



## **Enhancing Arabic Language Teaching in Class VIII at MTsN 5 Jombang: an Evaluation using CIPP Model**

**Maziyyatul Muslimah<sup>1</sup>, Aini Alfatihah<sup>2</sup>, Nur Izzati Fitriah<sup>3</sup>, Siti Maftuhah<sup>4</sup>**

<sup>1234</sup> *Institut Agama Islam Negeri (IAIN) Kediri, Indonesia*

*Corresponding E-mail: maziyya@iainkediri.ac.id*

### **Abstract**

This qualitative study used CIPP model to assess Arabic language learning for Class VIII at MTsN 5 Jombang. Data collection was carried out by interviews, observation and documentation. The research respondents consisted of 3 Arabic teachers and 29 students of Class VIII-F, including 15 boys and 14 girls. Analysis of the findings including contextual, input, process and product dimensions. The results show that Arabic learning is enhanced by a supportive environment, good infrastructure, and cultural elements with rich Islamic cultural heritage. The program is supported by a balanced curriculum and well-equipped facilities. However, the curriculum must be updated following the latest national curriculum, Emancipated Curriculum, and teachers must be trained to remain relevant. Constant supervision is required to improve the quality of teaching and student engagement. The results of the evaluation showed that 80% of students met the minimum competency standards. However, more interactive teaching for speaking skills need improvement.

**Keywords:** *Arabic language education, CIPP evaluation model, curriculum evaluation*

### **Abstract**

*Penelitian kualitatif ini menggunakan model CIPP untuk menilai pembelajaran bahasa Arab Kelas VIII di MTsN 5 Jombang. Pengumpulan data dilakukan dengan wawancara, observasi dan dokumentasi. Responden penelitian terdiri dari 3 guru bahasa Arab dan 29 siswa Kelas VIII-F, termasuk 15 laki-laki dan 14 perempuan. Analisis temuan termasuk dimensi kontekstual, input, proses dan produk. Hasil penelitian menunjukkan bahwa pembelajaran bahasa Arab ditingkatkan dengan lingkungan yang mendukung, infrastruktur yang baik, dan elemen budaya dengan warisan budaya Islam yang kaya. Program ini didukung oleh kurikulum yang seimbang dan fasilitas yang lengkap. Namun, kurikulum harus diperbarui mengikuti kurikulum nasional terbaru, Kurikulum Merdeka, dan guru harus dilatih agar tetap relevan. Pengawasan konstan diperlukan untuk meningkatkan kualitas pengajaran dan keterlibatan siswa. Hasil evaluasi menunjukkan bahwa 80% siswa memenuhi standar kompetensi minimum. Namun, pengajaran yang lebih interaktif untuk keterampilan berbicara perlu ditingkatkan.*

**Keywords:** *Pendidikan Bahasa Arab, Model Evaluasi CIPP, Evaluasi Kurikulum*

## Introduction

Education is an important component of society development;<sup>1</sup> it is a conscious, cooperative endeavor to support people's intellectual,<sup>2</sup> spiritual,<sup>3</sup> and physical growth.<sup>4</sup> Education, which is based on the core ideas of character development,<sup>5</sup> information transfer, and societal integration,<sup>6</sup> has a profoundly positive impact on the lives of both individuals and communities.<sup>7</sup> The main objective of this dynamic process, in which both instructors and students actively participate, is to enable people to reach their greatest potential and make significant contributions to society.

In the Indonesian context, education occupies a central position in the nation's development agenda, guided by legislative frameworks such as the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.<sup>8</sup> This legislation

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<sup>1</sup> Ahmad Rifa'i and Maziyyatul Muslimah, "Unlocking Potential: Rethinking MBKM Curriculum Reformation with Constrained Resources in Arabic Education Study Program," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (May 27, 2024): 25–54; Isaeva Mukhabbat Rakhmonalievna, "Education As A Factor Of Development," *The American Journal of Social Science and Education Innovations* 2, no. 09 (September 30, 2020): 591–95, <https://doi.org/10.37547/tajssei/Volume02Issue09-89>.

<sup>2</sup> Santiago Mendo-Lázaro et al., "The Impact of Cooperative Learning on University Students' Academic Goals," *Frontiers in Psychology* 12 (January 5, 2022), <https://doi.org/10.3389/fpsyg.2021.787210>; Marcel Bassachs et al., "Interdisciplinary Cooperative Educational Approaches to Foster Knowledge and Competences for Sustainable Development," *Sustainability* 12, no. 20 (October 18, 2020): 8624, <https://doi.org/10.3390/su12208624>.

<sup>3</sup> Olivia Andrei, "Enhancing Religious Education through Emotional and Spiritual Intelligence," *HTS Teologiese Studies / Theological Studies* 78, no. 1 (December 19, 2022), <https://doi.org/10.4102/hts.v78i1.7887>; Constantin V. Necula, "The Role of Spiritual Formation in the Education of Modern Human Beings: A European Christian Perspective," *HTS Teologiese Studies / Theological Studies* 77, no. 4 (September 30, 2021), <https://doi.org/10.4102/hts.v77i4.6778>.

<sup>4</sup> Ashley Casey and Mikael Quennerstedt, "Cooperative Learning in Physical Education Encountering Dewey's Educational Theory," *European Physical Education Review* 26, no. 4 (November 21, 2020): 1023–37, <https://doi.org/10.1177/1356336X20904075>; Rika Fitria and Maziyyatul Muslimah, "Kemampuan Kreatif Siswa Dalam Implementasi Teori Belajar Kognitivisme," *Ibtitah: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (December 1, 2023): 1–14.

<sup>5</sup> Dian Arief Pradana et al., "Nasionalism: Character Education Orientation in Learning Development," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 3, no. 4 (January 22, 2021): 4026–34, <https://doi.org/10.33258/birci.v3i4.1501>.

<sup>6</sup> Ding Hooi Ting, "Understanding Knowledge Transfer and Knowledge Management through Social Learning," *Journal of Knowledge Management* 27, no. 7 (July 24, 2023): 1904–24, <https://doi.org/10.1108/JKM-04-2022-0246>; Muhammad Fikri Almaliki, Sovia Fahraini, and Maziyyatul Muslimah, "Integrity of Arabic Language Education in The Sustainable Development Goals (SDGs)," in *Annual International Conference on Islamic and Science Integration (AICCI)* (Kediri: Institut Agama Islam Negeri (IAIN) Kediri, 2023), 41–50.

