

The Purpose and Functions of Evaluation of Arabic Learning in Educational Administration Review

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Abstract:

This article approach uses qualitative methods with descriptive data collection techniques from literature studies. The data analysis technique uses the Seidel model by going through several stages of the process, namely identifying the collected data by means of data clarification, licensing, analysis, and data categorization. The discussion includes the meaning and differences between measurement, assessment, evaluation as well as the purpose and function of evaluation in Arabic language learning based on a review of educational administration. The three terms have different meanings but are interrelated with each other. The activity of comparing certain criteria to the results of observations is called measurement. Self-assessment means the process of collecting data by measuring, interpreting, describing, and interpreting some evidence of information from the measurement results. Meanwhile, evaluation is an advanced process of measurement and assessment data. The evaluation objectives to be achieved are determined by the evaluation function itself, which is divided into an instructional evaluation function, an administrative evaluation function, and a guidance evaluation function. The purpose and function of evaluation in the learning process go hand in hand, namely to obtain accurate information or data related to the level of achievement of student competencies in accordance with the instructional objectives or indicators formulated.

Keywords: Evaluation, Arabic, Educational Administration

INTRODUCTION

In our country the teaching of Arabic has been going on for a long time which in its implementation can take the form of formal or informal learning. As the language of religion, culture, science and as a language of communication with Arab nations, Arabic

has played a major role in Indonesia, especially since the establishment of Islamic boarding schools and madrasas. Although most students still think that Arabic is difficult to learn because of its complex characteristics, therefore this field of study is one that students do not like very much. In

the implementation of learning, Arabic is still faced with many problems at various levels, both elementary and college levels.

The elements in the learning system that are interrelated with each other include learning objectives, methods and materials for teaching and evaluation. The quality of a learning program is determined by the existence of its evaluation. In the evaluation process related to the results of measurement and assessment.

Measurement comes from the verb measure, which means to compare something with one measure and is quantitative. Measurement is a method, process or act of measuring. As for measuring yourself, it is related to numbers, for example measuring or calculating the area of a classroom, measuring the length of wood, measuring weight, and so on. Quoting from Matsna and Mahyudin in Matsna and Raswan, that measurement is an activity in order to obtain data or information of quantitative value (Matsna dan Raswan, 2015).

Measurement can be understood as an activity to measure something or assign numbers to an object, event or symptom which in the end the result is a number. According to Supranata in Matsna and Raswan, measurement is divided into quantitative measurement, which is expressed in the form of numbers, and qualitative

measurement, which has been interpreted with the words very good, good, sufficient, lacking and very lacking. Although it can also be used numbers that have been scaled. For example the number 5 for very good meaning and so on (Matsna dan Raswan, 2015).

Guilford (1982) as quoted by Febriana defines measurement as the process of determining the size of a symptom according to certain rules, and educational measurement is usually quantitative (Febriana, 2019). The measurement characteristics according to Azwar in Febriana are as follows:

- a. What is being measured is an attribute of something, not something itself. So there is a comparison between the measured attribute and the measuring instrument.
- b. The measurement results are in the form of numbers, or the results are expressed quantitatively.
- c. The results are only limited to providing numbers that are not interpreted further or are descriptive (Febriana, 2019).

It can be concluded that measurement is a process of giving symbols or numbers (quantitative in nature) to an object or activity according to certain rules. According to the KBBI, assessment is a method, process or act of assessing by estimating its value, giving a value, giving a price, giving a number (seeds). It is described in the attachment of

Permendiknas No. 20 of 2017, that educational assessment is the process of collecting and processing information to determine the achievement of student learning outcomes (Matsna dan Raswan, 2015). Assessment also means the process of determining or assigning a value to a certain object based on certain criteria and the object of the assessment is in the form of a non-numerical or qualitative nature, such as good, bad, moderate and so on. The assessment can be directly from the results of the observation assessment process, interviews or other data collection techniques, or the assessment comes from quantitative data that has been described. For example, A's value is good, B's value is good, C's value is less and so on (Matsna dan Raswan, 2015).

Assessment is a series of activities in order to obtain, analyze, and interpret data about the process and learning outcomes of students which are carried out systematically and continuously so that it becomes meaningful information in making decisions. The focus of educational assessment is the learning success of students in achieving the specified competency standards (Febriana, 2019). Assessment is the process of gathering information to determine the extent to which the learning objectives that have been set have been achieved. The information can be in the form of opinions of teachers, parents,

book quality, assessment results, and student attitudes that can be obtained from tests, questionnaires, interviews, and observations. Assessment is also all the methods used to collect information about the knowledge, abilities, understanding, attitudes, and motivation of students whose information or data is obtained formally or informally.

