

**Evaluation of the 2013 Curriculum
in Islamic Religious Education at SMPN 1 Labuapi:
A CIPP Model Analysis (Context, Input, Process, Product)**

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Abstract: This article aims to examine the implementation evaluation of the 2013 Curriculum in Islamic Religious Education (PAI) at SMPN 1 Labuapi using the CIPP evaluation model (Context, Input, Process, Product). Adopting a qualitative descriptive approach, the study systematically and factually outlines the PAI learning process. The Context evaluation reveals that the curriculum is relevant to current developments and student needs, focusing on improving educational quality and reinforcing character development. The Input evaluation indicates that the readiness of students, facilities, infrastructure, and teaching materials support the success of the learning process, although there are challenges related to student motivation that require further attention. The Process evaluation shows that the learning process is well-implemented, with educators effectively utilising technology, although conventional methods remain dominant. The Product evaluation demonstrates that learning outcomes are being achieved effectively, with students displaying a deep understanding of Islam and a strong character in line with religious and social norms. This research recommends enhancing the quality of PAI learning at SMPN 1 Labuapi by focusing on the development of teaching methods, the utilisation of technology, and the improvement of student motivation to achieve more optimal educational outcomes.

Keywords: 2013 Curriculum, Islamic Religious Education, CIPP Evaluation, SMPN 1 Labuapi

Abstrak: artikel ini bertujuan untuk membahas evaluasi implementasi Kurikulum 2013 pada mata pelajaran Pendidikan Agama Islam (PAI) di SMPN 1 Labuapi menggunakan model evaluasi CIPP (Context, Input, Process, Product). Dengan pendekatan kualitatif deskriptif, penelitian ini



menggambarkan secara sistematis dan faktual proses pembelajaran PAI. Hasil evaluasi Context menunjukkan bahwa kurikulum ini relevan dengan perkembangan zaman dan kebutuhan siswa, serta berfokus pada peningkatan kualitas pendidikan dan penguatan karakter. Evaluasi Input mengindikasikan kesiapan siswa, sarana, prasarana, dan materi pembelajaran yang mendukung keberhasilan pembelajaran, meskipun ada tantangan terkait dengan motivasi siswa yang perlu perhatian lebih lanjut. Evaluasi Process menunjukkan bahwa pembelajaran dilaksanakan dengan baik, dengan pendidik yang terampil memanfaatkan teknologi, meskipun masih dominan penggunaan metode konvensional. Evaluasi Product menunjukkan hasil pembelajaran yang tercapai dengan baik, dengan siswa menunjukkan pemahaman yang mendalam tentang Islam dan karakter yang kuat sesuai dengan norma agama dan sosial. Penelitian ini merekomendasikan peningkatan kualitas pembelajaran PAI di SMPN 1 Labuapi dengan fokus pada pengembangan metode pengajaran, pemanfaatan teknologi, dan peningkatan motivasi siswa, untuk mencapai hasil pendidikan yang lebih optimal.

Kata Kunci: Kurikulum 2013, Pendidikan Agama Islam, Evaluasi CIPP, SMPN 1 Labuapi

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Introduction

Transferring knowledge from teachers to students is a crucial part of the learning process. Educators employ various techniques to impart knowledge and help students achieve optimal learning outcomes. Teachers need to evaluate their students to determine whether the learning process has been successful. Evaluation is carried out by observing changes in students, which serve as indicators of the achievement of learning objectives. These changes are the result of the teacher's instructions applied in practice. To ensure that the knowledge imparted can be applied in real-life situations, the instruction must be relevant and beneficial to each learner. In addition to

cognitive aspects, exam results are also considered when evaluating students (Muntu, 2022).

According to Law No. 20 of 2003 on the National Education System, the goal of education is to develop the potential of students so that they become individuals who are faithful, devout to God Almighty, possess noble character, healthy, knowledgeable, competent, creative, independent, and responsible citizens in a democratic society (Indonesian Government, 2003).

