

## Evaluation of Learning Management in Madrasahs Based on the Merdeka Curriculum

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### ABSTRACT

This study aims to evaluate the effectiveness of learning management in madrasahs implementing the Merdeka Curriculum. The main focus of the research is to assess the planning, implementation, and evaluation of learning conducted by educators and madrasah managers in order to improve the quality of Islamic education. This research uses literature review methods and analyzes various relevant sources, such as books, magazines, articles, and previous studies related to the Evaluation of Learning Management in Madrasahs Based on the Merdeka Curriculum. The findings show that the implementation of learning management based on the Merdeka Curriculum in madrasahs has great potential in improving the quality of Islamic education in Indonesia. However, the effectiveness of its implementation highly depends on the readiness of human resources, infrastructure, and support from the government and other education stakeholders. To achieve a more optimal implementation, strengthening teacher training, providing supporting facilities, and establishing a more structured evaluation system are necessary. The evaluation of learning management in madrasahs based on the Merdeka Curriculum is an important step in ensuring that the educational process applied is not only relevant to the needs of the times but also maintains the Islamic values that characterize madrasahs. Through improvements and strengthening of the learning management system, madrasahs are expected to become leading educational institutions in shaping a generation that is knowledgeable, has good character, and is highly competitive.

**Keywords:** Evaluation; Learning Management; Madrasah; Merdeka Curriculum; Islamic Education

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## INTRODUCTION

Learning management in madrasahs plays a crucial role in improving the quality of Islamic education, especially in the context of implementing the Merdeka Curriculum. This curriculum is designed to provide more flexibility for educational institutions in developing learning strategies that align with the needs of students. Therefore, evaluating the learning management in madrasahs becomes a critical aspect to ensure the effectiveness of curriculum implementation and to identify challenges faced by educators and madrasah managers. This evaluation not only highlights the

technical aspects of learning but also includes aspects of policy, resources, and the readiness of infrastructure that support the success of the educational program.

One of the key aspects in the evaluation of learning management in madrasahs is the planning of learning based on the Merdeka Curriculum (Lutfiana, 2022). This curriculum allows madrasahs to develop teaching materials that are more contextual and aligned with the characteristics of students. In this regard, madrasahs are required to design flexible learning plans, project-based approaches, and emphasize student-centered methods. The evaluation of the planning phase aims to assess the extent of educators' readiness in designing learning models that align with the principles of the Merdeka Curriculum, as well as the availability of teaching materials that support the successful implementation of the curriculum (Ivantri, 2024).

The implementation of learning becomes a key aspect in evaluating educational management in madrasahs. The Merdeka Curriculum emphasizes more adaptive learning that is tailored to students' interests and talents (Ainissyifa et al., 2024). Therefore, teachers in madrasahs need to apply interactive, creative, and experience-based teaching strategies. The evaluation of the learning implementation can be carried out by reviewing the methods used by educators, the effectiveness of the interaction between teachers and students, and the involvement of students in the learning process. In addition, the use of technology in learning also becomes a factor that influences the success of the Merdeka Curriculum implementation (Fatmawati, 2021).

Furthermore, the evaluation of student learning outcomes becomes the main indicator in measuring the effectiveness of learning management in madrasahs. With the Merdeka Curriculum, assessment methods have shifted to emphasize formative assessments, self-reflection, and project-based experiences (Arwitaningsih et al., 2023). This evaluation aims to understand the development of students' competencies, both in cognitive, affective, and psychomotor aspects. In this regard, it is important for madrasahs to implement a comprehensive evaluation system so that the learning outcomes achieved by students can be measured objectively and in accordance with the standards set in the curriculum.

The main challenge in implementing the Merdeka Curriculum in madrasahs is the readiness of educators to adopt the changes in the learning system. Not all teachers have sufficient understanding of the concepts of this curriculum, especially in the aspects of planning and implementing project-based learning (Lailiyah & Imami, 2023). Therefore, training and mentoring programs for educators need to be part of the learning management in madrasahs. The evaluation in this aspect aims to identify the professional development needs of teachers and ensure the availability of training programs that can enhance their competence in implementing the Merdeka Curriculum.

