

 — FAI UNISMUH MAKASSAR —	International Conference on Actual Islamic Studies		
	Vol. 3, No. 1	August 2024	e-ISSN: 2988-7925

BASIC CONCEPTS OF ARABIC LANGUAGE LEARNING EVALUATION

KONSEP DASAR EVALUASI PEMBELAJARAN BAHASA ARAB

Muhammad Yasin¹, Sabaruddin Garancang²

University of Muhammadiyah Makassar (UNISMUH) | Muhammad.Yasin@unismuh.ac.id
Alauddin State Islamic University (UIN), Makassar, Indonesia
| Sabaruddin_garancang@yahoo.com

Abstract

Keywords: Concept,
Evaluation,
Learning, Arabic.

This article is a theoretical study of the importance of the learning evaluation process. Evaluation is an important activity carried out by educators in the learning process. With evaluation, educators can improve their competence in classroom management, both in the selection of learning methods, media, teaching materials, and so on that can motivate students to learn. In addition, with evaluation, educators can find out the success rate of their students. Therefore, educators must carry out evaluation activities correctly. One way that can be done to optimize the learning process is to improve it through the results of evaluation. This evaluation can be in the form of evaluating student learning outcomes and evaluating the learning process. The evaluation factor is important in determining the effectiveness of learning both on the learning process and learning outcomes. In the study, we also need to know the purpose of the evaluation and the function of the evaluation and know the most important component of an evaluation, namely in the form of tests, measurements and assessments.

Abstrak

Kata Kunci:
Konsep, Evaluasi,
Pembelajaran,
Bahasa Arab.

Artikel ini merupakan sebuah kajian teori tentang pentingnya proses evaluasi pembelajaran. Evaluasi merupakan kegiatan yang penting dilakukan oleh pendidik dalam proses pembelajaran. Dengan evaluasi pendidik dapat meningkatkan kompetensinya dalam pengelolaan kelas baik dalam pemilihan metode pembelajaran, media, bahan ajar, dan lain sebagainya yang dapat memotivasi peserta didik untuk belajar. Selain itu dengan evaluasi pendidik dapat mengetahui tingkat

keberhasilan peserta didiknya. Oleh karena itu pendidik harus melakukan kegiatan evaluasi dengan benar. Salah satu cara yang dapat dilakukan untuk mengoptimalkan proses pembelajaran adalah dengan memperbaikinya melalui hasil evaluasi. Evaluasi ini dapat berupa evaluasi hasil belajar peserta didik dan evaluasi proses pembelajaran. Faktor evaluasi menjadi penting dalam menentukan efektivitas pembelajaran baik terhadap proses belajar maupun hasil belajar. Dalam kajian kita juga perlu mengetahui tujuan diadakannya evaluasi dan fungsi evaluasi serta mengetahui bagian yang menjadi komponen terpenting dari sebuah evaluasi, yaitu berupa tes, pengukuran dan penilaian.

INTRODUCTION

Learning is a system, which is an organized combination that includes elements of human elements, materials, facilities, equipment and procedures that interact to achieve a goal (Sanjaya, 2011). The system itself can be interpreted as a unit of components that are interconnected with each other, so that it can be ascertained that there can be no system without components (Sanjaya, 2011). Likewise, in the learning system, there are components that are interrelated with each other, such as objectives, materials, teachers, students, media, methods, infrastructure and evaluation. Each component has a vital role, interconnected and connected to each other. For example, in determining learning materials, it must refer to the goals to be achieved, to

achieve the goals based on the strategies and methods used, what media is made by teachers to compile teaching materials so that it is easier to reach students, then to determine the learning evaluation according to the needs of all of these components as part of the evaluation process.

One way that can be done to optimize the learning process is to improve it through the results of evaluation. This evaluation can be in the form of evaluating student learning outcomes and evaluating the learning process. The evaluation factor is important in determining the effectiveness of learning both on the learning process and learning outcomes (Idrus, 2019).

Evaluation is a crucial thing that must be done correctly in addition to the learning process in the classroom

because with evaluation a teacher gets valid data about the abilities of his students. These data will be the basis for teachers in making decisions related to learning. In addition, evaluation can also be used by educators as a reflection in improving their own quality as well as the quality of their teaching or classroom management. In classroom management, educators should try or even create various innovations to make their learning interesting. Without the support and willingness of educators to innovate in learning, learning will be saturated for students (Khoirul Anwar, 2021).

