



Evaluation of the Implementation of the Christian Religious Education Curriculum Using the CIPP Model: Alignment with the Indonesian Qualifications Framework and Outcome-Based Education

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Abstract: This study aims to evaluate the implementation of the Christian Religious Education Study Program curriculum, based on the Indonesian Qualifications Framework (IQF) and an Outcome-Based Education (OBE) approach, at STAK Terpadu PESAT Salatiga using the CIPP (Context, Input, Process, Product) evaluation model. The study employed a quantitative evaluative approach involving 13 lecturers and 86 students as respondents. Data were collected using a closed-ended Likert-scale questionnaire that had undergone validity and reliability testing and were analyzed using descriptive and inferential statistics through Welch's t-test. The results showed that all CIPP components were categorized as good. The context and input aspects reflected adequate planning and resource availability. However, the process and product components were identified as suboptimal due to insufficient alignment between semester learning plans, active learning strategies, authentic assessment practices, and graduate learning outcomes, and evidence of competency attainment did not demonstrate strong performance outcomes. Inferential analysis showed that there were no significant differences in perceptions between lecturers and students regarding the process ($p = 0.602$) and product ($p = 0.980$), with very small effect sizes. These findings indicate perceptual convergence between lecturers and students while highlighting the need to enhance the quality of Outcome-Based Learning and Teaching (OBLT) and Outcome-Based Assessment and Evaluation (OBAE) practices. The findings imply that curriculum development within the Christian Religious Education Study Program should prioritize authentic assessment, strengthen lecturers' pedagogical competencies, and systematically integrate cognitive, affective, and spiritual dimensions within a holistic and sustainable Outcome-Based Education (OBE) framework.

Article History

Received: 02-01-2026

Revised: 09-02-2026

Accepted: 20-02-2026

Published: 25-03-2026

Key Words:

Curriculum Evaluation;
Indonesian Qualifications
Framework (IQF); CIPP
Model; Outcome-Based
Education; Christian
Religious Education.

How to Cite: Dau, M. P., Haryono, & Kasiati, R. I. (2026). Evaluation of the Implementation of the Christian Religious Education Curriculum Using the CIPP Model: Alignment with the Indonesian Qualifications Framework and Outcome-Based Education. *Jurnal Kependidikan : Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran, Dan Pembelajaran*, 12(1), 238-250. <https://doi.org/10.33394/jk.v12i1.19752>



<https://doi.org/10.33394/jk.v12i1.19752>

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Introduction

The paradigm shift in higher education in the era of globalization and the 4.0 industrial revolution requires universities to produce graduates who are competent and relevant to society and the world of work (Arofah, 2021; Kusumawardani et al., 2024; Laksono & Izzulka, 2022; Pahrudin et al., 2024). In this context, the curriculum becomes a strategic instrument that determines the quality of the learning process and educational outcomes. The Indonesian government has responded to this challenge by implementing the Indonesian Qualifications Framework (IQF) and the Outcome-Based Education (OBE)



approach as the main framework for higher education curriculum development. However, in reality, the implementation of the Indonesian Qualifications Framework (IQF)-based curriculum and the Outcome-Based Education (OBE) approach has not been fully optimized (Darmawati et al., 2024). Various indicators suggest a gap between the curriculum planning outlined in formal documents and classroom learning and assessment practices. In line with the findings of Siregar et al. (2026), their research found that learning outcomes have been formulated in Outcome-Based Education (OBE)-based curriculum documents, but classroom learning and assessment practices do not yet fully support optimal achievement of graduate learning outcomes. This condition was also found in the Christian Religious Education Study Program, which has its own complexities due to its integration of academic, professional, spiritual, and character dimensions. At STAK Terpadu PESAT Salatiga, the Christian Religious Education curriculum has been designed in accordance with the Indonesian Qualifications Framework (IQF) and an OBE approach. However, initial indications suggest that there are obstacles to implementing Outcome-Based Learning and Teaching (OBLT) and Outcome-Based Assessment and Evaluation (OBAE) (Santosa, 2025).

