



## EVALUATION OF THE RALPH TYLER MODEL CURRICULUM IN THE MA'HAD AL-JAMIAH ARABIC LANGUAGE LEARNING PROGRAM

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### Abstract

Evaluation of learning programs using various models can produce more accurate results. This study was conducted to explain the evaluation of Arabic language learning programs using the Ralph Tyler approach (design, implementation, and evaluation) in depth. This study is a descriptive qualitative study of curriculum texts and learning processes. To obtain data using interview techniques, observation, and document studies. The results of this study indicate that the design of Arabic language learning programs consists of three main aspects, namely program objectives, indicators, and target achievement of vocabulary that must be distributed. Program implementation includes implementation indicators, process implementation, teaching materials, learning methods, implementation of language sanctions, and additional activities. Program evaluation includes idea evaluation, design evaluation, implementation evaluation, and supporting factor evaluation. From the results of this study, it can be concluded that it is still more on the implementation aspect because the influence of culture is still very strong.

**Keywords:** Curriculum evaluation; Language learning program, Ralph Tyler design.

### Abstrak

Evaluasi program pembelajaran menggunakan berbagai model dapat menghasilkan hasil yang lebih akurat. penelitian ini dilaksanakan untuk menjelaskan evaluasi program pembelajaran bahasa arab dalam menggunakan pendekatan Ralph Tyler (desain, implementasi dan evaluasi) secara mendalam. penelitian ini adalah penelitian kualitatif deskriptif terhadap teks kurikulum dan proses pembelajaran. Untuk mendapatkan data menggunakan teknik wawancara, observasi dan studi dokumen. Hasil penelitian ini menunjukkan bahwa desain program pembelajaran bahasa Arab terdiri dari tiga aspek utama yaitu tujuan program, indikator, dan target capaian mufrodat yang harus di distribsikan. Implementasi program mencakup pada Indikator pelaksanaan, Pelaksanaan proses, Materi ajar, metode pembelajaran, pelaksanaan sanksi bahasa, dan Kegiatan Tambahan. Sedangkan evaluasi program mencakup pada evaluasi ide, evaluasi desain, evaluasi implementasi, dan evaluasi factor pendukung. dari hasil penelitian tersebut dapat disimpulkan bahwa masih lebih pada aspek implementasi karena pengaruh budaya yang masih sangat kuat.

**Kata kunci:** Evaluasi kurikulum; Program pembelajara bahasa, Desain ralph tyler

## INTRODUCTION

Islamic Religious Higher Education is a very strategic institution for building an academic community into a religious and nationalist generation. The transformation of the status of tertiary institutions from High Schools to institutes to Universities has given rise to new, more complex challenges, both in terms of student input, educational and teaching processes, and the output they produce. One of the problems that Islamic religious universities fear is when there are alumni who are unable to master basic Islamic skills.<sup>1</sup>. To address these various challenges, Ma'had Al-Jamia has become a forum for developing students and improving academic culture based on Islamic religion on Islamic campuses.<sup>2</sup>. Ma'had Al-jamiah is used as a clinic to solve students' basic problems in religious knowledge skills before they enter their vocational courses which use more Islamic terms. Apart from that, Ma'had Al-jamiah is expected to be able to strengthen their understanding of religious basics and foreign language skills as well as become a place for education and religious teaching. One of the foreign languages that is very important to support Islamic scholarship is Arabic.

Islamic religious universities under the auspices of the Ministry of Religion have implemented the Ma'had system with a different pattern. The implementation of Ma'had Al-jamiah in the context of the National Education System, both Formal Diniyah Education and Diniyah Takmiliah is included in the category of non-formal education<sup>3</sup>. All educational activities including Ma'had Al-Jamiah are a sub-system of the National education system. Ma'had Al-Jamiah's various management models, curricula, financing, and quality standard-setting are a wealth of treasures that are good for developing and cultivating.<sup>4</sup>. This is because the existence of Ma'had al-jamiah is currently considered very urgent as a forum for student development. Decree of the Director of Islamic Education Number 2498 of 2019 concerning Guidelines for Implementing Science Integration in Islamic Religious Universities is an order for the scientific integration of religious universities. Ma'had al-Jamiah continues to be developed not only as a complementary supplement to Islamic religious universities but also as a spirit to achieve the vision and mission, namely to produce ulama who are not only good at religious knowledge but also master modernity and Indonesianness.

Ma'had Al-jamiah is expected to become a beacon for developing quality students with an interdisciplinary and moderate outlook, namely being able to integrate knowledge and science and being open to changes and demands of the times by presenting a unique identity as a campus Islamic boarding school.<sup>5</sup>. The implementation of Ma'had Al-jamiah has three objectives, namely Optimizing the potential of Ma'had Al-jamiah through

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<sup>1</sup> Rapia Arcanita, "Program Ma'had Al-Jami'ah Iain Curup: Solusi Mengatasi Rendahnya Kemampuan Mahasiswa Membaca Al-Qur'an," *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 2021, <https://doi.org/10.32729/edukasi.v19i1.816>.

