

GAP ANALYSIS OF THE NAHWU LEARNING PROGRAM USING MALCOLM PROVUS'S DISCREPANCY EVALUATION MODEL AT MADRASAH ALIYAH AR-RISALAH PADANG

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ABSTRACT

The purpose of this study is to identify the standards, performance, and discrepancies in the process of teaching nahwu at MA Ar-Risalah Padang based on Malcolm Provus' Discrepancy Evaluation Model. This research employs a qualitative design with a case study approach. Data were collected through semi-structured interviews with the vice principal for the Middle Eastern division, subject teachers, and students. In addition, participatory observation was conducted during the learning process, and supporting documents were collected. Data analysis followed the model of Miles and Huberman, while data validity was ensured through triangulation techniques. The findings reveal that MA Ar-Risalah Padang exhibits several discrepancies, particularly in the dimension of teaching methods, which are still dominated by teacher-centered approaches through lectures. There is also limited student participation in the learning process, the four language skills are not consistently emphasized, and the implementation of communicative and deep learning approaches has not been optimal. The implications of this study suggest that, based on Malcolm Provus' evaluation model, continuous evaluation is necessary to minimize the gap between standards and instructional practices. Teachers are encouraged to adopt more varied methods and media and to move away from lecture-based instruction. Furthermore, the institution should provide specialized training for Arabic language teachers.

Keywords: Learning Evaluation, Discrepancy, Malcom Provus.

ABSTRAK

Tujuan penelitian ini adalah untuk mengidentifikasi standar, kinerja, dan ketidaksesuaian dalam proses pengajaran nahwu di MA Ar-Risalah Padang berdasarkan Model Evaluasi Ketidakesuaian Malcolm Provus. Penelitian ini menggunakan desain kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara semi-terstruktur dengan wakil kepala sekolah bidang Timur Tengah, guru mata pelajaran, dan siswa. Selain itu, dilakukan observasi partisipatif selama proses pembelajaran, serta pengumpulan dokumen pendukung. Analisis data mengikuti model Miles dan Huberman, sedangkan validitas data dipastikan melalui teknik triangulasi. Temuan menunjukkan bahwa MA Ar-Risalah Padang menunjukkan beberapa ketidaksesuaian, terutama pada dimensi metode pengajaran, yang masih didominasi oleh pendekatan yang berpusat pada guru melalui ceramah. Selain itu, partisipasi siswa dalam proses pembelajaran masih terbatas, keempat keterampilan bahasa tidak ditekankan secara konsisten, dan penerapan pendekatan komunikatif serta pembelajaran mendalam belum optimal.

Implikasi dari penelitian ini menunjukkan bahwa, berdasarkan model evaluasi Malcolm Provus, evaluasi berkelanjutan diperlukan untuk meminimalkan kesenjangan antara standar dan praktik pengajaran. Guru didorong untuk mengadopsi metode dan media yang lebih bervariasi serta menjauhi pengajaran berbasis ceramah. Selain itu, lembaga pendidikan harus menyediakan pelatihan khusus bagi guru bahasa Arab.

Kata Kunci: Evaluasi Pembelajaran, Ketidaksesuaian, Malcom Provus.

A. Introduction

Learning evaluation is a legal imperative affirmed in Law No. 20 of 2003 on the National Education System, particularly Articles 57 and 58, which require educators to conduct evaluation on a continuous basis (Kusainun, 2020). This foundation is reinforced by Government Regulation No. 19 of 2005 on National Education Standards and the Regulation of the Minister of Education, Culture, Research, and Technology No. 53 of 2023 on higher education quality assurance (Syihabuddin, 2022). These regulations establish evaluation as a quality control tool, a public accountability instrument, a feedback mechanism, and a basis for decision-making, while simultaneously making it an integral part of educators' professional competence (Noptario et al., 2023). Thus, learning evaluation is not merely a pedagogical consideration, but a legal responsibility of all education

stakeholders in pursuit of quality improvement and global competitiveness (Ulum, 2020).

