



ARABIC LANGUAGE LEARNING EVALUATION IN HIGHER EDUCATION WITH CONTEXT INPUT PROCESS PRODUCT (CIPP) MODEL

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Abstract

Evaluation of Arabic language learning in higher education is needed for quality assurance of a learning system. The evaluation should not assess the mere students' learning output, but involve all aspects of learning program including objectives, planning, implementation and output. This study aims to uncover the implementation of evaluation of Arabic learning program in higher education with the CIPP model, from the emergence of the idea to the result achieved after the program is implemented. It is a theoretical study, which is not based on empirical data in the field. The application of the CIPP model in evaluating Arabic language learning in higher education is conducted by collecting data and information about context, input, process and products of a learning program comprehensively and continuously. More specifically, context evaluation is directed to assess data concerning the purpose and background of a learning program. Input evaluation is conducted to examine the accuracy of the curriculum, students, lecturers and infrastructures. Meanwhile, process evaluation is carried out to reveal the suitability of the curriculum, teaching materials and media in a learning activity. Product evaluation is intended to provide data and information about the outputs and outcomes of Arabic language learning.

Keywords: Arabic Language Learning, CIPP, Evaluation

Abstrak

Evaluasi pembelajaran Bahasa Arab di Perguruan Tinggi diperlukan untuk penjaminan mutu suatu sistem pembelajaran. Evaluasi pembelajaran Bahasa Arab di Perguruan Tinggi tidak cukup hanya sebatas pada penilaian hasil belajar mahasiswa saja. Evaluasi perlu dilakukan secara menyeluruh dengan mengadakan tinjauan ulang terhadap tujuan, perencanaan, implementasi dan hasil program pembelajaran. Kajian ini dimaksudkan untuk memahami aktifitas-aktifitas pelaksanaan evaluasi program pembelajaran bahasa Arab di Perguruan Tinggi dengan model CIPP, yaitu mulai munculnya ide program sampai pada hasil yang dicapai setelah program dilaksanakan. Kajian ini merupakan kajian teoritis, tidak didasarkan pada data empiris di lapangan. Penggunaan model CIPP dalam mengevaluasi pembelajaran bahasa Arab di Perguruan Tinggi dapat dilakukan dengan penggalan data dan informasi tentang komponen kontek, input, proses dan produk pembelajaran secara menyeluruh dan berkesinambungan. Pada pelaksanaannya,

evaluasi kontek diarahkan pada pengkajian data tentang tujuan dan latar belakang penyelenggaraan pembelajaran. Evaluasi input dilakukan dengan mengkaji ketepatan kurikulum, mahasiswa (latar belakang pendidikan, motivasi, persepsi), dosen, dan penyediaan sarana prasarana. Evaluasi proses dilakukan dengan penggalan data tentang kesesuaian penggunaan kurikulum, bahan ajar, media dalam proses pembelajaran. Evaluasi produk dilakukan dengan penggalan data dan informasi mengenai output dan outcome pembelajaran bahasa Arab.

Kata Kunci: *Evaluasi, Pembelajaran Bahasa Arab, CIPP*

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Introduction

The Arabic language learning in Indonesia has been known since the spread of Islam in the country. For Islamic higher education, Arabic is one of the compulsory courses that must be taken by students; some Islamic universities even intensify the implementation of Arabic language learning. This policy is intended to equip students in mastering Arabic language because this language is used not only as a language of religion¹ but also as a language of international communication.²

The portrait of the implementation of Arabic learning shows that there have been serious efforts to advance the quality of Arabic language learning in higher education. Through this Arabic language learning program, students are expected to be able to study Arabic literature, so that they can develop further knowledge. Many experts express their views dealing with the condition and progress of Arabic language in higher education. However, in general, they are in agreement that the current Arabic language learning does not meet their expectation yet.³ This opinion has been correctly proven, at least, from the students' Arabic language competence which is still low and far from the expectation. Some students have difficulty both in using Arabic language as a tool to conduct Islamic studies and in producing academic works.⁴

¹ The position of Arabic as a language of religion implies that mastery of the language is a requirement for understanding the Islamic sciences since the sources are written in Arabic language. Another opinion stated that if Arabic language is positioned as a foreign language, it implies that the Arabic is merely a language of communication, and its mastery is not required for understanding the Islamic sciences. See: Ahmad Murodi, "Tujuan Pembelajaran Bahasa Asing (Arab) di Indonesia," *Jurnal Al-Maqoyis*, Vol. 1, No. 1 (2013): 128.

