

EVALUATION IN ARABIC LEARNING

Fatimah

STAI Badrus Sholeh Kediri

Fatimah1234@gmail.com

ABSTRACT

This article explains the importance of evaluation as one of the learning components, particularly in Arabic teaching and learning. In the learning process there are two main activities, namely learning done by the students and teaching done by the teacher, the two activities are to achieve the objectives set out in the lesson plan. In this article, readers are invited by the author to discuss various matters related to the evaluation of Arabic learning, such as the objectives and principles of evaluation, the variety of evaluation, and the signs in the preparation of test equipment, whether test or non test techniques.

Keyword: Evaluation, learning, model, technique, test, and non test



INTRODUCTION

Learning is a learning process that is repeated and causes changes in behavior that are realized and tend to be permanent. Likewise, Suwarna Pringgawidagda, said that learning is a change in behavior that is relatively permanent and is the result of repeated practice. In the learning process There are two main activities, namely learning that must be done by students and teaching carried out by teachers whose direction is to achieve predetermined goals in the form of learning outcomes that are cognitive, affective, and psychomotor.

Teaching Arabic as a foreign language has long been taught in Indonesia, both formally and non-formally, from Ibtidaiyah to universities. This is because Arabic has a very large function for the people of Indonesia, namely as a language of religion, culture, science, as well as a language of communication with Arab nations.

Arabic lessons have been a core lesson since the establishment of Islamic boarding schools and madrasas. Unlike in Islamic boarding schools which place Arabic lessons in a very large proportion especially in Islamic boarding schools which have emphasized the teaching of nahwu-sharaf since its establishment Arabic subjects in madrasas are included in the group of religious education subjects consisting of al-Islam. Qur'an-Hadith, Akidah-Akhlak, Jurisprudence, History of Islamic Culture/Civilization, and Arabic. Arabic lessons in madrasas are not grouped into the general basic education group, meaning not as another foreign

language (such as English), but as the language of the Islamic religion, which must be studied in order to understand the Qur'an, the Hadith of the Prophet and Islamic religious books. who speak Arabic.

Arabic is still considered by most students as a difficult language to learn, even as an unwelcome field of study. Likewise, in terms of the implementation of teaching, many problems are faced, starting from the elementary level to the tertiary level.

Evaluation is an identification activity to see whether a program that has been planned has been achieved or not, is valuable or not, and can also see the level of efficiency of its implementation.

Another definition of evaluation is an activity to collect information about how something works and then that information is used to determine the right alternative when making decisions

Evaluation can also be interpreted as a process of assessing something based on predetermined criteria or goals, which is then followed by making a decision on the object being evaluated.

Because of the importance of evaluation in learning, in this article the author will describe the various evaluations, objectives and principles of learning evaluation, learning evaluation tools and techniques Arabic.

LEARNING EVALUATION

In the implementation of teaching in general including in language teaching evaluation has a place and a role that is directly related to, and even an inseparable

part of, teaching. In the theory of preparation and planning of teaching, teaching is described as a process consisting of three main components that are inseparable from one another. The three components are teaching objectives, teaching implementation and assessment of teaching outcomes. The three have a close relationship with each other, either directly in a causal relationship, or indirectly in the form of feedback. The reciprocity between the components of the implementation of such teaching can be described as reciprocal.

DEFINITION OF EVALUATION AND TYPES OF TEACHING EVALUATION

There are three terms that need to be distinguished because they almost have close meanings, namely measurement, assessment and evaluation. Measurement is comparing something with one measure. Measurements are usually quantitative. Assessment is taking a decision on something with a good or bad measure. Assessments are usually qualitative. While evaluation includes both steps, namely measuring and assessing. In English terms, measurement is measurement, while assessment is evaluation. From the word evaluation, the Indonesian term evaluation is obtained which means evaluating.

In a broad sense, evaluation is a process of planning, obtaining and providing information that is needed to make decision alternatives. Thus the evaluation activity is a process that is deliberately planned to obtain information or data to then make a decision. The first

figure who defines evaluation related to educational problems and student achievement is Ralph Tyler (1950) who defines that evaluation is a process of collecting data to determine to what extent, in what way, and how the educational goals have been achieved. If not, how not and why. Cronbach and Stufflebeam also define the term evaluation with almost the same definition, with a little addition that the evaluation process is not just measuring the extent to which goals are achieved, but is used to make decisions.

