

Teachers' Perceptions of Arabic Language Learning Evaluation: A Descriptive Qualitative Study

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ABSTRACT

The present study aims to provide an in-depth description of teachers' perceptions of evaluation in Arabic language learning, including its purposes, functions, techniques, instruments, and the factors influencing its implementation in schools. In addition, this research seeks to understand how teachers perceive the effectiveness of evaluation in improving students' learning outcomes. This study employed a descriptive qualitative method using a literature-based approach combined with primary data collected through in-depth interviews with Arabic language teachers. Secondary data were obtained from evaluation documents, instructional materials, and relevant literature. Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing, complemented by triangulation to ensure data validity. The findings reveal that teachers perceive evaluation as an essential component for measuring students' abilities and the attainment of Arabic language learning objectives. However, its implementation still faces several challenges, including limited time allocation, insufficiently varied instruments, and the low utilization of formative assessment. Teaching experience, pedagogical understanding, and institutional support were found to influence teachers' perceptions and practices in conducting evaluation. Furthermore, teachers believe that evaluation has the potential to enhance students' learning outcomes; however, its effectiveness depends on the quality of the instruments, consistency of implementation, and appropriate follow-up measures such as feedback, remedial activities, and enrichment. Therefore, enhancing teachers' competence in designing authentic assessments is necessary to optimize learning outcomes.

Penelitian ini bertujuan untuk memberikan deskripsi mendalam mengenai persepsi guru terhadap evaluasi dalam pembelajaran bahasa Arab, yang mencakup tujuan, fungsi, teknik, instrumen, serta faktor-faktor yang memengaruhi pelaksanaannya di sekolah. Selain itu, penelitian ini juga berupaya memahami bagaimana guru memandang efektivitas evaluasi dalam meningkatkan hasil belajar peserta didik. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan studi kepustakaan yang dipadukan dengan data primer yang diperoleh melalui wawancara mendalam dengan guru bahasa Arab. Data sekunder dikumpulkan dari dokumen evaluasi, bahan ajar, serta literatur yang relevan. Analisis data dilakukan menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan, serta dilengkapi dengan triangulasi untuk menjamin keabsahan data. Hasil penelitian menunjukkan bahwa guru memandang evaluasi sebagai komponen penting untuk mengukur kemampuan peserta didik dan pencapaian tujuan pembelajaran bahasa Arab. Namun demikian, pelaksanaannya masih menghadapi sejumlah kendala, antara lain keterbatasan alokasi waktu, kurang bervariasinya instrumen penilaian, serta rendahnya pemanfaatan penilaian formatif. Pengalaman mengajar, pemahaman pedagogis, dan dukungan institusi terbukti memengaruhi persepsi dan praktik guru dalam melaksanakan evaluasi. Lebih lanjut, guru meyakini bahwa evaluasi memiliki potensi untuk meningkatkan hasil belajar peserta didik; namun efektivitasnya sangat bergantung pada kualitas instrumen, konsistensi pelaksanaan, serta tindak lanjut yang tepat seperti pemberian umpan balik, kegiatan remedial, dan pengayaan. Oleh karena itu, peningkatan kompetensi guru dalam merancang penilaian autentik menjadi kebutuhan penting guna mengoptimalkan hasil pembelajaran.

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1. INTRODUCTION

Learning evaluation is an essential component of the educational process as it functions to measure the attainment of learning objectives, provide feedback, and improve the teaching–learning process (Mas'adi et al., 2025). In the context of Arabic language learning, evaluation becomes increasingly important due to its nature as a foreign language that requires the simultaneous mastery of reading, listening, speaking, and writing skills (Jannah et al., 2024). However, in many schools, the practice of Arabic language evaluation is often perceived as less than optimal. Teachers face various challenges, including limited assessment instruments, insufficient training in authentic evaluation, and a lack of understanding regarding assessment approaches that align with the principles of language learning. This condition raises questions about how teachers perceive evaluation in Arabic language learning and the extent to which such perceptions influence classroom assessment practices. Therefore, this study is necessary to comprehensively describe teachers' perceptions, so that it may serve as a foundation for improving Arabic language evaluation in schools.