In the learning process, there are three main interrelated aspects: planning, implementation, and evaluation (Rendi et al., 2024). Thorough planning serves as the foundation for optimal learning implementation, while evaluation functions not only to measure learning outcomes, but also to provide feedback for continuous improvement (Gozali et al., 2024). Historically, this field of study has transformed from traditional approaches toward more adaptive models, integrating constructivism theory, cognitive development, technology, and holistic approaches (Herianto & Lestari, 2021). Its relevance remains high as it directly impacts the development of learners' competencies in addressing the global challenges of the 21st century (Parikesit et al., 2021).

At the Madrasah Aliyah level, the evaluation of Arabic language

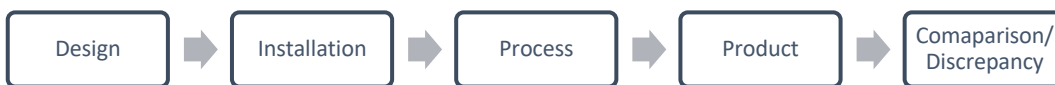
learning is still dominated by written tests that only measure knowledge, while the four language skills listening, speaking, reading, and writing are not optimally assessed (Habib et al., 2025). This problem is further compounded by students' difficulties in mastering vocabulary, grammar (Nahwu and Sharaf), and the lack of daily Arabic language habituation (Nurhayati et al., 2022). At the university level, variations in the implementation of evaluation also indicate the need for procedural alignment to conform with learning objectives (Nafisah & Nu'man, 2024). Various empirical findings suggest that normative evaluation focused on final outcomes tends to fail in providing constructive feedback, thus necessitating a more qualitative, contextual, and holistic approach.

Madrasah Aliyah Ar-Risalah Padang is one of the leading madrasahs with consistent academic achievements, including in the field of Arabic language. Its excellence is supported by educators with Middle Eastern educational backgrounds, an *mukhayyam 'arabiy* (Arabic immersion camp) program, and collaboration with Arab linguistics experts from Egypt. Nevertheless, these achievements

have not yet been systematically examined using an evaluation model capable of identifying the gap between expected standards and actual conditions in the field.

The Discrepancy evaluation model developed by Malcolm Provus is relevant to this context, as it is designed to measure the difference between standards and actual performance across all aspects of learning planning, process, outcomes, and efficiency through five stages: design, installation, process, product, and comparison (Handayani et al., 2023). In line with the views of Fitzpatrick, Sanders, and Worthen, this model assists decision-makers in determining whether a program should be maintained, revised, or discontinued. Academic studies on Arabic language learning evaluation using the discrepancy model in madrasahs remain very limited (Fitzpatrick et al., 2012). Comprehensive evaluation results using the discrepancy model can serve as a basis for teachers and madrasah administrators in designing continuous learning improvements, so that the quality of Arabic language instruction can be enhanced in

accordance with the needs of learners (Mustafa, 2021).



Picture 1. Malcolm Provus' five-stage discrepancy evaluation model

This study develops upon and addresses gaps in previous research related to Arabic language learning evaluation, including (Nurhayati & Usiono, 2025) who discussed teaching methods and learning obstacles. (Firdaus et al., 2024), who examined learning implementation encompassing planning, execution, and evaluation. (Habib & Kabalmay, 2025) who evaluated the alignment of learning objective sequences within the Merdeka Curriculum, and (Muhadi et al., 2025) who conceptually examined the design of learning planning and implementation.

The distinction of this study lies in the scope of aspects evaluated, the evaluation model employed, and the research method applied, as the aforementioned studies are generally still limited to learning outcomes, conceptual in nature, or do not employ a specific evaluation model. Therefore, this study is presented to fill that void by applying the Discrepancy evaluation model (Provus) through a

case study approach, in order to measure the degree of alignment

between expected standards and actual conditions at each stage of Arabic language learning in the madrasah, thereby providing a comprehensive overview while also serving as a foundation for continuous improvement.

B. Method

The approach used in this study is qualitative, with a case study research design. This case study was conducted to gain an in-depth understanding of how a learning program or activity is implemented in a real-world context, as well as how the process can be improved through continuous feedback (Waruwu, 2023). The data collection techniques employed in this study include semi-structured interviews with subject teachers, the vice principal of the Middle Eastern studies division, and students. This was followed by participatory observation during the learning process, in which the researcher interacted directly with the research subjects, as well as the examination of supporting documents

such as teaching materials, syllabi, and portfolios. Data analysis was conducted using the Miles and Huberman analytical framework, consisting of the stages of data reduction, data condensation, data presentation, and conclusion drawing. Data validity was established through triangulation techniques to verify its credibility.