<sup>2</sup> Fakhrol Rijal, Tasnim Idris, and Husni, "Peningkatan Kemampuan Membaca Al-Qur'an Mahasiswa Fakultas Tarbiyah Dan Keguruan Ptkin Di Aceh," *Jurnal MUDARRISUNA*, 2020.

<sup>3</sup> muhammad Yusuf Salam And Suharmon, "The Implementation Of Ma'had Al-Jami' curriculum In Improving The Ability Of Arabic Language In Uin Maulana Malik Ibrahim Malang," in *Proceeding IAIN Batusangkar*, 2018.

<sup>4</sup> Ahmad Ismail, "Peran Ma'had Al-Jami'ah Walisongo Dalam Mewujudkan Pendidikan Berbasis Islam Rahmatan Lil 'Alamin," *Dimas: Jurnal Pemikiran Agama Untuk Pemberdayaan*, 2022, <https://doi.org/10.21580/dms.2021.212.9363>.

<sup>5</sup> Hamdan Hasibuan, Irsal Amin, and Achmad Yani, "Internalization Values of Religious Moderation Using Theanthropocentric Pradigma at Ma'had Al-Jamiah at IAIN Padangsidimpuan," *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 2022, <https://doi.org/10.25217/ji.v7i2.2631>.



managing institutional development in a more progressive, focused, and sustainable manner. Providing more substantive, applicable, and comprehensive direction for stakeholders in developing a curriculum that has an integrative perspective and moderate, by synergizing and harmonizing all the potential resources of *Ma'had Al-jamiah* as the strength and special identity of Islamic religious universities.

Arabic as a supported language must be a concern in the evaluation process in various aspects of learning. Arabic language learning at *Ma'had al-jamiah* Syekh Ali Hasan Ahmad Addary Padangsidempuan State Islamic University organizes non-formal Arabic language learning through special programs in student dormitories. This Arabic language learning program is carried out for a full year in various forms of activities. Starting from morning mufrodat activities, muhadatsah practice, weekly muhadhoroh, and the use of Arabic in everyday life. The mufrodat learning process and muhadatsah training are carried out by the dormitory supervisor, and muhadhoroh activities are carried out jointly by the supervisor and dormitory supervisor. Then the use of Arabic as an everyday language is carried out together with students, supervisors, and lecturers.

This Arabic language learning program is carried out based on a curriculum that is carefully designed by the university which is then implemented and implemented by *Ma'had Al-jamiah*. The curriculum for this Arabic language learning program is a curriculum that has existed since 2015, namely when *Ma'had Al-jamiah* was founded at the Syekh Ali Hasan Ahmad Addary Padangsidempuan State Islamic University. The implementation of this very mature Arabic language learning program should show that students' abilities in Arabic are becoming more skilled and proficient, however, based on the existing phenomenon, there are still students who do not use Arabic in everyday life, which is based on the number of violators. There are still many languages. The implementation of mufrodat learning is still focused on the use of non-communicative language, language practice is still limited to simple questions and answers and the implementation of muhadhoroh activities tends to be monotonous. Based on the findings of this preliminary study, it is necessary to evaluate the Arabic language learning program at *Ma'had Al-Jamiah*, Syekh Ali Hasan Ahmad Addary Padangsidempuan State Islamic University to determine the achievements of the curriculum which has been carefully designed.

Evaluation is an effort to determine the realization of a program or educational curriculum objectives. Stufflebean and Coryn say that evaluation is a systematic process for describing, obtaining, reporting, and applying information descriptively to see the benefits, value, honesty, feasibility, safety, and significance of a program<sup>6</sup>. Kitpatrick, Sanders, and Worthen explain that evaluation is a series of processes of identifying, clarifying, and applying standard criteria to assess whether evaluation objects have met feasibility standards when linked to existing assessment criteria.<sup>7</sup>. This means that evaluation is a process that is carried out systematically and planned to determine the achievement of a planned goal. Through evaluation, a process or program can be described descriptively so that improvements can be made to the program.

