



## Curriculum Evaluation of Study Program of Christian Religious Colleges

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**Abstract**— Evaluation is part of the management system, namely planning, organization, implementation, monitoring and evaluation. The curriculum is also designed from the planning, organization, implementation and finally monitoring and evaluation stages. Evaluation of the Christian Religious College Study Program curriculum is a set of plans and arrangements regarding the content as well as study materials and lessons as well as ways of delivering and assessing them which are used as guidelines for organizing teaching and learning activities at Christian Religious Colleges (PTKK). The research method used by the author is a descriptive method whose purpose is to describe or make a description of what is being investigated and with an insight approach. The results of the evaluation of the Christian Religious College Study Program curriculum focus on the application or implementation of the curriculum, namely: determining the profile of graduates, graduate learning outcomes, study materials, forming courses, grouping courses, determining course structures, semester learning plans.

**Keywords**— Religious, Curriculum

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### I. INTRODUCTION

The term evaluation means "measurement" and "assessment". In English, the term measurement means "measurament" while the term assessment means "evaluation" (Koç, 2024; Marks et al., 2024; Mays, 2024). In the context of conducting an evaluation, there are two things, namely assessing

and measuring, which are related to quantitative (amount) and qualitative (quality).<sup>71</sup> Therefore, evaluation is an activity of collecting data and information related to an activity that has been carried out (Lindgren et al., 2024; Oduor & Kipsang, 2024; Supriyadi et al., 2024). Evaluation is an activity that compares the results of implementation with predetermined criteria and standards to see its

success. From this evaluation, information and data will be obtained regarding the extent to which a particular activity has been achieved or not, so that it will be known if there is a difference between the standards that have been set and the results that can be achieved.

Evaluation is part of the management system, namely planning, organization, implementation, monitoring and evaluation (Brown, 2024; Lee-Tauler et al., 2024; Waston et al., 2024). The curriculum is also designed from the planning stage, organization then implementation and finally monitoring and evaluation.<sup>72</sup> Curriculum evaluation is carried out on the process and results of the implementation of previous teaching and learning activities, taking into account the peculiarities and capabilities of the study program which are linked to a study of future needs.<sup>73</sup> Learning evaluation can be interpreted as minimum criteria regarding the assessment of student learning processes and outcomes in order to fulfill graduate learning outcomes.<sup>74</sup> Without evaluation, it will not know how the condition of the curriculum starts from design, implementation and results ("A Regulatory Framework for England," 2024). Evaluation is an activity that compares the results. The evaluation will then provide information on the extent to which a particular activity has been achieved, so that it is known if there is a difference between the predetermined standards and the achievable results (Tian & Rautiainen, 2024). From the evaluation, information will then be available about the extent to which a particular activity has been achieved so that it is known if there is a difference between the standards that have been set and the results that can be achieved. Curriculum evaluation is carried out on the process and results of organizing previous teaching and learning activities, taking into account the peculiarities and capabilities of the study program which are linked to the study of future needs (Clendinning, 2024; Lachowski et al., 2024; Masdul et al., 2024). Learning evaluation can be interpreted as the minimum criteria for assessing the process and results of student learning in order to fulfill the learning outcomes of graduates. Without

evaluation, it will not know how the condition of the curriculum is in its design, implementation and results. Curriculum evaluation in teaching and learning activities in higher education is a set of plans and arrangements regarding the content as well as study materials and lessons as well as how to deliver and assess them which are used as guidelines for organizing teaching and learning activities in higher education. Curriculum evaluation is monitoring and reviewing the curriculum that has been implemented by the study program. Curriculum evaluation should be carried out after the implementation of the curriculum is implemented in the college or study program ("An Analysis of Indonesian Islamic Higher Education Institutions in the Era of Globalization," 2024; Asakitikpi, 2024; Ekinci & Polat, 2024). Curriculum evaluation in teaching and learning activities includes the entire curriculum or each curriculum component such as objectives, content, or learning methods in the curriculum.