C. Result and Discussion

Malcolm Provus divides the evaluation model into several stages, beginning with the design, installation, process, product, and comparison stages. The standards are divided into two stages design and installation while performance is likewise divided into two stages process and product. Once all stages have been completed, a comparison is conducted to identify gaps (discrepancies) across all stages. The following presents the standards, performance, and discrepancies of Arabic language learning at Madrasah Ar-Risalah Padang:

Standards of Arabic Language Learning at Madrasah Aliyah Ar-Risalah Padang Based on Malcolm Provus's Discrepancy Theory Design

In the design stage of the discrepancy evaluation model, the standard is understood as the ideal condition (expected standard) established by the madrasah prior to the implementation of instruction. This standard encompasses the curricular foundation, learning objectives, targeted competencies, instructional planning, and indicators of success in Arabic language learning. Based on interviews conducted with the relevant teachers, data revealed that the Arabic language learning standard at this madrasah refers to the Ministerial Decree of Religious Affairs (KMA) Number 1503 of 2025, issued by the Ministry of Religious Affairs of the Republic of Indonesia. The curriculum adopts a deep learning approach as well as a love-based curriculum that emphasizes meaningful learning, the reinforcement of affective values, and the holistic character formation of learners. The Arabic language teacher explained:

"The standard we use in the curriculum follows the latest KMA 1503 of 2025 with a deep learning approach and a love-based curriculum. We also add and develop the curriculum in combination with the Ministry of Religious Affairs'

guidelines, which are structured starting from learning objectives, graduation standards, and the materials used."

This statement indicates that the Arabic language learning standard at the madrasah is not merely normative in following regulations, but is also developed contextually in accordance with the internal needs of the institution. The madrasah does not simply implement the national curriculum in a normative manner, but also independently develops the curriculum by combining it with internal policies of the Ministry of Religious Affairs. This development is systematically structured, beginning from the formulation of learning objectives, the establishment of graduation standards, to the selection and organization of Arabic language learning materials tailored to the needs of learners and the characteristics of the educational institution.

With regard to the implementation of KMA 1503 of 2025, the madrasah has made adjustments to the curriculum policy through three main pathways: strengthening the instructional planning stage, varying instructional strategies in the

classroom, and reinforcing affective values throughout the learning process. In terms of planning, the madrasah encourages teachers to align their instructional materials so as not to focus solely on cognitive achievement, but also to attend to the depth of students' understanding of the subject matter. In the context of Arabic language learning, teachers are directed to develop instructional processes that enable students to understand the meaning of language contextually, rather than merely memorizing rules or vocabulary. The teacher explained:

"In KMA 1503, there is an emphasis on deep learning. So at the madrasah, we guide teachers so that instruction is not limited to delivering subject matter. For example, in Arabic, students do not merely memorize mufradat (vocabulary) or nahwu rules, but also understand their meaning and how they are used in everyday life."

In addition to strengthening the cognitive and methodological aspects, the implementation of the curriculum is also manifested through a love-based learning approach an effort to build a learning environment that is humane, enjoyable, and motivating, so that students develop a genuine interest in

the process of learning Arabic. The Arabic language instructional planning process is systematically organized by adopting an approach resembling a research and development (R&D) model. Planning begins with a needs analysis stage to identify the characteristics of learners and the competency demands that must be met. As the teacher explained:

"The curriculum is likened to R&D research, starting from the needs analysis stage, learning objectives, content or materials, and then designing the Middle Eastern curriculum using an Indonesian grammatical approach, which is then structured into Arabic grammatical rules."

Following the needs analysis, the next stage involves the formulation of learning objectives aligned with curriculum standards. The learning materials are then designed by adapting the Middle Eastern curriculum, contextualized through an Indonesian grammatical approach to facilitate comprehension among learners, before being restructured into proper Arabic grammatical rules. This approach reflects the madrasah's effort to bridge the Arab scholarly tradition with the learning context of

Indonesian students. Regarding success indicators, the interviews revealed that these indicators are derived directly from the learning objectives of each unit of material. The learning objectives are designed to encompass three aspects cognitive, affective, and psychomotor and to integrate the four Arabic language skills (*maharah*): *istima'* (listening), *kalam* (speaking), *qiro'ah* (reading), and *kitabah* (writing).