In addition to the readiness of teachers, the availability of facilities and infrastructure also becomes a crucial element in the evaluation of learning management (Dr. Mukhammad Abdullah & Dr. Limas Dodi, 2020). The Merdeka

Curriculum demands a more dynamic learning environment that supports students' exploration in understanding the learning material. Therefore, madrasahs need to provide adequate facilities, such as conducive classrooms, access to digital teaching materials, and learning resources for project-based learning. The evaluation of infrastructure readiness aims to assess the extent to which madrasahs can provide a learning environment that aligns with the principles of the Merdeka Curriculum (Triwiyanto, 2021). Support from madrasah management, including the head of the madrasah and administrative staff, is also a determining factor in the successful implementation of the Merdeka Curriculum. The head of the madrasah plays a strategic role in coordinating educational policies, allocating resources, and creating an innovative learning culture. Therefore, the evaluation of learning management should also highlight the role of leadership in overseeing the implementation of this curriculum. With visionary leadership, it is expected that madrasahs can optimize the potential of educators and students to achieve learning goals.

Here are five studies relevant to the Evaluation of Learning Management in Madrasahs Based on the Merdeka Curriculum: First, the research conducted by (Maliki & Erwinsyah, 2020) *Evaluation of Learning Management in Madrasahs*. This study aims to describe the evaluation of learning management in madrasahs, including the hindering factors and learning evaluation. The results of the study indicate that the learning management in the madrasah is classified as good, from planning, implementation, to learning evaluation. Good learning management is expected to align with the content standards in the curriculum and the developmental stages of students. Learning planning is carried out through the preparation of syllabi and lesson plans, the implementation of learning is successful, and the assessment of learning outcomes is conducted well. Then, the next study conducted by (Rindawan et al., 2023) *Evaluation of Learning Management at Madrasah Aliyah Manhalul Ma'arif Darek Using the CIPP Evaluation Model*. This study aims to assess the learning management process at MA Manhalul Ma'arif Darek, the role of management in improving learning quality, and the effectiveness of learning management using the CIPP evaluation model (Context, Input, Process, Product). The results of the study show that the learning management in the madrasah is running well. Learning planning is developed according to students' needs, the implementation of learning is effective with varied methods, and learning evaluation is conducted regularly to improve the quality of education. Next (Khabibah, 2024) *Management of the Merdeka Belajar Curriculum at MTsN 2 Kediri*. This study is motivated by the implementation of the Merdeka Belajar Curriculum policy in madrasahs. The purpose of the research is to understand how the management of the Merdeka Belajar Curriculum is carried out at the madrasah, including planning, implementation, and evaluation. The results of the study indicate that the management of the Merdeka Belajar Curriculum at MTsN 2 Kediri is running well. Planning is done through socialization, training, and the development of the Madrasah Operational Curriculum (KOM). The implementation begins with intracurricular and co-curricular learning through projects that strengthen

the Pancasila student profile and Rahmatan Lil 'Alamin. Evaluation is carried out through meetings and diagnostic, formative, and summative assessments. Then (Sari & Pujiastuti, 2023) Evaluation of the Effectiveness of the Inclusive Curriculum and Merdeka Curriculum in Enhancing Participation and Achievement. This study aims to evaluate the effectiveness of the Merdeka Curriculum in achieving learning objectives. The research findings indicate that the Merdeka Curriculum has great potential to improve the effectiveness of learning and achieve educational goals in Indonesia. Although there are various challenges, positive signs suggest that the Merdeka Curriculum can bring about positive changes for education in Indonesia. However, collective efforts from various parties are needed to realize this potential. (Fitriyanti & Sholeh, n.d.) A study was also conducted on the Management of the Merdeka Curriculum in Enhancing Students' Potential at the Citra Insani Nature School Foundation (SACI) in Lamongan. This study aims to examine in depth the management of the Merdeka Curriculum in planning, implementation, evaluation, and the support of the school community to enhance students' potential at the Citra Insani Nature School Foundation (SACI) in Lamongan. The results of the study indicate that curriculum planning is carried out through work meetings involving the foundation leaders, school principals, curriculum coordinators, facilitators, and committees. The curriculum implementation uses the Independent Merdeka Sharing Curriculum with four special components: tahfidz, entrepreneurship, talent development, and digitalization. Evaluation is conducted through both formal and informal assessments. Overall, the curriculum management at the foundation runs well and aligns with the intended goals.

