

## Effective Strategies in Learning Evaluation to Improve Student Understanding

Triana Dewi

Universitas Islam Negeri Antasari Banjarmasin, Jl. A. Yani No.Km.4 5, RW.5,  
Kebun Bunga, Kec. Banjarmasin Tim, Kota Banjarmasin,  
Kalimantan Selatan 70235, Indonesia  
natrianadewi@gmail.com

**ABSTRACT:** *This research aims to explore the aspects and importance of learning evaluation in the context of education, particularly in Islamic education. Learning evaluation is one of the key components that measure the extent to which students understand the material taught and assess the effectiveness of the teaching methods teachers use. The method used in this research is a literature study in which the researcher collects and analyses various journals relevant to educational evaluation. The data obtained from previous studies became the basis for discussing the importance of evaluation in improving the quality of education. The results show that learning evaluation measures student learning outcomes and provides constructive feedback for teachers in designing better teaching strategies. In addition, evaluation also plays a role in identifying students' strengths and weaknesses so teachers can adjust their teaching approach to meet students' individual needs. The conclusion of this study confirms that learning evaluation is an important component in the educational process that must be implemented effectively to achieve the expected educational goals. Therefore, it is important for educators to continuously develop competence in conducting evaluations to create a more effective learning environment that is responsive to students' needs.*

Penelitian ini bertujuan untuk mengeksplorasi aspek dan pentingnya evaluasi pembelajaran dalam konteks pendidikan, khususnya dalam pendidikan Islam. Evaluasi pembelajaran merupakan salah satu komponen kunci yang berfungsi untuk mengukur sejauh mana siswa memahami materi yang diajarkan dan untuk menilai efektivitas metode pengajaran yang digunakan oleh guru. Metode yang digunakan dalam penelitian ini adalah studi kepustakaan, di mana peneliti mengumpulkan dan menganalisis berbagai jurnal penelitian yang relevan dengan topik evaluasi dalam pendidikan. Data yang diperoleh dari penelitian sebelumnya menjadi dasar untuk mendiskusikan pentingnya evaluasi dalam meningkatkan kualitas pendidikan. Hasil penelitian menunjukkan bahwa evaluasi pembelajaran tidak hanya berfungsi untuk mengukur hasil belajar siswa, tetapi juga memberikan umpan balik yang konstruktif bagi guru dalam merancang strategi pengajaran yang lebih baik. Selain itu, evaluasi juga berperan dalam mengidentifikasi kekuatan dan kelemahan siswa, sehingga guru dapat menyesuaikan pendekatan pengajaran mereka untuk memenuhi kebutuhan individu siswa. Kesimpulan dari penelitian ini menegaskan bahwa evaluasi pembelajaran adalah komponen penting dalam proses pendidikan yang harus

---

<sup>1</sup>  orcid id: <https://orcid.org/0009-0004-2334-7485>

diterapkan secara efektif untuk mencapai tujuan pendidikan yang diharapkan. Oleh karena itu, penting bagi pendidik untuk terus mengembangkan kompetensi dalam melakukan evaluasi, agar dapat menciptakan lingkungan belajar yang lebih efektif dan responsif terhadap kebutuhan siswa.

**Keywords:** *Evaluation, Effectiveness, Assessment*

*Received: August 3, 2024; Revised: September 30, 2024; Accepted: December 18, 2024*

## I. INTRODUCTION

Education is a learning activity that seeks to gain experience and understanding first people, from not knowing to knowing after getting an education (Bergdahl et al., 2024). Starting from an education, a person begins to know the world; by seeing and learning, a human being encounters discoveries that did not exist before. Education contributes greatly to the formation of an individual towards the level of perfection he wants to achieve and become a person who is useful and knows everything, "which is commonly referred to as *Insan Kamil*". The concept of *Insan Kamil* here is an association of humans who reach the stage of perfection in various perspectives of life (Anwar, 2022). Especially in Islamic philosophy, the concept of *Insan Kamil* has developed into one of the concepts of philosophical thought in Islam.

