EVALUATION OF ISLAMIC EDUCATION CURRICULUM

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ABSTRACT

This article explores the strategic importance of curriculum evaluation in Islamic education, particularly in the face of global challenges and the digital era. Using a qualitative library research approach, the study discusses four main focuses: the definition of curriculum evaluation, various evaluation models, the implementation of curriculum evaluation in Islamic education, and the core tasks and functions of the curriculum itself. The findings highlight that curriculum evaluation is not only about assessing the effectiveness of learning materials, but also about integrating Islamic values with scientific and technological advancements. Systematic and continuous evaluation is essential to ensure the curriculum remains relevant, adaptive, and capable of producing graduates who are knowledgeable, have strong character, and are ready to face global challenges. The article concludes that effective curriculum evaluation is a strategic instrument for improving the quality of Islamic education in Indonesia, especially in responding to the demands and opportunities of the digital age.
Keywords: *Curriculum Evaluation, Islamic Education, Evaluation Models*

INTRODUCTION

Curriculum is the heart of every educational system, including Islamic education, which plays a strategic role in shaping the character, morals, and intellectuality of the younger generation. Amid the dynamics of globalization, technological advancement, and the challenges of the digital era, the Islamic education system is required to continuously adapt and innovate to remain relevant and responsive to the needs of the times. One of the most crucial aspects of this renewal effort is the periodic and comprehensive evaluation of the Islamic education curriculum (Famella et al., 2025). Allah declares in the Qur'an:

﴿ وَفِيْٓ اَنْفُسِكُمْ ۗ اَفَلَا تُبْصِرُوْنَ ٢١ ﴾ (الذّٰرِيٰت/51: 21)

(And also in your own selves. Will you not then see?) (Az-Zariyat/51:21). (Depag RI, 2005). This verse invites humans to reflect and self-evaluate by paying attention to the signs of Allah's power within themselves. In the context of the Islamic education curriculum, this verse can be understood as an encouragement for the learning process not to be limited to the mechanical transfer of knowledge, but also to foster students' awareness to recognize and deeply evaluate their own potential (Tafsirweb.com). The curriculum should be designed in such a way that it encourages students to observe and understand their strengths, talents, and character as unique creations of Allah.

The evaluation of the Islamic education curriculum in Indonesia does not only focus on cognitive aspects, but also includes affective and psychomotor dimensions. This is in line with the national education goals as mandated in Law Number 20 of 2003 concerning the National Education System, namely to develop students who are faithful, pious, knowledgeable, and have noble character (Undang-Undang SISDIKNAS No. 20 Th. 2003). However, in practice, the implementation of the Islamic education curriculum still faces various obstacles, such as limited human resources, lack of

teacher training, and inadequate learning facilities and infrastructure. In addition, the dualism of the education system between the Ministry of Education and Culture and the Ministry of Religious Affairs also presents its own challenges in synchronizing and harmonizing the Islamic education curriculum in Indonesia (Ulya & Syafei, 2022).

Evaluating the Islamic education curriculum is not merely about assessing the effectiveness of teaching materials, but also about examining the extent to which the curriculum can integrate Islamic values with the development of science and technology. A curriculum that is not continuously evaluated risks becoming rigid, unresponsive, and failing to equip students with the competencies needed in real life. On the other hand, proper evaluation can serve as a strong foundation for curriculum innovation, such as the development of the Love-Based Curriculum (Kurikulum Berbasis Cinta/KBC), which is currently being piloted by the Ministry of Religious Affairs to meet the spiritual and character needs of students in the modern era.

Furthermore, curriculum evaluation must also consider the prevailing policies and regulations. The involvement of the Ministry of Religious Affairs in the formulation and implementation of the Islamic education curriculum is still sectoral, so stronger synergy among various stakeholders is needed to produce a comprehensive and integrative curriculum (Muchith, 2023). The Islamic education curriculum in Indonesia must also be able to address the challenges of the digital era, in which students are confronted with a massive and diverse flow of information. Therefore, curriculum evaluation should be directed at strengthening digital literacy, character development, and the enhancement of 21st-century competencies, without neglecting the Islamic values that are the foundation of Islamic education.

