Collaborative Supervision and Evaluation of (Context, Input, Process and Product) in *Muhadatsah Sobahiyah* Program

Muhamad Muzaki Kurnia Ilahi[1], Wardiyatul Husna*[2], Zakiyah Arifa[3],
Nur Kholid[4], Halimatus Sa'diyah[5]

[1]Arabic Education Study Program Institut Agama Islam Negeri Syekh Nurjati Cirebon, Indonesia.
[2,3,4]Arabic Language Education Program Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia.
[5]Statistics Program Universitas Al Azhar Cairo, Egypt.
Correspondence Address: husnawardiyatul217@gmail.com

Abstract

This research is based on the importance of supervision and evaluation as part of the program management function. Supervision and evaluation of the program need to be carried out to measure its success and feasibility. The purpose of this study is to find out how the management supervision, and evaluation of the context, input, process and product model in *muhadatsah sobahiyah* program at Darussalam Gontor for Girls Islamic Boarding School 2. This study uses a qualitative approach with a descriptive type of research. All data is obtained through observation, Semi-structured interviews, and documentation techniques. Triangulation is performed to test the credibility of the data. Participants in this study consisted of 5 language supervisors, three of whom were members of the Language Advisory Council and two were members of the Central Language Improvement. The research results showed that the supervision process was carried out by the deputy caretaker, Language Advisory Council, Central Language Improvement, and the regional language section. *Muhadatsah* supervision at Gontor for Girls Campus 2 includes internal, repressive, preventive, active and passive supervision as well as formal truth supervision. It was also discovered that supervision of the program was carried out collaboratively. while the evaluation carried out on the program consists of 4 elements, namely context, process input, and product. So far, the *muhadatsah* program at Islamic Boarding School Darussalam Gontor for Girls Campus 2 has run according to expectations and desired goals. The advice for researchers can then continue research on supervision and evaluation of other learning programs in an institution. In addition, this research can be one of the references for academics in efforts to implement supervision and evaluation of programs, especially the Arabic language education program.

Keywords: Evaluation, Muhadatsah Sobahiyah Program, Supervision

ملخص

يعتمد هذا البحث على أهمية الإشراف والتقييم كجزءٍ من وظيفة إدارة البرنامج. يجب إجراء الإشراف على البرنامج وتقييمه لقياس نجاحه وجدواه. الغرض من هذه الدراسة هو معرفة كيفية تنفيذ الإشراف والتقييم للسياق والمدخلات والعمليات والمنتجات في برنامج المحادثة الصباحية في المعهد دار السلام كونتور للبنات الثانية. تستخدم هذه الدراسة منهجا نوعيا مع نوع وصفي من البحث. تم الحصول على جميع البيانات من خلال الملاحظة والمقابلات شبه المنظمة والتوثيق. يتم إجراء التثليث لاختبار مصداقية البيانات. تألف المشاركون في هذه الدراسة من ٥ مشرفين لغويين، ثلاثة منهم أعضاء في المجلس الاستشاري اللغوي واثنان من أعضاء تحسين اللغة المركزية. تظهر نتائج الدراسة أن عملية الإشراف تتم من قبل نائب المدير والمجلس الاستشاري اللغوي وتحسين اللغة المركزية وقسم اللغات الإقليمية. يشمل الإشراف على الشهداء في المعهد دار السلام كونتور للبنات الثانية الإشراف الداخلي والقمعي والوقائي والنشط والسلبي بالإضافة إلى الإشراف الرسمي على الحقيقة. كما وجد أن الإشراف على البرنامج تم تنفيذه بشكل تعاوني.

وفي الوقت نفسه، يتكون التقييم الذي يتم إجراؤه في البرنامج من ٤ عناصر، وهي السياق ومدخلات العملية والمنتج. حتى الآن، تم تشغيل برنامج الشهدية في المعهد دار السلام جونتور للبنات الثانية وفقا للتوقعات والأهداف المرجوة. يمكن للباحثين بعد ذلك مواصلة البحث حول الإشراف على برامج التعلم الأخرى وتقييمها في المؤسسة. بالإضافة إلى ذلك، يمكن أن يكون هذا البحث أحد المراجع للأكاديميين في الجهود المبذولة لتنفيذ الإشراف والتقويم على البرامج، وخاصة برنامج تعليم اللغة العربية.

الكلمات المفتاحية: إشراف، برنامج المحادثة الصباحية، تقويم

Introduction

Gontor is the first modern Islamic boarding school in Indonesia, its existence has become a mecca for other modern Islamic boarding schools. As a modern boarding school, the Gontor Islamic Boarding School is famous for its emphasis on mastering foreign languages, one of which is Arabic.[1] The position of Arabic in the Gontor Islamic boarding school is no longer as a foreign language, but as the first language.[2] The progress of Gontor in foreign language proficiency is highly recognized when compared to other institutions.[3] This success is of course due to the existence of effective and supportive language programs, including the *muhadatsah shobahiyah* program. In its implementation, the students were given several new vocabulary and daily expressions every morning. The purpose of the program is to develop the ability to speak.

The effectiveness of the *muhadatsah shobahiyah* program is inseparable from good management. Management is needed to achieve effectiveness and efficiency.[4] Among the important functions of managing a language program are supervision and evaluation. The implementation of supervision and evaluation is very important to pay attention to. In fact, there are not a few institutions that have many programs but fail in their implementation. This is due to a lack of good program management. There are still many who ignore the importance of implementing supervision and evaluation of a program.[5] The success of a program is certainly inseparable from the supervision and evaluation

---

[1] Muhammad Aldi Pratama Putra dan Nur Aini Shofiya Asy'ari, *"Manajemen Komunikasi Pengurus Bagian Penggerak Bahasa OPPM dalam Meningkatkan Kemampuan Bahasa Arab dan Inggris Santri Kelas 5 Pondok Modern Darussalam Gontor,"* Sahafa Journal of Islamic Communication 2, no. 1 (7 Juli 2019): 71–92. DOI: https://doi.org/10.21111/sjic.v2i1.3436

[2] Nia Himatul Ulya, Chairani Astina, dan Ashief El Qorny, *"Implementation of Bi'ah Lughawiyah in Improving Maharah Kalam at Modern Pondok Az-Zahra al-Gontory Purwokerto|Implementasi Bi'ah Lughawiyyah Dalam Peningkatan Maharah Kalam Di Pondok Modern Az-Zahra al-Gontory Purwokerto,"* Mantiqu Tayr: Journal of Arabic Language 2, no. 2 (14 Juli 2022): 174–84. DOI: https://doi.org/10.25217/mantiqutayr.v2i2.2511

[3] Pradi Khusufi Syamsu, *"Pembelajaran Bahasa Arab di Pondok Modern Darussalam Gontor,"* EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab 7, no. 2 (18 Oktober 2018): 18–40. DOI: https://doi.org/10.24235/ibtikar.v7i2.3319

[4] Rizka Harfiani, *Manajemen Program Pendidikan Inklusif: Studi Analisis Raudhatul Athfal,* (Medan: umsu press, 2021), hlm. 18

[5] Irfan lhatif Mashur dan Baili, *"Evaluasi Pelaksanaan Program Pahasa Arab di Pondok Pesantren Al-Azhar Malang,"* Tadbir: Jurnal Manajemen Pendidikan Islam 8, no. 1 (27 Februari 2020): 39–52. DOI: https://doi.org/10.30603/tjmpi.v8i1.753

process. This is in line with dual revelation research, the implementation of good evaluation has produced good alumni.[6]

Supervision as one of the management functions is an activity to correct and improve if irregularities are found.[7] Supervision has the purpose of controlling the success of the objectives in accordance with the planned objectives. Supervisory actions are needed to ensure and evaluate what has been implemented, what is hindering, and whether the methods used are effective. According to Siagian, there are two types of supervision, namely; 1. Direct supervision, is carried out by the leadership of his subordinates, usually in the form of direct inspection. 2. Indirect supervision, carried out by the leadership by his subordinates remotely in the form of reports that have been submitted by his subordinates, this report can be in the form of oral or written. In addition, there are other types of research, according to Setiawan; *First*, internal and external supervision. *Second*, preventive and repressive supervision. *Third*, active and passive supervision.[8]