In the national education system, education is a conscious and planned effort to create an environment and an active learning process that helps people develop the religious, spiritual strength, personality, intelligence, noble character, and skills needed for themselves, their family, community, country, and nation (Selamet et al., 2022). Efforts to improve the education system in Indonesia towards the most appropriate goals. One of the main benchmarks that teachers must do is to remove actions that can damage the education system itself and start by evaluating and providing changes to unfavourable results in learning.

The process of learning activities is the same as the teacher's firm commitment to developing the potential of each learner. The classroom management system is important in improving education standards (Catayas & Hussien, 2024). The purpose of the learning activity process is to increase the level of understanding of students based on the goals that the teacher has designed before the learning process begins. Changes in student behaviour after learning activities can be seen and evaluated (Stephenson et al., 2024). What the teacher does to find out how much the absorption of students' understanding is, then evaluation is a mandatory thing to do. To improve the quality of education, today's educational institutions must strive to provide special services to creative students with various talents.

Carrying out evaluation is crucial in Islamic education, and it is very important and needs to be considered and implemented. Learning evaluation is used to assess student learning outcomes and the efficiency of the tools and equipment used in learning activities, as well as assess the extent of student success and deficiencies in receiving the results of learning activities (Sirianansopa, 2024). The importance of carrying out learning activities by conducting evaluations is that a teacher must have good competence and careful preparation, starting from planning, the learning process, and mastery of the material to be taught to students (Aagaard et al., 2024). It is not enough

to master the class without balancing it with the teacher's ability to evaluate the planning of students' abilities that determine the next stage of planning (Salsabilah et al., 2021)

The explanation above shows that the role of learning process evaluation is to measure, weigh, and assess educational programs or activities. Therefore, evaluation becomes very important during the educational process and learning activities. Learning evaluation in Islamic education is an important component of school education (Nengsi & Eliza, 2019). One of the components that contribute to the quality of superior educational outcomes is educators (Dewi & Muttaqin, 2024). Without an evaluation after learning activities, an educator is unlikely to be able to correct deficiencies in learning activities and follow up on the results that are lacking in the process of learning activities. Evaluation in learning activities makes it easier for educators to measure the competence of their students for the next lesson (Suri & Hariyati, 2024). Therefore, evaluation aims to identify appropriate procedures and policies for students after evaluation and measurement activities. In other words, learning evaluation serves to be used to determine whether the objectives of education have been achieved and to obtain information about the actions that must be taken. After that, to deal with the shortcomings and advantages obtained through student learning activities.

In the context of the education system, educational institutions will be able to be said to have achieved their goals in education are educational institutions that are capable of providing the best service, so this becomes an important perception that schools in the full commitment of every educational institution must own. In Islamic education, goals are the ideal foundation that will be expected. Therefore, the curriculum has been designed, organised and strived to achieve learning objectives (Thohri, 2024). This is because Islamic education has weighty obligations, which are developing and growing human nature's potential. In order to know the absorption capacity, the students' characters need evaluation. Evaluation activities need methods and goals to achieve the level of success of the learning and education process activities by covering everything. Effective evaluation must be based on the objectives that have been determined in the previous planning; then, the teacher must design and attempt the follow-up for the students. If the evaluation is not based on the previous objectives of the previous observation, the target objectives will not be achieved.

One of the resources is the learning evaluation of Islamic education, which is urgent in accommodating the process of learning activities in schools (Anugrah & Anshori, 2024). The application of appropriate evaluation controls the achievement of educational programs in educational institutions. Evaluation is important in determining whether teaching and learning activities run efficiently or inefficiently. In Law No. 20 of 2003, article 58, paragraphs 1 and 2 explain that evaluation is the act of monitoring and measuring the process and results of learning observations carried out by an institution in a correlated, gradual, overall, clear, and structured manner to assess the acquisition of national education standards (Andini et al., 2023).