Ralph Tyler's learning evaluation model shows something unique with the rationale for organizing the curriculum based on the main functions, namely identification of

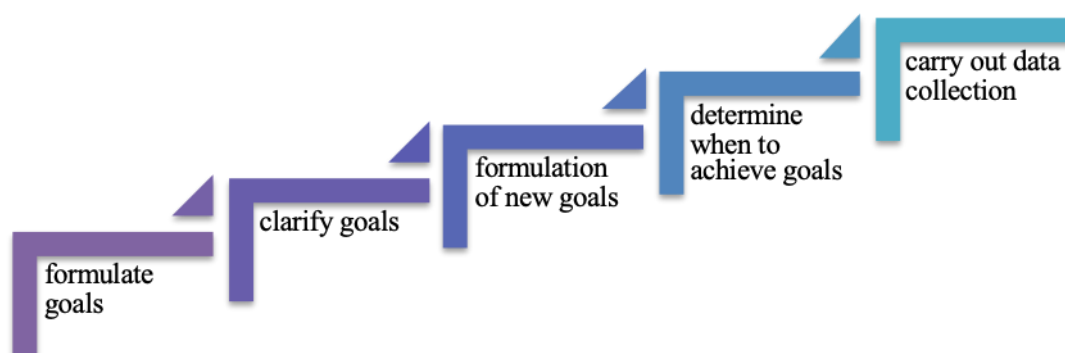
<sup>6</sup> L. C. Stufflebeam, D. L., & Coryn, *Evaluation Theory, Models, and Applications* (San Fransisco: Jossey Bass, 2014), 43.

<sup>7</sup> Stufflebeam, D. L., & Coryn, *Evaluation Theory, Models, and Applications*.

objectives, implementation based on objectives, and mechanical design of evaluation to find out whether the curriculum objectives are achieved.<sup>8</sup> The curriculum is evaluated by looking at curriculum documents based on educational actors, curriculum design, and the relationship between educational actors and curriculum design.<sup>9</sup> The curriculum evaluation process involves providing a review to ensure that the implementation is to the existing design.<sup>10</sup> This evaluation model has also received criticism from other researchers because it fails to place value and process, does not consider learning disorders, and does not see individual learning as a learning process.<sup>11</sup>

The Ralph Tyler evaluation model has been around since 1940 and is used as a benchmark for evaluating programs or activities. An evaluator uses a goal-based model because it can explain general problems in more detailed problems. This model can also provide an evaluation in measuring whether a company's results and policy objectives are under the objectives. The steps for evaluating the Ralph Tyler model start from formulating the goals of a program, clarifying program goals, formulating specific goals in the form of behavior, determining when to achieve these goals, choosing and comparing appropriate measurement methods, and collecting data from the program being evaluated. And analogize the data from the objective results.

**Picture 1. Ralph Tyler Model Evaluation Steps**



Program evaluation refers to a point that places the focus of attention, on existing information and then analyzes it by looking at the objectives. Apart from that, program evaluation is also defined as a way of identifying questions through data obtained on what is currently needed which is then utilized. The evaluation model is divided into six approaches, namely objective, namely goals oriented by stimulating the development of a specific goal design process, management orientation, namely aiming at the problem of

<sup>8</sup> Peter Hlebowitsh, "Ralph Tyler, the Tyler Rationale, and the Idea of Educational Evaluation," in *Oxford Research Encyclopedia of Education*, 2021, <https://doi.org/10.1093/acrefore/9780190264093.013.1036>.

<sup>9</sup> Henry Alonso González Avendaño, "Educational Actors and Their Participation in Curriculum Development from the Application of Systems," *RISTI - Revista Iberica de Sistemas e Tecnologias de Informacao*, 2023.

<sup>10</sup> Rina Novalinda, Ambiyar Ambiyar, and Fahmi Rizal, "Pendekatan Evaluasi Program Tyler: Goal-Oriented," *Edukasi: Jurnal Pendidikan*, 2020, <https://doi.org/10.31571/edukasi.v18i1.1644>.

<sup>11</sup> Athanasius Ibeh, "Curriculum Theory By Ralph Tyler and Its Implication for 21St Century Learning," *Unizik Journal of Education Research and Policy Studies* 4, no. 2 (2021): 52–61, <https://unijerps.org>.



how educational management can achieve goals, user-oriented approach, expertise-oriented approach, utility-oriented approach, oriented towards naturalistic participants.

Ralph Tyler's model evaluation has model characteristics, namely focusing on measuring the perspective of whether predetermined goals have been achieved or not, the evaluation process does not evaluate outside the program objectives, the end of the evaluation is to determine achievement, the evaluation does not measure the impact of a program, this model evaluation does not measure experiences of students participating in the program. This means that program evaluation makes an analogy of what has been achieved in a program based on the criteria that have been set in the curriculum program. Measurement is a process of results to draw conclusions or decisions. Through this evaluation, it can be seen to what extent the activity or program has been successful, then a decision can be made whether the program can be continued, developed, postponed, improved, or stopped.