This fact confirms that the problem of curriculum implementation is not only administrative in nature but also touches on substantial aspects of the learning and assessment process, warranting further study. In addition, as a religious higher education institution, STAK Terpadu Pesat Salatiga has unique characteristics compared to other universities. The Christian Religious Education study program is not only oriented toward academic and professional competency development, but also toward the formation of spirituality, moral integration, and Christian character. In this context, the Outcome-Based Education (OBE) approach, which tends to be technocratic with an emphasis on the formulation of measurable learning outcomes, performance indicators, and evidence-based assessment systems, has the potential to face conceptual challenges when applied to the affective and spiritual dimensions, which are reflective and transformative in nature. Academic standards that emphasize the measurability and quantification of learning outcomes can come into tension with spiritual values that are not always easy to operationalize in measurable behavioral indicators.

Therefore, there is a potential epistemological conflict between the technocratic logic of Outcome-Based Education (OBE) and the character of education in religious institutions. However, this does not mean that Outcome-Based Education (OBE) is irrelevant to religious institutions; rather, it indicates the need for a contextual implementation approach to ensure academic standards align with the spiritual dimension and specific characteristics of STAK Terpadu Pesat, particularly in the Christian Religious Education study program.

Theoretically, the Outcome-Based Education (OBE) approach emphasizes the integration of learning outcome formulation, outcome-based learning and teaching (OBLT), and outcome-based assessment and evaluation (OBAE) (Fiandi, 2023; Kamil et al., 2023; Mubai et al., 2021; Rahma et al., 2023; Z. D. Rahmawati & Wahyuni, 2024). This principle aligns with the theory of constructive alignment, which emphasizes that the success of Outcome-Based Education (OBE) implementation is largely determined by the alignment among learning objectives, learning methods, and assessments. The literature on curriculum evaluation also emphasizes the importance of consistency between curriculum design and actual implementation as a prerequisite for achieving learning outcomes. However, previous research indicates that existing theories and policies have not fully addressed implementation issues in the field. Several studies show that many lecturers still understand Outcome-Based Education (OBE) normatively as an administrative obligation, rather than as a learning paradigm oriented towards achievement. Empirical research shows that even though learning



outcomes have been formulated, assessments are often inconsistent with target learning outcomes, and classroom learning practices are not in line with Outcome-Based Education (OBE)-based curriculum documents (Siregar et al., 2026). Additionally, challenges in implementing Outcome-Based Education (OBE) include resistance to pedagogical change and a lack of alignment between established outcomes and the teaching strategies used (Darmawati et al., 2024). Further literature reviews emphasize the need to enhance faculty competencies in translating OBE principles into authentic learning and assessment practices (Hasanah et al., 2025), including by strengthening project-based assessment and authentic evaluation that comprehensively represent the achievement of graduate learning outcomes (Setyowati, 2023).

Thus, the literature shows that the theoretical and practical challenges of implementing Outcome-Based Education (OBE) remain significant and require further contextual evaluative studies. In the context of the Christian Religious Education Study Program, evaluative studies that integrate the dimensions of context, input, process, and product are still very limited, leaving significant theoretical and empirical gaps for further study. Most previous studies on the implementation of Outcome-Based Education (OBE) have focused more on general universities or non-religious study programs, with an emphasis on administrative aspects, curriculum design, or lecturers' perceptions of Outcome-Based Education (OBE) in part. Very few studies have conducted a comprehensive evaluation using the CIPP model systematically in religious higher education institutions, particularly at STAK Terpadu Pesat. In fact, religious institutions have different epistemological and pedagogical characteristics because they integrate academic, professional, spiritual, and character dimensions simultaneously. This limitation indicates a gap in the literature, particularly in understanding how Outcome-Based Education (OBE) is implemented and evaluated holistically in the context of religious higher education. Therefore, this study not only replicates existing Outcome-Based Education (OBE) studies but also makes a more comprehensive evaluative contribution by applying the CIPP model in the context of theological education, which has received relatively little attention in empirical studies.