<sup>7</sup> Susan Allen Namalefe, "The Impact of Education in South Asia," *Journal of International Students* 10, no. 3 (August 15, 2020): 787–89, <https://doi.org/10.32674/jis.v11i2.2532>; Sovia Fahraini, Muhammad Fikri Almaliki, and Maziyyatul Muslimah, "Implementation of Sustainable Development Goals (SDGs) on Arabic Language Education Integrative Curriculum IAIN Kediri," in *Annual International Conference on Islamic and Science Integration (AICCI)* (Vol. 1, No. 1), 2023, 51–60.

<sup>8</sup> Abdul Hayi and Mohamad Alwi, "ANALISIS KEBIJAKAN PENDIDIKAN ISLAM INDONESIA DI ERA REFORMASI," *Fitrah: Jurnal Studi Pendidikan* 14, no. 1 (June 14, 2023): 85–95, <https://doi.org/10.47625/fitrah.v14i1.447>; Abdul Rahman et al., "Analisis UU Sistem Pendidikan Nasional Nomor 20 Tahun 2003 Dan Implikasinya Terhadap Pelaksanaan Pendidikan Di Indonesia," *Journal of Education and Instruction (JOEAI)* 4, no. 1 (June 4, 2021): 98–107, <https://doi.org/10.31539/joeai.v4i1.2010>.

underscores the multifaceted objectives of national education, which encompass not only the acquisition of knowledge and skills but also the cultivation of moral character,<sup>9</sup> cultural identity, and civic responsibility.<sup>10</sup> Embedded within these objectives is a commitment to fostering a learning environment that promotes critical thinking, creativity, and lifelong learning among students.<sup>11</sup>

One of the key imperatives within the realm of education is the evaluation of teaching and learning processes to ensure their effectiveness and relevance.<sup>12</sup> Evaluation is an essential tool for determining areas for development and gauging the degree to which educational goals are being realized.<sup>13</sup> It gives educators insightful information on the advantages and disadvantages of educational initiatives, empowering them to plan curricula, assign resources, and implement instructional practices with knowledge.<sup>14</sup>

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<sup>9</sup> Hibatin Wafiroh and Maziyyatul Muslimah, "Psikososial Remaja Dalam Pembelajaran Bahasa Arab Di Madrasah Tsanawiyah Berbasis Pesantren," *Tadris: Jurnal Penelitian Dan Pemikiran Pendidikan Islam* 17, no. 2 (December 28, 2023): 12–24.

<sup>10</sup> Helda Daniati, "School Administration With National Standards of Education to Improve the Quality of Education Indonesia," *Indonesian Journal of Education (INJOE)* 3, no. 2 (February 28, 2022): 177–86, <https://doi.org/10.54443/injoe.v3i2.23>; Rukiyati Rukiyati, "Tujuan Pendidikan Nasional Dalam Perspektif Pancasila," *HUMANIKA* 19, no. 1 (February 12, 2020): 56–69, <https://doi.org/10.21831/hum.v19i1.30160>; Helda Helda and Syahrani Syahrani, "National Standards of Education in Contents Standards and Education Process Standards in Indonesia," *Indonesian Journal of Education (INJOE)* 3, no. 2 (March 1, 2022): 257–69, <https://doi.org/10.54443/injoe.v3i2.32>.

<sup>11</sup> Hetty M Pakpahan et al., "Effectiveness of Indonesian Education Curriculum Reform on the Quality of Processes in Learning," *Jurnal Penelitian Pendidikan IPA* 9, no. 1 (January 31, 2023): 564–69, <https://doi.org/10.29303/jppipa.v9i1.3930>.

<sup>12</sup> Anca Simionescu and Cristian Stan, "The Dynamic Approach of Education: Focus on Educational Actions and Subsequent Evaluations," *Educatia* 21, no. 25 (November 30, 2023): 92–98, <https://doi.org/10.24193/ed21.2023.25.10>; Shilpa Shinde, "IMPORTANCE OF EVALUATION IN TEACHING LEARNING PROCESS," *SCHOLARLY RESEARCH JOURNAL FOR HUMANITY SCIENCE AND ENGLISH LANGUAGE* 10, no. 54 (December 1, 2022), <https://doi.org/10.21922/srjhsel.v10i54.11783>; Maziyyatul Muslimah and Amila Widiyanti, "Analisis Daya Beda Tes Hasil Belajar Bahasa Arab Siswa SMA Mamba'ul Hikmah Paron Ngawi," *AL-MU'ARRIB: JOURNAL OF ARABIC EDUCATION* 3, no. 2 (September 12, 2023): 13–23, <https://doi.org/10.32923/al-muarrrib.v3i2.3594>; Maziyyatul Muslimah and Siti Zumrotun Nisaul Mutiatul Karimah, "Asesmen Kinerja Dalam Pembelajaran Kalam Bahasa Arab Siswa MTs Tahun 2023: Penelitian Pustaka Melalui Google Scholar," *ADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 4, no. 1 (January 24, 2024): 120.

<sup>13</sup> Dina Indriana, "Evaluasi Pembelajaran Dan Penilaian Autentik Dalam Pembelajaran Bahasa Arab," *Al-Ittijah : Jurnal Keilmuan Dan Kependidikan Bahasa Arab* 10, no. 2 (December 31, 2018): 34, <https://doi.org/10.32678/al-ittijah.v10i02.1245>.

<sup>14</sup> István Szókö, Katarína Szarka, and Ján Hargaš, "The Functions of Educational Evaluation," *Re&E-SOURCE*, July 29, 2022, <https://doi.org/10.53349/resource.2022.is24.a1112>; Janice Miller-Young and Cheryl N. Poth, "Complexifying Our Approach to Evaluating Educational Development Outcomes: Bridging Theoretical Innovations with Frontline Practice," *International Journal for Academic Development* 27, no. 4 (October 2, 2022): 386–99, <https://doi.org/10.1080/1360144X.2021.1887876>.

There are many different ways that education is evaluated, from informal teacher assessments in the classroom<sup>15</sup> to official institutional or national evaluations.<sup>16</sup> The overall goal of assessment, regardless of the particular strategy used, is to raise the standard of instruction by offering feedback that can guide choices and promote ongoing development.<sup>17</sup> This focus on continuous assessment is a reflection of the understanding that education is a dynamic process and that teaching and learning methods must be flexible and responsive.

