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EVALUATING THE EFFECTIVENESS OF ISLAMIC RELIGIOUS EDUCATION LEARNING IN IMPLEMENTING THE 2013 CURRICULUM IN MADRASAH

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ABSTRACT

This study aims to obtain objective information, process quality, and output quality in Islamic religious education learning. The present study used a qualitative approach with the model developed by Widoyoko covering the quality of the process and the quality of the learning output. This research applies a program evaluation study method. The data were collected through document studies, interviews, questionnaires, and observations. The results showed that the evaluation of the Islamic Religious Education learning program in Madrasah Aliyah Negeri 1 Central Maluku Regency was in a good category (84%) based on the quality of the learning program process and learning output. There are several aspects in evaluating the quality of the process and the quality of learning output that needs to be improved. Learning facilities, student motivation, class climate, student attitudes, and students' personal skills should be improved to achieve effective and efficient Islamic religious education learning.

Keywords: Learning Effectiveness, Learning Evaluation, Process Quality, Output Quality, 2013 Curriculum

ABSTRAK

Penelitian ini bertujuan memperoleh informasi objektif dan menemukan peningkatan kualitas proses dan kualitas output dalam program pembelajaran Pendidikan Agama Islam. Penelitian menggunakan pendekatan evaluatif dengan model yang dikembangkan oleh Widoyoko mencakup kualitas proses dan kualitas output pembelajaran. Penelitian ini menerapkan metode studi evaluasi program, yang datanya diperoleh melalui studi dokumen, wawancara, kuesioner, dan observasi. Hasil penelitian menunjukkan evaluasi program pembelajaran Pendidikan Agama Islam di Madrasah Aliyah Negeri 1 Kabupaten Maluku Tengah termasuk kategori baik (84%) berdasarkan kualitas proses program pembelajaran dan output pembelajaran. Ada beberapa aspek dalam evaluasi kualitas proses dan kualitas output pembelajaran yang perlu ditingkatkan berdasarkan pertimbangan fakta-fakta sebelumnya, yaitu fasilitas pembelajaran, motivasi peserta didik, iklim kelas, sikap peserta didik, dan kecakapan personal peserta didik, sehingga pembelajaran Pendidikan Agama Islam lebih efektif dan mencapai kompetensi yang telah direncanakan.

Keywords: Evaluasi pembelajaran, Efektivitas Pembelajaran, Kualitas Proses, Kualitas Output, Kurikulum 2013.

INTRODUCTION

Curriculum in education is seen as important in order to create a smooth, conducive, and interactive learning process. In an education context, the curriculum is the core component to support learning. It goes without saying that educational outcomes are determined by the curriculum. The curriculum in every country is changing. There are a number of factors behind curriculum changes in the world: a number of countries free from colonialism underwent curriculum changes. The development of science and technology can trigger and lead to curriculum changes in a country. Another factor is the rate of population growth in each country demanding curriculum changes (Philpott & Batty, 2009; Ferris & Joyce, 2015).

In Indonesia, the curriculum has changed many times from 1947 to 2013. There are three reasons for changing curriculum policies in Indonesia. First, every year the government has been gradually expanding its activities in the field of education where the government is managing its budget to meet the demand. Second, the policy can create conditions that require change due to inadequate impact. Third, the relative level of sustainability of economic growth and the financial implications of existing policy commitments (Suyanto, 2017; Sumarni, 2017). However, changes in the education curriculum in Indonesia have become a point of criticism for the development of society because they are considered irrelevant to the scientific and cultural demands of the Indonesian people. The curriculum in Indonesia is considered to be driven more by political interests as was the case in the New Order era (Hidayati, 2014). In early 2013, the government implements the 2013 Curriculum. This curriculum was seen as having carried out a dichotomy between practice and theory; only intended for students who have high intellectual, high economic capital, and more social capital (Waseso, 2017).