Given empirical realities and the limitations of theoretical studies, this research was designed with the main objective of evaluating the implementation of the Christian Religious Education Study Program curriculum, based on the Indonesian National Qualifications Framework and an Outcome-Based Education Approach, at STAK Terpadu PESAT Salatiga. This study specifically aims to assess the implementation of the curriculum through a comprehensive evaluative approach using the CIPP model (context, input, process, product).

Based on the evaluation model developed by Stufflebeam in Hasan (2021), the aspects evaluated through the CIPP model cover four main components, namely context, input, process, and product, each of which has an evaluation focus according to its dimension. In the context of evaluation, this study examines the relevance of the curriculum to the institution's vision and mission, national higher education standards, and the needs of graduate users. The focus of evaluation in this component is how graduate learning outcomes, graduate profiles, and curriculum structure are aligned with the direction of institutional development, Indonesian Qualifications Framework (IQF) level 6 standards, the needs of churches/schools/communities, and developments in the digital era. In terms of input evaluation, the research focuses on the readiness of the resources supporting the implementation of the Outcome-Based Education (OBE) curriculum, including lecturers, students, and learning tools. Meanwhile, in terms of process evaluation, this study aims to assess the level of learning implementation in accordance with the principles of Outcome-Based Learning and Teaching (OBLT) and the quality of assessment based on Outcome-



Based Assessment and Evaluation (OBAE). The product evaluation aspect aims to assess perceptions of the achievement of learning outcomes as the output of curriculum implementation.

In addition, this study analyzes differences in perceptions between lecturers and students, the main actors in curriculum implementation, thereby providing a more objective and comprehensive picture. The success of implementing the Indonesian Qualifications Framework (IQF)-based curriculum with an Outcome-Based (OBE) approach cannot be measured solely by the completeness of the curriculum documents; it must be evaluated through the implementation of learning and assessment, as well as the actual achievement of outcomes. Empirical evidence shows a gap between the curriculum design outlined in formal documents and classroom practice. At the same time, the existing literature has not fully explained the dynamics of this gap, particularly in the context of Christian Religious Education. Without systematic, comprehensive, and empirically based evaluation, curriculum improvement efforts can be partial, unfocused, and unsustainable. Based on empirical facts and the objectives of the research, this study is expected to not only contribute theoretically to the development of curriculum evaluation studies, but also have practical implications as a basis for strategic decision-making in improving the quality of learning and curriculum development of the Christian Religious Education Study Program at STAK Terpadu Pesat Salatiga.

Research Method

This study uses a quantitative approach with an evaluative research design (Creswell & Creswell, 2017). The evaluation of curriculum implementation was conducted using CIPP (Context, Input, Process, Product) as the main analytical framework, as this model allows for a systematic and comprehensive assessment of the curriculum, starting from the aspects of planning, resource readiness, the learning implementation process, and the achievement of learning outcomes (Hasan, 2021).

The research subjects included lecturers and students of the Christian Religious Education Study Program who were directly involved in curriculum implementation, thereby representing the perspectives of the designers, implementers, and recipients of learning. The sampling technique in this study used total sampling for the lecturer group and proportionate random sampling for the student group. Total sampling was applied because the number of lecturers in the Christian Religious Education Study Program was relatively limited, and all lecturers were directly involved in curriculum implementation, so the entire population served as the research respondents. Meanwhile, proportionate random sampling was used for the student group, with the criteria being active students who had attended at least two semesters of lectures in the Indonesian Qualifications Framework (IQF)-based curriculum with an Outcome-Based Education (OBE) approach, so that they had sufficient experience in assessing the implementation of the curriculum being evaluated.

The research data were collected using a closed-ended questionnaire instrument developed based on CIPP evaluation indicators and Outcome-Based Education principles, covering the relevance of Outcome-Based Learning and Teaching (OBLT) implementation and perceptions of the achievement of learning outcomes. The research instrument consisted of four main aspects, namely Context (15 items), Input (15 items), Process (15 items), and Product (15 items), for a total of 60 items. Each item was developed based on CIPP evaluation indicators and Outcome-Based Education (OBE) principles that had been operationally applied to the Context of the Christian Religious Education Study Program. The measurement scale used was a five-point Likert scale, with a score range of 1-5, namely: (1)

strongly disagree, (2) disagree, (3) somewhat agree, (4) agree, and (5) strongly agree. The five-point Likert scale was chosen to provide adequate response sensitivity in capturing variations in respondents' perceptions of curriculum implementation.