The curriculum sets the focus, content, and teaching strategies. As a key component of education, the curriculum plays a vital role in determining the type and quality of school graduates. The design and implementation of education at the class, school, regional, local, and national levels are all encompassed within the curriculum. The curriculum serves as the framework for education that guides the learning process and determines the outcomes achieved in all learning activities. Given the critical significance of the curriculum for both education and the future of students, its development must be carried out carefully with a clear understanding of the objectives to achieve the best outcomes (Elman, 2020).

In designing an effective curriculum, the role of the educator is vital. Therefore, all teachers must master learning theories and possess managerial skills in curriculum design. The effectiveness of a program in achieving its objectives can be assessed through evaluations to determine the extent to which students have acquired knowledge. Without evaluation, the benefits and shortcomings of the learning process experienced by students and teachers cannot be objectively assessed (Mega Sari, 2018). Islamic education, reflected in its vision, mission, objectives, and activities, is a system designed to actualize the values and principles of Islam.

A concrete effort to build an Islamic education system is through the curriculum for Islamic Religious Education (PAI). According to research by Firman Mansir, assessment or evaluation of student learning is one of the techniques to ensure the sustainability of quality education. The purpose of

this evaluation is to measure academic achievements regularly, and its findings help develop new educational policies (Mansir & Alamin, 2022).

Based on an interview with the Headmaster of SMPN 1 Labuapi, Mr. Ansori, the curriculum has undergone several significant changes. One of the changes includes the renaming of the PAI subject to Islamic Religious Education and Character Education. Furthermore, the class hours for this subject have increased from 2 hours per week to 3 hours per week. There is also the introduction of a learning process that applies the scientific approach. From all these changes, it is evident that the focus on the learning process in the curriculum is crucial. Teachers are now expected to implement a scientific approach, which requires more complex skills. This is reinforced by observational results showing that Kurikulum 2013 has undergone several significant changes, including the renaming of Pendidikan Agama Islam to Pendidikan Agama Islam dan Budi Pekerti, the increase in class hours from 2 to 3 per week, and the introduction of a learning process using the scientific approach. Given these changes, focusing on the learning process in Kurikulum 2013 becomes even more important. Previously, PAI education relied on conventional methods such as lecturing, while now, teachers are expected to implement a scientific approach requiring more complex skills.

Therefore, this article will conduct an in-depth analysis of Kurikulum 2013 for Islamic Religious Education (PAI) at the Junior Secondary School level (SMP), focusing on aspects of content standards, process, and assessment. The analysis will employ the Context, Input, Process, Product (CIPP) evaluation model to assess the effectiveness of the curriculum.

This study uses a descriptive qualitative approach. The research aims to describe the phenomena that occur in a real, realistic, and factual manner, systematically forming a description of the facts, characteristics, and relationships among the phenomena under study. This study is classified as field research as it is conducted in a natural setting (Sobry, 2020). The research was conducted at SMP Negeri 1 Labuapi, located on Jl. Gunung Pengsong,

Desa Bagik Polak, Kecamatan Labuapi, Kabupaten Lombok Barat. The data collection techniques used in this study include direct observation, interviews, and documentation (Sugiono, 2019).

CIPP Curriculum Evaluation

Evaluation, derived from the English word "evaluation," refers to the process of assessing or appraising an object. In the context of curriculum, evaluation is a planned activity that uses instruments to assess the state of a curriculum and compares it with specific standards to draw conclusions (Mudlofir, 2017). According to a quote from the book by Martinis Yamin and Maisah, Abdul Majid explains that evaluation encompasses the measurement of achievements in educational programmes, the planning of programme content, including the curriculum and its implementation, the improvement of teachers' competencies, educational management, and overall educational reform (Martinis Yamin, 2010).