In connection with the implementation of the 2013 Curriculum in Indonesia, various studies have emerged. Those studies examine the implementation of the curriculum in every education unit. Sahroh (2020) points out that the 2013 curriculum is a curriculum change from the 2006 curriculum which is based on the nation's internal and external needs by synergizing attitudes, knowledge, and skills. However, a number of educators schools need to sharpen their implementation orientation. Some researchers explored the difficulties in implementing the 2013 curriculum. Aeni (2018) reports the findings on the difficulties faced by educators in implementing the 2013 curriculum, especially in the preparation of learning program plans as happened at SMAN 2 Magelang. In the same vein, Nuraeni et al., (2020) and Wulandari (2020) examines the problems of implementing the 2013 curriculum in schools in Bekasi related to implementation standards. The teachers in general have difficulty socializing with the 2013 curriculum which demands accelerated mastery of materials, as well as digital technology.

Other researchers investigated the 2013 curriculum implementation in science learning and its contribution to learning outcomes at Madrasah. Widiyatmoko (2018) explains that the 2013 curriculum, especially in the field of science, has introduced integrative learning through a scientific approach. However, the integrity and loyalty of teachers is one of the keys to its success. In madrasah, the implementation of the 2013 curriculum is an interesting issue to explore. Yulianti (2015), explained that the 2013 curriculum motivates teachers at madrasah in improving student learning outcomes. The curriculum change from the previous curriculum to the 2013 curriculum has led the learning approach to a scientific approach so that the teachers can carry out more progressive learning activities that rely on the creativity of students.

The implementation of 2013 curriculum in Islamic religious education has been investigated by researchers. Tukinem & Widodo (2019) has conducted research on the implementation of the 2013 curriculum on the subject of Islamic Religious Education at the Pakem Muhammadiyah State Elementary School. He explained that the implementation of the curriculum was carried out according to the 2013 curriculum guidelines, while the assessment is done by using a school-based assessment. Nuryana (2017) also conducted a study of the 2013 curriculum on the subject of Islamic Religious Education. The curriculum is based on a scientific approach and authentic assessment, so the implementation of the curriculum has not been maximized. Curriculum change can be a difficult process for teachers to deal with. This reality also occurs in other Asian regions. Cheung & Wong (2012) explained that when the 2001-2006 curriculum reform occurred in Hong Kong, there were obstacles and challenges in its implementation, especially the heavy workload of teachers, the diversity of learning in the classroom, and the lack of understanding of teachers on curriculum reform.

Researchers conducted studies investigating the implementation of the 2013 curriculum, especially with regard to the evaluation of the 2013 curriculum. Jaedun, et al. (2014) evaluated the implementation of the 2013 curriculum in schools in Indonesia. In terms of learning planning, the teachers are considered to be unprepared. When it comes to its implementation, teachers do not fully understand the learning model and scientific approach. Other problems include the learning program plans that are not in accordance with the realization in the classroom, teachers are not ready to conduct learning assessments based on the 2013 Curriculum guidelines. The same results were stated by Sumarni (2017), Mahfud (2019), Zahra (2019), and Hidayatulloh, et al., (2020),

There has been no research that explains the evaluation of the 2013 Curriculum implementation effectiveness in a madrasah in terms of the process and output of the learning program. Boyle et al., (2010) and Deneen & Broth (2016) explained that the evaluation of education and learning is intended to determine the level of professionalism of teachers in carrying out their duties. Learning evaluation includes the learning component, planning, and implementation of learning (Palobo et al., 2020; Lumadi, 2013). This evaluation functions to control learning activities so that they take place well (Iwan, 2003; Richardson, 2013; Ronfeldt & Campbell, 2016; Mahfud, 2019; Ham, 2014). This study aims to obtain objective information and to find an increase in the quality of the process and the quality of the output in the Islamic Religious Education learning program at Madrasah Aliyah Negeri 1 Central Maluku.

