

## Evaluating Curriculum at Madrasah Aliyah: Applying the Context, Input, Process, Product (CIPP) Model

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### ARTICLE INFO

#### *Keywords:*

CIPP Evaluation;  
Curriculum;  
Madrasah Aliyah

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#### *Article history:*

Received 2022-07-18

Revised 2023-04-20

Accepted 2023-12-17

### ABSTRACT

This research aims to evaluate the implementation of the An-Nawawi Sarwodadi Curriculum using the CIPP (Context, Input, Process, Product) model. A qualitative research approach was employed, conducted at Madrasah Aliyah An-Nawawi Sarwodadi in Wonosobo from September to October 2023. Primary data were collected through interviews with school principals, heads of curriculum departments, and teachers, while secondary data included curriculum guidance documents and archives. Data verification was achieved through extended observations, source triangulation, and technical triangulation. Data analysis followed the steps of data collection, data reduction, data display, and drawing conclusions. The results indicate that the context evaluation shows a supportive environment and a good understanding of the curriculum by teachers. Input evaluation revealed that while documents and manuals for teachers and students are available, they remain incomplete. Human resource qualifications and the standardization of facilities and infrastructure are satisfactorily met. Process evaluation demonstrated that teachers effectively implemented the curriculum, including organizing learning administration, conducting classroom activities (initial, core, and final), and performing assessment activities such as daily tests and mid-semester and final semester exams. Product evaluation showed good student learning outcomes, and most teachers efficiently input grades. Overall, the curriculum implementation is considered good. However, to further improve the quality of education, it is necessary to enhance the completeness of facilities and infrastructure, increase student participation in learning, and boost teacher competency through training and workshops.

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## 1. INTRODUCTION

The curriculum as a school component also experiences changes and updates in accordance with the demands and needs of society (Suparjo, 2023). Curriculum changes in Indonesia have undergone several changes. The process of changing the curriculum occurs based on the needs and demands of

both society as users of graduates and schools as institutions that produce graduate products (Munjin & Sholehudin, 2019). Curriculum changes have no other purpose than to improve the quality of the learning process and learning designs in schools. Therefore, changing the curriculum is a necessity in educational institutions in an effort to find a way out of various difficulties towards quality education, in order to produce graduates who are innovative, creative, critical and have responsible personality traits. Based on this good curriculum, it is hoped that it can be developed so that it can produce a bright future for the nation's children which has implications for the progress of the nation and state. There are always changes and improvements to the curriculum because many factors influence it.

The curriculum functions as a guide in implementing educational activities in schools for related parties, both directly and indirectly, such as teachers, principals, supervisors, parents, the community and the students themselves. In implementing the 2013 curriculum, it is very different from the curriculum. Previously, there were still many obstacles that we know greatly influenced learning outcomes, both in terms of the media used, assessment in the 2013 curriculum was more complicated than the previous curriculum, and the methods used to convey the learning material to be taught were not effective or even not in accordance with the material. which is to be conveyed (Muhdi, 2022).

Curriculum evaluation is a systematic process that gathers information about a curriculum to assess its value and relevance in a specific context. It can encompass the entire curriculum or focus on individual components such as objectives, content, or teaching methods. The relationship between evaluation and curriculum is both organic and evolutionary, with each influencing the other. Evaluation is a broad, complex, and ongoing activity aimed at determining the effectiveness of the education system in achieving its goals. This process involves various criteria, including formal standards, to ensure comprehensive assessment (Ibrahim et al., 2023).

One curriculum evaluation model that will produce a comprehensive evaluation is the CIPP (context, input, process, and product) curriculum evaluation model. This evaluation model will touch on several areas of curriculum implementation so that the overall results of curriculum implementation will be visible and can be followed up appropriately. The CIPP concept is one evaluation model that can be used in a curriculum context. This model is based on four main components: context, input, process and product. Each of these components has an evaluation question associated with it. In the curriculum context, the CIPP evaluation model can help see the effectiveness and suitability of the curriculum with the goals and expectations set. By using this approach, a comprehensive assessment of various aspects of the curriculum can be carried out and provide a better understanding of strengths and weaknesses in planning, implementation and learning outcomes (Syamsiar et al., 2023, p. 538).