Evaluation can be interpreted as an effort to determine the value of the evaluation object through the process of measuring, assessing, observing and collecting data carefully and responsibly.[9] The purpose of the evaluation is to measure the learning outcomes that have been achieved so that in the planning the evaluation cannot be separated from the goals to be achieved.[10] However, in addition to being a benchmark in determining student learning outcomes, evaluation is also the main reference for the development of a further learning program.[11] As well as to see whether a program that has been planned has been achieved or not, valuable or not, and whether the implementation has been efficient or not.[12] In practice, evaluation is often underestimated by the evaluators themselves. As the results of research conducted by izza related to the problems of learning evaluation, which states that a teacher often ignores the implementation of evaluation and even seems to be only a formality. This is shown by the mismatch between learning evaluation and educational goals.[13]

Meanwhile, program evaluation is a series of systematic activities in order to overcome problems, or obstacles in the implementation of the program. In its implementation, many institutions have interesting programs but these programs cannot be said to be successful due to the

---

[6] Dwi Wahyu Iskandar, *"Evaluasi Program Praktek Bahasa Arab di Pondok Pesantren Islam Internasion Al Al-Andalus,"* Kinerja : Jurnal Manajemen Pendidikan Islam 1, no. 1 (12 Februari 2023): 61–77. DOI: https://doi.org/10.33558/kinerja.v1i1.5852

[7] Uhame Binti Harun, *"Manajemen Pengawasan Pembelajaran Bahasa Arab Berdasarkan Perspektif George Robert Terry (Studi Kasus di MTsN 2 Lima Puluh Kota),"* Prosiding Konferensi Nasional Bahasa Arab 6, no. 6 (4 Oktober 2020): 676–94. https://prosiding.arab-um.com/index.php/konasbara/article/view/725

[8] Samhis Setiawan, *"Pengertian Pengawasan – Makna, Jenis, Tujuan, Manfaat, Fungsi, Prinsip, Tahap, Para Ahli,"* gurupendidikan.com (blog), 12 April 2024. https://www.gurupendidikan.co.id/pengertian-pengawasan/

[9] Alfie Ridho dkk., *"Analisis Evaluasi Program Pendidikan dalam Pembelajaran di Sekolah,"* Jurnal Pendidikan, Bahasa dan Budaya 2, no. 2 (25 Mei 2023): 211–21. DOI: https://doi.org/10.55606/jpbb.v2i2.1516

[10] Sherly Yustuti, Masrun Masrun, dan Hikmah Hikmah, *"Development of Listening Skills Evaluation Instruments | Pengembangan Instrumen Evaluasi Keterampilan Menyimak,"* Mantiqu Tayr: Journal of Arabic Language 3, no. 1 (Januari 2023): 1–10. DOI: https://doi.org/10.25217/mantiqutayr.v3i1.2614

[11] Annisa Elita Rahmawati dkk., *"Development of the Quizizz Application-Based Evaluation Tool for Learning Arabic for MTs│Pengembangan Alat Evaluasi Berbasis Aplikasi Quizizz pada Pembelajaran Bahasa Arab untuk MTs,"* Mantiqu Tayr: Journal of Arabic Language 3, no. 2 (20 Juli 2023): 135-150. DOI: https://doi.org/10.25217/mantiqutayr.v3i2.3484

[12] Cahya Edi Setyawan, *"Desain Evaluasi Program Pembelajaran Bahasa Arab,"* Al-Manar : Jurnal Komunikasi dan Pendidikan Islam 4, no. 1 (1 Desember 2015): 161-200. https://www.journal.staimsyk.ac.id/index.php/almanar/article/view/64

[13] Aini Zulfa Izza, Mufti Falah, dan Siska Susilawati, *"Studi Literatur: Problematika Evaluasi Pembelajaran dalam Mencapai Tujuan Pendidikan di Era Merdeka Belajar,"* Prosiding Konferensi Ilmiah Pendidikan 1 (28 Mei 2020): 10–15. https://proceeding.unikal.ac.id/index.php/kip/article/view/452

lack of supervision and evaluation of programs. Evaluation of Arabic learning programs is useful to see whether Arabic programs are suitable for the needs of the classroom environment or not. If the program is by the needs of the class and by the objectives, the program will be continued, if the program is not effective, it will be modified, and if the program is not following the goals and needs, the program will be stopped.[14]

The purpose of this study is to identify and analyze the methods of supervision and evaluation of the *muhadatsah sobahiyah* program at the Gontor Putri 2 Islamic Boarding School. The novelty of this study lies in the findings of supervision and evaluation methods in the language teaching program *"muhadatsah shobahiyah"*. The implementation of supervision and evaluation is reviewed as a whole from planning to the end. In addition, this research is also expected to develop an evaluation tool specifically for the context of informal language teaching, something that has not been widely discussed in the previous literature. Research on the supervision and evaluation of learning programs has been carried out before, This research is important to find out the extent to which the goals of a program have been realized along with the obstacles and solutions.

Several studies discuss the supervision and evaluation of programs that have been carried out. Among them is a study conducted by Bako et al in 2018 with the title "Supervision and Evaluation of Arabic Language Programs in Islamic Boarding Schools". This study states that the supervision of Arabic language programs has not been fully carried out by teachers because some of the programs that have been designed have not been written in the structure of the pondok program activities. The one who conducts the evaluation program is the head of the foundation by asking each program that has been implemented for each teacher in their respective fields at the end of each semester. This study uses a descriptive qualitative research method. Data were collected through observation and interviews.[15]

Then the research was conducted by Imam Mujahid et al in 2022 with the title "Evaluation of the "Kembara" Program as a Basic Effort to Improve the Arabic Language Learning Program at Darussalam Gontor University". The results of this study stated that the program was quite good and by good learning indicators, although several problems needed to be considered and solutions were found so that the learning program could be better. This study uses a qualitative approach with a descriptive analysis method. Data collection techniques using observation, interviews and documentation.[16]

Another study was conducted by Manan et al. in 2020, titled "Evaluating Paper-based TOEFL Preparation Program Using the Context, Input, Process and Product (CIPP) Model." The results of this study show that the program needs to be improved because there are still obstacles related to the availability of resources and facilities and the unavailability of standardized learning materials,

---

[14] Arsyad Itsarul Ikhwan, Syihabuddin, dan Mad Ali, *"Problematika Evaluasi Pembelajaran Bahasa Arab di Masa Pandemi Covid-19,"* Al-Ma'rifah 18, no. 2 (31 Oktober 2021): 121–26. DOI: https://doi.org/10.21009/almakrifah.18.02.01

[15] Fitri Mawaddah Bako dkk., *"Pengawasan dan Evaluasi Program Bahasa Arab di Pondok Pesantren,"* Arabi : Journal of Arabic Studies 3, no. 1 (30 Juni 2018): 61–69. DOI: https://doi.org/10.24865/ajas.v3i1.72

[16] Imam Mujahid, Muhammad Nasiruddin, dan Kartika Hudayana, *"Evaluasi Program 'Kembara' Sebagai Upaya Dasar Peningkatan Program Pembelajaran Bahasa Arab di Universitas Darussalam Gontor,"* Vox Edukasi 13, no. 1 (19 April 2022): 548506. DOI: https://doi.org/10.31932/ve.v13i1.1420

including damaged laboratories. This study uses a qualitative approach with a descriptive method. Data were collected using questionnaires, observations and interviews.[17]

A similar study was also conducted by Imroatul et al in 2024 with the title "Supervision and Evaluation of Arabic Language Programs at the Tanwir Al-Lughot Course Institute". The results of this study show that supervision is carried out directly by ALC and the evaluation is carried out continuously once a month. The implementation of supervision and evaluation is carried out for continuous improvement which will be carried out every year to improve the program. This study uses descriptive qualitative research that uses interview, observation and documentation techniques to collect data.[18]

Yusuf Mustofa et al. also conducted a similar study in 2019 with the title "Supervision and Evaluation of Arabic Language Programs for Sustainable Improvement at State Islamic Universities". The results of this study show that the supervision of the special program for Arabic language development and evaluation at UIN Malang is effective and every year is carried out to improve the program continuously. This study uses descriptive qualitative research. Data were collected through interviews, observation and documentation techniques.[19]

