

IMPLEMENTATION OF ARABIC LANGUAGE TEACHING EVALUATION IN HIDAYATULLAH BATU USING THE CIPP MODEL (CONTEXT, INPUT, PROCESS, AND PRODUCT)

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ABSTRACT

This study aims to evaluate the implementation of the Arabic language teaching program at Ma'had Hidayatullah Batu based on the CIPP evaluation model. The CIPP evaluation model focuses on four aspects; 1) context evaluation 2) input evaluation 3) process evaluation 4) outcome evaluation. The type of approach used is qualitative descriptive evaluative with data collection techniques through observation, interviews, and documentation. The data analysis technique used is the data analysis technique according to Miles, Huberman, and Saldana. The results of this study indicate that, based on; 1) context evaluation, running according to the vision and mission of the school in creating a safe, comfortable, and ideal atmosphere and environment for Arabic language teaching. 2) input evaluation, Arabic language teaching at Ma'had Hidayatullah Batu is supported by adequate input, both from human resources and supporting facilities. 3) process evaluation, there are challenges in practice, such as students who tend to be passive and lack confidence. 4) Evaluation of Arabic language teaching outcomes at Ma'had Hidayatullah Batu shows that students have achieved the highest level of teaching. By the end of the teaching period, some students' language skills, particularly speaking and writing, still needed improvement. This is due to the teaching method, which requires a continuous process and time to develop creativity, communication skills, and thinking abilities.

Keywords: Arabic language teaching, CIPP Model, evaluation.

ABSTRAK

Penelitian ini bermaksud mengevaluasi pelaksanaan program pengajaran bahasa Arab di Ma'had Hidayatullah Batu berdasarkan model evaluasi CIPP. Model evaluasi CIPP berfokus pada empat aspek; 1) evaluasi konteks 2) evaluasi masukan 3) evaluasi proses 4) evaluasi hasil. Jenis pendekatan yang digunakan yaitu kualitatif deskriptif evaluatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Teknik analisis data yang digunakan adalah teknik analisis data menurut Miles, Huberman, dan saldana. Hasil penelitian ini menunjukkan bahwa, berdasarkan; 1) evaluasi konteks, berjalan sesuai harapan visi misi ma'had dalam menciptakan suasana dan lingkungan aman, nyaman, dan ideal untuk pengajaran bahasa Arab. 2) evaluasi masukan, pengajaran bahasa Arab di Ma'had Hidayatullah Batu didukung oleh input yang cukup memadai, baik dari

sumber daya manusia maupun sarana pendukung. 3) evaluasi proses, terdapat tantangan dalam praktiknya, seperti peserta didik yang cenderung pasif dan tidak percaya diri. 4) evaluasi hasil, pada pengajaran bahasa Arab di Ma'had Hidayatullah Batu menunjukkan bahwa siswa mencapai tingkat pengajaran terbaik. Sampai akhir periode pengajaran, kemampuan sebagian peserta didik dalam keterampilan berbahasa, terutama berbicara dan menulis, masih perlu ditingkatkan. Ini disebabkan oleh metode pengajaran yang memerlukan proses dan waktu yang berkelanjutan untuk meningkatkan kreativitas, keterampilan komunikasi, dan kemampuan berpikir.

Kata Kunci: Evaluasi, Model CIPP, Pengajaran bahasa Arab.

A. Introduction

Education is the primary foundation for preparing the younger generation to face the various demands and challenges of the future. In the context of modern education, Arabic language instruction must be continually adapted to remain relevant, effective, and able to meet students' needs. (Husein & Nury, 2025). This is because teaching Arabic is an important component in the education system for students to develop communication skills, understand the sources of Islamic teachings, and expand their knowledge. (Yamani, 2022).

Teaching Arabic aims to improve four language skills: listening (مهارة الاستماع), speaking (مهارة الكلام), reading (مهارة القراءة), and writing (مهارة الكتابة) (Saepudin, 2012). In addition, teaching Arabic improves critical thinking, creativity, communication

and collaboration skills. (Habidah & Rifa'i, 2026). With the right teaching method, students can achieve their potential according to their respective interests, talents and abilities, both through independent teaching experiences and teacher guidance. (Lamadang & Mufarrihah, 2024).

