THE URGENCY OF EVALUATION OF EDUCATION AND LEARNING A THEORETICAL REVIEW

Ujang Miftahudin[1]*, Nova Sariwati[2], Mohamad Erihadiana[3], Zam zam Lukmanul Jamil[4]
[1,4]STAI Al-Badar Cipulus Purwakarta
[2,3]UIN Sunan Gunung Djati Bandung
Email: miftah@albadar.ac.id

ABSTRAK

Evaluasi pembelajaran memiliki peran strategis dalam memastikan tercapainya tujuan pendidikan dan peningkatan mutu proses belajar-mengajar. Perkembangan ilmu pengetahuan dan teknologi yang pesat menuntut inovasi dalam sistem evaluasi agar tetap relevan dengan kebutuhan peserta didik dan tantangan zaman. Penelitian ini bertujuan untuk mengkaji definisi, tujuan, model, serta tantangan evaluasi pendidikan dalam rangka memberikan pemahaman komprehensif terkait urgensinya bagi peningkatan kualitas pembelajaran. Metode penelitian menggunakan pendekatan kualitatif berbasis studi literatur, dengan sumber data berupa artikel jurnal, dokumen pemerintah, dan publikasi ilmiah lainnya. Hasil kajian menunjukkan bahwa evaluasi tidak hanya mengukur pencapaian akademik peserta didik, tetapi juga menilai efektivitas kurikulum, metode pengajaran, serta sarana pendidikan. Beberapa model evaluasi yang relevan, seperti Model Kirkpatrick, Model CIPP, dan *Outcome-Based Education* (OBE), terbukti memberikan kerangka kerja sistematis untuk perbaikan berkelanjutan. Kesimpulan penelitian menegaskan bahwa evaluasi harus dipandang sebagai proses berkesinambungan yang terintegrasi dengan sistem pendidikan, sehingga mampu mendorong inovasi, meningkatkan kualitas, dan menciptakan lingkungan belajar yang adaptif.
Kata Kunci: Evaluasi Pendidikan, Model Evaluasi, Outcome-Based Education (OBE)

ABSTRACT

Learning evaluation plays a strategic role in ensuring the achievement of educational objectives and improving the quality of the teaching and learning process. The rapid development of science and technology requires continuous innovation in evaluation systems to remain relevant to learners' needs and contemporary challenges. This study aims to examine the definition, purpose,

models, and challenges of educational evaluation in order to provide a comprehensive understanding of its urgency in enhancing learning quality. The research employed a qualitative approach through literature studies, with data sources including journal articles, government documents, and other scientific publications. The findings indicate that evaluation not only measures students' academic achievement but also assesses the effectiveness of curricula, teaching methods, and educational facilities. Several evaluation models, such as the Kirkpatrick Model, the CIPP Model, and Outcome-Based Education (OBE), offer systematic frameworks for continuous improvement. The study concludes that evaluation should be regarded as an ongoing process integrated into the education system, thereby fostering innovation, improving quality, and creating adaptive learning environments.

Keywords*: Educational Evaluation, Evaluation Models, Outcome-Based Education (OBE)*

INTRODUCTION

To ascertain whether or not a learning system is operating, educators must conduct learning evaluations. The fundamentals of evaluation and the requirements that must be taken into account must also be taken into consideration by educators while creating learning assessments. The purpose of evaluation is to ascertain if students who take part in all scheduled educational programs succeed [1].

To determine whether or not educators are using a learning system, learning evaluation is crucial. Because there cannot be advancement in the creation of a learning system if an educator does not assess [2]. The learning system that will be used in the classroom has to be updated by educators, starting with the curriculum, teaching strategies, media, learning materials, atmosphere, and assessment system [3]. The fundamentals of evaluation and the requirements that must be taken into account must also be taken into consideration by educators while creating learning assessments. Evaluation needs to be valid in terms of using the right measurement tool, consistent in terms of producing consistent

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[1] Musarwan and Warsah, "Evaluasi Pembelajaran (Konsep. Fungsi Dan Tujuan) Sebuah Tinjauan Teoritis."

