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The Importance of Curriculum Analysis and Learning Evaluation in General Subjects at Al-Husna, Deli Serdang Regency, Academic Year 2025 - 2026

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ABSTRACT

This study aims to analyze curriculum implementation and mathematics learning evaluation at Al-Husna Private High School, Deli Serdang Regency, with particular emphasis on the integration of the national curriculum and the Islamic boarding school curriculum. This study employed a descriptive qualitative research approach. Data were collected through classroom observations, interviews, and document analysis involving mathematics teachers and school administrators. Data analysis consisted of data reduction, data display, and conclusion drawing, supported by triangulation to strengthen data credibility. The findings reveal four main aspects. First, curriculum implementation involves the integration of the Merdeka Curriculum and the pesantren curriculum, although the transition across grade levels requires further coordination. Second, mathematics learning media include textbooks, student worksheets, whiteboards, laptops, and projectors, but their utilization remains to be optimized. Third, mathematics teaching strategies are generally oriented toward learning objectives, while more varied and student-centered approaches need to be strengthened. Fourth, learning evaluation includes formative assessments, daily tests, mid-semester examinations, end-of-semester examinations, individual assignments, group assignments, and classroom-based assessments. This study highlights the importance of aligning curriculum implementation, instructional resources, teaching strategies, and assessment practices within an Islamic boarding school context. The findings provide practical insights for improving mathematics education through curriculum coordination, instructional innovation, and continuous evaluation.

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1. INTRODUCTION

Education plays a fundamental role in developing individuals, society, and the nation. Through education, students are expected to acquire knowledge, skills, values, and character that enable them to participate actively in social and national development [1], [2]. The quality of education is influenced by various interconnected factors, including curriculum planning, instructional implementation, learning resources, teacher competencies, and learning evaluation. Among these factors, the curriculum serves as a fundamental guideline for organizing educational objectives, learning materials, teaching strategies, and assessment procedures [3], [4]. Therefore, effective curriculum implementation and systematic learning evaluation are essential to improving the quality of educational processes and outcomes [5], [6]. Improving the quality of education is a systematic process carried out through short-term, medium-term, and long-term planning. Planning is carried out to assess the extent to which educational quality goals have been achieved, both in terms of the learning process and learning outcomes [7], [8]. The government has undertaken various efforts to improve educational quality, such as developing and refining the educational curriculum, developing instructional materials, improving the evaluation system, procuring textbooks and teaching aids, upgrading educational facilities, enhancing teacher competencies, and improving the quality of school principals. Mathematics has long been perceived as a daunting subject, and many young people lack interest in or attention to the subject. However, mathematics is a universal science that underpins the development of modern technology, plays a vital role in various disciplines such as physics, mechanical engineering, and statistics, and fosters critical thinking [9]. Mathematics instruction is considered successful when students are able to analyze, justify, and effectively communicate their mathematical knowledge and skills, as well as solve and interpret mathematical problems in various situations related to addition, shapes and space, probability, or other mathematical concepts [10], [11]. The aspect of development most closely aligned with the goals of mathematics education is cognitive development, as the competencies and learning outcomes to be achieved include the ability to think logically and critically, solve problems, and identify cause-and-effect relationships [12]. To assess the success of mathematics education, several aspects are evaluated in a gradual and tiered manner, such as instructional planning, instructional implementation, and instructional assessment [13]. Assessment under the 2013 curriculum must comprehensively and proportionally cover the aspects of knowledge, skills, and attitudes, in accordance with the specified core competencies [14]. Assessment of the knowledge aspect can be conducted through written exams, oral exams, and multiple-choice questions. Assessment of the skills aspect can be conducted through practical exams, skill analysis, task analysis, and peer assessment. Assessment of the attitude aspect can be conducted through attitude checklists (personal observations) of oneself and attitude checklists aligned with the core competencies.

Tilaar views education as a process of cultural development aimed at humanizing human beings [15]. From this perspective, education does not merely emphasize academic achievement but also places humanistic values at the center of the educational process.

Education is therefore directed toward developing individuals who possess knowledge, character, and social awareness. Furthermore, education should remain connected to the cultural and social context of the community while responding to changes in society without losing national identity. This perspective emphasizes the importance of integrating educational objectives with the values and characteristics of the educational environment.

