



# Evaluation of Arabic Language Learning Programs in Pekanbaru City

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## Abstract

This study uses evaluative research with a descriptive approach. The aim is to assess the effectiveness of the Arabic language learning program in Pekanbaru City based on the aspects of context, input, process, and product. In general, the evaluation of the Arabic language learning program at SMA IT As-Sajadah and MA Ponpes Durratul Ilmi Al Islami in Pekanbaru City is quite effective in terms of context, as reflected in how Arabic language learning at SMA IT As-Sajadah and MA Ponpes Durratul Ilmi Al Islami in Pekanbaru City is designed in accordance with the current needs of students. It is also effective in terms of input, as seen in how well the schools are prepared to facilitate the learning and teaching process at SMA IT As-Sajadah and MA Ponpes Durratul Ilmi Al Islami in Pekanbaru City, both in terms of teaching staff and the facilities and resources that have been prepared. However, it is less optimal in terms of process, as seen in the uneven abilities of students, both in terms of mastery of the material and practical Arabic language skills.

**Keywords:** *Evaluation, Arabic Language, CIPP Learning Program.*

## Introduction

Arabic is one of the international languages that has a strategic position in the fields of religion, education, science, and global diplomacy (Mahbubi, 2024; Nidhomillah et al., 2024). In Indonesia, Arabic language learning has received special attention because it is the main means of understanding Islamic teachings such as the Qur'an, Hadith, and classical and contemporary Arabic literature (Al-Musawi, 2023; Wiharno & Huda, 2022). In the modern context, Arabic is not only seen as a liturgical language, but also as an intellectual and cultural medium that bridges Islamic civilization with contemporary science (Hidayat & Wahyudi, 2024).

However, Arabic language learning in various educational institutions still faces various challenges. Research shows that Arabic is often considered more difficult to learn than other foreign languages (Rahmadhani et al., 2024), resulting in low motivation and learning success rates. This condition shows that the effectiveness of learning programs cannot be measured only by the quantity of learning activities, but must also include the aspects of quality and relevance of learning (Promadi et al., 2024). Evaluation of teaching materials, methods, and the quality of learning instruments are important aspects to ensure the sustainability and effectiveness of Arabic language programs (Muslimah et al., 2024).

This problem does not only arise on a national scale but is also evident in local contexts such as in the city of Pekanbaru. As the capital of Riau Province, where the majority of the population is Muslim, Pekanbaru has great potential for the development of Arabic through various Islamic educational institutions, Islamic boarding schools, and community religious activities (Mulyati & Rosyidi, 2023; Muradi et al., 2021). However, in reality, the community's level of Arabic proficiency is still relatively low (Fitra, 2023; Khairatunnisa & Sapriha, 2024). The contributing factors include the limited availability of quality Arabic language education facilities, a shortage of professional teachers, and low public awareness of the strategic value of Arabic outside of a ritual context (Santoso, 2025).

This situation emphasizes the need for systematic efforts to assess the effectiveness of Arabic language learning programs in various educational institutions in Pekanbaru (Siregar et al., 2024). The urgency of improving the quality of Arabic language learning has prompted various institutions to develop more efficient and adaptive approaches to the needs of learners (Sulaiman & Hashim, 2022). Planned learning evaluations are key to ensuring program quality and ensuring compliance with national curriculum requirements and global competencies (Noverma et al., 2025).

Learning programs that are not evaluated regularly risk becoming stagnant and losing relevance to the needs of learners (K. Ismail, 2022). Therefore, evaluation needs to be an integral part of the education management cycle, from planning and implementation to learning reflection (Kasmilah, 2025b). Comprehensive evaluation not only assesses program achievements but also the quality of evaluative instruments in order to produce accurate data for continuous improvement (Kamaluddin et al., 2024).

A number of previous studies have highlighted the importance of Arabic language learning evaluation. Ainy Faizah, for example, focuses on the quality of planning, implementation, and assessment of learning. Umi Saktie Halimah's dissertation emphasizes the aspect of quality assurance in the learning system, while Khiyarah Nuril Akhyar's thesis examines evaluation within the framework of the Merdeka curriculum. However, none of them have comprehensively reviewed the evaluation of Arabic language learning programs in a specific geographical and socio-religious context, such as in the city of Pekanbaru.

