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Evaluation of Students Writing Skills Using CIPP model in Arabic Learning: The Concept and its Implementation

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Abstract

This study was aimed to explore the concept and its implementation, as well as the advantages and disadvantages of the CIPP (Context, Input, Process, Product) model in Arabic learning in schools. This study used a descriptive qualitative method by investigating the implementation of the CIPP model in Arabic learning, especially in writing skills (Maharab al-Kitabah). The researcher also used a literature approach and statements from several experts to support the results of this study. In this study, the researcher concluded that the CIPP model was an appropriate evaluation model to be implemented in evaluating the learning outcomes in writing skills. It is because CIPP covers the dimensions of context, input, process and product when compared with other evaluation models.

Keywords: Arabic, CIPP model, writing skills

Introduction

Education is an essential aspect for the development of human resources, because education is a vehicle or one of the instruments used not only to liberate humans from backwardness, but also from ignorance and poverty. It is believed that education could instill a new capacity for everyone to learn new knowledge and skills so that it creates productive people. Education is considered to be a vehicle for expanding access and social mobility in society both horizontally and vertically (Syahril, 2014).

In terms of education, evaluation is always associated with student achievement although in essence it is broader than the student achievement. Evaluation of educational programs is a systematic study designed, implemented, and reported to help clients decide or increase the value and benefits of educational programs (Mahmudi, 2011).

Bulhayat (2019) stated that education had an important role in improving human resources standard of living and ascertaining that the younger generation could compete in the globalized world. Education is known as a deliberate process of activities carried out on inputs in accordance with predetermined goals. As a process, the outcomes must be evaluated to determine the effectiveness of the learning process that has been conducted (Gunung & Darma, 2019).

Evaluation is part of daily human activities. Whether it is consciously or not, a person often evaluates himself, others and the environment. Likewise in education, to achieve educational goals, especially learning objectives, it is necessary to have an evaluation.

In a learning process there is an evaluation activity. Evaluation is an activity to ascertain whether the learning process has achieved the goals that have been set or not. In other words, a learning process could not be said whether it is a successful process or not before the

evaluation is carried out. Therefore, evaluation is necessary in the learning process. Through a good and thorough evaluation, we will be able to discover what we want from learning activities (Bhakti, 2017).

In line with the above statement, Mahirah (2017) argued that evaluation served to ascertain the extent of success achieved by students during their education. In other words, the success of the learning process in the classroom can be seen from the extent to which the mastery of competencies mastered by all students in the class (Maulana & Sanusi, 2020).

In addition, evaluation could also be used to know the level of success of the program, then a decision is taken whether the program is continued, postponed, improved, developed, accepted, or rejected (Darodjat & Wahyudhiana, 2015),

Moreover, Purwanto (2010) emphasized that student learning outcomes could be expressed in three domains consisting of the cognitive domain, the affective domain, and the psychomotor domain. In learning processes, a test is a tool used to determine whether or not a standard of competence has been studied by the students in each lesson. Language tests are designed and carried out by teachers to obtain information about the effectiveness of language learning, including in Arabic learning.

Students are required to have language skills in Arabic learning. According to Taufik (2011) language skills consist of four elements including listening skills (*Mahārah al-Istima'*), speaking skills (*Mahārah al-Kalām*), reading skills (*Mahārah al-qirā'ah*), and writing skills (*Mahārah al-Kitābah*). Those four skills are important aspects in learning Arabic, because those skills have an inherent relationship with each other.

However, of the four skills above, writing skill is the pinnacle of language skills. In addition, writing is also a center for implementing various knowledge obtained from listening, reading, and speaking activities and then transferring it into a series of words and languages that have meaning and purpose. Nalliveettil & Mahasneh (2017) added that writing is a high-level skill and cannot be obtained naturally. Therefore, in writing activities, intensive and special training is needed in communicating the intended message into writing.

In the process of improving the quality of Arabic learning at an educational institution, proper evaluation is necessary to achieve learning objectives related to the four language skills, especially in writing skills, in which this writing activity allows the students to think about and describe the experiences they have.

Nowadays, evaluation models in education have been developed. One of them is the CIPP model which was first proposed by Sufflebeam (2003) in 1970. This model provides a clear and structured picture in evaluating the success or failure of a program (Hidayati, 2010).

The results of a study conducted by Ridho (2018) confirm that a teacher should understand the evaluation theory and practice, because evaluation is one of the most vital components in learning activities. Through evaluation, teachers could also measure the success or failure of a learning process. In designing an evaluation tool for Arabic learning, teachers/evaluators must focus on the types of evaluations, the objectives and principles of evaluation, as well as indicators in preparing test and non-test techniques.

Hakal and Seval (2011) have also conducted a study on the use of the CIPP model. The results of their study showed that the CIPP model is very relevant to be used in the foreign language curriculum domain by involving various types of evaluations such as context, input, process and product evaluation. One of them is the context evaluation component.

Context evaluation is carried out to answer the questions such as what needs have not been met by program activities, which development goals are related to meeting needs, and which goals are the easiest to achieve (Fahrudin, 2020). This component aims to determine

the ability of subjects such as the convenience of the program for the development of students' linguistic skills, which means balancing their linguistic abilities.