METHOD

This research investigates the evaluation of Islamic Religious Education learning programs at Madrasah Aliyah Negeri 1 Central Maluku. It applies a program evaluation method with a process and output quality model. In this research, the scope of Islamic Religious Education includes moral *aqidab*, Quran & Hadith, *fiqh*, and Islamic cultural history. This study includes various variables and indicators related to the components of the evaluated learning program. Each variable of the evaluation components has a different form, nature, and data source, thus requiring the use of different methods in terms of data collection and analysis (Creswell, 2014). Data were obtained through document studies, interviews, questionnaires, and observations (Maul, 2017). The collected data were analyzed through several stages: data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

Madrasah Aliyah Negeri 1 Central Maluku is located in Maluku Province, Indonesia. It has implemented the 2013 curriculum in its educational service, especially in the subjects of Islamic Religious Education/*Fiqh*. The implementation of the 2013 Curriculum is a form of madrasa commitment to implement the curriculum to improve the quality of education for the students (Abidin, personal communication, March, 2021). The strategy for learning effectiveness of Islamic Religious Education/*Fiqh* is based on the 2013 curriculum implementation guidelines which were derived based on madrasah policies as can be seen in Figure 1.

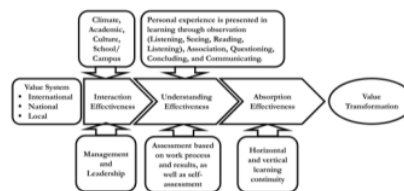


Figure 1. Learning Effectiveness Strategies

This study describes the learning program of ¹ Islamic Religious Education/Fiqh in Madrasah Aliyah Negeri 1 Central Maluku. The subject ⁸ is delivered in an effort to increase the effectiveness of learning including components of process quality and quality of learning output.

The Learning Process Quality Component ⁸

To determine the level of effectiveness of the quality components of the learning process, this study carried out an evaluation on several components: the performance of teachers, learning facilities, classroom climate, student attitudes, and learning motivation. Teachers' Performance

The performance of teachers in learning activities can be measured through their mastery of learning materials, understanding of student's characteristics, mastery of learning management, mastery ¹⁵ the selection and use of learning strategies, and ability to implement learning assessments. Based on the results of field observations, the performance of teachers can be categorized as good. The teachers at Madrasah Aliyah Negeri 1 Central Maluku have demonstrated their competence as well as their good performance in the classroom. This is also supported by the results of questionnaire data which shows the evaluation results on the performance aspect of teachers obtained an average score of 4.14 (82.79%).

With regard to the teachers' mastery of the material, Islamic Religious Education/Fiqh teachers are able to explain the material without any misconceptions, provide correct examples, and use the material to develop students' abilities. Subject teachers are also able to teach the material in a coherent, complete, logical manner, and relate the material to everyday life (contextual). In addition, subject teachers are able to instill character, moral messages, positive attitudes related to the material, and are able to provide good examples (Abidin, personal communication, March, 2021).

The teachers' understanding of the students' characteristics is shown in the way they support students who lack understanding through individual learning. Islamic Religious Education/Fiqh subjects teachers respect their students' development so that they know well every development of the students when participating in learning. Several efforts are made by the teachers in solving students' problem who experience delays in learning activities. They include learning program plans tailored to the students' abilities and characteristics. The 2013 curriculum emphasizes the principle that paying attention to the students' characteristics because their characteristics shape the teachers' decision to choose appropriate learning strategies and learning media (Abidin, personal communication, March, 2021)

The performance of ¹⁸ Islamic Religious Education/Fiqh teachers at Madrasah Aliyah Negeri 1 Central Maluku can be seen in the aspect of learning management. Based on the observation, this study found that the teachers are able to compile learning materials and develop curriculum in collaboration with other teachers. They are able to select and use relevant learning material references. Some teachers have taken advantage of references to learning materials accessed from the internet in the form of scientific journals and research results. They also apply what they receive from their participation in education and training. They implemented their knowledge in the organization and management of learning. Given their aspect of learning ²³ management, the teachers at Madrasah Aliyah Negeri 1 Central Maluku have embodied the vision, mission, and goals of the madrasa that refer to the 2013 Curriculum. Learning program activities are carried out through a systematic learning process, based on learning models and approaches in the 2013 curriculum contained in the learning program plan. (Lajuu, personal communication, April, 2021).