The main objective of this evaluation is to provide crucial data for policymakers. This information will help them determine whether the existing curriculum remains relevant and only needs improvement, or whether it needs to be replaced with a new one. More deeply, curriculum evaluation also assesses the planning, implementation, and outcomes achieved by the curriculum. This process is vital so that the curriculum can adapt to advances in science and technology and the changing needs of the labor market. Thus, any weaknesses in the curriculum can be identified and necessary improvements can be made to enhance its quality (Mukri et al., 2024).

The phenomenon of increasing moral challenges, identity crises, and the overwhelming flow of information in the digital era further underscores the urgency of evaluating the Islamic education curriculum. The curriculum must be able to serve as a bastion of values while also acting as a bridge to progress. Therefore, the evaluation of the Islamic education curriculum is a highly important and interesting topic to discuss, in order to find solutions and directions for the development of Islamic education that is more adaptive, innovative, and competitive (Manshur & Isroani, 2023). Without proper and comprehensive evaluation, the Islamic education curriculum risks failing to achieve its objectives, whether in cognitive, affective, or psychomotor aspects. Evaluation becomes the basis for refining and adjusting the curriculum to remain relevant to students' needs and global challenges, as well as producing graduates who are both qualified and possess noble character.

Based on the background described above, the evaluation of the Islamic education curriculum is a crucial aspect in maintaining the relevance and quality of Islamic education in Indonesia, especially amid the challenges of globalization and the digital era. This evaluation is not merely about assessing the effectiveness of learning materials, but also about examining the extent to which the

curriculum can integrate Islamic values with the development of modern science and technology. Therefore, discussion of the definition, models, implementation, as well as the duties and functions of the curriculum becomes very important to provide a comprehensive picture of how curriculum evaluation can be effectively carried out.

The focus of the discussion in this article is directed at four important aspects that form the foundation for understanding and developing the evaluation of the Islamic education curriculum. First, the definition of curriculum evaluation as a systematic process to assess the effectiveness and relevance of the curriculum in the context of Islamic education. Second, the curriculum evaluation models that can be applied to obtain a comprehensive picture of the strengths and weaknesses of the implemented curriculum. Third, the implementation of Islamic education curriculum evaluation in the field, including the challenges and opportunities faced in the evaluation process. Fourth, the duties and functions of the curriculum as the main guideline in organizing Islamic education that can shape the character, morals, and intellectuality of students in accordance with the demands of the times.

METHODS

This article employs a library research method to discuss the evaluation of the Islamic education curriculum. This method is chosen because it allows the researcher to collect and analyze relevant secondary data from various reliable sources. The article uses a qualitative analysis method that reviews and obtains data from various sources, both primary data main data obtained directly from the research subjectsand secondary data (related books and journals), in order to produce a comprehensive conclusion (Nasution, 2023). Through this comprehensive library research method, this study is expected to provide a significant contribution to both theoretical and practical understanding of curriculum evaluation in Islamic education, aimed at improving the quality of management and services in educational institutions.

RESULT AND DISCUSSION

Understanding Curriculum Evaluation, Etymologically, the word "evaluation" originates from the Latin word "evaluare," which means "to assess," "to measure value," or "to determine the worth of something." This word consists of the prefix "e-" meaning "out" and the root word "valere," meaning "to be worth" or "to be strong." Thus, literally, evaluation refers to the process of extracting or determining the value of something (Mayasari, 2021).

The term "curriculum" also has Latin roots, derived from the word *curriculum*, which means "a racecourse" or "the distance a runner must cover from the starting line to the finish line" in a race. It stems from the Latin verb *currere*, meaning "to run" or "to proceed." In French, the related word *courier* means "to run" or "messenger" (Astuti et al., 2024). In terms of terminology, curriculum evaluation is the process of applying systematic scientific procedures to collect, analyze, and interpret data in order to assess the design, implementation, and effectiveness of an ongoing or completed curriculum. This evaluation aims to determine the value and quality of the curriculum based on certain criteria, serving as a basis for decision-making on whether the curriculum needs improvement, revision, or replacement (Vina & Hery, 2023). Significant improvements in education quality can be achieved by developing curricula based on evaluation findings. In this context, active