Based on some of the research above, one equation can be drawn, namely jointly researching related to supervision and program evaluation. However, this research was conducted on different programs and different research locations. On the other hand, the researcher sees a uniqueness in the implementation of supervision in Gontor for girls. Which of course will produce findings that may be different. Analysis This research is motivated by the importance of supervision and evaluation as a program management function in an effort to improve the quality of the program. This study focuses on the researcher's experience as a student at the Gontor Islamic Boarding School and the perspective of the language supervisors related to the implementation of supervision and evaluation in the *"muhadatsah shobahiyah"* program. This study also uses a qualitative approach with a descriptive analysis method. Data were collected through observation, semi-structured interviews and documentation. Therefore, the researcher sets the research questions as follows; How is the implementation of supervision and evaluation of *the "muhadatsah shobahiyah"* program at the Gontor for Girls Islamic Boarding School? The implementation of the evaluation will be reviewed with the CIPP model. As an evaluation model, CIPP includes four types of evaluation: Context, Input, Process and Product.[20] These four aspects make it easier for evaluators to make decisions. Ideally, this aspect must be considered in organizing the *muhadatsah shobahiyah* program to ensure that the program will achieve the objectives of the lesson. By analyzing the evaluation using the CIPP model, it will be possible to find out the extent to which the *muhadatsah shobahiyah* program is running well.

---

[17] Abdul Manan dkk., *"Evaluating Paper-Based Toefl Preparation Program Using the Context, Input, Process, and Product (Cipp) Model,"* SIELE : Studies English Language and Education 7, no. 2 (2020): 457-471. DOI: https://doi.org/10.24815/siele.v7i2.16467

[18] Imroatul Muthoharoh dkk., *"Al-Muraqābāh Wā Āt-Taqwīm ʿalā Barnāmiji Āl-Lughāh Āl-ʿĀrābiyyāh Bū Mārkāzi Āt-Tānwīr Lū Al-Lughāt,"* Mantiqu Tayr: Journal of Arabic Language 4, no. 1 (31 Januari 2024): 294–312. DOI: https://doi.org/10.25217/mantiqutayr.v4i1.4043

[19] Yusuf Mustofa dkk., *"Pengawasan dan Evaluasi Program Bahasa Arab untuk Peningkatan Berkelanjutan di Universitas Islam Negeri Maulana Malik Ibrahim, Malang,"* Al-Maʿrifah 16, no. 2 (30 Oktober 2019): 113–21. DOI: https://doi.org/10.21009/almakrifah.16.02.01

[20] Yan Li dan Conghai Hu, *"The Evaluation Index System of Teaching Quality in Colleges and Universities: Based on the CIPP Model,"* Mathematical Problems in Engineering 2022, no. 1 (23 Agustus 2022): 3694744. DOI: https://doi.org/10.1155/2022/3694744

Method

This research uses a qualitative approach.[21] Qualitative is an approach to expository and understand the meaning that is considered by individuals or groups as a social or humanitarian problem.[22] This type of research is descriptive. The data collection techniques used were observation, interviews and documentation. Observation is direct research by observing the supervision and evaluation activities that take place. Observations are important to compare actual practices that occur in the field with data obtained through interviews.[23] The next data was obtained through semi-structured interviews, these interviews were conducted informally to get real data by providing open-ended questions but still referring to the guidelines.[24] Interviews were conducted on five research subjects. Participants in this study consisted of 5 language supervisors, three of whom were members of the Language Advisory Council (LAC) and two were members of the Central Language Improvement (CLI). Meanwhile, documentation is carried out as a data booster. Triangulation is carried out by examining the data collected from the three techniques used to test the credibility of the data.

The research was conducted at the modern Darussalam Gontor Putri Boarding School, Campus 2, Mantingan Ngawi, East Java, in the *"muhadatsah sobahiyah"* program. The researcher conducted in-depth interviews until all the data were collected. The collected data is analyzed by the stages of collection, reduction, presentation, and conclusion drawn. In this regard, the stages of this research are as follows; First, the researcher observes or closes the implementation of the supervision and evaluation of the *muhadatsah shobahiyah* program at the Islamic boarding school. Second, interviews were conducted with several parties that have been mentioned. Third, analyze observance data, interviews and documentation to be reduced and presented descriptively. Fourth, the researcher concluded. The purpose of this study is to examine the implementation of supervision and evaluation applied to the *muhadatsah shobahiyah* program at the Darussalam Gontor Putri 2 Islamic boarding school. The results of this research are expected not only to be an object of literature but can be a lesson for other institutions to implement supervision and evaluation of an Arabic language learning program.

Result and Discussion

This research was conducted at Darussalam Gontor Islamic Boarding School for Girls Campus 2. This study aims to obtain information about the management of *the muhadatsah shobahiyah* program. Undoubtedly, to understand the spread of language, which is an issue of not only academic but also public interest, an interdisciplinary approach is essential. One of them is related to program

---

[21] Ahmad Nahidl Silmy dkk., *"Urgensi Metode Belajar dalam Pembelajaran Bahasa Arab (Bagi Penutur Non-Arab),"* Mantiqu Tayr: Journal of Arabic Language 4, no. 2 (25 Mei 2024): 368–381. DOI: https://doi.org/10.25217/mantiqutayr.v4i2.4423

[22] John W. Creswell dan Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches,* (Los Angeles: SAGE Publications, 2016), hlm. 58.

[23] Alison B. Hamilton dan Erin P. Finley, *"Reprint of: Qualitative methods in implementation research: An introduction,"* Psychiatry Research, VSI: Implementation Science, 283 (1 Januari 2020): 112629. DOI: https://doi.org/10.1016/j.psychres.2019.112629

[24] Loraine Busetto, Wolfgang Wick, dan Christoph Gumbinger, *"How to Use and Assess Qualitative Research Methods,"* Neurological Research and Practice 2, no. 1 (27 Mei 2020): 14. DOI: https://doi.org/10.1186/s42466-020-00059-z

management.[25] Based on the results of open interviews, researchers can describe it in writing in this study. Modern Islamic Boarding School Darussalam Gontor is a well-known Islamic educational institution in Indonesia. Established in 1926 in Ponorogo, East Java, this lodge has become one of the leading Islamic Boarding Schools in Indonesia and has many branches in Java and outside Java. Pondok Gontor is famous for its good linguistic education. This is reinforced by several excellent programs such as *muhadatsah shobahiyah* and *biiah lughawiyah* in everyday life and even in the classroom.

The *muhadatsah shobahiyah* program is mandatory in all Modern Islamic Boarding School Darussalam Gontor, even in Gontor for Girls Campus 2. This program has existed since the establishment of the Gontor hut. *Muhadatsah* is an effort program to improve language skills, especially Arabic and English which is usually done every day after shubuh prayers for 30 minutes. This program must be followed by all students in grades one to four, while grade five serves as a teacher and companion. This program is carried out in each dormitory and rayon and is grouped by class and student rooms.

During the *muhadatsah shobahiyah*, the students are given three vocabulary words along with examples of their use in a sentence based on their grade level. Vocabulary is delivered by the *ilqoiyah* method where students follow the words or sentences thrown by the teacher while demonstrating the meaning of the word or sentence three times with the aim that students will better understand the word or sentence and memorize it. After that, the teacher or teacher will order each student to make another sentence with the same pattern from the word or sentence taught.

The *muhadatsah shobahiyah* program itself aims to gain new vocabulary and use it in a sentence that they do not get in class and can be used in everyday conversation. So this will have an impact on facilitating and improving the skills of Arabic and English students where Gontor students are known for their good language habits. In addition, this is not only so that the students memorize and know the vocabulary, but so that they can compile it into sentences using the knowledge of nahwu, sharf, and balaghah that they get in class to help children write Arabic.