As part of the learning component, evaluation is actually a determinant of a learning process, whether the goals that have been set previously have been achieved or not. Without evaluation, it will not be possible to know what to do next. However, there are some people, including educators such as teachers or lecturers, who do not understand the concept of evaluation thoroughly. Many still equate measurement and assessment. Especially in the context of learning evaluation, there are still many who do not understand the basic

concepts well. Therefore, this study will discuss the basic concept of learning evaluation so that it becomes clearer for all of us.

Based on the explanation above, the researcher will discuss several problems related to learning evaluation, namely; What is the meaning of evaluation, measurement, assessment and test?, What is the relationship between evaluation, measurement, assessment and test?, What is the purpose of learning evaluation?, What is the function of learning evaluation?

The purpose of this study is to find out the meaning of evaluation, measurement, assessment and tests, to explain the comparison between evaluation, measurement, assessment and tests, to find out the purpose of learning evaluation, and to find out the function of learning evaluation.

RESEARCH METHODS

The writing of this article uses the literature study research method. Literature study is a series of activities related to the method of collecting library data, reading and taking notes, and processing research materials. Literature study can also be said to be an activity of gathering relevant information related to a topic or problem that is the object of discussion.

The data collection technique is by reviewing books, articles and other sources that are related to the topic of discussion, namely learning evaluation. According to Mestika Zed, the steps of literature research include: (Mestika Zed, 2018). 1. Choosing a general idea regarding the research topic; 2. Searching for information that supports the topic; 3. Emphasize the focus of research; 4. Search and find the necessary reading materials to classify the reading materials; 5. Read and make research notes; 6. Review and enrich reading materials; 7. Reclassify the reading material and start writing the report.

The data analysis technique used refers to the Miles and Hubberman data analysis technique, which is to reduce data, present data, and draw conclusions and verifications. In the data reduction stage, the author collects and sorts data on learning evaluation from various library sources. At the data presentation stage, the author conducts data analysis. And at the verification stage, the author concludes the discussion based on the data that has been analyzed (Isra Manungki, et al., 2021).

RESULTS AND DISCUSSION

A. Definition of Evaluation, Assessment, Measurement and Test

Evaluation is a term that has become familiar to educators, both

teachers and lecturers. In analogy, evaluation can be likened to a big umbrella that includes several concepts under it, such as measurement, assessment, and testing. Therefore, it is important to clearly understand the meaning of each of these terms to avoid misunderstandings in their use.

1. Definition of Evaluation

Evaluation in language comes from English, namely *evaluation* which means assessment or assessment, (John M. Echols and Hassan Sathily, 1993). and contains the root word *value* which means value or price. The word *value* in the term evaluation is related to the belief that something is good or bad, right or wrong, strong or weak, enough or not enough and so on (Imam Asrori, et al., 2012). The same meaning is also mentioned in the Great Dictionary of the Indonesian Language that evaluation means assessment, then evaluate means assess; giving an assessment (KBBI, 2008).

Here are some definitions of evaluation according to experts:

- a) Gronlund and Linn as quoted by Imam Asrori put forward the definition of evaluation as follows: "*Evaluatuon is a*

systematic process of collecting, analyzing, and interpreting information to determine the extent to which pupils are achieving instructional objectives.

Evaluation answer the question 'how good?'. The definition explains that evaluation is a systematic process in collecting, analyzing and interpreting data to determine whether a student is seen as having achieved the target of knowledge or skills formulated in teaching objectives (Imam Asrori, 2012).

- b) Suchman views evaluation as a process of determining the results that have been achieved by several planned activities to support the achievement of goals (Ajat Rukajat, 2018).
- c) Worthen and Sanders stated that evaluation is the activity of looking for something valuable about something: in the search, it also includes looking for useful information in assessing the existence of a program, production, procedure, and

alternative strategies to achieve predetermined goals (Ajat Rukajat, 2018).

- d) Stuffle Beam explained that evaluation is a process of depicting, searching, and providing information that is very useful for decision-makers in determining alternative decisions (Ajat Rukajat, 2018).

From the various definitions presented by experts, it can be concluded that evaluation is a process of determining decisions about the quality of an object or activity by involving value considerations based on data and information collected, analyzed, and interpreted systematically.

In evaluating Arabic language learning, tools or instruments are needed. There are two types of learning evaluation tools, namely tests and non-tests. The test evaluation tool usually consists of a number of so'al orally and/or in writing, and test takers are asked to answer the so'al orally and/or in writing. Meanwhile, the non-test form of evaluation tool consists of attitude scales, questioners, interviews, and observations (Rovii, 2018).