The CIPP (Context, Input, Process, Product) model has become a widely accepted and methodical framework for evaluating educational programs in the field of educational assessment.<sup>18</sup> The CIPP model, which was created by Daniel Stufflebeam in the 1960s, provides a comprehensive framework that takes into account the four main aspects of evaluation: context, input, process, and product.<sup>19</sup> The CIPP model aims to offer a thorough knowledge of an educational program's overall impact, shortcomings, and strengths by analysing these characteristics in connection to the program in question.<sup>20</sup>

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<sup>15</sup> Rivka Glaubman and Hananyah Glaubman, "A Proposal for Evaluation in Schools: Multifaceted Evaluation for the Facilitation of Learning and Instruction," *The Educational Review, USA* 5, no. 5 (May 27, 2021): 146–54, <https://doi.org/10.26855/er.2021.05.005>; Kevin Piper, "Feature: The Time to Write: Teaching Second-Semester Composition through Reflection on Informal Evaluations," *Teaching English in the Two-Year College* 49, no. 2 (December 1, 2021): 124–42, <https://doi.org/10.58680/tetec202131661>.

<sup>16</sup> Cameron Childress et al., "Overseeing the Overseers: Can Federal Oversight of Accreditation Improve Student Outcomes?," May 25, 2022, <https://doi.org/10.18665/sr.316765>; H. Berbar et al., "A Psychometric Study: The Validation of a School Quality Assessment Tool," *The Education and Science Journal* 24, no. 4 (April 13, 2022): 112–39, <https://doi.org/10.17853/1994-5639-2022-4-112-139>; Eric A. Hanushek, "Addressing Cross-National Generalizability in Educational Impact Evaluation," *International Journal of Educational Development* 80 (January 2021): 102318, <https://doi.org/10.1016/j.ijedudev.2020.102318>.

<sup>17</sup> Thuong T.N. Dinh and Nga T. Nguyen, "Factors Affecting the Quality of Assessment of Learning Outcomes from the Perspective of Primary Education Students," *International Journal of Multidisciplinary Research and Analysis* 05, no. 07 (July 14, 2022), <https://doi.org/10.47191/ijmra/v5-i7-11>; Michael Agyemang Adarkwah, "The Power of Assessment Feedback in Teaching and Learning: A Narrative Review and Synthesis of the Literature," *SN Social Sciences* 1, no. 3 (March 9, 2021): 75, <https://doi.org/10.1007/s43545-021-00086-w>.

<sup>18</sup> Sapira Sapira, Haratua Tiur Maria Silitonga, and Syukran Mursyid, "EVALUASI PROGRAM REMEDIAL MENGGUNAKAN MODEL CONTEXT, INPUT, PROCESS, PRODUCT PADA PEMBELAJARAN FISIKA," *Jurnal Inovasi Penelitian Dan Pembelajaran Fisika* 2, no. 2 (September 25, 2021): 44, <https://doi.org/10.26418/jippf.v2i2.42403>; Warju Warju, "Educational Program Evaluation Using CIPP Model," *Innovation of Vocational Technology Education* 12, no. 1 (December 21, 2016), <https://doi.org/10.17509/invotec.v12i1.4502>.

<sup>19</sup> Shamsa Aziz, Munazza Mahmood, and Zahra Rehman, "Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study," *Journal of Education and Educational Development* 5, no. 1 (May 30, 2018): 189, <https://doi.org/10.22555/joeed.v5i1.1553>; Daniel L. Stufflebeam, "The CIPP Model for Program Evaluation," in *Evaluation Models* (Dordrecht: Springer Netherlands, 1983), 117–41, [https://doi.org/10.1007/978-94-009-6669-7\\_7](https://doi.org/10.1007/978-94-009-6669-7_7).

<sup>20</sup> Ira Rahmayuni Jusar, Ambiyar Ambiyar, and Ishak Aziz, "EVALUATION PROGRAM APPROACH IN EDUCATION," *JURNAL PAJAR (Pendidikan Dan Pengajaran)* 7, no. 1 (January 30, 2023): 83, <https://doi.org/10.33578/pjr.v7i1.9095>.

The context component of the CIPP model refers to the larger contextual elements that influence the design and execution of educational programs. This covers factors such as the cultural, social, economic, and institutional contexts in which learning occurs.<sup>21</sup> Understanding the contextual elements that influence educational programs allows educators to better adjust their methods to the requirements and preferences of varied learners.

Meanwhile, the input dimension of the CIPP model concentrates on the resources and materials utilized to support teaching and learning activities. This includes curriculum frameworks, instructional materials, teaching methodologies, and other tangible resources that enhance the educational experience.<sup>22</sup> By assessing the adequacy and appropriateness of input resources, educators can discover areas for improvement and make more informed resource allocation decisions.

Furthermore, the process dimension of the CIPP model examines the actual implementation of educational programs, including the strategies and techniques used by educators to facilitate learning. This involves assessing factors such as instructional quality, teacher-student interactions, classroom management practices, and the use of technology.<sup>23</sup> By evaluating the processes through which education is delivered, educators can identify effective practices and areas for refinement.

Additionally, the CIPP model's product dimension focuses on educational program results and impacts, such as student learning outcomes, educational goal achievement, and larger social implications. This entails determining the extent to which educational programs achieve their intended objectives and contribute to the broader aims of education.<sup>24</sup> By reviewing educational goods, educators can assess the success of their efforts and make necessary improvements.

Several studies used the CIPP approach to assess various language education packages. Kasmains et al. (2023) used the CIPP model to assess the execution of a teacher

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<sup>21</sup> Satja Sopha and Alexander Nanni, "The CIPP Model : Applications in Language Program Evaluation," *The Journal of AsiaTEFL* 16, no. 4 (December 31, 2019): 1360–67, <https://doi.org/10.18823/asiatfl.2019.16.4.19.1360>.

<sup>22</sup> Khalif Ashhabul Umam and Iip Saripah, "Using the Context, Input, Process and Product (CIPP) Model in the Evaluation of Training Programs," *International Journal of Pedagogy and Teacher Education* 2 (December 17, 2018): 19, <https://doi.org/10.20961/ijpte.v2i0.26086>.

<sup>23</sup> Sopha and Nanni, "The CIPP Model : Applications in Language Program Evaluation"; Aziz, Mahmood, and Rehman, "Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study."