² Asna Andriani, "Urgensi Pembelajaran Bahasa Arab dalam Pendidikan Islam," *Ta'allum*, Vo. 3, No. 1 (2015): 39.

³ One of the challenges that arises is the low interest and motivation to learn and the tendency as students or students of Arabic to "take the most instant path" without going through the process of perseverance and sincerity. See: Fatimah Azzahra Mutmainah, "Pemikiran A. Chaedar Alwasilah tentang Pendekatan Literasi (Genre-Based Approach) dan Pembelajaran Bahasa Arab," *Jurnal al Bayan*, Vol. 10, No. 1 (2018): 122.

⁴ According to Abdul Wahab, the lack of academic works written Arabic language by students is caused by a number of factors, such as the system of Arabic education and teaching in Islamic higher educations is seen less

Therefore, the implementation of Arabic language learning in higher education must be accompanied with an evaluation to assess its system and quality, so that the role of Arabic language in universities can be optimized. Such an evaluation is necessary to see the extent to which a learning program is said successful. It is a mandatory stage that holds an urgent position in the effort to obtain description of the learning program and learning product. Later, this stage must be planned, implemented and utilized as a source of decision making. The evaluation results can serve as a meaningful feedback to see the effectiveness of the learning program, reformulation and improvement.

The term *evaluation* in educational world so far has been linked merely to achievement and learning output although this notion is hardly true.⁵ The implementation of learning evaluation in general still refers to the measuring of learning success on the basis of product, without noticing the learning context, input and process which in essence are also important and need serious attention. In line with this, Arikunto stressed that evaluation must be carried out comprehensively or comprehensively.⁶

From literature research, it seems that conceptual research cannot be found that specifically discusses the evaluation model of Arabic language learning programs in Higher Education as a whole, cannot be found. However, several studies related to the implementation of evaluating Arabic learning in Higher Education are available. Sumiarni, who conducted her research at the Center for Language and Culture Center of IAIN Syekh Nurjati Cirebon, concluded that one of the factors that could influence the results of Arabic language learning of the students was their educational background. Based on the data she has collected, 87.5% of the total students are the graduates from Senior High School (SMA) or Vocational High School (SMK), while 12.5% are the Islamic schools' graduates who have studied Arabic.⁷ Similar finding was also given by Sa'diyah through her research at IAIN Kudus. Sa'diyah's research recommends that the matriculation class of Arabic should be designed by grouping the students based on their basic ability.⁸ In addition,

supportive. See: Muhib Abdul Wahab, "Peran Bahasa Arab dalam Pengembangan Ilmu dan Peradaban Islam," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, Vol. 1, No. 1 (2014): 14.

⁵ The term "learning evaluation" is often equated with "assessment of learning output" though these two terms are basically different. Assessment of learning output is a systematic, continuous and comprehensive activity in collecting and processing information to assess the students' learning process and products. Meanwhile, learning evaluation focuses more on the assessment of learning components to see the effectiveness of learning as a program. See: Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2016), 3. Also see: Zainal Arifin, *Evaluasi Pembelajaran: Prinsip, Teknik, Prosedur* (Bandung: Remaja Rosdakarya: 2012), 8.

⁶ Arikunto, *Dasar-Dasar Evaluasi*, 76.

⁷ Nanin Sumiarni, "Pembelajaran Bahasa Arab bagi Mahasiswa Pemula di Pusat Bahasa dan Budaya (PBB) IAIN Syekh Nurjati Cirebon," *Holistik*, Vol. 15, No. 1, (2014): 19.

⁸ Zaimatus Sa'diyah, "Evaluasi Pengajaran Bahasa Arab di STAIN Kudus," *Jurnal Penelitian*, Vol. 10, No. 2 (2016): 442.

Ridho's study of Arabic Language Learning Evaluation concluded that in order to realize the learning goals, the process of Arabic language learning must involve two main activities, i.e. the learning carried out by the students and the teaching conducted by the teacher. Through this research, Ridho emphasized that efforts to develop the evaluation instruments must be adapted to the competencies to be mastered and the goals expected.⁹

The above explanation shows that evaluation of Arabic language learning in higher education should be carried out not only through monitoring the students' learning output but also through comprehensive approach, from where the learning goals and ideas emerge to what the learning program have produced. To fulfil such an expectation, a different evaluation model that is able to assess and review aspects related to the preparation, planning, implementation and achievement of a comprehensive learning program is highly needed.