Based on this description, the main problem identified in this study is the lack of in-depth and systematic studies on the implementation of Arabic language learning program evaluation in formal educational institutions in Pekanbaru. In fact, continuous evaluation is the main foundation for ensuring the quality of education (Mukhlis & Wahyudi, 2024).

Therefore, this study seeks to answer two main questions: (1) how effective is the implementation of the Arabic language learning program evaluation in Pekanbaru City, and (2) what factors support and hinder the implementation of the program. In general, this study aims to analyze the effectiveness of Arabic language learning programs in Pekanbaru and identify aspects that can strengthen the quality, relevance, and sustainability of Arabic language education programs at the local level.

### **Learning Evaluation Theory**

Learning evaluation has a theoretical basis that originates from various paradigms in education and psychology (Rahmawati & Kurniawan, 2021; Sulaiman & Hashim, 2022). This basis is important so that evaluation activities are not merely administrative activities, but truly support the improvement of the quality of the learning process and outcomes (Zainuddin, 2019).

Educational psychology provides an important basis for evaluation, especially in understanding how students learn and develop (Ormrod, 2022; Schunk, 2023). Among these theories are the following: 1) Behaviorism theory of B.F. Skinner, Thorndike: learning evaluation emphasizes the measurement of learning outcomes that can be observed and measured. 2) Piaget & Ausubel's Cognitivism theory: learning evaluation emphasizes how students understand, remember, and apply knowledge. 3) Vygotsky & Bruner's Constructivism theory: learning evaluation emphasizes the process of constructing knowledge, usually through authentic assessment, projects, and portfolios.

Evaluation is an integral part of teaching and learning activities (Zainuddin, 2019). According to Tyler, evaluation must be oriented towards instructional objectives that have been formulated in the curriculum. Thus, the success of learning can be measured by the extent to which these objectives are achieved (Brown, 2007).

Learning evaluation also has a legal and policy basis. In the Indonesian context, this is reflected in: Law Number 20 of 2003 concerning the National Education System emphasizes the importance of evaluation in ensuring the quality of education (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, 2003). Permendikbud No. 23 of 2016 concerning Education Assessment Standards regulates the principles, mechanisms, and instruments of assessment in schools (Kementerian Pendidikan Riset, dan Teknologi, 2022). This is in line with Rahayu's opinion that government policies have a major influence on the development of education (Rahayu & Amril, 2025).

## **Evaluation Of Arabic Language Learning in Madrasah Aliyah**

Evaluation of Arabic language learning is a systematic process of collecting, analyzing, and interpreting information (Firdaus, 2025) about the process and results of Arabic language learning in order to assess the extent to which learning objectives have been achieved (Fitriyah, 2021). Evaluation is not only limited to giving grades, but also serves as a basis for making decisions (Dahlia & Iskandar, 2024), improving learning programs, and enhancing the quality of education (Nicol et al., 2021).

Several theories that can be used as a basis for evaluating Arabic language learning include: Behaviorism theory, which emphasizes measurable learning outcomes, usually through objective tests (S. Ismail, 2024). Constructivism theory emphasizes the process of knowledge construction; instruments include portfolios, projects, and self-reflection (Çetin & Dikmen, 2022). Humanistic Theory is directed at the comprehensive development of students' cognitive, affective, and psychomotor potential (Nurdin & Rahmawati, 2024). System Theory is viewed as a comprehensive process, such as the CIPP model: Context, Input, Process, Product (Y. Sari & Ramadhan, 2022).

Arabic language learning evaluation can function as Diagnostic; identifying learning difficulties (Mahfud & Yusuf, 2023), Formative; providing feedback during the learning process (Morris et al., 2021). Summative; measuring final achievement. Selective; selecting students for the next level (Halim, 2024). Motivational; encouraging students to learn better (Feng et al., 2025). In line with this states that Arabic language learning program management includes planning, organizing, implementing, assessing, and supervising (Noverma et al., 2025).

