

## **An Evaluation of Boarding School Curriculum Implementation in Aceh**

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**Abstract:** The purpose of this article is to evaluate the implementation of the boarding school curriculum at MTsS Nurul Falah, West Aceh Regency. This article uses the CIPP (Context-Input-Process-Product) model evaluation method developed by Stufflebeam. Data collection techniques are carried out through observation, questionnaires, interviews and document studies related to the boarding school curriculum. Data analysis uses the opinion of Miles and Haberman, namely data reduction, data display, drawing conclusions and data verification. The research results indicate that the implementation of the boarding school curriculum at MTsS Nurul Falah in West Aceh District has been running well and in accordance with the standard set by the foundation and the government. In the future, to bring forth new innovations in implementing the boarding school curriculum, there is a need for continuous guidance and specialized training for the teachers of *dayah*/boarding schools to optimize the quality of the learning process and the educational outcomes. The results of this study can provide input for the headmasters of madrasahs and the heads of the Ministry of Religious Affairs offices in making decisions related to improving the quality of education.

**Keywords:** Boarding School, Curriculum, Evaluation

### **A. Introduction**

The progress of an educational unit can be seen from the ability and commitment of the school apparatus in implementing academic and non-academic programs. Organizing academic and non-academic programs is the main task and function for educational units in order to create independent, qualified and highly competitive students in everyday life. Meanwhile, other duties and responsibilities such as managing madrasah administration, building communication and coordination with education stakeholders are supporting tasks in order to help facilitate the process of implementing educational programs in madrasah (Fitria et al., 2017).

Ideally, academic and non-academic programs have been stated in the curriculum planning document. Curriculum planning document as a guide for educators and students in implementing academic and non-academic programs which regulate the

activities of the learning process (Prihantoro, 2015). The curriculum as a guide in formulating the goals and competencies of students, designing subject matter as the basic and core competencies of students, establishing learning strategies for teacher and student, and as a tool for measuring the level of success in achieving goals and competencies of students (Martaningsih & Istiyono, 2019).

Curriculum implementation is a process of constructing curriculum components into the learning process by utilizing quality human resources, adequate educational facilities and infrastructure in conducting academic and non-academic programs (Gandomkar & Mirzazadeh, 2014). Curriculum implementation as a form of actualizing written curriculum planning into the learning process. The implementation of the curriculum refers to the National Education Standards, especially the process standards as regulated in the Minister of National Education Regulation, Number 41 of 2017, concerning the Process Standards for Primary and Secondary Education Units, including planning the learning process, implementing the learning process, assessing learning outcomes, and supervising the learning process (Hidayati, 2016).

Evaluation of curriculum implementation as a series of activities to measure the progress or success of educators and students in implementing the curriculum into the learning process and evaluating the implementation of the curriculum to be taken into consideration in decision making and educational policies and curriculum development (Adnan, 2017). The results of the curriculum evaluation are also used for curriculum implementers as material for consideration in selecting and establishing a curriculum development system and model. The head of the madrasah as the main person in charge of education and educator as teacher can take the results of the curriculum evaluation into consideration in managing student, selecting learning materials, determining teaching methods and selecting learning media and determining learning strategies (Herman & Khalaf, 2023).

Evaluation of curriculum implementation can be seen from several aspects, including: 1) context evaluation, 2) input evaluation, 3) process evaluation and 4) output evaluation. These four aspects refer to the evaluation model developed by Stufflebeam, namely the CIPP (Contexts - Input - Process - Product) model (Brewer, 2011; Istiningsih & Rohman, 2022). The CIPP evaluation model is very relevant in evaluating curriculum implementation at madrasah boarding school (Rahabav & Souisa, 2021). The results of the evaluation of curriculum implementation become reference material for education stakeholders, such as the head of the Regency/City Ministry of Religious Affairs Office, and madrasah supervisors in making decisions about planning and operating the boarding school curriculum.

