



## **The Development of an Evaluation Instrument for the Implementation of the Arabic Language Curriculum in Islamic High School**

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**Abstract:** In the context of the curriculum in Madrasah (Islamic school), the government has determined the concept, implementation, and evaluation of the curriculum in the Decree of the Minister of Religion (KMA) number 183, 184, and 189. It required to formulate an evaluation instrument in the need of curriculum implementation for the process of curriculum implementation evaluation at the practical level in education units. The purpose of this study was to develop an evaluation instrument of curriculum implementation in the form of a curriculum achievement assessment questionnaire. This study used a Research and Development (R&D) with the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) model. In collecting the data, this study used the Dhelipi technique; consultative discussions with experts as validators in the preparation of instruments which included components, aspects, and indicators. FGD (Forum Group Discussion); with Arabic language teachers were applied to analyze the needs related to the development of an evaluation model for curriculum implementation and to formulate aspects of components and indicators of achievement of the Arabic language curriculum. The results showed that the instrument for evaluating curriculum implementation included the formulation of components, aspects, and indicators in the Context, Input, Process, Product, and Outcomes (CIPPO). The components, aspects, and indicators in the CIPPO model were formulated through the conceptual analysis and the contextualization of KMA number 183, 184, 189 and language performance theory as a benchmark and a standard for assessing the achievement of the Islamic high school Arabic curriculum.

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## **Introduction**

A curriculum that has been applied does not mean that this curriculum has been successfully implemented in educational institutions. The success of curriculum

implementation is influenced by several components. The school component consists of teachers, principals, facilities, culture and environment. All components have a role in the implementation of the curriculum.<sup>1</sup> At the education unit level, the principal has the authority to evaluate the implementation of the curriculum in the form of a study of the gap between the demands of the curriculum and the reality of learning through quantitative and qualitative approaches. Aspects of the evaluation of the results with the design of the analysis of learning outcomes (attitudes, knowledge and skills individually and or groups.

Educational evaluation can be interpreted as an activity of controlling, guaranteeing and determining the quality of education for various components of education at every path, level, and type of education as a form of accountability for the implementation of education. Meanwhile, the purpose of learning evaluation is the instrument to determine the effectiveness of the learning process that has been implemented through effectiveness indicators, namely changes in student behavior.<sup>2</sup> Evaluate the processes and stages in the operation of the curriculum in the system and curriculum management. In this case, the principal or madrasah head needs to monitor and evaluate several efforts and programs to implement the curriculum simultaneously and comprehensively.<sup>3</sup>

The CIPP evaluation model is still considered as a comprehensive model for evaluating educational programs.<sup>4</sup> The effectiveness of an educational program is considered effective when the indicators of the assessment instrument can explain the achievement of the curriculum. Indicators of curriculum achievement can be identified from the context, input, process, and product components. Among four components, the aspects and indicators are formulated.<sup>5</sup> The studies and approaches used to measure and assess the gap between curriculum demands and facts on the ground have not been

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<sup>1</sup> Deitji Adolfien Katuuk, "Manajemen Implementasi Kurikulum: Strategi Penguatan Implementasi Kurikulum 2013," *Jurnal Cakrawala Pendidikan* 33, no. 1 (2014): 13-26.

<sup>2</sup> Maria Dewati and Halleyna Widyasari, "Pengembangan Instrumen Evaluasi Pembelajaran Kurikulum 2013 Berbasis Multimedia pada Materi Fisika SMA Kelas X," In *Proceeding Seminar Nasional Fisika dan Aplikasinya* 2, (2017): 109-115.

<sup>3</sup> Sri Budiani, Sudarmin, and Rodia Syamwil, "Evaluasi Implementasi Kurikulum 2013 di Sekolah Pelaksana Mandiri," *Innovative Journal of Curriculum and Educational Technology* 6, no. 1 (2017): 45-57.

<sup>4</sup> Kapraja Sangadji, "Model CIPP Untuk Evaluasi Pengembangan KTSP Pada Jenjang Pendidikan Persekolahan," *Jurnal Biology Science & Education* 8, no. 1 (2014): 79-88.