2. Definition of Measurement

Measurement in English is known as *measurement*, which is a noun that means size as mentioned in KBBI (KBBI, 2008). Measurement is a process to obtain a description in the form of numbers about the level of a person's traits or abilities. Measurement is an act to determine the quantity or quantity of something, for example the length of the fabric and the area of the land. Measurement is an important part of evaluation. Measurements provide information that can be the basis for evaluation. Measurement in education is a process to obtain a measurable picture of the extent to which students master a competency (Nur Fitriani Zainal, 2020).

This is in accordance with what Scriven said that measurement is the determination of numbers in a systematic way to express the state of the individual. This individual state can be cognitive, affective, or psychomotor abilities.

3. Definition of Assessment

Assessment in English is *assessment* means assessing something. As for assessing, it means making decisions on something based on oneself or holding on to good or bad measures, healthy or sick, smart or

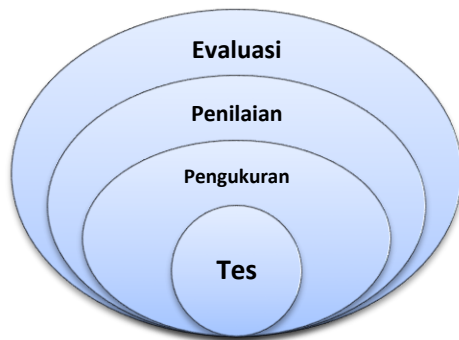
stupid, and so on. So, the assessment is qualitative (Zainal, 2021). So it can be concluded that assessment or assessment is an activity of comparing or applying measurement results to provide values to the object of assessment.

4. Definition of Test

The term test refers to a tool or procedure used to measure an ability (Asrori, 2018). Tests are assignments in the form of questions or orders that students must do and the results to draw conclusions (M Widya, 2021). A test is a number of questions that require answers, or a number of statements that must be given a response with the aim of measuring a person's level of ability or revealing certain aspects of the person being tested. Test results are usually used to determine learning ability, improve learning activities, and improve learning activities (Anik Ghufro and Sutarna, 2011).

B. The Relationship of Measurement, Assessment and Evaluation in Learning

From the previous understanding of the four terms, we can see the relationship between one concept and another.



In the context of the image that has been presented, evaluation is considered a more general concept or a large umbrella that includes some of the more specific concepts underneath. Evaluation, as previously explained, is the process of determining decisions regarding the quality of an object or activity by considering values based on data and information collected, analyzed, and interpreted systematically.

Assessment can be understood as one of the components of evaluation. It refers to making a statement based on certain facts to explain the characteristics of a person or something. Meanwhile, measurement is a procedure for collecting data and numerical information that is needed as one of the factors considered in the evaluation process. A test is a form of tool or method used to obtain data in the evaluation process.

Thus, evaluation functions as a big umbrella that includes the process of collecting, analyzing, and interpreting data in determining decisions about the quality of an object or activity, while assessment, measurement, and testing are specific components that play a role in carrying out the evaluation process.

For example, in the context of employee performance assessment in a company. For example, when a manager has to evaluate the performance of his subordinates, he or she has pre-set standards or criteria, such as sales targets, quality of work, initiatives, and teamwork. Once the standards are in place, managers will measure performance by collecting data on the achievement of sales targets, the results of work produced, participation in projects, and feedback from colleagues or customers.

Furthermore, the manager will assess the employee based on the data collected. For example, he will assess whether the employee has managed to achieve sales targets, how good the quality of his work is, the extent to which he contributes to projects, and so on.

Finally, based on the results of measurement and assessment, managers will make decisions about the employee's performance, whether it is necessary to be rewarded, further development, or even the need for corrective action. In employee performance evaluation, managers make decisions about which employees need to be appreciated, developed, or get corrective action.

Another example, for example, in Arabic learning, a teacher who wants to know the reading ability of his students, will conduct a reading test on his students, after the test is carried out, the teacher will measure the student's reading results in numerical form. After obtaining the test results, an assessment will be carried out on the student's reading ability, whether more can read than those who cannot read Arabic texts. After obtaining the assessment results, teachers can make decisions on students' reading ability and determine what steps to take next.

So, evaluation activities are closely related to measuring and assessing. Evaluation can be carried out if the educator has made measurements and assessments. Measurement is a

process of determining and comparing something with a standard or measure that has been set. Measurement is quantitative, meaning that this activity will produce numbers or numbers which are usually called values. Assessment is the activity of making decisions on something based on qualitative criteria or measures. Assessment can also be interpreted as determining the "meaning" of the numbers obtained in measurement activities. The tests used are tools and means to arrive at measurements and assessments. Meanwhile, evaluation is a combination of test, measurement and assessment activities.