Education is one of the key factors in developing high-quality human resources [16]. Law No. 20 of 2003 concerning the National Education System defines education as a conscious and planned effort to create a learning environment and learning process that enables students to develop their potential actively. This potential includes spiritual strength, self-control, personality, intelligence, noble character, and skills required by individuals, society, the nation, and the state [8], [14]. Similarly, Ki Hajar Dewantara emphasizes the importance of education in supporting the development of learners [17]. These perspectives indicate that education should support students' intellectual, moral, and social development.

Based on the established definition of education, it serves as a platform where everyone can learn regardless of age [18]. Within this framework, there are educators and learners; learners include both schoolchildren and college students, while educators encompass parents and teachers who play active roles in the educational world. Teachers play a crucial role in the world of education; teaching is a noble profession whose primary duty is to educate and instruct learners [19]. "Educating" and "teaching" have distinct meanings: "educating" can be defined as the process of instilling character values in learners, whereas "teaching" refers to the process that occurs during instruction to convey instructional content so that learning objectives can be effectively achieved.

According to Law No. 14 of 2005 on Teachers and Lecturers, a teacher is a professional educator whose primary duties include educating, teaching, guiding, directing, training, assessing, and evaluating students (Law No. 14 of 2005). Teachers serve as a bridge between educational goals and students through learning activities [19]. This role requires teachers to possess adequate pedagogical skills. Additionally, teachers serve as role models for students in their daily attitudes and behavior, both inside and outside the classroom.

Alongside educators, students are a key element in the educational process. Generally, students are individuals undergoing a learning process to develop their potential [20]. Students have diverse backgrounds, abilities, and characteristics, thus requiring appropriate learning approaches. This diversity necessitates inclusive and student-centered learning [21]. According to Law No. 20 of 2003 on the National Education System, a learner is a member of society who strives to develop their potential through the learning process available within specific educational pathways, levels, and types.

Thus, students are individuals with the potential to develop, and they strive to realize that potential through the educational process within specific educational pathways and types. Makmun states that: "Students are individuals with the potential to develop who require educational services to optimize their development." Students must be viewed as active participants in the educational process, not merely objects of learning [22]. This

perspective underscores the importance of students' role in determining the success of the learning process.

Based on the description of teachers and students playing highly active roles in the world of education, it is said that the learning process occurs between teachers and students at school; it is the continuation of this learning process that is considered one of the key roles in the world of education. Teachers are expected to be creative in selecting and using instructional media that align with students' needs so that learning outcomes improve and learning objectives are achieved [23], [24]. Learning media can be defined as anything that can be used to convey or deliver material from the teacher in a planned manner so that students can learn effectively and efficiently [25].

A curriculum is a plan or guideline used in the educational process to determine what is taught, how it is taught, and what is to be achieved [2]. The curriculum is a set of instructional materials that students must complete within a specific time frame to achieve a certain goal. Meanwhile, the learning process is a series of interactive activities between teachers and students to achieve learning objectives [26]. Teachers are individuals who convey their knowledge using the best methods, employing appropriate media, strategies, and other components so that lessons can be effectively transferred to students.

According to the National Education Association (NEA), as cited in Suryobroto, "Media are forms of communication, both print and audiovisual as well as the equipment used for them" [27]. Media should be manipulable, visible, audible, and readable. Meanwhile, according to the Association for Educational Communications and Technology (AECT) (1977), as cited in Sadiman, "Media are all forms and channels used to convey messages or information" [9].

Learning evaluation is a systematic process used to determine the extent to which learning objectives have been achieved [13]. Evaluation provides information about students' understanding, competencies, and learning progress. In mathematics education, assessment may involve written tests, oral questions, assignments, classroom activities, and other instruments appropriate to the learning objectives [28]. Evaluation should not be limited to measuring final achievement but should also provide information that can be used to improve instructional planning and implementation [13], [29]. Therefore, curriculum implementation and learning evaluation need to be examined together to obtain a comprehensive understanding of mathematics education.

Islamic boarding schools (pesantren) have distinctive educational characteristics because they integrate religious education with general subjects [1]. In addition to developing students' religious knowledge and values, pesantren-based educational institutions provide general subjects to support students' academic competencies. The integration of these educational orientations requires appropriate curriculum planning, instructional strategies, learning resources, and assessment procedures [30], [31]. In practice, curriculum implementation and learning evaluation may face challenges related to instructional methods, utilization of learning media, and alignment between planned and implemented learning activities [5], [25]. These conditions highlight the importance of examining how general subjects are organized and evaluated in pesantren-based schools.