The Ralph Tyler model evaluation is carried out to determine whether a program has been achieved or not, both in terms of value and in the form of description.<sup>12</sup>. In the learning process which is programmed to achieve the ability to conduct research by the competency plan, it is known because evaluating the objectives becomes easier.<sup>13</sup>. In Pakistan, postgraduate curriculum evaluation is carried out by looking at its achievability and suitability for objectives by looking at the policies made.<sup>14</sup>. Gontor Darussalam uses the Ralph Tyler model as a basis for developing a curriculum based on the results of curriculum evaluation.<sup>15</sup>. From the various studies above, this research is directed by looking at the Arabic language program curriculum in program design, implementation, and program evaluation. This research explains in more depth the program evaluation process to provide information on the achievement of a program that has been planned. This evaluation model is a model that has been designed to evaluate educational curricula, and in this research, it was used to evaluate the Arabic language learning program at Ma'had Al-jamiah State Islamic University of Sheikh Ali Hasan Ahmad Addary Padangsidempuan. The object of this research is the implementation of Arabic language learning evaluation in the form of a program to improve student's abilities in the first year.

## RESEARCH METHOD

This research is descriptive qualitative research namely evaluating the Arabic language learning program at *Ma'had Al-Jamiah* Syekh Ali Hasan Ahmad Addary State Islamic University Padangsidempuan using the Ralph Tyler approach which focuses on design, implementation, and evaluation mechanisms used to determine whether the stated

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<sup>12</sup>Rina Novalinda, Ambiyar Ambiyar, and Fahmi Rizal, "Pendekatan Evaluasi Program," *Edukasi: Jurnal Pendidikan*, 2020.

<sup>13</sup> Fauzobihi Fauzobihi et al., "Evaluation of Study of Research Methodology Courses (Implementation of Ralph W. Tyler's Goal-Oriented Model Program Evaluation)," *Jurnal Ilmiah Mandala Education*, 2022, <https://doi.org/10.58258/jime.v8i2.3267>.

<sup>14</sup> Arsalan Manzoor Mughal and Muhammad Umar, "Evolution of Post Graduate Curricula in Pakistan," *Journal of Rawalpindi Medical College*, 2022, <https://doi.org/10.37939/jrmc.v25i4.1884>.

<sup>15</sup> Riza Ashari et al., "From Theory to Practice: Ralph W. Tyler's Perspective on the Curriculum Transformation," *Al-Hayat: Journal of Islamic Education*, 2023, <https://doi.org/10.35723/ajie.v7i2.410>.

purposes have been attained.<sup>16</sup> This research aims to explain the evaluation of the Arabic language learning program at *Ma'had Al-jamiah* Syekh Ali Hasan Ahmad Addary Padangsidempuan State Islamic University. Data collection techniques use observation, interviews, and documents related to research data. To analyze the data using the data model triangulation technique, namely starting from data collection, data classification, data presentation, and verification.

## RESULTS AND FINDINGS

This research follows the Tylor model in evaluating the language learning program at *Ma'had Al-jamiah* Syekh Ali Hasan Ahmad Addary State Islamic University Padangsidempuan. Based on the data obtained, the Arabic language learning program implemented includes three aspects, namely Arabic language learning program design, learning program implementation, and learning program evaluation. These three aspects constitute an Arabic language learning program that is implemented to achieve previously planned goals. The design of the Arabic language learning program at *Ma'had Al-jamiah* Syekh Ali Hasan Ahmad Addary Padangsidempuan State Islamic University consists of three main aspects, namely program objectives, indicators, and *mufrodat* achievement targets that must be distributed. Then the implementation of the learning program includes implementation indicators, implementation, teaching materials, learning methods, implementation of sanctions for language violations, and additional activities outside the learning program. Meanwhile, program evaluation includes idea evaluation, design evaluation, implementation evaluation, and supporting factor evaluation.

Picture. 2

### Evaluation of the Arabic language learning program

| Program Design   | Program Implementation   | Program Evaluation  |
|--|--|---|
| <ul style="list-style-type: none"> <li>- program objectives</li> <li>- indicator of achievement</li> <li>- mufrodat achievement targets</li> </ul> | <ul style="list-style-type: none"> <li>- Implementation indicators</li> <li>- Implementation, teaching materials</li> <li>- learning methods,</li> <li>- implementation of Sanctions</li> <li>- Language Violation,</li> <li>- Additional activities outside the learning program</li> </ul> | <ul style="list-style-type: none"> <li>- program idea,</li> <li>- program design,</li> <li>- program implementation,</li> <li>- program supporting factors</li> </ul> |

<sup>16</sup> Hlebowitsh, "Ralph Tyler, the Tyler Rationale, and the Idea of Educational Evaluation."