Curriculum evaluation aims to collect, analyze and present data for decision-making materials regarding whether the curriculum will be revised or replaced (Greenblatt & Koss, 2024; Gutierrez-Rivera et al., 2024; Jan et al., 2024). Curriculum evaluation of teaching and learning activities in the context of Theological Colleges and Christian Religious Colleges means evaluating the process of curriculum preparation and implementation.

Curriculum evaluation in the context of Christian Religious Universities is a set of plans and arrangements regarding the content as well as study materials and lessons as well as ways of delivery and assessment used as guidelines for organizing teaching and learning activities at Christian Religious Universities (PTKK). Curriculum evaluation is monitoring and reviewing the curriculum implemented by study programs in the context of Christian Religious Universities (PTKK).<sup>75</sup> Curriculum evaluation should be carried out after the implementation or implementation of the curriculum is carried out (Alshehri, 2024; Barnhizer & Barnhizer, 2024; Tamayo-Cabeza et al.,

2024). Curriculum evaluation in teaching and learning activities includes: determination of graduate profiles, graduate learning outcomes, study materials, course formation, course groupings, determination of course structures, semester learning plans.

## II. RESEARCH METHODS

The research method used by the author is a descriptive method whose purpose is to describe or make a description of what is being investigated and with an insight approach. The approach can help believers be more aware and consistent in their worldview (Elbakyan & Kravchuk, 2024; Matemba & Kautsire, 2024; Shahid et al., 2024). Descriptive research looks at problems in society, as well as the procedures that apply. The data used comes from various main references related to the title of the article Curriculum Evaluation of Christian College Study Programs.

## III. RESULT DISCUSSION

The things that are evaluated in the implementation of the Christian Religious College (PTKK) study program curriculum are as follows:

### Graduate Profile

According to the Ahmad Dalan University Curriculum Preparation Guidelines book, said: The graduate profile is the role that graduates can perform in the field of expertise or certain fields of work after completing their studies (Conde-Vélez et al., 2024; Pizarro-Mena et al., 2024; Šink et al., 2024). The profile of graduates can be determined based on the results of a study of the labor market needs required by the government and the business world and industry, as well as the need to develop science and technology. The profile of graduates should be the result of an agreement of the study program association.

Graduate profiles are characteristics or roles that can be performed by graduates in certain fields of expertise or fields of work after completing their

studies. The profile of study program graduates is made by the same group of study programs. Thus, all the same study programs have a reference that can be accepted nationally. In the implementation of determining or compiling a graduate profile, there should be stakeholder involvement, so that it contributes to obtaining convergence and connectivity between educational institutions and stakeholders.

In relation to the evaluation of the teaching and learning curriculum, it means the extent to which the preparation and implementation of the graduate profile has been implemented (Korotkyi, 2024; Labaš et al., 2024; Paque et al., 2024). To determine the implementation of the preparation and implementation of the graduate profile, there are several questions, as follows:

Table 1. Evaluation questions on the establishment of the graduate profile.

N o	Questi on	The answer is	
		Yes	No
1	Is the determination of the profile of graduates at Christian Religious Universities based on the vision and mission of the study program?		
2	Is the determination of the profile of graduates at Christian Religious Universities based on market needs?		
3	Does the determination of the profile of graduates in Christian Religious Universities involve lecturers?		
4	Does the determination of the profile of graduates in Christian Religious Universities involve leadership elements?		
5	Does the determination of the profile of graduates in Christian Religious Universities involve stakeholders/representatives of foundations that organize education?		
6	Does the determination of the profile of graduates involve alumni		