In relation to teaching activities, Norman E. Gronlund (1976)—as quoted by Ngilim Purwanto, MP., stated that the meaning of evaluation is as follows: "Evaluation a systematic process of determining the extent to which instructional objectives are achieved by pupils". (Evaluation is a systematic process to determine or make decisions to what extent the objectives of language teaching have been achieved by students.

Wrightstore et al. (1950) also stated as follows: "Educational evaluation is the estimation of the growth and progress of pupils toward objectives or values in the curriculum". in the curriculum). From these definitions, there are at least three aspects that need to be considered related to the evaluation of teaching, namely:

1. Evaluation activities are systematic process. It means that evaluation is an activity that is planned and carried out on an ongoing basis. Evaluation is not just a final activity or closing of a program, but is an activity carried out at the

beginning, during the program and at the end of the teaching program.

2. In the evaluation activities needed various information/data regarding the object being evaluated. In relation to teaching, the data in question can be in the form of student behavior/appearance during lessons, test results/homework assignments, quarterly final exam scores, mid-semester grades, semester-end grades, and so on.
3. Teaching evaluation activities cannot be separated from teaching objectives. Because every assessment activity requires a certain criteria as a reference in determining the achievement limit of the object being assessed.

In relation to the whole teaching and learning process, teaching objectives and evaluation procedures, the three cannot be separated one with the other.

What materials/materials will be taught and what methods will be used depend on the teaching objectives to be achieved. Likewise, how the evaluation procedure should be carried out and which forms of tests/evaluation tools will be used to assess the teaching outcomes must be linked with reference to the teaching materials and methods used and the teaching objectives that have been formulated.

Based on the type, there are four kinds of evaluation, namely: 1). Measurement Models; 2). Congruence Model; 3). Educational System Evaluation Model; and 4). Illuminative Model.¹⁶ In

the following, the author will explain one by one.

Measurement Model

This model is considered the oldest model in the history of evaluation developed by R. Thorndike and R.L. Ebel.

This model emphasizes the role of measurement activities in carrying out the evaluation process. Measurement is seen as a scientific activity and can be applied in various problem areas including the fields of education and teaching. Measurement, according to this model cannot be separated from the notion of quantity or amount. This number will show the magnitude (magnitude) of objects, people or events that are described in the form of certain units of measure such as minutes, degrees, meters, percentiles and so on, so that the measurement results are always expressed in the form of numbers.

According to this model, evaluation is basically a measurement (measurement) on various aspects of behavior with the aim of look at individual or group differences, the results of which are needed in the selection, guidance, and planning of education and teaching for students in schools.

The object of this model evaluation activity is student behavior, which includes learning outcomes, innate abilities (intelligence, talent), interests, attitudes and also aspects of students' personality. In short, the object of evaluation includes both cognitive aspects which include various levels of abilities such as memory abilities, understanding applications, and so on whose evaluation can be carried out

quantitatively-objectively using standardized procedures. The evaluation tool commonly used in this evaluation model is a test. written or paper and pencil test in the form of an objective test whose questions are in the form of multiple choice, matchmaking, true and false, and so on.

Congruence Model

This model was born as a reaction to the first model above. The characters include Raph W. Tyler, John B. Carroll and Lee J. Cronbach.

According to this model, evaluation is an attempt to check the congruence between the desired educational and/or teaching goals and the learning outcomes that have been achieved. The results of the evaluation are useful for the sake of perfecting the student guidance system and to provide information to parties outside of education regarding the results that have been achieved. The object of evaluation according to this model is student behavior, or specifically, what is assessed is the change in desired behavior (intended behavior) shown by students at the end of education and teaching. So the question that needs to be answered by the evaluation is whether students have achieved the goals of the education and teaching system through the learning activities that they have taken. Understanding student behavior in question is the behavior of the learning outcomes achieved by students.

The behavior of learning outcomes is not only limited in terms of knowledge (cognitive), but includes other dimensions which include aspects of skills and aspects

of student attitudes as a result of the learning process. education and teaching. Therefore, this evaluation model does not limit the evaluation tools to only written tests or paper and pencil tests, but also other evaluation tools such as action tests and observations (portfolios). In short, this evaluation model adheres to the stance that various possible evaluation tools need to be used, because it is the nature of the goals to be achieved that will determine the types of evaluation tools to be used.