"Success indicators are derived through the learning objectives of each unit of material, which incorporate three aspects and four maharah, then establish standards and criteria for success for each aspect. To ensure that learning is properly carried out, there must be evaluation and supervision so that the designed curriculum operates as intended."

This statement indicates that the madrasah recognizes the importance of an evaluation mechanism that is not merely administrative, but also substantive in ensuring the quality of Arabic language instruction in accordance with the established standards.

Installation

The installation stage in the discrepancy evaluation model aims to assess the readiness of program implementation prior to full deployment, with a focus on the availability of instructional materials, teacher preparedness, the supportiveness of the learning environment, and supporting mechanisms to ensure that Arabic language learning standards can be effectively implemented. In terms of the availability of instructional materials, the madrasah has ensured completeness before instruction begins, encompassing syllabi, teaching modules, semester programs, and assessment systems prepared in accordance with established standards. As the teacher explained:

"Instructional materials are already available according to standards, including syllabi, modules, semester programs, and assessments, so teachers can implement them in accordance with what has been designed."

In terms of teacher preparedness, Arabic language teachers still face limitations in professional competency

development through training. Informants revealed that to date, no training specifically intended for Arabic language teachers has been made available. The training attended by teachers is generally broad in nature, covering topics such as instructional design, without substantive pedagogical and methodological depth specific to Arabic language teaching. The teacher explained:

"Regarding training, Arabic language teachers have expressed concern over the lack of specialized training for Arabic teachers. Teachers only attend general training sessions covering topics such as instructional design. This requires Arabic language teachers to be more creative in connecting existing training content to Arabic language instruction."

The readiness of facilities and infrastructure to support the Arabic language learning process is generally considered to be sufficiently adequate. The school provides supporting facilities, including a language laboratory, utilized to support the development of students' Arabic language skills, particularly in the areas of *istima'* and *kalam*. Beyond formal facilities, the language environment in the student dormitories

also contributes positively to the strengthening of language competencies. The dormitories implement a policy requiring the use of Arabic or English as the daily language of communication, thereby providing students with broader opportunities to naturally develop their *kalam* and *istima'* skills outside of formal class hours.

"The readiness of facilities and infrastructure to support the learning process is generally considered sufficiently adequate. The school also provides a language laboratory to support the Arabic language learning process, and the school environment is relatively conducive to teaching and learning activities, with a supportive spatial layout and a reasonably comfortable atmosphere."

Performance of Arabic Language Learning at Madrasah Aliyah Ar-Risalah Padang Based on Malcolm Provus's Discrepancy Theory Process

Observation of the learning process was conducted during Nahwu learning activities in Class X of MA Ar-Risalah Padang. The observation focused on the implementation of instruction, the methods employed by

the teacher, and student engagement throughout the learning process. Based on the observation results, the learning activity began with the teacher opening the lesson by greeting all students, followed by an apperception activity as an effort to connect the material to be studied with students' prior knowledge. At this stage, the teacher reviewed several topics from the previous session, and some students attempted to respond by mentioning structures and the use of vocabulary (*mufradat*) in simple sentences. Some students were able to answer fairly well, although there were also students who appeared hesitant when asked to state the meaning of certain words. Following the apperception, the teacher directly conveyed the learning objectives to the class, explaining that the material for that session pertained to understanding Arabic sentence structure and the importance of mastering Nahwu rules in comprehending and constructing sentences correctly. The majority of students paid adequate attention to the teacher's explanation and prepared their textbooks accordingly.

In delivering the material, the teacher employed a combination of

instructional methods, namely a brief lecture integrated with a question-and-answer method and dialogue reading exercises found in the textbook. The teacher explained the material systematically by writing several example sentences on the board to help students understand the function of words within Arabic sentence structures. After providing the explanation, the teacher then engaged students through question-and-answer activities, posing questions related to word meanings and sentence structures that had been discussed. Some students appeared to attempt answering the questions, while others largely observed the course of the lesson. Despite the teacher's use of multiple methods, observations indicated that the learning activity was still dominated by teacher-fronted explanation, while active student participation remained relatively limited to moments when the teacher posed questions.