[2] Muzaki and Susanto, "Implementasi Kurikulum Outcome Based Education (OBE) Dalam Sistem Pendidikan Tinggi Di Era Revolusi Industri 4.0."

[3] Setiono, Windyariani, and Juhanda, "Implementasi Sistem Penilaian Berbasis Oucome Based Education Di Perguruan Tinggi."

results from the test tool, and practical in terms of being easy for teachers and students to use. [4].

The development of science from the past to the present is very rapid, so that the ideas, processes and results of innovation efforts in education cannot be separated from the success of all parties, especially in interpreting "technology". Where technology can be seen as an idea, process and product. From these three, in the end there are various procedures, approaches, strategies, the latest models in the world of education and learning. Likewise, when there is a "process" produced by innovators, various individual activities and processes will be carried out in order to implement the innovation itself [5].

Thus, innovation allows for the reorganisation or rearrangement of elements in education. The act of increasing the budget in order to have more students, teachers, classes, and so on, although necessary and important, is not an act of innovation. However, the act of rearranging the type and grouping of lessons, time, classrooms, ways of delivering lessons, so that with the same energy, tools, money, and time can reach more target students and achieve higher quality [6].

Innovation is the result of work and action; without work and action, innovation does not exist. Innovation requires all parties to act even though courage in action is not enough. Courage in action needs to be supported by mature conceptual thinking, so that expectations about improvement and change can be implemented [7].

The new paradigm of learning, which is a byproduct of innovation, offers additional procedures for restoring the character of learners as human beings with the capacity to go through the process of becoming more human. Consequently, the facilities designed to support learners and the facilitator who will travel with them should be determined by and focused on the learners' learning objectives. When building learning facilities, the primary priority should be the learning paradigm that has the power to stir students' emotions and pique their interest [8].

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[4] Pritasari, Wilujeng, and Windayani, "Penerapan Kurikulum Outcome Based Education Dalam Kurikulum Merdeka Belajar Kurikulum Merdeka Di Prodi S1 Pendidikan Tata Rias."
[5] Darmawan, *Inovasi Pendidikan*.
[6] Miles, *Innovation in Education*.
[7] Tilaar, *Beberapa Agenda Reformasi Nasional Dalam Perspektif Abad 21*.
[8] Sutirman, *Media Dan Model - Model Pembelajaran Inovatif*.

Every learner inherently possesses creativity and originality. However, the growth and development of each person is different depending on their respective opportunities to develop it. The development of creativity and innovation in learners depends on continuous familiarization and coaching in learning [9].

If this is consistently done, it will be the right stimulus for the formation of a spirit of creativity and skill in innovating for students in the future. Without the willingness of teachers to always innovate in their learning, learning will be boring for students. Given the importance of innovation, it is something that every teacher should try to do. Therefore, a teacher must always innovate in learning.

Evaluation of education and learning plays an important role in determining the success of the educational process. In the context of modern education, evaluation serves not only to measure learners' academic achievement, but also to assess the effectiveness of teaching methods, curriculum, and educational facilities and infrastructure. Structured and systematic evaluation allows educators and educational institutions to get a clear picture of the strengths and weaknesses in the learning process. Thus, evaluation becomes an important tool in identifying areas that require improvement and further development.

In recent decades, the role of evaluation in education has been increasingly recognized as an essential element in improving the quality of education. Various theories and approaches have been developed to support more comprehensive and effective evaluation. Evaluation is no longer seen as an activity that is only conducted at the end of a learning period, but as an ongoing process that is integrated within the whole education system.

Government policies and a range of educational institutions that consistently promote raising educational standards via ongoing evaluation also reinforce the significance of educational evaluation. With the right evaluation, it is expected to create an education system that is more responsive and adaptive to the needs of students and the demands of the times.

In this theoretical review, we will discuss in depth the definition and purpose of educational evaluation, the types of evaluation commonly used, and the methods and techniques that can be applied in the evaluation process. In addition, the challenges faced in the implementation of educational evaluation and strategies to overcome them will also be outlined. Thus, it is expected to provide a more comprehensive insight into the urgency of evaluation in improving the quality of education and learning.