## **II. METHOD**

This research uses a library research approach. The data collection process is carried out by collecting research journals relevant to educational evaluation in Islam, following the problems and objectives of this study (Andini et al., 2023). The main data to be analysed comes from previous research results in these journals. The steps taken in this study

include the selection of journals and research articles, data collection, and data analysis. The researcher identified and selected journals relevant to educational evaluation in Islam based on the criteria of suitability to the research problem, methodological quality, and relevance of research results. Data were collected by reviewing previous research results published in the selected journals, and the articles were used as the main source in the discussion of this research. The collected data were analysed descriptively, focusing on solving problems faced by educators in evaluating the success of learning activities in the classroom. The results of this analysis are expected to help apply the values of successful learning of students in real terms so that they can be embedded in the soul of students and build good behaviour. This research does not require specific locations and participants because it uses the literature study method. The instruments used are relevant scientific journals, whose data will be the main material in the discussion of the research. With this clear method, it is hoped that other researchers can repeat this research and get the same results to support the development of educational evaluation in Islam.

### **III. RESULT AND DISCUSSION**

Evaluation in national education is a close element that cannot be removed from the scheme of education in schools because it has the aim of getting the achievements of teachers and also students in order to optimise their growth through measuring the achievement of results and the use of educational strategies (Natadireja & Nurachadijat, 2023). Efforts to obtain information about learning outcomes, success, learning abilities, and evaluation activities must be made to determine what factors can support and inhibit the achievement of goals. According to authentic Islamic education, learning evaluation is an important part of supporting the educational process (Arpani et al., 2023). The success or failure of the learning process can be influenced by evaluation after teaching and learning activities. Therefore, evaluation cannot be underestimated because evaluation can determine the next steps after knowing the weaknesses and strengths of students in the learning process.

There are studies related to learning evaluation. Previous research has been carried out by some researchers, one of which is Rosdiana's research, which discusses the effect of learning evaluation at SMP 3 Kalumpang. It can be concluded that there is a relevant impact between learning evaluation and students' competency achievement at school. This study concluded that an educator conducting a good evaluation will impact the effectiveness and success of the learning process obtained by students at school (Arpani et al., 2023). According to research (Nafisah & Nu'man, 2024), learning evaluation applied by teachers at school significantly impacts students' motivation to learn Arabic by showing high potential for development. Therefore, it explains that if the teacher conducts learning evaluation well, it can affect students' motivation and desire to learn, which is quite large, so this motivation is expected to impact students in the learning activities at school positively.

Islamic philosopher al-Ghazali, an important figure in Islamic education, has a perspective on evaluation. Al-Ghazali explained that the evaluation must assess to what extent a child's ability to face and how to overcome all the problems in his life. From the information conveyed by al-Ghazali, he emphasises and directs the capacity of a

child to handle and overcome problems both in educational institutions, at home, and in society. The association is the opinion of the Islamic philosopher al-Ghazali regarding the process of teaching and learning activities in the classroom that an educator is required to be capable of providing guidance and stimulants to his students so that they can independently overcome all the difficulties faced so that it is hoped that a student will be able to become an independent person and not always depend on others (Arpani et al., 2023).