Method

The method used in this study is a qualitative research with a library approach. The focus of this study is to use relevant data, examine library books and works in other forms. Meanwhile, philosophically, this study is included in the realm of pragmatics. The world view of pragmatics rests on applications and solutions to existing problems, and emphasizes problem solving. It is here that the writer tries to offer one of the program evaluation models that can be used as a reference to evaluate Arabic language learning programs in higher education, namely the *Context Input Process Product* (CIPP) model. The CIPP model for evaluation is chosen because it is more comprehensive than other models.¹⁰ This study is a conceptual study based on theoretical analysis, not empirical data in the field.

Evaluation of Arabic Language Learning in Higher Education

Arabic Language Learning in Higher Education

The term *learning* according to Gagne is defined as a process of modifying human capacity, whose level can be maintained and increased.¹¹ Learning requires a conscious process that tends to

⁹ Ubaid Ridho, "Evaluasi Pembelajaran Bahasa Arab," *An-Nabighoh*, Vol 20, No 1 (2018), 19.

¹⁰ Yogesh Patil & Sunil Kalekar, "CIPP Model for Evaluation," *Scholarly Research Journal for Humanity Science and Language*, Vol. 2, No. 10 (2015): 2616. Some models for evaluation have been proposed by experts, such as (a) *Goal Based Evaluation Model* by Ralph W. Tyler. This model focuses on collecting information to measure goals, policies, programs and projects that have been achieved to be used as feasibility report and decision making. (b) *Goal Free Evaluation Model* by Michael Scriven tries to evaluate impacts, which are part of the program objectives. (c) *Formative-Summative Evaluation Model* is designed to improve an object especially when developed. See: Wirawan, *Evaluasi: Teori, Model, Standar, Aplikasi dan Profesi* (Jakarta: Rajawali, 2012), 84-89.

¹¹ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran* (Yogyakarta: Pustaka Pelajar, 2015), 3.

be permanent and changes behaviour.¹² Hamalik defines learning as a combination of human elements, materials, facilities, equipments and procedures that influence each other to achieve learning goals.¹³

Chaer emphasized that language learning is in general related to processes that occur when a person learns a second language¹⁴ after first language acquisition.¹⁵ The term *second language learning* itself indicates that the second language can be mastered through deliberate and conscious learning process.¹⁶ Language learning according to Hermawan involves at least three disciplines, namely (a) linguistics, (b) psychology and (c) educational science.¹⁷

As a system, Arabic language learning has several components that are interrelated with all the others since a good learning requires careful planning and implementation involving various parties (both teachers and students). In addition, there must be a relation among learning activities in order to support the achievement of graduate competencies. The components include learning objectives, learning material or content, learning methods, learning evaluation, students and teachers.¹⁸

With reference to learning theory in general, several factors influencing language learning can be grouped into two. The first is the factors associated with the learning components, including (a) the student condition (such as age, motivation, and intelligence), (b) the teacher condition (such as personality, habits, educational background, and competence), (c) methods (such as formal presentation). The second is the factors outside the learning components, including (a) first language, (b) language environment (*bi'ah lughawiyah*), and (c) discipline.

The purpose of Arabic language learning has been expressed by many experts. Jaudat al-Rukkabi, for example, explained that the purpose of Arabic language learning is to equip students with Arabic language skills.¹⁹ Meanwhile, Susilowati divided the purpose of Arabic language learning into two, namely: learning it as either active language or passive language.²⁰ Pransiska argued that the orientation of Arabic language learning is for religious orientation, academic orientation, professional or pragmatic orientation, ideological orientation and economic

¹² M. Thobroni, *Belajar & Pembelajaran: Teori dan Praktik* (Yogyakarta: Ar Ruzz Media, 2015), 17.

¹³ Oemar Hamalik, *Kurikulum dan Pembelajaran* (Jakarta: Bumi Aksara, 2013), 57.

¹⁴ Second language is a language that is not obtained by a person naturally from childhood. The term "second language" in this paper is focused on Arabic because Arabic in Indonesian context is a foreign language.

¹⁵ Abdul Chaer, *Psikolinguistik: Kajian Teoritik* (Jakarta: Rineka Cipta, 2009), 167.