Islamic Religious Education learning planning has also been in accordance with the vision, mission, and learning objectives in madrasah that refer to the 2013 curriculum. The teachers are able to apply approaches, models, and learning methods that are suitable and

assisted by a technology-based thinking framework. It is also called technological pedagogic content knowledge TPACK. The components of TPACK include: technological, pedagogical, and content knowledge. The performance ¹⁸ teachers in Islamic Religious Education/*Fiqh* at Madrasah Aliyah Negeri 1 Central Maluku can be seen in the aspect of learning management. Based on the observation, this study found that teachers are able to compile learning materials and develop curriculum in collaboration with other teachers. They are able to select and use relevant learning material references. Some teachers have taken advantage of references to learning materials accessed from the internet in the form of scientific journals and research results. The results of the participation of educators in education and training are implemented in the organization and management of learning. Judging from this aspect of learn²³ management, the educators at Madrasah Aliyah Negeri 1 Central Maluku have embodied the vision, mission, and goals of the madrasa that refer to the 2013 Curriculum. Learning program activities are carried out through a systematic learning process, based on learning models and approaches in the 2013 curriculum contained in the learning program plan. (Lajuu, personal communication, April, 2021). The teachers at madrasah are able to apply scientific-based learning featuring several steps: observing, questioning, experimenting, associating, and communicating. This scientific goal can improve students' higher-order thinking skills, create a conducive learning environment, increase systematic thinking skills, improve conceptual understanding, increase students' learning motivation, and improve communication (Abidin, personal communication, March, 2021).

In terms of mastery of learning management, the teaching staff at Madrasah Aliyah Negeri 1 Central Maluku have arranged the material, time, and scope of the sequence of learning materials that are quite in accordance with the curriculum as can be seen in their working papers through the lesson plan reports of the subjects. Educators are also able to develop and implement linkages between learning resources and media with basic competencies and learning materials and abilities of students who are categorized as very appropriate. This ability is inseparable from the creativity of the teachers in studying the 2013 curriculum and the characteristics of students. Educators have proven their performance as educators starting from planning, implementing and assessing in accordance with the 2013 curriculum (Lajuu, personal communication, April, 2021).

Learning management carried out by teachers at Madrasah Aliyah Negeri 1 Central Maluku can be seen from their ability to determine learning strategies according to the demands of the 2013 curriculum. They are able to implement classroom management techniques and strategies, so that learning activities take place in a conducive manner. This can be shown by their ability to choose learning models that are oriented towards building student competencies. They are supported by the use of active learning strategies of various kinds. The data is supported by one of the teachers, the madrasah puts pressure on teachers to apply various models, strategies, and learning techniques based on constructivism, especially the student approach, student oriented (Lajuu, personal communication, April, 2021)

The teachers' performance in teaching Islamic Religious Education/*Fiqh* at Madrasah Aliyah Negeri 1 Central Maluku can be seen in learning assessment activities. Based on the observations and documentation analysis, this study found that the learning assessment on students' achievement is carried out objectively and fairly, democratically, despite different ethnicities and groups. The assessment really measures the students' competence towards the subjects that have been taught. It is carried out based on authentic assessment; assessment of learning processes and outcomes. The data is corroborated by data from interviews. Teachers often give tasks to be completed by students, at least every time they complete one basic competency. They, through this task, ¹⁹ give feedback, by discussing it together with their students. Furthermore, an assessment of learning outcomes is carried out through process

assessment and formative assessment in the middle of the semester and summative assessment at the end of the semester. If there is material that has not been completely mastered by students, the teachers provide additional assignments; remedial and enrichment. Assessment activities with all their creativity are a manifestation of the commitment of teachers in building the students' character and affection as the nation's next generation (Ulfa, personal communication, April, 2021)

Learning Facilities

Learning facilities refer to everything directly related to learning activities, including learning media, learning tools, and school equipment such as study rooms and madrasa buildings. Based on the results of observations, this study found learning facilities is in good condition. The good condition of learning facilities is supported by good management of facilities and infrastructure in Madrasah Aliyah Negeri 1 Central Maluku. This data is also supported by questionnaire data that learning facilities that support the Islamic Religious Education learning program in Madrasah Aliyah Negeri 1 Central Maluku, obtained an average score of 3.71 (74.17%) of the maximum score. These results show that each facility that supports the learning process is categorized as good. The management of these facilities and infrastructure is supported by good and open management. It was also emphasized by one of the teaching staff, the learning facilities which are learning infrastructure facilities at Madrasah Aliyah Negeri 1 Central Maluku have been in accordance with the mandate of the 2013 Curriculum and are in good condition, so they can be utilized optimally.