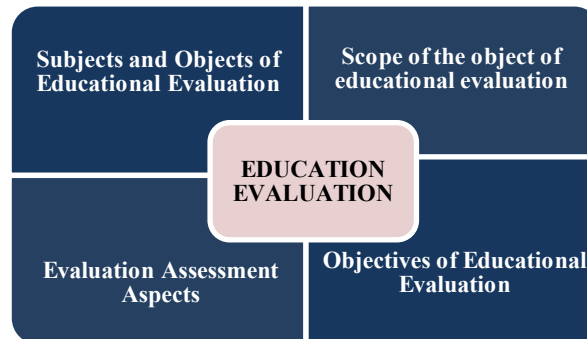
Evaluation is one of the important elements in assessing student achievement in the context of education. Attitudes and behaviours to understand, live, and practice spiritual teachings with moral meaning as a guide to daily life are known as religious values (Adnan et al., 2021). The value of Islamic education in achieving learning objectives can be measured by assessment and observation to determine the value of Islamic education in achieving educational goals. Obtaining the results of the objectives and targets of Islamic education achievement proves the success of efforts in these learning activities; if the results of learning do not follow the objectives, it can be concluded that the evaluation process is considered less successful (Asyari, 2020). Good learning requires strong programming and involves many people, educators and students, in the process (Al Ghani et al., 2023). From this, the evaluation can assess the extent to which the knowledge gained has or has not achieved the learning objectives at the time of making the lesson plan and whether the aspects of the preparation achieve the objectives. Kurniawan explained that the concept of evaluation in education has a meaning, namely:

- a) Evaluation is one of the activities related to the nature of science (epistemology) in Islamic education. It is useful in "capturing" the ability achieved through the educational process.
- b) Evaluation is based on learning about values or norms in the science (axiology) of Islamic education, which is useful for "transporting benefits" into every educational activity (Hudri & Umam, 2022).

The State Administration Institute explains that educational evaluation is an activity that can determine academic success, which is carried out with the objectives set at the beginning of the activity. Educational evaluation is an effort to obtain information and feedback on improving education (Akmalia et al., 2023). Evaluation of assessment after learning activities is possible in the context of education; it can be formal or informal, and it becomes an important component in the educational process. In the educational process, each setting undergoes significant procedures that play an important role in learning activities. The feedback provided also has an important role that must be evaluated, so there are methods of evaluating education. Some evaluation methods are written exams, performance assessments, or practical exams. Theoretical understanding and logical thinking skills are measured through written exams that students can later absorb. On the other hand, performance assessment aims to evaluate learners' creativity and ability to develop innovative ideas. Practical exams consider students' skills when implementing theoretical material directly practised by students (Nengsi & Eliza, 2019).

In addition to the term evaluation, there is also the term assessment. Nitko states that assessment is very important in finding important information, and the explanation can provide precise information about the curriculum, policies, and activity programs to be carried out (Arpani et al., 2023). Thus, evaluation is important to determine the right policy teachers must follow when improving systematic teaching and learning activities

to obtain educational goals. Learning evaluation aims to take the next step regarding the learning outcomes obtained by students and the steps that must be taken after evaluation by educators. Below is an overview of educational evaluation to obtain the results and objectives of evaluation in education.



*Figure 1. Education Evaluation*

### **Subjects and objects of educational evaluation**

Subjects (actors) of evaluation in education are individuals who will carry out evaluation activities by the provisions and provisions of ongoing educational procedures under the field of education. Teachers who pay attention to their students can convey material optimally. If the purpose of the evaluation is student assessment, then the object is the environment around the school. Educators must understand the characteristics of each student in order to receive optimal learning. Therefore, an educator must always observe his students to achieve optimal learning. The object (target) of educational evaluation is the focus of educational evaluation, which includes everything that includes educational activities. The object of educational evaluation here, which is considered in addition to the teaching method, also sees how students can process materials that can be delivered properly or are still lacking (Huda et al., 2023).

### **The scope of the object of educational evaluation**

In educational evaluation objects, the scope can be understood from the educational process used with methods in learning activities. Abas Sudjono argues that the scope of educational evaluation can include learning programs, learning activities, and learning outcomes (Wati, F., Kabariah, S., 2023). a) Evaluation of learning programs: Annual program; Semester program which outlines activities and objectives to be achieved during a one-semester Module program or subject matter program; Daily and weekly programs that combine semester and module agendas. b) Evaluation of Learning Activities or Processes: Compatibility between continuous learning and Teaching Program Outlines; Educator's ability to implement the teaching plan; Students' desire for learning; Students' motivation for learning; Participation during the learning process; Two-way communication relationship between teachers and students; Providing tasks for students; Efforts to eliminate negative influences. c) Evaluation of Learning Outcomes: Assessment regarding the existence of objectives set out in the teaching schedule, which are limited in nature and can be influenced by teaching, which is quite relevant; Assessment regarding the degree to which students can achieve the overall teaching objectives.