The teacher also made efforts to apply a communicative approach during the learning activity. This was evident when the teacher did not merely explain the material directly, but also asked other students to add to or complete the answers provided

by their peers. This strategy was employed to encourage student-to-student interaction and to provide other students with the opportunity to participate in the learning process. On several occasions, students who were called upon attempted to provide additional explanations or to correct their peers' answers. However, this activity did not fully involve all students equally. Interaction was still dominated by certain students who were more active and confident in speaking, while a number of other students remained largely passive, only observing the discussion without contributing directly.

With regard to student activity levels, observations revealed considerable variation among individuals. During reading and question-answering exercises, approximately half of the students appeared to engage enthusiastically, actively reading the text when prompted and attempting to answer questions with reasonable confidence. Meanwhile, a portion of the remaining students still appeared hesitant to participate actively, tending to lower their heads or simply observe the lesson when the teacher asked students to read or respond. Students

who were actively engaged were generally those with relatively stronger Arabic language ability, and the teacher gave them opportunities to share their opinions and provide corrections when errors appeared in the responses given.

In terms of Arabic language practice, linguistic interaction occurred through question-and-answer activities between the teacher and students. The teacher occasionally modeled the pronunciation of Arabic sentences and asked students to repeat them. When students provided inaccurate answers, the teacher offered corrections and additional explanations regarding the proper use of words and sentence structures. Such interaction demonstrated the practice of language use in the form of simple communication between teacher and students. Nevertheless, spontaneous spoken Arabic was rarely practiced during the learning process. The majority of instructional time was predominantly used for comprehending texts in the textbook, including reading, translating, and analyzing sentence structures, leaving students with relatively limited opportunities to use Arabic freely and spontaneously.

Overall, the pattern of interaction in the learning process still tended to be one-directional, with most interaction initiated by the teacher posing questions while students merely responded. This condition reveals a gap between the expected standard of instruction namely active, communicative, and participatory learning and the reality in the classroom, which remains dominated by a teacher-centered approach. Although the teacher made efforts to apply a communicative approach, the overall level of student participation had not yet reached an optimal level. These findings indicate the need for greater variation in instructional strategies so that all students can be more actively engaged, and opportunities for spontaneous Arabic language practice can be further expanded within the classroom learning process.

Product

At the product stage, observation focused on learning outcomes to assess their impact on the development of students' abilities, encompassing academic results, competency attainment, comprehension of material, learning

attitudes, self-confidence, and language skills. Evaluation was conducted through written exercises in the form of translating simple sentences from Arabic into Indonesian. The results indicated that the majority of students were able to comprehend the meaning of sentences and basic vocabulary fairly well and could complete the assigned tasks. However, several errors were still found, particularly in word placement and understanding of sentence structure (Nahwu), especially in more complex sentences. This suggests that students' foundational understanding has developed, but still requires reinforcement in grammatical aspects.

In terms of comprehension, students were generally able to identify word order, explain the meaning of sentences, and relate them to everyday life contexts. Vocabulary mastery was also relatively good, as evidenced by students' ability to explain word meanings according to context and connect them to the content of the text. Nevertheless, some students still experienced difficulty in analyzing word functions and Nahwu structures at a deeper level. In terms of attitude,

students demonstrated discipline and earnestness in participating in the learning process, such as paying attention to the teacher's explanations, following instructions, and participating in classroom activities, thereby creating a conducive learning atmosphere.

Students' levels of self-confidence varied; some students were fairly confident in reading aloud or answering questions, even if imperfectly, while others remained hesitant and tended to be passive. In terms of language skills, reading (*qiro'ah*) and writing (*kitabah*) abilities were more prominent compared to speaking (*kalam*) and listening (*istima'*). These limitations were influenced by instruction that focused more on reading and writing exercises, while opportunities for speaking practice remained limited. Overall, the majority of students had achieved learning mastery and demonstrated a reasonably good understanding of the material, although further improvement is still needed in Arabic language structure mastery and the more balanced development of language skills.

