, and D C J de Jongh. "Extending The Ekop Model To Estimate The Probability Of Informed Trading." *Studies in Economics and Econometrics* 30, no. 2 (August 1, 2006): 1–15. <https://doi.org/10.1080/10800379.2006.12106406>.
- Wijayanto, Pradika Adi. "Quality Evaluation Of Geography Learning Program At SMA Negeri 1 Mayong Using Ekop Model." *JPI (Jurnal Pendidikan Indonesia)* 6, no. 2 (2017): 172–80. <https://doi.org/10.23887/jpi-undiksha.v6i2.10070>.
- Wulandari, Endang Trya, and Muhiddin Muhiddin. "Pentingnya Pengaruh Fasilitas Belajar Terhadap Prestasi Belajar Siswa." *Prosiding Seminar Nasioal Biologi VI*, no. 0 (December 14, 2019): 258–61.