	and students?		Presidential Regulation Number 8 of 2012 concerning the implementation of the Indonesian National Qualifications Framework.
7	Does the determination of the profile of graduates in Christian Religious Universities involve graduate users?		The determination of Graduate Learning Outcomes is an integral part of the curriculum development of a Christian Religious College or study program. According to the Guidelines for the Preparation of Graduate Learning Outcomes for Study Programs in the National Qualifications Framework for education, explains (Alanazi & Alghamdi, 2024; Mercer, 2024; Siddique, 2024): ELOs are defined as abilities obtained through internalization of knowledge, attitudes, skills, competencies, and accumulated work experience. ELOs are a gauge (measuring tool) of what a person gets in completing the learning process, whether structured or not. The formulation of ELOs is arranged in 4 elements, namely attitudes and values, work ability, mastery of knowledge, and authority and responsibility.
8	Does the determination of the profile of graduates in Christian Religious Universities involve representatives of scientific associations/representatives of study programs?		
9	association representatives/representatives of similar study programs?		
10	Does the determination of the profile of graduates at Christian Religious Universities involve curriculum experts?		
11	Christian Universities involve curriculum experts?		
12	Does the determination of the profile of graduates refer to the		
13	National Higher Education Standards in the field of Attitude.		

### Graduate Learning Outcomes

Graduate Learning Outcomes (LLOs) are abilities obtained through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience based on Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework.<sup>79</sup> Therefore, study programs are obliged to have a formulation of graduate learning outcomes that can be accounted for both content, completeness of description in accordance with the provisions in the National Higher Education Standards and equivalence of qualification levels with the Indonesian National Qualifications Framework (KKNI).

Based on the National Higher Education Standards of the Indonesian National Qualifications Framework (KKNI), the determination of graduate learning outcomes in the field of general attitudes and skills refers to the Regulation of the Minister of Education and Culture Number 03 concerning National Higher Education Standards, while the field of specialized knowledge and skills refers to

Graduate Learning Outcomes can be seen as the result of the overall learning process that has been taken by students during their studies in a particular study program. Graduate learning outcomes include: Attitudes and values, abilities, knowledge, and responsibilities or rights. All of these elements become a unity which are interrelated and also form a cause and effect relationship (Eliyahu-Levi & Semo, 2024; Jackson et al., 2024; Khan, 2024; Mulugeta et al., 2024). The implementation of Graduate Learning Outcomes in teaching and learning activities can be measured by several narrative questions below:

Table. 2. Questions on the Implementation of Graduate Learning Outcomes in teaching and learning activities.

No	Question	The answer is	
		Yes	No
1	In determining graduate learning outcomes, do you		
2	consider the vision and mission of the institution?		
3	In determining the learning outcomes of graduates, do you consider the vision and mission of		

	the study program?		based on the selected study material can be general skills, special skills, and knowledge with the study material, to ensure the connection.
4	consider the vision and mission of the study program?		According to the Competency-Based Curriculum Compilation Team, describes the study material, as follows: Study material is a building of science, technology or art, a studied object, which
5	Does establishing graduate learning outcomes involve similar study programs or scientific associations?		shows the characteristics of a particular branch of science, or in other words shows the field of study or scientific core of a study program. Study materials can also be knowledge / fields of study to be
6	Does setting the learning outcomes of graduates consider tracking studies and input from graduate users?		developed, science that is very potential or needed by the community in the future (Dedeoğlu & Şahankaya Adar, 2024; Khasilova, 2024; Yusoff, 2024). The choice of study material is strongly influenced by the scientific vision of the study program concerned, which can usually be taken from the study program development program (for example taken from the study program research tree).
7	In determining the learning outcomes of graduates, do they consider the uniqueness of the study program?		Study materials are groupings of branches of science in certain fields of science. Study materials become a reference for study programs in preparing semester learning plans. Grouping branches of science or clumps of science which are then classified into groups of learning outcomes, namely: attitudes, knowledge, general skills and special skills.
8	In determining the learning outcomes of graduates in the field of attitude, do they refer to the National Higher Education Standards?		With the existence of the field group, it is then connected to the semester graduate learning outcomes and the amount of semester credit units. Study material is a grouping of branches of science in certain fields of science at Christian Religious Universities or study programs. The provision of study materials is a reference for study programs in preparing semester learning plans. The determination of study materials in the preparation and implementation can be done with several narrative questions, below:
9	Does determining the learning outcomes of graduates in the field of general skills refer to the National Higher Education Standards?		Table. 3. Evaluation questions on the implementation of study materials