Mathematics is one of the general subjects taught in schools, madrasahs, and Islamic boarding schools. Mathematics plays a very important role in the learning process, both as subject matter and as a tool for thinking. As a formal educational institution, Islamic boarding schools not only teach religious education but also general education subjects such as mathematics, social studies, science, and language. The Al-Husna Islamic Boarding School in Deli Serdang Regency, as one such boarding school-based educational institution, also teaches general education subjects just like most schools do. Mathematics is one of the general subjects taught at this boarding school, where it is taught at every level of education—namely, elementary, middle, and high school, or Ibtidaiyah, Tsanawiyah, and Aliyah. Based on the author's observations on April 9, 2026, at the Al-Husna Islamic Boarding School, it was evident that the learning environment at the boarding school was quite calming, with separate and well-organized dormitory and study areas.

Furthermore, based on the author's interview on April 10, 2026, with the mathematics teacher and the principal of Al-Husna Private High School, Mr. Syafrizal, MA, who is at the school, it was stated that mathematics is one of the subjects considered difficult by the students at the boarding school. The Al-Husna Islamic Boarding School in Deli Serdang Regency, as an educational institution based on the boarding school model, also faces these challenges. Therefore, an in-depth analysis of the curriculum and the evaluation methods applied is necessary, along with the urgent need for improvements to enhance the quality of education at this boarding school. Based on the above, the author wishes to conduct a study with the following research title: The Urgency of Curriculum Analysis and Learning Evaluation in General Subjects at the Al-Husna Islamic Boarding School in Deli Serdang Regency for the 2025–2026 Academic Year.

2. METHOD

This study employed a descriptive qualitative research approach to describe and understand the implementation of the mathematics curriculum and learning evaluation at Al-Husna Private High School, Deli Serdang Regency [32]. The descriptive qualitative approach was selected because the study focused on examining educational practices, activities, and conditions as they occurred in the research setting. Rather than testing hypotheses or manipulating variables, this study sought to obtain a comprehensive description of curriculum implementation, instructional media, teaching strategies, and mathematics learning evaluation based on information collected from the field [13].

This research was conducted at Al-Husna Private High School, which operates under the Al-Husna Islamic Boarding School Foundation in Deli Serdang Regency, North Sumatra, Indonesia. The research location was selected because the institution provides both general education and Islamic boarding school education, making it relevant to the focus of this study. In addition, mathematics teachers, school administrators, and students are directly involved in the teaching and learning process, allowing the researcher to examine curriculum implementation and mathematics learning evaluation in their actual educational context.

The research was conducted during the even semester of the 2025–2026 academic year. The research activities were planned to take approximately two months, beginning in June 2026 and continuing until the completion of the research activities.

The research subjects consisted of mathematics teachers, the principal or vice principal, and students of Al-Husna Private High School in Deli Serdang Regency. These participants were selected because they were directly involved in or had relevant information about mathematics curriculum implementation and learning evaluation. Mathematics teachers provided information about instructional planning, learning media, teaching strategies, and assessment practices, while school administrators and students provided additional perspectives on the implementation of mathematics education at the school.

The research was conducted through three main stages:

1. Pre-field stage: The researcher prepared the research activities, identified the research location, and determined the focus of the study.
2. Fieldwork stage: The researcher collected data through observation, interviews, and document analysis related to mathematics curriculum implementation and learning evaluation.
3. Data analysis stage: The collected data were organized, examined, and interpreted to obtain findings concerning curriculum implementation, instructional media, teaching strategies, and mathematics learning evaluation at the research site.

Data were collected through observation, interviews, and document analysis [33]. Observation was conducted to examine mathematics teaching and learning activities, including the implementation of the curriculum, utilization of instructional media, teaching strategies, and classroom assessment practices [34]. Interviews were conducted with relevant research participants to obtain information about the implementation of mathematics education at the school. Document analysis was used to examine relevant records and documents related to curriculum implementation and learning evaluation. In this qualitative study, the researcher served as the primary research instrument in collecting and interpreting the data.