The research instrument has undergone validity and reliability tests to ensure its measurement feasibility (Yamin, 2021). Data analysis used descriptive analysis to describe trends in respondents' perceptions and inferential analysis using Welch's t-test to test differences in perceptions between lecturers and students as independent groups (Delacre et al., 2017; Field, 2024). All stages of analysis were conducted to produce objective and scientifically accountable evaluative findings.

Results and Discussion

Descriptive Analysis Results

To determine the average score trends and categories for each aspect of CIPP based on respondent groups, an ideal score percentage classification was used with the following intervals: 81-100 (very good), 61-80 (good), 41-60 (fair), 21-40 (poor), and ≤ 20 (very poor).

Table 1. Description of Curriculum Implementation According to Lecturers and Students

Descriptives	Status	Context	Input	Process	Product
N	Lecturer	13	13	13	13
	Students	86	86	86	86
Missing	Lecturer	0	0	0	0
	Students	0	0	0	0
Mean	Lecturer	69.6	65.8	66.9	65.8
	Students	65.1	65.0	66.0	65.9
Median	Lecturer	72	66	69	64
	Students	68.5	67.0	67.0	69.0
Standard deviation	Faculty	5.74	5.90	5.47	5.87
	Students	10.8	10.7	9.63	10.0
Minimum	Faculty	59	55	57	57
	Students	15	15	15	16
Maximum	Lecturer	75	75	75	75
	Students	75	75	75	75

In general, both lecturers and students assessed the implementation of the Christian Religious Education Study Program curriculum based on the Indonesian Qualifications Framework (IQF) with an Outcome-Based Education (OBE) approach as good across all CIPP aspects (mean range 65.0–69.6). Among lecturers, the highest score was in the context aspect ($M = 69.6$), while the lowest score was in the input and product aspects ($M = 65.8$). These findings indicate that lecturers consider the formulation of objectives and the alignment of the curriculum with the Indonesian Qualifications Framework (IQF) level 6 to be conceptually strong. However, the aspects of resource readiness and learning outcome



achievement still need to be strengthened so that implementation is not only strong at the design level but also optimal at the operational and output stages.

Conversely, among students, the average scores were relatively even across all aspects ($M = 65.0$ – 66.0). The highest score appeared in the process aspect ($M = 66.0$), while the lowest score was in the input aspect ($M = 65.0$). This pattern indicates that students feel the learning process has led to the principles of Outcome-Based Learning and Teaching (OBLT). Still, the availability of learning support has not been felt evenly. The most striking difference between the two groups lies in the level of variation in perception. The standard deviation of lecturers is relatively low (ranging from 5.47 to 5.90), while students show greater variation (9.63 to 10.8). This means that lecturers' perceptions are more consistent, while students' experiences with curriculum implementation are more diverse.

Thus, the main strength of curriculum implementation lies in the planning aspect (context) for lecturers and in the learning process aspect (process) for students. Meanwhile, the input and product aspects need strengthening, particularly by equalizing the quality of resources and optimizing outcome-based assessment to achieve learning outcomes more consistently. These findings imply that the curriculum design is structurally adequate. However, the effectiveness of its implementation still depends on the consistency of pedagogical practices and the integration of authentic assessments at the classroom level. Strengthening operational aspects is key to improving implementation quality from the "good" category to a higher level.

Inferential Analysis Results

The study of the implementation of Outcome-Based Education (OBE) involving the perceptions of lecturers and students shows that the two actors interpret the OBE approach differently, reflecting their direct experiences in the learning process of assessment (Ulkhag et al., 2024). Based on these considerations, the inferential analysis in this study focused on the process and product aspects, as these two aspects directly represent the implementation of the principles of Outcome-Based Learning and Teaching (OBLT) and Outcome-Based Assessment and Evaluation (OBAE). The comparison of perceptions was conducted between lecturers and students as two independent groups with unbalanced sample sizes and non-homogeneous variances. Therefore, Welch's t-test was chosen as the most appropriate analysis technique because it does not require equal variances and is more robust to differences in sample sizes (Delacre et al., 2017; Field, 2024).