Based on the results of initial observations that the implementation of the boarding school curriculum at MTsN Nurul Falah currently focuses more on the context and product (outcomes) evaluation aspects, so that the input evaluation and process

evaluation aspects receive less attention from the madrasah principal and dayah/boarding school teacher when implementing the boarding school curriculum. Madrasah principal and Islamic boarding school teacher, in order to realize the quality of educational products, should not rule out input evaluation and process evaluation in implementing the boarding school curriculum in madrasah, because the four aspects of curriculum evaluation interact dynamically and do not stand alone in realizing quality educational products in madrasahs. If this condition is allowed to continue continuously by education stakeholders, it can result in a decrease in public interest in taking children to madrasah boarding schools at MTsS Nurul Falah, West Aceh Regency.

Referring to the data from previous research related to the evaluation of the implementation of the boarding school curriculum, Jejen Musfah and Upi Rahmawati have studied the results of the research: In the context aspect, it shows that the training has been in accordance with the needs of the participants. In the input aspect, the training materials are in accordance with the needs, the methods are relevant, the rules and values are entrenched. In the process aspect, it shows that there is a match between planning and program implementation. Meanwhile, the product aspect shows that the results obtained by the participants are good (Musfah, et. al., 2019). Then it was investigated by Meiskyarti Luma, Ardiaanto Tola and Hadiman, the results showed: (1) the implementation of C13 was very effective (73.68%) in terms of the context component; (2) the implementation of C13 is very effective (84.21%) in terms of input components; (3) the implementation of C13 is very effective (94.73%) in terms of process components; and the implementation of C13 is very effective (68.42%) in terms of components (Luma dkk., 2020). Furthermore, Sri Budiani, Sudarmin and Rodia Syamwil have researched, the results show that the preliminary stage or readiness for implementation, including the readiness of teacher, book, infrastructure and learning plan is very good (95%), the process stage which includes learning activities and evaluation learning is very good (90%), and the implementation results which include student responses and learning outcomes are also very good (94%). Implementation of the 2013 curriculum in independent implementing schools can run very well with the support of meeting national education standards and teachers who have innovation, creativity and good performance (Budiani et al., 2017).

The results of the research above are different from the study of this article, in this article the discussion focuses more on evaluating the implementation of the boarding school curriculum at MTsS Nurul Falah, by analyzing aspects of context evaluation, evaluation of inputs (input), process evaluation and product evaluation (outcomes). The four aspects of curriculum evaluation, according to the researcher, are very urgent to be researched and studied in depth in the current era of the industrial revolution 4.0. It is said that the boarding school curriculum implemented at MTsS Nurul Falah was fully formulated by the curriculum development team who was appointed and determined by the head of MTsS Nurul Falah, West Aceh Regency. Through this article, the researcher wants to evaluate the extent of the implementation of the

boarding school curriculum at MTsN Nurul Falah, by focusing the discussion on aspects of context evaluation, input evaluation, process evaluation and product evaluation (outcomes).

Theoretically, curriculum evaluation has an important role in measuring the progress of educators and educational staff effectively, monitoring student achievement more carefully and validly as well as being a material for consideration in curriculum development, and improving the quality of educational processes and outcomes in the present and in the future (Murtinugraha, 2017). Evaluation of the implementation of the curriculum can also provide a complete guarantee of the progress of the process and results of the implementation of educational programs in the education unit (Kusmanto dkk., 2014). Evaluation of curriculum implementation must be carried out carefully, thoroughly and seriously so that the results of the evaluation of curriculum implementation can be accounted for in a representative, accurate and valid manner.

## **B. Methods**

The approach used is a qualitative evaluation, because the focus of the problems studied emphasizes more on giving consideration to the value and importance of implementing the boarding school curriculum. The qualitative evaluation approach is more sensitive and able to adapt to the value patterns encountered and is easily presented directly between the evaluator and the respondent in observing social situations (Creswell, 2002), (Safaruddin dkk., 2020). Through a qualitative evaluation approach, we can describe in detail and in depth the evaluation of the implementation of the boarding school curriculum at MTsS Nurul Falah, West Aceh Regency.

This research was carried out for 2 (two) months from May to June 2022 for the 2021/2022 academic year at MTsS Nurul Falah under the Teuku Chik Lila Perkasa Foundation, West Aceh Regency. MTsS Nurul Falah is one of the madrasahs that organizes a boarding school curriculum, namely the madrasah curriculum using the 2013 curriculum (C13) based on Ministry of Religious Affairs Decree Number 184 of 2019, and the *dayah*/Islamic boarding school curriculum based on Aceh Qanun Number 9 of 2018, concerning the implementation of *dayah* education and regulations Governor of Aceh Number 47 of 2010, concerning *dayah* education.