To find out about the *muhadatsah shobahiyah* program at Islamic Boardng School Darussalam Gontor for Girls Campus 2, researchers conducted interviews with five alumni who contributed and played an active role in the implementation of the program. Three speakers were the ustadzah of the Language section supervisor called LAC. LAC has an important role where she is the representative of the caregiver who is responsible for the language habits of the students, including the *muhadatsah* program. The other two are part of the central language called the CLI. CLI is directly involved in the daily lives of students, supervising them and also arranging language programs under the guidance of LAC and with the help of the rayon Language section. Since LAC and CLI both contribute to the implementation of *muhadatsah*, they also have a deep understanding of the program. Therefore, they are appropriate to be the subject of this study. Before the researcher explains how the supervision and evaluation process is, it is necessary for the researcher to first explain the plan and implementation that has been prepared by the LAC and CLI Supervisor to facilitate the researcher in explaining the supervision and evaluation.

---

[25] Jangsuk Kim dan Jinho Park, *"Millet vs Rice: An Evaluation of the Farming/Language Dispersal Hypothesis in the Korean Context,"* Evolutionary Human Sciences 2 (Januari 2020): e12. DOI: https://doi.org/10.1017/ehs.2020.13

Planning and Implementation of *Muhadatsah Shobahiyah* Program

1. Planning Phase of *Muhadatsah Shobahiyah* Program

Before discussing supervision and evaluation, researchers will first explain planning and implementation to find out how the program is carried out and what the objectives of the program are. Because, in an organization must carry out certain functions consisting of planning, implementation, supervision and evaluation so that the organization can move. When implementing a program, management needs to be done so that a program can be implemented effectively and efficiently. Because of this complex process in education, if it is not regulated in management, it will be difficult to achieve learning success.[26] Of course, to get maximum results in learning, including Arabic language learning, of course, you must have good program management.[27] Among the components of program management are planning, implementation, supervision, and evaluation.

Planning it self consists of three stages consisting of determining program objectives, program forms, and program designs that include schedules and others. In terms of determining the objectives and form of the program, LAC and CLI Develop objectives during the annual coordination meeting held in the month of Rabiul Awwal. At the meeting, LAC and CLI collected data on the evaluation of *the muhadatsah* program in the previous year and then analyzed the needs of the students and how the *muhadatsah* program will be implemented in the next school year. CLI also prepares what programs will be held in addition to vocabulary delivery, such as listening, watching, and others. They also determine UTS and UAS schedules.

At the program design stage before the implementation of *muhadatsah shobahiyah*, CLI prepares vocabulary and conversational texts based on grade level, and every day there will be three vocabulary words that will be conveyed to students. This material will be submitted to the LAC for review and note if there are any errors or additions. This material will later be submitted to the rayon language department to be duplicated to teachers according to the specified schedule.

In addition, the rayon language section is classified by class, there are no specific tests, and is usually sorted by room and number of female students in each rayon. Usually, each batch is divided into between two and three groups. Then, they make a schedule of speakers and officers who supervise behind the students and make a list of the attendance of the students at the time of *muhadatsah*.

The planning of this muhadatsah program helps policy makers in achieving goals. As said by Fauzi and Rita Irviani, planning also functions to explain goals, help all parties to work according to the same goals, help and identify various obstacles and opportunities, can function as a supervisor, and help work to be more effective and efficient.[28]

2. The Implementation of *Muhadatsah Shobahiyah* Program

Implementation *muhadatsah* is conducted in each rayon on a predetermined basis and responsible is the rayon language section under the supervision of the LAC and CLI. *Muhadatsah* is implemented daily and divided into two models, *hiwar* or conversations are held on Tuesdays and

[26] Najih Syahrul Ichwan, Muhammad Fauzan Firdaus, dan Nuril Mufidah, *"Perencanaan Managemen Program Bahasa Arab di Pesantren Albahjah Cirebon,"* Shaut al Arabiyyah 11, no. 2 (Desember 2023): 400–410. DOI: https://doi.org/10.24252/saa.v11i2.44092

[27] Dian Ahmad Jufrih, Abdul Wahab Rosyidi, dan Usfiyatur Rusuli, *"Manajemen program Bahasa Arab di Pondok Pesantren Daarul Ukhuwah Putri 2 Malang,"* Jurnal Mu'allim 5, no. 1 (Januari 2023): 172–93. DOI: https://doi.org/10.35891/muallim.v5i1.3474

[28] Fauzi dan Rita Irviani, *Pengantar Manajemen*, 1 ed., (Yogyakarta: CV Andi Offset, 2018), hlm. 18.

Fridays while vocabulary giving is carried out other than those days. The time of *muhadatsah* is in the morning after the students perform Shubuh prayers. The duration also ranges from about thirty minutes, beginning and ending with a bell ringing by the CLI.

Muhadatsah by providing vocabulary consists of several stages, namely questions about the vocabulary that has been given, giving vocabulary, meaning, and examples of its use in a sentence, writing examples by students and correction by the supervisor, and ending with a closing. In *muhadatsah*, it is not just teach vocabulary, but also teach Arabic grammar so that students will gain knowledge of Arabic completly. This is in line with Edi Kurniawan et al that the grammar taught in qawaid teaching has an important role.[29] *Hiwar* is carried out by practicing the text of the conversation in the *conversation book*. The supervisor reads first and then follows by the students. After that, they start memorizing little by little until they practice without looking at the book. This is done so that students are accustomed to and trained in carrying out Arabic conversations. Related to the process of learning Arabic (any language) where learning is provided or learning language skills by practicing continuously, aiming to acquire these skills.[30]

This *muhadatsah* program must be followed by all students without exception from first grade to fifthgrade. However, grade 5 served as a teacher and supervisor who supervise behind the students. This *muhadatsah* program aims to support the discussion skills of female students where they will get vocabulary and how to use it in a sentence based on good and correct Nahwu and Sharf.

Based on the results of interviews conducted by researchers with the speakers, this *muhadatsah* program runs effectively. Due to the mature planning and cooperation between CLI, the rayon language department, and the fifth-grade supervisor who jointly implemented this *muhadatsah* program. In addition, strict discipline also affects the running of *muhadatsah*.

Supervision and Evaluation of *Muhadatsah Shobahiyah* Program

1. Supervision of *Muhadatsah Shobahiyah* Program

Based on the results of interviews that have been conducted with the speakers, the supervision of *the muhadatsah shobahiyah program* at Modern Islamic Boarding School Darussalam Gontor for Girls Campus 2 was carried out by the deputy caregiver with the help of the LAC supervisor ustadzah who was directly involved in the student environment. LAC is also assisted by the Central Language Improvement or CLI and also the Language section of each rayon. Supervision is carried out in three stages.

First, before the execution of *muhadatsah*. Surveillance before the implementation of the program is carried out by checking the vocabulary to be given by the LAC. Second, when

---

[29] Edi Kurniawan Farid dan Aisyatur Rodhiyah, *"The Strategy of Teaching Arabic Composition in The Arabic Language Development Center at Pondok Pesantren Darul Lughah Wal Karomah Kraksaan Probolinggo Indonesia | Istirotijiyah Ta'lim al-Insya' Fiy Markaz Tabahhur al-Lughah al-'Arabiyah Bi Ma'had Darul L: إستراتيجية تعليم الإنشاء في مركز تبحر اللغة العربية بمعهد دار اللغة والكرامة كركسأن بروبولنجو إندونيسيا,"* Mantiqu Tayr: Journal of Arabic Language 2, no. 2 (3 Juli 2022): 132–45. DOI: https://doi.org/10.25217/mantiqutayr.v2i2.2370

[30] Nahdiya Tul Ummah dan Nurul Azizah Ria Kusrini, *"Improving the Memorization of Arabic Vocabulary for Santri Pondok Pesantren Darul Qur'an Mojokerto City Through Book Design "المفردات واستخدامها الجمل" with Writing Techniques and Making Sentences|Peningkatan Hafalan Kosakata Bahasa Arab Santri Pondok Pe,"* Mantiqu Tayr: Journal of Arabic Language 2, no. 1 (31 Januari 2022): 45–52. DOI: https://doi.org/10.25217/mantiqutayr.v2i1.2143

performing *muhadatsah*. Supervision carried out during the implementation of *muhadatsah* is by monitoring the *muhadatsah* process directly by going arod to each rayon to see whether the *muhadatsah* process is running as it should. Also, check vocabulary and uslub materials when delivered to students, and control the effectiveness of the program. The last, after the implementation of *muhadatsah*. Supervision carried out after the implementation of the *muhadatsah* program is by checking the attendance list, daily journal, language section of each rayon, violation books, and others. Supervision is also carried out with the help of CLI by reporting the process of implementing *muhadatsah* and conveying opinions and problems that occur so that discussions can be carried out to find solutions when carrying out evaluations. Supervision from the caretaker representative is also carried out after the implementation of *muhadatsah* and is usually carried out once a week during the implementation of weekly evaluation monitoring of the teacher council.