The data were analyzed using descriptive qualitative analysis. The analysis involved organizing and selecting relevant information, presenting the data systematically, and drawing conclusions based on the findings [17]. The analysis focused on four main aspects: mathematics curriculum implementation, availability and utilization of learning media, teaching strategies, and mathematics learning evaluation [29]. The findings obtained from observations, interviews, and document analysis were examined to provide a comprehensive description of mathematics education practices at Al-Husna Private High School.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. History of the Founding of the Al-Husna Islamic Boarding School

The establishment of Al-Husna Islamic Boarding School is closely associated with the initiative of its founder, the late Drs. KH. Usman Husni, MA, and his wife, Hj. Aidatul Fauziah Hsb., S.Pd. The establishment began with their agreement to build an Islamic boarding school on a 3.5-hectare plot of land located at Jalan Pelajar Pasar III, Marindal I Village, Patumbak, Deli Serdang Regency, North Sumatra.

The foundation stone of the institution was laid on April 17, 1988, corresponding to the 11th of Ramadan 1409 AH, under the name Al-Husna Islamic Boarding School. The name Al-Husna was chosen as a form of tabarruk and tafa'ul, referring to the 17 occurrences of Asma'ul Husna mentioned in the Qur'an, which are associated in the source with the meaning of righteous people and the gardens of Paradise.

Initially, the institution offered the Madrasah Diniyah Awwaliyah program, which had a four-year study period. In 1992, the school expanded its educational services by introducing the Tarbiyatul Mu'allimin al-Islamiyah (TMI) program, with a six-year study period covering junior and senior high school education. This program has continued as part of the institution's educational development.

3.1.2. Founder of the Islamic Boarding School

The founder of Al-Husna Islamic Boarding School in Deli Serdang Regency was the late Drs. KH. Usman Husni, MA. He was born in Aceh Singkil on December 25, 1950. His educational background reflects his experience in Islamic education, which became one of the foundations for establishing and developing Al-Husna Islamic Boarding School. His educational history is as follows:

a. Hubbul Wathan Islamic Boarding School, Aceh Singkil (1959).
b. Nurul Islam Islamic Boarding School, Southeast Aceh (1969).
c. Gontor Modern Islamic Boarding School, East Java (1976).
d. Bachelor's degree, Faculty of Sharia, Islamic University of North Sumatra (UISU), Medan (1985).
e. Master's degree in Islamic Thought, State Institute of Islamic Studies of North Sumatra (IAIN-SU), Medan (2002).

3.1.3. Islamic Boarding School Profile

Profile of Al-Husna Marindal I Islamic Boarding School, Patumbak, Deli Serdang Regency, North Sumatra Province:

Name of the Boarding School	:	Al-Husna Marindal Islamic Boarding School
Full Address	:	Jalan Pelajar Pasar III, Marindal I Village, Patumbak Subdistrict, Deli Serdang Regency, North Sumatra, Tel. 061. 7030650.
Year Established	:	April 17, 1988 CE / 11 Ramadan 1409 AH
Organization Status	:	Family Waqf Foundation

First Director : Drs. KH. Usman Husni, MA; Current Director M. Najmil Husna, MA

3.1.4. Profile of Al-Husna Private High School

a. School Information

1	School Name	:	Al-Husna Private Islamic Boarding High School
2	NPSN	:	10218990
3	Level of Education	:	High School
4	School Status	:	Private
5	School Address	:	Jl. Pelajar Pasar III
	RT / RW	:	0 / 0
	ZIP Code	:	20361
	Neighborhood	:	Marindal 1
	Subdistrict	:	Patumbak
	Regency/City	:	Deli Serdang
	Province	:	North Sumatra
	Country	:	Indonesia
6	Geographic Location	:	3.4986183 Latitude 98.6981317 Longitude

b. Additional Information

7	School Establishment Decree	:	32/105/A.1995
8	Date of Establishment Decree	:	02/23/1995
9	Ownership Status	:	Foundation
10	Operational Permit	:	421/4898/PDM/2015
11	Date of Operational Permit	:	June 22, 2015

c. Teaching and Non-Teaching Staff

The teachers, school administrators (administrative staff), and other educational staff at Al Husna Private High School in Deli Serdang Regency are listed in the following table.