As explained earlier about the scope of educational evaluation, it can be concluded that the evaluation carried out is not only about the scope and methods used by the teacher to radiate the purpose of learning but also an implementation that is continuously carried

out to achieve the ideal learning goals by learning objectives. In evaluating education, teachers must be able to choose tools or methods based on their students' abilities. Evaluation can be carried out independently or with the contribution of people. In addition, students can assess themselves in various categories, such as learning and understanding lessons, and educators can also assess themselves on how the learning outcomes are delivered or how educators use learning strategies that are acceptable to students.

### **Aspects of educational evaluation object assessment**

**Cognitive:** Cognitive assessment, where cognitive itself has a meaning about the act of knowing with ratios or intuition. The cognitive domain is all mental activities carried out by all brain activities (Halimah & Adiyono, 2022). Educators apply every end of the subchapter by holding a test with questions and answers both orally and in writing. Through this method, the extent to which students capture learning outcomes is expected to be seen.

**Affective:** Affective is an influence that includes behaviour, principles and values. Some experts argue that individual behaviour can be seen from changes; if cognitive skills are high, it is said to change one's attitude. This affective domain is assessed by observing students against stimuli that come from outside, giving a case that they must solve with current phenomena, and seeing the results of observing the level of student understanding.

**Psychomotor:** Knowledge, awareness, and one's inner attitude are defined as learners' psychomotor skills. Islamic education in evaluation includes psychomotor aspects that focus on primary factors: worship, responsibility, and the ability to read and write the Qur'an (Wati, F., Kabariah, S., 2023). In this case, educators teach and show good attitudes and invite students to always carry out worship and be good everywhere by showing good manners. At school, for example, students are invited to pray in the congregation when praying zuhr. This is because it trains children to carry out their obligations as Muslims.

### **Objectives to be achieved from evaluation results**

**Considering learning outcomes:** The purpose of learning evaluation is to help determine student achievement during learning activities. Educators hope that with evaluation, they can obtain information about the development of their students as a method to improve and develop the learning process for students in their class.

**Understanding learners:** Learning evaluation also aims to understand students in terms of all their development and obstacles. By conducting a learning evaluation, an educator can obtain important facts about factors that influence and become growth problems so that teachers can use them to help improve students' learning process in the classroom (Iskandar, 2019). It is very important to understand students because it is very important to determine whether the learning objectives are achieved or not and provide what steps are currently taken to deal with problems in the learning that has been done.

The learning program needs to be improved and developed; the teacher improves and develops the learning activity program in every process and after the learning is completed. The evaluation process is directed to the target set to obtain an explanation of how to improve less effective learning in the classroom. Therefore, assessing educational programs or learning achievement in schools is necessary to measure

evaluation. Therefore, every month, the teacher evaluates the results of his learning, which aims to find effective ways and policies when teaching and learning activities.

#### IV. CONCLUSION

Evaluation in national education is an integral element of the learning process in schools, as it measures the achievements of both teachers and students. Evaluation serves as a tool to identify strengths and weaknesses in the teaching and learning process, which can guide the necessary corrective measures. Previous research shows that good evaluation can improve students' competencies and motivate them to learn, especially in Islamic education, emphasising assessment's importance in supporting the educational process. In addition, evaluation also covers various aspects, including cognitive, affective and psychomotor, all of which contribute to a thorough understanding of student development. Therefore, educators must continue conducting periodic evaluations and use the results to improve the learning program and achieve the expected educational goals. The implications of this study indicate the need to develop more effective and adaptive evaluation methods to meet the needs and characteristics of diverse students and improve the overall quality of education.