From the findings of several studies above, it can be concluded that the effectiveness of learning management in madrasahs, especially in the context of implementing the Merdeka Curriculum, is highly influenced by the readiness of human resources, infrastructure, and a well-structured evaluation system. Without adequate support in these aspects, the success of curriculum implementation will be limited. In the context of madrasahs, the involvement of parents and the community also plays an important role in the evaluation of learning management (Fuad et al., 2023). The Merdeka Curriculum emphasizes collaboration between schools, families, and the surrounding environment in supporting a more holistic learning process. Therefore, evaluating parental participation in the educational process is necessary to determine the extent of their involvement in supporting the success of their children in madrasahs. With synergy between the madrasah and parents, it is expected that learning outcomes will be more optimal.

Evaluation of the effectiveness of madrasah policies in implementing the Merdeka Curriculum is also an important aspect that needs attention (Ariyanti & Hazin, 2024). The policies created by the madrasah should reflect the principles of the curriculum, ranging from flexible learning, character building of students, to the use of technology in education. The evaluation in this policy aspect aims to assess the extent

to which the madrasah's policies align with the goals of the Merdeka Curriculum and their impact on the quality of learning.

Based on the evaluations conducted, it can be concluded that learning management in madrasahs based on the Merdeka Curriculum has great potential to improve the quality of Islamic education. However, challenges such as the readiness of educators, the availability of infrastructure, and policy support still need further attention. Therefore, continuous efforts are required to enhance teacher capacity, improve facilities, and develop policies that effectively support the curriculum implementation. With the right approach, madrasahs can become adaptive educational institutions capable of producing outstanding generations in line with the principles of the Merdeka Curriculum

## **METHOD**

This study uses a literature review method that relies on bibliographic sources from recent journal articles and books related to the core issues, with data analysis through the perspectives of experts using a constructive approach and interpretation of the main discussion content (Danandjaja, 2014). This writing uses the library research method, which involves investigating a problem by applying solutions. The data sources for this study come from primary scholarly works written by the figures being studied, as well as secondary scholarly works such as books, articles, or other academic works relevant to the research theme. Data analysis is conducted according to the analytical method developed by (Sugiyono & Lestari, 2021) This is done through stages of data collection, data reduction, data presentation, and drawing conclusions. The data collected will be compiled and then analyzed using the descriptive analysis method, which involves describing the facts followed by analysis to provide understanding and explanation. This study uses instruments in the form of a literature review from several journals discussing the Evaluation of Learning Management in Madrasahs Based on the Merdeka Curriculum.

## **FINDINGS AND DISCUSSION**

Learning management in madrasahs is a crucial aspect in creating a quality education system. With the implementation of the Merdeka Curriculum, madrasahs are required to adapt more flexible, innovative, and student-centered learning approaches. Evaluation of learning management becomes a strategic step in ensuring that each phase, from planning, implementation, to learning evaluation, runs optimally and aligns with the goals of Islamic education (Tsani et al., 2021).

Learning evaluation in the Merdeka Curriculum in madrasahs has also undergone significant changes. Learning assessments are no longer solely focused on exam scores but place more emphasis on formative and diagnostic assessments. Evaluations are conducted by measuring the overall development of students' competencies, including cognitive, skills, and attitudes. In addition, madrasahs are required to be more active in monitoring students' progress through various assessment instruments. However, challenges still exist in implementing competency-based

assessments, especially in building an objective and fair evaluation system for all students.

Based on the evaluation results, it can be concluded that learning management based on the Merdeka Curriculum in madrasahs has brought positive changes, but it still requires improvement in various aspects. To enhance learning effectiveness, support from various parties is needed, including the improvement of teacher competencies, the development of curricula based on students' needs, and the provision of adequate infrastructure. Madrasahs, as Islamic educational institutions, play a strategic role in shaping outstanding generations who not only possess strong academic knowledge but also have character based on Islamic values. (Wibowo, 2022). Therefore, continuous evaluation of learning management becomes the key to ensuring that the implementation of the Merdeka Curriculum in madrasahs runs optimally and is able to produce graduates with high competitiveness in the era of globalization

### **Findings**

The results of the research on the Evaluation of Learning Management in Madrasahs Based on the Merdeka Curriculum indicate that the implementation of this curriculum brings various challenges and opportunities in managing learning in madrasahs. Generally, the learning management process within the context of the Merdeka Curriculum includes three main aspects: planning, implementation, and evaluation of learning (Prof. Dr. H. Elfrianto Nst et al., 2024). In the planning aspect, madrasahs have adjusted their learning materials to align with the principles of the Merdeka Curriculum, which emphasizes flexibility and differentiation in learning. Teachers have started implementing project-based learning (PBL), experiential learning, and methods that are more adaptive to the needs of students. However, it was found that not all madrasahs have the same readiness in designing teaching modules, particularly in designing projects that strengthen the Pancasila student profile, which are relevant to the Islamic values in madrasahs.