The principles of Arabic language learning evaluation are based on Objectivity: learning evaluation is based on data, not teacher subjectivity (Nidhomillah et al., 2024; Zakkiyah et al., 2023). Comprehensiveness: learning evaluation covers cognitive, affective, and psychomotor aspects (Wahyudi et al., 2023). Fairness: learning evaluation applies equally to all students (Rasooli et al., 2023). Continuity: evaluation is carried out continuously (Kumari & Asgar, 2023). Criterion-referenced: evaluation refers to achievement standards, not comparisons between students ("Norm vs. Criterion-Referenced in Assessment: What You Need to Know," 2024).

The purpose of Arabic language learning evaluation is to determine the level of students' mastery of Arabic language skills (Nurhayati & Usiono, 2025). To determine the success of the Arabic language learning methods, media, and strategies used (Rahmawati & Kurniawan, 2021). To provide feedback for teachers to improve the learning process. To identify students' learning difficulties so that remedial measures can be taken. To determine graduation, promotion, or placement of students according to their level (Fakhita et al., 2025).

## Learning Evaluation Models

The following Learning Evaluation Models can be used as a basis for evaluating learning: Tyler Model: goal-oriented evaluation. Stufflebeam's CIPP Model: comprehensive evaluation with four components (Context, Input, Process, Product). Kirkpatrick Model: assessing reactions, learning, behavior, and results. Brinkerhoff Model: Success Case Method, evaluating successful and unsuccessful cases (Brinkerhoff, 2005).

Arabic learning evaluation instruments can be directed towards 1) Oral tests: conversation, reading Arabic texts, Written tests: multiple choice, essays, translation, Practical tests: presentations, drama, discussions in Arabic. 2) Non-tests: Observation of student participation, portfolios of Arabic writing assignments and projects, student learning reflection journals, questionnaires on interest and motivation in learning Arabic (Nasrulloh, 2025).

Challenges in Arabic Language Learning Evaluation include the difficulty of determining appropriate instruments for each skill (Istiqomah & Mustofa, 2021). There is a lack of teachers trained in comprehensive language skill evaluation, with a dominance of cognitive assessment (grammar and translation tests) over communicative skill assessment (Weng, 2022). Limited time and facilities for conducting authentic evaluations (Fatonah, 2022).

Previous studies are useful for providing insights into similar problems in other regions and for enriching the material studied in this research (Paritas, 2023). The findings of previous studies are used as supporting material in this study (Iskandar, 2023). Some use the same method and model, namely the descriptive qualitative method using the CIPP model. Another similarity found is in the theme of discussion taken by researchers regarding Arabic language learning programs (Awalia et al., 2025).

There are also differences between previous studies and the study written by the researcher (Jeok, 2021) because the sources described above mostly examine other factors as evaluation materials, and there are also differences between the variables in previous studies and those in the study to be conducted by the researcher, as well as different research objects (Fatimatuzzahroh, 2021).

These are the differences between previous studies and the study to be conducted by the researcher, which discusses the evaluation of Arabic language learning programs in the city of Pekanbaru. The researcher discusses how the evaluation of an Arabic language learning program is carried out comprehensively (Muslimah et al., 2024).

## Method

This study uses evaluative research with a descriptive approach (Rana, 2025). The aim is to assess the effectiveness of the Arabic language learning program in Pekanbaru City based on the aspects of context, input, process, and product (CIPP Model) (Abdilah, 2025).

Qualitative research is used to explore in-depth information (Lim, 2025; Pyo, 2023) through interviews, observations, and documentation (Azkiya et al., 2024). The research subjects were school/madrasah principals in Pekanbaru City as policy makers for the learning program, Arabic teachers who teach Arabic in Pekanbaru City as learning implementers, and students in Pekanbaru City as the main recipients of the program (Zukhaira & Retno Purnama, 2023).

The data collection techniques in this study were observation (Ibrahim, 2024), interviews, classroom observation, documentation, etc. Meanwhile, the research instruments used were guidelines for observing teacher-student activities and infrastructure (Sugiyono, 2022). Interview guidelines (principal, teachers, students) Documentation (syllabus, lesson plans, schedule, grades). Learning outcome tests, optional, for the product aspect (Fitriani & Herdah, 2025).