Regarding learning facilities, the learning curriculum is crucial and an important part of learning facilities. Based on the results of observations and documentation, the curriculum used in Madrasah Aliyah Negeri 1 Central Maluku as a guide/reference in curriculum learning is based on the reference to the SNP (*Standar Nasional Pendidikan*/National Education Standards) which is embodied both in the 2006 curriculum and the 2013 curriculum. These are then translated into the syllabus and lesson plans. The curriculum and syllabus for the purposes of implementing learning have been designed, as well as being attached and held by all teachers. In addition, each teacher is given the task of embodying the curriculum in the learning program plan (Kurniawati, personal communication, March, 2021)

Characteristics of the curriculum developed at Madrasah Aliyah Negeri 1 Central Maluku is oriented to science, students, and society. The development of the syllabus is carried out through deliberations of subject teachers, then the document is socialized to all madrasah residents, the community, and related parties. Socialization of the 2013 curriculum to train the readiness of teachers is carried out in the 2013 curriculum improvement deliberation at the beginning of each lesson. Socialization of the 2013 curriculum to train students' readiness is carried out at the beginning of the learning year. Meanwhile, the socialization of the 2013 curriculum for the community and parents was carried out in a meeting with the parents of students at the beginning of the academic year. The madrasah is committed to overseeing the curriculum from socialization to its implementation. All stakeholders are invited together to make the implementation of the curriculum successful in welcoming the era of the nation's enlightenment.

Classroom Climate

Classroom climate is a certain nuance and condition that can be seen and felt as a consequence of the interaction and interrelation between teachers and students. It is considered conducive if it can support learning achievement. Meanwhile, learning that does not achieve its objectives shows that the learning climate is not conducive. Based on the results of observations, the classroom climate in Madrasah is very conducive because the interaction and interrelation between students and teachers are conducive. The learning activities took place solemnly. Teachers carry out learning activities comfortably and students

carry out learning activities with fun. The data is supported by questionnaire data that the implementation of the Islamic Religious Education learning process in Madrasah obtained an average score of 3.61 (72.04%) of the maximum score. The data shows all situations that arise due to the relationship between teachers and participants. The classroom climate at madrasah affects the learning process and it is categorized as good. One of the teachers explained that madrasah always emphasizes the urgency of building chemistry between students and learners (Kaimudin, personal communication, May, 2021)

Students' Attitude

Students' attitude at madrasah shows their mental (emotional) readiness in various types of learning actions. Their attitude can be expressed positively or negatively, depending on the object seen and felt. Based on the results of the questionnaire, this study found that the students' attitudes in participating in the Islamic Religious Education learning program at Madrasah has an average score of 4.01 (80.09%). It was the maximum score obtained. The data shows the degree of positive or negative affection of students towards learning Islamic Religious Education. It can be measured through knowledge or understanding, feelings, and tendencies towards subjects, materials, and teaching staff. The result shows that their attitudes are categorized as good. One of the teachers stated that students generally have a good tendency toward Islamic Religious Education/*Fiqh* subjects, because they are happy with the teacher (Kaimudin, personal communication, May, 2021)

Students' Learning Motivation

Learning motivation is one of the factors supporting the success of learning. Based on the results of observations, enthusiastic students participated in all learning activities. This data is supported by data from a questionnaire that shows the learning motivation of students in the implementation of the Islamic Religious Education learning program at Madrasah. Their learning motivation obtained an average score of 3.88 (77.71%) of the maximum score. The data shows the students' encouragement to learn, do problem-solving tasks or learn certain competencies in Islamic Religious Education subjects based on the standard of excellence. Their results are categorized as good (Ahlu, personal communication, May, 2021). However, efforts are needed to be provided to improve students' learning motivation, especially in the aspect of responsibility. The teachers need to give confidence to students to work on and complete the tasks given with effective steps. The present study found that in general the evaluation of the quality of the learning process for Islamic Religious Education is categorized as good.