involvement of all stakeholders, including educators, students, and the community, is essential in the curriculum development process (Ukun & Arifin, 2025). Several experts have defined curriculum evaluation as follows; 1) Hamid Hasan defines evaluation as a systematic effort to collect various information about a curriculum, which is then used as a basis for assessing the value and meaning of the curriculum according to the existing context (Hasan, 2008). 2) According to Suharshimi Arikunto and Cepi Safruddin Jabar, evaluation is the process of data collection aimed at understanding how something operates. This information is then used in decision-making to determine the most appropriate solution. The main goal of evaluation is to ensure whether a program or policy has been implemented as expected. In practice, evaluation should also identify unmet parts, investigate causes, and provide recommendations to address identified problems (Arikunto & Jabar, 2009). 3) Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials, as well as methods used as guidelines for organizing learning activities to achieve specific educational goals (Article 1, Point 19, Law No. 20 of 2003 on the National Education System). 4) A set of plans and arrangements concerning content and learning materials as well as methods used as guidelines for organizing teaching and learning activities (Minister of Health Decree No. 725/Menkes/SK/V/2003 on Guidelines for Health Training Implementation). 5) Higher education curriculum is a set of plans and arrangements regarding content and study materials, as well as delivery and assessment methods, used as guidelines for organizing teaching and learning activities in higher education institutions (Article 1, Point 6, Minister of National Education Decree No. 232/U/2000 on Guidelines for Preparing Higher Education Curriculum and Student Learning Assessment).

Based on the opinions presented, curriculum evaluation is a systematic process aimed at collecting, analyzing, and interpreting data to assess the effectiveness, suitability, and benefits of a curriculum currently in use or already implemented. This process is crucial as a basis for decision-making on whether the curriculum needs to be improved, revised, or even replaced to better align with students' needs and the demands of the times.

Curriculum evaluation does not only assess learning outcomes but also covers aspects of design, implementation, and teaching methods used. Thus, curriculum evaluation becomes an important instrument in sustainable and accountable educational development, involving all stakeholders to improve education quality. Curriculum Evaluation Model, Curriculum evaluation is an important process to assess the effectiveness and relevance of a curriculum in achieving educational goals. Curriculum evaluation models are conceptual and operational frameworks used to evaluate instruments, textbooks, training, mentoring, and monitoring that ensure the smooth implementation of learning activities. Various curriculum evaluation models have been developed to provide systematic frameworks for assessing different aspects of the curriculum (Inayati et al., 2023). Below are some commonly used curriculum evaluation models along with their explanations; 1) CIPP Model (Context, Input, Process, Product). This model was developed by Daniel Stufflebeam and assesses four main aspects; a) Context: Evaluates the needs and problems in the educational environment as the basis for formulating curriculum goals. b) Input: Assesses the resources, strategies, and plans used to achieve the curriculum goals. c) Process: Evaluates the implementation of the curriculum and ongoing learning activities. d)Product: Assesses the final outcomes of curriculum implementation, including student achievements and other impacts.

This comprehensive model helps decision-makers improve and develop the curriculum continuously (Mahmudi, 2011). 2) Tyler Model (Goal-Oriented Evaluation Model). This model focuses on achieving predetermined educational goals. Evaluation is done by comparing student learning outcomes with the set objectives. It uses pre-tests and post-tests to measure changes in student behavior as indicators of curriculum success. The Tyler model is often called a "black box" model because it evaluates inputs and outputs without much attention to the process in between (Novalinda et al., 2020). 3) Measurement Model. This model emphasizes measuring student behavior in cognitive, affective, and psychomotor domains. Evaluation techniques include not only written tests but also observations, interviews, and other non-test instruments. It focuses on quantitative learning outcomes and competency achievements (Novalinda et al., 2020). 4) Discrepancy Model. This model assesses the gap between expected goals and actual outcomes. Evaluation identifies these discrepancies and their causes to enable improvements. It is useful for pinpointing weaknesses in curriculum implementation (Hidayat & Patras, 2013). 5) Stake's Evaluation Model. Developed by Robert E. Stake from the University of Illinois, this model emphasizes two main evaluation activities: description and judgment, divided into three stages: antecedent (context), transaction/process, and outcomes. Description involves identifying the intended goals and what actually occurs. Judgment refers to evaluators making decisions based on standards. Stake's model requires evaluators to analyze conditions related to the antecedents, such as prior teaching activities and student readiness, to fully understand and assess a program or curriculum at a given time (Darodjat & Wahyudhiana, 2015). 6) Action Research Model. This model combines scientific and humanistic approaches, with teachers as the primary evaluators. Teachers conduct evaluations directly in the classroom to continuously modify and improve the learning process. It emphasizes active teacher participation and relevance to daily teaching practices (Yaumi, 2016). 7) Case Study Model. This model focuses on curriculum activities within a specific school, class, or even an individual such as a principal or teacher, without concern for sample selection. Evaluation results apply only to the specific setting where the evaluation is conducted. It aims to develop the curriculum within a particular educational unit by deeply understanding the context and dynamics affecting curriculum implementation, providing a comprehensive picture of successes and challenges (Apriono & Ummah, 2024).