<sup>24</sup> Umam and Saripah, "Using the Context, Input, Process and Product (CIPP) Model in the Evaluation of Training Programs."

professional education program.<sup>25</sup> Alokozay and Noori (2023) used the CIPP technique to evaluate the English department curriculum at Paktia University, and both instructors and students gave positive feedback.<sup>26</sup> K.C. and Baral (2023) used the CIPP approach to assess an ELT Pedagogy and Materials course, highlighting the need for better synchronization between theory and practice.<sup>27</sup> Dizon (2023) highlighted the CIPP model's historical evolution as a curriculum assessment model, as well as its contributions to the field of curriculum evaluation in education.<sup>28</sup> These studies demonstrate the applicability and utility of the CIPP approach in assessing language curriculum.

The CIPP model has been successfully employed to evaluate many elements of Islamic education. Halimah (2018) and Rosyiah (2022) emphasize the relevance of context, input, process, and product in evaluating Arabic language learning programs in higher education and Islamic kindergartens, respectively.<sup>29</sup> Al-Shanawani (2019) emphasizes the necessity of curriculum that are connected with educational and community requirements, as well as providing different sources of knowledge and training.<sup>30</sup> Kadir (2023) demonstrates the successful use of the CIPP model in evaluating the Tahfidz Qur'an program, with a focus on the program's alignment with its vision and mission, resource availability, implementation quality, and achievement of program targets.<sup>31</sup> These studies demonstrate the CIPP model's

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<sup>25</sup> Kasmainsi Kasmainsi, Syukri Hamzah, and Hadi Winarto, "CIPP Evaluation Model: Online In-Service Teachers Training Program Conducted at English Language Education Study Program of Bengkulu University," *ENGLISH FRANCA: Academic Journal of English Language and Education* 7, no. 1 (May 23, 2023): 105, <https://doi.org/10.29240/ef.v7i1.5871>.

<sup>26</sup> Wahidullah Alokozay, Sultan Zahid, and Noor Agha Noori, "Lecturers and Students' Attitudes towards English Language Department Curriculum of Languages and Literature Faculty Paktia-University by Using CIPP Model," *Randwick International of Education and Linguistics Science Journal* 4, no. 1 (March 31, 2023): 103–13, <https://doi.org/10.47175/rielsj.v4i1.613>.

<sup>27</sup> Rejina K.C. and Parmeshor Baral, "Applying Context, Input, Process and Product (CIPP) Model for Course Evaluation," *KMC Journal* 5, no. 1 (February 20, 2023): 205–18, <https://doi.org/10.3126/kmcj.v5i1.52460>.

<sup>28</sup> Arnie G. Dizon, "Historical Development of CIPP as a Curriculum Evaluation Model," *History of Education* 52, no. 1 (January 2, 2023): 109–28, <https://doi.org/10.1080/0046760X.2022.2098390>.

<sup>29</sup> Siti Aviatur Rosyiah, Saudah Saudah, and Rodhatul Jennah Jennah, "THE EVALUATION OF CIPP MODEL IN LEARNING CENTERS IN ISLAMIC KINDERGARTEN DARUSSALAM PALANGKARAYA," *Al-Hikmah: Indonesian Journal of Early Childhood Islamic Education* 6, no. 1 (June 13, 2022): 83–92, <https://doi.org/10.35896/ijecie.v6i1.248>; Umi Sakti, "Arabic Language Learning Evaluation in Higher Education with Context Input Process Product (CIPP) Model," *ALSINATUNA* 4, no. 1 (December 21, 2018): 33, <https://doi.org/10.28918/alsinatuna.v4i1.1591>.

<sup>30</sup> Hania M. Al-Shanawani, "Evaluation of Self-Learning Curriculum for Kindergarten Using Stufflebeam's CIPP Model," *SAGE Open* 9, no. 1 (January 8, 2019): 215824401882238, <https://doi.org/10.1177/2158244018822380>.

<sup>31</sup> Abdul Kadir, Siti Syamsudduha, and Muhammad Nur Akbar Rasyid, "Evaluasi Program Tahfidz Dengan Model CIPP [Context, Input, Process, Product] Di Sekolah Dasar Integral Al-Bayan Makassar," *ISLAMIKA* 5, no. 4 (October 1, 2023): 1424–39, <https://doi.org/10.36088/islamika.v5i4.3792>.

efficacy in analyzing many areas of Islamic education, including language acquisition programs, self-learning curricula, and religious education programs.

To summarize, the CIPP model provides a complete framework for evaluating educational programs, including various characteristics critical to determining their success and impact. Educators can get useful insights into their program's strengths and problems and make informed decisions about how to improve them by assessing the context, input, process, and product. However, the previous literatures merely discussed the CIPP implementation on English Language Teaching and Islamic Studies. There is a gap in CIPP application on Arabic Language Teaching which is essentially needed, as Arabic education has made a significant contribution to generating a generation of scholars with strong morality and character.<sup>32</sup> Therefore, this study aims to use the CIPP model to assess the Arabic language learning program in Class VIII at MTsN 5 Jombang, with the goal of finding areas for improvement and guiding future educational practices. It is intended that this attempt will improve the quality and effectiveness of Arabic language teaching in Islamic religious institutions, especially in junior high school level, benefiting both students and society as a whole.

Choosing MTsN 5 Jombang as the research location is critical due to its broad research prospects and educational impact. Previous research at MTsN 5 Jombang focused on a variety of topics, including managing class interaction for student understanding,<sup>33</sup> increasing learning achievement through novel models such as Snowball Throwing,<sup>34</sup> and improving *Mufradat* mastery through song media to improve Arabic writing skills.<sup>35</sup> This varied range of study topics demonstrates the school's commitment to holistic education and

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<sup>32</sup> Ukhrowiyah Ukhrowiyah, Muhammad Busronul Arif, and Maziyyatul Muslimah, "The Relevance of Arabic Language Education Towards Quality Education," in *Annual International Conference on Islamic and Science Integration (AICCII)* (Kediri: Institut Agama Islam Negeri (IAIN) Kediri, 2023), 1–11.