The CIPP model (Context, Input, Process, and Product) will be used to evaluate the Arabic language learning program in the city of Pekanbaru (Fitri, 2023). The researcher chose the CIPP model because it is comprehensive enough to evaluate a learning program, especially the Arabic language learning program in the city of Pekanbaru (Kasmilah, 2025a). In addition, the CIPP model is also considered the most appropriate for determining whether a program is running according to plan (Famularsih, 2024) and whether it can produce the desired products or results, because careful planning will result in a well-developed program, whereas suboptimal planning will result in an unsatisfactory program (Noverma et al., 2025).

## Result

In this study, the researchers grouped the components of the Arabic language learning program at SMA IT As-Sajadah and MA Ponpes Durratul Ilmi Al Islami in Pekanbaru City into context, input, process, and product so that it can be identified which components have been achieved and which have not (Rahmadhani et al., 2024).

The research steps based on the CIPP model are as follows (Arni, 2023); Context evaluation, researchers asked evaluation questions to respondents (Y. Sari & Ramadhan, 2022) regarding the suitability of the objectives, needs, and learning environment for Arabic language learning in Pekanbaru City. Based on the results of interviews with respondents at SMA IT As-Sajadah and MA Ponpes Durratul Ilmi Al Islami in Pekanbaru City. Overall, the objectives, needs, and learning environment for Arabic have been implemented, designed, and facilitated with an environment and media that support the learning program.

*“In my opinion, the learning objectives are almost in line with the needs of students in classroom learning. The school environment is said to be supportive if it provides facilities, culture, and policies that facilitate the achievement of learning objectives.” (PHH, teacher at SMA IT As-Sajadah, 2025).*

Input evaluation, the researcher has submitted evaluation questions (D. Sari & Ramadhani, 2021): The readiness of human resources, facilities and infrastructure,

and policy support in the learning program, Are textbooks, dictionaries, and digital media available to support learning? Are there language laboratories or audio-visual devices? (Wicaksono et al., 2023), Is the school budget sufficient for teacher training and the provision of facilities? Are the methods chosen appropriate for the students' needs? (Halimah, 2022). Based on the results of interviews with respondents.

*“For Arabic language learning, I sometimes use a projector, books, infocus, and sometimes a smart TV, and all the tools that can be utilized” (IKO, teacher at MA Ponpes Durratul Ilmi Al Islami, 2025).*

Evaluation process The researcher has asked evaluation questions (Arif, 2019): Do teachers really apply teaching methods in accordance with the lesson plan/syllabus? Are students active in class in accordance with the established learning plan? (Akhyar et al., 2025; Muslimah et al., 2024), Are the facilities truly being used optimally? (Susilowati, 2023), Are there technical obstacles, such as lack of learning time or limitations in learning media? (Hastuti & Kayyimah, 2024), How do students respond: do they feel more motivated or burdened? (Lubis, 2025).

Based on interviews with respondents, the Arabic language learning program at SMA IT As-Sajadah and MA Ponpes Durratul Ilmi Al Islami in Pekanbaru has been implemented in accordance with the lesson plans and syllabus. During the learning process, students were generally active and motivated to participate in the learning process, although there were some obstacles with the male classes being more active and the lessons being too short.

*“Students are enthusiastic during learning activities in class, but they have difficulty understanding the subject matter, digital media and audio-visuals, unstable networks, and classes that are not conducive (when in the boys' class), as well as limited space to move around.” (PHH, teacher at SMA IT As-Sajadah, 2025).*

*“Regarding lesson plans, they already exist but are still simple, and this school does not yet emphasize the use of lesson plans, but they have started to be used.” (IKO, teacher at MA Ponpes Durratul Ilmi Al Islami, 2025).*

In the product evaluation, the researcher asks evaluation questions: Have students experienced an increase in their ability to speak, read, write, and listen to Arabic? (Miolo, 2023), Have students' achievements in Arabic improved significantly? (Ningrum, 2023), Do graduates possess the skills required by the school or institution? (Mahfud & Yusuf, 2023), Are there positive changes in students' motivation towards Arabic? (Putri, 2023), Are the investments (teacher training costs, provision of language laboratories, etc.) commensurate with the results obtained? (Septianto & Kamalia, 2025).