In addition, a study conducted by Indriana (2018) emphasized that to ascertain whether or not the objectives of Arabic learning have been achieved, teachers should use the CIPP model evaluation. However, in her study, she used this model only to find out the extent of the scientific approach and authentic assessment carried out by the teacher.

In this study, the researchers focused more on discussing the concept and implementation of students writing skills evaluation in Arabic learning using the CIPP model.

Method

This study used a descriptive qualitative method by revealing the concept and implementation of the CIPP model in the writing skills evaluation. In addition, this study also revealed the advantages and disadvantages of the CIPP model. The researcher used a case study approach with the CIPP model proposed by Stufflebeam. This study focused on the concept and implementation of writing skills evaluation in Arabic learning at the Department of Arabic Education, Indonesia University of Education. This study used primary data and secondary data. The primary data were obtained through interviews, questionnaires, and documentation with lecturers, heads of the study program, and students. Then, the secondary data were obtained from books, journals, articles, and several statements from experts to support the discussion section. Expert statements were from relevant national and international journals.

Results and Discussion

Writing Skills Evaluation Using the CIPP Model

Writing is a language communication activity using language as a medium. The writing consists of a series of meaningful letters with all the completeness of the written symbols such as spelling and fluctuations. A person could be called a writer because he has the ability to express ideas, thoughts, and feelings in a coherent manner in written form. What he writes contains meaning and benefits that make other people feel the need to read and enjoy it.

Writing skill is the highest skill of the four language skills. Writing is a means to communicate with others without being limited by place and time. Learning writing in Arabic is focused on three aspects including the ability to write with correct writing, improving *kbath*, and the ability to express thoughts clearly and in detail. These three components in learning writing cannot be separated, because one another is interrelated.

In the process of learning writing, there are several things that must be considered such as the organization of sentences into paragraphs, how the paragraphs are combined and the arrangement of ideas into a clear coherent discourse. This clarity depends on thought, organization, word use and choice, and sentence structure.

The main purpose of conducting a learning evaluation is to obtain accurate information about the level of achievement of learning objectives by students. Syah (2003) explains several evaluation objectives including 1) knowing the level of progress achieved in a certain period of learning process, 2) knowing the position or level of a student in his class group, 3) knowing the level of effort made by students in learning, 4) knowing the extent to which students have utilized their cognitive capacity (the ability of their intelligence) for learning purposes, and 5) knowing the level of effectiveness of teaching methods used by the teachers in the learning processes.

The main objectives of evaluating learning processes were as follows:

1. Preparing information for decision-making purposes in learning process.

2. Identifying parts that have not been implemented in accordance with the objectives
3. Looking for alternative follow-up to be continued, changed or discontinued.

In general, in education, learning evaluation aims to:

1. Obtaining evidentiary data that would be as a guide to the level of ability and success of students in achieving curricular goals after participating in the learning processes within a predetermined period of time.
2. Measuring and assessing to what extent the effectiveness of teaching and teaching methods applied or implemented by teachers, as well as learning activities carried out by the students. The specific objectives of evaluation activities in education are: a) to stimulate student activities in determining the factors of educational programs, b) to look for and find out the factors leading to student success in participating in educational programs, so that solutions or ways of improvement could be found.

The purpose and use of educational evaluation lead to the planning, management, process and follow-up of education both concerning individuals, groups and institutions. According to Thorndike and Hagen (1977) the purpose and the use of educational evaluation can be directed to decisions concerning (1) teaching, (2) learning outcomes, (3) diagnosis and improvement efforts, (4) placement, (5) selection, (6) guidance and counseling, (7) curriculum, and (8) institutional evaluation.

There are four stages that need to be evaluated on the implementation of learning processes, including:

1. The initial stage of learning process including a) the method used (accuracy, systematic), b) delivery of subject matter, c) student activities, d) teacher activities, and e) the use of supporting elements
2. The core stage of learning process including a) the methods used (accuracy, systematics), b) the material presented, c) student activities, d) teacher activities, and e) the use of supporting elements
3. The final stage of learning process including a) conclusions drawn about the material, b) student activities, c) teacher activities, and d) evaluation procedures/techniques
4. The follow-up stage including a) student activities, b) teacher activities, and c) the resulting product.

From the arguments of the experts above, it could be concluded that the purpose of the evaluation is to determine the level of student progress, motivate students to study harder and provide feedback to teachers to improve the learning processes.