The sources of information for this research are informants who are considered competent and have relevance to the research being carried out. The informants who were appointed included: the head of the madrasah, the head of the foundation, the manager of the Islamic boarding school and the teacher of the Islamic boarding school, a total of 13 people.

Types of data needed in this study, namely primary data and secondary data. Primary data is data obtained directly through observation techniques, questionnaires and informal interviews related to the evaluation of the implementation of the boarding

school curriculum. While secondary data is data obtained through document study techniques related to boarding school curriculum planning documents, profiles of madrasah/Islamic boarding school, madrasah/Islamic boarding schools' programs, notebooks for guidance of *dayah*/boarding school teacher, activity reports, students coaching rules and achievement records, and teacher and student of *dayah*/boarding at MTsS Nurul Falah Aceh Barat.

The data found from the results of the study were checked for the validity or validity of the data using triangulation techniques, namely by re-comparing the degree of confidence in the status of the information obtained. Then in analyzing the data, the researcher followed the steps proposed by Miles and Haberman, namely 1) data reduction (collection), 2) data display, and 3) drawing conclusions, then verified (Miles & Huberman, 1994). All these steps are carried out consistently in order to obtain complete and accurate research findings.

### **C. Results and Discussion**

The implementation of the boarding school curriculum at MTsS Nurul Falah refers to the curriculum formulated by the curriculum development team appointed by the head of MTsS Nurul Falah based on decree number: 16 of 2021. The formulation and determination of the boarding school curriculum at MTsS Nurul Falah refers to the curriculum 2013 (C13) based on Ministry of Religious Affairs Decree Number 184 of 2019, and the *dayah*/Islamic boarding school curriculum refers to Aceh Qanun Number 9 of 2018, concerning the implementation of *dayah* education and Aceh Governor Regulation Number 47 of 2010, concerning *dayah* education.

The two types of curriculums become a unified whole when implementing the boarding school curriculum at MTsS Nurul Falah, West Aceh Regency. The allocation of 48 hours a week is for the madrasah curriculum, while for the *dayah*/Islamic boarding school curriculum 30 hours a week is allocated, not including the time allocation for student self-development activities, such as compulsory and elective extra-curricular activities, activities in the fields of religion, arts and crafts, sports and quiz contest. The implementation of the madrasah curriculum starts from 8.00 to 14.00 WIB, while the implementation of the *dayah*/Islamic boarding school curriculum and student self-development activities are carried out in an integrated manner from 14.00 to 22.50 pm and added at 4.30 to 7.30 the next morning.

Evaluation of the implementation of the boarding school curriculum uses the CIPP (Context Input Process Product) model developed by Stufflebeam. The implementation of the CIPP model boarding school curriculum evaluation focuses on the aspects of context evaluation, input evaluation, process evaluation and product evaluation. From each aspect of the curriculum evaluation, it becomes a unified whole in evaluating the implementation of the boarding school curriculum at MTsS Nurul Falah, West Aceh Regency.

## Context Evaluation

From the results of the research data analysis regarding the evaluation aspect of the context of the implementation of the boarding school curriculum at MTsS Nurul Falah, that it has been categorized as meeting the standards according to Ministry of Religious Affairs Decree Number 184 of 2019, and Aceh Qanun Number 9 of 2018 and Aceh Governor Regulation Number 47 of 2010, for more details, it can be seen in table 1 below:

**Table 1.** Context Evaluation

| Evaluation Aspect         | Target   | Achievements (%)          |
|---------------------------|--|---------------------------|
| <b>Context Evaluation</b> | 1. The state of office buildings, study rooms, dormitories, facilities and infrastructure  | 100                       |
|                           | 2. The understanding of the foundation management and the leaders of the Islamic boarding school on the boarding school curriculum | 85                        |
|                           | 3. The ability of madrasah principal and dayah/Islamic boarding school teacher in implementing the boarding school curriculum      | 90                        |
|                           | 4. Involvement of students' parents and madrasah/dayah committees in developing the boarding school curriculum                     | 85                        |
|                           | 5. Local government involvement in developing boarding school curriculum   | 75                        |
| <b>Total</b>              | <b>Average</b>   | <b>87</b>                 |
| <b>Final Conclusion</b>   | <b>Category</b>  | <b>Meet the standards</b> |