The aim of the Arabic language learning program at *Ma'had Al-Jamiah* is to make students skilled in speaking Arabic orally so that they can communicate in national and international forums and compete in the global world. This goal is a requirement for the *Maharotul Kalam* learning goal, which is the main skill and ultimate goal of learning Arabic.<sup>17</sup> The Arabic language learning program sees this goal as strengthening speaking skills by increasing mastery of the Arabic language as the main driver. The learning process of course also prioritizes practicing speaking, expressing, conveying, and explaining ideas, notions and the practice of two-way communication. In strengthening communication skills using Arabic, we will carry out *istima'* learning first, then pronounce it and read example sentences. Looking at the aim of the Arabic language learning program with the aim of kalam, what must be remembered is to increase the practice of kalam rather than the practice of writing, more practice and practice.<sup>18</sup> The dominance of learning must be directed at the intended goal because it will provide a greater possibility of achieving it well and more quickly.

Indicators of successful implementation of the program are students' ability and activeness in speaking Arabic, language compliance, implementation of the *muhadhoroh* language, and standard Arabic language values. The existence of indicators in the implementation of learning shows that planning is suitable and targeted competencies.<sup>19</sup> These four indicators of the implementation of the Arabic language learning program mean students' ability and activeness in using Arabic in everyday life and various language activities. All students use Arabic in dormitory life because it is a rule that must be followed and must not be violated. If many students violate it, it means that the language program is not being implemented properly. There is a support program to activate language through muhadhoroh activities by displaying various oral language creativity. And next is the student's score in learning Arabic at the language development center.

Target Mufrodat And Talk. There are 344 daily *mufrodats* and 656 from the *al-Arabia baina yadaik* reference book for two semesters. Meanwhile, the targets for achieving speaking skills are daily, formal, and text language. The target of the Arabic language learning program is mastery of *mufrodat* and the ability to speak Arabic. To control *mufrodat*, *mufrodat* distribution activities are carried out by *musyrifs* through *shobah al-lughoh* every day. Then master students' oral language skills through muhadatsah practice. Making mufrodat memorization targets in detail and clearly according to needs or based on the possibility of being achieved is one of the current Arabic language learning solutions.<sup>20</sup> Arabic language learning must have clear measurements so that the

<sup>17</sup> Miatin Rachmawati, "Pembentukan Lingkungan Bahasa Arab Berbasis 'Bi'ah Lughowiyah' Mahasiswa Pba (Pendidikan Bahasa Arab) Uhamka Jakarta (Strategi Dan Implementasi)," *Al-Fakkaar*, 2021, <https://doi.org/10.52166/alf.v2i2.2632>.

<sup>18</sup> Yenni Yunita and Rojja Pebrian, "Metode Komunikatif Dalam Pembelajaran Bahasa Arab Maharah Al-Kalam Di Kelas Bahasa Center for Languages and Academic Development," *Jurnal Pendidikan Agama Islam Al-Thariqah*, 2020, [https://doi.org/10.25299/al-thariqah.2020.vol5\(2\).5838](https://doi.org/10.25299/al-thariqah.2020.vol5(2).5838).

<sup>19</sup> Ahmad Dzulfikar Al Farobi et al., "Manajemen Kesesuaian Indikator Pencapaian Kompetensi Dengan Kompetensi Dasar Pada Rencana Pelaksanaan Pembelajaran Bahasa Arab Permendikbud 37," *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 2022, <https://doi.org/10.18860/rosikhun.v1i3.16479>.

<sup>20</sup> Marinda Noviani and Moh. Abdul Kholiq Hasan, "Problematika Dan Solusi Pembelajaran Keterampilan Berbicara Pada Mahasiswa Program Studi Pendidikan Bahasa Arab Di UIN Raden Mas Said Surakarta," *Rayah Al-Islam*, 2023, <https://doi.org/10.37274/rais.v7i1.662>.

process carried out has mature and unambiguous planning or what is often called learning management.<sup>21</sup>. Arabic language teachers, apart from having the ability to teach, must also have the ability to design learning according to the desired *mufrodat* achievements.

Implementation of the Arabic language learning program at Ma'had Al-jamiah Syekh Ali Hasan Ahmad Addary Padangsidempuan State Islamic University includes implementation indicators, implementation, teaching materials, learning methods, implementation of sanctions for language violations, additional activities outside the learning program. Implementation indicators. Implementation of the Arabic language learning program at Ma'had Al-jamiah with indicators of daily program implementation by the dormitory supervisors (*musyrif-musyrifah*), final report on students' memorization of *mufrodat*, achievement of students' Arabic language scores at the language development center. Efforts to implement this language learning program are a process of improving learning such as intensive communicative training programs and counseling and training.<sup>22</sup>. An implementation must include aspects of planning, implementation, and evaluation.<sup>23</sup>. The implementation of the Arabic language learning program carried out at *Ma'had al-Jamiah* has met the standard criteria for mature implementation because it is seen from the planning and implementation which is then evaluated.