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[9] Delisle, *How to Use Problem-Based Learning in the Classroom*.

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RESEARCH METHODS

In this research, the research approach used is a qualitative approach with the type of research using theoretical studies of relevant sources. Data is sourced from literature in the form of journal articles, government documents, and other scientific articles on learning evaluation [10].

Some of the research stages carried out include: (a) identifying literature and secondary data related to the research focus; (b) selecting the main literature; (c) extracting and analysing data; and (d) formulating and interpreting the results of the analysis.

RESULTS AND DISCUSSION

A. Research findings

Evaluation comes from the English language, namely evaluation. Wand and Brown explain that evaluation refers to the act or process of determining the value of something [11]. In other words, appraisal is the act of determining the worth of anything. In the meanwhile, the phrase refers to a planned operation in which an instrument is used to evaluate the status of an item, and conclusions are drawn by comparing the results with benchmarks [12].

Davies suggests that evaluation is a simple process of giving/assigning value to a number of goals, activities, decisions, performances, processes, people, objects and many others [13].

Evaluation means assessing the level of success of students in achieving the goals set in a programme. The equivalent of the word evaluation is assessment, which according to Tardif means the assessment process to describe the achievements of a learner according to predetermined criteria. In addition to the words evaluation and assessment, there are also other words that are similar and relatively more popular in our world of education, namely tests, exams, and tests [14].

Evaluation can also be seen as an appraisal of a procedure or activity related to education in general. Evaluation is called imtihana in Arabic, which means test. It can also be called al-qiimah or al-taqdiir, which means value [15].

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[10] Creswell and Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.
[11] Djamarah and Zain, *Strategi Belajar Mengajar*.
[12] Thoha, *Teknik Evaluasi Pendidikan*.
[13] Dimyati and Mudjiono, *Belajar Dan Pembelajaran*.
[14] Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*.
[15] Anwar, "Urgensi Evaluasi Dalam Proses Pembelajaran."

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Roestiyah argues that evaluation is the activity of collecting the broadest, deepest data, which is related to the capabilities of students in order to find out the causes and effects of students' learning outcomes that can encourage and develop learning abilities [16].

This explanation confirms that evaluation is directed at developing learners' learning abilities. Learners' learning abilities can be developed after knowing the causes and effects of learners' learning outcomes obtained through evaluation. The implementation of education that directly touches on students, the process will appear in learning and teaching activities in the classroom and other places used for teaching and learning activities. Educators ensure that learning services are provided to students correctly using learning models and strategies that are appropriate to the needs in delivering subject matter that can and is able to teach students [17].

Holistic cognitive psychology's requirements have a big impact on the teaching and learning process that gave rise to the phrases education and learning today. This school maintains that education basically turns pupils become sources of knowledge. Educational technology and learning technology also have an impact on the term "learning" in other contexts. As experimental research on learning progress, so do theoretical frameworks developed to investigate learning [18].

Learners in madrasah not only need general knowledge, but also religious knowledge, especially very necessary for faith and piety and its influence on the morals of students both in madrasah and at home. Thus learning becomes a very important factor for students, at light of this, I approach learning at a madrasah with the mindset that excellent techniques, infrastructure, and facilities—such as the usage of learning media—are all contributing factors to students' academic achievement.

An evaluation model is a design for assessment created by evaluation specialists or evaluators in the process of evaluating a program. In the field of educational program evaluation, there are numerous models that can be applied to assess a program. While each model has its own unique purpose, they all aim to gather information about the program being assessed in order to give decision-makers material to use when deciding how to proceed with the program.

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[16] Djamarah and Zain, *Strategi Belajar Mengajar*.
[17] Sagala, *Etika & Moralitas Pendidikan: Peluang Dan Tantangan*.
[18] Hill, *Theories of Learning*.