<sup>5</sup> Trisnawati Trisnawati, Leni Anggraeni, and Arief Budi Wicaksono, "Evaluasi Implementasi Kurikulum 2013 di Tingkat SLTA di Kabupaten Pringsewu Menggunakan CIPP," *Proceeding of Biology Education* 3, no. 1 (2019): 74-83.

patented by the government, meaning that there is potential for adaptation and even innovation to develop an instrument for evaluating curriculum implementation at the practical level.<sup>6</sup>

The selection and organization of the curriculum developers, the procedures for the preparation, arrangement and implementation of the curriculum, the function of the coordinator in the drafting team, the influence of teacher levels and teaching conditions on the curriculum, all need to be evaluated and the results can be obtained as a whole curriculum system. In essence, the formulation of the curriculum and competence of learning Arabic in schools/Islamic high schools are not much different, both in the KBK, KTSP, and K13 curriculum.<sup>7</sup> From the aspect of language competence, the three curriculas have similarities in substance; in the theme or topic, *maharoh*, and basic competencies. The difference lies in the curriculum structure and learning approach. K13 makes explicit the scientific approach (Scientific Approach) which in reality confuses teachers in preparing lesson plans and implementing Arabic language learning in the classroom.<sup>8</sup> Several previous studies became the main basis for developing this research would build sustainability of dynamic research development efforts. However, in this study, it had the urgency and different characteristics from several other studies. The evaluation instrument for curriculum implementation developed in Islamic high school (Islamic high school) level under the auspices of the LP Ma'arif Jepara which was based on KMA 183, 184, and 189 in 2019 for Arabic subjects.

Based on the several previous studies above, including research conducted by Samsul Hadi on the difficulty of competency-based curriculum evaluation models, an evaluation instrument was developed which stated that the research was designed with the CIPP model evaluative research design (context, input, process, product) and the CIPP model was still representative and updated to be used in evaluating the curriculum.<sup>9</sup> Then, the research was conducted by Zhang that focused on the evaluation in universities. Hence, the curriculum development and implementation of evaluation with

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<sup>6</sup> Akrimullah Mubai, Nizwardi Jalinus, Ambiyar et al., "Implementasi Model Cipp Dalam Evaluasi Kurikulum Pendidikan Teknik Informatika," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 4 (2021): 1383-1394.

<sup>7</sup> Sugiyanto, Sugiyanto, Badrun Kartowagiran, and Jailani, "Pengembangan Model Evaluasi Proses Pembelajaran Matematika di SMP Berdasarkan Kurikulum 2013," *Jurnal Penelitian dan Evaluasi Pendidikan* 19, no. 1 (2015): 82-95.

<sup>8</sup> Moh Ainin, "Penilaian dalam Pembelajaran Bahasa Arab di Madrasah atau Sekolah: HOTS, MOTS atau LOTS?," *Prosiding Konferensi Nasional Bahasa Arab* 4, no. 4 (2018): 155-165.

<sup>9</sup> Samsul Hadi, "Evaluasi Implementasi Kurikulum Berbasis Kompetensi pada Lembaga Kursus dan Pelatihan (LKP) Program Otomotif DIY," *Jurnal Pendidikan Vokasi* 2, no. 2 (2012): 267-283.

the CIPP model from Stufflebeam was carried out, so it would have some potentials to direct higher education institutions in evaluating curriculum and learning processes systematically.<sup>10</sup> Research was conducted by Rafid Ali Husain Al-Azizi with a focus on research problems related to formative evaluation. Then, the curriculum development was carried out and its application showed that there were various models that were applied and developed in curriculum evaluation according to several experts with different aspects but with the same goal to evaluate the curriculum.<sup>11</sup>

The novelty value of this research was that the type of evaluation model developed was a dynamic system model that described a system whose elements were always changing to achieve goals. These elements include input, process, output, and outcome.<sup>12</sup> In this context, developing an evaluation model for the CIPP education program by adding an outcome component, then formulating component aspects and indicators of Islamic school curriculum achievement based on the results of the 2019 KMA conception analysis on curriculum concepts, curriculum implementation and curriculum assessment in Arabic language subjects for Madrasah Aliyah, as well as the result of conceptual analysis of language performance theory.