The teaching material consists of daily *mufrodat* close to students and *mufrodat* taken from the book *Al-arabiah Baina Yadaik*. Clear structuring of *mufrodat* in the curriculum is a very appropriate step so that in the process, every teacher has certainty. *Mufrodat* guidelines that have been provided in other aspects can make lecturers less creative in providing new *mufrodat* to students. This aspect can make it easier, it can also encourage a monotonous learning process and become one of the internal problems of learning Arabic.<sup>24</sup>. In Arabic language learning theory, this problem is included in the non-linguistic learning problem, namely the factor of teachers who rely only on textbooks.<sup>25</sup>. *Mufrodat* is very important in learning any language because language is the main element and has a very big role.

Implementation of this program The steps for implementing teaching are opening, giving, and explaining *mufrodat*, practicing pronunciation, repeating and memorizing *mufrodat*, practicing using *mufrodat* in speaking, and feedback from students. *Mufrodat* learning method with *Isim*, *fi'il*, and letters. In the process of learning *mufrodat* and kalam using *ibtida'*.

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<sup>21</sup> Muhammad Rizki Dermawan Saragih, Faisal Faisal, and Neliwati Neliwati, "Manajemen Pengembangan Bahasa Arab Di Madrasah Tsanawiyah," *EDUKATIF: Jurnal Ilmu Pendidikan*, 2022, <https://doi.org/10.31004/edukatif.v4i1.2162>.

<sup>22</sup> Andy Hadiyanto, Siti Maria Ulfah, and Cendra Samitri, "Peningkatan Kualitas Pembelajaran Bahasa Arab Menggunakan Buku Al-Lisan Al-Umm," *Satwika : Jurnal Pengabdian Kepada Masyarakat*, 2022, <https://doi.org/10.21009/satwika.020101>.

<sup>23</sup> Endang Dwi Hartati, "Implementasi Pembelajaran Bahasa Arab Dengan Metode Tamyiz Pada Siswa Di SMP IT Al Munadi Medan," *EDU SOCIETY: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, 2023, <https://doi.org/10.56832/edu.v3i1.328>.

<sup>24</sup> Abdul Munif et al., "Jurnal Paedagogie STKIP Muhammadiyah Sampit Jurnal Paedagogie STKIP Muhammadiyah Sampit DOI :," *Penerbit Gawe Buku*, 2021.

<sup>25</sup> Takdir Takdir, "Problematika Pembelajaran Bahasa Arab," *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab*, 2020, <https://doi.org/10.47435/naskhi.v2i1.290>.



**Picture. 3 Table of Learning Mufrodat System**

|          |   |
|----------|---|
| الابتداء | الاستفهام + مفردات (فعل / اسم)  |
| المتوسط  | (الاستفهام + مفردات (فعل / اسم) + مفردات<br>(فعل / اسم)               |
| الماهر   | الاستفهام + مفردات (فعل / اسم) + مفردات +<br>مفردات + مفردات + مفردات |

It needs to be understood that each student has different abilities so learning patterns and methods must be adapted to the student's abilities. Learning Arabic must pay attention to learning objectives which include the learning process starting from materials, methods, and evaluation.<sup>26</sup>. Every teacher must have considerations in implementing a learning method by looking at the abilities of their students. Adjustments will make it easier for students to understand the material being taught.

Implementation of Sanctions for Language Violations under the provisions of the rules that are already in force or based on the results of the last deliberation. Violations are recorded in the Arabic language violation record book. Punishments are given on the eve of the final court. Based on research data, students who violate language use are quite high. The reason given was the lack of supervision from the dormitory supervisors in daily life. Then the students felt that they had difficulty with the cultural factors inherent in each of them in speaking the regional language. In addition, dormitory counselors are sometimes unaware of the language they use when communicating with students. This means that the influence of innate culture is very strong both on students and on dormitory supervisors. In language learning, apart from learning the language, you must also study the culture of the language users as a way to appreciate the language being studied.<sup>27</sup>. The appreciation of language and culture are two interrelated sides because they have a strong correlation because they contain feelings and thought constructions.<sup>28</sup>. Apart from teaching language, we should also teach culture as a support to stimulate appreciation of the Arabic language.

Additional activities outside the learning program are Arabic speech practice, muhadatsah practice, short stories, Arabic drama, Arabic interviews, reading Arabic

<sup>26</sup> Mahbub Humaidi Aziz, "Pembelajaran Maharah Kalam Pada Program Kursus Bahasa Arab Pondok Pesantren Darul Lughah Wad Dirasatil Islamiyah," *Nady Al-Adab*, 2020, <https://doi.org/10.20956/jna.v17i1.8630>.

<sup>27</sup> Ahmad Fared Mohd Din and Hj. Mohammad Seman, "Strategi Penghayatan Budaya Untuk Meningkatkan Kemahiran Bertutur Bahasa Arab," *JALL / Journal of Arabic Linguistics and Literature*, 2022, <https://doi.org/10.59202/jall.v1i2.364>.