The comparative analysis focused on the process and product aspects, given that these are the implementation dimensions in the CIPP evaluation model, in which lecturers and students have relatively equivalent direct experiences. From a process perspective, lecturers act as designers and implementers of learning and assessment, while students experience them directly in the learning process. The product aspect is analyzed as the perception of the achievement of learning outcomes resulting from the implementation of OBLT and OBAE. Conversely, the context and input aspects are not analyzed inferentially because they are more closely related to the domain of curriculum planning and design, which students do not experience directly and equally. Therefore, these two aspects are analyzed descriptively as an evaluative basis for curriculum implementation. This approach aligns with the evaluation principles of the CIPP model (Hasan, 2021) and the theory of constructive alignment in outcome-based education (Biggs et al., 2022). Given differences in sample sizes and the results of the variance homogeneity test, which indicated non-homogeneous variances, the testing of differences in perceptions between lecturers and students was conducted using Welch's t-test.

Table 3. Welch's t-test Process Aspect

Independent Samples T-Test

		Statistic	df	p	Mean difference	SE difference	Effect Size
Process	Welch's t	0.527	25.1	0.602	0.970	1.84	Cohen's d 0.124

Note. $H_a \mu_1 \neq \mu_2$

Group Descriptives

	Group	N	Mean	Median	SD	SE
Process	1	13	66.9	69.0	5.47	1.52
	2	86	66.0	67.0	9.63	1.04

The results of Welch's t-test on the process aspect show that there is no significant difference in perception between lecturers and students ($t = 0.527$; $p = 0.602 > 0.05$). The average perception scores of lecturers ($M = 66.9$) and students ($M = 66.0$) were relatively equal, with a small mean difference (Mean Difference = 0.97) and a very low effect size (Cohen's $d = 0.124$). These findings indicate that both lecturers and students have similar perceptions of the implementation of learning under the Outcome-Based Education (OBE) approach. This alignment shows that students consistently perceive the lecturers' learning practices. However, categorically, they are still at a good level and have not yet reached a very good level. In other words, OBLT has been implemented, but it is not yet fully optimal and has not produced significant differentiation in learning experiences among actors.

Table 4. Welch's t-test for the Product aspect

Independent Samples T-Test

		Statistic	df	p	Mean difference	SE difference	Effect Size
Product	Welch's t	-0.0252	24.2	0.980	-0.0492	1.95	Cohen's d 0.00599

Note. $H_a \mu_1 \neq \mu_2$

Group Descriptives

Group	N	Mean	Median	SD	SE
1	13	65.8	64.0	5.87	1.63
2	86	65.9	69.0	10.0	1.08

In terms of product, the results of Welch's t-test also showed no significant difference in perception between lecturers and students ($t = 0.025$; $p = 0.980 > 0.05$). The average perception scores of lecturers ($M = 65.8$) and students ($M = 65.9$) were almost identical, with a mean difference close to zero and a very small effect size (Cohen's $d = 0.006$). These



findings indicate a mutual understanding between lecturers and students regarding the level of achievement of learning outcomes as an output of implementing the Indonesian Qualifications Framework (IQF)-based curriculum with an Outcome-Based Education (OBE) approach. However, this similarity in perception does not necessarily indicate optimal achievement of learning outcomes; rather, it reflects a shared assessment that learning outcomes have been achieved at a “fairly good” level and do not demonstrate strong excellence.

Overall, the inferential analysis confirms that there is no significant gap in perceptions between lecturers and students regarding the process and product. This finding reinforces the results of the descriptive analysis, which shows consistency in assessment between actors, while also indicating that the challenges in implementing the Christian Religious Education study program curriculum based on the Indonesian Qualifications Framework (IQF) with an OBE approach do not lie in differences in perception, but rather in the quality and depth of the implementation of outcome-based learning and assessment itself. Thus, these inferential results provide an empirical basis for curriculum development efforts to focus on improving the quality of OBLT and OBAE practices, rather than merely aligning understanding between lecturers and students.