In the context of the Islamic school curriculum, the government had established the concept, implementation and evaluation of the curriculum in the Minister of Religion Decree (KMA) no. 183, 184, and 189.<sup>13</sup> However, the Ministry of Religion of the Republic of Indonesia had not yet established procedures and techniques for evaluating the implementation of the Islamic school curriculum. Thus, formulating guidelines for evaluating the implementation of the curriculum was an important thing in the implementation of the Islamic high school curriculum. This study used a Research and Development design that aimed to develop a curriculum implementation evaluation model and produce an evaluation instrument for the implementation of the Arabic curriculum in the form of an assessment form to measure the achievement of the Arabic

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<sup>10</sup> Guili Zhang, Nancy Zeller, Robin Griffith, Debbie Metcalf, Jennifer Williams, Christine Shea, and Katherine Misulis, "Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a Comprehensive Framework to Guide the Planning, Implementation, and Assessment of Service-Learning Programs," *Journal of Higher Education Outreach and Engagement* 15, no. 4 (2011): 57-84.

<sup>11</sup> Rafid Ali Husein al-ghzawi, "Taqwim wa Tathwir Mahahij Wuzarot Al-Tarbiyah wa Ta'lim al-'ali Fi al-Iraq," *Majallat al-Dirasat al-Tarikhiyah wa La-Hadoroh* 10, no. 34 (2018).

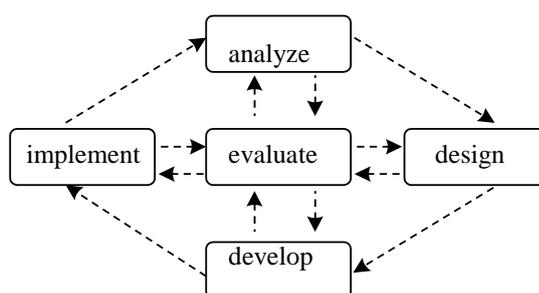
<sup>12</sup> Kuswara, Kuswara, *Ayo Kembangkan Model. Kursus Pamong Belajar Kompeten melalui Moda Daring*, (Lembang : Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2017).

<sup>13</sup> Moh Ainin, "Keputusan Menteri Agama (KMA) No. 189 Tahun 2019 Tentang Kurikulum Bahasa Arab Di Madrasah (Tinjauan Evaluatif Terhadap Ketaksaan Learning Outcome)," *Prosiding Konferensi Nasional Bahasa Arab* 6, no. 6 (2020): 417-431.

language curriculum based on components and indicators of context, input, process, product and outcome with KMA standards in 2019, and theory of language performance.

## Methods

*Manhaj Washfy* (Descriptive Research) was used as the method of this research with a developmental research design (development study) which was categorized into applied research. This study used Research & Development (R&D) development design with the ADDIE model (Analyze, Design, Development, Implementation, Evaluation). The stages of research used the ADDIE model which can be described as in the following chart;



**Figure 1.** The stages of ADDIE

The ADDIE development model (Analysis, Design, Development, Application, Evaluation) was used because Lee and Owens stated that this development model showed clear and precise steps for the production of products and models. The ADDIE model consists of five development steps: (1) Analysis, (2) Design, (3) Development, (4) Implementation, (5) Evaluation. The ADDIE model applied an evaluation system at each stage to improve product quality before the implementation stage. It makes the ADDIE model able to reduce deficiencies and errors in the product to the last stage. The evaluation stage in this model is the evaluation at each stage or the whole product which consists of formative evaluation and final evaluation as well as testing the validity of the developed model through expert auditor evaluation and testing the effectiveness of the model through the experience of products developed in its field.<sup>14</sup>

In the application, the researchers developed development research on the needs obtained, based on attention to the type of research. There is a provision put forward by Branch, which was launched by Dewi in 2018 regarding formulating the stages of

<sup>14</sup> Kiki Marisa Puji, Fakhili Gulo, and A Rachman Ibrahim, "Pengembangan Multimedia Interaktif untuk Pembelajaran Bentuk Molekul di SMA," *Jurnal Penelitian Pendidikan Kimia* 1, no. 1 (2014): 59-65.  
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research in the ADDIE model. It means analysis of development needs, design, development, implementation, and evaluation.<sup>15</sup> In reality, the evaluation stage can occur at the end of each stage in the previous four stages. Formative evaluation is an evaluation that takes place in each of the four previously mentioned stages, and aims to make improvements as quickly as possible. Formative evaluation consists of expert review, individual assessment, small group assessment, and field test.<sup>16</sup>