¹⁶ Pranowo, *Teori Belajar Bahasa* (Yogyakarta: Pustaka Pelajar, 2014), 73.

¹⁷ Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: PT Remaja Rosdakarya, 2013), 33.

¹⁸ Oemar Hamalik, *Kurikulum*, 57.

¹⁹ Jaudat al-Rukkabi, *Turūq Tadris al-Lughah al-'Arabiyyah* (Damaskus: Dar al-Fikr, 1996), 22.

²⁰ Ulfah Susilowati, *Manajemen Mutu Pembelajaran Bahasa Arab di Perguruan Tinggi* (Salatiga: STAIN Salatiga Press, 2009), 53.

orientation.²¹ Based on this explanation, it is clear that the purpose of Arabic language learning in essence is the achievement of language competence. Later, in practice, this competence can also be directed to religious, academic, professional, ideological or economic orientation.

Arabic Language Learning Evaluation

Evaluation is an important part of Arabic language learning program. It is, according to Gay (1979) as cited by Sukardi, a systematic process of collecting and analyzing data for decision making.²² Stufflebeam and Shinkfield stated that:

*Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and merit of some object's goals, design, implementation, and impacts in order to guide decision making, serve needs for accountability, and promoting understanding of the involved phenomena.*²³

The above definition implies that evaluation is a process of delineating, discovering and providing descriptive information and consideration of the value and benefits of planned and implemented goals as it is impactful to guide decision making, to assess accountability and to understand phenomena.²⁴

Learning evaluation in general is a process or activity that is systematic, sustainable, and comprehensive to control, ensure and determine the quality (value and meaning) of learning for various learning components based on certain considerations and criteria, as a form of teacher accountability in implementing the learning.²⁵ It has three characteristics, namely (1) the evaluation is carried out continuously; (2) the evaluation is carried out using accurate data and information; and (3) the evaluation is carried out by taking into account the initial objectives that have been set.

Based on the explanation above, it can be understood that the evaluation of Arabic language learning in higher education is a process that collects data and information on various matters

²¹ Toni Pransiska, *Pendidikan Bahasa Arab di Indonesia: Historisitas dan Realitas* (Yogyakarta: Penerbit Ombak, 2015), 127-128.

²² Sukardi, *Evaluasi Program Pendidikan dan Pelatihan* (Jakarta: Bumi Aksara, 2014), 8.

²³ Daniel L. Stufflebeam & Anthony J. Shinkfield, *Systematic Evaluation* (Boston: Kluwe Nijhoff Publishing, 1985), 159; also see: Daniel L. Stufflebeam, *The CIPP Model For Evaluation*, in T. Kellaghan & D.L. Stufflebeam, *International Handbook of Educational Evaluation* (Dordrecht: Kluwer Academic Publishers, 2003.), 34; also see: Daniel L. Stufflebeam, "The Relevance of The CIPP Evaluation Model for Educational Accountability," (*The paper is presented at the Annual meeting of the American Association of School Administrators, Atlantic City, N.J., February 24, 1971*), 3.

²⁴ By Wirawan, each term in used to define *evaluation* proposed by Stufflebeam is interpreted as follows: the term *delineating* in this context is to specify, define and explain information needed by decision makers. *Obtaining* meant here is to use statistical measurements to collect, organize and analyse information. Finally, *providing* here is to synthesize information so that it will serve the evaluation needs of the stakeholders. See: Wirawan, *Evaluasi: Teori, Model, Standar, Aplikasi dan Profesi* (Jakarta: Rajawali, 2012), 92.

²⁵ Arifin, *Evaluasi Pembelajaran*, 8.

relating to the implementation of Arabic language learning in order to improve learning quality. It must be continuously carried out before, during and after the implementation of learning program. The evaluation should be directed to a specific goal, i.e. to get answers about how to improve the learning program. According to Arikunto and Cepi, there are four possible policies that can be made with reference to the results of evaluation, i.e. to stop, revise, continue or spread the program.²⁶