<sup>33</sup> HARI ESTUNING, "MENGELOLA INTERAKSI KELAS UNTUK MENINGKATKAN PEMAHAMAN MATERI PRESTASI DIRI MELALUI APLIKASI METODE DEMONSTRASI DAN EVALUASI PERSONAL DI KELAS IX F MTsN 5 JOMBANG," *STRATEGY: Jurnal Inovasi Strategi Dan Model Pembelajaran* 3, no. 1 (March 14, 2023): 82–91, <https://doi.org/10.51878/strategi.v3i1.2014>.

<sup>34</sup> NIKMATIN CHOIROCH, "PENINGKATAN PRESTASI BELAJAR MELALUI MODEL PEMBELAJARAN SNOWBALL THROWING SISWA KELAS VII E SEMESTER GANJIL MTsN 5 JOMBANG," *EDUCATIONAL: Jurnal Inovasi Pendidikan & Pengajaran* 2, no. 4 (January 17, 2023): 372–80, <https://doi.org/10.51878/educational.v2i4.1830>.

<sup>35</sup> PIPIT DIAN JUNAIDAH, "PENGUASAAN MUFRADAT MELALUI MEDIA LAGU UNTUK MENINGKATKAN KETERAMPILAN MENULIS BAHASA ARAB SISWA MTsN 5 JOMBANG," *TEACHER: Jurnal Inovasi Karya Ilmiah Guru* 2, no. 4 (February 10, 2023): 437–45, <https://doi.org/10.51878/teacher.v2i4.1919>.

innovation, making it an ideal setting for educational studies aimed at enhancing Arabic language teaching by evaluating context, input, process, and result.

## **Method**

### *Research Design*

This study used descriptive qualitative approach. This approach seeks to provide objective accounts of social processes, with an emphasis on daily actions and experiences. Qualitative research incorporates a variety of theoretical perspectives, including narrative research, phenomenology, and action research, with descriptive qualitative research focusing on answering questions about who, what, where, and how experiences unfold, delving deeply into identifying emerging patterns.

### *Procedures*

Interviews, observations, and documentation were used to gather data. The study also used the CIPP (Context, Input, Process, Product) model evaluation approach to examine the outcomes of the Arabic learning program at VIII MTsN 5 Jombang. These techniques were chosen to ensure a thorough grasp of the phenomenon being studied.

### *Participant (Subject) Characteristics*

The study included 3 Arabic teachers and a cohort of 29 students from class VIII-F from MTsN 5 Jombang, including 15 boys and 14 girls. It is important to highlight that the demography of the participants is relevant to determining the generalizability of the findings. Aside from the inclusion of class VIII students, no particular eligibility or exclusion criteria were provided.

## **Result and Discussion**

The efficacy of educational programs is critical, especially in determining students' academic paths and future possibilities.<sup>36</sup> In this study, we examine the Arabic language learning program at MTsN 5 Jombang using the comprehensive CIPP (Context, Input, Process, Product) evaluation approach to determine its performance and potential areas for improvement. This study aims to shed light on the multidimensional character of educational

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<sup>36</sup> Fuming Zhao, "Research on Educational Evaluation, Promote the Development of Teachers and Students," *Science Insights Education Frontiers* 10, no. S1 (September 13, 2021): 9, <https://doi.org/10.15354/sief.21.s1.ab039>; István Szókö, Katarína Szarka, and Ján Hargaš, "The Functions of Educational Evaluation," *Re&E-SOURCE*, July 29, 2022, <https://doi.org/10.53349/resource.2022.iS24.a1112>.



interventions and their consequences for student learning and development by meticulously examining contextual factors, input components, process dynamics, and program outcomes.

### *Context Dimension of CIPP Model in Arabic Language Learning Evaluation*

MTsN 5 Jombang is located in Jombang regency in East Java which has a strong focus on Islamic education development,<sup>37</sup> with emphasis on Arabic as a language of daily communication in Islamic boarding schools,<sup>38</sup> and the potential for smart village empowerment through technology and information to improve community welfare and independence.<sup>39</sup> Furthermore, the spatial analysis of industrial locations and potential pollutants in the area highlights the importance of environmental considerations in education, emphasising the necessity for a comprehensive approach to teaching Arabic that incorporates environmental awareness.<sup>40</sup>

The cultural history of Jombang has a considerable impact on Arabic language teaching by emphasising the incorporation of cultural components into language education.<sup>41</sup> Teaching Arabic includes not only linguistic but also cultural components in order to improve cross-cultural understanding and tolerance.<sup>42</sup> Furthermore, sociocultural-interactive tactics in language learning contexts, affected by learners' heritage backgrounds, contribute to increased opportunities for interaction and communication.<sup>43</sup> As a result, Jombang's cultural history has a significant impact on Arabic language teaching by including cultural components, increasing cultural understanding, and improving sociocultural relations in

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<sup>37</sup> Khoirul Umam, "Dinamika Pengembangan Kurikulum Pendidikan Agama Islam Di Madrasah (Studi Multi-Situs Di Kabupaten Jombang)," *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 6, no. 1 (May 29, 2018): 1–24, <https://doi.org/10.15642/jpai.2018.6.1.1-24>.

<sup>38</sup> Baiq Tuhfatul Unsi, "Pembelajaran Bahasa Arab Melalui Pendekatan Komunikatif; Studi Kasus Di Pondok Pesantren al-Munawaroh Ngemplak Ngudirejo Diwék Jombang," *Tafáqquh: Jurnal Penelitian Dan Kajian Keislaman* 4, no. 1 (June 1, 2016): 57–77, <https://doi.org/10.52431/tafaqquh.v4i1.55>.

<sup>39</sup> Ajie Hanif Muzaqi and Berlian Tyasotyningarum, "Village Community Empowerment Model in Smart Village Perspective (Study on Village Communities in Jombang Regency)," *JKMP (Jurnal Kebijakan Dan Manajemen Publik)* 10, no. 1 (April 28, 2022): 42–53, <https://doi.org/10.21070/jkmp.v10i1.1683>.

<sup>40</sup> Unsi, "Pembelajaran Bahasa Arab Melalui Pendekatan Komunikatif; Studi Kasus Di Pondok Pesantren al-Munawaroh Ngemplak Ngudirejo Diwék Jombang."

<sup>41</sup> Beatrice Szczepek Reed et al., "Arabic Language Heritage Schools," 2020, 148–73, <https://doi.org/10.4018/978-1-7998-1978-3.ch008>.

<sup>42</sup> Yousra Abourehab and Mahmoud Azaz, "Pedagogical Translanguaging in Community/Heritage Arabic Language Learning," *Journal of Multilingual and Multicultural Development* 44, no. 5 (May 28, 2023): 398–411, <https://doi.org/10.1080/01434632.2020.1826496>.

