

CURRICULUM EVALUATION IN INDONESIAN EDUCATION: MODELS, FUNCTIONS, AND IMPLEMENTATION

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Abstract

Curriculum evaluation is a systematic process aimed at assessing the effectiveness, relevance, and success of the curriculum in achieving educational goals. The curriculum, as the primary guideline for implementing learning, needs to be continuously reviewed in line with developments in science, technology, and societal needs. In Indonesia, the ongoing curriculum changes, from the Curriculum-Based Curriculum (KBK) to the Independent Curriculum (Kurikulum Merdeka), demonstrate the importance of evaluation as a basis for educational decision-making. Through evaluation, various aspects of the curriculum, such as learning objectives, materials, methods, media, and assessment systems, can be analyzed to identify strengths and weaknesses in its implementation. Curriculum evaluation serves not only as a tool for program improvement but also as a form of accountability to various stakeholders and a basis for determining follow-up curriculum development. By implementing appropriate evaluation models and procedures, the curriculum is expected to develop effectively and make a tangible contribution to improving the quality of education and learning.

Keywords: Curriculum Evaluation, Curriculum Development, Education Quality, Evaluation Model, Learning

INTRODUCTION

In the education system, the curriculum is a crucial element because it serves as the main reference for teachers and schools in implementing learning. The curriculum translates educational goals into competencies, lesson content, methods, and ways of assessing learning outcomes. However, developments in science, technology, and community needs require continuous review and updating of the curriculum.

Various curriculum updates have been implemented in Indonesia, such as KBK, KTSP, Curriculum 2013, and most recently, the Merdeka Curriculum. Each curriculum has its own strengths and obstacles when implemented. This series of changes emphasizes that education requires a continuous evaluation process so that the curriculum remains relevant to the times and the needs of students (Adnan, 2017).

Curriculum evaluation is necessary to determine whether the curriculum is being implemented effectively, whether learning objectives are being achieved, and whether the approaches used are in line with the characteristics of students and the school situation. The evaluation process allows for the identification of shortcomings and continuous improvement, so that the curriculum can function optimally in improving the quality of education.

METHODS

This study employed a qualitative descriptive approach using a literature review method. Data were collected through an in-depth examination of relevant books, journal articles, and scholarly publications related to curriculum evaluation, curriculum development, and evaluation models. The selected sources included classical and contemporary works by educational experts such as Tyler, Stufflebeam, Stake, Scriven, and Indonesian scholars whose studies are relevant to the context of curriculum evaluation in Indonesia. Data analysis was conducted through content analysis, involving the processes of data reduction, data organization, and interpretation to identify key concepts, evaluation models, functions, procedures, and objectives of curriculum evaluation. The findings were then synthesized systematically to provide a comprehensive understanding of curriculum evaluation and its role in improving educational quality. This method was chosen to ensure conceptual accuracy and theoretical depth in explaining curriculum evaluation practices within educational institutions.

RESULTS

Curriculum Evaluation

Curriculum evaluation can be understood as a step to assess and measure the value of something. In the world of education, evaluation is carried out to obtain important information that is useful as a basis for determining decisions on learning improvements in accordance with the planned objectives. According to Wayan Nurkancana & Sumartana, evaluation is an assessment process that covers all components of educational activities, including materials, educators, students, and supporting facilities, to determine the extent to which objectives have been achieved and to formulate renewal measures. Evaluation serves to determine the extent to which learning objectives have been achieved (Arini Vika Sari, 2025). Through evaluation, educators can make various necessary improvements. According to Wayan Nurkancana and Sumartana, evaluation has several important uses, namely:

- a. Determining the readiness of students to participate in an educational program.
This means that evaluation helps determine whether students are ready to receive certain material or need to be given supplementary learning first.
- b. Assessing the success rate of the educational process that has taken place.
The results of the evaluation can be used to see whether learning outcomes are in line with expectations. If not, the causes of non-achievement can be identified so that appropriate solutions can be formulated.

c. Determining the continuation of learning.

Evaluation helps review whether students have mastered the previous material so that learning can continue to new material, or whether repetition is needed to ensure a more solid understanding. If most students achieve good results, it indicates that they have understood the lesson.

d. Providing information for guidance services.