Referring to the data in table 1 above, it can be interpreted that from the aspect of evaluating the context of the implementation of the boarding school curriculum, MTsS Nurul Falah has been categorized as fulfilling the standards with an average score of 87%, which in terms of the provision of office buildings, study rooms, dormitories and the provision of facilities and infrastructure reach 100% meeting the standards, while in terms of understanding the foundation management and the leadership of the boarding school curriculum reach 85% that understand it, and the ability of the head of madrasah and Islamic boarding school teacher reach 90% that able to implement it, as well as in terms of the participation of students' parents and Madrasah/dayah committees play an 85% role, while local governments only play 75% role in developing the boarding school curriculum at MTsS Nurul Falah, West Aceh Regency.

Based on the results of the context evaluation observations regarding office buildings, study rooms, dormitory facilities, educational facilities and infrastructure, it is indeed sufficient to support the smooth implementation of the boarding school curriculum. The head of the madrasah provided information that it was true that the resources of

the *dayah*/boarding school teacher were sufficient in implementing the boarding school curriculum. It is said that again with the support from the management of the foundation and the leaders of the Islamic boarding school, it makes it easier to implement the boarding school curriculum at MTsS Nurul Falah, West Aceh Regency.

Observing the data and information mentioned above, the research findings can be concluded that the context evaluation has been categorized as meeting the minimum standard with an average score of 87%, this is evidenced in terms of buildings, dormitory and educational facilities and infrastructure are sufficient, foundation administrators and *Dayah*/Islamic boarding schools leaders already have an understanding of the boarding school curriculum, as well as the ability of the *dayah*/Islamic boarding school teacher to implement the boarding school curriculum. The parents of students, the madrasah/*dayah* committee and the local government have also played quite a role in assisting the development of the boarding school curriculum at MTsS Nurul Falah, West Aceh Regency.

Physical development and educational facilities are the main targets in evaluating the context of the implementation of the boarding school curriculum, because without the development of physical development and complete educational facilities, it is impossible for the boarding school curriculum to be implemented properly. The improvement of physical development and the provision of educational facilities must receive serious attention from all parties (education stakeholders), especially for the madrasah boarding school organizers themselves (Norris, 1998). Physical education facilities must also be maintained. properly cared for and utilized, so that they can function ideally in madrasah (Herman, 2021).

Educational resources such as educators and education staff must have quality, professionalism and loyalty to the institution (Worthen dkk., 1997). Qualified educators and education staff always have high awareness and responsibility in carrying out the tasks assigned to them. Professional educators and education staff always implement the boarding school curriculum in accordance with established standards (Izgar, 2018). Likewise, educators and education staff who have loyalty are always committed to ensuring the quality of the process and the quality of the results of the implementation of the boarding school curriculum in madrasah.

### **Input Evaluation**

From the results of the analysis of research data, it shows that the evaluation of inputs has been categorized as very supportive in implementing the boarding school curriculum at MTsS Nurul Falah, for more details it can be seen in table 2 below:

**Table 2.** Input Evaluation

| Evaluation Aspect       | Target   | Achievements (%)  |
|-------------------------|--|-------------------|
| <b>Evaluation Input</b> | 1. Establishment of work systems and procedures in implementing the boarding school curriculum                     | 90                |
|                         | 2. Training of Islamic boarding school teacher in implementing the boarding school curriculum                      | 30                |
|                         | 3. Assistance in boarding school curriculum for <i>dayah</i> /Islamic boarding school teacher                      | 40                |
|                         | 4. The ability of Islamic boarding school teacher in designing teaching materials, methods and learning evaluation | 90                |
|                         | 5. Funding support in preparing boarding school curriculum learning tools  | 80                |
|                         | 6. Supervision of boarding school curriculum   | 90                |
|                         | 7. Procurement of learning equipment and Technology, Information and Communication (ICT) tools                     | 70                |
| <b>Total</b>            | <b>Average</b>   | <b>70</b>         |
| <b>Final Conclusion</b> | <b>Category</b>  | <b>Supporting</b> |