The field study was conducted by researchers through interviews and comprehensive consultations with Arabic teachers who are members of the Arabic Language Teacher Forum (MGMP in Arabic) through Forum Group Discussion (FGD). The second stage (design), formulated a standard benchmark for the evaluation model that is in accordance with the curriculum used in order to find common ground to be developed and made a general design. The third stage (develop) refers to the development of the CIPP component (Context, Input, Process, Product) with the development of the outcome: Performance instrument. Fourth stage (implementation) refers to the implementation of instrument products that have been made by carrying out validity & reliability tests, small group & field tests. Fifth (evaluate), this stage is carried out with formative assessment through questionnaires answered by research respondents, namely principals and subject teachers with summative assessments, questionnaires that answered by respondents. The purpose of formative evaluation is to review, improve the developed model and test the practicality<sup>17</sup> and effectiveness of the developed instrument in order to see the value of its implementation.<sup>18</sup>

The data of this study were obtained through a questionnaire which was answered by 30 respondents using an instrument that includes several components and indicators in the form of statements to measure and assess the effectiveness of the model. Instruments to assess the effectiveness of the model include several components and indicators as follows; components are comprehensive, practical components, economical components, components that explain that the instrument is valid, and components that explain that the

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<sup>15</sup> Laksmi Dewi, "Merancang Pembelajaran Menggunakan Pendekatan ADDIE untuk Meningkatkan Kemampuan Berpikir Kritis Mahasiswa Agar Menjadi Pustakawan yang Beretika," *EduLib* 8, no. 1 (2018): 99-119.

<sup>16</sup> Nyoman Sugihartini and Kadek Yudiana, "ADDIE Sebagai Model Pengembangan Media Instruksional Edukatif (MIE) Mata Kuliah Kurikulum dan Pengajaran," *Jurnal Pendidikan Teknologi dan Kejuruan* 15, no. 2 (2018): 277-286.

<sup>17</sup> St Muriati, "Pengembangan Bahan Ajar Biologi Sel pada Program Studi Pendidikan Biologi UIN Alauddin Makassar," *Jurnal Florea* 1, no. 2 (2014): 14-20.

instrument is reliable. Data collection instruments in this study used questionnaires, interviews, and documents. The data collection technique is the Dhelphi technique by conducting consultative discussions with experts as validators in the preparation of the instrument. FGD technique (Forum Group Discussion); by conducting discussions with Arabic teachers to analyze needs and formulate components, aspects and indicators of achievement of the Arabic language curriculum.

With the implementation of the ADDIE model research, researchers conducted research with several steps. First, needs analysis which includes theory studies and preliminary studies in the field. The theoretical study was carried out by researchers looking for real information on the Arabic language curriculum based on the decision of the Minister of Religion of the Republic of Indonesia in 2019. These theories include; the characteristics of the Arabic language curriculum as set out in KMA 2019 no. 183, the stages of implementing and developing the Arabic language curriculum as set out in KMA no. 184, and the learning outcomes contained in KMA no. 189. Next, a theoretical study of language performance. This is related to the evaluation and learning outcomes of Arabic which are based on the use of communicative language. Then, a theoretical study of the types of curriculum evaluation models as their concepts, including an important model in this regard. It is known as CIPP (Daniel Stufflebeam's) evaluation model which includes the evaluation of context, input, process, and results to implement the curriculum.<sup>19</sup>

## **Results and Discussion**

### **Design of an Evaluation Model for the Implementation of the Islamic High School Arabic Curriculum**

The results of the analysis, reinterpretation and details of aspects, components and indicators refer to the Islamic high school curriculum standards which set in the Decree of the Minister of Religion of the Republic of Indonesia. Then, the models and tools produced standards and criteria for assessing the application of the Arabic curriculum. The benchmarks and standards are formulated in the components, aspects, and indicators in the curriculum implementation evaluation tools which are described in

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<sup>18</sup> Yudi Hari Rayanto and Sugianti, *Penelitian Pengembangan Model ADDIE & R2D2 : Teori dan Praktek*, (Pasuruan : Lembaga Academic & Research Institute, 2020).

<sup>19</sup> Muhammad Ihsanudin and Mutaqin. "Evaluasi Program Ekstrakurikuler Program Keahlian Di SMK Muhammadiyah Prambanan," *E-Journal Universitas Negeri Yogyakarta* 6, no. 2 (2016): 47-60.

the form of statements of each aspect and indicator with reference to the CIPPO evaluation model with the formation of the indicator aspects in the components of context, input, process, product, and output in implementation of the Arabic language curriculum. The instrument was used to measure the achievement of the implementation of the Arabic curriculum.