Evaluation can be the basis for determining the type of education or field of work that best suits the potential and abilities of students.

e. Serving as the basis for determining promotion to the next grade.

If the evaluation results show that students have understood the material well, then they are eligible to continue to the next level.

f. Comparing achievements with student abilities.

Evaluations can show whether the learning outcomes achieved are in line with the capacity or potential of the students.

g. Assessing the maturity level of students before they enter society or continue to a higher level of education.

Evaluation provides an overview of whether they are sufficiently prepared academically and mentally.

Based on these various definitions, it can be concluded that evaluation is a scientific and structured assessment process to determine the quality of planning, implementation, and the level of success of a program. The curriculum is basically a plan that serves as a guideline for organizing educational activities. The content of the plan is greatly influenced by the curriculum developer's view of the nature of education, which in turn is shaped by their educational philosophy (Eli Fitrotul Arofah, 2021).

According to Wina Sanjaya, the term curriculum was originally used in sports in ancient Greece, derived from the words *curir* and *curere*. At that time, curriculum was defined as the distance that a runner had to cover, namely the track from the starting line to the finish line. Over time, the term was adopted into the world of education and used to describe the range of learning activities that students had to undertake.

Evaluation is an important element in the management process, which includes the stages of planning, organizing, implementing, supervising, and assessing. Similarly, the curriculum is developed starting from the planning, organizing, and implementing stages, then reviewed through a process of monitoring and evaluation. Without evaluation, we cannot know the state of the curriculum, whether in terms of its design, implementation, or the results achieved (HK, 2015). In a narrow sense, curriculum evaluation is aimed at assessing the extent to which the educational objectives have been achieved. Meanwhile, in a broader sense, curriculum evaluation aims to examine the overall performance of the curriculum based on various criteria. These performance benchmarks not only include effectiveness but also consider the relevance, efficiency, and feasibility of the program.

For the evaluation process to have a more profound meaning, a number of requirements must be met. According to Wina Sanjaya, curriculum evaluation is the activity of weighing and assessing a curriculum. In this process, there are two concepts that need to be understood, namely value and

meaning. The assessment of value refers to aspects inherent in the curriculum itself. Meanwhile, meaning relates to the extent to which the curriculum provides benefits, for example, whether the curriculum is able to improve students' thinking skills, encourage positive changes in their learning process, or help students understand their environment more deeply.

Curriculum evaluation has a very important function in the world of education, because through evaluation, it can be determined the extent to which students have progressed towards the predetermined learning objectives. However, curriculum evaluation must be carried out in a structured manner and follow the basic principles of curriculum evaluation so that the results truly reflect the needs and capabilities of educators and the wider community.

Based on the definitions of evaluation and curriculum, it can be concluded that curriculum evaluation is a systematic research activity to assess the benefits, relevance, effectiveness, and efficiency of the curriculum used. In other words, curriculum evaluation is the process of systematically applying scientific steps to assess the design, implementation, and success of an educational program.

The objectives of curriculum evaluation

The objectives of curriculum evaluation basically cover two aspects. First, evaluation serves to assess the effectiveness of a program. Second, evaluation also acts as a supporting tool in the process of implementing the curriculum or learning activities (Somantrie., 2009). The reasons for conducting curriculum evaluation include the following:

a. Program Improvement

In this case, evaluation has a constructive function because the results of the evaluation provide information that can be used as a basis for improving various components in the curriculum being developed. Evaluation is an internal requirement of the education system itself, because through the evaluation process, curriculum development can achieve more optimal results.

b. Accountability to Various Parties

After the curriculum development process is complete, curriculum developers need to provide accountability reports to interested parties. These parties include institutions or individuals who support and finance the development process, as well as those who will later use the curriculum. Thus, these parties include the government, the community, parents of students, educators, and other parties involved in supporting curriculum development.

For curriculum developers, this form of accountability is not an internal requirement, but rather a mandatory external requirement. However, this is unavoidable because it concerns social, economic, and moral responsibilities that are inherent in any educational reform effort.