Learning Output Component Quality

Determining the level of effectiveness of the components of the quality of learning output can be done through an evaluation of the assessment of student's academic skills, personal skills, and social skills.

Student Academic Skills

Academic skills are related to scientific skills, achievements, and the quality of students, usually indicated by certain values. Based on the results of observations, the academic skills of the students of Madrasah Aliyah Negeri 1 Central Maluku are categorized as very good. The data is corroborated by the data from the questionnaire that the academic skills of students obtained an average score of 4.90 (85.56%) of the maximum score. The data shows that the basic competencies that students can have after participating in learning activities are categorized as very good. Academic skills can be seen in the results of state exams and madrasah final exam results that affect the determination of student graduation. Madrasah exams are very influential, as well as very decisive for students' graduation. The madrasah final exam score standard is determined in accordance with the system operational procedure (SOP) standards and criteria prepared by the National Education Standards. If the criteria

have not been met, a remedial is carried out to increase the students' passing grades. When students fail to reach the standard, they will be given treatment and the opportunity to retake the test (Kaimudin, personal communication, May, 2021)

Student Personal Skills

Personal skills are related to self-awareness skills and rational thinking skills. The results of observations showed that the student's personal skills were categorized as good. This is indicated by their ability to solve problems, including their ability to make decisions from various alternatives that can be used to solve the problem. The data is corroborated with the results of the questionnaire regarding the personal skills of students in the implementation of the Islamic Religious Education learning program at Madrasah. Their personal skill obtained an average score of 3.92 (78.50%) of the maximum score. One of the educators stated that learning using a problem-based learning model can affect the lives of students in solving every learning problem, as well as other problems at madrasah (Kaimudin, personal communication, May, 2021).

Students' Social Skills

Social skills are related to the interaction of students with the surrounding environment. Based on the results of observations, the social skills of students are categorized as good. This can be seen in the students' ability to cooperate with others, including their ability to lead their friends. The data is corroborated by the data from the questionnaire that the social skills of students in the implementation of the Islamic Religious Education learning program at Madrasah. Their social skill obtained an average score of 4.13 (82.67%), from the maximum score. This data shows the students' ability to work together with other people; including the ability of students to become leaders is categorized as good. One of the teachers stated that students were able to actualize themselves in the context of cooperation with various parties and carried out well (Ulfa, personal communication, April, 2021)

Based on the overall score obtained from the respondents' assessment of the quality component of the learning output, the results reached an average score of 4.32 (82.24%) of the maximum score. Based on the criteria used it is known that the level of effectiveness of the quality component of learning output in the implementation of the Islamic Religious Education learning program at Madrasah is categorized as good. Furthermore, based on the interpretation of the research findings, the evaluation of the Islamic Religious Education learning program held at Madrasah resulted in an average score of 4.05 (79.40%) of the maximum score. The data based on the standard evaluation criteria showed a good category.

Referring to the results of the present study, it can be stated that the curriculum change in Indonesia called the 2013 Curriculum is a positive response to the development of the nation and the progress of science and technology. Curriculum changes are also inseparable from advantages and disadvantages in terms of its implementation and the users' readiness (Hidayati, 2014; Waseso, 2017). Curriculum changes such as those in Indonesia, especially those implemented in the Madrasah cannot be separated from criticisms experienced in Hong Kong (Cheung & Wong, 2012). However, what is interesting about the implementation of the 2013 Curriculum in the Madrasah can be seen in its effectiveness. Two things that are evaluated to see the effectiveness of the 2013 Curriculum are seen from the components of the quality of the process and the quality of the learning output.

The quality component of the learning process focuses on the performance of teachers; intensive interaction of teachers with participants in certain classrooms with the support of certain learning facilities. The pattern of learning interactions can foster a certain classroom climate. The quality of the learning process depends on the behavior of teachers in delivering materials in the classroom, learning facilities, and classroom climate. The performance of good teachers affects the classroom climate, students' attitudes, learning motivation, and learning

outcomes. A good classroom climate can affect the students' attitudes, motivation and learning outcomes. The students' positive attitude in these learning activities affects their learning motivation, as well as the success of learning Islamic Religious Education.