<sup>43</sup> Ahmad Abdel Tawwab Sharaf Eldin, "Teaching Culture in the Classroom to Arabic Language Students," *International Education Studies* 8, no. 2 (January 27, 2015), <https://doi.org/10.5539/ies.v8n2p113>; Maziyyatul Muslimah and Latifah Latifah, "Lingkungan Pendidikan Pesantren Dalam Pembentukan Karakter Di Madrasah Tsanawiyah Al-Mahrusiyah Lirboyo Kota Kediri," *Risalatuna: Journal of Pesantren Studies* 2, no. 2 (July 15, 2022): 169–80, <https://doi.org/10.54471/rjps.v2i2.1817>.

educational environments. The contextual factors mentioned above have a significant impact on the educational landscape, including student engagement and program effectiveness,<sup>44</sup> especially in MTsN 5 Jombang.

Our investigation continued with an examination of the physical and demographic parameters of MTsN 5 Jombang. The madrasah MTsN 5 Jombang serves as the academic home for 729 students, with a balanced distribution of male and female students over 8 parallel courses. The favorable learning environment, defined by well-maintained infrastructure such as classrooms, laboratories, and auxiliary facilities, lays the groundwork for productive teaching and learning experiences.

Understanding the contextual framework is critical for contextualizing program outcomes and recognizing potential contextual implications on student learning. By investigating the demographics, physical infrastructure, and general atmosphere of MTsN 5 Jombang, we lay the groundwork for a thorough evaluation of the Arabic language learning program.

Meanwhile, the main goal of the Arabic language learning programme at MTsN 5 Jombang is to assist students become skilled in speaking Arabic. The ultimate goal is for students to be able to communicate effectively in both spoken and written Arabic, as well as express their emotions. This objective emphasises practical language use, prioritising communication skills over theoretical understanding. The facilities at MTsN 5 Jombang, which include well-maintained facilities and a diverse student population, may contribute to this goal by creating a suitable learning atmosphere.

However, certain areas require improvement in order to completely realise this objective. For example, while the physical infrastructure is solid, there should be a greater emphasis on incorporating contextual and cultural relevance into the curriculum. This could entail introducing more local and culturally meaningful content into language sessions in order to make learning more relevant and engaging for pupils. Furthermore, while the facilities facilitate a variety of learning activities, ongoing modifications and maintenance are

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<sup>44</sup> Carmen-María Fernández-García, Marcos Rodríguez-Álvarez, and María-Paulina Viñuela-Hernández, "University Students and Their Perception of Teaching Effectiveness. Effects on Students' Engagement," *Revista de Psicodidáctica (English Ed.)* 26, no. 1 (January 2021): 62–69, <https://doi.org/10.1016/j.psicoe.2020.11.006>; Ryan Francis O. Cayubit, "Why Learning Environment Matters? An Analysis on How the Learning Environment Influences the Academic Motivation, Learning Strategies and Engagement of College Students," *Learning Environments Research* 25, no. 2 (July 9, 2022): 581–99, <https://doi.org/10.1007/s10984-021-09382-x>.

required to guarantee that they match changing educational standards and technology improvements.

To better match with the goal of improving students' communication abilities, the programme should provide more opportunities for actual language use. This could include more participatory and immersive activities like language clubs, conversation practice sessions, and cultural exchange programmes. Furthermore, the contextual evaluation reveals that teachers require continual professional development to keep up with best practices in language instruction and effectively incorporate novel teaching methods.

#### *Input Dimension of CIPP Model in Arabic Language Learning Evaluation*

The quality of an educational program's inputs has a substantial impact on its success and, ultimately, student outcomes.<sup>45</sup> Our examination of input components concentrated on five major areas: learners, curriculum, instructional materials, teachers, and learning tools.<sup>46</sup>

The pupils themselves are the center of any educational undertaking. 729 students were enrolled at MTsN 5 Jombang, according to the evaluation, which showed that they were a diverse cohort of learners with varying needs, skills, and goals. Comprehending the demographic composition of the student body is vital in order to customize instructional methodologies and support systems to accommodate a range of learning styles and preferences.<sup>47</sup>

A well-crafted curriculum directs the order of material, instructional techniques, and evaluation procedures.<sup>48</sup> It functions as a road map for the delivery of education. Our evaluation verified that MTsN 5 Jombang had implemented the 2013 curriculum, which included both locally created content and subjects that were centrally prescribed. Students' learning experiences are enhanced by this hybrid approach, which guarantees a balanced curriculum that incorporates contextual relevance and national requirements. For instance,

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<sup>45</sup> Sri Suwartini and Sutama Sutama, "INPUT-PROCESS-OUTPUT-OUTCOME QUALITY IN MANAGING EDUCATION IN ELEMENTARY SCHOOLS," *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 12, no. 2 (April 27, 2023): 510, <https://doi.org/10.33578/jpfkip.v12i2.9620>.

<sup>46</sup> Anik Wakhidah and Adi Bandonono, "Strategies for Improving the Quality of Learning Outcomes in Elementary Schools," *KnE Social Sciences*, June 20, 2022, 377–85, <https://doi.org/10.18502/kss.v7i10.11240>.

<sup>47</sup> Pratik R. Kadam, Umesh K. Gaikwad, and Preeti D. Bhamre, "Student Centred Learning Using Student's Learning Style," *Journal of Engineering Education Transformations* 34, no. 0 (January 31, 2021): 391, <https://doi.org/10.16920/jeet/2021/v34i0/157185>; Leonard Tetzlaff, Florian Schmiedek, and Garvin Brod, "Developing Personalized Education: A Dynamic Framework," *Educational Psychology Review* 33, no. 3 (September 29, 2021): 863–82, <https://doi.org/10.1007/s10648-020-09570-w>.

<sup>48</sup> Emina M. Kopas-Vukašinović and Vera M. Savić, "Designing Curriculum Content As a Factor of Education Quality," *Uzdanica* 17, no. 1 (2020): 261–71, <https://doi.org/10.18485/uzdanica.2020.17.1.16>.

the teachers are recommended to restructure the learning topics or materials to align with the students' environment and necessities.