Etymologically, the origin of the word "curriculum" can be traced to Latin, from "curir," meaning runner, and "curere," referring to a racetrack. Initially, the concept of curriculum referred to the course that a runner must follow from the starting point to the finish line. Thus, the term curriculum was first used in the context of sports in ancient Roman Greece before being adopted into the educational field (Suparlan, 2011).

Curriculum evaluation is a process that includes control, assurance, and the determination of curriculum quality standards, based on specific criteria and considerations. It is the responsibility of curriculum developers to assess how effective the curriculum is. On the other hand, assessment of learning outcomes involves the collection, analysis, and interpretation of information regarding the process and results of student learning, using specific criteria to make decisions (Arifin, 2017).

The CIPP evaluation paradigm, according to Stufflebeam, is a comprehensive evaluation strategy with both formative and summative

objectives. The summative evaluation aims to analyse outcomes to determine whether a programme has been successful or should continue, while the formative evaluation aims to provide the necessary information for improvement and programme development. According to Daniel Stufflebeam, evaluation is the process of gathering, analysing, and disseminating descriptive information about the value of an evaluated item to inform decisions and deepen understanding of the phenomena being assessed. The four main components of the CIPP evaluation paradigm are Context, Input, Process, and Product (Stufflebeam, 2014).

Context evaluation defines and formulates the domain to be examined. This begins with conceptual analysis, followed by empirical investigation of the characteristics being evaluated through testing and surveys. To identify the key issues with the features being evaluated, a combination of conceptual and empirical analysis is conducted (Yusuf, 2015). Context evaluation answers questions about what needs to be done, focusing on determining and assessing the fundamental requirements of a programme. The context or history influencing the programme's goals and approach is also included in this review (Arikunto, 2015). Evaluation criteria are chosen based on the evaluator's perspective and mutual agreement with stakeholders. A needs analysis is a key focus in Context evaluation (Stufflebeam, 2014).

The materials used in the transformation process are referred to as Input. Input is used to describe prospective students applying to a school. These students are evaluated for their abilities before being admitted to ensure they are capable of following the lessons and assignments to be given (Arikunto, 2015).

Process evaluation in the CIPP model assesses the activities of "what" is included in the programme, "who" is responsible, and "when" the programme will be completed. The goal of this evaluation is to determine how closely the programme activities have adhered to the established schedule. Planning,

implementation, and evaluation of the programme's delivery are all included in the Process evaluation component (Bhakti, 2017).

The conclusion of a programme or activity is marked by Product evaluation. The goal of this evaluation is to assess the achievement of previously set objectives using specific benchmarks and requirements. In the context of education in schools, Product evaluation is linked to how effectively students have absorbed the knowledge provided, in terms of cognitive, emotional, and psychomotor skills. Product evaluation includes essay and objective tests, performance assessments, portfolio evaluations, as well as techniques for evaluating personality, interests, and attitudes (Yusuf, 2015).

Context Evaluation

The PAI (Islamic Religious Education) learning programme at SMP 1 Labuapi encompasses four key aspects. First, the programme is underpinned by the implementation of the 2013 Curriculum, which responds to the technological advancements that influence students' daily behaviour. The school's mission is to enhance the faith and piety of all members of the school community, while also fostering the development of human resources with noble character. In this endeavour, the school continually develops the facilities for PAI learning to facilitate the students' learning process. The main focus of this programme is to ensure that the facilities for PAI learning not only meet the established standards but are also relevant to the needs and development of the students. The school regularly updates the learning materials and technologies used, ensuring that they align with the changing times and the needs of students. The primary goal of the programme is to improve the quality and process of education, as well as the outcomes, with the aim of developing students' character and morality in a comprehensive, balanced manner, and in line with the graduation standards of each educational unit (Rahman et al., 2023).