So, assessment is the interpretation of the measurement results which is a general term that includes all methods commonly used to assess the performance of individuals or groups of students who show their learning achievement.

Learning evaluation involves various components, including the role of the government as policy makers regarding the educational curriculum, educational institutions as implementers, especially teachers as learning actors and students as objects of evaluation in the learning process. Evaluation has an important purpose and function, especially in learning Arabic. The success and failure of learning Arabic will be largely determined by its evaluation.

RESEARCH METHOD

This article approach uses qualitative methods with descriptive data collection techniques from literature studies. Several stages of the process are passed in data

analysis techniques, including identifying the collected data by means of data clarification, licensing, analysis and data categorization. Data or information related to the discussion in this article was obtained from various sources of books, scientific journals and other libraries.

Educational administration itself is a form of application of administrative science in education in the form of coaching, developing and controlling educational efforts whose implementation is carried out in cooperation with a number of people by maximizing the existing infrastructure, both moral and material to spiritual, to achieve effective educational goals and efficient (Fadhila, 2020).

From these descriptions the author aims to discuss the purpose and function of the evaluation of Arabic learning when viewed from the educational administration in which there are coaching, development and control activities in all aspects of education, including the evaluation of Arabic learning.

RESULTS AND DISCUSSION

Measurement comes from the verb measure, which means to compare something with one measure and is quantitative (Arikunto, 2012). Measurement is a method,

process or act of measuring. As for measuring yourself, it is related to numbers, for example measuring or calculating the area of a classroom, measuring the length of wood, measuring weight, and so on. Quoting from Matsna and Mahyudin in Matsna and Raswan, that measurement is an activity in order to obtain data or information of quantitative value. Measurement can be understood as an activity to measure something or assign numbers to an object, event or symptom which in the end the result is a number. According to Supranata in Matsna and Raswan, measurement is divided into quantitative measurement, which is expressed in the form of numbers, and qualitative measurement, which has been interpreted with the words very good, good, sufficient, lacking and very lacking. Although it can also be used numbers that have been scaled. For example the number 5 for very good meaning and so on (Matsna dan Raswan, 2015).

In many studies with a qualitative approach, a number scale is often used to categorize the value of something, so that the data can be described in terms of its meaning.

Assessment also means the process of determining or assigning a value to a certain object based on certain criteria and the object of the assessment is in the form of a non-

numerical or qualitative nature, such as good, bad, moderate and so on. The assessment can be directly from the results of the observation assessment process, interviews or other data collection techniques, or the assessment comes from quantitative data that has been described. For example, A's value is good, B's value is good, C's value is less and so on (Matsna dan Raswan, 2015) and these criteria already describe the value of the data obtained in the field.

Assessment is a series of activities in order to obtain, analyze, and interpret data about the process and learning outcomes of students which are carried out systematically and continuously so that it becomes meaningful information in making decisions. The focus of educational assessment is the learning success of students in achieving the specified competency standards (Febriana, 2019), both in the form of process assessment, assessment of assignments in each meeting, mid-term and end-of-semester assessments, as well as final examination assessments. All of these assessment activities are included in the framework of fostering, developing and controlling the administration of education in schools.

Assessment is a process of gathering information to determine the extent to which the learning objectives that have been set have been achieved. The information can be

in the form of opinions of teachers, parents, book quality, assessment results, and student attitudes that can be obtained from tests, questionnaires, interviews, and observations. Assessment is also all the methods used to collect information about the knowledge, abilities, understanding, attitudes, and motivation of students whose information or data is obtained formally or informally.

So, assessment is the interpretation of the measurement results which is a general term that includes all methods commonly used to assess the performance of individuals or groups of students who show their learning achievement.

Assessment is an important component in learning activities. Efforts to improve the quality of learning can be taken through improving the quality of the assessment. A good assessment system will encourage teachers to determine good teaching strategies and motivate students to learn better. Thus, indirectly, teachers should also strive to improve their quality as teachers (Izza et. al, 2020).

Evaluation is a systematic activity by utilizing data from measurement and assessment results with the final result determining a decision about something to be evaluated, whether to go to class, stay in class, continue the program, continue with some improvements, change the program or

discontinue the program. So that in learning Arabic there are terms acceleration and remedial (Matsna dan Raswan, 2015). An overview of the level of student mastery of a subject matter, an overview of student learning difficulties, and an overview of the student's position among their peers can be found in the evaluation results.

And according to Nisa and Afriansyah, that evaluation is the last step in curriculum development and is a continuous process in which data is collected and taken into consideration for the purpose of improving the existing system (Nisa dan Afriansyah, 2019).