The development of an evaluation model for implementing the curriculum includes the development of the formulation of components, aspects and indicators based on the conceptual analysis of the Decree of the Minister of Religion and the theory of linguistic performance. The context in formulating the CIPP education evaluation model (context, input, process, results) then developed into components, aspects, and indicators learning outcomes as CIPPO (Context, Input, Process, Outcomes and Learning Outcomes). The role of the researcher as a developer here was to formulate statements in terms of aspects and indicators for all components designed. The CIPP model consists of four types of components, all of which are entity sets. In carrying out learning, teachers can evaluate using these four types.<sup>20</sup>

The name of the evaluation model is Ma'arif Model's evaluation of the Arabic learning curriculum of Islamic high school. This model development focuses on developing representative components and indicators to evaluate the curriculum. Components and indicators are formulated based on benchmarks and standards that serve as barometers in model design, namely; Decree of the Minister of Religion of the Republic of Indonesia no. 183, 184, 189, and Permendikbud no. 23 of 2016 article 3, as well as the theory of linguistic improvisation by Dell Hymes and N. Chomsky, namely the performance component for spoken and written language, which includes aspects of improvisation and sharpness of intuition in spoken and written language. The product model developed is used to evaluate the Arabic learning curriculum from the components of context, input, process, product, and outcome.

The developed curriculum evaluation model design is the CIPP (Context, Input, Process, and Product).<sup>21</sup> The development of the this evaluation model is oriented to the outcomes component (CIPPO) by adopting a Stake evaluation model that focuses on antecedents (initial conditions), transactions (process instructions), and outcomes

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<sup>20</sup> Dina Indriana, "Evaluasi Pembelajaran dan Penilaian Autentik dalam Pembelajaran Bahasa Arab," *Al-Ittihad Jurnal Keilmuan dan Kependidikan Bahasa Arab* 10, no. 2 (2018): 34-52.

<sup>21</sup> Hakan Karatas, "Evaluation of English Curriculum at Yildiz Technical University Using CIPP Model," *Education and Science* 34, no. 153 (2009).

(performance).<sup>22</sup> The stages of development include; model design, formulation of components and indicators, and formulation of instruments to evaluate the achievement of the implementation of the Arabic language learning curriculum at Islamic high school. In evaluating the learning programs, the evaluation of the CIPP model aims to measure the extent to which learning outcomes have been achieved optimally in accordance with learning targets and objectives.<sup>23</sup>

The details of the explanation of the CIPP model are as follows: First, the context aspect with indicators. The evaluator identified the factors of teachers, students, management, work facilities, work atmosphere, school committee, curriculum, and other factors. Second, the input aspect with the evaluator indicator determines the level of utilization of various factors in the implementation of the curriculum. Third, the process aspect with the evaluator indicator collects various kinds of information regarding the implementation of the curriculum. Fourth, the product evaluator aspect collects information on learning outcomes, compares with standards and makes decisions about curriculum status.<sup>24</sup>

Development of a curriculum implementation evaluation model which includes; context, inputs, processes, products, and outcomes (CIPPO), from the analysis of the 2019 KMA concept, the theory of the CIPP evaluation model and the theory of language performance, development is focused on the formulation of aspects and indicators of curriculum achievement.<sup>25</sup>

### **Validity & Reliability of Evaluation Model**

Validity test was conducted by comparing the value of r-count (Corrected Item-Total Correlation) with r table. The data was valid if the value of r-count > r-table at a significance of 0.05. With the number of respondents (N) = 30 and a significant level of 0.05, it is known that the r-table is 0.361. The results of the validity test are shown in table 1:

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<sup>22</sup> Rusydi Ananda and Tien Rafieda, *Pengantar Evaluasi Program Pendidikan*, (Medan: Perdana Publishing, 2017).

<sup>23</sup> Nova Indah Wijayanti, Rita Yulianti, and Bagus Wijaya, "Evaluasi Program Pendidikan Pemakai dengan Model CIPP di Perpustakaan Fakultas Teknik UGM," *Tik Ilmue : Jurnal Ilmu perpustakaan dan Informasi* 3, no. 1 (2019): 37-65.

<sup>24</sup> Ihwan Mahmudi, "CIPP: Suatu Model Evaluasi Program Pendidikan," *Jurnal At-Ta'dib* 6, no. 1 (2011): 112-125.