Based on the data in table 2 above, it can be interpreted that from the aspect of evaluating the input, the implementation of the boarding school curriculum has been categorized as supportive with an average score of 70%, which when viewed in terms of system determination and procedures for implementing the boarding school curriculum, 90% supports the smooth learning process, although only 30% of *dayah*/boarding school teachers have attended boarding school curriculum training, and 40% have received boarding school curriculum assistance, but in terms of the ability of *dayah*/boarding school teacher in designing teaching materials, learning methods and evaluations show 90% good results, because there is financial support from the madrasah head reaching 80% to prepare learning tools, while in supervising the implementation of the boarding school curriculum it reaches 90% and the procurement of books, learning media and Information and Communication Technology (ICT) tools reaches 70% to support the smooth learning process.

Referring to document study data related to decision letters, circular letters, standard operating procedures (SOP), task division systems, delegation of authority and responsibility have strengthened the implementation of the boarding school curriculum. The head of the madrasah gave information that although not all of the boarding school/*dayah* teacher had received training and assistance in the boarding school curriculum, they were able to design teaching materials, methods and evaluations of learning well. Then the head of the madrasah also provided financial support in preparing learning tools and procuring books, learning media and Information and Communication Technology (ICT) tools. The head of the Ministry of Religious Affairs Office and madrasah supervisors have also carried out continuous



supervision for the implementation of the boarding school curriculum at MTsS Nurul Falah, West Aceh Regency.

Based on the data and information above, the research findings can be concluded that the evaluation of input has been categorized as supportive with an average score of 70%, this is evidenced in terms of system establishment and boarding school curriculum implementation procedures have been classified as good, the ability of the *dayah*/Islamic boarding school teacher in designing teaching materials, methods and evaluation of learning have been categorized as capable, as well as financial support already available from the head of the madrasah in preparing learning tools, supervision from the head of the Ministry of Religious Affairs and madrasah supervisors has been carried out continuously, including the procurement of books, learning media and Information and Communication Technology (ICT) from the head of the madrasah, however, in terms of training and mentoring of the boarding school curriculum for *dayah*/boarding school teacher still needs to be improved by the head of the Ministry of Religious Affairs Office, Dayah Agency and madrasah supervisors.

Establishment of work systems and procedures is very urgent in evaluating the input for implementing the boarding school curriculum. Complete and perfect work systems and procedures will be able to build educational resources according to their actual functions and positions (Ningrum, 2018). Through the establishment of a good working system and procedure, it can ensure that the implementation of the boarding school curriculum receives continuous supervision from the leadership of the foundation, the administrator of the Islamic boarding school and the head of the madrasah. The available funds can be planned according to the needs of academic and non-academic activity programs. Learning support facilities and infrastructure can be utilized according to their function and position to support the smooth process of boarding school learning in madrasah.

The implementation of the boarding school curriculum can run smoothly and effectively if the educators are given training and assistance in implementing the boarding school curriculum (Zhang et al., 2011). The training and assistance provided to educators is not only limited to providing knowledge in designing teaching materials, methods and evaluation of learning alone, but the very important thing is how to train educators to be able to operate computers well, how to make presentations of teaching materials in the form of power Point, how to create learning video content, and train to become a YouTuber teacher who can share knowledge with students and the general public (Spector & Yuen, 2016). The form of training and fostering the *dayah*/Islamic boarding school teacher is to ensure the quality of the learning process and results (Herman dkk., 2024).

## Process Evaluation

Taking into account the results of the analysis of research data, it shows that the process evaluation has been categorized as good in implementing the boarding school curriculum at MTsS Nurul Falah, for more details it can be seen in table 3 below:

**Table 3. Process Evaluation**

| Evaluation Aspect         | Target  | Achievements (%) |
|---------------------------|---|------------------|
| <b>Process Evaluation</b> | 1. Awareness of <i>dayah</i> / Islamic boarding school teacher in preparing learning tools                                    | 80               |
|                           | 2. Responsibilities of <i>dayah</i> /Islamic boarding school teacher in carrying out learning                                 | 90               |
|                           | 3. Commitment of <i>dayah</i> / Islamic boarding school teacher in evaluating learning  | 70               |
|                           | 4. The ability of the <i>dayah</i> /Islamic boarding school teacher to prevent obstacles and avoid deviations                 | 80               |
|                           | 5. The ability of the <i>dayah</i> / Islamic boarding school teacher to guarantee the quality of learning outcomes (products) | 60               |
| <b>Total</b>              | <b>Average</b>  | <b>76</b>        |
| <b>Final Conclusion</b>   | <b>Category</b>   | <b>Good</b>      |