Three Models of Learning Programme Evaluation

1. Kirkpatrick Model Evaluation

The Kirkpatrick evaluation model is one of the most recognised and widely used frameworks for evaluating the effectiveness of training and development programmes. Developed by Donald Kirkpatrick in 1959, it offers a systematic approach to assessing various aspects of training, from participant reactions to the ultimate impact on organisational performance. The model consists of four levels of evaluation: Reaction, Learning, Behaviour and Outcomes.

  a. Kirkpatrick Levels of Evaluation

   i. Reaction: The first level of the model measures how participants respond to the training. This evaluation is usually done through questionnaires or surveys that measure participants' satisfaction with the training materials, instructor, teaching methods and learning environment. The aim of this level is to ensure that participants find the training useful and relevant [19].

   ii. Learning: The second stage assesses how much of the training has helped participants develop the necessary attitudes, abilities, and knowledge.. Evaluation at this level often involves tests or practical assessments to measure changes in participants' knowledge or skills [20].

   iii. Behaviour: The third level assesses whether participants apply the knowledge and skills acquired during the training in their work environment. It involves continuous observation and assessment to see changes in work behaviour and individual performance [21].

   iv. Results: The fourth level measures the ultimate impact of the training on the organisation, including improvements in productivity, quality, efficiency and profit. This evaluation requires analysis of organisational data to link training to specific business outcomes [22].

  b. Implementation of the Kirkpatrick Model

  Implementing the Kirkpatrick model requires a structured and sustainable approach. Steps that can be taken include:

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[19] Kirkpatrick and Kirkpatrick, *Evaluating Training Programs: The Four Levels*.
[20] Phillips and Phillips, *Handbook of Training Evaluation and Measurement Methods*.
[21] Kirkpatrick and Kirkpatrick, *Evaluating Training Programs: The Four Levels*.
[22] Kirkpatrick and Kirkpatrick.

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    i. Evaluation Planning: Determine the evaluation objectives and desired outcomes before the training begins. This includes selecting the evaluation methods and tools to be used [23].

    ii. Data Collection: Systematically collecting data at each level of the evaluation. This can involve surveys, tests, observations, and analysis of organisational performance data [24].

    iii. Data Analysis: Analysing data to identify trends, strengths and areas that require improvement. Data should be interpreted in the context of training objectives and organisational performance [25].

    iv. Reporting and Follow-up: Compile a comprehensive evaluation report and provide feedback to stakeholders. Follow-up is required to ensure that the findings from the evaluation are used to improve future training programmes [26].

c. Critique of the Kirkpatrick Model

    While the Kirkpatrick model is widely used, there are some criticisms levelled against it:

    i. Over-Simplification: Some critics argue that this model is too simplistic and does not adequately capture the complexity of training and its impact on the organization [27].

    ii. Limitations in Outcome Measurement: Linking training outcomes to improved organisational performance can be challenging as many other factors can influence such outcomes [28].

    iii. Lack of Focus on Process: This model focuses more on the end result than the training process itself, which can overlook important aspects of training design and implementation [29].

Kirkpatrick's evaluation model offers a useful framework for evaluating the effectiveness of training programmes. By focusing on four levels of evaluation-Reaction, Learning, Behaviour and Outcomes-the model helps organisations understand the impact of training on various aspects. Despite some

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[23] Kaufman, Keller, and Watkins, "What Works and What Doesn't: Evaluation beyond Kirkpatrick."

[24] Phillips and Phillips, *Handbook of Training Evaluation and Measurement Methods*.

[25] Noe, *Employee Training and Development*.

[26] Kirkpatrick and Kirkpatrick, *Evaluating Training Programs: The Four Levels*.

[27] Holton, "The Flawed Four-Level Evaluation Model."

[28] Alliger and Janak, "Kirkpatrick's Levels of Training Criteria: Thirty Years Later."

[29] Bates, "A Critical Analysis of Evaluation Practice: The Kirkpatrick Model and the Principle of Beneficence."

criticisms, Kirkpatrick's model remains a valuable tool in the quest to improve the quality and effectiveness of training programmes.