In providing this accountability, curriculum developers need to explain the strengths and weaknesses of the curriculum that has been developed, as well as convey the necessary follow-up steps to improve existing weaknesses. To obtain accurate information about the strengths and weaknesses of the curriculum, evaluation activities are very necessary.

c. Determining Follow-up Actions for Development Results

Decisions regarding follow-up to curriculum development are usually related to two main questions. First, whether or not the new curriculum will be widely implemented in the existing education system. Second, if the curriculum is to be disseminated, under what conditions and through what means should this dissemination be carried out.

If the answer to the first question is no, then the situation that arises will be very detrimental. All the costs, energy, and time that have been devoted to the development process will be wasted. Students who have used the new curriculum during the development period may suffer losses, the schools involved will have to return to using the old curriculum, and the community, including parents, may lose confidence in educational reform efforts.

Meanwhile, the second question is more appropriate to ask when the curriculum development stage has been completed. This question leads to at least three main points: which parts of the curriculum still need improvement or adjustment; what strategies are most effective for disseminating the curriculum; and what requirements or preparations must be met by the education system before the curriculum is implemented more widely (Laksono, T.A., and Izzulka, 2022). These questions are more constructive and reasonable from a social, economic, moral, and technical perspective. To obtain accurate data to answer these questions, evaluation activities are essential.

Curriculum Evaluation Models

In evaluating a curriculum, the main principle is that a comprehensive evaluation must be carried out regularly and cover all aspects related to the curriculum. Several theorists have introduced various models for evaluating curricula, including the following.

1. Tyler Model

This model was developed by Tyler in 1950 and is known as the Goal Attainment Model. The steps in this model are: (1) Determine the assessment objectives in advance. These objectives must be clear and state what will be assessed in the curriculum; (2) Select, modify, or develop assessment tools and test their objectivity, reliability, and validity; (3) Use assessment tools to obtain data; (4) Compare the data obtained with previous assessment data; (5) Analyzing the data to identify the strengths and weaknesses of the curriculum and explain the reasons for each of these strengths and weaknesses; and (6) Using the data to make the necessary changes to the curriculum.

2. Stufflebeam Model

The Stufflebeam model was developed in 1971 and is commonly referred to as the CIPP assessment model, namely (1) context evaluation, (2) input evaluation, (3) process evaluation, and (4) product evaluation. Context evaluation is an assessment of everything that precedes or antecedents a program and has implications for the success or failure of the program. Input evaluation is an assessment of everything that supports the implementation of a program. Process evaluation is an assessment of the aspects of a program's implementation. Product evaluation is an assessment of the results, outcomes, or achievements of a program.

3. Stake Model

In other terms, the Stake model can also be referred to as the Countenance Model. The main focus of the model proposed by Stake is the interaction between evaluation objectives and

decisions made based on the characteristics of the data obtained. Stake highlights the difference between the expectations of testers and teachers. He argues that the results of evaluations conducted by teachers will not be comparable to those conducted by experts in the field of assessment. The CCM model is designed to ensure that all information is collected and analyzed to complement information that can be useful to data users. This indicates that assessors must collect comprehensive descriptive data on student learning outcomes and teaching implementation, as well as the relationship between these two elements. In addition, assessment data also needs to be collected. Stake defines assessment data as information sourced from the considerations of various subject experts and communities with an interest in the curriculum.

4. Provus Model

The Provus Model is commonly referred to as the Gap Evaluation Model, which is an approach that assesses programs by comparing predetermined standards with actual results obtained. The goal is to identify differences in order to determine whether a program needs to be improved, maintained, or discontinued. In 1971 and 1972, Provus developed an approach that integrated assessment with management theory. This model reflects Provus' view that curriculum evaluation should serve two purposes: (1) to support the curriculum development process and (2) to provide a method for assessing the benefits of the existing curriculum. Provus refers to this gap evaluation method as a model. This model distinguishes between what is implemented or reality and existing standards, with the difference being referred to as a gap. Provus argued that the characteristics of the gap assessment model between standards and reality are marked by five important elements: (1) design, (2) installation, (3) process, (4) product, and (5) cost.