#### V. REFERENCES

- [1] Aagaard, T., Amdam, S. H., Nagel, I., Vika, K. S., Andreassen, J. K., Pedersen, C., & Røkenes, F. M. (2024). Teacher preparation for the digital age: Is it still an instrumental endeavor. *Scandinavian Journal of Educational Research*. <https://doi.org/10.1080/00313831.2024.2330927>
- [2] Adnan, Mursidin, Jayadi, Suriadi, Ridwan, Y., & Ikhwan, A. (2021). Education of Religious Characters in Indonesia. *Proceedings of the 2nd Annual Conference on Blended Learning, Educational Technology and Innovation (ACBLETI 2020)*, 560(Acbleti 2020), 435–440. <https://doi.org/10.2991/assehr.k.210615.083>
- [3] Akmalia, R., Oktapia, D., Hasibuan, E. E., Hasibuan, I. T., Azzahra, N., & Harahap, T. S. A. (2023). The Importance of Learner Evaluation in the Learning Process. *Jurnal Pendidikan Dan Konseling*, 5(1), 4089–4092. <https://doi.org/10.31004/jpdk.v5i1.11661>
- [4] Al Ghani, Y. I., Susanto, H., & Ikhwan, A. (2023). Islamic Religious Education: Problems and Challenges. In *Katalog Buku STAI Muhammadiyah Tulungagung*. <https://ejournal.staimta.ac.id/index.php/bookcatalog/article/view/374>
- [5] Andini, W., Fitriani, D., Khairun, L., Purba, N., Lubis, R. N., Wulan, S., & Lubis, D. (2023). Quantitative Research Paradigm in Scientific Journal of Quantitative Research Methodology. *Tarbiyah: Jurnal Ilmu Pendidikan Dan Pengajaran*, 1, 6–12.
- [6] Anugrah, A. D., & Anshori, A. (2024). Basic Concepts of Evaluation and Its Implications in Evaluation of Islamic Religious Education. *Journal of Proceedings Series*, 2. <https://ejournal.stitmiftahulmidad.ac.id/index.php/joedu/article/view/9>
- [7] Anwar, S. (2022). Evaluation of Education Toward Insan Kamil from the Perspective of Islamic Philosophy Saiful. *Jurnal Pendidikan Nusantara*, 1(1). <https://doi.org/10.55080/jpn.v1i1.7>