## Study Materials

Study materials are components or materials that must be studied or taught to achieve planned learning outcomes. According to the writing team of the UIN Alauddin Makassar curriculum development guidebook, said: Mapping of study materials is mapping of learning outcomes with courses. This study material can be in the form of one or more branches of science and their branches of science, or a group of knowledge that has been integrated into a new knowledge that has been agreed upon by a forum of similar study programs as a characteristic of the study program's field of science. From these minimum study materials, study programs can elaborate on them. Study materials and learning materials can be updated or developed according to the development of science and technology and the direction of the development of the study program itself. The process of determining study materials needs to involve scientific field groups / laboratories in the study program. The formation of a course

N o	Question	The answer is	
		Yes	No
1	Is the determination of study materials based on the graduate profile?		

2	Is the determination of study materials based on graduate learning outcomes?		study materials are studied in one course, and with the right learning strategy or approach.
3	Is the determination of study materials based on course groupings?		By analyzing the relationship between the formulation of graduate competencies and study materials, courses can be formed along with an estimate of the amount of load or time allocation (credits). Then the drafting team of the Competency-Based Curriculum Development Guidebook, elaborated: The formation of courses as above, assembling several study materials into a course can be through several considerations, namely: (a) there is a close relationship between study materials which, if studied in an integrated manner, are expected to have better results; (b) there are considerations of scientific context, meaning that students will master a scientific meaning in a certain context; (c) there is an appropriate learning method that makes achieving competencies more effective and efficient and has a positive impact on students when a study material is studied comprehensively and integrated. This the formation of courses has high flexibility, so that one study program is very likely to have a very different number and type of courses, because in this case the course is just a series of study materials that are chosen by a study program.
4	Is it in determining study materials based on the field of attitude?		
5	Is it in determining study materials based on the field of knowledge?		
6	Is it in determining study materials based on the field of		
7	General skills?		

### Course Formation

Subjects are containers of study materials, in other words, courses are a consequence of the existence of study materials that must be studied by students and must be delivered by a lecturer. Subjects become an important element that becomes the smallest unit of learning transactions (credit units, or modules) of students served by educational institutions to measure their achievement. A course is a unit of study taught (and learned by students) at the tertiary level (source: KBBI) which is compiled based on the ELOs imposed on it, contains learning materials, forms and methods of learning, and assessment, and has a minimum weight of one semester credit unit (credits).

The formation of courses is related to the depth, breadth of study materials, and the level of mastery, which must at least include knowledge or knowledge that must be mastered from the description of the learning outcomes of the study program in accordance with the level of the Indonesian National Curriculum Framework and has been agreed upon by a forum of similar study programs. According to the team that compiled the Competency-Based Curriculum Development Guidebook, said: The link map of study materials and competencies is simultaneously used to analyze the formation of a course. This can be done by analyzing the closeness of the study materials and the possibility of the effectiveness of achieving competencies if several

The formation of a course can be taken by analyzing the relationship with the study material and the effectiveness of the graduate learning outcomes and the study material will be studied in one course with the right learning strategy or approach. Course formation has flexibility so that one study program is very likely to have a very different number and type of courses, because in this case the course is just a package of a series of study materials chosen by a study program.

In evaluating the formation of courses there are several narrative questions, as follows: Table. 5. Evaluation questions on course formation

No	Question	The answer is	
		Yes	No
1	Does the formation of courses consider the relationship between graduate learning outcomes and study materials?		

2	Is there a relationship between graduate learning outcomes and course formation?			attitude?		
3	course formation?		4	Is the grouping of courses based on the Field of Knowledge?		
4	Does the formation of the course consider the scientific context?		5	Is it in the grouping of courses based on the General Skills Area?		
5	scientific context?		6	Is the grouping of courses based on the Field of Special Skills?		
6	Does the formation of courses consider the depth and breadth of the material?			<b>Determination of Course Structure</b>		
7	Does the formation of courses consider the amount and credit load?			Determination of the course structure in a semester can be done in two ways, namely serially or parallel. The choice of serial method is based on consideration of the scientific or expertise structure or logic adopted, namely the view that a certain mastery of knowledge is needed to initiate further knowledge (prerequisite), while the parallel system is based on consideration of the learning process.		