In line with the transformation of the educational paradigm, curriculum assessment models will continue to change. An example is the emergence of the Tyler model, which is still used today to assess curricula with well-defined objectives. On the other hand, in more complex and dynamic situations, the CIPP model developed by Stufflebeam is more often applied because it combines four main elements that are interconnected and relevant in the educational evaluation process. Hasan (2022) states that the CIPP model is very suitable for use in the Indonesian educational context because of its ability to adapt to the local environment, assess input readiness, monitor process implementation, and evaluate results. In the field of vocational education, this model can also capture the needs of the industry and job market. Meanwhile, the application of the Stake model relies on a responsive and narrative approach. This model is particularly suitable for assessing community-based or innovative education programs. This evaluation focuses on the experiences and views of participants, which provides valuable qualitative data for the development of a curriculum that meets existing needs.

The aspects of the curriculum that are evaluated include important elements that impact the effectiveness and quality of education. First of all, learning objectives are the fundamental basis for the entire curriculum. These objectives must be clearly defined, appropriate, and in line with student needs and the times. By evaluating these objectives, we can ensure that students have a clear understanding of expectations, so that objectives can be achieved efficiently. Furthermore, the curriculum content or teaching materials need to be evaluated to ensure they are appropriate for the

students' stage of development and meet the demands of relevant knowledge and skills for the future. In other words, the aspects that are generally reviewed in curriculum evaluation include learning objectives, content or teaching materials, teaching methods, learning media and resources, learning environment, and assessment systems. The evaluation of each of these aspects aims to measure their relevance to student competency achievement and their suitability to the characteristics and needs of the local community.

Functions of Curriculum Evaluation

The function of curriculum evaluation has been widely discussed by leading experts, such as Tyler, Cronbach, and Scriven. All three have contributed to the gradual development of thinking about the function of curriculum evaluation. In the development of these ideas, several experts have expressed views that are also forms of criticism of previous opinions. However, this criticism is not intended to negate the thoughts of previous experts, but only to highlight certain parts that are considered inconsistent. Therefore, it is important to examine the views of these three figures in greater depth in order to broaden our understanding of the function of curriculum evaluation (Sanjaya, 2011b).

The first view on the function of curriculum evaluation was presented by Tyler (1949), who emphasized that the purpose of evaluation was to improve the curriculum. However, the concept of the function of evaluation that he put forward was still not entirely comprehensive. Furthermore, Cronbach (1963) in his work "Course Improvement through Evaluation" explains two different functions of evaluation, namely to assist in curriculum improvement and to provide rewards. However, in line with the title of his writing, Cronbach emphasizes that the main function of evaluation is to identify aspects of the curriculum that need improvement. Meanwhile, the function of evaluation in providing rewards for programs that have been implemented is seen only as an additional impact.

Although Tyler and Cronbach both view evaluation as a means of improving the curriculum, they have different principles. Tyler uses the learning outcomes of programs that have been implemented in the field as a basis for improving the curriculum, so his orientation is clearly focused on product evaluation. This approach is not approved by Cronbach. In fact, it can be said that Cronbach's ideas are a form of criticism of Tyler's dominance of thinking about curriculum evaluation at that time.

Cronbach's views were the main reference in curriculum evaluation for some time. However, Scriven's ideas later emerged, which were not in line with Cronbach's and did not intend to support Tyler's views. In his writing entitled *The Methodology of Evaluation*, Scriven discusses the function of evaluation in greater depth and conceptually. In the introduction, he emphasized that the concept of evaluation at that time did not yet have a strong philosophical or practical foundation. Scriven then argued that the function of curriculum evaluation was divided into two, namely formative and summative functions.

The formative function is the role of evaluation in providing information and considerations for improving the curriculum. These improvements can be made both at the design stage and at the implementation stage of the curriculum. The formative function can only be carried out when the curriculum is still in the development process. This is in line with Cohen's (1978) opinion that evaluation in the curriculum construction stage can be carried out as long as the curriculum

document is not yet final or is still "fluid." At this stage, evaluation provides direct input to curriculum developers regarding parts that do not yet meet the criteria. Thus, the formative function can only be applied when evaluation focuses on the process, not the results. However, data on curriculum outcomes can still be used to improve the process at the curriculum design and implementation stages (Elisa, 2018).