Discrepancies in Arabic Language Learning at Madrasah Aliyah Ar-Risalah Padang Based on Malcolm Provus's Discrepancy Theory

The first discrepancy is evident in the dimension of instructional methods, which remain dominated by a teacher-centered approach through lectures, resulting in a gap between the standard of communicative approach and the practice of one-directional instruction. This finding is consistent with (Yunita & Pebrian, 2020), who emphasizes the importance of methodological variation and demonstrates that the communicative approach has not been optimally applied in transforming classroom interaction patterns. The second discrepancy is apparent in the uneven participation of students, where interaction is dominated by high-ability students while others tend to remain passive. From Provus's perspective, this constitutes a performance gap at the implementation stage, and is supported by (Dos Santos, 2020), who identifies one-directional interaction patterns as an obstacle to the development of communicative competence.

The third discrepancy relates to the learning orientation, which remains focused on receptive skills such as reading and structural comprehension, thereby limiting the productive use of Arabic. This condition is inconsistent with the Decree of the Minister of Religious Affairs Number 183 of 2019, which emphasizes the integration of the four language skills. The fourth discrepancy lies in the classroom interaction pattern, which remains one-directional and teacher-dominated categorized in Provus's model as a process gap. (Sujastika et al., 2024) highlights the negative impact of this condition on students' motivation and self-confidence, while (Little, 2022) underscores the importance of a shift toward student-centered learning. Overall, these four discrepancies are interrelated and require systematic intervention, wherein the diagnosis of gaps serves as the basis for program development decision-making

Within the framework of (Provus, 1969) discrepancy evaluation, learning outcomes indicate that the majority of students were able to translate simple sentences well, reflecting basic mastery of vocabulary

and meaning. However, errors were still found in sentence structure and the application of Nahwu and Sharaf rules in complex sentences, indicating a gap between the standard of grammatical competence and actual attainment. These findings are consistent with the research of (Asiah et al., 2022) and (Yunisa, 2022), who identify grammatical weaknesses as the primary problem. Students' vocabulary mastery was relatively good, although some still experienced difficulty in determining word functions. From an affective standpoint, students demonstrated disciplined attitudes, yet self-efficacy remained varied, as affirmed by (Harleli et al., 2025), who asserts that low self-efficacy is associated with limited experience of success. The most prominent gap was found in language skills, where reading and writing were more dominant compared to speaking and listening a consequence of a formalistic instructional approach that is inconsistent with the principle of integration set forth in the Ministerial Decree of Religious Affairs (KMA) Number 1503 of 2025.

Theoretically, these findings reinforce the relevance of Provus's

discrepancy evaluation model as a systematic and applicable framework for the evaluation of Arabic language learning. Practically, the dominance of the lecture method and one-directional interaction calls for a reorientation toward a communicative approach and student-centered learning through productive activities such as role-playing, discussion, and task-based learning. The gap in student participation also necessitates the application of differentiated learning based on scaffolding (Vygotsky & Cole, 2018) to enhance student engagement and self-confidence.

From an institutional perspective, there is a need to strengthen academic supervision and teacher training in the application of the communicative approach, accompanied by the creation of a conducive Arabic-speaking environment outside the classroom. At the policy level, the imbalance between receptive and productive skills points to the need for a review of curriculum design and the allocation of instructional time. The Provus model can be utilized as a continuous evaluation tool so that identified gaps can be systematically addressed,

grounded in data and informed by scholarly inquiry.

D. Conclusion

Arabic language learning at MA Ar-Risalah Padang has been guided by KMA 183 of 2019, which emphasizes the integrative development of communicative competence encompassing the skills of *istima'*, *kalam*, *qiro'ah*, and *kitabah*, as well as a balance across cognitive, affective, and psychomotor domains through student-centered learning. The research findings indicate that the implementation of instruction has included apperception activities, the communication of learning objectives, the use of lecture and question-and-answer methods, as well as reading exercises and sentence structure analysis, with reasonably good teacher-student interaction though still dominated by the teacher, with uneven student participation and limited practice of Arabic in a communicative manner.

In the comparison aspect, discrepancies were found between standards and implementation, particularly regarding the suboptimal application of the communicative approach, the dominance of the

cognitive domain over the psychomotor domain, and the insufficient active involvement of all students in the learning process. It can therefore be concluded that although the standards have been well formulated, their implementation in the field has not yet fully met the expected criteria. Accordingly, improvement is needed through the innovation of more interactive, differentiated, and scaffolding-based instructional strategies in order to minimize these identified gaps.

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