Second, the programme's needs analysis covers several aspects, including a technical analysis that considers the availability of internet networks and social preparedness. The technical analysis includes the evaluation of facilities supporting PAI learning, while the personal needs analysis focuses on the readiness of teachers and students. In the needs analysis for the learning programme, the school's focus is to enhance the use of media and improve teaching methods, with the primary target being the PAI learning programme intended for students. Munir emphasises that in ideal modern education, it is essential to conduct a needs analysis of the programme from various perspectives, both technical and social (Munir, 2009).

Third, the relevance of the curriculum and the objectives of the PAI learning programme is crucial. This is assessed by the alignment of the content delivered in lessons with the competency standards based on the 2013 Curriculum. According to Ahmad Tafsir, the domain of faith plays a significant role in Islamic religious education, as Islamic teachings encompass not only rational aspects but also irrational elements that are integrated into the learning process (Tafsir, 2000).

Fourth, the target of the PAI learning programme follows the learning objectives outlined in the Competency Standards (KD) for grades VII to IX, in accordance with the implementation of the 2013 Curriculum. As per Government Regulation No. 23 of 2013, students are considered part of society striving to develop their potential through the available learning processes across various educational pathways, levels, and types (Permendikbudristek, 2013).

Input Evaluation

The teaching of Islamic Religious Education (PAI) at SMP 1 Labuapi involves three main aspects. The first aspect is the students' readiness. Based on the researcher's observations, students who have previous learning experience before entering the junior secondary level demonstrate good

readiness for further learning, particularly as they have already received PAI instruction beforehand. However, students' motivation in PAI tends to be low, primarily due to the predominant use of lecture-based teaching methods by educators. According to Slameto, readiness is a prerequisite for further learning (Rizki, 2013). Djamarah also notes that student readiness includes physical readiness related to health, psychological readiness linked to intelligence and learning motivation, and material readiness, which encompasses the availability of learning materials such as textbooks. Although students exhibit high motivation in lessons involving discussions, they lament the use of conventional and monotonous teaching methods for delivering content (Musnizar Safari & Murni, 2021).

The second aspect is the facilities and infrastructure at SMP 1 Labuapi, which support PAI learning in the classroom by providing desks, chairs, LCD projectors, wifi, and other supporting devices, as well as appropriate facilities such as classrooms suitable for learning activities. According to Munir, the adequacy and suitability of facilities and infrastructure in schools are sufficient to support the learning process effectively (Munir, 2009). The importance of facilities and infrastructure in the context of learning has been proven. Adequate facilities can enhance the effectiveness of teaching by creating a conducive environment for both students and teachers. For example, the availability of LCD projectors and wifi access can increase student engagement in learning by utilising technology. Additionally, proper infrastructure, such as safe and comfortable classrooms, contributes to students' concentration and focus during lessons. Therefore, the improvement and maintenance of learning facilities and infrastructure are considered essential for creating an effective and adequate learning environment for all students.

The third aspect is the presentation of learning materials, which is observed through classroom activities and the form in which the materials are presented. Typically, educators present materials through teacher handbooks

and PowerPoint presentations. Learning content is often conveyed using teacher handbooks (such as LKS) and taught using PowerPoint. Nurita explains that PAI educators consistently update learning materials in line with the Competency Standards (KD) and present them in an engaging manner through various media during the learning process. Success in creating engaging materials becomes a key factor in motivating students to learn, while the quality of the materials is tailored to meet the content standards that determine the competencies students are expected to achieve (Nurita, 2018).

Process Evaluation

In the implementation of the PAI (Islamic Religious Education) learning programme at SMPN 1 Labuapi, the evaluation follows three stages: pre-implementation, implementation, and evaluation. This is supported by Arikunto, who states that the purpose of evaluation is to measure the extent to which the activities are carried out according to the planned programme. Therefore, the results of this study are divided into three evaluation stages, namely (Arikunto, 2009):

Pre-Implementation. The educator has successfully prepared the instructional instruments and media before the commencement of the learning activities, including updating the materials to be delivered through PowerPoint. According to research by Karo and Rohani, the preparation of learning media before the process begins can help clarify concepts and ideas, thus enhancing students' understanding (Karo-Karo & Rohani, 2018).