Measurement compares observation results with criteria, assessment explains and interprets measurement results, and evaluation is the determination of the value or implication of a behavior being measured (Stufflebeam, 1973).

According to Guba and Lincoln, evaluation is a systematic and continuous process to determine the quality (value and meaning) of something based on certain considerations and criteria in order to make a decision (Muhammad Ilyas

Ismail, 2020). In addition, in conducting evaluations, teachers not only hold quantitative tests but also need to interpret the test results by looking at changes in students' attitudes after participating in learning (Fitri Nur Rohmah, 2017).

C. Learning Evaluation Objectives

The main purpose of evaluation in the teaching and learning process is to obtain accurate information about the level of competency achievement by students according to the indicators formulated (instructional objectives) so that follow-up can be pursued (Ubaid Ridho, 2018). Evaluation does not solely aim to reveal the achievement of learning objectives, but also to reveal the effectiveness of the learning activities themselves. In more detail, Imam Asrori describes the objectives of the evaluation as follows: (Asrori, 2012).

1. To find out whether the goals that have been set have been achieved or not.
2. To be able to make decisions about what materials and competencies should be taught to or learned by students.
3. To find out the learning outcomes of students.

4. To find out the weaknesses and shortcomings of the learning process, so that improvement steps can be formulated.
5. To find out and decide whether students can continue the next program, or whether they must obtain remedial action.
6. To diagnose students' difficulties.
7. To be able to group students carefully.

In general, learning evaluation has the purpose of determining the effectiveness and efficiency of the learning system, both objectives, materials, methods and strategies, media, learning resources, the environment and the assessment system itself. According to Chittenden as quoted by Miftha Huljannah in its implementation, the evaluation has several objectives, namely: (Miftha Huljannah, 2021).

- (1) *Keeping track*, which is tracing and tracking the suitability of the student's learning process with the set learning implementation plan;
- (2) *Checking-up*, which is checking the achievement of students' abilities and

shortcomings in the learning process;

(3) *Finding-out*, which is to find and find students' errors and weaknesses during the learning process, so that teachers can find alternative solutions; and

(4) *Summing-up*, which is to conclude the level of mastery of students with the competencies that have been determined as outlined in the learning progress report.

D. Learning Evaluation Function

According to Suharsimi Arikunto, there are four evaluation functions in learning; the first is selective, the second is diagnostic, the third is placement and the fourth is a success measure. The description can be seen as follows: (Arikunto, 2018)..

1. Selective function

By conducting evaluations, a teacher can make a selection or assessment of his students. The assessment can be in the form of selection of students who can be accepted into a certain school, selection of students who can move up to the next grade or level, selection of students who

should get a scholarship and or selection of students who have the right to leave school and so on.

2. Diagnostic Function

By conducting an evaluation, the teacher actually diagnoses the students about their strengths and weaknesses. By knowing the reasons for these weaknesses, it will be easier to know how to overcome them. For example, in language learning, by conducting an evaluation, it will be possible to determine the strengths and weaknesses of each student, so that what steps will be taken next.

3. Serves as a placement

By conducting an evaluation, a teacher can determine which group a student should be placed in, students who have the same learning outcomes will be placed in the same group, so that in the learning process students are in the same state of knowledge. This will make it easier for teachers to deliver their teaching materials to students because of the cognitive similarities possessed by students.

1. Serves as a measure of success

By conducting an evaluation, a teacher can find out the extent to which the

program has been successfully implemented. There are several things that can be used as indicators of learning

success such as teachers, methods, media, curriculum, facilities and administrative systems.

CONCLUSION

Measurement is a process of determining and comparing something with a standard or measure that has been set. Measurement is quantitative, meaning that this activity will produce numbers or numbers which are usually called values. Assessment is the activity of making decisions on something based on qualitative criteria or measures. Assessment can also be interpreted as determining the "meaning" of the numbers obtained in measurement activities. The tests used are tools and means to arrive at measurements and assessments. Meanwhile, evaluation is a combination of test, measurement and assessment activities.

Measurement compares the results of observations with criteria,

assessment explains and interprets the results of the measurement, and evaluation is the determination of the value or implication of a behavior being measured.

The main purpose of evaluation in the learning process is to obtain accurate information about the level of competency achievement by students according to the indicators formulated (instructional objectives) so that follow-up can be sought.

The function of learning evaluation is the first is selective, the second is diagnostic, the third is placement and the fourth is a success measure.