Madrasah Aliyah An-Nawawi Sarwodadi in the 2022/2023 academic year applies the 2013 curriculum as a reference for its learning activities. Learning results show that the quality of education at Madrasah An-Nawawi is quite high, with the average final grades achieved by students being high. Therefore, researchers are interested in finding out more deeply about the effectiveness of the curriculum which is used as a reference for learning at Madrasah Aliyah An-Nawawi Sarwodadi by compiling research with the title Evaluation of the CIPP Model Curriculum (context, input, process, product) at Madrasah Aliyah An-Nawawi Sarwodadi.

Many previous researchers have conducted studies on curriculum evaluation using the CIPP model. For instance, Ni'mah et al. (2023) found that while the management and organization of Madrasah Diniyyah Salafiyyah 4 were generally well-implemented, there were weaknesses such as low teacher competence, inadequate facilities, and limited student participation. Agustin (2024) reported that the implementation of the Independent Curriculum in elementary schools was relatively successful, although several indicators needed improvement. Rurisman et al. (2023) concluded that the implementation of the driving school curriculum aligned with the learning objectives of enhancing learning outcomes, improving school principal and teacher competence, accelerating digitalization, and fostering Pancasila student profiles. Syamsiar et al. (2023) demonstrated that the CIPP-based evaluation of the Merdeka Belajar curriculum provided a comprehensive understanding of the implementation context, resources used, process, and outcomes.

While these studies share common themes in curriculum evaluation, none have specifically addressed the research theme undertaken in this study. This research aims to evaluate the curriculum implementation at Aliyah An-Nawawi Sarwodadi using the CIPP model, providing a unique contribution to the existing body of knowledge.

## 2. METHODS

The research adopted a qualitative approach (Moleong, 2005) and was conducted at Madrasah Aliyah An-Nawawi Sarwodadi, located at Jl. Kyai Resodoewirjo No. 1, Sarwodadi, Gadingrejo, Kepil, Wonosobo, Central Java, Indonesia. This institution was selected due to its reputation for producing high-quality graduates. The research was carried out from September to October 2023, a period when the madrasah had fewer scheduled activities, allowing time for interviews and data collection.

Both primary and secondary data were utilized in this study. Primary data were collected from informants, including the head of the madrasah, the head of the curriculum, and teachers, who are directly involved in curriculum implementation and thus possess in-depth knowledge of curriculum activities and documents. Secondary data were derived from supporting documents, such as curriculum guidelines, archives, and meeting minutes.

Data collection techniques included unstructured interviews (Sugiyono, 2016, p. 376), which allowed the researchers to gather data freely, non-participant observation (2000, p. 158), as the researcher was not an employee and did not participate in curriculum activities, and documentation (Fathoni, 2006, p. 112). Data verification was achieved through extended observations, source triangulation by comparing interview results from different informants, and technical triangulation by comparing data from interviews, observations, and documentation.

The data analysis followed several steps: data collection, where various relevant data were gathered; data reduction, which involved selecting the most pertinent data for the research theme; data display, where the data were organized in written form; and drawing conclusions, where the data were analyzed using theoretical frameworks to derive conclusions (Karsiman, 2010, p. 196). This rigorous methodology ensured a comprehensive evaluation of the curriculum implementation at Madrasah Aliyah An-Nawawi Sarwodadi.

## 3. FINDINGS AND DISCUSSION

### 3.1. *Evaluation of Curriculum Context at Madrasah Aliyah An-Nawawi Sarwodadi*

The scope of context evaluation in curriculum implementation consists of evaluation of the environment and conditions of the madrasah and evaluation of teachers' understanding of the curriculum.