Arabic language teaching in Indonesia generally continues to develop and improve. Current Arabic language teaching is designed to be more communicative, interactive, contextual, and student-centered. (Hotimah, 2025). To overcome the weaknesses of the conventional approach which tends to be teacher-centered, various media, methodologies, Teachers can help create an active teaching environment so that students can use Arabic in real life. (Islam et al., 2024).

However, Arabic language teaching still faces many problems in its

implementation, including in the planning, implementation and evaluation stages. (Arifianto et al., 2021). Differences in the background abilities of students, especially for those who have never studied Arabic before, are a major obstacle. (Haidar et al., 2024). In addition, there are limitations for teachers in implementing contemporary teaching approaches. Not all teachers have the same opportunities to participate in professional development or training on an ongoing basis. (Siti et al., 2025).

Furthermore, not everyone has equal opportunities to learn Arabic. Compared to schools or madrasas in remote areas, educational institutions in cities typically have better facilities. The quality of instruction students receive is affected by this disparity. (Nuzul & Afrah, 2024).

Therefore, ongoing efforts are needed to improve the quality of Arabic language teaching. Evaluation, innovation, and teacher professional development must be ongoing to ensure effective teaching. (Utami & Sapriati, 2025). With support from all parties, it is hoped that teaching Arabic will produce students who not only master certain aspects of the language, but are also able to apply

them in everyday life and face global challenges in the future. (Pramesti et al., 2025).

Evaluation of Arabic language teaching is a crucial component of the educational process. It is conducted systematically and in accordance with the principles of educational evaluation so that the results provide an accurate picture of students' language progress and meet the needs of teachers, educational institutions, and society as a whole. (Rofi'ah et al., 2024).

The aim of evaluating Arabic language teaching is to find out how effective, relevant, efficient and successful the teaching is. (Hariawan & Nurman, 2021). Evaluation helps teachers and schools identify elements of teaching that need to be improved, developed, or maintained. (Hidma et al., 2023). Evaluation results can also be used to create more suitable teaching strategies, choose appropriate teaching materials, and create good teaching media. Evaluation also helps teachers understand students' abilities individually and in groups. (Magdalena et al., 2020).

The CIPP evaluation model is one model that can be used to evaluate

Arabic language teaching because it includes four main components: context, input, process, and product.(Adlya et al., 2025). This model is very relevant to assess the success of the implementation of Arabic language teaching as a whole. As well as to ensure that the Arabic language teaching program meets the needs of students, curriculum objectives, institutional policies, and teaching environments that support the implementation of teaching, context evaluation is carried out. (Abdilah, 2025).

Input evaluation includes all resources used to teach Arabic, including teacher skills, teaching materials, media, facilities and teaching tools that have been prepared. (Awaluddin, 2023). The success of teaching is greatly influenced by the availability and quality of these components.

Process evaluation focuses on how teaching is conducted in the classroom. The purpose of this assessment is to determine the extent to which the teaching process is proceeding according to the established plan. This assessment includes the use of teaching strategies and methods, the use of instructional

media, teacher-student interactions, and the implementation of assessments during the teaching process. (Awaluddin, 2023).

In addition, product evaluation assesses the outcomes achieved by students after teaching Arabic. This assessment includes language acquisition, improved communication skills, and the development of positive attitudes toward language teaching. (Awaluddin, 2023). The results of the product evaluation can be used to measure the overall level of success of the teaching program. (Zahroh et al., 2024).

CIPP evaluation allows for a comprehensive assessment of Arabic language instruction, including final outcomes as well as elements of planning, implementation, and supporting resources. This method provides a comprehensive overview of instructional strengths and weaknesses and can serve as a basis for ongoing efforts to improve the quality of Arabic language instruction.

B. Research methods

This research is an evaluative study with a descriptive qualitative approach aimed at evaluating the implementation of Arabic language teaching. Data collection was

conducted through observation, interviews, and documentation studies. Research informants were selected purposively because they were directly involved in the implementation of Arabic language teaching, including the deputy head of the Islamic boarding school for curriculum, the person in charge of the teaching and teaching process, Arabic language teachers, and several students. The data analysis technique used refers to the Miles, Huberman, and Saldana model. (Miles et al., 1994), which includes data condensation, data presentation, and drawing conclusions. To ensure the validity of the data.