The availability and quality of instructional materials have a considerable impact on the effectiveness of instruction.<sup>49</sup> Our investigation revealed a wide range of teaching materials used at MTsN 5 Jombang, including printed textbooks published by the Ministry of Religious Affairs and technology aids including audiovisual resources as well as online quizzes. The incorporation of technology into teaching approaches improves student engagement and promotes interactive learning experiences, in line with current pedagogical trends.

Teachers' proficiency and commitment are critical to supporting students' academic development and learning.<sup>50</sup> Three specialized Arabic language instructors were among the 39 certified teachers at MTsN 5 Jombang that we discovered during our evaluation. These teachers have a wealth of experience and knowledge to share in the classroom. They also possess the necessary pedagogical skills and academic credentials. Their assiduous efforts to provide excellent instruction and support are indicative of their commitment to the achievement of their students.

Establishing a stimulating learning environment requires having access to sufficient learning resources and tools.<sup>51</sup> Our evaluation at MTsN 5 Jombang verified the presence of well-appointed study spaces, a library, and language labs. With the use of these materials, students can engage in solo research, group projects, and hands-on application of theoretical knowledge. The availability of contemporary facilities, including language laboratories,

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<sup>49</sup> Nsengumuremyi Didace and Dr. Hesbon Opiyo Andala, "The Relationship between Instructional Materials Usage in Teaching and Learning Outcome in History Subject within Secondary Schools in Rwanda," *Journal of Education* 4, no. 6 (October 13, 2021): 82–101, <https://doi.org/10.53819/81018102t5017>; Shengrong Meng, "Enhancing Teaching and Learning: Aligning Instructional Practices with Education Quality Standards," *Research and Advances in Education* 2, no. 7 (July 2023): 17–31, <https://doi.org/10.56397/RAE.2023.07.04>.

<sup>50</sup> SALEMAN MASHOOD WARRAH, ALOBA FATIMAH MUSA, and ABDULRAHAMAN OLAREWAJU IBRAHIM, "DETERMINE THE RELATIONSHIP BETWEEN TEACHER KNOWLEDGE AND STUDENTS' ACADEMIC PERFORMANCE USING TEACHER COMMITMENT AS MEDIATOR," *Quantum Journal of Social Sciences and Humanities* 1, no. 5 (December 8, 2020): 1–12, <https://doi.org/10.55197/qjssh.v1i5.25>; Insaf El Kalai, Brahim Kirmi, and Imad Ait Lhassan, "Investigating the Effect of Teacher Commitment on Student Academic Achievement," *International Journal of Research in Business and Social Science* (2147- 4478) 10, no. 8 (January 1, 2022): 350–63, <https://doi.org/10.20525/ijrbs.v10i8.1507>; Robiyati Podungge et al., "Teacher Competence and Student Academic Achievement," in *Proceedings of the 23rd Asian Forum of Business Education (AFBE 2019)* (Paris, France: Atlantis Press, 2020), <https://doi.org/10.2991/aebmr.k.200606.011>.

<sup>51</sup> Ahmad Mahfuzi, "Utilization of Environment-Based PAI Learning Resources," *Journal of Social Science* 4, no. 3 (May 25, 2023): 777–84, <https://doi.org/10.46799/jss.v4i3.574>.

improves the efficiency of language training by enabling students to engage in fully immersive learning experiences.

While the input component of MTsN 5 Jombang's Arabic language programme is strong, a number of areas require ongoing examination and development. One essential component is the curriculum's relevance with the latest curriculum *Kurikulum Merdeka* (Emancipated Learning Curriculum).<sup>52</sup> Regular modifications are required to ensure that the curriculum remains consistent with both national requirements and local cultural contexts. This connection guarantees that students obtain a comprehensive education that is relevant to their current surroundings and future requirements.

Another important topic is teacher training. Teachers must engage in ongoing professional development in order to properly implement new instructional approaches and technologies. Teachers must keep up with changing educational techniques and technologies in order to deliver the best instruction possible. This continuous learning will allow teachers to use novel techniques to improve student engagement and learning results.

Resource allocation is also important. There must be ongoing evaluation of the adequacy and effectiveness of teaching materials and learning tools. Ensuring that these materials fit contemporary educational demands is critical to maintaining a high level of education. Adequate resources contribute to a favourable learning environment in which students can develop.

Additionally, using systematic procedures to gather and analyse student input is critical. This feedback can provide significant information about the efficacy of instructional tactics and curricular content. By receiving and evaluating student feedback on a regular basis, the programme may make informed changes to better match the requirements and preferences of students.

By resolving these issues, MTsN 5 Jombang can improve the efficiency of its Arabic language learning programme. Such enhancements would help students attain the desired competency in speaking and writing Arabic, providing them with the communication skills required for their academic and professional careers.

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<sup>52</sup> Yuli Marlina, Teti Muliawati, and Mohamad Erihadiana, "IMPLEMENTATION OF KURIKULUM MERDEKA IN INTEGRATED ISLAMIC SCHOOL," *Tatar Pasundan: Jurnal Diklat Keagamaan* 17, no. 1 (June 30, 2023): 69–85, <https://doi.org/10.38075/tp.v17i1.312>.

*Process Dimension of CIPP Model in Arabic Language Learning Evaluation*

The teaching-learning process can only be implemented effectively if established standards and best practices in educational pedagogy are followed.<sup>53</sup> The alignment of instructional methods with pedagogical norms and regulatory frameworks was the main focus of our examination of process components.

The Arabic language learning program at MTsN 5 Jombang is conducted in accordance with the guidelines provided by Law No. 41 of 2007, which regulates the procedures for primary and secondary education units. These standards cover several areas of instruction delivery, such as organizing, carrying out, assessing, and supervising.<sup>54</sup> The teaching approaches which are mainly used including student-centered approach, teacher-centered approach, and constructivist approach. The teacher centered approach is still being used considering that Arabic is a foreign language, and the role of teacher is unalterable in some cases. Our analysis made clear that in order to improve the standard of instruction, it is critical to keep class sizes at an ideal level, make sure textbooks are available, and efficiently manage teachers' workloads.