<sup>28</sup> Umi Hanik Ulfiah and Muhammad Misbahul Munir, "Korelasi Budaya Dalam Pembelajaran Bahasa Arab Bagi Non Arab," *An-Nuur*, 2022, <https://doi.org/10.58403/annuur.v12i1.92>.

news, Arabic language commentary, talk shows, stand-up comedy, and guesswork. Additional activities are very important to be held and provided in the Arabic language learning process as a vehicle for practicing the language. There are many supporting programs carried out to support Arabic language learning.<sup>29</sup> Additional programs in Arabic language learning to make Arabic language learners more skilled and accustomed to Arabic, especially in speaking skills<sup>30</sup>. Learning strategies must be developed and pursued because problems that occur in learning Arabic include a lack of self-confidence. Learning support activities outside of the main activities prioritize the application of language after mufrodat and muhadatsah material are taught in various forms such as Arabic Day.<sup>31</sup>, and fill the holiday with Mukhoyyam Araby<sup>32</sup>. Many additional activities can be carried out which may have greater benefits than formal classes because they also stimulate student interest and talent.

In every learning program, evaluation is a very important part of ensuring that a program is under planning or is far from the planned goals. In general, the evaluation of a program will not be far from the evaluation of planning, implementation, and evaluation.<sup>33</sup>. Evaluate program ideas. The idea of the Arabic language learning program at *Ma'had al-Jamiah* is based on the increasingly important need for Arabic which prioritizes spoken language. Learning focuses on speaking ability as the main goal of language, namely speaking ability. Focusing on this learning objective is certainly a very good goal because speaking ability is an ability that results in greater use of the Arabic language. This goal was formulated to make students use Arabic in their daily dormitory life. Arabic is one of the main languages in student life in the dormitory environment. The ability to speak Arabic makes students compete in the world of competition in various national and even international forums. The ability to speak will encourage students to communicate more widely globally with the world community, especially with various citizens of Arabic-speaking countries.

The Arabic language learning program design is designed starting from the objectives, indicators of implementation achievement, and material content. This learning aims to make students skilled in speaking Arabic so that other linguistic competencies are neglected. *Maharoh* in language learning should have four *maharoh*, namely *maharoh istima'*, *kalam*, *qiro'ah*, and *kitabah*<sup>34</sup>. Dalam setiap proses pembelajaran bahasa arab harus memperhatikan empat maharoh tersebut karena saling mempunyai keterkaitan yang tidak dapat dipisahkan. *maharoh istima'* dapat mendukung *maharoh kalam*, dan *maharoh*

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<sup>29</sup> Ihsan Ihsan, "Program Arabic Club Dalam Meningkatkan Komunikasi-Produktif Bahasa Arab Santri MTs Qudsiyah Putri," *Arabia*, 2020, <https://doi.org/10.21043/arabia.v12i1.7460>.

<sup>30</sup> نور العيني, "إستراتيجية تعليم مهارة الكلام باستخدام برنامج الخطابة المنبرية في مدرسة العزة الإسلامية العالمية بمدينة باتو", 2022, <https://doi.org/10.21043/arabia.v12i1.7460>.

<sup>31</sup> Hani syifa and Khizanatul Hikmah, "Arabic Day Madrasah Aliyah Bilingual Junwangi Krian Sidoarjo : Program Unggulan Pengembangan Bahasa Arab Bagi Peserta Didik," *Jurnal Mu'allim*, 2024, <https://doi.org/10.35891/muallim.v6i1.4504>.

<sup>32</sup> Miftahus Sa'diyah, "Sinergitas Mukhoyyam Araby Dan Bi ' Ah Arabiyah Dalam Meningkatkan Maharah Kalam Mahasiswa PBA IAIN Jember," *Prosiding Semnasbama IV UM*, 2020.

<sup>33</sup> Imam Mujahid, Muhammad Nasiruddin, and Kartika Hidayana, "Evaluasi Program 'Kembara' Sebagai Upaya Dasar Peningkatan Program Pembelajaran Bahasa Arab di Universitas Darussalam Gontor," *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan*, 2022, <https://doi.org/10.31932/ve.v13i1.1420>.

<sup>34</sup> Herdah, Firmansyah, and Ali Rahman, "Pendekatan Tes Diskret Dalam Pembelajaran Bahasa Arab," *AL-ISHLAH: Jurnal Pendidikan Islam*, 2020, <https://doi.org/10.35905/alishlah.v18i1.1258>.



*qiroah*, begitu juga *maharoh istima'* dan *qiroah* dapat mendukung *maharoh kitabah*<sup>35</sup>. The Arabic language learning program implemented above essentially has learning elements that include the four skills but do not include them one by one. Learning *mufrodat* and *muhadatsah* in it is *istima'*, there must be *kalam* because it is spoken, then there is also *qiroah* and *kitabah* because in the process students also read and write down *mufrodat*.