Since what will be assessed is the change in student behavior after taking teaching activities, this model strongly emphasizes the need for pre and post test procedures to assess the results achieved by students as a result of the educational activities they have participated in. On the other hand, this model does not suggest conducting a comparative evaluation to see how far the new curriculum is more effective than the existing curriculum. The steps that need to be taken in the evaluation process according to this model are:

- a) Formulate or reinforce teaching objectives.
- b) Determine the necessary "test situation".
- c) Develop a suitable evaluation tool to be used to assess the types of behavior described in the goal.
- d) Using the evaluation results.

Educational System Evaluation Model

This third model is a reaction to the two models above. The characters include: Daniel F Stufflebeam, Michael Scriven,

Robert E. Stake and Malcom M. Provus. According to this model, the success of an education system is influenced by various factors, the characteristics of students and the surrounding environment, the purpose of the system and the equipment used as well as procedures and mechanisms for implementing the system itself. The purpose of evaluation according to this model is to compare the performance of various dimensions of the system being developed with a number of certain criteria, to finally arrive at a description or judgment about the system being assessed.

According to Stufflebeam, the education system includes four dimensions, namely context, input, process, and product. Therefore, these four dimensions need to be assessed during and at the end of the curriculum or education system development process. In other words, the education system should be assessed in terms of its background, facilities/activity plans, implementation process and results achieved, in order to obtain broad information. The types of data collected in evaluation activities according to this model include both data objective (test scores) as well as subjective data or judgmental data (teachers' views, student reactions, and so on). Therefore this evaluation model provides an important place for the collection of judgmental data.

The main approaches of this model include:

Comparison based on internal criteria;

This first approach is taken when the system is still in the development phase

and is still undergoing improvements. For each dimension of the system (input, process, result) an evaluation is carried out based on the existing criteria:

1. The plan is assessed based on the criteria of a good plan.
2. The process (implementation) is evaluated from its suitability with the existing plan; the activity plan here applies as a criterion.
3. The results achieved are assessed from their suitability with the objectives to be achieved; objective here applies as a criterion. In this approach, the criteria used above are seen as absolute criteria that have been formulated previously.

Comparison based on external criteria;

This second approach is taken when the system is in a "ready" state after undergoing improvements during the development phase. And the question is "is the new system better than the current system".

To carry out the two approaches above, various evaluation methods are needed in addition to learning outcomes tests, namely observation, questionnaires, interviews and also content analysis, considering that the data collected includes both objective data and subjective data (judgmental data).

Illuminative Model

This evaluation model was also born as a reaction to the first two evaluation models above, namely measurement and congruence. This model was developed primarily in England by Malcolm Parlett.

While the measurement and congruence model is more oriented towards quantitative and structured evaluation, this fourth model emphasizes more on qualitative and "open" evaluation. The education system that is assessed is not viewed as a separate entity but in relation to a learning milieu, in the context of the school as a material and psycho-social environment, in which teachers and students work together.

The purpose of evaluation according to this model is to conduct a careful study of the system in question: how the system is implemented in the field, how its implementation is influenced by the situation of the school where it is developed, what are its advantages and disadvantages and how the system affects learning experiences. the students. The evaluation results reported are more descriptive and interpretive, not measurement and prediction. Therefore, in the implementation of evaluation, this model emphasizes the use of judgment. In short, in conducting evaluations, this model adheres to the motto that the judgment is the evaluation.]

According to this model, the objects of evaluation include:

- a. The background and development experienced by the system concerned;
- b. The process of implementing the system itself;
- c. The learning outcomes shown by students;
- d. The difficulties experienced from planning to implementation in the field.

In addition, the side effects of the system in question such as boredom seen in students, intellectual dependence, obstacles to the development of social attitudes, and so on are also the object of evaluation of this model. So, the object of evaluation of this model includes the "visible" curriculum and the "hidden" curriculum, because they both have an equally important influence.

In relation to the objectives and evaluation approach adopted by this fourth model, the evaluation activities were carried out in three phases, namely:

First, Observe; in this stage the assessor visits the school where a system is being developed. Evaluators will listen and see various events, problems and reactions of teachers and students to the implementation of the system.

Second, Inquiry Further; selection stage to get further attention. With the aim that the study of the selected problems becomes more systematic and focused.

Third, Seek to explain; In this stage, the assessor begins to examine the cause and effect of each problem. Begin to explore the factors that cause these problems. The data obtained separately are connected in a unified situation that exists at the school. Then the interpretation of the data obtained is also carried out, compiled and linked to various other data. This information is then used as material/input in the context of making decisions to make necessary improvements or adjustments.