Previous studies have demonstrated that teachers' perceptions play a significant role in determining the quality of learning evaluation. Wahyuni (2019) found that teachers' perceptions of authentic assessment affect the variety of evaluation techniques applied in the classroom, particularly in language subjects. Meanwhile, research conducted by (Ramadhani, 2018) revealed that Arabic language teachers tend to rely on traditional evaluation methods due to limited understanding of modern assessment instruments. Another study by (Faiz & Elyazidi, 2024) indicated that many teachers still prioritize written tests over performance-based assessment, even though language competence requires a more comprehensive evaluation. These findings illustrate that teachers' perceptions influence their decisions in selecting and implementing evaluation instruments.

Other relevant research was conducted by Maulida (2022), who examined foreign language teachers' perceptions of competency-based evaluation and found that teachers require more systematic training to develop valid and reliable assessment instruments. In addition, Hamdani (2023) emphasized that evaluation of Arabic language learning in schools continues to face challenges, including the absence of standardized evaluation guidelines and the limited use of performance-based assessment techniques. Collectively, these studies indicate that teachers' perceptions contribute to the success of evaluation implementation; however, research specifically examining teachers' perceptions of Arabic language learning evaluation remains limited.

Although several studies have addressed Arabic language evaluation, a clear research gap remains, namely the absence of studies that specifically explore teachers' perceptions in depth using a descriptive qualitative approach. Most previous studies only focused on the technical aspects of evaluation implementation without revealing how teachers conceptualize evaluation as an integral part of the learning process. Furthermore, existing research has not sufficiently explored the factors shaping teachers' perceptions, including teaching experience, pedagogical competence, access to training, and school readiness in providing adequate assessment instruments. Thus, further research is needed to provide a more comprehensive understanding of teachers' perceptions and the dynamics surrounding them.

The novelty of this study lies in its focus on deeply investigating teachers' perceptions of Arabic language learning evaluation through a descriptive qualitative approach. This approach enables the researcher to explore teachers' real experiences, their perspectives on the functions of evaluation, and how these perceptions influence classroom practice. Moreover, this study not only discusses evaluation techniques but also examines internal and external factors shaping teachers' perceptions, thereby generating a more holistic and contextual depiction.

This research is expected to have a significant impact on the development of Arabic language learning evaluation practices in schools. The findings may serve as recommendations for schools and policymakers to enhance training related to evaluation, improve the provision of assessment instruments, and encourage teachers to implement evaluation techniques that are more relevant to language learning needs. Furthermore, the results of this study can become a foundation for future research and contribute to the development of theories regarding teachers' perceptions in foreign language evaluation in Indonesia.

2. METHOD

This study employed a qualitative approach with a descriptive qualitative research (Roman-Acosta, 2024). This approach was selected because the study aims to provide an in-depth description of teachers' perceptions of evaluation in Arabic language learning without manipulating variables. Qualitative research enables researchers to understand meanings, perspectives, and teachers' experiences as they naturally occur within their real contexts (Hermawan, 2013). This approach also provides space for researchers to uncover factors influencing teachers' perceptions, including teaching experience, pedagogical understanding, and school conditions. Therefore, this study is considered appropriate for examining teachers' perceptions, which are inherently subjective, complex, and contextual.

In addition to field data, this research was supported by a literature review to strengthen the theoretical foundation and provide a relevant analytical framework. The literature review was conducted by examining national and international journals, educational textbooks, research reports, and official documents related to Arabic language learning evaluation. This review helped the researcher understand the concept of learning evaluation, theories of teachers' perceptions, and foreign language assessment practices discussed in previous studies. Thus, the literature data complemented the field data to produce a more comprehensive analysis.

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly from Arabic language teachers through in-depth interviews and limited observations of classroom evaluation practices. The participating teachers were selected using purposive sampling based on specific criteria, such as teaching experience, involvement in evaluation, and availability for interviews. Meanwhile, secondary data were collected from supporting documents, including instructional materials, assessment formats, students' evaluation results, and relevant academic literature. The use of these two types of data sources aimed to enhance the credibility of the findings through triangulation.

Data collection techniques included in-depth interviews, observation, and documentation. In-depth interviews were used to explore teachers' perceptions in greater depth and detail regarding the functions, processes, and challenges of Arabic language learning evaluation. Observations were conducted on a limited basis to examine how teachers implemented evaluation in the classroom, both in terms of process assessment and learning outcome assessment. Meanwhile, documentation was used to collect written data related to evaluation instruments and school policies. These three techniques were employed complementarily to obtain a holistic understanding of the research phenomenon.