#### 3.1.1 **Madrasah Environment and Conditions**

Madrasah is a formal educational institution that strives to ensure that learning objectives are achieved optimally, in a comfortable and conducive atmosphere for learning to take place and the madrasah environment is also expected to be in a healthy condition, so that students can be enthusiastic and motivated and concentrate on learning. E. Mulyasa (2013) believes that the environment is conducive to academics, both physically and non-physically. A school environment that is safe, comfortable, and orderly, with optimism and high hopes from all school members, school health and student-centered activities are a climate that can arouse lust, passion and enthusiasm for learning.

Based on the results of observations and the results of an interview with the head of the madrasah who stated that the An-Nawawi Sarwodadi madrasah aliyah is a unit of the An-Nawawi Sarwodadi Islamic boarding school educational institution. Therefore, the An-Nawawi Sarwodadi madrasah is located within the Islamic boarding school environment. The environment is in a peaceful, safe, conducive, calm and far from noise atmosphere so that it really supports the implementation of the 2013 curriculum.

### 3.1.2 Teachers' understanding of the curriculum

Teachers play a crucial role in fostering positive attitudes, encouraging student engagement, stimulating curiosity, promoting independence, and creating conducive learning environments. Therefore, it is essential for teachers to have a comprehensive understanding of the curriculum to effectively implement it. This understanding, combined with a strong commitment to fulfilling their core responsibilities, enables teachers to develop their competencies fully. Consequently, this ensures that the curriculum is implemented as optimally as possible, leading to successful educational outcomes.

According to Silverius in Emas Kurniasih and Berlin Sani (2014), teachers are pivotal in influencing the student learning process and outcomes, serving as the spearhead of curriculum implementation. The success of a curriculum ultimately hinges on the teacher's activity and creativity in interpreting and executing its directives.

Interviews with the head of the madrasah and the Head of Curriculum revealed initial confusion among teachers at An-Nawawi Sarwodadi Madrasah regarding the curriculum implementation. Many teachers initially struggled to understand how to apply the new curriculum effectively. In response, the madrasah organized workshops and training sessions to provide teachers with the necessary skills and knowledge. These professional development initiatives significantly improved the teachers' comprehension and application of the curriculum in their teaching practices.

As a result of these efforts, the majority of teachers at Madrasah Aliyah An-Nawawi Sarwodadi now have a solid understanding of the curriculum, thanks to the workshops and training sessions. However, a small number of teachers, particularly those who are new to the madrasah and have not yet participated in such training, still face challenges in fully grasping the curriculum.

In conclusion, while the majority of teachers at Madrasah Aliyah An-Nawawi Sarwodadi have successfully adapted to the curriculum through targeted professional development, ongoing support and training are essential to ensure that all teachers, including newcomers, are equally proficient in curriculum implementation.

### 3.2. Evaluation of Input for Curriculum Implementation at Madrasah Aliyah An-Nawawi Sarwodadi

The scope of input evaluation for curriculum implementation at Madrasah Aliyah An-Nawawi Sarwodadi includes evaluation of curriculum documents and teacher and student manuals, evaluation of human resources or teaching staff, and evaluation of available facilities and infrastructure as well as the learning media used. Then it will be explained below:

#### 3.2.1 Curriculum Documents and Teacher and Student Manuals

The curriculum used as a reference for learning activities at Madrasah Aliyah An-Nawawi is the 2013 curriculum. General learning guidelines include a conceptual and operational framework regarding learning strategies, assessment of learning outcomes, and guidance services required to implement the 2013 curriculum.

These general guidelines include, among other things, a reference book containing learning strategies that include what should be taught to students and how students can master these lessons. This is in accordance with the opinion of Nana Syaodih S (2019) States that reference books are books that examine lesson plans both individual and group. The reference book contains individual lesson plans explaining how to analyze the concepts to be taught, the structure and individual teaching system, and several forms or models of individual teaching systems.