Implementation of Islamic Education Curriculum Evaluation, The implementation of curriculum evaluation is a crucial step in the educational development cycle aimed at ensuring that the curriculum operates effectively, remains relevant, and meets the needs of students as well as the demands of the times. This evaluation not only assesses the final outcomes but also thoroughly examines the planning, implementation, and impact of the curriculum. Thus, evaluation becomes an important instrument for improving and refining the curriculum so that the education provided can produce competent and well-charactered graduates (Nur & Junaris, 2023).

Curriculum evaluation must be conducted systematically and continuously to determine the extent to which the implemented curriculum achieves educational goals. In Indonesia, regulations such as Law Number 20 of 2003 concerning the National Education System and the Ministry of Education and Culture Regulation Number 159 of 2014 affirm that curriculum evaluation is an integral part of educational management in every educational unit. Through evaluation, schools and educational institutions can identify the strengths, weaknesses, and opportunities for improvement

of the ongoing curriculum (Undang-Undang Nomor 20 Tahun 2003 & Peraturan Menteri Pendidikan dan Kebudayaan Nomor 159 Tahun 2014).

The implementation of curriculum evaluation involves several important stages, namely data collection through observation, interviews, questionnaires, and curriculum document analysis; data processing and interpretation to assess the effectiveness and relevance of the curriculum; and decision-making based on the evaluation results. The evaluation must cover various aspects, ranging from the suitability of objectives, content, teaching methods, resources, to student learning outcomes. The involvement of various stakeholders, teachers, principals, students, parents, and curriculum experts is key to the success of the evaluation to ensure comprehensive and applicable results (Falah & Ashari, 2024).

Despite its importance, the implementation of curriculum evaluation often faces obstacles such as the lack of understanding among school curriculum development teams about evaluation procedures, limited resources, and resistance to change. Additionally, the rapid dynamics of curriculum changes, such as the transition from the 2013 Curriculum to the Merdeka Curriculum, require quick adaptation in the evaluation process to remain relevant and effective. Therefore, training and mentoring for teachers and curriculum managers are highly needed to enhance their capacity to conduct evaluations properly (Taali et al., 2024).

Well-executed evaluations provide significant benefits, including serving as the basis for curriculum revision decisions, improving the quality of teaching and learning, and developing student competencies. Moreover, evaluation also plays a role in creating a culture of quality within schools that encourages innovation and continuous improvement. Thus, curriculum evaluation is not merely an administrative activity but a strategic process that bridges educational needs with the demands of scientific, technological, and societal development (Mesra & Salem, 2023).

Based on the above explanation, the implementation of curriculum evaluation is a strategic and very important step in efforts to develop quality education. Curriculum evaluation functions not only to assess the final learning outcomes but also to review the entire process of curriculum planning, implementation, and impact comprehensively. With systematic and continuous evaluation, schools and educational institutions can identify the strengths and weaknesses of the implemented curriculum, enabling timely improvements and adjustments.

The tasks and functions of a curriculum, The curriculum is a central component of the education system that serves as the main guide in the learning process. The primary task of the curriculum is to design and organize students' learning experiences so that educational goals can be achieved effectively and efficiently. The curriculum not only regulates what must be learned but also how learning is conducted and how learning outcomes are measured and evaluated.