In collecting various data, various methods were used, namely observation, interviews, questionnaires and analysis of

documentation materials. Structured data collection tools, if they can be avoided, tend not to be used. Learning outcomes tests are also used but in a careful manner and the results are always analyzed in relation to the data generated by other means. In short, in carrying out the evaluation, this model is more open-ended, and in reporting the results of the evaluation, it uses more descriptive methods in presenting the information.

Evaluation Objectives and Learning Evaluation Principles

The main purpose of evaluation in the teaching and learning process is to obtain accurate information about the level of competence achievement by students according to the formulated indicators (instructional objectives) so that follow-up can be pursued. The follow-up referred to as an evaluation function can be in the form of: (1). Placement in the right place; (2). Giving feedback; (3). Diagnosis of student learning difficulties, and (4). Determination of graduation. That's why a test was held named: (1). Placement test/2) (فینست ابتخا), Test formative(formative test/3) (لیصحت ابتخا), Diagnostic tests (diagnostic tests), and (4). Summative test (summative test/صیخشت ابتخا).

According to M. Ngalim Purwanto, there are at least four goals (as well as a function) of the evaluation of teaching, namely:

1. To find out the progress and development and success of students after experiencing or carrying out learning activities for a certain period of time. The

evaluation results obtained can then be used to improve student learning (formative function) and/or to fill out report cards or STTB, which means also to determine whether a student has graduated or graduated from a particular educational institution (summative function).

2. To determine the level of success of the teaching program. Teaching as a system consists of several components that are interrelated with each other. The components in question include, among others, objectives, teaching materials/materials, teaching and learning methods and activities, learning tools and resources, evaluation procedures and tools.
3. For the purposes of Guidance and Counseling (BK). The results of evaluations that have been carried out by teachers to their students can be used as a source of information or data for BK services by school counselors or BK teachers.
4. For the purposes of developing and improving the curriculum of the school concerned.

In carrying out the evaluation, the following principles must be observed: the following:

1. Cohesiveness; evaluation is an integral component in teaching program in addition to the instructional objectives and teaching materials and methods.

As explained above, instructional objectives, materials and methods of teaching and evaluation are three integrated entities that cannot be separated. Therefore, the evaluation plan must have been determined when compiling the teaching unit so that it can be adjusted in harmony with the instructional objectives and the subject matter to be presented.

2. Student involvement; Teachers must be able to generate activities that help students improve their learning methods and outcomes. Evaluation should not worry and reduce students' enthusiasm for learning. But on the contrary, it must be able to improve the quality and learning outcomes of students because good evaluation activities help teachers improve their teaching methods and assist students in improving their ways of learning.²⁶ For students, evaluation is a necessity, not something to be avoided. The presentation of evaluation by the teacher is an attempt by the teacher to meet the student's need for information regarding progress in teaching and learning.
3. Coherence; This means that the evaluation must be related to the teaching material that has been presented and in accordance with the domain of ability to be

measured. It is not justified to develop learning outcomes evaluation tools or learning achievement evaluations that measure materials that have not been presented in teaching and learning activities.

4. Pedagogical; evaluation also needs to be applied as an effort to improve attitudes and behavior in terms of pedagogical. The evaluation and the results should be used as a motivational tool for students in their learning activities. The results of the evaluation should be perceived as a reward for those who are successful and a punishment for those who are not/less successful.

Accountability; the success of the teaching program needs to be conveyed to parties with an interest in education as an accountability report. The parties in question among others; parents/guardians of students, community, schools/institutions education itself, and so on.

Evaluation Media (tools) and Evaluation Techniques

Media or tools are things that can be used to make it easier for someone to carry out tasks or achieve goals effectively and efficiently. The word "tool" is also known as "instrument". Thus the evaluation tool/media can also be referred to as an evaluation instrument.

An evaluation tool can be said to be good if it is able to evaluate something that

is evaluated with results such as the situation being evaluated. In using this tool the evaluator uses a method or technique, and therefore it is known as an evaluation technique. There are two kinds of evaluation techniques, namely non-test techniques and test techniques.

CONCLUSION

From the explanation above, it can be concluded that in compiling an evaluation of Arabic learning, teachers or lecturers

are required to be serious and qualified in theory and practice because evaluation is one of the most vital learning components in teaching and learning activities. Because the evaluation can measure the success or failure of the learning process. In designing an evaluation tool for learning Arabic, the evaluator must pay attention to the type of evaluation, the objectives and principles of evaluation, as well as signs in preparing test and non-test techniques.

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