The collected data were analyzed using the Miles and Huberman qualitative data analysis model, which consists of three stages: data reduction, data display, and conclusion drawing. At the data reduction stage, the researcher selected, organized, and focused on data relevant to the research objectives. The data were then presented in narrative form, matrices, or thematic categories to facilitate interpretation and analysis. The final stage involved drawing conclusions, namely formulating key findings based on emerging patterns, relationships, and meanings within the data. To ensure data validity, this study also applied source and method triangulation so that the research findings are scientifically accountable.

3. RESULTS AND DISCUSSION

A. Teachers' Perceptions of the Purposes and Functions of Evaluation in Arabic Language Learning at Schools

Based on in-depth interviews with several Arabic language teachers at primary and secondary school levels, it was found that teachers hold diverse perceptions regarding the purposes and functions of evaluation. Generally, teachers understand that evaluation is an important tool for identifying students' competency achievement levels. However, some teachers believe that evaluation has not fully functioned as a means of improving the learning process, as the evaluation activities implemented are still predominantly focused on written tests. Teachers also stated that evaluation should not only measure final learning outcomes but also monitor students' learning progress, particularly in language skills such as speaking (*kalam*) and listening (*istima'*). Nevertheless, they acknowledged that limited time and the lack of available instruments hinder the optimal implementation of process-oriented assessment.

In addition, some teachers perceive evaluation as a means of determining the effectiveness of the teaching methods they employ. They feel that evaluation results provide an overview of whether the learning approaches used are in accordance with students' needs. However, teachers also revealed that interpretation of evaluation results is often constrained by their limited readiness to conduct thorough learning outcome analysis, resulting in feedback that tends to remain general rather than specific. The majority of teachers agree that evaluation should contribute to improving the quality of learning, yet in reality, this evaluative function has not been optimally realized.

The findings also indicate that teachers often perceive evaluation as an administrative requirement that must be completed at the end of each unit or semester. This perception arises due to institutional

demands that emphasize the completeness of assessment documents as part of accreditation and instructional administration. Consequently, some teachers tend to focus more on fulfilling administrative obligations than on understanding the pedagogical function of evaluation. However, teachers who have attended competency-based assessment training demonstrated a better understanding of evaluation as a process of reflection and instructional improvement.

From the motivational perspective, teachers believe that evaluation can encourage students to study more diligently. However, they also realize that evaluation practices that place excessive emphasis on numerical scores may reduce motivation among lower-achieving students. Therefore, teachers argue that evaluation should provide a depiction of students' learning progress rather than merely serve as a final judgment. Experienced teachers tend to emphasize formative assessment as a means of motivating students, while novice teachers are more likely to rely on summative assessment because it is easier to implement (Muthohharoh et al., 2024).

The findings indicate that teachers' perceptions of the purposes and functions of evaluation fall into two primary tendencies: evaluation as a tool for measuring learning outcomes and evaluation as a means of improving the learning process (Nafisah & Nu'man, 2024). In general, teachers understand that the main purpose of evaluation is to determine the extent to which students achieve the intended competencies. This is in line with educational evaluation theory, which states that evaluation functions to measure the attainment of learning objectives while also providing information for both teachers and students (Ma'ruf & Mathoriyah, 2024). However, this understanding is not yet fully reflected in teachers' daily evaluation practices.

The dominance of teachers' perceptions of evaluation as a measurement tool indicates that the traditional paradigm of evaluation remains strong among Arabic language teachers (Manullang & Marpaung, 2024). They tend to rely on written tests as the primary assessment instruments, particularly multiple-choice, short-answer, and essay tests. In fact, foreign language learning requires evaluation that holistically assesses communicative competence, including productive and receptive language skills. The imbalance between the competencies to be achieved and the instruments used suggests a gap between teachers' ideal perceptions and their actual evaluative practices.

Teachers' tendency to perceive evaluation as an administrative obligation demonstrates that the school context also shapes their perceptions. When evaluation is viewed mainly as documentation that must be completed for accreditation purposes, it loses its essential function as a diagnostic and developmental tool in learning. This finding is consistent with many previous studies indicating that administrative pressure often shifts teachers' orientation from formative toward more formal summative assessment. Therefore, schools need to strengthen teachers' understanding that evaluation is an integral part of the learning process, not merely an administrative requirement.