The summative function is the role of evaluation that focuses on providing consideration of the results of curriculum development. These results can be in the form of curriculum documents, student learning achievements, or the impact of the curriculum on schools and communities. Through the summative function, evaluators can determine whether a curriculum should be continued because it is considered successful and remains relevant to the development and needs of the community, or whether it needs to be replaced because it is no longer appropriate and has proven to be a failure. Thus, according to Scriven, curriculum evaluation not only assesses results but also covers the development and implementation processes.

Based on the three experts' views, none of them are considered wrong, but each has a different focus. Tyler emphasizes product evaluation, Cronbach emphasizes process evaluation while side effects are only additional, while Scriven combines the two by assessing both the process and the results.

A more up-to-date perspective is presented by Oemar Hamalik in his book *Manajemen Pengembangan Kurikulum* (Curriculum Development Management). He states that the function of curriculum assessment covers four aspects, namely:

1. Educational function, which is to determine the effectiveness and success of the curriculum in achieving educational objectives.
2. Instructional function, which is to assess the utilization and implementation of the curriculum in the learning process.
3. Diagnostic function, which is to obtain information or input for curriculum improvement.
4. Administrative function, which is to provide data as a basis for managing learning activities.

Curriculum Evaluation Procedures

Curriculum evaluation is a systematic process to assess the extent to which the designed curriculum has been effective in achieving educational objectives. This process includes a series of interrelated steps, from the planning stage to follow-up improvements (Sanjaya, 2011a). In general, the stages of curriculum evaluation can be described as follows:

1. Evaluation Planning Stage

The planning stage is the main foundation before the evaluation process is carried out. At this stage, the evaluator determines the direction, objectives, and focus of the evaluation through the following steps:

a. Setting evaluation objectives

The objectives of the evaluation must be formulated clearly and specifically, in accordance with the aspects to be examined, such as the effectiveness of curriculum implementation, the suitability of learning materials, or the relevance of competencies to the needs of students.

b. Determining the scope and aspects to be evaluated

Evaluators identify the components of the curriculum that will be assessed, including: objectives or competencies, curriculum content, learning strategies, learning media and

resources, learning outcome assessment, curriculum implementation, and learning outcomes or impacts.

c. Selecting an evaluation model

The model is selected based on evaluation needs, for example, the CIPP (Context, Input, Process, Product) model, goal-oriented evaluation, the Countenance Model (Stake), or the Discrepancy Model (Hammond). The model selected will influence the approach and data analysis techniques.

d. Determining instruments and data collection techniques

At this stage, the evaluator prepares the necessary instruments, such as questionnaires, interview guidelines, observation sheets, assessment rubrics, or document analysis instruments.

e. Develop an implementation schedule and assign responsibilities

This step is carried out to ensure that the evaluation activities are carried out effectively, in a structured manner, and according to the planned schedule.

2. Data Collection Stage

After the planning stage has been thoroughly prepared, the evaluator begins collecting data using the established instruments and techniques. The data obtained must be valid, objective, and relevant to the aspects of the curriculum being evaluated. Data collection at this stage can be carried out through several methods, including:

a. Observation

Direct observation of the learning process, use of media, interactions between teachers and students, and the learning environment.

b. Interviews

Conducted with teachers, students, school principals, parents, and other relevant parties to obtain information about their perceptions and experiences in implementing the curriculum.

c. Surveys or questionnaires

Used to measure perceptions, assessments, or satisfaction levels regarding various curriculum components through written responses from respondents.

d. Tests and student learning outcome data

Includes exam scores, assignments, portfolios, or other forms of assessment that describe student learning outcomes.

e. Documentation studies

Conducted by examining documents such as syllabi, lesson plans, teaching modules, curriculum structures, education calendars, and learning implementation records.

The data collection stage requires a high degree of accuracy so that the information obtained truly reflects the actual state of the curriculum in the field.