Apart from that, supervision of the implementation of the *muhadatsah* program is also carried out by general students who are not members of the organization from the language section. Such as candidates from master's programs, princess and queen of language as well as violators of language regulations. This is done by supervising fellow female students and being responsible for the students' participation in the *muhadatsah* program. Later, this will be reported to CLI.

From the data above, it can be seen that the supervision carried out on the *muhadatsah* program in Gontor for Girls 2 is included in internal supervision. Where supervision is carried out by the deputy caregiver as the head of the branch lodge and also the LAC supervisor teacher from the institution it self who is assisted by CLI and the rayon language section. Supervision of this program only comes from Gontor's institutions and does not come from outside Gontor. This is the opinion of Mustofa et al. that internal supervision is supervision carried out by people from the agency using supervision carried out by direct superiors or called inherent supervision (built-in control).[31] This has also been done by the father of the deputy caregiver by supervising directly and giving the task to the LAC to supervise it more deeply. It can also be understood that the supervision is tiered starting from the caregiver, LAC, CLI, and the rayon language section.

Muhadatsah supervision in Gontor for Girls Campus 2 is also included in preventive and repressive surveillance. Preventive supervision is supervision carried out before work begins, to avoid mistakes so that an activity does not fall into a mistake. In the *muhadatsah* program, supervision is also carried out before the implementation of the program where the LAC checks the vocabulary to be given by CLI to the rayon language section. This is done to avoid vocabulary misdelivery that can be fatal.

In addition to preventive supervision, supervision in Gontor for Girls Campus 2 of *muhadatsah* programs also includes repressive supervision. Where this repressive supervision is carried out during the activity and after.[32] Supervision during the implementation of *muhadatsah* is carried out by LAC and CLI by traveling around the rayon to supervise the implementation of *muhadatsah* so that it runs well, while supervision after the activity is carried out by checking the attendance list and journals in each rayon and discussing with CLI and the rayon Language Section whether there are obstacles, problems or even violations that occur during implementation.

[31] Yusuf Mustofa dkk., *"Pengawasan dan Evaluasi Program Bahasa Arab untuk Peningkatan Berkelanjutan di Universitas Islam Negeri Maulana Malik Ibrahim, Malang,"* Al-Ma'rifah 16, no. 2 (30 Oktober 2019): 113–21. DOI: https://doi.org/10.21009/almakrifah.16.02.01

[32] Sardiman Saad, Jaelan Usman, dan Burhanuddin Burhanuddin, *"Pelaksanaan Pengawasan Otoritas Jasa Keuangan (Ojk) Dalam Mengawasi Bank Milik Pemerintah Kota Makassar,"* Kajian Ilmiah Mahasiswa Administrasi Publik (KIMAP) 1, no. 1 (2020): 327–40. https://journal.unismuh.ac.id/index.php/kimap/article/view/4050

Such surveillance can also be categorized into active and passive surveillance. Active supervision is carried out when the implementation of *muhadatsah* takes place by touring the rayon at the same time and place. Passive supervision is carried out by examining documents such as the attendance list of students, daily journals of the rayon language section, student vocabulary books, and also the rayon language section. As explained by Syukron et al. active supervision is carried out at the same time and time while passive supervision is carried out on documents.[33] Supervision of this document is carried out to add data in supervision so that the *muhadatsah* runs according to the predetermined purpose.

Supervision the program *muhadatsah* which is carried out by the deputy caregiver once a week by paying attention to the data that has been collected by LAC and CLI in the form of attendance lists, lists of errors and obstacles during implementation *muhadatsah*. It also aims to know and control whether the purpose of the *muhadatsah* has been achieved or not, and whether the student have received their right to obtain appropriate learning. Such supervision is included in the supervision of formal truth. Where formal supervision is an examination of expenditures or results (outputs) and whether they are regulations and rights.[34]

From the explanation and data that have been mentioned, supervision of the *muhadatsah* program at Modern Islamic Boarding School Darussalam Gontor for Girl Campus 2 occurs collaboratively between policy stakeholders such as caretaker representatives, LAC, CLI and the regional language section and general santri. This will provide synergy to the program. As Dian Hendriana said, this form of supervision is based on understanding and cooperation between various elements which gives birth to supervisory synergy in order to produce coherent assessment output.[35]

All oversight of the program *muhadatsah* in Gontor for Girls Campus 2 is carried out to control the course of these activities to suit the desired goals. The existence of supervision isa point of view to supervise the running of a plan in an organ to avoid a failure either fatal or not.[36] Nor can such supervision ignore the purpose of *muhadatsah* itself is to improve students' language skills. Because with supervision, the achievement of goals and is also an activity to correct and correct if deviations are found.[37] The supervision carried out by the caregivers and teachers at Gontor for Girls Campus 2 has been carried out optimally to achieve the desired goals.

2. *Muhadatsah Shobahiyah* Program Evaluation

Based on the results of interviews conducted with the resource persons, it is known that the evaluation carried out in the *muhadatsah* program at Modern Islamic Boarding School Darussalam

---

[33] Hanif Syukron dkk., *"Manajemen Pengawasan Program Bahasa Arab untuk Meningkatkan Kemampuan Komunikasi Mahasiswa Stiba Arraayah,"* Al-TARQIYAH: Jurnal Pendidikan Bahasa Arab 6, no. 1 (2023): 40–48. DOI: https://doi.org/10.30631/al-tarqiyah.v6i1.49

[34] Yusuf Mustofa dkk., *"Pengawasan dan Evaluasi Program Bahasa Arab untuk Peningkatan Berkelanjutan di Universitas Islam Negeri Maulana Malik Ibrahim, Malang,"* Al-Maʻrifah 16, no. 2 (30 Oktober 2019): 113–21. DOI: https://doi.org/10.21009/almakrifah.16.02.01

[35] Dian Herdiana, *"Pengawasan Kolaboratif dalam Pelaksanaan Kebijakan Bantuan Sosial Terdampak Covid-19,"* Jdp (Jurnal Dinamika Pemerintahan) 3, no. 2 (Agustus 2020): 85–99. DOI: https://doi.org/10.36341/jdp.v3i2.1323

[36] Maskun Maskun, M. Furqon Wahyudi, dan Abdul Manan, *"Fungsi Manajemen Controling dalam Prespektif Al Qur'an dan Hadits,"* Akademika 16, no. 1 (Juni 2022): 29-38. http://journalfai.unisla.ac.id/index.php/akademika/article/viewFile/971/573

[37] Uhame Binti Harun, *"Manajemen Pengawasan Pembelajaran Bahasa Arab Berdasarkan Perspektif George Robert Terry (Studi Kasus di MTsN 2 Lima Puluh Kota),"* Prosiding Konferensi Nasional Bahasa Arab 6, no. 6 (2020): 676–94. https://prosiding.arab-um.com/index.php/konasbara/article/view/725

Gontor for Girls Campus 2 consists of program evaluation and evaluation of results. Program evaluation, carried out approximately every two weeks between CLI and LAC to determine obstacles or problems that occur in the *muhadatsah* process. Then once a month an evaluation is held between LAC, CLI, and the rayon Language Section. What needs to be prepared in this evaluation is a report on the activities that have been carried out and the obstacles found that have the potential to become obstacles to the implementation of the *muhadatsah* program properly, shortcomings, and what problems occur.

In addition to biweekly evaluations between LAC and CLI, as well as monthly by those involving LAC, CLI, and rayon Language sections, there are also annual evaluations that are attended by all organizational administrators and teacher councils. This annual evaluation is carried out during the implementation of work meetings to compile work programs. Here, an evaluation is carried out on the entire *muhadatsah program*, in terms of whether the material has met the standards, human resources, and teaching strategies whether it has been effective, whether the objectives of the *muhadatsah* have been achieved, and also looking for the latest solutions and innovations to improve *the muhadatsah* program itself.