This study uses the CIPP (Context, Input, Process, Product) evaluation model to obtain a comprehensive overview of the effectiveness of Arabic language teaching. The context evaluation focuses on analyzing student needs, teaching objectives, school policies, and the teaching environment. The input evaluation examines the readiness of resources, such as teacher competency, teaching materials, teaching media, and supporting facilities and infrastructure. The process evaluation examines classroom teaching implementation,

teaching strategies, teacher-student interactions, and the assessment system implemented during the use of textbooks *Al Arabiya Bayna Yadaik*.

Product evaluation aims to assess teaching outcomes, particularly student mastery of listening, speaking, reading, and writing skills. This research was conducted over one semester, focusing on intracurricular and extracurricular activities that support the development of students' Arabic language skills.

C. Research Results and Discussion

Context

In evaluating Arabic language instruction based on the CIPP model, "context" refers to a thorough understanding of the educational environment that influences the teaching process. This is crucial because various factors, such as the teaching environment, student characteristics, and institutional policies, can directly impact the quality of Arabic instruction. (Syamsu, 2022).

Observations at the Ma'had Hidayatullah Batu indicate that the school and its surrounding environment are safe, comfortable, and ideal for teaching Arabic. The serene and religious atmosphere also

contributes to an effective teaching environment.

Teachers' understanding of Arabic teaching methods at the school is already at a level of competence. Having attended courses and studied textbooks, teachers understand the communicative approach to teaching Arabic. However, the school still needs to undertake more activities to improve teacher skills through training, workshops, and ongoing mentoring.

Arabic language teaching tools, such as teaching modules, remain a challenge for all teachers at the Hidayatullah Islamic Boarding School. This is in line with research. (Taufik et al., 2023) that teachers experience difficulties in writing teaching modules. With intensive and continuous training, teachers are expected to be able to develop Arabic language teaching in accordance with established teaching objectives.

Input

In Arabic language teaching evaluation, input components refer to the various elements used in planning and implementing instruction. The purpose of evaluating input components is to assess their quality, relevance, and suitability to the

desired Arabic language teaching objectives. Input components that need to be evaluated include teaching tools, teaching materials, teaching methods and strategies, human resources, and training. (Adisel et al., 2022).

An interview with the curriculum director of Ma'had Hidayatullah Batu showed that:

"The institution has prepared various supporting facilities for teaching Arabic. By ensuring that teachers have relevant educational backgrounds and expertise in Arabic teaching, the school emphasizes the importance of teaching quality. Furthermore, teachers are encouraged to participate in training, both formal and informal, to improve their ability to manage Arabic language teaching in innovative and effective ways."

Then an interview was also conducted with the person in charge of the teaching and teaching process at Ma'had Hidayatullah Batu, he stated:

"Ma'had also provides various supporting tools and facilities, such as libraries and textbooks, which can help students improve their language skills."

Based on the interview results, it is hoped that teachers at Ma'had Hidayatullah Batu will fully utilize the available facilities to create an active and interactive teaching environment. These results indicate that the Arabic language teaching process at Ma'had Hidayatullah Batu is supported by adequate input, both in terms of human resources and supporting facilities, which are crucial components for success.

Process

The purpose of evaluating the Arabic language teaching process is to determine whether the teaching plan and strategy have been implemented correctly. This assessment includes various teaching activities, the teacher's role as implementer, and timeliness. The purpose of this process evaluation is to determine the extent to which planning and implementation align. Therefore, process evaluation serves to provide feedback to administrators and educators regarding the effectiveness of teaching (Maula et al., 2025). It also serves as a basis for improvement or development if errors are found. Process evaluation also serves as a measure of the success of teaching implementation. It provides a

comprehensive overview of teacher-student interactions, the use of techniques, teaching media, and the assessment system implemented.