Table 1. List of Teaching and Non-Teaching Staff at Al Husna Private High School, Deli Serdang Regency

No.	Full Name	NUPTK	Gender	Place of Birth	Date of Birth	NIP	Employment Status	Staff Position
1	Ayu Ardianti	—	Female	Medan	01 Dec 1996	—	GTY/PTY	Educational Staff
2	Muhammad Aidil Husna	—	Male	Medan	21 Jul 1983	—	GTY/PTY	English Teacher
3	Rasap Situmorang	—	Male	Launjuhar	26 Apr 1988	—	GTY/PTY	Teacher
4	Revi Elvia Pardede	—	Female	Gonting Malaha	29 Nov 1996	—	GTY/PTY	Indonesian Language Teacher
5	Siti Tienti Wahyuni Nasution	2947750652300152	Female	P. Siantar	15 Jun 1972	—	GTY/PTY	Social Studies Teacher
6	Syafrizal	5642761664200012	Male	Medan	03 Oct 1983	—	GTY/PTY	Principal
7	Tioma Parlinda Silitonga	9140776677230093	Female	Langkat	08 Aug 1998	—	GTY/PTY	Economics Teacher
8	Vinni Alpionita Marpaung	8249773674230093	Female	Buntu Maraja	17 Sep 1995	—	GTY/PTY	MM Teacher

Notes: GTY/PTY = Permanent Foundation Teacher / Permanent Foundation Employee. A dash (—) indicates unavailable data. “MM Teacher” is retained as in the source because the abbreviation was not specified.

d. Student

For the 2026–2027 school year, there are 79 students enrolled at Al Husna Private High School in Deli Serdang Regency, consisting of 33 male students and 46 female students. The total number of students for the 2026–2027 school year is 79, with 30 students in 10th grade: 15 male and 15 female. Grade 11 has 20 students, comprising 14 male students and 6 female students, while Grade 12 has 29 students, comprising 17 male students and 12 female students. When viewed by religion, all students are Muslim. This is because Al Husna Private High School in Deli Serdang Regency is operated by and operates under the auspices of the Al Husna Islamic Boarding School Foundation in Deli Serdang Regency. The total number of students for the 2026–2027 school year is 79, comprising 46 male students and 33 female students. All students are Muslim.

3.1.5. Facilities and Infrastructure at Al Husna Islamic Boarding School

a. Classrooms
b. Boarding Houses for Male and Female Students
c. ICT Lab
d. Library
e. Worship Facilities/Mosque
f. Sports Facilities

3.2. Discussion

3.2.1. Mathematics Curriculum at Al Husna Private High School, Deli Serdang Regency

Table 2. Results of Mathematics Curriculum Analysis at Al-Husna Private Senior High School, Deli Serdang Regency

No.	Implementation of the Mathematics Curriculum	Analysis Results	Follow-up Actions
1	In the 2024–2025 academic year, the Merdeka Curriculum was implemented in Grades X and XI, combined with the Islamic boarding school curriculum. Grade XII continued to use the previous curriculum combined with the pesantren curriculum.	Grades X and XI implemented the Merdeka Curriculum integrated with the pesantren curriculum, while Grade XII continued to use the 2013 Curriculum integrated with the pesantren curriculum.	Mathematics teachers in Grades X and XI implemented the Merdeka Curriculum integrated with the pesantren curriculum, while Grade XII continued using the 2013 Curriculum.
2	In the 2025–2026 academic year, Grade XII began implementing the Merdeka Curriculum integrated with the pesantren curriculum, although its implementation had not yet been optimal.	Grade XII began implementing the integrated curriculum, but its implementation remained less than optimal.	Mathematics teachers were expected to improve the implementation of the Merdeka Curriculum in Grade XII through better planning and classroom implementation.
3	In the 2026–2027 academic year, the Merdeka Curriculum was implemented across Grades X, XI, and XII, integrated with the pesantren curriculum.	All grades implemented the Merdeka Curriculum in combination with the pesantren curriculum.	The school continued implementing the Merdeka Curriculum integrated with the pesantren curriculum across all grade levels.

The curriculum implementation at SMA Swasta Al Husna is adjusted to the applicable educational policies while incorporating Islamic boarding school values into the learning process. The following table presents the curriculum implementation at SMA Swasta Al Husna during the 2024/2025, 2025/2026, and 2026/2027 academic years.

The implementation of the mathematics curriculum at Al-Husna Private Senior High School reflects an effort to integrate national educational policies with the values and educational objectives of the Islamic boarding school. The curriculum is implemented by considering the academic needs of students and the educational characteristics of the pesantren environment.