The CIPP Model in Arabic Language Learning Evaluation in Higher Education

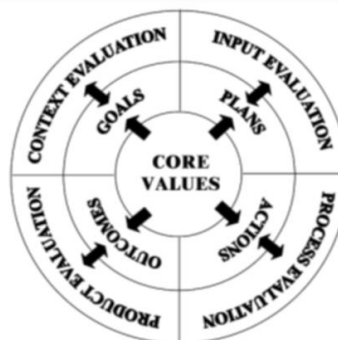
The CIPP Model Evaluation

Evaluation with the CIPP model was first introduced by Stufflebeam²⁷ in 1965. The basic idea behind this model is that the main purpose of evaluation is not to prove but to improve, as Stufflebeam explained. That is, "the CIPP model's is based on the view that the most important purpose of evaluation is not to prove but to improve".²⁸

Compared to several evaluation models that have been proposed by theorists, such as goal-based evaluation model, goal-free evaluation model, formative-summative evaluation model, this CIPP model is more comprehensive and able to provide systematic evaluation formats at each evaluation stage from context to product. Stufflebeam illustrated the structure of the CIPP model evaluation as in image below

Image

The Key Components in the CIPP Model Evaluation²⁹



²⁶ Suharsimi Arikunto & Cepi Safruddin, *Evaluasi Program Pendidikan* (Jakarta: Bumi Aksara, 2014), 22.

²⁷ Daniel Leroy Stufflebeam is an evaluation expert born in Waverly, Iowa on September 19, 1936. He obtained a Bachelor of Arts degree in music from the State University of Iowa (1958). He holds a Master of Science degree in Counselling and Psychology from Purdue University (1962), a Philosophical Doctor (Ph.D) degree in Measurement and Statistics (1964), and a Post-Doctoral degree in Work Experimental Design and Statistics in the University of Wisconsin (1965). His monumental work in the field of evaluation is the CIPP Evaluation Model. See: Daniel L. Stufflebeam, *Evaluation Models*, in *New Directions for Evaluation*, No. 89 Spring, San Francisco, Jossey Bass (2001), 98; also see: Wirawan, *Evaluation: Theory, Model*, 93.

²⁸ Daniel L. Stufflebeam, *The CIPP For Evaluation*, in Daniel L. Stufflebeam, George F. Madaus & Thomas Kellaghan, *Evaluation Models: Viewpoints on Educational and Human Services Evaluation Second Edition* (Boston : Kluwer Nijhoff Publishing, 2000), 283.

²⁹ Daniel L. Stufflebeam & Anthony J. Shinkfield, *Evaluation: Theory, Models, & Applications* (San Fransisco CA: Wiley Imprint, 2007), 333; also see: Daniel L. Stufflebeam, "The CIPP Model For Evaluation," 34.

The above structure shows similarity of views to see the evaluation from system components and program components. The component of context in the system is equivalent to the goals in the program; the component of input is equivalent to the planning; the component of process is equivalent to the implementation; and the component of product is equivalent to the outcomes. Through equalization of this evaluation activity, it is understood that the CIPP model can be used for various purposes, not excluding the evaluation of Arabic language learning program in Higher Education.

The CIPP model in general serves four types of decisions, namely (1) planning, which affect the selection of general objectives and specific objectives; (2) structuring, whose activities include promoting optimal strategy and process design to achieve objectives that have been derived from planning; (3) implementation, where the evaluators provide infrastructures to produce and improve decision making (execution), plans, methods, and strategies to be chosen; and (4) recycling, which refers to continuance of a program, i.e. either to continue it with modification or to dismiss it totally based on the existing criteria.³⁰

The Use of CIPP Model in Arabic Language Learning Evaluation in Higher Education

Context evaluation

Context evaluation is a way to describe and specify the program environment, needs that have not been met, characteristics of population and samples of individuals to be served, and program objectives.³¹ It is intended to identify and assess the needs that underlie the preparation of a program. The evaluation helps administrators plan decisions, determine program requirements, and formulate program objectives.³²

The main objectives of context evaluation are (a) to explain the context for the intended service, (b) to identify recipients of assistance and assess their needs, (c) to identify problems or obstacles to meet needs, (d) to recognize assets of fund and opportunities that can be used to address the targeted needs, and (e) to assess clarity and feasibility of the program, provision, or other service objectives.³³

³⁰ Daniel L. Stufflebeam, "The Use of Experimental Design in Educational Evaluation," (*The paper is presented at the national convention of the American Educational Research Association, Minneapolis, Minnesota, Maret 1970*), 2. Also see: Daniel L. Stufflebeam, "The Relevance of The CIPP", 3.

³¹ Daniel L. Stufflebeam, *The Relevance*, 8.