Based on the documentation, it was found that the An-Nawawi Sarwodadi madrasah aliyah has curriculum guidelines in the form of the KTSP I document. This document contains various curriculum implementation rules which are used as a reference for implementing the curriculum at the An-Nawawi Sarwodadi aliyah madrasah. This is in line with the results of an interview with the Head of Curriculum which stated that the An-Nawawi Sarwodadi Madrasah Aliyah has curriculum guidelines in the form of the KTSP I document. This document contains various rules for implementing the

curriculum which are used as a reference for implementing the curriculum at the An-Nawawi Sarwodadi Madrasah Aliyah.

Based on observations regarding teacher guidebooks for carrying out learning at the An-Nawawi Sarwodadi madrasah for some subject teachers, they are already available, but there are still many subjects for which teacher guidebooks are not yet available. Meanwhile, guidebooks for students are available. The student guidebook contains rules and regulations for students at the An-Nawawi Sarwodadi madrasah.

### 3.2.2 Human Resources or Teachers

Implementing the curriculum requires teaching staff who possess the necessary attitudes, personalities, competencies, and skills for competency- and character-based learning. In addition to holding academic qualifications, such as a bachelor's degree, teachers must also master essential teaching skills and competencies. These include subject matter expertise and a thorough understanding of the teacher education process and student learning. Nana Syaodih (2019) emphasizes that teachers must have professional abilities, which encompass: (a) mastery of subject matter, including the material to be taught and its scientific basis, (b) a strong foundation and insight into teacher training, and (c) proficiency in the teacher education process and student learning.

Documentation reveals that Madrasah Aliyah An-Nawawi Sarwodadi employs 18 teaching staff members: 16 with bachelor's degrees, one with a master's degree, and one with a doctoral degree. Interviews with the head of the madrasah confirm that the teaching staff is well-qualified, with the majority holding at least a bachelor's degree, and some possessing advanced degrees.

The teachers at Madrasah Aliyah An-Nawawi Sarwodadi generally exhibit strong professional abilities. They have a solid grasp of their subject matter, including both the material to be taught and its scientific underpinnings. They also demonstrate a deep understanding of the foundations and insights of teaching, as well as mastery of the teacher education process and student learning. These competencies enable them to effectively teach and engage students, ensuring a high standard of education.

In conclusion, the teaching staff at Madrasah Aliyah An-Nawawi Sarwodadi are well-prepared and qualified, possessing both the academic credentials and the professional skills necessary for effective curriculum implementation. Their expertise in subject matter and teaching methodologies contributes significantly to the successful education of their students.

### 3.2.3 Facilities and Infrastructure Available and Learning Media Used

The implementation of the 2013 curriculum requires teachers not only to review, understand, and analyze various guidelines but also to effectively utilize the facilities, infrastructure, and learning media available in madrasahs. Teachers must interpret learning processes in ways that build competence, character, and personal qualities in a sustainable manner. Learning facilities and media are essential tools for accelerating students' understanding of the material presented by teachers. They enhance comprehension, facilitate quicker and easier learning, and boost students' motivation.

T.G. Ratunaman and Imas Rosmiati (2018) emphasize the importance of using media in learning to convey information from teachers to students. They argue that learning media enable students to grasp concepts and subject matter more easily, as abstract ideas can be presented concretely through various media. This approach aligns with the objective of making learning more effective and engaging for students.

Based on documentation regarding the availability of learning facilities and infrastructure at Madrasah Aliyah An-Nawawi Sarwodadi, data on infrastructure is obtained as follows:

**Table 2.** List of Facilities and Infrastructure at Madrasah Aliyah An-Nawawi Sarwodadi

No	Type of Infrastructure	Number of Spaces
1	Classroom	6
2	Library	1
3	Computer Lab Room	1
4	Headroom	1
5	Administration room	1
6	Teacher's room	1
7	Student Organization Room	1
8	Toilet	7
9	Worship	1
10	UKS	1
11	Sport	1

Based on Table 1, it is evident that Madrasah Aliyah An-Nawawi Sarwodadi has facilities and infrastructure that meet the standards set by the government. These facilities include six classrooms, one library, one computer lab, one head office, one administrative office, one teachers' room, one student organization room, seven toilets, one prayer room, one UKS (health clinic) room, and one sports room.