The findings indicate that the transition from the 2013 Curriculum to the Merdeka Curriculum requires adjustments in instructional planning and classroom practices. During the 2025–2026 academic year, the implementation of the Merdeka Curriculum in Grade XII had not yet been optimal. This condition highlights the importance of teacher readiness, curriculum understanding, and continuous evaluation.

Furthermore, the planned implementation of the Merdeka Curriculum across all grades in the 2026–2027 academic year represents the next stage of curriculum development at the school. Therefore, curriculum planning, teacher guidance, and regular monitoring are necessary to support consistent implementation and maintain the integration of national curriculum objectives with pesantren values.

3.2.2 Mathematics Teaching Media

Learning media play an important role in supporting the effectiveness of mathematics instruction. The availability and utilization of learning media at SMA Swasta Al Husna are presented in the following table.

Table 3. Results of Mathematics Learning Media Analysis at Al-Husna Private Senior High School, Deli Serdang Regency

No.	Implementation of the Mathematics Curriculum	Analysis Results	Follow-up Actions
1	Mathematics teachers generally used conventional learning media, such as textbooks and student worksheets. Based on interviews, teachers occasionally used laptops and projectors, although conventional media remained more frequently used.	Classroom observations showed that teachers generally explained mathematical problems using the whiteboard, textbooks, and writing materials. Students were then asked to take notes in their notebooks.	Teachers should make greater use of multimedia in mathematics instruction. The school provides projectors, and teachers have laptops and prepared PowerPoint presentations that can support more varied learning activities.
2	In the 2025–2026 academic year, Grade XII began implementing the Merdeka Curriculum integrated with the pesantren curriculum, although its implementation had not yet been optimal.	Grade XII began implementing the integrated curriculum, but its implementation remained less than optimal.	Mathematics teachers were expected to improve the implementation of the Merdeka Curriculum in Grade XII through better planning and classroom implementation.
3	Teachers tended to explain mathematics using available conventional media, despite having access to laptops, projectors, and prepared presentation materials.	Overall, the teacher's explanations were reasonably good and delivered systematically, allowing students to understand the material.	The principal should regularly monitor classroom instruction and provide guidance to teachers to encourage more varied learning media and create a more engaging learning environment.

The findings show that mathematics learning media at SMA Swasta Al Husna consist of conventional and digital resources. Conventional media, such as whiteboards, textbooks, and student worksheets, remain the primary tools used during classroom instruction. These media support teachers in explaining mathematical concepts and helping students record the learning materials.

Although laptops, projectors, and presentation materials are available, their utilization remains limited. This indicates that the availability of learning facilities does not automatically guarantee their optimal use in the learning process. Therefore, teachers need to improve their ability to select and utilize learning media according to the instructional objectives and students' learning needs.

The use of more varied learning media is expected to support students' understanding of mathematical concepts and create a more engaging learning environment. Regular monitoring and guidance from the school are also necessary to ensure that the available facilities are utilized effectively.

3.2.3. Mathematics Learning Strategies

The implementation of learning strategies influences students' participation and understanding of mathematical concepts. The following table describes the learning strategies applied by mathematics teachers at SMA Swasta Al Husna.

Table 4. Results of Mathematics Learning Strategy Analysis at Al-Husna Private Senior High School, Deli Serdang Regency

No.	Implementation of the Mathematics Curriculum	Analysis Results	Follow-up Actions
1	Mathematics teachers generally focused on achieving learning outcomes. Before introducing new material, teachers administered a preliminary test to assess students' understanding of previous lessons. The new material was then explained systematically, followed by a post-test to assess students' understanding.	Classroom observations indicated that teachers still predominantly employed conventional teaching strategies. Teachers reviewed previous lessons through preliminary questions, explained new material in detail, and provided feedback or post-tests at the end of the lesson.	Teachers should employ more varied learning strategies to improve the effectiveness and efficiency of mathematics instruction and create a more enjoyable learning environment. The principal should also continuously monitor mathematics instruction and the teaching practices of other subject teachers.

The findings indicate that mathematics learning strategies at SMA Swasta Al Husna remain predominantly teacher-centered and oriented toward achieving learning objectives. Teachers generally begin lessons by reviewing previous materials through preliminary questions to identify students' understanding. Subsequently, teachers explain new mathematical concepts systematically and provide exercises or post-tests to evaluate students' comprehension.