Writing Skills Evaluation Procedure Using the CIPP Model

Tabel 1. Relevance of the Four Types of Evaluation to Decision-Making and Accountability

Type of Evaluation	Context	Input	Process	Product
Decision-making (formative orientation)	Objective	Solution, strategy, design, procedures	Implementation	Discontinued Continued Modified Re-program

Evaluation Components	Rate			
	1	2	3	4
Context	<ul style="list-style-type: none"> • Learning objectives of learning writing skills: composing a written text related to the specified topic • Learning environment (effective and fun) • Students' needs and characteristics (social skills and students' apperception) 			
Input	<ul style="list-style-type: none"> • Students' prior knowledge (3 skills that have been learned including <i>mufradat</i> mastery, reading, <i>hivar</i>, and <i>tarkib</i>) • Learning resources (books, dictionaries, worksheets) • Supporting resource facilities and infrastructure (Media in the form of images and videos taken from the internet and from the surrounding environment) • Learning strategy (appropriate strategies for learning writing skills) 			
Process	<ul style="list-style-type: none"> • The compatibility of lesson plan with the implementation of learning processes • The ongoing learning process including the student activeness and student critical thinking and so on 			
Product	<ul style="list-style-type: none"> • Student learning outcomes (writing in the form of essays, writing letters) 			

Description: 1= Poor, 2 = Average, 3 = Good, 4 = excellent

The data collected consisted of (1) context component scores, (2) input component scores, (3) process component scores, and (4) product component scores. The complete data for each component is shown in the following table. To analyze the data, the researchers used descriptive statistics. The evaluation of the program was carried out using the CIPP model because the program implemented was in accordance with the CIPP model, which is composed of elements of context, input, process, and product comprehensively.

In terms of context, several things were investigated covering the availability of legal basis, vision, mission, and school objectives, the availability of accreditation, and the availability of community and stakeholder support. Then, regarding the input, the researchers examined the availability of curriculum, teachers input, education staff input, principal input, student input, infrastructure input, and financing input. Whilst, in terms of process, the researchers examined the implementation of learning process and the implementation of the evaluation process. In terms of product, the researchers examined learning outcomes, graduation standards, academic and non-academic achievements, and outcomes.

The first evaluation component is context. This evaluation describes and specifies (records) a problem, substance, and opportunity to help decision makers to map out the objectives of a program and what the priority is and help other users. Context evaluation in Arabic learning was to determine the achievement of the objectives of learning Arabic writing skills at Department of Arabic Education, Indonesia University of Education. The evaluation started from the objective of learning writing skills. The location of learning writing skills was at Department of Arabic Education. The condition of the learning environment could

affect the effectiveness of learning processes. The students' needs and characteristics also contributed to the component of context evaluation.

The second evaluation is input evaluation. This evaluation was carried out to evaluate the input of students in learning processes and the qualification system for the requirements of prospective students. In addition, this evaluation is also related to the competencies possessed by the teachers in learning processes to help regulate decisions, determine available sources, what alternatives are taken, what plans and strategies are to achieve goals. The students of Department of Arabic Education are the students who have passed the SNPTN, SBMPTN, and independent university entrance examination. Third, the teaching materials used were teaching materials selected by lecturers and adapted to the students' character and needs and available in the library so that the students learn independently.

The third evaluation is process evaluation (process). Process evaluation was carried out to evaluate the implementation of the program designed by the study program stakeholders in learning Arabic. In the process evaluation, there was also an evaluation of the curriculum, learning tools, learning models, learning facilities, and the implementation of learning process. Process evaluation analysis in this study was the analysis of compatibility with standards.

The fourth is product evaluation. Product evaluation was carried out to evaluate student learning outcomes in learning processes, as well as the sustainability of graduates. The results of this evaluation greatly determine the success or failure of learning Arabic writing skills at Department of Arabic Education. It also determines whether learning process need to be continued as usual to achieve learning objectives. Product evaluation in this study included the achievement of student learning outcomes on daily tests, mid-semester tests, and end-of-semester tests. Based on interviews and documentation studies, it was revealed that student learning outcomes the learning reached the standard minimum standard completeness criteria.

Advantages and Disadvantages of the CIPP Evaluation Model

Darodjat & Wahyudhiana (2015) emphasize that product evaluation is an assessment carried out to measure success in achieving the goals that have been set. The data generated determine whether the program is continued, modified or terminated. The current CIPP model is refined with one component O, which stands for outcome, so that it becomes the CIPPO model. If the CIPP is limited in measuring the output, CIPPO measures both the output and the implementation of the output.

Compared to other evaluation models, the CIPP model has a prominent advantage in which it is more comprehensive because the object of evaluation is not only on outcomes but also context, input, process, and outcomes. However, the CIPP model also has limitations, including the implementation of this model in learning program in the classroom that need to be adjusted or modified so that it can be implemented properly. It is because measuring the context, inputs and outcomes in a broad sense involves many parties, requires a lot of funds and takes a long time.

Conclusion

Writing is an activity that hones a person's skills in expressing his thoughts and trains him to be scrupulous in selecting beautiful words and beautiful sentence structures. It is done to make good sentence structure and express the writer's feeling smoothly so that it reflects the aesthetic value of the writer's words composition. Writing activity also make the students to be able to form right opinions and right mindset. Accordingly, regarding learning writing skills, it was necessary to use a comprehensive evaluation to ascertain whether the product it

produces is good or needs to be modified. Thus, the CIPP model was considered as an appropriate evaluation model to be applied in evaluating learning outcomes in Arabic learning processes, especially in learning writing skills.

Therefore, in Arabic learning, especially in writing skills, a teacher must be required to play an active role in building students' ideas and thinking power, not only developing the cognitive domain. It is because people who have high intelligence without good skills will cause inequality in the mastery of learning any language.

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