Implementation. During the implementation of the learning activities at SMPN 1 Labuapi, the duration of lessons is three hours. The educator uses an LCD projector to present the material through PowerPoint. The teaching methods employed include conventional methods such as lectures, discussions, and practical exercises.

Evaluation. In the evaluation process, activities include post-tests, formative assessments, and summative evaluations, along with improvements

in the management of learning after half a semester, one semester, and one academic year. Educators provide students with opportunities to practice the material that has been taught, with contextual examples presented through PowerPoint. Additionally, educators manage students effectively during the activities. The evaluation process also includes pre-tests, post-tests, formative assessments, and summative evaluations, all of which are conducted by the educator (Arikunto, 2009).

In the implementation of PAI learning at SMPN 1 Labuapi, there are several supportive factors contributing to the programme's success. Firstly, the educators possess high competency. Secondly, students demonstrate a high level of independence, which is evident in their interactions during the learning process. Thirdly, students have the ease and sensitivity to use electronic devices to support their PAI learning. Fourthly, the facilities provided by the school support teaching and learning activities. Fifthly, access to Wi-Fi allows students to search for learning resources using gadgets or smartphones. Sixthly, there is high awareness and concern from parents regarding the learning process, both materially and non-materially. Seventhly, the school has the capability to facilitate learning by designing programmes that support education. This is further supported by Munir's research, which highlights the factors supporting PAI learning, such as the ease of updating learning content, increased student interactivity, the potential to reach a global audience, the availability of adequate facilities and infrastructure, the policy of internet access for students, parental awareness, and the school's supporting programmes for learning (Munir, 2009).

Product Evaluation

The implementation of Islamic Religious Education (PAI) at SMPN 1 Labuapi demonstrates alignment between the learning outcomes and the primary educational objectives. The learning outcomes of students in the PAI subject have shown a level of success that aligns with the educational goals,

which include the development of students who have a deep understanding of Islam, the cultivation of character that adheres to religious and social norms, the strengthening of good morals in students, and the improvement of effective communication among students and between students and teachers. Marimba asserts that Islamic education is a guidance process in both physical and spiritual aspects, based on the principles of Islam, with the main aim of shaping a personality in accordance with Islamic teachings. In other words, the desired personality is often referred to as the "Muslim personality," which includes the values of Islam in decision-making and actions, as well as responsibility in accordance with Islamic principles (Rifa'i, 2018).

Conclusion

Based on the results of the CIPP (Context, Input, Process, Product) evaluation of PAI teaching at SMPN 1 Labuapi, it can be concluded that the educational programme has been implemented in accordance with the established objectives and expectations. The Context evaluation indicates that the programme is relevant to the current development and needs of students, focusing on the enhancement of educational quality and character building through a curriculum based on Kurikulum 2013. The Input evaluation shows that student readiness, facilities, and learning materials have supported the success of the teaching-learning process, although there are challenges regarding student motivation that need further attention.

The Process evaluation shows that teaching at SMPN 1 Labuapi is carried out effectively, with educators skilled in utilizing technology and learning media. However, there is still a tendency to use conventional teaching methods, which could be further developed to enhance student interaction. Finally, the Product evaluation indicates that learning outcomes have been achieved successfully, with students demonstrating a deep understanding of Islam, reinforced character aligned with religious and social norms, and improved communication skills. Therefore, the quality of PAI education at

SMPN 1 Labuapi needs continuous improvement, focusing on the development of teaching methods, the use of technology, and student motivation, to ensure the optimal achievement of educational goals.

This conclusion underscores the importance of continuous evaluation in all aspects of learning, with a focus on improving teaching quality and character development in students to align with the curriculum's objectives and the evolving demands of the times.

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