BIBLIOGRAPHY

- Anwar, Khoirul, (2021). *The Urgency of Evaluation in the Learning Process*, Rausyan Fikr Journal of Thought & Enlightenment 17, no. 1.
- Arikunto, Suharsimi, (2018). *Basics of Educational Evaluation*, 3rd Edition (Jakarta: Bumi Aksara).
- Asrori, Imam et al., (2012). *Evaluation of Arabic Language Learning*, ed. Ahamd Fuad Effendy (Malang: MISYKAT Indonesia).
- Ghufron, Anik and Utama, (2011). "Tests, Measurements, Assessments, and Evaluations, Their Roles and Functions in Learning," *Mathematics Learning Evaluation*.

- Huljannah, Miftha. (2021). *The importance of the evaluation process in learning in elementary schools*, EDUCATOR: Directory of Elementary Education Journal, Volume 2 Number 2 (December 2021).
- Ismail, Muhammad Ilyas, (2020). *Learning Evaluation: Basic Concepts, Principles, Techniques and Procedures*, Raja Grafindo Persada.
- John M. Echols and Hassan Sathily, (1993). *English-Indonesian dictionary*, Cornell University Press 1976; Jakarta: Gramedia Pustaka Utama, 1993.
- KBBI, (2008). *Great Dictionary of Indonesian Language*, Jakarta: Language Center of the Ministry of National Education.
- Manungki, Isra and M. Ramoend Manahung, (2021). "Outdoor Learning Methods and Learning Interests," EDUCATOR (DIRECTORY OF ELEMENTARY EDUCATION JOURNAL) 2, no. 1.
- Ridho, Ubaid, (2018). "Evaluation in Arabic Language Learning," An Nabighoh Journal of Arabic Language Education and Learning 20, no. 01 (2018).
- Rohmah, Fitri Nur, (2017). *The Urgency of Evaluation for Education*, FIKROTUNA, Journal of Islamic Education and Management, Vol. 5, no.1.
- Rovii, (2018). *Evaluation of Arabic Language Learning*, Arabia: Journal of Arabic Language Education, Vol. 10, no. 1.
- Rukajat, Ajat, (2018). *Learning Evaluation Techniques*, (Yogyakarta; Cet 1).
- Sanjaya, Vienna, (2011). *Planning and Design of Learning Systems*, Kencana, First, C. (Jakarta: Prenada Media Group).
- Stufflebeam, D.L, (1973). *Educational Evaluation and Decision Making*, (Itasca Illionis: F.E. Peacock Publisher).
- L, Idrus, (2019). *Evaluation in the Learning Process*, adaara: Journal of Islamic Education Management 9, no. 2.
- Widya, M. (2021). "Scope of Learning Evaluation in the Perspective of Learning Systems," Universitas Muhammadiyah Sidoarjo (2021): 1–6, http://eprints.umsida.ac.id/8474/1/31_WIDYA_ok.pdf.
- Zainal, Nur Fitriani, (2020). "Measurement, Assessment and Evaluation in Mathematics Learning," Laplace: Journal of Mathematics Education 3, no. 1 (May 30, 2020).
- Zed, Mestika, (2018). *Literature Research Methods*, (Jakarta: Yayasan Pustaka Obor Indonesia).

- Estijayandono, K. D. (2019). Online Buying and Selling Business Ethics in an Islamic Perspective. *Journal of Sharia Economic Law*, 3(1), 53-68, doi:[10.26618/j-hes.v3i1.2125](https://doi.org/10.26618/j-hes.v3i1.2125).
- Jatmiko, W. (2016, July 11). *United Kingdom Sharia Economic Community - MES-UK*. MES. <https://www.mes-uk.org/>.
- Nafis, M. C. (2011). *Sharia economic law theory*. University of Indonesia Press.
- RI, T. M. A. News. Supreme Court of the Republic of Indonesia. <https://mahkamahagung.go.id/id>.
- Rusydiana, A. S., & Hasib, F. F. (2019). Islamic Banking Selection Criteria: Case in Indonesia Using Analytic Network Process. *Economica: Journal of Islamic Economics*, 10(1), 165-188.
- Sasmita, J., & Suki, N. M. (2012). *Research methodology: For writing theses, theses and dissertations*. Riau, Indonesia: UR Press.
- Triana, N. (2017). Reconstructing Sharia Economic Dispute Resolution Based on Indonesian Muslim Society Culture. *Ijtima'iyya: Journal of Muslim Society Research*, 2(1), 107-128.