These comprehensive facilities provide a conducive learning environment and support a wide range of educational activities. The availability of a dedicated library and computer lab enhances students' access to information and technology, crucial for modern education. The prayer room caters to the spiritual needs of the students, promoting holistic development. Additionally, the UKS room ensures that health issues can be promptly addressed, contributing to overall student well-being. The sports room encourages physical activity, which is essential for maintaining students' health and energy levels. Having such a well-rounded set of facilities enables the madrasah to implement the 2013 curriculum effectively, providing both the resources and the environment necessary for students to thrive academically and personally.

Based on the observations, the learning media frequently used by teachers at Madrasah Aliyah An-Nawawi Sarwodadi vary significantly depending on the subject matter and the preferences of the teachers. The available manual learning media include subject books, whiteboards, markers, erasers, and teaching aids. Additionally, the madrasah provides technology-based learning media such as internet access, LCD projectors, and TVs.

Madrasah Aliyah An-Nawawi Sarwodadi possesses adequate facilities and infrastructure that meet the standards set by the government. These include six classrooms, a library, a computer lab, an office for the head, administrative offices, a teachers' room, a student organization room, multiple toilets, a prayer room, a UKS (health clinic) room, and a sports room.

In terms of curriculum implementation, the madrasah has the necessary curriculum documents, including the KTSP document. Teacher guidebooks are available for some subjects, though there are still gaps for others. Student manuals, which contain rules and regulations, are also provided. The teaching staff comprises 18 individuals, all of whom have at least bachelor's degrees, with some holding master's degrees. These teachers possess the professional skills required for effective teaching.

The learning media at the madrasah are divided into manual and technology-based categories. Manual media include textbooks, whiteboards, markers, erasers, and props. The technology-based media consist of internet access, LCD projectors, TVs, and other digital tools. These resources collectively support a comprehensive and effective learning environment, enabling the madrasah to implement the 2013 curriculum successfully.

### 3.3. Evaluation of the Curriculum Implementation Process at Madrasah Aliyah An-Nawawi

Process evaluation is carried out to identify and find out the capability or supporting capacity of the system, alternative program strategies, design of program implementation procedures, budget management and program schedule so that they can be used optimally to achieve goals. To determine how to utilize resources to suit the goals that have been set. Evaluation of the curriculum implementation process can be carried out to identify or predict processes that hinder its preparation and implementation, record and assess the implementation of activity procedures and provide information material for preparing future programs. So it can be understood that process evaluation is an analysis of the accuracy in implementing a program. If the concept of evaluating the curriculum program process is to identify and analyze the implementation of the curriculum implementation design that has been prepared.

So, process evaluation is a continuous check of preparation and program implementation. Related to this, there are 3 indicators that are discussed in the evaluation process of curriculum implementation, namely curriculum teaching preparation, learning activities and learning evaluation activities.

#### 3.3.1 Teaching Preparation

Preparation is the process of preparing something that will be carried out to achieve a predetermined goal. The implementation of preparation can be arranged based on needs within a certain period of time according to the wishes of the preparation maker. However, what is more important is that the preparations made must be carried out easily and on target. Teachers as subjects in making learning preparations must be able to arrange various teaching programs according to the approaches and methods that will be used. Teachers' teaching preparation is essentially projecting what will be done or estimating the actions that will be taken in learning activities. This is in accordance with M. Fadillah's opinion (2014) that every time there is a learning activity, a learning implementation plan is required. The learning implementation plan will make it easier for educators to deliver material to students and manage the class as a learning activity.

Teacher preparation in this research refers to planning learning activities in accordance with general curriculum guidelines, specifically by preparing lesson plans (RPP). Interviews with the head of the curriculum and one of the teachers revealed that teachers at Madrasah Aliyah An-Nawawi Sarwodadi engage in thorough preparation before starting their lessons. This preparation includes the creation of comprehensive learning administration documents.