Discussion

Christian Religious Education Study Program curriculum based on the Indonesian Qualifications Framework (IQF) with an Outcome-Based Education (OBE) approach is generally in the good category across all aspects of the CIPP evaluation, as perceived by both lecturers and students. Conceptually, these findings indicate that the curriculum structure, the formulation of learning outcomes, and the learning implementation framework are in line with national higher education policies and the basic principles of Outcome-Based Education (OBE). This alignment is reflected in the integration of graduate profiles, graduate learning outcomes, and the curriculum structure, which align with the Indonesian Qualifications Framework (IQF) level 6 standards. These findings align with the guidelines for curriculum development based on the Indonesian Qualifications Framework (IQF) and an Outcome-Based Education (OBE) approach, which emphasize alignment among graduate learning outcomes, graduate profiles, and national higher education standards (Kusumawardani et al., 2024; Pahrudin et al., 2024). Previous research also shows that, structurally, the implementation of Outcome-Based Education (OBE) in Indonesian universities has generally met the requirements for curriculum planning and documentation, although the quality of learning implementation and assessment still needs to be strengthened (Asbari & Nurhayati, 2024; Handayani et al., 2024). Thus, at the design and documentation level, the curriculum has met the formal suitability principles required by national higher education policy, although its operational effectiveness still requires continuous strengthening.

However, achieving the “good” category across all aspects also indicates that the curriculum implementation is still at the minimum standards level and does not yet exhibit strong characteristics of excellence. In the context of curriculum evaluation, the “good” category not only indicates optimal effectiveness but also signifies that the implementation practices have been carried out in accordance with the basic provisions but have not yet fully produced a superior and impactful learning experience in Christian Religious Education. These findings reinforce the argument that the adoption of Outcome-Based Education (OBE) at the structural level does not automatically guarantee the quality of OBE implementation in terms of learning and assessment (Darmawati et al., 2024; Siregar et al., 2026). Several studies confirm that the gap between curriculum design and classroom learning practices remains a major issue, particularly in the integration of authentic assessment and



comprehensive evaluation of graduate learning outcomes (Mistamiruddin & Nasri, 2024). Furthermore, research by Muzakir and Susanto (2023) confirms that the main challenges in implementing Outcome-Based Education (OBE) lie in changing the pedagogical paradigm, ensuring lecturer readiness, and restructuring assessment to be truly outcome-based rather than administrative. Thus, the results of this study affirm the view that the success of Outcome-Based Education (OBE) cannot be measured solely by the alignment of curriculum documents, but must be assessed by the quality of pedagogical practices and assessments carried out consistently.

In terms of context and input, the descriptive analysis shows that lecturers and students have relatively positive perceptions of the curriculum's relevance and the availability of supporting resources. However, students show greater variation in their perceptions. This condition is understandable because the context and input aspects are more related to curriculum planning, institutional policies, and system readiness, which are more substantively understood by lecturers as designers and implementers of academic policies. Within the CIPP evaluation framework, these findings indicate that the foundations for curriculum planning are adequately in place, but have not yet been fully and consistently translated into student learning experiences. Variations in students' perceptions of the input aspect also indicate disparities in learning experiences, which may influence lecturers' teaching styles, their pedagogical readiness, and the consistency of the implementation of Outcome-Based Education (OBE) learning tools. These findings align with those of Hasanah et al. (2025), which emphasize that human resource and pedagogical readiness are crucial factors in the successful implementation of Outcome-Based Education (OBE).