### Course Grouping

Course grouping refers to elements of main competencies, supporting competencies, and other competencies. Grouping courses is used to facilitate academic governance. Grouping courses is done by naming groups of study materials that are equivalent, similar, or follow certain rules in accordance with the study program agreement. Course names adjust to the naming that is common in similar study programs both in Indonesia and in other countries to ensure compatibility. Grouping courses into study material groups with reference to graduate learning outcomes. The grouping of these courses is solely to facilitate academic governance, and the attributes of the course groups. Grouping courses is based on study materials or branches that have the same characteristics to support graduate learning outcomes (learning outcomes).

There are several questions about the evaluation of course grouping, as follows: Table. 6. Course grouping evaluation questions

No	Question	The answer is	
		Yes	No
1	Is the grouping of courses based on scientific study materials?		
2	Is the grouping of courses based on graduate learning outcomes?		
3	Is the grouping of courses based on the field of		

### Determination of Course Structure

Determination of the course structure in a semester can be done in two ways, namely serially or parallel. The choice of serial method is based on consideration of the scientific or expertise structure or logic adopted, namely the view that a certain mastery of knowledge is needed to initiate further knowledge (prerequisite), while the parallel system is based on consideration of the learning process.

In the parallel system, the approach used is integrated learning, both scientific and learning processes, will get better learning results. According to the academic regulations of Universitas Pendidikan Indonesia, it explains that the curriculum structure is as follows: The Curriculum Structure of Undergraduate and Diploma programs is arranged as follows: a. General Course (MKU) is a group of courses aimed at developing aspects of student personality as individuals and citizens of society,

b. Expertise Course (MKK) is a group of courses aimed at developing students' abilities in mastering expertise in the field of study / related fields of science, c. MKK can consist of Faculty MKK and Study Program MKK, d. MKK is a compulsory part of the study program. MKK Study Program is mandatory and some are optional, e. Expansion and Deepening Courses (MKPP) are elective courses taken from the study program itself which are intended to broaden or deepen mastery of the material.

Additional Capability Courses (MKKT) are elective courses provided by study programs that can be taken by students from outside the study program to increase their abilities in other fields, g. Free Elective Courses (MKKT) are elective courses provided by study programs. Free Elective Courses

are courses taken from other study programs and students are free to determine their elective courses. Meanwhile, in the Academic Guidebook of the Canaan Nusantara Ungaran Theological College, shares the structure of the course group into six parts, namely: "(a) general compulsory courses, (b) institutional courses, (c) study program courses, (d) study program specific courses, (e) work courses, and (e) elective courses. Course structure is the grouping or division of courses into competency groups as stated above.

By determining the structure of this course, it is easier to distribute or distribute courses in each semester. For monitoring and evaluation of the curriculum in teaching and learning activities, there are several questions, as follows: Table. 7. Evaluation of determining the course structure

No	Question	The answer is		provided to achieve the abilities at each stage of learning; g. student learning experience embodied in the description of tasks that must be done by students during one semester; h. criteria, indicators, and assessment weight; and i. list of references used.
		Yes	No	
1	Does the determination of the curriculum structure take into account the scientific field or study material?			
2	Does the determination of the curriculum structure consider general subject groups?			
3	Does the determination of the curriculum structure consider institutional subject groups?			
4	Does the determination of the curriculum structure consider the study program subject groups?			
5	Does the determination of the curriculum structure consider the specific subject groups of the study program?			
6	Does the determination of the curriculum structure consider the group of work courses?			
7	Does the determination of the curriculum structure consider the group of elective courses?			