This approach demonstrates that teachers have attempted to organize learning activities systematically. However, the dominance of conventional teaching strategies indicates that opportunities for more varied student participation still need to be developed. Mathematics learning should not only emphasize the completion of learning materials but

also encourage students to participate actively in understanding and solving mathematical problems.

Therefore, mathematics teachers need to consider more varied instructional strategies that support students' active involvement and understanding of mathematical concepts. The school should also provide continuous guidance and monitoring to support the improvement of classroom learning practices.

3.2.4. Evaluation of Mathematics Learning

Learning evaluation is conducted to measure students' understanding and achievement of the learning objectives. The evaluation methods applied in mathematics instruction at SMA Swasta Al Husna are presented in the following table.

Table 5. Results of Mathematics Learning Evaluation Analysis at Al-Husna Private Senior High School, Deli Serdang Regency

No.	Implementation of the Mathematics Curriculum	Analysis Results	Follow-up Actions
1	Mathematics teachers conducted formative assessments, daily tests, mid-semester examinations, final-semester examinations, group assignments, individual assignments, and homework. The assessment instruments primarily consisted of written essay questions prepared according to the mathematics teaching module and learning materials.	Classroom observations indicated that mathematics assessment practices were generally consistent with the curriculum implemented at the school. Teachers assessed students through formative tests, mid-semester examinations, final-semester examinations, group assignments, individual assignments, and homework. Written essay tests were commonly used.	The principal should continue monitoring the assessment process conducted by mathematics teachers and other subject teachers to ensure fairness. Each subject should have clear passing standards established in accordance with the school's official policies.

The findings indicate that mathematics learning evaluation at SMA Swasta Al Husna is conducted through various assessment activities, including formative assessments, daily tests, mid-semester examinations, final-semester examinations, group assignments, individual assignments, and homework. These evaluation activities are used to measure students' understanding of mathematical concepts and their achievement of the learning objectives.

The results also show that written assessments, particularly essay questions, are commonly used in mathematics learning evaluation. These assessment instruments are generally developed based on the learning materials and teaching modules used by teachers. Through written assessments, teachers can evaluate students' understanding and their ability to apply mathematical concepts in solving problems.

Furthermore, the implementation of formative and summative assessments demonstrates that learning evaluation is carried out throughout the instructional process and at the end of specific learning periods. However, the effectiveness of evaluation also depends on the suitability of assessment instruments, the clarity of assessment criteria, and

the consistency of their implementation.

Therefore, mathematics learning evaluation needs to be conducted systematically and objectively by considering students' learning achievements and the established learning objectives. School supervision is also necessary to ensure that assessment procedures are implemented fairly and that achievement standards are clearly established in accordance with school policies.

4. CONCLUSION

Based on the findings and discussion, the conclusions of this study are as follows:

a. The mathematics curriculum at SMA Swasta Al Husna, Deli Serdang Regency, integrates the national curriculum with the pesantren curriculum. During the 2025–2026 academic year, the implementation of the Merdeka Curriculum in Grade XII had not yet been optimal. The planned implementation across all grade levels in the 2026–2027 academic year represents a further stage in curriculum development at the school.
b. Mathematics learning media at SMA Swasta Al Husna include whiteboards, textbooks, student worksheets (LKS), laptops, and projectors. Conventional media remain more frequently used in classroom instruction, while the utilization of digital media is still limited. Therefore, optimizing the available learning facilities is necessary to support more varied mathematics learning activities.
c. Mathematics learning strategies remain predominantly conventional and oriented toward achieving learning objectives. Teachers generally review previous materials, explain new concepts systematically, and provide exercises or post-tests to assess students' understanding. More varied instructional strategies are needed to encourage active student participation and improve the mathematics learning process.
d. Mathematics learning evaluation is conducted through formative assessments, daily tests, mid-semester examinations, final-semester examinations, group assignments, individual assignments, and homework. Written essay questions are commonly used to assess students' understanding of mathematical materials. Continuous monitoring and clear assessment standards are necessary to support fair and systematic evaluation.
e. Overall, the findings indicate that curriculum implementation, learning media, instructional strategies, and evaluation are interconnected components that require continuous improvement to support the quality of mathematics education at SMA Swasta Al Husna.

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