2. CIPP (Context, Input, Process, Product) Evaluation

The CIPP evaluation model, developed by Daniel Stufflebeam in the 1960s, is a comprehensive approach to assessing various aspects of educational programmes. CIPP stands for Context, Input, Process, and Product, which are the four main components in this model. CIPP evaluations are designed to provide in-depth insights into how educational programmes function, from planning to final outcomes, with the aim of improving programme effectiveness and efficiency.

    a. Components of CIPP Evaluation

        i. Context: Context evaluation focuses on analysing relevant needs and issues in the educational environment. The aim is to understand the background and conditions that influence the need for the programme, and determine whether the programme is relevant and appropriate to the needs of learners and stakeholders. Context evaluation helps in formulating programme goals and objectives in a more targeted way [30].

        ii. Input: Input evaluation assesses the resources, strategies, and plans that will be used to implement the programme. This includes an analysis of the budget, facilities, materials, and teaching methods planned to ensure that all the elements necessary to achieve the programme's objectives have been provided. Input evaluation also includes an assessment of the programme plan and design to ensure that the programme can be implemented effectively [31].

        iii. Process: Process evaluation focuses on the implementation of the programme itself. This include keeping an eye on and evaluating the program's implementation, whether it is in line with the plan, as well as identifying and solving problems that may arise during implementation. Process evaluation helps ensure that the programme is running smoothly and allows for necessary adjustments to improve effectiveness [32].

        iv. Product: Product evaluation assesses the final outcomes of the programme, including the achievement of objectives and the resulting impact. This includes measuring the effectiveness of the programme in achieving its intended outcomes and how those outcomes affect

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[30] Stufflebeam, Madaus, and Kellaghan, "The CIPP Model for Evaluation."

[31] Stufflebeam and Coryn, *Evaluation Theory, Models, and Applications*.

[32] Alkin and Vo, *Evaluation Essentials; From A to Z*.

learners and stakeholders. Product evaluation provides feedback on whether the programme achieved its intended goals and outcomes, and whether any benefits or positive impacts can be identified [33].

b. Implementation of the CIPP Model

Implementation of the CIPP model requires a systematic and continuous approach to evaluation. Steps that can be taken include:

i. Evaluation Planning: Establish the purpose of the evaluation, determine the components to be evaluated at each stage, and select appropriate data collection methods [34].

ii. Data Collection: Collect relevant data on each CIPP component-context, input, process, and product-using various techniques such as surveys, interviews, and observations [35].

iii. Analysis and Reporting: Conduct a thorough analysis of the acquired data to identify the program's strengths, flaws, and areas that want development. Compile a comprehensive report and provide feedback to stakeholders [36].

The CIPP evaluation model offers a holistic and systematic approach in assessing educational programmes from multiple perspectives. By focusing on context, inputs, processes and products, the model helps to ensure that programmes are not only well designed and implemented, but also produce results that meet the expected objectives. Effective implementation of this model can improve the overall quality and success of education programmes.

3. Outcome Based Education (OBE)

Outcome-Based Education (OBE) is a learning approach that focuses on learner outcomes or learning outcomes. It emphasises what learners should know, understand and be able to do after completing an education programme. In OBE, learning objectives are clearly and specifically explained so that the learning process can be directed to achieve these objectives. In an effort to raise the caliber and applicability of education, several educational institutions all around the world have embraced this strategy.

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[33] Stufflebeam, Madaus, and Kellaghan, "The CIPP Model for Evaluation."

[34] McDavid, Huse, and Hawthorn, *Program Evaluation and Performance Measurement: An Introduction to Practice*.

[35] Patton, *Utilization-Focused Evaluation (UFE)*.