Based on the results of interviews with respondents at SMA IT As-Sajadah and MA Ponpes Durratul Ilmi Al Islami, it appears that students' Arabic language skills in Pekanbaru have improved. This can be proven by the improvement in students' daily conversation skills, reading comprehension, and vocabulary.

“Alhamdulillah, it is progressing, although not yet optimally. Alhamdulillah, there have been changes, such as in daily conversation, which has begun to be applied in the dormitory.” (IKO, teacher at MA Ponpes Durratul Ilmi Al Islami, 2025).

“Improvements can be seen in: text reading skills, vocabulary, understanding of simple grammar, courage to speak, accuracy in answering evaluation questions. Students are more enthusiastic about attending classes, ask questions more often, complete assignments without being told to, and show interest in Arabic outside of class.” (PHH, teacher at SMA IT As-Sajadah, 2025).

## Discussion

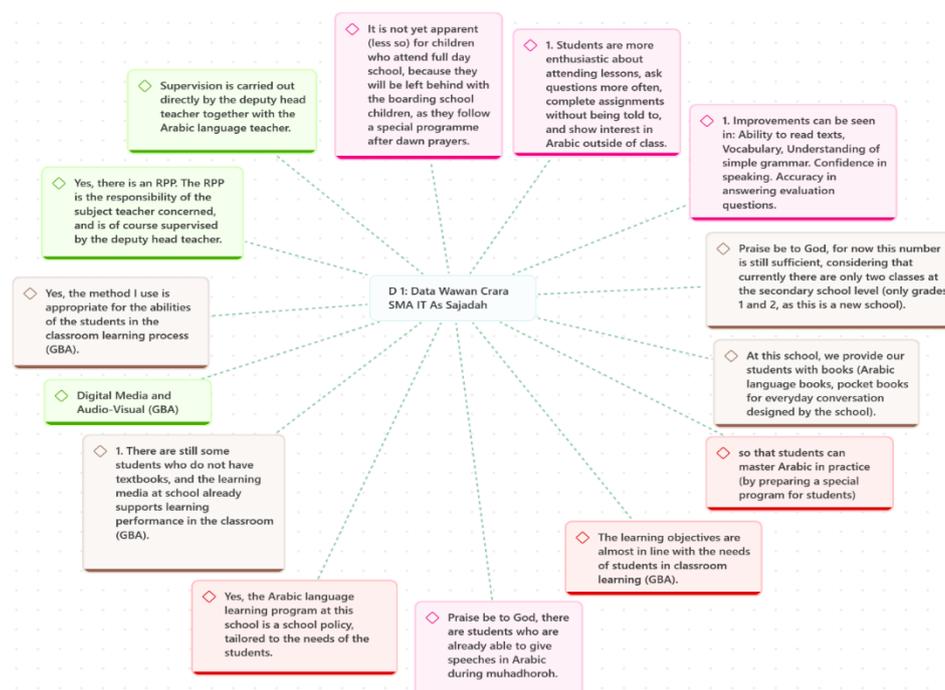


Figure 1, 1) green (process) 2) brown (input) 3) red (konteks), 4) pink (product).

The Arabic language learning program at IT As-Sajadah High School in Pekanbaru City is motivated by the need to improve students' competence in understanding Arabic language learning, especially direct mastery of Arabic (not just theory). This is implemented through the creation of special Arabic language classes for boarding students. For example, there are special Arabic language classes after dawn prayers on Thursdays, Fridays, and Saturdays.

This program is a school policy, with the hope that students will be able to speak Arabic. This has been welcomed by parents, as they have high expectations for their children to be able to speak Arabic.

Arabic language learning at SMA IT As-Sajadah in Pekanbaru is currently taught by one teacher, which is still considered adequate given that SMA IT As-Sajadah in Pekanbaru only has grades X and XI. This means that the Arabic teacher teaches four classes in one week. The Arabic teacher is provided with textbooks,

pocket books containing vocabulary and simple sentences about daily activities designed by the school, as well as learning technology in the classroom such as an infocus projector.