³² Daniel L. Stufflebeam, *Systematic*, 169.

³³ Daniel L. Stufflebeam, *The CIPP Model For Evaluation* in D.L. Stufflebeam, C.F. Madam & T. Kellaghan (Eds.), *Evaluation Models: Viewpoints on Educational and Human Services Evaluation Second Editoin* (New York: Kluwer Academic Publishers, 2000), 287.

Ahmadi et al. explained that each educational institution has different style and model in developing language programs based on their characteristics and objectives to be achieved.³⁴ In this case, the context evaluation is done by rechecking the considerations underlying the Arabic language learning program proposed. That is, the objectives of Arabic language learning program in higher education must be in accordance with the needs, problems to be solved, facilities, vision and mission of the institution as stated in the *Statuta*, so that it is known whether the program fits the needs and whether the objectives are suitable to meet the needs.

According to Arifin, among the criteria that can be used to evaluate learning objectives are concerned with the relevance of learning objectives with curriculum objectives (standard of competence of each subject), the relevance of learning objectives with institutional objectives, and the relevance of learning objectives with the development of students.

Input Evaluation

Input evaluation identifies and assesses the capability of materials, tools, people, and costs for implementing selected programs.³⁵ It is used as consideration in making decisions and determining evaluation strategies. Analysis in input evaluation includes analysis of problems related to how to use available resources, alternative strategies to be considered to achieve a program. It identifies and assesses system capabilities, alternative program strategies, procedure design for implementation strategies, financing and scheduling.³⁶

Referring to the explanation above, input evaluation of the Arabic language learning relates to the components set by the Language Center to achieve the objectives of the learning program. The components include human resources (Arabic language lecturers and students), facilities and procedures required (curriculum).

Later, input evaluation of the Arabic language learning in higher education can be done by reviewing data and information on various matters relating to the strategy, planning or procedures established by the persons in charge of language learning, such as the Faculty or the Language Centre. Information and data needed at this input stage include learning curriculum³⁷, students input

³⁴ Maswan Ahmadi, Kurnia Istita'ah, Nur Rohmah Sholihah dan Zakiyah Arifah, "Penggerakan Program Bahasa Arab di Pondok Pesantren Modern," *Arabi: Journal of Arabic Studies*, Vol 3, No. 1 (2018): 71.

³⁵ Daniel L. Stufflebeam, *The Relevance*, 10.

³⁶ Daniel L. Stufflebeam, "Empowerment Evaluation, Objectivist Evaluation, and Evaluation Standards: Where the Future of Evaluation Should Not Go and Where It Needs to Go," *American Journal of Evaluation*, Vol. 15, No. 3 (1994), 321; Also see: Daniel L. Stufflebeam & Anthony J. Shinkfield, *Systematic*, 173.

³⁷ Mastering of Arabic will never be obtained if it is not structured and programmed. See: Ismail Suardi Wekke, "Pengembangan Pembelajaran Keagamaan dan Bahasa Arab di Madrasah Ibtidaiyah Minoritas Muslim," *Jurnal Tadrib*, Vol. 3, No. 2 (2017): 193.

(educational background³⁸, motivation, perception of the program), conditions of Arabic lecturers, and facilities (such as availability of language laboratories and provision of learning media).

An analysis of the Arabic language learning curriculum in higher education today showed that Arabic language learning may become the objective of curriculum and the tool to realize the objective.³⁹ According to Wahab et al., Arabic language competence, based on assessment on the needs and standards of Arabic language in higher education, is focused on reading competence to understand Islamic texts suitable for studies developed by the department and faculty.⁴⁰ From this point, input evaluation can bridge the institution in determining the direction of the Arabic language learning program and adjust the planning and procedures for Arabic language learning in accordance with its goals and objectives.