Maintaining the effectiveness and applicability of educational programs requires constant supervision and evaluation.<sup>55</sup> Our evaluation emphasized the necessity of routine program reviews to monitor student development, pinpoint areas in need of enhancement, and provide guidance for decision-making. Furthermore, strong supervision systems are necessary to keep an eye on the quality of instruction, give teachers feedback, and promote a continual improvement culture in educational establishments. Interaction between teachers and students is not always there because teachers must occasionally leave the classroom. This disruption in teacher-student interaction can have a negative influence on the learning experience and student participation since teachers play an important role in forming teenage characters and promoting character education.<sup>56</sup>

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<sup>53</sup> Šejla Bjelopoljać and Arijana Midžić, "Pedagogical Discourse of Curriculum Development Based on the Orientation of Educational Practice," *Metodički Obzori* 16, no. 1 (30) (November 8, 2021): 57–76, <https://doi.org/10.32728/mo.16.1.2021.03>.

<sup>54</sup> Helda and Syahrani, "National Standards of Education in Contents Standards and Education Process Standards in Indonesia."

<sup>55</sup> Yalalem Assefa, "Towards Learner-Oriented Monitoring and Evaluation in Adult Education Program: A Vital Approach to Ensure Adult Learners' Learning Needs," *Education Research International* 2021 (April 22, 2021): 1–11, <https://doi.org/10.1155/2021/6663700>.

<sup>56</sup> Immaa Iyyaanal Fitriyah and Maziyyatul Muslimah, "Relevansi Dan Implementasi Sikap Siswa Kelas Bahasa Arab Di Mts Al-Mahrusiyah Terhadap Karakteristik Sosial Setiap Individu," *Al-Ittijah : Jurnal Keilmuan Dan Kependidikan Bahasa Arab* 14, no. 2 (January 9, 2023): 91–107, <https://doi.org/10.32678/alittijah.v14i2.7303>.

Several areas of the process dimension require ongoing examination and improvement. Consistent teacher presence in the classroom is critical, and reducing absences through replacement instructors or digital tools can assist preserve stability. Evaluating teaching methods and strategies is critical to ensuring their continued effectiveness and relevance, as well as adopting new pedagogical approaches as needed. Regular reviews of class size and teacher workload management are required to give personalised attention and minimise burnout. Furthermore, a strong system of regular feedback and supervision from both teachers and students can help discover areas for growth. By addressing these issues, MTsN 5 Jombang may improve the quality and effectiveness of its Arabic language study programme, resulting in a more engaging and productive learning experience for all students.

#### *Product Dimension of CIPP Model in Arabic Language Learning Evaluation*

The ability of a program to yield observable results that advance student learning and accomplishment is the ultimate indicator of its efficacy.<sup>57</sup> We examined program items with an emphasis on evaluating student learning outcomes using a range of evaluation modalities. The performance of students on daily tests, midterm exams, and final semester evaluations was the main focus of the program outcomes evaluation. Remarkably, 80% of students at MTsN 5 Jombang satisfied the minimal requirements for competence in the test assessment and the project assessment,<sup>58</sup> proving the value of the Arabic language instruction program, and the average score of the students increased from time to time within one learning period. These encouraging results highlight how beneficial learning spaces, strict curricular requirements, and excellent instruction can be for students' academic progress.

Evaluating the product dimension entails examining many aspects of student learning results using a variety of assessments. This includes assessing pupils' ability to speak, listen, read, and write Arabic. While pupils typically succeed at reading (*qiraah*) and listening (*istima'*), their speaking (*muhadathah*) abilities are underdeveloped, sometimes due to shyness. Students' writing (*kitabah*) skills are adequate, as they can produce simple texts. Despite this, the general learning objectives are being reached, and students are eager to study Arabic, with speaking still the most difficult element.

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<sup>57</sup> Rabia Tabassum, Aimen Saleem, and Dr Mahvish Fatima, "Academic Efficacy as Correlate of Students' Performance: A Study on Adolescents of Lahore," *Journal of Social Sciences Review* 3, no. 2 (April 8, 2023): 60–69, <https://doi.org/10.54183/jssr.v3i2.206>.

<sup>58</sup> Maziyyatul Muslimah, "Developing Arabic Educational Games in 'Arabiyah Lil Athfal Entrepreneurship Course Using Project-Based Learning," *Maharaat: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (November 18, 2022): 16–37, <https://doi.org/10.18196/mht.v5i1.15838>.

To increase the effectiveness of the Arabic language programme, it is critical to identify areas for development. First, more focus should be made on improving kids' speaking abilities by fostering a supportive environment that stimulates verbal communication. This could entail employing more engaging and communicative teaching strategies, such as role-playing or conversation practice sessions. Furthermore, soliciting regular input from both students and teachers can provide insights into areas that require improvement and aid in tailoring the programme to better match the needs of students. By focusing on these areas, MTsN 5 Jombang may improve its Arabic language programme, ensuring that students obtain the proficiency needed for academic success and practical communication.

### **Conclusion**

The study's evaluation of the Arabic language learning programme at MTsN 5 Jombang utilising the CIPP (Context, Input, Process, Product) paradigm provides a thorough grasp of the program's effectiveness and areas for development. The findings of this study indicate that the Arabic language learning programme at MTsN 5 Jombang is effective, however there are still areas for development.

MTsN 5 Jombang, which is located in an area with a rich Islamic cultural past, has a setting conducive to Arabic language instruction. The school's well-kept infrastructure and concentration on cultural elements promote cross-cultural understanding and student participation. The program's solid foundation is founded on a varied student population, a balanced curriculum, high-quality teaching materials, devoted teachers, and well-equipped facilities. However, regular curriculum changes and constant professional development for teachers are required to ensure relevance and effectiveness.

The teaching-learning process relies heavily on educational standards Law No. 41 of 2007 and good pedagogical approaches. Continuous observation, evaluation, and reducing teacher absences are required to improve instructional quality and student engagement. The programme produced positive results, with 80% of pupils meeting the minimum proficiency levels. While students excel in reading and listening, they need to develop their speaking skills by using more participatory and communicative teaching techniques.

Overall, the Arabic language programme at MTsN 5 Jombang is effective, but it might be improved by include more culturally relevant content, ongoing curriculum updates, teacher professional development, and speaking skill improvement measures. These



enhancements will better connect the programme with its purpose of providing students with practical Arabic communication skills to help them succeed academically and professionally. Future study should focus on establishing more novel and dynamic training techniques to help students improve their speaking skills. Furthermore, additional research might look into the influence of incorporating technology into Arabic language acquisition, as well as the program's long-term consequences on students' academic performance and professional prospects. In-depth research on effective teacher professional development practices could also make a substantial contribution to increasing instructional quality.

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