Referring to the data in table 3 above, it can be interpreted that from the evaluation aspect of the boarding school curriculum implementation process, it has been categorized as good with an average score of 76%, which when viewed from the perspective of the awareness of the *dayah*/boarding school teacher reaching 80% both in preparing learning tools, *dayah*/Islamic boarding school teachers' responsibilities reach 90% which is high in carrying out learning, commitment in evaluating learning reaches 70% which is good, including the ability of boarding school teacher to prevent obstacles and avoid storage reaches 80% which is good, except in terms of the ability to guarantee the quality of learning outcomes only reaches 60% so that requires improvement and development to ensure the quality of learning outcomes.

Based on the results of observations related to the evaluation of the curriculum process, it can be seen that all *dayah*/boarding school teacher is busy in preparing learning tools, handling extra-curricular activities and carrying out the learning process in the classroom. Furthermore, according to the results of interviews with the head of the madrasah that the *dayah*/boarding school teacher has worked wholeheartedly in implementing the boarding school curriculum, both in the afternoon and at night all of them are active and creative in carrying out the *dayah*/boarding school curriculum. Whenever there is a problem in the dormitory,

they immediately communicate and coordinate with the parties to overcome obstacles and avoid irregularities that can damage the image of the institution.

Observing the data and information mentioned above, the research findings can be concluded that the evaluation of the boarding school curriculum process has been categorized as good with an average score of 76%, this is evidenced by the awareness of the *dayah*/Islamic boarding school teacher in preparing learning tools, the responsibility of the *dayah*/Islamic boarding school teacher is high. Islamic boarding school has been optimal in implementing learning, and the ability of Islamic boarding school teacher has been able to prevent obstacles and avoid deviations, but what still needs to be improved concerns the problem of the ability of Islamic boarding school teacher to ensure the quality of the learning outcomes they carry out.

The biggest contribution in implementing the boarding school curriculum is the evaluation of the curriculum process. Evaluation of the curriculum process is the process of assessing whether the implementation has gone as planned in the curriculum planning document (Baker dkk., 2015). Evaluation of the curriculum process assesses all matters relating to what activities will be carried out, who will carry them out, and when the activities begin and end carried out by elements of the madrasah (Fauzian dkk., 2021). The assessed aspects must be clear, transparent, and measurable when evaluating the implementation process of the boarding school curriculum.

The evaluation of the curriculum process must receive serious attention from all elements of the madrasah, especially from the *dayah*/Islamic boarding school teacher. *Dayah*/Islamic boarding school teacher must have awareness in preparing learning departures, discipline and responsibility and have loyalty and trust in implementing the boarding school curriculum (Kurnia & Dadan Rosana, 2017). The behavior of the *dayah*/Islamic boarding school teacher greatly determines the results of the evaluation of the boarding school curriculum process, the more professionalism and loyalty of the *dayah*/boarding school teacher in implementing the boarding school curriculum, the higher the evaluation value of the boarding school curriculum process (Herman, 2022).

### **Product evaluation (output-outcome)**

From the results of the analysis of research data, it shows that the product evaluation (outcome) has been categorized as meeting the expectations of students' parents, the community and the government for the implementation of the boarding school curriculum at MTsN Nurul Falah, for more details, it can be seen in the table 4 below:

**Table 4.** Product Evaluation (Output-Outcome)

| <b>Evaluation Aspect</b>                   | <b>Target</b>   | <b>Achievements (%)</b>           |
|--|---|-----------------------------------|
| <b>Product evaluation (output-outcome)</b> | 1. Implementation of the boarding school curriculum                 | 90                                |
|  | 2. Product (Outcome) of implementing the boarding school curriculum | 80                                |
|  | 3. Ability to judge success and failure                             | 70                                |
|  | 4. Analyze boarding school curriculum                               | 60                                |
| <b>Total Final Conclusion</b>              | <b>Average Category</b>   | <b>75 Fulfilling Expectations</b> |

Based on the data in table 4 above, it can be interpreted that from the aspect of product evaluation (outcomes) the implementation of the boarding school curriculum has been categorized as meeting the expectations of students' parents, the community and the government with an average score of 75%, which when viewed in terms of the implementation of the boarding school curriculum it reaches 90 % which is good. The product (outcome) from the implementation of the boarding school curriculum reaches 80% which is fulfilling expectations, while in terms of the ability to assess the success and failure of the product it reaches 70% which is good, while the ability to analyze the boarding school curriculum only reaches 60% so it requires improvement and increased ability to analyze it.