The results of this study are also supported by empirical studies showing that implementing Outcome-Based Education (OBE) curricula often faces challenges at the operational stage, even when planning has been systematically formulated. Several studies found that even though graduate learning outcomes have been validated and assessed as relevant, the effectiveness of implementation is highly dependent on lecturer readiness, outcome-based pedagogical literacy, and the integration of authentic learning and assessment tools (Silvianti & Prima, 2024). Other research in the context of higher education also shows that an orientation towards Outcome-Based Education (OBE)-based curriculum development does not automatically guarantee a consistent learning experience if the learning tools, assessment rubrics, and assessment mechanisms have not been designed and implemented holistically (Muzakir & Susanto, 2023). Studies on the development of Outcome-Based Education (OBE)-based rubrics emphasize the importance of clear learning outcome indicators to make the assessment process more objective, measurable, and consistent across classes. The research report by Silitonga et al. (2025) in the *Edukasiana* journal confirms that learning methods, the active role of lecturers, and an assessment structure aligned with learning outcomes are the main determinants of the successful implementation of Outcome-Based Education (OBE). Thus, although the context and input aspects in this study have been assessed as structurally sound, the transformation of curriculum planning into a consistent and meaningful learning experience still requires continuous strengthening, especially in terms of lecturers' pedagogical readiness, the quality of outcome-based assessment, and the consistency of the application of learning tools at the operational level in the classroom.

In terms of process, the results of inferential analysis show that both lecturers and students assess that the implementation of learning has led to the principles of Outcome-Based Learning and Teaching (OBLT). However, it is still in the good category and has not reached the excellent level. These findings indicate that the alignment between the Semester Learning Plan (RPS), learning methods, and outcome-based assessment is beginning to take



shape but is not yet fully optimal. When analyzed using John Biggs' constructive alignment theory (2022), the alignment referred to does not only mean the integration of documents between graduate learning outcomes, learning strategies, and assessment, but also epistemological and operational suitability in classroom practice. Constructive alignment emphasizes that intended learning outcomes, teaching and learning activities, and assessment tasks must reinforce each other so that students are encouraged to engage in deep learning. When achievements in the process aspect do not reach the excellent category, it indicates that although the learning activities have been designed around outcomes, they have not fully created a reflective, critical, and transformative learning experience. Thus, the problem is not merely the existence of the RPS or the formal suitability of the learning methods, but rather the quality of the integration between learning activities and assessment. If the assessment does not authentically measure the expected competencies, the alignment is administrative, not pedagogical. This condition aligns with the findings of Ulkhaq et al. (2024) and Mubai et al. (2021), which state that lecturers and students often understand the implementation of OBLT but still face limitations in the variety of active methods and the depth of outcome-based learning experiences.

In terms of product, the absence of significant differences in perception between lecturers and students indicates a shared understanding of the level of learning outcome achievement. However, this similarity in perception does not necessarily indicate that learning outcomes have been optimally achieved. Instead, this finding indicates that lecturers and students alike assess learning outcomes as moderate (i.e., good), without any outstanding excellence. This aligns with previous findings, which state that one of the challenges of Outcome-Based Education (OBE) lies in the practice of assessment, where it does not yet fully function as a tool for reflecting on the achievement of authentic graduate learning outcomes (Fiandi, 2023; A. Rahmawati, 2024). Assessment within the Outcome-Based Education (OBE) framework should be the primary instrument for demonstrating the achievement of graduate learning outcomes through tangible evidence of student competence. If assessment is more focused on fulfilling administrative requirements, such as ensuring rubric completion, reporting graduate learning outcomes, or documenting scores without deep reflection on student performance, then a "good" score represents procedural compliance rather than substantive success (Setyowati, 2023). In other words, the failure to achieve the "very good" category in the product aspect may indicate that the assessment remains administrative and does not yet fully serve as a mechanism for reflecting on and improving learning quality.

The findings on the process and product aspects become even more relevant when linked to the context of the Christian Religious Education study program. Philosophically and theologically, Christian Religious Education aims to develop holistic competencies covering the cognitive, affective, spiritual, and character dimensions. However, in academic evaluation practices, assessments tend to more easily measure cognitive dimensions, such as theological understanding, pedagogical ability, and conceptual argumentation. The affective and spiritual dimensions, including institutional values such as integrity, innovation, excellence, courage, teamwork, maturity of faith, personal theological reflection, and service praxis, are often not clearly operationalized in assessment indicators and instruments.