The evaluation of the results is carried out to find out the extent of the knowledge that has been obtained by the students. This evaluation is applied by holding midterm exams or *murajaah* and end-of-semester exams. Later, the results of this test will be discussed at the annual evaluation held in conjunction with the work meeting.

According to the evaluation theory initiated by Stufflebeam, the concept of evaluation consists of four dimensions, namely Context, Input, Process, and Product commonly known as the CIPP evaluation theory[38] in terms of context, the evaluation of the *muhadatsah sobahiyah* program in Gontor 2 was carried out during the annual working meeting by LAC and CLI along with the entire teacher council. LAC and CLI evaluate the needs of female students and the challenges that will be faced when implementing *muhadatsah*. This will later be used as a guideline to determine what strategies and materials will be given in the *muhadatsah program* in the future.

Evaluation of inputs, relating to resources allocated to the program including funds, personnel, facilities, and materials.[39] The evaluation of the *muhadatsah* program in Gontor for Girls Campus 2 is also included in the input evaluation greetings. Where LAC and CLI evaluate *muhadatsah* teachers in each rayon with the help of information from the rayon language for Girls Campus section and are usually carried out once a month. whether the teachers in each rayon are sufficient and whether the supervisor of the 5th-grade counsellor is sufficient to supervise the children during *muhadatsah*. In addition, they also evaluate the facilities provided when there is an implementation other than providing vocabulary and *hiwar* such as listening.

Then, what is evaluated in the process evaluation is the implementation of the program, including strategies, activities, and interactions between various elements of the program.[40] In the *muhadatsah program* in Gontor for Girls Campus 2, an evaluation was also carried out on the process of implementing *muhadatsah*. Are there obstacles, is the *muhadatsah* also running well, and so on? The focus of the evaluation conducted by LAC and CLI is on how the program is run and whether the

---

[38] Daniel L. Stufflebeam, *"The CIPP Model for Evaluation,"* dalam *Evaluation Models*, ed. oleh Daniel L. Stufflebeam, George F. Madaus, dan Thomas Kellaghan, vol. 49, Evaluation in Education and Human Services (Dordrecht: Kluwer Academic Publishers, 2002), 279–317. DOI: https://doi.org/10.1007/0-306-47559-6_16

[39] Daniel L. Stufflebeam dan Guili Zhang, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability,* (New York: Guilford Publications, 2017), hlm. 23.

[40] Stufflebeam, *"The CIPP Model for Evaluation,"* (Dordrecht: Kluwer Academic Publishers, 2002), hlm. 47.

process is efficient and effective. This evaluation helps identify weaknesses and strengths in program implementation. Usually, this evaluation is done after the implementation of *muhadatsah* and also during weekly and monthly evaluations. From this explanation, the evaluation of *muhadatsah* in Gontor for Girls Campus 2 is included in the process evaluation.

The final evaluation element according to CIPP is product evaluation. This evaluation relates to the results and impact of the program. In the implementation of *muhadatsah* in Gontor for Girls Campus 2, the evaluation of this program was carried out by holding midterm exams and final semester exams which must be followed by all students. With this exam, LAC and CLI supervisors can find out the results of the *muhadatsah* process, and powhether the purpose of the *muhadatsah* has been achieved or not. This product evaluation also helps assess the success of the program in achieving the objectives and their impact on the desired targets.

In evaluating this product, the test is carried out in writing and orally. In the written test, the questions asked are in the form of blanks and require answers in the form of short essays and essays. The form of questions used is not multiplechoice questions. This better describes students' cognitive abilities than multiple choice questions. They can show more creativity in answering questions.This entire evaluation process is continuous. Where the results of the evaluation that have been carried out can be taken into consideration to make decisions, policies, and even further programs. These various forms of tests are very effective in determining students' level of mastery of the target language. Today, as explained by Indah Rahmayanti et al, evaluations in Arabic language learning should vary according to student needs and learning objectives.[41] Overall, the CIPP evaluation carried out in the implementation of *muhadatsah* is very effective. Because CIPP evaluation is a form of evaluation that is carried out as a whole as a system.[42]

As far as the results of interviews that have been conducted with the resource persons, it can be seen that the *muhadatsah* program at the modern Islamic Boarding School Darussalam Gontor for Girls Campus 2 has run as expected and has achieved the goal of improving the language skills of its students. This is because the process of supervising *muhadatsah* is carried out by many parties who cooperate so that obstacles that occur during activities can be immediately solved. The results of this research strengthen the opinion of Dina Indriana and Ali Maksum[43] that the success of Arabic language learning program activities must be supported by all parties, including students, teachers and institutions with the aim of developing students' language skills. However, the evaluation which is carried out once a month with CLI and the rayon language section runs less optimally because it is usually carried out at night so the time is limited.

Apart from that, learning Arabic using Ilqaiyah in the implementation of *muhadatsah* at Gontor for Girl 2 is an effective way to improve students' language skills. This strengthens the results of

---

[41] Indah Rahmayanti dkk., *"Pengembangan Formative Sebagai Media Evaluasi Maharah Al-Istima' dan al-Qira'ah Siswa Kelas X MAN Kota Batu Malang,"* Mantiqu Tayr: Journal of Arabic Language 4, no. 1 (25 Januari 2024): 257–78. DOI: https://doi.org/10.25217/mantiqutayr.v4i1.4134

[42] Irfan Abraham dan Hartini, *Evaluasi Program Pelatihan dalam Siklus Manajemen,* (Sukabumi: CV Jejak (Jejak Publisher), 2023), hlm. 90.

[43] Dina Indriana dan Ali Maksum, *"Implementation of The Special Arabic Language Learning Program (PKPBA) for New Student at The Tarbiyah and Teacher Training Faculty UIN Sultan Maulana Hasanuddin Banten| Implementasi Program Khusus Perkuliahan Bahasa Arab (PKPBA) Bagi Mahasiswa Baru Fakultas Tarbiyah dan Keguruan UIN Sultan Maulana Hasnauddin Banten,"* Mantiqu Tayr: Journal of Arabic Language 3, no. 1 (Januari 2023): 53–69. DOI: https://doi.org/10.25217/mantiqutayr.v3i1.3173

---

research conducted by Thomas Roche and Michael Harrington.[44] The results of this study indicate that visual word recognition is a good measure of second language proficiency. Learning a second language through the *muhadatsah* program can also increase students' opportunities to accelerate their acquisition of Arabic. This also strengthens research of Ariane et al which says that second language learning with formal education has better performance compared to non-formal education.[45]

From observations made by researchers in the field, it was found that there was continuous supervision in the implementation of this *muhadatsah* program. This has had a very positive impact on the effectiveness of implementing the *muhadatsah* program to improve students' language skills. Apart from that, the existence of fairly strict discipline also supports this. This is a plus point that Gontor cottage has with its language skills which are known to be good and of international standard.

Closing

The monitoring process carried out in the *muhadatsah* is program is tiered starting from the caregiver language section, LAC, CLI, and rayon. The form of supervision carried out is in the form of internal supervision. This also includes preventive supervision and repressive supervision. Apart from that, supervision also includes active supervision and passive supervision. Oversight of programs can also be broken down into formal oversight. In this research, it can also be seen that collaborative supervision is carried out between policy makers and students in general, and this supervision model is still rare or has never been implemented in other institutions. This is because the *muhadatsah* supervision process is carried out by many parties working together. So that the results of the research can be a reference for education stakeholders in organizing language programs. In management evaluations other than CIPP evaluations, in general the evaluations carried out by LAC and CLI are program evaluations and results evaluations.

As far as the results of interviews conducted with resource persons are concerned, it appears that the *muhadatsah* program at the Darussalam Islamic Boarding School Gontor Putri Campus 2 has run as expected and has achieved the goal of improving the language skills of its students. The results of this research strengthen previous research on comprehensive supervision that can increase program success. Apart from that, the results of this research also strengthen the theory regarding the implementation of various evaluations according to the needs of the students themselves. In this case, the results of this research can be a reference for researchers, academics and education stakeholders in developing Arabic language programs so that they can run effectively and efficiently.