### Semester Learning Plan

The Semester Learning Plan (RPS) of a course is a learning process plan that is prepared for learning activities for one semester in order to fulfill the learning outcomes imposed on the course. According to the Regulation of the Minister of Education and Culture Number 03 of 2020 concerning SNPT, in article 12 paragraph 3 says the Semester Learning Plan (RPS) in detail, as follows: (1) Semester Learning Plan (RPS) or other terms contain at least: a. name of the Study Program, name and code of the course, semester, Semester Credit Unit, name of the lecturer; b. graduate learning outcomes imposed on the course; c. planned final abilities at each stage of learning to meet graduate learning outcomes; d. study materials related to the abilities to be achieved; e. learning methods; f. time

According to the Higher Education Curriculum Preparation Team in the Industrial Era 4.0, namely: The semester learning plan (RPS) of a course is a learning process plan that is prepared for learning activities for one semester to meet the graduate learning outcomes charged to the course. Semester learning plans or other terms, are determined and developed by lecturers independently or together in a group of expertise in a field of science and / or technology in the study program. Semester Learning Plan (RPS), as a set of teaching and learning activity plans that have been designed and implemented, the Semester Learning Plan (RPS) consists of: assessment instruments, assignment plans, teaching materials, and others that can be carried out in the learning process efficiently and effectively. The implementation of the evaluation of the Semester Learning Plan (RPS), as follows: Table. 8. Evaluation of the Implementation of the Semester Learning Plan (RPS).

No	Question	The answer is	
		Yes	No

1	Does the preparation and implementation of the Semester Learning Plan (RPS) include the course identity?		15	Does the preparation and implementation of the Semester Learning Plan (RPS) include Graduate Learning Outcomes that cover the field of general skills?			
2	Does the preparation and implementation of the						
3	Semester Learning Plan (RPS) includes the college logo,		16	Does the preparation and implementation of the Semester Learning Plan (RPS) include Graduate Learning Outcomes that cover the field of specific skills?			
4	Does the preparation and implementation of the						
5	Semester Learning Plan (RPS) include the name of the study program?			17	Does the preparation and implementation of the Semester Learning Plan (RPS) outline the course description?		
6	Does the preparation and implementation of the Semester Learning Plan (RPS) include the			18	In preparing and implementing the Semester Learning Plan (RPS), does it outline the course description?		
7	Semester Learning Plan (RPS) include the course code?			19	Semester Learning Plan (RPS) outline the sequence of courses?		
8	Does the semester learning plan (RPS) include semester credit units?			20	Does the semester learning plan (RPS) outline the course sequence?		
9	Does the preparation and implementation of the Semester Learning Plan (RPS) include the lecturer?			21	Semester Learning Plan (RPS) outline the prerequisite courses?		
10	Does the preparation and implementation of the Semester Learning Plan (SSP) include the coordinator of the Semester Learning Plan developer?			22	Does the preparation and implementation of the Semester Learning Plan (SSP) include the learning sub-achievements of the		
11	Does the preparation and implementation of the Semester Learning Plan (SSP) include the Head of the study program?			23	(Sub-CMPK)?		
12	Does the preparation and implementation of the Semester Learning Plan (SSP) include Graduate Learning Outcomes that include the Attitude Field?			24	Does the preparation and implementation of the		
13	In preparing and implementing the Semester Learning Plan (RPS), do you include the			25	Semester Learning Plan (RPS) include the sequence of face-to-face meetings?		
14	Semester Learning Plan (RPS) include Graduate Learning Outcomes that cover the field of knowledge?			<p><b>IV. CONCLUSIONS</b>            Evaluation of the Christian Religious College Study Program Curriculum (PTKK) is: assessing, measuring and comparing the preparation mechanism, curriculum implementation of the Christian Religious College Study Program (PTKK). The things that are evaluated in the context of the Christian Religious College Study Program</p>			

curriculum (PTKK) are as follows: determination of graduate profiles, implementation of graduate learning outcomes, determination of study materials, formation of courses, grouping of courses, determination of course structures, implementation of semester learning plans, whether they are in accordance with whether they are in accordance with the established mechanisms and criteria. Through curriculum evaluation in teaching and learning activities for the Christian Religious College Study Program (PTKK), it becomes input or improves output for further curriculum development.

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