Interviews with Arabic language teachers at Ma'had Hidayatullah Batu show that:

"In teaching Arabic at Ma'had Hidayatullah Batu, teachers typically follow three main stages: planning, implementation, and evaluation. In the planning stage, teachers prepare teaching tools, including the teaching modules found in the book Al Arabiya Bayna Yadaik, teaching materials, strategies, and media to be used. Teaching modules are very helpful in the teaching process, especially in helping teachers organize activities systematically and in accordance with the objectives of teaching Arabic. The success of teaching is also greatly influenced by the teacher's ability to choose the right approach and media, which makes teaching more communicative and interesting for students."

The results of interviews with the person in charge of the teaching and teaching process at Ma'had Hidayatullah Batu show that:

"During the implementation phase, teachers implement instruction

according to the Al Arabiya Bayna Yadaik plan. Activities begin with preliminary activities, such as diagnostic tests to determine students' initial abilities. This is followed by core activities, where teachers deliver material in various ways that encourage student participation, followed by closing activities as a reflection of the teaching."

The interview results above reveal that challenges persist in practice, such as students' tendency to be passive and lacking in confidence. During the evaluation phase, teachers assess student teaching outcomes through written and oral tests. Therefore, to improve the quality of Arabic language teaching at Ma'had Hidayatullah Batu, teachers are required to continually modify their teaching approaches, build more effective interactions, and engage in ongoing reflection.

Product

In Arabic language teaching, product evaluation is used to assess the extent to which the teaching process has achieved its objectives. The primary purpose of product evaluation is to determine how well students have achieved their proficiency, particularly in Arabic

language skills, including listening, speaking, reading, and writing. (Arifianto et al., 2021). This is achieved by analyzing the teaching outcomes through formative and summative assessments. Thus, product evaluation provides an overview of how well Arabic language instruction meets learners' needs.

The results of the product evaluation of Arabic language teaching at Ma'had Hidayatullah Batu indicate that students have achieved a good level. By the end of the evaluation period, some students' language skills, particularly speaking and reading, were good, but still needed improvement. This is due to the teaching method, which requires a continuous process and time to develop creativity, communication skills, and thinking abilities.

Consequently, Arabic language teaching outcomes cannot be measured in a short period of time. It takes a longer period to see significant progress in student abilities. Implementing authentic assessments that emphasize students' ability to use Arabic in real-life situations also requires ongoing observation. Long-term evaluation strategies, such as longitudinal evaluation, are needed to

obtain a more comprehensive picture of teaching effectiveness. Furthermore, regular reflection on teaching is crucial because it helps teachers identify problems and improve Arabic teaching at Ma'had Hidayatullah Batu.

E. Conclusion

An evaluation of the Arabic language teaching context at Ma'had Hidayatullah Batu revealed that the teaching environment and situation at Ma'had Hidayatullah Batu were quite favorable and supported an effective teaching process. Having regularly attended various courses, several educators had a good understanding of Arabic language teaching approaches. The school has prepared qualified teaching staff for input evaluation and encouraged them to continue teaching through online and offline training. Furthermore, facilities and infrastructure to support Arabic language teaching have been provided to support the teaching process. These facilities and infrastructure include teaching materials, teaching media, and other resources. The evaluation of the Arabic language teaching process refers to teacher planning, such as the creation of teaching modules, the

implementation of teaching strategies, and the use of appropriate media. However, several obstacles remain in the teaching process, such as variations in language abilities and the lack of active participation of some students. Furthermore, the results of the product evaluation for Arabic language teaching have not shown optimal results. Students have not yet achieved the expected overall results in terms of language knowledge and skills.

This study conceptually supports the application of the CIPP evaluation model in Arabic language education at Islamic boarding schools (ma'had), particularly as a comprehensive evaluation tool for assessing teaching success. From a practical perspective, the findings of this study can be used by teachers and ma'had administrators to create sustainable training programs and develop methods to improve the quality of Arabic language teaching. However, because this study was limited to a single institution and the number of informants surveyed, the results cannot be broadly generalized. Consequently, future research should involve more institutions and employ quantitative or mixed-method

approaches to gather more comprehensive information on the long-term effectiveness of Arabic language teaching.

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