In the implementation stage, the study found that the learning process in madrasahs has undergone significant changes. Teachers now play more of a facilitator role, assisting students in exploring material and learning experiences. This more active learning model has had a positive impact on student engagement in the learning process. However, there are some challenges, such as the lack of training for teachers on new teaching approaches, as well as the limited infrastructure and resources supporting project-based and technology-based learning.

From the evaluation aspect, the study revealed that madrasahs have begun to implement a more holistic assessment system. Learning evaluations are no longer focused solely on exam results but also assess critical thinking, creativity, and collaboration skills among students. However, in practice, there are still challenges in integrating more diverse and flexible formative assessment methods. Additionally, some teachers are still adapting to the competency-based assessment system, which is different from the previous evaluation model.

Based on the findings, it can be concluded that learning management in madrasahs based on the Merdeka Curriculum has positively impacted the learning process but still faces several challenges in its implementation. Madrasahs with better resources tend to be more prepared to adapt to the curriculum changes, while those with limited resources encounter obstacles in optimally applying the principles of the Merdeka Curriculum. To improve the effectiveness of learning management, several strategic steps are needed, such as:

1. Strengthening teachers' competencies through training and mentoring related to project-based learning and competency-based assessments.
2. Enhancing learning facilities and infrastructure, including the provision of supporting technologies that can make the learning process more interactive.
3. Developing a more comprehensive evaluation model, emphasizing competency-based assessments while also allowing for the measurement of 21st-century skills.
4. Collaboration between the government, madrasahs, and the community to support the sustainability of the Merdeka Curriculum implementation through more adaptive policies based on field needs.

Overall, the results of this study show that learning management based on the Merdeka Curriculum in madrasahs has great potential to improve the quality of Islamic education in Indonesia. However, the effectiveness of its implementation heavily depends on the readiness of human resources, infrastructure, and policy support from the government and other education stakeholders. To achieve optimal implementation, it is necessary to strengthen teacher training, provide supporting facilities, and establish a more structured evaluation system. Evaluating learning management in madrasahs based on the Merdeka Curriculum is a crucial step in ensuring that the educational process applied is not only relevant to the needs of the times but also maintains the Islamic values that are characteristic of madrasahs.

With improvements and strengthening of the learning management system, madrasahs are expected to become educational institutions that excel in shaping generations who are knowledgeable, have good character, and possess high competitiveness. The findings of this study also emphasize that madrasahs need to be more active in building an innovative, adaptive learning culture that is student-centered, ensuring that the Islamic values taught remain aligned with the demands of modern education. Therefore, the development of teacher capacity, synergy between the government and madrasahs, and innovation in learning management are key factors in the successful implementation of the Merdeka Curriculum in madrasahs.

## **Discussion**

The evaluation of learning management in madrasahs based on the Merdeka Curriculum is an important step in assessing the effectiveness of implementing a more flexible and student-centered educational policy. This curriculum provides madrasahs

with the freedom to adjust teaching methods and strategies to meet students' needs and the local environment. The evaluation is conducted through an analysis of three main aspects in learning management: planning, implementation, and assessment of learning outcomes.

### 1. Learning Planning

In the implementation of the Merdeka Curriculum, madrasahs are required to develop the Madrasah Operational Curriculum (KOM), which focuses on student needs and considers local characteristics. This planning allows madrasahs flexibility in determining teaching methods, learning materials, and integrating Islamic values into every subject.

Evaluation results show that most madrasahs have adjusted their planning to include project-based learning (Project-Based Learning), differentiated learning, and diagnostic assessment. However, the main challenge at this stage is the lack of readiness among educators to create innovative teaching modules, as well as limited access to educational resources that support technology-based and exploratory learning. Additionally, in the curriculum planning, madrasahs face challenges in aligning Islamic education with more open and flexible teaching approaches, especially in developing projects that strengthen the Pancasila student profile and Rahmatan lil 'Alamin. Some madrasahs still struggle to find a balance between implementing Islamic values and 21st-century skills, which is the focus of the Merdeka Curriculum.