Referring to the results of observations that all *dayah*/boarding school teacher seems to have been active and creative in teaching activities and extra-curricular activities to develop the students' potential, both curriculum activities in the morning and curriculum activities in the evening. According to the results of interviews with the head of the madrasah that the product (outcomes) that came out of MTsS Nurul Falah, almost 80% passed into the boarding school at Madrasah Aliyah (MA) and boarding school at the Public High School (SMU) in Aceh. It is said that almost 50% of the students are the children of officials, civil servants and middle- and upper-class entrepreneurs who go to madrasah boarding schools at MTsS Nurul Falah, West Aceh Regency.

Referring to the data and information above, the research findings can be concluded that the product evaluation has been categorized as meeting the expectations of students' parents, the community and the government with an average score of 75%, this is evidenced in terms of the implementation of the boarding school curriculum that has been running in accordance with expectations, the product (outcome) of implementing the boarding school curriculum has been classified as quality, except in terms of the ability of *dayah*/boarding school teacher in assessing success, failure and analyzing the boarding school curriculum from various points of view still needs to be improved at MTsS Nurul Falah, West Aceh Regency.

Product evaluation aims to measure, interpret and evaluate the achievement of the boarding school curriculum activity program objectively through context evaluation, input and process (McMillan & Schumacher, 2010). Because the four components of curriculum evaluation interact dynamically and do not stand alone. Boarding school curriculum products cannot be said to be of high quality without being followed by quality context, input and process (Darama et al., 2018). Product quality assurance is largely determined by the quality of the evaluation of the context, input and process when implementing the boarding school curriculum in madrasa (Herman et al., 2023).

The ability to assess success, failure and analyze the boarding school curriculum is an urgent matter to be improved, so that the *dayah*/Islamic boarding school teacher can position themselves as far as their performance achievements (Hao & Yazdanifard, 2015). Failure to assess the success that has been achieved as a form of failure in evaluating the context, input and process of implementing the boarding school curriculum in madrasah. Meanwhile, failure to achieve success is a form of inability to apply context, input and process into the implementation of the boarding curriculum in madrasah (Khalaf, 2023).

#### **D. Conclusions**

Based on the results of the study, it can be concluded that the evaluation of the implementation of the boarding school curriculum at MTsS Nurul Falah in general has been classified as good and of good quality. First, evaluating the context in terms of physical development, educational facilities and infrastructure have been classified as complete, foundation administrators and leaders of Islamic boarding school have understood the curriculum, headmaster and teacher of Islamic boarding schools have implemented the curriculum well, parents of students, madrasah/*dayah* committees and Local Governments have played a role in developing the curriculum. Second, the evaluation of inputs in terms of determining the system and work procedures has been classified as good, the *dayah*/Islamic boarding school teachers have been able to prepare learning tools, the head of the madrasah has provided sufficient financial support, the head of the Ministry of Religion and the madrasah supervisor has carried out supervision, the head of the madrasah has prepared learning support facilities, but what still needs to be improved is related to training and mentoring for Islamic boarding school/*dayah* teacher in implementing the curriculum. Third, the evaluation of the process in terms of the awareness of the *dayah*/boarding school teacher has been classified as high, the *dayah*/Islamic boarding school teacher already has responsibilities, the ability of the *dayah*/Islamic boarding school teacher has been able to prevent obstacles and deviations, but what still needs to be improved is related to the ability to guarantee the quality of learning outcomes. Fourth, product evaluation in terms of curriculum implementation has been classified as good, the product (outcome) from the results of curriculum implementation has been classified as quality, except for the ability to assess success, failure and in analyzing the curriculum

from various points of view which still need to be improved.

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