- [8] Arpani, A., Hermina, D., & Huda, N. (2023). The Concept of Learning Evaluation in Islamic Education According to Al-Ghazali. *Al-Ulum Jurnal Pemikiran Dan Penelitian Ke Islaman*, 10(1), 21–32. <https://doi.org/10.31102/alulum.10.1.2023.21-32>
- [9] Asyari, S. (2020). Performance Assessment-Based Madrasah Head Supervision as an Effort to Improve Teacher Professionalism. *JIEMAN: Journal of Islamic Educational Management*, 2(1), 27–40. <https://doi.org/10.35719/jieman.v2i1.14>
- [10] Bergdahl, N., Bond, M., Sjöberg, J., Dougherty, M., & Oxley, E. (2024). Unpacking student engagement in higher education learning analytics: a systematic review. *International Journal of Educational Technology in Higher Education*, 21(1). <https://doi.org/10.1186/s41239-024-00493-y>
- [11] Catayas, C. H., & Hussien, O. Q. (2024). Classroom Management Practices and Learners' Academic Performance. *International Journal of Research Publications*, 23(8), 973–989. <https://doi.org/10.5281/zenodo.13315676>
- [12] Dewi, T., & Muttaqin, I. (2024). Leadership Strategies of Madrasah Ibtidaiyah Principals to Realise Students with Islamic Character. *Jurnal Pendidikan Nusantra*, 3(1), 44–55. <https://doi.org/10.55080/jpn.v3i1.49>
- [13] Halimah, N., & Adiyono, A. (2022). Essential elements of object assessment in learning outcome evaluation. *Educatioanl Journal: General and Specific Research*, 2(Februari), 160–167. <https://adisampublisher.org/index.php/edu/article/view/84>
- [14] Huda, A. B., Panjaitan, P. F., & Sabila, D. (2023). The Nature of Evaluation in Islamic Education Abdullah. *ALACRITY: Journal Of Education*, 3(2), 95–106.
- [15] Hudri, S., & Umam, K. (2022). Concept and Implementation of Merdeka Belajar in Islamic Education Learning Evaluation. *Moderasi : Journal of Islamic Studies*, 2(1), 51–59. <https://doi.org/10.54471/moderasi.v2i1.22>
- [16] Iskandar, W. (2019). Teacher's Ability to Communicate to Increase Student Interest in Learning at SDIT Umami Darussalam Bandar Setia. *AR-RIYAH: Jurnal Pendidikan Dasar*, 3(2), 135. <https://doi.org/10.29240/jpd.v3i2.1126>
- [17] Nafisah, F. A., & Nu'man, M. (2024). Review of Arabic Learning Evaluation in Higher Education (Theory and Practice) Firda. *Jurnal Pendidikan Bahasa Arab*, 13(1), 19–27. <https://doi.org/10.24235/ibtikar.v13i1.15782>
- [18] Natadireja, U., & Nurachadijat, K. (2023). Evaluation of Education Towards Kamil Insan in the Perspective of Philosophy of Science. *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam*, 7(2), 253–267. <https://doi.org/10.54437/alidaroh.v7i2.929>
- [19] Nengsi, M. I., & Eliza, D. (2019). Implementation of Environmental Care Character Development for Children in the Context of Alam Takambang Jadi Guru. *Aulad : Journal on Early Childhood*, 2(2), 28–40. <https://doi.org/10.31004/aulad.v2i2.32>
- [20] Salsabilah, A. S., Dewi, D. A., Furnamasari, Y. F., Studi, P., Guru, P., & Dasar, S. (2021). The role of teachers in realising character education. *Jurnal Pendidikan Tambusai*, 5(3), 7158–7163.
- [21] Selamat, Supiana, & Yulianti Zaqiah, Q. (2022). Islamic Education Curriculum Development Policy. *Al-Munadzomah*, 1(2), 97–111. <https://doi.org/10.51192/almunadzomah.v1i2.320>

- [22] Sirianansopa, K. (2024). Evaluating students' learning achievements using the formative assessment technique: a retrospective study. *BMC Medical Education*, 24(1). <https://doi.org/10.1186/s12909-024-06347-5>
- [23] Stephenson, H., Lawson, M. J., Nguyen-Khoa, L. A., Kang, S. H. K., Vosniadou, S., Murdoch, C., Graham, L., & White, E. (2024). Helping teacher education students' understanding of self-regulated learning and how to promote self-regulated learning in the classroom. *Frontiers in Education*, 9(October), 1–13. <https://doi.org/10.3389/feduc.2024.1451314>
- [24] Suri, S., & Hariyati, N. (2024). CIPP evaluation model in the educational evaluation: A literature study. *Cahaya Pendidikan*, 10(1), 20–30. <https://doi.org/10.33373/chypend.v10i1.5950>
- [25] Thohri, M. (2024). Development of Environmentally Conscious Islamic Religious Education Curriculum at Elementary, Secondary, and Tertiary Education Levels. *Journal of Advances in Education and Philosophy*, 8(02), 76–87. <https://doi.org/10.36348/jaep.2024.v08i02.005>
- [26] Wati, F., Kabariah, S., & Andiyono. (2023). Subjects and Objects of Evaluation of Education in Schools/Madrassas Against the Development of the Industrial Revolution 5.0. *Jurnal Pendidikan Dan Keguruan*, 384–399.