<sup>25</sup> I Nyoman Sukajaya, "Evaluasi Pelaksanaan Kurikulum Teknologi Informasi dan Komunikasi di Jenjang SMAN di Kota Singaraja," *Jurnal Pendidikan dan Pengajaran* 43, no. 1 (2010): 2-7.

**Table 1.** Validity Test

Variable	Question	r-count (Corrected Item Total Correlation)	r-table	Meaning
Model Readability of CIPPO	ASP.1	0,385	0,361	Valid
Ma'arif Model Evaluation and Implementation of Arabic Education Curriculum	ASP.2	0,785	0,361	Valid
	ASP.3	0,552	0,361	Valid
	ASP.4	0,431	0,361	Valid
	ASP.5	0,444	0,361	Valid
	ASP.6	0,603	0,361	Valid

Based on the data in table 1, it can be explained that the r-count value (corrected item total correlation) of each question item was higher than r table (0.361), so it can be concluded that all instruments were valid.

### Reliability Test

The reliability test was used to test the consistency of the answers given by the respondents to the statements given. The instrument was reliable if the Cronbach Alpha coefficient  $>0.60$ . The results of the reliability test are shown in table 2:

**Table 2.** Reliability Test

Variable	Cronbach Alpha	The size of Reliability	Meaning
Model Readability of CIPPO			
Ma'arif Model Evaluation and Implementation of Arabic Education Curriculum	0,778	$> 0,60$	Reliable

Based on the data in table 2 above, the results of the reliability test obtained a cronbach alpha value of 0.778, so the cronbach alpha value (0.778)  $> 0.60$ , so it can be concluded that all instruments were reliable.

### Practicality of Curriculum Implementation Evaluation Model

The practicality of the model was measured by using Likert scale assessment including; (5) excellent (4) good (3) fair (2) poor (1) very poor. It was also formulated with several indicator statements that explain the criteria and conditions that an evaluation model belongs to the practical category. Component indicators include; 1) Comprehensive: The evaluation components are complete and the indicators are precise and clear. 2) Practical: Components and indicators are in accordance with the context of

curriculum evaluation and are easy and simple to use by all evaluators. 3) Economical: Requires a relatively low budget and requires relatively little time/short time.

The effectiveness of the model was measured using a Likert scale assessment, formulated with several indicator statements that explain the criteria and conditions that an evaluation model is categorized as effective. Some of the effective components and indicators can be explained by the following table;

**Table 3.** Practicaly of Curriculum Implementation Evaluation Model

No	Component	Average	Interpretation
1	Comprehensive		
	Evaluation component is completed	3,75	C
2	The indicator is clear and suitable	3,75	C
	Practical		
	Component and indicator are suitable with the context of curriculum evaluation	4	B
3	Easy to use to the al evaluators	4	B
	Economical		
	Low budget	3.5	C
4	Short and brief time	3.5	C
	Instrument Validity		
5	The component construction is explained on the indicator	4	B
	Reliability		
	Assessment coeficiency similarity comes from validator	4	B

The evaluation model developed includes; components, aspects, and indicators. Details of the components, aspects, and indicators of the Curriculum Implementation Evaluation model are as follows; first, context; curriculum policies, curriculum and Arabic department improvement programs. The instrument statements are; school prepares the human resources through K-13 curriculum training workshops, school prepares systems and mechanisms for curriculum implementation, curriculum focuses on four Arabic skills, curriculum focuses on mastering written and oral language skills (verbal communicative), real-life-based themes/topics are constructed in exposure simple material in accordance with the objectives of the curriculum, the subject matter contains Arabic Islamic language and culture material, the curriculum makes explicit the scientific approach in learning, the curriculum makes explicit the characteristics of collaborative cooperative learning, the curriculum makes explicit the characteristics of evaluation oriented to KI 3 & KI 4 (HOTS, MOTS, LOTS), targeted curriculum evaluation to assess written and spoken language proficiency, the school organizes Arabic language courses

and training, and the school prepares Arabic speaking environments through such as *Yaum Aroby*.