Learning administration involves several key components: preparing lesson plans, developing semester and annual programs, conducting KKM (Minimum Competency Criteria) analysis of Core Competencies (KI) and Basic Competencies (KD), and formulating assessment guidelines. The data indicate that teachers systematically undertake these preparation activities to ensure effective learning. By meticulously planning lesson plans, semester and annual programs, KKM analysis of KD and KI, and assessment guidelines, teachers are well-equipped to deliver structured and efficient instruction.

#### 3.3.2 Learning Activities

Curriculum learning activities require teachers to focus on several key skills and competencies, such as fostering student creativity, creating engaging and challenging learning environments, and offering diverse learning experiences through various strategies, methods, and approaches. Interviews with the madrasah heads and one of the teachers revealed that classroom learning is conducted according to the specified schedule for each subject. Teachers follow several stages in their instruction: the initial activity stage, the core activity stage, which employs a scientific approach (observing, questioning, reasoning, experimenting, and communicating), and the final activity stage.

The data indicate that, in general, teachers are able to effectively implement classroom learning despite the inherent challenges. They adhere to the time and subject schedules and follow the structured stages of learning activities. The initial stage sets the context, the core stage involves active student engagement through a scientific approach, and the final stage consolidates learning. This

structured approach helps ensure that learning objectives are met, even though executing plans perfectly can be difficult and adjustments are often necessary.

### 3.3.3 Learning Evaluation Activities

As a form of controlling the quality of students and the teaching and learning process that has been carried out, teachers have carried out assessments in the form of mid-semester exams and final semester exams. Learning assessment is used to measure student competency achievement and is used as material for preparing progress reports on learning outcomes and improving the learning process. Assessments are carried out by teachers in the form of written, verbal, performance and assignment assessments according to the characteristics of the material provided. The results of the assessments that have been carried out have also been interpreted. To test student competency, teachers have used various assessment techniques.

Based on the results of interviews with the head of the madrasah and the Head of Curriculum, information was obtained that the teachers of the An-Nawawi Sarwodadi madrasah carried out learning evaluation activities. The evaluation carried out by the teacher can be done verbally, in writing, or on assignment. The time for implementing the learning evaluation can be carried out by the teacher weekly or monthly according to the teacher's wishes. Learning evaluations that must be carried out are mid-semester exams and final-semester exams.

From the description above, it is evident that teachers at Madrasah Aliyah An-Nawawi Sarwodadi diligently conduct learning evaluation activities. Required evaluations include mid-semester and final semester exams. Additionally, teachers administer daily tests, which may be conducted weekly or monthly. These evaluations can take various forms, including verbal, written, or assignments. The evaluation process highlights the comprehensive preparation that teachers undertake. This preparation includes developing learning administration documents, such as lesson plans, semester programs, annual programs, KKM analysis of Core Competencies (KI) and Basic Competencies (KD), and assessment guidelines. Teachers effectively implement classroom learning according to the specified schedule for each subject. The instructional process consists of several stages: the initial activity stage, the core activity stage—where a scientific approach (observing, questioning, reasoning, experimenting, and communicating) is utilized—and the final activity stage. These stages ensure a structured and engaging learning experience for students. Overall, teachers at Madrasah Aliyah An-Nawawi Sarwodadi perform well in both teaching and evaluating student learning. Their comprehensive approach to planning, executing, and assessing educational activities contributes significantly to the quality of education provided at the madrasah.

### 3.4. Evaluation of Curriculum Implementation Products at Madrasah Aliyah An-Nawawi

Results evaluation (Product Evaluation) is carried out to find out the results achieved by the program, as well as to find out the extent of the outcomes produced by the program. So based on the opinion above, there are three outcome indicators that will be discussed, namely student learning outcomes and input of report card grades which will be explained below:

#### 3.4.1 Student Learning Results

According to E. Mulyasa (2013), the quality of learning can be evaluated in terms of both process and outcomes. A learning process is considered successful and of high quality if the majority (at least 80%) of students are actively engaged physically, mentally, and socially. In terms of learning outcomes, success is indicated by positive behavioral changes in all or most (80%) of the students.