Process evaluation

Process evaluation according to Stufflebeam is a continuous check of planning. It identifies incorrect procedures for events or activities.⁴¹ The purpose of process evaluation is to identify or predict obstacles in the implementation of activities or programs. The evaluation is carried out by recording or documenting each event or activity, monitoring activities that have the potential to hinder and cause unexpected difficulties, determining specific information outside the plan, and assessing and explaining the actual process.⁴² Through process evaluation, it can be known how far the plan has been implemented and what components need to be improved.⁴³

Process evaluation in the Arabic language learning program is an assessment of the Arabic learning process during the program. Referring to the theory of learning according to Arifin, a learning process consists of three aspects, namely (1) activities, which include the types of activities, implementation procedures, and supporting facilities; (2) teachers, especially in terms of delivering material, responding to difficulties, applying classroom discipline, guiding students, preparing necessary equipment, and (3) students, especially in terms of participation in learning

³⁸ According to Garancang, differences in the educational background of students before continuing their studies at Higher Education is one of the factors that can affect the mastery of Arabic students. See: Sabaruddin Garancang, "Problematika Pengajaran Bahasa Arab pada Perguruan Tinggi Islam," *Sosio-Religia*, Vol. 9, No. 3 (2010): 959.

³⁹ Fatwiah Noor, "Kurikulum Pembelajaran Bahasa Arab Di Perguruan Tinggi," *Arabiyyatuna: Jurnal Bahasa Arab*, Vol. 2, No. 1 (2018): 21.

⁴⁰ Muhib Abdul Wahab, Aziz Fahrurrozi, Tulus Musthafa, dan Syamsul Arifin, "Standarisasi Kompetensi Bahasa Arab Bagi Calon Sarjana Perguruan Tinggi Keagamaan Negeri," *Arabiyyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, Vol. 5, No. 1 (2018): 38.

⁴¹ Daniel L. Stufflebeam & Anthony J. Shinkfield, *Systematic*, 175. Also see: Daniel L. Stufflebeam & Anthony J. Shinkfield, *Evaluation*, 341.

⁴² Daniel L. Stufflebeam, *The Relevance*, 12.

⁴³ Daniel L. Stufflebeam, *The CIPP Model*, 294.

activities, understanding of the types of activities, working on tasks, activeness, interests, and opportunities in carrying out practical activities.⁴⁴

In line with the above description, process evaluation is the excavation of data and information on several matters relating to the process of implementing Arabic language learning. Data and information that will be used as a reference in process evaluation can be obtained by reviewing the appropriateness of the use of facilities and materials in real learning activities, such as curriculum implementation, use of instructional media, and laboratory use.

According to Wahab, the application of Arabic language curriculum in higher education must now be developed by adjusting the standard of KKNi and SNPT based curriculum. Its learning process should employ an integrated system combining four language skills plus study skills. The Arabic language studies must also be relevant to the objectives of department development, and the learning program must provide opportunity to use the language in one of the Arab speaking countries in a certain period of time.⁴⁵

In line with this, the process of Arabic language learning can be done by applying a particular approach, such as *Language for Specific Purposes*.⁴⁶ The approach is designed with reference to the students' reasons for learning, so that some of the learning components, such as methodology, content, objectives, teaching materials and learning evaluation are adapted based on the specific needs identified.⁴⁷

Product evaluation

This type of evaluation seeks to identify and assess products and benefits, both planned and not planned, both short and long term. Both are helpful to measure success for targeted needs.⁴⁸ The evaluation determines the degree to which program objectives have been achieved. In this sense, the

⁴⁴ Arifin, *Evaluasi Pembelajaran*, 25.

⁴⁵ Muhib Abdul Wahab, "Standarisasi Kurikulum Pendidikan Bahasa Arab di Lingkungan Perguruan Tinggi Keagamaan Islam Negeri," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, Vol. 3, No. 1 (2016): 32.

⁴⁶ A research by Roza at IAIN Raden Intan stated that English for Specific Purpose approach in language learning at PTAI was more effective and preferred by students compared to the General English approaches. According to him, language learning through this approach is one of the efforts to equip students with language skills that are in line with their fields of expertise and very beneficial for them in carrying out their profession later. See: Melinda Roza, "ESP dalam Pembelajaran Bahasa Inggris di PTAI," *Ijtima'iyya: Jurnal Pengembangan Masyarakat*, Vol. 6, No. 2 (2013): 156.

⁴⁷ Jonathan Trace, Thom Hudson, and James Dean Brown, "An Overview of Language for Specific Purposes", in Trace, T. Hudson, & J.D. Brown, *Developing Courses in Languages for Specific Purposes*, (Honolulu: University of Hawai'i, 2015), 2; also see: Tom Hutchinson dan Alan Waters, *English for Specific Purposes: A learning Centred Approach*, (Cambride University Press, 1987), 19; also see: Milevica Bojoviv, "Teaching Foreign Language for Specific Purposes: Teacher Development", in *Co-operative Partnerships in Teacher Education: Proceedings of the Association of 31st Annual Teacher Education in Europe Conference*, ed. Mateja Brejc (Ljubljana: National School for Leadership in Education, 2006), 488.