In carrying out this research, the researcher was aware of limitations, namely the limited aspects studied. Even so, this research is sufficient to answer how important the implementation of this function is in achieving an Arabic language learning program.

---

[44] Thomas Roche dan Michael Harrington, *"Recognition Vocabulary Knowledge as a Predictor of Academic Performance in an English as a Foreign Language Setting,"* Language Testing in Asia 3, no. 1 (30 April 2013): 12. DOI: https://doi.org/10.1186/2229-0443-3-12

[45] Ariane Pereira dan Karin Zazo Ortiz, *"Language Skills Differences Between Adults Without Formal Education and Low Formal Education | Psicologia: Reflexão e Crítica | Full Text,"* (4 Januari 2022): 35. https://prc.springeropen.com/articles/10.1186/s41155-021-00205-9

Acknowledgment

Bibliografi

Abraham, Irfan dan Hartini. *Evaluasi Program Pelatihan dalam Siklus Manajemen.* Sukabumi: CV Jejak (Jejak Publisher), 2023.

Bako, Fitri Mawaddah, Faiqatul Masrurah, Friske Tuli, dan Desiy Arifah. *"Pengawasan dan Evaluasi Program Bahasa Arab di Pondok Pesantren."* Arabi : Journal of Arabic Studies 3, no. 1 (30 Juni 2018): 61–69. DOI: https://doi.org/10.24865/ajas.v3i1.72

Busetto, Loraine, Wolfgang Wick, dan Christoph Gumbinger. *"How to Use and Assess Qualitative Research Methods."* Neurological Research and Practice 2, no. 1 (27 Mei 2020): 14. DOI: https://doi.org/10.1186/s42466-020-00059-z

Creswell, John W., dan Cheryl N. Poth. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches.* Los Angeles: SAGE Publications, 2016.

Farid, Edi Kurniawan, dan Aisyatur Rodhiyah. *"The Strategy of Teaching Arabic Composition in The Arabic Language Development Center at Pondok Pesantren Darul Lughah Wal Karomah Kraksaan Probolinggo Indonesia | Istirotijiyah Ta'lim al-Insya' Fiy Markaz Tabahhur al-Lughah al-'Arabiyah Bi Ma'had* إستراتيجية تعليم الإنشاء في مركز تبحر اللغة العربية بمعهد دار اللغة والكرامة كركسأن :*Darul L* بروبولنجو إندونيسيا.*"* Mantiqu Tayr: Journal of Arabic Language 2, no. 2 (3 Juli 2022): 132–45. DOI: https://doi.org/10.25217/mantiqutayr.v2i2.2370

Fauzi dan Rita Irviani. *Pengantar Manajemen.* 1 ed. Yogyakarta: CV Andi Offset, 2018.

Hamilton, Alison B., dan Erin P. Finley. *"Reprint of: Qualitative Methods in Implementation Research: An Introduction."* Psychiatry Research, VSI:Implementation Science, 283 (1 Januari 2020): 112629. DOI: https://doi.org/10.1016/j.psychres.2019.112629

Harfiani, Rizka. *Manajemen Program Pendidikan Inklusif: Studi Analisis Raudhatul Athfal.* Medan: umsu press, 2021.

Harun, Uhame Binti. *"Manajemen Pengawasan Pembelajaran Bahasa Arab Berdasarkan Perspektif George Robert Terry (Studi Kasus di MTsN 2 Lima Puluh Kota)."* Prosiding Konferensi Nasional Bahasa

Arab 6, no. 6 (4 Oktober 2020): 676–94. http://prosiding.arab-um.com/index.php/konasbara/article/view/725

Herdiana, Dian. *"Pengawasan Kolaboratif dalam Pelaksanaan Kebijakan Bantuan Sosial Terdampak Covid-19."* Jdp (Jurnal dinamika pemerintahan) 3, no. 2 (Agustus 2020): 85–99. DOI: https://doi.org/10.36341/jdp.v3i2.1323

Ichwan, Najih Syahrul, Muhammad Fauzan Firdaus, dan Nuril Mufidah. *"Perencanaan Managemen Program Bahasa Arab di Pesantren Albahjah Cirebon."* Shaut al Arabiyyah 11, no. 2 (2023): 400–410. DOI: https://doi.org/10.24252/saa.v11i2.44092

Ikhwan, Arsyad Itsarul, Syihabuddin, dan Mad Ali. *"Problematika Evaluasi Pembelajaran Bahasa Arab di Masa Pandemi Covid-19."* Al-Ma'rifah 18, no. 2 (31 Oktober 2021): 121–26. DOI: https://doi.org/10.21009/almakrifah.18.02.01

Indriana, Dina, dan Ali Maksum. *"Implementation of The Special Arabic Language Learning Program (PKPBA) for New Student at The Tarbiyah and Teacher Training Faculty UIN Sultan Maulana Hasanuddin Banten| Implementasi Program Khusus Perkuliahan Bahasa Arab (PKPBA) Bagi Mahasiswa Baru Fakultas Tarbiyah dan Keguruan UIN Sultan Maulana Hasnauddin Banten."* Mantiqu Tayr: Journal of Arabic Language 3, no. 1 (Januari 2023): 53–69. DOI: https://doi.org/10.25217/mantiqutayr.v3i1.3173

Iskandar, Dwi Wahyu. *"Evaluasi Program Praktek Bahasa Arab di Pondok Pesantren Islam Internasion Al Al-Andalus."* Kinerja : Jurnal Manajemen Pendidikan Islam 1, no. 1 (12 Februari 2023): 61–77. DOI: https://doi.org/10.33558/kinerja.v1i1.5852

Izza, Aini Zulfa, Mufti Falah, dan Siska Susilawati. *"Studi Literatur: Problematika Evaluasi Pembelajaran dalam Mencapai Tujuan Pendidikan di Era Merdeka Belajar."* Prosiding Konferensi Ilmiah Pendidikan 1 (28 Mei 2020): 10–15. https://proceeding.unikal.ac.id/index.php/kip/article/view/452

Jufrih, Dian Ahmad, Abdul Wahab Rosyidi, dan Usfiyatur Rusuli. *"Manajemen Program Bahasa Arab di Pondok Pesantren Daarul Ukhuwwah Putri 2 Malang."* Jurnal Mu'allim 5, no. 1 (Januari 2023): 172–93. DOI: https://doi.org/10.35891/muallim.v5i1.3474

Kim, Jangsuk, dan Jinho Park. *"Millet vs Rice: An Evaluation of the Farming/Language Dispersal Hypothesis in the Korean Context."* Evolutionary Human Sciences 2 (Januari 2020): e12. DOI: https://doi.org/10.1017/ehs.2020.13

Li, Yan, dan Conghai Hu. *"The Evaluation Index System of Teaching Quality in Colleges and Universities: Based on the CIPP Model."* Mathematical Problems in Engineering 2022, no. 1 (23 Agustus 2022): 3694744. DOI: https://doi.org/10.1155/2022/3694744

Manan, Abdul, - Muhammad Arif Fadhilah, - Kamarullah, dan Habiburrahim. *"Evaluating Paper-Based Toefl Preparation Program Using the Context, Input, Process, And Product (CIPP) Model."* SIELE : Studies English Language and Education 7, no. 2 (2020): 457-471. DOI: https://doi.org/10.24815/siele.v7i2.16467

Mashur, Irfan lhatif, dan Baili. *"Evaluasi Pelaksanaan Program Pahasa Arab di Pondok Pesantren Al-Azhar Malang."* Tadbir: Jurnal Manajemen Pendidikan Islam 8, no. 1 (27 Februari 2020): 39–52. DOI: https://doi.org/10.30603/tjmpi.v8i1.753

Maskun, Maskun, M. Furqon Wahyudi, dan Abdul Manan. *"Fungsi Manajemen Controling dalam Prespektif Al Qur'an dan Hadits."* Akademika 16, no. 1 (Juni 2022): 29-38. http://journalfai.unisla.ac.id/index.php/akademika/article/viewFile/971/573

Mujahid, Imam, Muhammad Nasiruddin, dan Kartika Hudayana. *"Evaluasi Program 'Kembara' Sebagai Upaya Dasar Peningkatan Program Pembelajaran Bahasa Arab di Universitas Darussalam Gontor."* Vox Edukasi 13, no. 1 (19 April 2022): 548506. DOI: https://doi.org/10.31932/ve.v13i1.1420