Interviews with the madrasah heads and the Head of Curriculum revealed that student learning outcomes are reflected in the final grades for each subject. These final grades are the average of daily test scores, mid-semester exam (UTS) scores, and final semester exam (UAS) scores. Each subject has a Minimum Competency Criteria (KKM) as a benchmark for assessment. Students scoring below the KKM are required to undertake remedial studies. So far, student scores have been quite good, with all students achieving above the KKM threshold.

From the data, it can be concluded that the average student learning outcomes exceed the KKM. This indicates the successful implementation of learning activities based on the curriculum. The high level of student engagement and involvement in learning activities serves as an indicator of success. This achievement also reflects the effectiveness of teachers in conducting classroom instruction.

### 3.4.2 Inputting Report Card Values

Teacher assessment of students is basically used to assess student learning outcomes as a basis for improving the learning process that has been implemented by the teacher and as material for preparing progress reports on student learning outcomes. This is in accordance with the decree of the Minister of Education and Culture, and Rusman's opinion, namely referring to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 66 of 2013 concerning educational assessment standards states that the results of assessments by educators and educational units are reported in the form of grades and a description of competency achievement to parents and the government. Then, according to Rusman, the assessment results report by educators is in the form of, (1) grades and/or descriptions of competency achievements, for the results of knowledge and skills competency assessments, including assessment of integrated thematic learning outcomes. (2) a description of the attitude for the results of the competency assessment of spiritual attitudes and social attitudes, and (3) the assessment by each educator as a whole is then reported to the parents/guardians of the students in the form of a student learning outcomes report.

Based on the results of interviews with the head of the madrasah and the Head of Curriculum, information was obtained that the teachers at Madrasah Aliyah An-Nawawi Sarwodadi carried out the input of report card grades. Input is carried out after the final exam is completed. Input is carried out on a computer-based application provided by the government. Teachers who have attended workshops and curriculum training no longer have difficulties and obstacles in inputting. However, teachers who have never attended workshops or curriculum training will experience difficulties so they need to be guided by teachers who can.

Based on the data above, it can be seen that value input activities are carried out by each teacher at Madrasah Aliyah An-Nawawi Sarwodadi. Input is carried out on a computer-based application provided by the government. Teachers who have attended workshops and curriculum training no longer have difficulties and obstacles in inputting. However, teachers who have never attended workshops or curriculum training will experience difficulties so they need to be guided by teachers who can.

Based on the discussion above, it can be understood that the product evaluation of the implementation of the curriculum at Madrasah Aliyah An-Nawawi Sarwodadi is related to student learning outcomes, namely that students have received a final score above the KKM in each subject and demonstrated quite good activity and involvement in learning. This is also a the teacher's success in implementing learning in the classroom. Inputting report cards is carried out well by each subject teacher. Teachers who have attended workshops and curriculum training do not find it difficult to input grades.

Evaluation is a comprehensive analysis of the various information collected (Basit et al., 2022, p. 28). Daniel Stuffbeam (1983) defines evaluation as the process of describing, obtaining, and developing information that is useful for determining decision alternatives. This expert divides three types of decisions that can be taken as a follow-up to the evaluation. These decisions are: (1) decisions related to learning development, (2) decisions related to individuals such as teachers and students, and (3) decisions related to school administrative regulations, for example how the school system works. what is good, as well as what the regulations are regarding school residents.

Curriculum evaluation aims to improve and perfect educational programs for students and strategies for how the program should be implemented (Sunhaji et al., 2022, p. 76). Curriculum assessment is important not only to find out whether a curriculum is good or not in an effort to change the curriculum, but also to find out the facilities, resources and abilities of curriculum implementers and builders in schools (Arifin et al., 2024, p. 40).

Based on the objectives above, this evaluation is focused on the level of success in developing Education Unit Level Curriculum documents at the school level. This is aimed at determining whether the Education Unit Level Curriculum documents have been developed in accordance with curriculum ideas (specifically in understanding the meaning of Graduate Criteria Standards and position Standard Criteria for Graduates in developing the Education Unit Level Curriculum and understanding of Core Competencies which include the basic framework, curriculum structure, learning load, educational calendar, Competency Standards and Basic Competencies in subjects) and principles of curriculum development. Curriculum document Education Unit Level Curriculum is the education unit's plan to develop educational experiences for students. The essence of evaluation is to make decisions about the curriculum in a broad sense.