[36] Chen, *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective*.

a. Basic Concepts of OBE

   i. Outcomes focus OBE focuses on the desired learning outcomes. These outcomes include the knowledge, skills and attitudes that learners should have after completing the learning programme [37].

   ii. Curriculum Design: The curriculum in OBE is designed to ensure that all learning activities support the achievement of the stated outcomes. Every element of the curriculum, including teaching and assessment methods, is aligned with the desired learning outcomes [38].

   iii. Outcome-Based Assessment: Assessment in OBE is designed to measure the achievement of learning outcomes. These assessments may take the form of written tests, projects, portfolios, or other relevant methods [39].

b. Implementation of OBE in Learning

   i. Formulate Clear Learning Outcomes: The first step in OBE is to formulate learning outcomes that are specific, measurable, achievable, relevant and time-bound (SMART). These learning outcomes should be measurable and describe the expected competencies [40].

   ii. Learning Design: Once the learning outcomes are formulated, the next step is to design learning activities that can help learners achieve these outcomes. This includes choosing appropriate teaching methods, such as project-based learning, group discussions, or simulations [41].

   iii. Implementation and Monitoring: In this stage, the learning is implemented according to the plan that has been made. During this process, it is important to monitor learners' progress continuously and provide constructive feedback [42].

   iv. Assessment of Learning Outcomes: Assessments are carried out to assess learning outcomes. Assessment techniques must be appropriate to the type of expected learning outcomes. Assessment can be formative (providing feedback during the learning process) or summative (assessing final achievement) [43].

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[37] Spady, *Outcome-Based Education: Critical Issues and Answers*.

[38] Harden, "Outcome-Based Education: The Future Is Today."

[39] Biggs and Tang, *Teaching for Quality Learning at University: What the Student Does*.

[40] Kennedy, Hyland, and Ryan, *Writing and Using Learning Outcomes: A Practical Guide*.

[41] Fry, Ketteridge, and Marshall, *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*.

[42] Guskey, "Professional Learning with Staying Power."

[43] Brown and Knight, *Assessing Learners in Higher Education*.

c. Challenges in OBE Implementation
   i. Paradigm shift: Implementing OBE requires a paradigm shift from the traditional input-focused approach (such as teaching materials and methods) to an output-focused approach (learning outcomes).
   ii. Limited Resources: Effective implementation of OBE requires adequate resources, both in terms of trained teaching staff, facilities, and relevant learning materials [44].
   iii. Comprehensive Evaluation: Assessing learning outcomes appropriately requires comprehensive and reliable evaluation instruments. This is often a challenge in the implementation of OBE [45].

Outcome-Based Education (OBE) is an approach that focuses on achieving specific and measurable learning outcomes. Implementing OBE requires careful planning, starting from the formulation of learning outcomes, designing learning activities, implementation, to assessing learning outcomes. Outcomes Based Education (OBE) is believed to improve the quality of education by ensuring that students acquire the required skills and competencies.

Evaluation of education and learning is a crucial component in ensuring that educational goals are effectively achieved. Through systematic and structured evaluation, educators and policy makers can gain in-depth insights into the effectiveness of teaching methods, curricula and the impact of learning on learners. Evaluation serves not only to measure learning outcomes, but also to provide the necessary feedback for continuous improvement and the development of better learning strategies. Thus, evaluation is an important tool in improving the quality of education and ensuring that the learning process remains relevant to the needs of learners and the demands of the times.

However, the implementation of education and learning evaluation faces various challenges, such as limited resources, resistance to change and difficulties in accurately measuring outcomes. Overcoming these challenges requires a comprehensive and integrative approach, involving all stakeholders in the evaluation process. With a deep understanding and proper application of various evaluation theories and methods, it is hoped that the quality of education can be significantly improved, providing long-term benefits for learners and society as a whole.

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[44] Tam, "Outcomes-Based Approach to Quality Assessment and Curriculum Improvement in Higher Education."
[45] Malan, "The 'new Paradigm' of Outcomes-Based Education in Perspective."

CONCLUSION

The evaluation of education and learning is of paramount importance in ensuring the attainment of educational objectives and the continuous improvement of the teaching-learning process. By systematically assessing various dimensions of educational outcomes, educators and policymakers can identify strengths and weaknesses, provide constructive feedback, and implement necessary improvements. A comprehensive understanding of evaluation theories and methodologies enables the development of effective evaluation strategies that enhance the quality of education. Ultimately, a robust evaluation system fosters a responsive and adaptive educational environment, leading to better learning experiences and outcomes for students.

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