### 2. Learning Implementation

During the implementation phase, the most noticeable change is the teacher's role as a facilitator rather than just a material provider. The Merdeka Curriculum emphasizes student-centered learning, where students are given the freedom to explore the material according to their interests and abilities. Evaluation of the implementation shows that madrasahs have started applying various innovative teaching models, such as Discovery Learning, Problem-Based Learning, and Project-Based Learning. Project-based learning has become a key approach in madrasahs to enhance critical thinking skills, creativity, and collaboration among students.

However, the implementation of learning in some madrasahs still faces several challenges, including:

- a. Lack of teacher training in applying project-based learning methods. Some teachers still prefer lecture-based methods because they are easier to implement.
- b. Limited facilities and infrastructure, especially in madrasahs without laboratories, creative spaces, or adequate technological access.
- c. Varying student readiness, where not all students have sufficient independence to adapt to the more flexible learning system.

Nevertheless, madrasahs that are more prepared to implement the Merdeka Curriculum have shown improvements in student engagement during the learning



process. Students have become more active in asking questions, discussing, and developing projects that are relevant to real-life situations.

### 3. Learning Evaluation

In the Merdeka Curriculum, the evaluation system is no longer focused solely on exams and academic grades, but emphasizes formative and diagnostic assessments to measure students' competency development comprehensively. Evaluation is carried out through various methods, including portfolios, observations, and self-reflection. Evaluation results show that some madrasahs have begun implementing competency-based assessments, which measure concept understanding more deeply. However, challenges in this evaluation include:

- a. Lack of teacher understanding in applying diverse assessments. Some teachers still use traditional evaluation systems that are more focused on numbers.
- b. Difficulty integrating Islamic values in competency-based learning assessments, which requires a more systematic approach in assessing students' affective aspects and character.
- c. Suboptimal use of technology in assessments, particularly in madrasahs without access to digital platforms that support project-based assessments and student reflection.

From the evaluation of learning management in madrasahs based on the Merdeka Curriculum, it can be concluded that the implementation of this curriculum has brought positive changes to the learning system, although there are still several challenges that need to be addressed. Generally, madrasahs with better resources are able to implement the Merdeka Curriculum more optimally, while madrasahs with limited resources still require further support.

To improve the effectiveness of the Merdeka Curriculum implementation in madrasahs, several recommendations include:

1. Enhancing training and mentoring for teachers, especially in applying project-based learning and competency-based assessments.
2. Improving infrastructure and access to technology so that madrasahs are better equipped to implement more interactive and innovative learning.
3. Developing a more comprehensive evaluation system that not only assesses cognitive aspects but also evaluates 21st-century skills and students' Islamic character.
4. Strengthening synergy between madrasahs, the government, and the community in supporting the implementation of the Merdeka Curriculum through more adaptive policies based on field needs.
5. Encouraging innovation in learning management, integrating Islamic values into every aspect of competency-based and project-based learning.

Overall, the evaluation of learning management in madrasahs based on the Merdeka Curriculum shows that despite various challenges, its implementation has had a positive impact on building a more modern, inclusive, and adaptive Islamic education system. With strong commitment from all stakeholders, madrasahs are expected to become educational institutions that not only excel academically but also produce generations with strong faith, high skills, and readiness to face global challenges.

## CONCLUSION

The research results show that the implementation of learning management based on the Merdeka Curriculum in madrasahs has great potential to improve the quality of Islamic education in Indonesia. However, its effectiveness is highly dependent on the readiness of human resources, infrastructure, and policy support from the government and other educational stakeholders. To achieve more optimal implementation, it is necessary to strengthen teacher training, provide supporting facilities, and establish a more structured evaluation system. The evaluation of learning management in madrasahs based on the Merdeka Curriculum is an important step in ensuring that the educational process applied is not only relevant to the needs of the times but also preserves the Islamic values that are the hallmark of madrasahs. With improvements and strengthening of the learning management system, madrasahs are expected to become educational institutions that excel in shaping generations that are knowledgeable, have strong character, and possess high competitiveness.

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