Evaluation requires measurement results data and information on assessment results that have many dimensions, such as creativity, abilities, skills, attitudes, interests, and so on. Measurement, assessment, and evaluation are gradual, which means that these activities are carried out in succession, starting with measurement, then assessment, and finally evaluation. (Febriana, 2019)

Evaluation of school quality must be carried out comprehensively, which involves all aspects involved in realizing the educational goals that have been set. Thorndike, Cunningham, Thorndike, & Hagen (1991) state that the purpose and usefulness of evaluation in education is directed at decisions concerning teaching,

learning outcomes, diagnosis and improvement efforts, selection, guidance and counseling, curriculum, and institutional assessment (Marjuki et. al, 2018).

Suryadi stated that evaluation is an activity that includes the two previously mentioned steps, namely measurement and assessment. Some experts define the meaning of evaluation quoted from Suryadi as follows:

- a. Ralph Tyler (1950): Evaluation is a process to determine the extent to which educational goals can be achieved, and an effort to document the compatibility between student learning outcomes and program objectives.
- b. Cronbach (1963), Alkin (1969), Stufflebeam (1971): Evaluation is an activity to collect, obtain, and provide information for decision making.
- c. Popham (1969), Provus (1969), Rivlin (1971): Evaluation is the activity of comparing data about the appearance of people with generally accepted standards.
- d. Malcolm and Provus, as originators of the idea of discrepancy evaluation (1971): Evaluation is an activity to find out the difference between what exists and the standards set and how to state the difference between the two.
- e. Scriven (1967) and Glas (1969): Evaluation is an effort to find out the benefits or uses of a program, activity,

and so on.

- f. Eisner (1976): Evaluation is critically deciding on a program using the services of expertise.
- g. Parlett and Hamilton (1976): Evaluation is the activity of describing and interpreting the broader context in which the program functions.
- h. The committee for standards, which consists of 17 members representing 12 organizations, states that evaluation is a systematic or orderly activity about the usefulness or usefulness of some object being evaluated (Suryadi, 2020).

Meanwhile, Ridho in his writing describes that there are three terms that need to be distinguished because they almost have close meanings, namely measurement, assessment and evaluation. Measurement is comparing something with one measure. Measurements are usually quantitative. Assessment is taking a decision on something with a good or bad measure. Assessments are usually qualitative. While evaluation includes both steps, namely measuring and assessing (Ridho, 2018).

Measurement activity is an activity to determine the quantity of an object and compare something with a certain size, while assessment is an activity to determine the quality of an object to make a decision on something with a certain size, for example

good or bad (Priowuntato, 2016), Although as previously described, that assessment can come from quantitative data that has been scaled..

From the several definitions of evaluation mentioned above, it can be concluded that evaluation is a systematic activity by using data or information on the results of measurements and assessments to determine decisions to be taken on the program.

So the terms measurement, assessment and evaluation have different, but related, meanings. Measurement is the activity of comparing the results of observations with a criterion or measure. Assessment is the process of collecting information or evidence through measuring, interpreting, describing, and interpreting the evidence of measurement results. Therefore evaluation is the result of measurement and assessment.

Evaluation has an important purpose and function, especially in learning Arabic. The success and failure of learning Arabic will be largely determined by its evaluation. Linguistically, the purpose of evaluation is the direction, the direction, the destination; the demands and purposes of the evaluation process; the process of making decisions on an object based on measurement data and accountable assessments (Matsna dan Raswan, 2015). Because according to

Amrullah in general evaluation is a process of collecting and processing data and information that will be used as the basis for decision making, program management and development (Amrullah, 2021).

According to Ridlo, 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 formulated indicators (instructional objectives) so that follow-up can be pursued. The follow-up is referred to as an evaluation function, which can be in the form of placement in the right place, providing feedback, diagnosing student learning difficulties, and determining graduation (Ridho, 2018).

Purwanto explained that the function of teaching evaluation has four objectives are: a) to determine the progress and development and success of students after experiencing or carrying out learning activities for a certain period of time. The evaluation results obtained can then be used to improve student learning (formative function) and/or to fill out report cards or STTB, which means also to determine the grade increase or whether or not a student passes from a particular educational institution, this is a summative function. b) to determine the level of success of the teaching program. Teaching as a system

consists of several components that are interrelated with each other. The components in question include, among others, objectives, teaching materials/materials, teaching and learning methods and activities, learning tools and resources, evaluation procedures and tools, c) for the purposes of Guidance and Counseling (BK). The results of evaluations that have been carried out by teachers to their students can be used as a source of information or data for BK services by school counselors or BK teachers, and d) for the purposes of developing and improving the school curriculum in question (Purwanto, 2004).