Broadly speaking, the functions of the curriculum can be divided into several important aspects. First, the integration function, where the curriculum plays a role in shaping students into whole and integrity-filled individuals within society through education. Second, the preparation function, where the curriculum prepares students for the next level of education and for life in society. Third, the adjustment function, which allows the curriculum to adapt to social changes, technology, and the demands of the times. Fourth, the differentiation function, which accommodates individual differences among students by providing educational services tailored to their interests and talents. Additionally, the curriculum also functions as a diagnostic tool to understand and direct

students' potential so that it can be optimally developed.

Furthermore, the curriculum serves as a teaching guideline for teachers in selecting appropriate materials, methods, and learning techniques, as well as a tool for measuring students' learning progress. The curriculum also functions to develop life skills relevant to the needs of the 21st century, such as critical thinking, creativity, and adaptability. Thus, the curriculum becomes a bridge that connects the national education vision with practical learning in the field, ensuring that the education process not only produces knowledge but also character and competencies needed by students for the future. There are six functions of the curriculum; 1) Adjustment: The curriculum as an educational tool teaches students to be well-adjusted, meaning they can interact and adapt to their physical and social environments. 2) Integration: The curriculum as an educational tool provides services that respect differences among students. Every student has physical or psychological differences that must be appreciated and properly served. 3) Differentiation: The curriculum must be able to provide the best services to accommodate student differences. 4) Preparation: The curriculum as an educational tool must prepare students to continue to the next level of education. It should also prepare students for a decent life in society if they are unable to continue their education. 5) Selection: The curriculum provides opportunities for students to choose learning levels that suit their abilities and interests. 6) Diagnostic**:** The curriculum helps students understand themselves and accept their strengths and weaknesses. Once students understand themselves, they are expected to develop their strengths and improve their weaknesses (Ruhimat et al., 2011).

The curriculum is indeed a fundamental component of the education system that not only functions as a guide for learning materials but also as a framework that regulates the entire learning experience of students. With the primary task of designing and organizing the learning process effectively and efficiently, the curriculum ensures that educational goals can be optimally achieved.

The functions of the curriculum described such as integration, preparation, adjustment, differentiation, selection, and diagnostic are highly relevant in the context of modern education, which demands holistic and personalized approaches. A curriculum that can accommodate individual differences and changing times will be more effective in shaping students who are not only academically intelligent but also possess strong character and adequate life skills. Moreover, the curriculum's role as a guide for teachers in selecting teaching methods and techniques as well as tools for measuring learning progress is crucial for maintaining education quality.

Furthermore, a curriculum that can develop 21st-century skills such as critical thinking, creativity, and adaptability will better prepare students to face future challenges. Thus, the curriculum is not merely a formal document but a vital bridge connecting the national education vision with real learning practices in the field, while also serving as the foundation for shaping a generation ready to contribute positively to society and the nation.

CONCLUSION

Evaluation of the Islamic education curriculum is a systematic process aimed at assessing the effectiveness, relevance, and benefits of the curriculum in achieving educational goals. This evaluation not only measures learning outcomes but also covers aspects of planning, implementation, and the teaching methods used. Thus, curriculum evaluation becomes an essential basis for decision-making regarding improvements, revisions, or replacement of the curriculum to

ensure it remains relevant to students' needs and the demands of the times.

There are various curriculum evaluation models that can be used to assess the implementation and success of the curriculum, such as the CIPP model (Context, Input, Process, Product), Tyler model, Measurement model, Discrepancy model, Stake model, Action Research model, and Case Study model. Each model offers a different approach to evaluating the curriculum, ranging from assessing needs and resources, the implementation process, to the final outcomes achieved by students. Choosing the appropriate model is crucial to obtain a comprehensive picture of the strengths and weaknesses of the curriculum.

The implementation of Islamic education curriculum evaluation in the field still faces several challenges, such as limited human resources, lack of teacher training, and inadequate facilities and infrastructure. However, a thorough evaluation involving all stakeholders can help identify areas that need improvement and encourage curriculum innovation to be more adaptive to developments in science, technology, and societal needs.

The curriculum plays a central role as the main guideline in the learning process. Its functions are broad, ranging from shaping students' character and morals, preparing them to face the challenges of the times, accommodating individual differences, to serving as a diagnostic tool for developing students' potential. The curriculum also acts as a bridge between the national education vision and practical learning in the field, ensuring that graduates are not only intellectually intelligent but also morally upright and ready to face global challenges.

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