Achievements in implementation based on data included many days that were used for other activities, and some days did not carry out *mufrodat* distribution activities because several *musyriks* had other activities. The content of the teaching material is only limited to *mufrodat* and then put into practice. The source of *mufrodat* comes from daily objects found in the dormitory environment as well as those found in the main reference book *Al-Arabiah Baina Yadaik*. Many daily *mufrodats* are not conveyed in detail and the *mufrodats* in the book are also incomplete because they are not operationalized enough. Curricula that experience problems as mentioned above are one of the shortcomings that arise due to poor curriculum management. Poor curriculum management becomes an obstacle to achieving learning goals.<sup>36</sup> The curriculum design must consider all possibilities that may occur in the implementation process.

Evaluation The implementation of the Arabic language learning program has weaknesses in human resources, especially teachers. Teaching resources do not have equal abilities in Arabic due to the different backgrounds of teaching students. Some are strong in mastering the material but not strong in teaching, some are good at teaching but are not skilled in Arabic language skills. Planning includes planning human resources (teachers) in an Arabic language learning curriculum.<sup>37</sup> Teachers are one of the main elements in the learning process as actors who deliver teaching material to students. The teacher is a facilitator in the learning process because the teacher is the maker of process scenarios, process design, and goal design<sup>38</sup>. Supporting activities in this Arabic language learning program are *muhadhoroh* activities and compliance with using Arabic in daily life. During the implementation of *muhadhoroh*, many activities are carried out repeatedly which causes boredom and lack of student creativity to present newer activities. Compliance is seen as still very weak, especially in the initial period because students do not have the confidence to use Arabic. The need for varied activities in the form of activities is very much needed to improve student competence.<sup>39</sup>

<sup>35</sup> Amat Tarop bin Sumo, "Evaluation of the Implementation of Curriculum for Teaching Elementary School Malay Language Skills to Malay Language Teacher Students at the Teacher Education Institute (IPG)," *Journal Civics and Social Studies*, 2023, <https://doi.org/10.31980/civicos.v7i1.2240>.

<sup>36</sup> Rahmat Linur, "Problematika Pembelajaran Bahasa Arab Di Pondok Pesantren Darul Mursyidi Sialogo," *AL-WARAQAH Jurnal Pendidikan Bahasa Arab*, 2022, <https://doi.org/10.30863/awrq.v3i1.2946>.

<sup>37</sup> Imam Rohhani and Istikomah Istikomah, "Implementasi Perencanaan Pembelajaran Di Kursus Bahasa Arab Al-Iman Surabaya," *Idaarrah: Jurnal Manajemen Pendidikan*, 2021, <https://doi.org/10.24252/idaarah.v5i2.20884>.

<sup>38</sup> moh. Fery Fauzi, Ahmad Fatoni, And Irma Anindiati, "Pelatihan Peningkatan Kualitas Evaluasi Pembelajaran Bahasa Arab Berbasis Information Dan Communication Technology (Ict) Untuk Pengajar Bahasa Arab," *Jurnal Terapan Abdimas*, 2020, <https://doi.org/10.25273/jta.v5i2.5620>.

<sup>39</sup> Insan Permana, Rohanda Rohanda, and Ateng Ruhendi, "Ansyithah Al-Thalabah Fi Isti'āb Al-Mufradāt Wa Al-Muhādjarah Wa 'Alāqatuhā Biqudratihim 'Alā Al-Muhādatsah Al-'Arabiyyah," *Tadris Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 2023, <https://doi.org/10.15575/ta.v2i1.24402>.

## CONCLUSION

The evaluation results in the Arabic language learning program at *Ma'had Al-jamiah* Syekh Ali Hasan Ahmad Addary Padangsidempuan State Islamic University follow the Ralph Tyler model covering three main aspects, namely goal evaluation, implementation evaluation, and overall evaluation. The design of the Arabic language learning program at *Ma'had Al-jamiah* Syekh Ali Hasan Ahmad Addary Padangsidempuan State Islamic University consists of three main aspects, namely program objectives, indicators, and *mufrodat* achievement targets that must be distributed. Then the implementation of the learning program includes implementation indicators, implementation, teaching materials, learning methods, implementation of sanctions for language violations, and additional activities outside the learning program. Meanwhile, program evaluation includes idea evaluation, design evaluation, implementation evaluation, and supporting factor evaluation.

From several of the evaluations above, the main findings that are very important are that the aspect of providing *mufrodat* is too monotonous, making teachers less creative in providing new *mufrodat*, and the aspect that many students and dormitory supervisors do not use Arabic in their daily lives as a result of the strong cultural influence. Local people use regional languages. The culture that already exists within them and is ingrained makes it difficult to separate it within them, especially when students feel they are not being supervised by their supervisors. Furthermore, teaching resources are still weak because teachers come from various backgrounds.

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