The evaluation model that will be used in evaluating the 2013 Curriculum is the CIPP (Context, Input, Process, Product) model developed by Stufflebeam. This model is seen as very helpful for policymakers in making decisions, especially in developing curricula that suit their needs. And these four steps are a series of integrity between one step and the next, in order to obtain maximum results in the evaluation carried out. This CIPP model consists of four components, namely context evaluation, input evaluation, process evaluation and product evaluation.

Evaluate the context, to answer the question of what needs to be done. This evaluation identifies and assesses the needs that underlie the preparation of a program. Context Evaluation, is a situation or background that influences the types of educational goals and strategies (Purwanto, 2011). Context evaluation is an attempt to describe and detail the environment, unmet needs, population and sample served, and program objectives. In this research, the context evaluation is directed at the madrasa environment and teachers' understanding of the curriculum.

Inputs are the raw materials fed into the transformation. In the world of schools, what is meant by raw materials are prospective new students who will enter school. Before entering a school level, prospective students are first assessed for their abilities. With this assessment, we want to know whether in the future he will be able to follow the lessons and carry out the tasks that will be given to him. Input evaluation components include: Students, curriculum, teaching materials, teachers, learning facilities (Pramesti, 2020, p. 57). Input evaluation is directed at the availability of infrastructure and human resources.

Process evaluation seeks to find answers to the questions: is the program being implemented? This evaluation seeks to access the implementation of the plan to help program staff implement activities and then help a broader user group assess the program and interpret the benefits. The process is likened to a machine in the process of changing raw materials into something that is in a mature state. Students who are learning are likened to something that is put into processing to be changed from not knowing or not being able to become already knowing or already able to (Arikunto, 2021, p. 134). The process evaluation component consists of plans for creating learning programs, implementation of learning programs, assessment of implementation of learning programs (Setyawan, 2015, p. 67). Process evaluation is directed at implementation related to learning planning in the curriculum, learning activities and learning assessment.

Product evaluation is carried out at the end of a program or activity. This evaluation is intended to measure the achievement of previously established goals, based on certain standards and criteria. So, in this case product evaluation is an evaluation of student learning outcomes at school. The type of evaluation used depends on the objectives you want to measure. Evaluation of learning at school can use essay and objective tests or performance tests or portfolio evaluations, while to assess personality, interests or attitudes projective techniques can be used, attitude scales or personality tests (Ni'mah et al., 2023). Product evaluation is directed at students' learning outcomes and the collection of report cards.

#### 4. CONCLUSION

The evaluation of curriculum implementation at Madrasah Aliyah An-Nawawi Sarwodadi reveals a comprehensive and supportive educational environment. Context evaluation indicates that the madrasah conditions and teacher understanding of the curriculum, bolstered by workshops and training, are conducive to effective learning. Input evaluation shows that while the KTSP curriculum document and student guidebooks are available, the teacher's guidebook needs completion. The teaching staff, consisting of 18 qualified professionals with bachelor's and master's degrees, is supported by facilities and infrastructure that meet government standards, including both manual and technology-based learning media. Process evaluation highlights that teachers meticulously prepare learning administration documents and conduct classroom activities according to a structured schedule, encompassing initial, core (using a scientific approach), and final stages. Learning evaluations are conducted through midterm exams, final semester exams, and daily tests. Product evaluation confirms that students consistently achieve scores above the Minimum Competency Criteria (KKM), demonstrating high levels of engagement and activity in learning. Furthermore, teachers efficiently input report card grades using government-provided software. Overall, the curriculum implementation at Madrasah Aliyah An-Nawawi Sarwodadi is effective, with well-prepared teachers, adequate resources, and robust teaching and evaluation processes leading to positive student outcomes.

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