⁴⁸ Daniel L. Stufflebeam, *The CIPP Model*, 31-32. Also see: Wirawan, *Evaluasi: Teori, Model*, 94.

targeted measures are developed and managed. The existing data are used by the program administrators to make decisions about continuing and modifying the program. The main purpose of the product evaluation according to Stufflebeam is to measure, interpret and assess the program achievements. In some of his works, he stressed that "*the purpose of product evaluation is to measure, interpret, and judge an enterprise's achievements*".⁴⁹

Stufflebeam developed product evaluation into four components, namely impact, effectiveness, sustainability, and transportability. Impact evaluation is carried out to assess a program in achieving its intended goals and objectives; effectiveness evaluation is used to record and assess program significance in achieving quality results; sustainability evaluation is conducted to assess the success of the program in contributing to institutions, so that the program has the opportunity to be continued at other times; and transportability evaluation is done to assess program products that have been successful, so that they may be adapted and applied to other programs.

In line with the above explanation, it is understood that product evaluation of a learning program is focused on studying the learning products. Based on the learning system, learning products include: short-term learning products (based on the indicators achieved), medium-term learning products (based on the targets for each field of study), and long-term learning products (after the students enter their community).⁵⁰

In Arabic language learning, product evaluation can be found through behaviour changes obtained by students after following the Arabic language learning process. Such changes in behaviour are nothing but a reflection or result of the Arabic language learning. The result can be seen from two sides, i.e. *output* and *outcome*. The output meant in Arabic language learning is the academic and personal skills summarized in four language competencies, including listening competence,⁵¹ speaking competence, reading competence and writing competence.⁵² Meanwhile,

⁴⁹ Daniel L. Stufflebeam & Anthony J. Shinkfield, *Systematic*, 176. Also see: Daniel L. Stufflebeam, *The CIPP Model*, 297. Also see: Daniel L. Stufflebeam & Anthony J. Shinkfield, *Evaluation*, 344.

⁵⁰ Arifin, *Evaluasi Pembelajaran*, 25.

⁵¹ Listening competence is to understand the various meanings of oral texts with various purposes of communication and context.

⁵² Speaking competence is an ability to use verbal sounds appropriately with grammatical knowledge (*nahw* and *sharf*). Reading competence is the highest indicator of students' achievement in Arabic language learning. Reading competence contains two basic abilities, namely mechanical aspect and reasoning aspect. Mechanical aspects include psychological responses to formulas in written language, i.e. words and pronunciation. Meanwhile, the reasoning aspect is anything that includes understanding the meaning or interpretation of sentences, the author's thoughts, the substance of texts and the author's past experiences. See: Mahmud Kamil al-Naqah, *Ṭurūq Ta'lim al-Lughah al-Arabiyyah* (Cairo: Maktabah Nahdlah Mishriyyah, 1979), 122.

Writing in Arabic language learning contains two skills. The first is mechanical skill which is physical, and psychic skill which is non-physical (dynamics of thinking). The first skill is concerned with how to write language formulas in the form of letters, words, sentences and cohesion between elements in sentences and paragraphs. In the other hand, the second skill deals with the process of thinking, how to express feelings, intentions and desires into written language correctly. See: Ulfah Susilowati, *Manajemen Mutu*, 51.

the outcome of Arabic language learning is the students' achievement as the manifestation of their authority to do a work of their concern by using language competence.

Conclusion

The application of the CIPP model in evaluating Arabic language learning in higher education is conducted first by exploring data and information about the context, input, process and products of Arabic language learning. The context component directs the evaluation on the assessment of data concerning the objectives and background of a learning program. The input component directs the evaluation on the accuracy of the curriculum, students (such as: educational background, motivation and perception), lecturers and infrastructures. The process component directs the evaluation on data about the suitability of curriculum, teaching materials and media in the learning process. Finally, the product component directs the evaluation on data and information about outputs and outcomes of the Arabic language learning. The advantages of the CIPP model in evaluating Arabic language learning are that (a) it has a holistic approach, and (b) it can make improvements during learning activity or through final information. However, dealing with its weakness, this model is too concerned with the ideal process of learning rather than the common practice in reality.

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