From a constructive alignment perspective, this condition indicates an imbalance between the formulation of holistic graduate learning outcomes and predominantly cognitive evaluation instruments. When the affective and spiritual dimensions are not translated into structured, authentic tasks, such as spiritual reflection portfolios, service practice supervision, or contextual project-based assessments, alignment becomes partial. The curriculum may be



structurally aligned with the Indonesian Qualifications Framework (IQF) and Outcome-Based Education (OBE) standards. However, evaluation practices that measure student transformation as a whole are not yet fully aligned. Thus, the finding that the process and product dimensions are not significantly different but have not yet reached a very good level should be understood as a signal to strengthen the assessment system. The implementation of Outcome-Based Education (OBE) in Christian Religious Education study programs needs to go beyond administrative alignment towards authentic assessments that truly measure the integration of knowledge, faith, character, and pedagogical competence in a sustainable manner.

Conclusion

Based on the evaluation results using the CIPP model, this study concludes that the implementation of the Indonesian Qualifications Framework (IQF)-based Christian Religious Education Study Program curriculum with an Outcome-Based Education approach at STAK Terpadu PESAT is generally in the good category in all aspects of context, input, process, and product. These findings indicate that structurally and normatively, the curriculum has been designed in line with national higher education policies, the principles of the Indonesian Qualifications Framework (IQF) level 6, and the basic framework of OBE, particularly in the formulation of graduate learning outcomes, graduate profiles, and curriculum structure. However, these achievements still meet minimum standards and do not fully reflect the excellence of implementation, especially in learning processes and outcome-based assessment. No significant differences in perception were found between lecturers and students, indicating mutual understanding of the quality of curriculum implementation and that the main challenges lie in the depth and quality of pedagogical practices based on Outcome-Based Learning and Teaching and Outcome-Based Assessment and Evaluation. Thus, this study confirms that the success of Outcome-Based Education (OBE) curriculum implementation is not measured by the alignment of formal documents, but rather by the quality of learning experiences, the consistency of constructive alignment, and authentic assessments that truly reflect the holistic achievement of graduate learning outcomes.

Theoretically, this study enriches curriculum evaluation research by presenting empirical contextual evidence of the application of the CIPP model in religious education settings, a relatively underexplored area in the literature. The CIPP model in this study serves not only as a descriptive tool but also as a diagnostic framework for systematically identifying the sources of gaps in the implementation of Outcome-Based Education (OBE). In practical and policy terms, these findings provide a basis for reflection on strengthening the implementation of Outcome-Based Education (OBE) in religious higher education institutions, so that national higher education standards do not stop at administrative compliance but evolve towards transformative, integrative learning practices that are in line with the cognitive, affective, spiritual, and character dimensions that are characteristic of Christian Religious Education Study Programs.

Recommendation

Based on the findings of this study, it is recommended that the Christian Religious Education Study Program strengthen lecturers' pedagogical competence through continuous training focused on implementing Outcome-Based Learning and Teaching and on developing authentic assessment aligned with Outcome-Based Assessment and Evaluation. In particular, training needs to focus on synchronizing affective and spiritual assessment rubrics with Outcome-Based Education (OBE)-based graduate learning outcomes, so that the cognitive,



affective, and spiritual dimensions can be operationalized into measurable, structured indicators that are in line with learning outcomes. In addition, it is necessary to strengthen the consistency in the application of learning tools, such as Semester Learning Plans, active learning methods, and learning achievement-based assessment rubrics, to achieve complete constructive alignment at the classroom operational level. At the institutional level, it is recommended to establish an Outcome-Based Education (OBE) Implementation Monitoring Unit to conduct periodic monitoring and evaluation of the alignment among graduate learning outcomes, learning processes, and assessments. This unit can be supported by integrating an academic information system capable of tracking student learning outcomes in real time, so that outcome achievement data is not only administrative but also serves as the basis for evidence-based decision-making. The results of this evaluation can serve as a basis for continuous improvement of academic policies and the quality assurance system for the Outcome-Based Education (OBE) curriculum. For future researchers, it is recommended to develop a mixed-methods approach or a longitudinal study to more deeply explore the achievement of graduate learning outcomes and the long-term impact of implementing an Outcome-Based Education (OBE) curriculum in the context of Christian Religious Education.

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