As for special training for Arabic teachers at SMA IT As-Sajadah in Pekanbaru City, it is still carried out internally by the school, not outside the school such as attending training and seminars. This is because invitations to training and seminars are usually attended by the principal. As for the supervision of the Arabic language learning program, it is directly supervised by the principal and vice principal of SMA IT As-Sajadah in Pekanbaru City, while the teachers who are at the forefront of Arabic language learning supervise the learning program by observing the learning process and results of the students. The syllabus and lesson plans are prepared directly by the Arabic language teachers and approved by the principal and vice principal.

Overall, the Arabic language learning program at SMA IT As-Sajadah Pekanbaru is very good, especially in terms of mastery of the material, but the application of Arabic in practical situations has not yet been implemented evenly. This is because some students are only enrolled in full-day programs, while others are boarding students, which creates a significant difference in their abilities. However, it cannot be denied that there are some students who do not board but have above-average Arabic language skills. This is due to the educational background of these students.

For example, students with a pesantren (Islamic boarding school) background have a higher level of proficiency than students who do not have a pesantren background, even though they are enrolled in a special program. This supports the findings of R.A. Umi Saktie Halimah in her dissertation, which states that Arabic language learning must be adapted to the diverse basic Arabic language abilities of students and various methods must be employed to ensure that students have a positive perception of the Arabic language learning program, thereby encouraging them to be more successful in participating in the Arabic language learning program.

The success of the Arabic language learning program is evident, as can be seen from the remarkable improvement in the abilities of students at IT As-Sajadah High School in Pekanbaru. Some of them are even able to give speeches in Arabic from start to finish.



Figure 2, 1) Yellow (principal/vice principal), 2) red (Arabic teacher), 3) green (student).

From the interview data above, we can see how the Arabic language learning program at MA Ponpes Durratul Ilmi Al Islami works. Overall, Arabic language learning at this school is very good in terms of context, input, process, and product.

Arabic language learning at MA Ponpes Durratul Ilmi Al Islami has been designed and developed by the school according to the needs of the students. This has been welcomed by the students' guardians, as evidenced by the high level of enthusiasm among parents who want their children to be able to speak Arabic practically.

The facilities at MA Ponpes Durratul Ilmi Al Islami are very good. Students are provided with textbooks, pocket books, an Arabic-speaking environment, and learning media such as projectors and smart TVs.

There is one teaching staff member at this school. This is because there is only one class for the MA level. Of course, this number is still sufficient. However, there is

still no teacher training at the school because the school has not received any invitations from outside parties. The preparation of lesson plans is left directly to the teachers concerned, of course with the approval of the deputy principal.

Overall, Arabic language learning has had a positive impact, with students feeling that their language skills have improved. This is evident from the increased vocabulary of the students and their ability to express simple sentences that are increasingly numerous and varied. Overall, the results of this interview support the research conducted by Khayrah Nuril Akhyar, who conducted research using the CIPP model.

### **Conclusion**

In general, the evaluation of the Arabic language learning program at SMA IT As-Sajadah and MA Ponpes Durratul Ilmi Al Islami in Pekanbaru City is quite effective in terms of context, as reflected in how Arabic language learning at SMA IT As-Sajadah and MA Ponpes Durratul Ilmi Al Islami in Pekanbaru City is designed in accordance with the current needs of students. It is also effective in terms of input, as seen in how well the schools are prepared to facilitate the learning and teaching process at SMA IT As-Sajadah and MA Ponpes Durratul Ilmi Al Islami in Pekanbaru, both in terms of teaching staff and the facilities and resources that have been prepared.

However, it is less than optimal in terms of process, as seen from the uneven abilities of students, both in terms of mastery of the material and practical Arabic language skills. Of course, this is still debatable, as some students attend full-day classes, while others are boarders. Not to mention the background of students who come from junior high school and are learning Arabic for the first time.

There are also learning programs that are less than optimal in terms of output. This can be seen from the results of the process and student learning outcomes. In the process, students still have difficulties with the learning process. In terms of Arabic learning outcomes, there are still many students who have not achieved the targets set by the school, namely being able to speak Arabic in an applied manner. However, overall, the school acknowledges the existing shortcomings and continues to make improvements for the better.

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