From the explanation above that the purpose of evaluation is to improve the quality of the process and provide a decision on a program being evaluated, whether the program should be improved, continued, or even discontinued. The function or usefulness of the evaluation results is as a reference for decision or policy making.

Suryadi argues that each evaluation function will determine the objectives of the evaluation to be achieved, which in outline can be divided into three types of evaluation functions, namely a) instructional functions, which in the process of implementing the instructional functions include teaching functions which include diagnosis, motivation, and estimates of student success,

b) administrative functions, namely in general the results of administrative evaluation include four main objectives in determining decisions relating to selection decisions, classification decisions, placement decisions, and research decisions, and c) guidance function, which For this, accurate data is needed regarding their learning achievement, motivation, attention, and personality, all of which can be collected through evaluation activities (Suryadi, 2020).

The purpose of evaluating Arabic learning can vary depending on the plan for learning Arabic. However, the most important objective of the evaluation of Arabic learning is to measure the competence of students in Arabic components and skills, which focus on how students are able to speak Arabic in addition to knowing about Arabic, about Arabic teachers and good attitudes of students. about Arabic. Students also understand that Arabic is important for them, the learning process and the moral values that exist in the material and themes in Arabic learning (Matsna dan Raswan, 2015).

Regarding the function of evaluating Arabic learning specifically in the world of education, according to Sudijono (2011) in Matsna and Raswan, it can be viewed from a) psychological aspect, which will provide guidance or inner guidance for students to recognize their respective status and

capacities. among their peers. As for the teacher, the evaluation will give him determination or certainty about the extent of the results of the efforts he has made, so that psychologically the teacher has definite guidelines in determining the next steps, b) the didactic aspect, which functions 1) to be selective, namely With the evaluation, a selection can be made which aims, among others, to select students who are accepted in certain schools, choose students who go to the next grade or level, choose students who receive scholarship allowances, select students who are entitled to graduate, and so on, 2) diagnostics, namely with the evaluation can be diagnosed about the strengths of student achievement and weaknesses, 3) placement, namely with the evaluation can be seen in which group students should be placed, and 4) measurement of success, namely the evaluation can provide a basis for assessing the achievements that have been achieved by students, to find out the position of each student in the middle of the group, m provide important information to select and determine student status, and to provide clues about the extent to which Arabic learning objectives are being achieved. and c) administrative aspect, and there are at least three kinds of functions for the administrative purposes of educational evaluation, namely 1) providing reports,

namely the progress and development of students after participating in the Arabic language learning process within a certain period of time can be compiled and presented by conducting evaluations, 2) provide data/information, namely for the purposes of educational decision-making in educational institutions can be obtained from evaluation activities, and 3) provide an overview, which will reflect an overview of the results that have been achieved in the Arabic language learning process, such as student learning outcomes and so on (Matsna dan Raswan, 2015).

Because the functions of education administration include: a) planning which is the initial activity that must be carried out and preparation for administrative activities, b) organizing, namely the activity of preparing, establishing working relationships between a business unit in achieving the goals that have been set or the preparation of parts that separated so that there is a unity and action to achieve these goals, c) supervision which is activities and actions to secure plans and decisions that are being implemented or that have been made, d) coordination, namely synchronizing and aligning all unit activities towards achieving the goals/final results the same, and finally e) evaluation as an educational administration function, namely activities to determine to what extent the

educational outcomes and goals have been achieved (Fadhila, 2020). Because education administration, which in this case is a learning tool, has also contributed to developing teacher professionalism, namely in time management, classroom management, stimulating students to innovate and developing technical skills, and is a concept in transforming students (Salmiati dan Septiawansyah, 2019).

These components in education administration can be applied systematically and gradually in the process, as according to Yacoeb that these components require a process in stages implementation of organizational programs (Yacoeb, 2013), as well as in the evaluation of Arabic learning.

CONCLUSION

Measurement, assessment and evaluation are three terms that have different meanings although they are related to each other. From the data and information on the results of the measurement and assessment, an evaluation process is then carried out to determine a decision or policy.

The evaluation function will determine the objectives of the evaluation to be achieved, which in outline can be divided into three kinds of evaluation functions, namely instructional functions, administrative

functions and guidance functions. The purpose of the learning evaluation is to determine the effectiveness and efficiency of the learning system, both regarding the objectives, materials, methods, media, learning resources, the environment and the assessment system itself.

The purpose of the evaluation is to improve the quality of the process and the provision of decisions related to the activities or programs being evaluated. While its function is as a reference or reference in making policies or decisions on the program or activity being evaluated.

All evaluation activities with these objectives and functions are part of the implementation, development, development, and management of education administration.

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