3. Data Processing and Analysis Stage

The data obtained is then processed and analyzed to provide an accurate picture of the curriculum. At this stage, there are several important steps, namely:

a. Organizing data

The information obtained through various techniques is classified based on the curriculum components being evaluated, such as objectives, content, process, and outcomes.

b. Quantitative data analysis

For data sourced from questionnaires or tests, simple or more in-depth statistical processing is carried out, such as calculating percentages, average values, or analyzing trends.

c. Qualitative data analysis

Data from interviews, observations, and documents are analyzed through data reduction, data presentation, and conclusion drawing so that the meaning of the information can be understood comprehensively.

d. Gap analysis

Evaluators compare the planned curriculum, the implemented curriculum, and the resulting curriculum. This comparison helps identify weaknesses or discrepancies that arise.

This analysis stage forms the main basis for formulating objective conclusions regarding the extent to which curriculum implementation has proceeded as expected.

4. Interpretation Stage

After the analysis process is complete, the evaluator interprets the findings to understand the meaning and implications of the data. Activities at this stage include:

a. Assessing the level of achievement of curriculum objectives

The evaluator reviews whether the formulated curriculum objectives have been achieved as expected.

b. Identifying the strengths and weaknesses of the curriculum

For example, assessing the relevance of the material, the effectiveness of the learning methods, and the skills of the teachers in implementing the teaching and learning process.

c. Assessing supporting and inhibiting factors

These factors may originate from the school, teachers, students, facilities and infrastructure, or environmental conditions.

d. Determining the overall quality of the curriculum

At this stage, it is concluded whether the curriculum is still feasible to continue, needs to be refined, or must be completely revised.

5. Evaluation Report Preparation Stage

At this stage, all findings, analyses, and conclusions are summarized in a systematically compiled written report. Reports usually include:

a. The background and objectives of the evaluation

b. The evaluation methods used

c. A description of the evaluation process

d. Evaluation findings based on curriculum components

e. Analysis and interpretation of the evaluation results

f. Recommendations for curriculum improvement

The report must be presented clearly, objectively, and in a structured manner that is easily understood by stakeholders such as teachers, principals, curriculum developers, and government officials.

6. Decision Making & Follow Up Stage

This stage is the most important phase because the evaluation results must be translated into concrete actions. The activities carried out include:

a. Making decisions

Decisions may include: continuing the curriculum without changes, making partial revisions, making comprehensive revisions, or replacing the curriculum with a new model.

b. Formulating improvement measures

These steps are realized through concrete recommendations, such as teacher training, improvement of teaching materials, enhancement of learning methods and media, and provision of more adequate facilities and infrastructure.

c. Implementing follow-up

All recommendations are then integrated into the work program or curriculum development plan.

d. Monitoring and further evaluation

Evaluation is not a one-time process; periodic monitoring is necessary to ensure that improvements are actually going according to plan.

Thus, the entire curriculum evaluation procedure is not merely a series of administrative steps, but a guideline that helps schools understand the extent to which the curriculum has been implemented in accordance with its objectives (Sanjaya, 2010). Through systematic and continuous evaluation, educational institutions can identify weaknesses, strengthen aspects that are already effective, and ensure that the learning process provides real benefits for student development. In other words, curriculum evaluation does not stop at gathering information, but is oriented towards concrete actions to improve the quality of learning in schools.

CONCLUSIONS

Curriculum evaluation is a crucial step to ensure that the curriculum being implemented is truly capable of achieving educational objectives. Through this process, various components such as the formulation of objectives, teaching materials, learning strategies, and student learning outcomes are examined to see whether classroom implementation is in line with the design that has been made.

The results of the evaluation help reveal the strengths and weaknesses of a curriculum, so that they can be used as a reference in determining steps for improvement, refinement, or development of a curriculum that is more in line with the demands and dynamics of the times. Without planned and continuous evaluation, the curriculum may not meet the needs of students, educational units, or the wider community.

Therefore, curriculum evaluation cannot be viewed merely as an administrative task, but rather as an important element in the process of improving the quality of education. When evaluation is carried out continuously, the curriculum can develop to be more effective, appropriate to needs, and capable of providing an optimal learning experience for each student.

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