Second, inputs include human resources; teachers and students, facilities, procedures and rules, and financing. The instrument statements are; the teacher determines the approach and method according to the topic/discussion of the subject, the teacher develops the curriculum of the subject, the teacher uses IT in learning, the teacher is qualified for Arabic education undergraduate program, the teacher delivers learning materials systematically, the teacher develops teaching materials, the teacher displays a good personality and being an example, the teacher teaches well according to the duties and obligations, the teacher displays good performance; responsible, teachers are fair to students, teachers communicate cooperatively and solutively with students, students have experienced studying Arabic, students have experienced studying Arabic in Islamic boarding schools, there is mutual support between curriculum objectives and learning media facilities, language laboratory with curriculum objectives, comfortable learning space for teachers and students, learning room that supporting the achievement of learning outcomes, the parents of students being able to cover education costs, and schools being able to accommodate educational needs.

Third, process; includes planning, implementation, and evaluation. The instrument statements are; the teacher prepares the syllabus and lesson plans, the teacher develops learning materials according to the curriculum, the teacher develops evaluation instruments; test and non-test, the teacher prepares formative and summative evaluation instruments, the teacher conducts effective learning with a scientific approach, the teacher conducts collaborative cooperative learning, the teacher uses electronic/IT media in learning, students respond actively cooperatively in learning, the teacher evaluates learning with tests and non-tests tests, and the teacher prepares learning evaluation instruments including HOTS, MOTS, and LOTS.

Fourth, product include *maharoh lughowiyah*. The instrument statements are; students are able to answer questions according to the reading text, students are able to answer precisely according to the rules, students are able to answer coincidentally with vocabulary writing, student pronunciation/speech can be understood, students speak fluently, student speech is in accordance with the rules of Arabic sentence structure, students understand the speech delivered/pronounced, students are fluent in reading texts, students are able to pronounce with precise accuracy (pronunciation can be understood),

students are able to pronounce texts correctly, student utterances/pronunciations intonation are in accordance with the understanding of the text, students are able to write according to the content/topic, students are able to use vocabulary/diction according to context, students are able to write according to the correct sentence structure, and students are able to write spelling, words/sentences correctly.

Fifth, outcome include language performance. The main core of the results of this research and development. The instrument statements are; students are able to speak directly without text and improvise, students are able to use vocabulary/diction according to the context of the conversation, students are fluent in speaking, students are able to speak logically and systematically, students are able to write directly and improvise, students are fast and fluent in writing, students are able to using vocabulary/diction according to the context of the writing topic, and students are able to write logically and systematically.

The practicality of the model is evidenced by that the evaluation model of curriculum implementation is at a comprehensive level. It was proven by the formulation of a complete evaluation component based on the interpretation of the benchmarks and content standards of the curriculum elements applied at the Islamic high school level and its development. The statement of indicators is formulated clearly and straightforwardly so as to be able to explain the contents of the aspects and components. Then, the evaluation model of curriculum implementation is practical. It was proven by the formulation of aspects, components and indicators that are adapted to the reinterpretation and adaptation of the benchmarks and standards of curriculum content and curriculum evaluation applied at the Islamic high school level. It is also easy and simple to use by program evaluators including Arabic language subject teachers as curriculum implementation practitioners at the economic level. This was proven by the design of a curriculum implementation evaluation model that has characteristics based on internal quality audits, based on physical data check lists so that it requires a relatively low budget and its use requires a relatively short time.

## **Conclusion**

The formulation of the design evaluation model for curriculum implementation was developed from the conception and contextualization of KMA 2019, the theory of language performance and the education evaluation model (CIPP) in the implementation

of the Islamic high school curriculum. Development of an evaluation model for curriculum implementation is dynamic; focus on development in the component of outcome learning (speech art) by formulating aspects and indicators of achievement. This evaluation model of curriculum implementation is already at the level of comprehensive, practical, and economical. Hence, it can be concluded that the evaluation of curriculum implementation is one of the important factors in determining the quality of education. Evaluating the processes and stages in the operationalization of the curriculum are part of the system and curriculum management. In this case, the school principal needs to monitor and evaluate several efforts and programs to implement the curriculum simultaneously and comprehensively. There was a need for deeper research on learning evaluation models about the other models. The most important thing is the need to build a commitment from both the leadership and other staff so that it will be very useful for improving the quality of education in the future.

### **Acknowledgment**

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### **Author Contributions Statement**

In research and discussion of this study, MN contributed to making initial concepts in research, formulating problems to be studied, looking for references, looking for data sources, processing data and concluding research results, MA contributed to analyzing data and data sources used as research references, IO and SS contributed in analyzing and evaluating research methodologies in order to obtain the accurate data.

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