Based on these findings, Islamic Religious Education learning in the Madrasah based on the 2013 Curriculum is categorized as effective. This is different from previous studies conducted in a number of educational units (Aeini, 2018; Widiyatmoko, 2018; Nuraeni et. al., 2020; Gunawan, 2019). Katuuk (2014) explains that there are several factors that can influence the implementation of the curriculum, including the 2013 curriculum, namely: (1) characteristics of change, (2) characteristics of madrasah, (3) characteristics at the madrasah level, and (4) external characteristics to the local system. The reality of the learning program at the Madrasah, referring to Katuuk, (2014) has been fulfilled by the madrasah, namely: (1) competencies and attitude; (2) decision-making participation; and (3) quality of collegial relationships. These three factors refer to the competence of the teaching staff including professional competence, pedagogic competence, personality competence, and social competence.

Teachers are human resources in curriculum implementation and are a determinant of the success of education and learning policies. They are required to be ready to implement the curriculum (Krissandi & Rusmawan, 2015). The Madrasah has carried out good governance. It has developed several aspects of management such as planning and developing students' competence, achieving and monitoring and conducting evaluations as well as good support system management. The madrasah in the present study is concerned with regulations, facilities and infrastructure, as well as support to implement the curriculum (Katuk, 2014; Krissandi & Rusmawan, 2015; Syomwene, 2013; Kankam, 2014; Kurebwa & Nyaruwata, 2013; Lumadi, 2013). In addition, the madrasah has minimized teachers' content knowledge as one of the obstacles to implementing the 2013 curriculum.

In addition to the evaluation of the quality of the learning process, this study evaluates the quality of learning outputs at the madrasah. The quality component of learning outputs is based on academic skill; mastery of a set of basic concepts sourced from various disciplines that are adapted to the level of psychological development of students after participating in learning that affects personal skills. These qualities are in the form of skills needed so that students can exist and be able to take positive opportunities in living conditions that are changing very quickly. They ultimately have social skills, including the skills needed to live in a multicultural society, a democratic society, and a global society full of competition and challenges.

The present study found that the evaluation of the quality components of the learning output showed good results. Even though the results are good, there were major weaknesses to address. Students' mastery of the basic competencies of students was lacking after participating in learning activities. Based on the results of the evaluation, it is shown that the score achieved by the students has reached the predetermined minimum completeness criteria. The standard evaluation criteria it is classified in the sufficient category. It is necessary to increase the students' mastery of a set of basic concepts sourced from various disciplines.

The present study found that Madrasah has built a fun learning locus for students. The research of Cheung & Wong (2012) and Syomwene (2013) explains that the output of a learning activity depends on how much commitment and consistency the teachers have in carrying out their duties. Teachers should be able to plan, implement, and assess learning activities. Teachers with sufficient time can build students' academic skills, social skills, and personal skills. The commitment of teachers to implement learning programs has shown its effectiveness (Carrol & Burke, 2010).

CONCLUSION

The present study aims to obtain objective information and to find an increase in the quality of the process and the quality of the output in the Islamic Religious Education learning program at Madrasah Aliyah Negeri 1 Central Maluku. Based on the results and discussion, some conclusions can be drawn. The components of the quality of the learning process address the implementation of the program. The weaknesses of the quality component occur in several aspects. When it comes to teachers, they have not fully mastered learning strategies and they have not demonstrated various teaching styles. The use of media in learning has not been optimized. Students are less involved in the implementation of the learning process. The teachers do not encourage students to have attention to learning. Solutions must be offered in an effort to achieve learning achievement. The teachers should support students who lack the confidence to work on and complete tasks with effective steps. These weaknesses have an impact on the effectiveness of the quality components of the learning process. The output component of Islamic religious education is categorized as very good (91%). The weaknesses of the output quality component include students' lack of personal skills in finding alternative problem solving, collaborating with other people, and trying to think about the effect of each problem-solving alternative. They do not take into account the advantages and disadvantages of various problem-solving that have been made. They exhibit poor interests and talents to become leaders, lack mutual respect in group activities, and are less involved in group activities. These weaknesses have an impact on the quality of the output of Islamic Religious Education learning.

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