Mustofa, Yusuf, Thia Razimona, Dzatu Ulum Nafi'ah, dan Zakiyah Arifa. *"Pengawasan dan Evaluasi Program Bahasa Arab untuk Peningkatan Berkelanjutan di Universitas Islam Negeri Maulana Malik Ibrahim, Malang."* Al-Ma'rifah 16, no. 2 (30 Oktober 2019): 113–21. DOI: https://doi.org/10.21009/almakrifah.16.02.01

Muthoharoh, Imroatul, Durrotun Nashihah, Zakiyah Arifa, Nur Kholid, dan Muhammad Fajrul Rs. *"Āl-Murāqābāh Wā Āt-Tāqwīm 'alā Bārnāmijī Āl-Lughāh Āl-'Ārābiyyāh Bū Mārkāzī Āt-Tānwīr Lū Āl-Lughāt."* Mantiqu Tayr: Journal of Arabic Language 4, no. 1 (31 Januari 2024): 294–312. DOI: https://doi.org/10.25217/mantiqutayr.v4i1.4043

Pereira, Ariane dan Karin Zazo Ortiz. *"Language Skills Differences Between Adults Without Formal Education and Low Formal Education |* Psicologia: Reflexão e Crítica | Full Text," (4 Januari 2022): 35. https://prc.springeropen.com/articles/10.1186/s41155-021-00205-9

Putra, Muhammad Aldi Pratama, dan Nur Aini Shofiya Asy'ari. *"Manajemen Komunikasi Pengurus Bagian Penggerak Bahasa Oppm dalam Meningkatkan Kemampuan Bahasa Arab dan Inggris Santri Kelas 5 Pondok Modern Darussalam Gontor."* Sahafa Journal of Islamic Communication 2, no. 1 (7 Juli 2019): 71–92. DOI: https://doi.org/10.21111/sjic.v2i1.3436

Rahmawati, Annisa Elita, Zulhannan Zulhannan, Umi Hijriyyah, Erlina Erlina, dan Koderi Koderi. *"Development of the Quizizz Application-Based Evaluation Tool for Learning Arabic for MTs │ Pengembangan Alat Evaluasi Berbasis Aplikasi Quizizz pada Pembelajaran Bahasa Arab untuk MTs."* Mantiqu Tayr: Journal of Arabic Language 3, no. 2 (20 Juli 2023): 135-150. DOI: https://doi.org/10.25217/mantiqutayr.v3i2.3484

Rahmayanti, Indah, Sahrul Muhamad, Yadin La Udin, Durrotun Nashihah, dan Nur Qomari. *"Pengembangan Formative Sebagai Media Evaluasi Maharah Al-Istima' dan al-Qira'ah Siswa Kelas X MAN Kota Batu Malang."* Mantiqu Tayr: Journal of Arabic Language 4, no. 1 (25 Januari 2024): 257–78. DOI: https://doi.org/10.25217/mantiqutayr.v4i1.4134

Ridho, Alfie, Arina Denggan Munthe, Dimas Andika Shaputra, Indah Wahyuni, Lutfhia Farhana Putri Lubis, Nursiti Maysarah, dan Inom Nasution. *"Analisis Evaluasi Program Pendidikan dalam Pembelajaran di Sekolah."* Jurnal Pendidikan, Bahasa dan Budaya 2, no. 2 (25 Mei 2023): 211–21. DOI: https://doi.org/10.55606/jpbb.v2i2.1516

Roche, Thomas, dan Michael Harrington. *"Recognition Vocabulary Knowledge as a Predictor of Academic Performance in an English as a Foreign Language Setting."* Language Testing in Asia 3, no. 1 (30 April 2013): 12. DOI: https://doi.org/10.1186/2229-0443-3-12

Saad, Sardiman, Jaelan Usman, dan Burhanuddin Burhanuddin. *"Pelaksanaan Pengawasan Otoritas Jasa Keuangan (OJK) dalam Mengawasi Bank Milik Pemerintah Kota Makassar."* Kajian Ilmiah Mahasiswa Administrasi Publik (KIMAP) 1, no. 1 (2020): 327–40. https://journal.unismuh.ac.id/index.php/kimap/article/view/4050

Setiawan, Samhis. *"Pengertian Pengawasan – Makna, Jenis, Tujuan, Manfaat, Fungsi, Prinsip, Tahap, Para Ahli." gurupendidikan.com (blog),* 12 April 2024. https://www.gurupendidikan.co.id/pengertian-pengawasan/

Setyawan, Cahya Edi. *"Desain Evaluasi Program Pembelajaran Bahasa Arab."* Al-Manar : Jurnal Komunikasi dan Pendidikan Islam 4, no. 1 (1 Desember 2015): 161-200. https://www.journal.staimsyk.ac.id/index.php/almanar/article/view/64

Silmy, Ahmad Nahidl, Rahmat Hidayat Lubis, Yusvita Kusuma Wardani, Shara, dan Annisaa Ismahani. *"Urgensi Metode Belajar dalam Pembelajaran Bahasa Arab (Bagi Penutur Non-Arab)."* Mantiqu Tayr: Journal of Arabic Language 4, no. 2 (25 Mei 2024): 368–81. DOI: https://doi.org/10.25217/mantiqutayr.v4i2.4423

Stufflebeam, Daniel L. *"The CIPP Model for Evaluation."* Dalam *Evaluation Models*, disunting oleh Daniel L. Stufflebeam, George F. Madaus, dan Thomas Kellaghan, 49:279–317. *Evaluation in Education and Human Services.* Dordrecht: Kluwer Academic Publishers, 2002. DOI: https://doi.org/10.1007/0-306-47559-6_16

Stufflebeam, Daniel L., dan Guili Zhang. *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability.* New York: Guilford Publications, 2017.

Syamsu, Pradi Khusufi. *"Pembelajaran Bahasa Arab di Pondok Modern Darussalam Gontor."* EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab 7, no. 2 (18 Oktober 2018): 18–40. DOI: https://doi.org/10.24235/ibtikar.v7i2.3319

Syukron, Hanif, Nuril Fadilah, Abdul Malik Karim Amrullah, dan Muhammad Furqon. *"Manajemen Pengawasan Program Bahasa Arab untuk Meningkatkan Kemampuan Komunikasi Mahasiswa Stiba Arraayah."* Al-TARQIYAH: Jurnal Pendidikan Bahasa Arab 6, no. 1 (2023): 40–48. DOI: https://doi.org/10.30631/al-tarqiyah.v6i1.49

Ulya, Nia Himatul, Chairani Astina, dan Ashief El Qorny. *"Implementation of Bi'ah Lughawiyah in Improving Maharah Kalam at Modern Pondok Az-Zahra al-Gontory Purwokerto|Implementasi Bi'ah Lughawiyyah Dalam Peningkatan Maharah Kalam Di Pondok Modern Az-Zahra al-Gontory Purwokerto."* Mantiqu Tayr: Journal of Arabic Language 2, no. 2 (14 Juli 2022): 174–84. DOI: https://doi.org/10.25217/mantiqutayr.v2i2.2511

Ummah, Nahdiya Tul, dan Nurul Azizah Ria Kusrini. *"Improving the Memorization of Arabic Vocabulary for Santri Pondok Pesantren Darul Qur'an Mojokerto City Through Book Design "* المفردات " واستخدامها الجمل " *with Writing Techniques and Making Sentences|Peningkatan Hafalan Kosakata Bahasa Arab Santri Pondok Pe."* Mantiqu Tayr: Journal of Arabic Language 2, no. 1 (31 Januari 2022): 45–52. DOI: https://doi.org/10.25217/mantiqutayr.v2i1.2143

Yustuti, Sherly, Masrun Masrun, dan Hikmah Hikmah. *"Development of Listening Skills Evaluation Instruments | Pengembangan Instrumen Evaluasi Keterampilan Menyimak."* Mantiqu Tayr: Journal of Arabic Language 3, no. 1 (Januari 2023): 1–10. DOI: https://doi.org/10.25217/mantiqutayr.v3i1.2614