Teachers' perception of evaluation as a reflective tool for self-improvement also shows that some teachers have understood its function in enhancing teaching quality. Evaluation helps teachers identify strengths and weaknesses in their instructional practices, enabling them to refine the methods and strategies they employ. However, limited technical understanding of learning outcome analysis and feedback provision hampers the optimal use of evaluation. Thus, teachers require further training to utilize evaluation data more effectively.

Another important finding concerns teachers' perceptions of the motivational function of evaluation. Teachers believe that evaluation can encourage students to learn more diligently, yet they are also aware of the risks posed by traditional assessment practices that may reduce motivation among low-achieving students. This awareness indicates that teachers possess a basic understanding of the affective function of evaluation. However, not all teachers have implemented evaluative approaches that emphasize individual progress, such as portfolio-based formative assessment.

Overall, teachers' perceptions of evaluation demonstrate that although they understand its theoretical functions, they have not yet fully been able to implement them in practice. Factors influencing these perceptions include teaching experience, prior training, administrative demands, and the assessment culture within schools. To optimize the function of evaluation in Arabic language learning, systematic support is required through training, the provision of appropriate assessment instruments, and reinforcement of teachers' understanding of the role of evaluation in improving learning quality (Fitria Ningsih et al., 2023)

B. Teachers' Views on the Implementation of Evaluation Techniques and Instruments Used in Arabic Language Learning

Based on in-depth interviews and an analysis of evaluation documents used by Arabic language teachers in several primary and secondary schools, it was found that teachers hold diverse views regarding the implementation of evaluation techniques and instruments. The majority of teachers understand that

Arabic language learning requires a variety of evaluation techniques, including written tests, oral tests, performance observation, portfolios, and project-based assessment. Nevertheless, in practice, teachers tend to rely more on written tests as the main instrument. They argue that written tests are easier to prepare and assess, as well as fulfilling school administrative requirements. However, they also acknowledge that written tests are not fully capable of measuring language skills comprehensively, particularly speaking (kalam) and listening (istima') skills.

Some teachers stated that they have attempted to apply alternative evaluation techniques such as assessing Qur'an reading practice, simple conversations, and short listening comprehension tasks. However, the implementation of these techniques is not consistent due to time constraints and large class sizes. Teachers also mentioned that the lack of standardized evaluation instruments forces them to design their own rubrics or simple checklists, making the evaluation process less systematic. Nevertheless, teachers who have attended Kurikulum 2013 or Merdeka Belajar training tend to be more confident in implementing authentic assessments such as portfolios and project-based evaluation.

The findings indicate differences in perspectives between experienced teachers and novice teachers. Experienced teachers tend to be more flexible and creative in applying various evaluation techniques, while novice teachers rely more heavily on standardized instruments provided by schools. Experienced teachers also demonstrate a better understanding of the importance of formative assessment, whereas novice teachers are more focused on summative assessment. In addition, teachers view limited resources as a major obstacle in implementing Arabic language evaluation instruments, including constraints on time, availability of audio media for listening assessment, and textbooks that provide diverse assessment formats.

Regarding perceptions of instrument effectiveness, teachers agree that oral and performance-based evaluation techniques better reflect students' actual language abilities. They believe that performance-based assessments such as reading Arabic texts, engaging in short dialogues, and listening to audio materials are more accurate in measuring students' communicative competence. However, some teachers feel insufficiently skilled in developing performance assessment rubrics, resulting in evaluations that tend to be subjective. Teachers also emphasized the need for specific training in Arabic language assessment, particularly related to evaluating muhadatsah (conversation) and istima' (listening).

Overall, teachers perceive that the implementation of evaluation techniques and instruments in Arabic language learning is already quite varied, but not yet optimal. They understand the need for diverse evaluation techniques; however, various contextual and technical factors cause evaluation practices to remain limited to instruments that are easy to administer and complete within a short time.

The findings indicate that teachers' views regarding the techniques and instruments of evaluation in Arabic language learning fall into two main tendencies: first, a strong understanding of the importance of comprehensive evaluation; and second, limitations in implementation due to practical constraints. Teachers' views that evaluation should cover various language skills are in accordance with the concept of competency-based assessment, which emphasizes the evaluation of students' real abilities in using Arabic. This is also aligned with the principles of foreign language assessment, which state that evaluation should be authentic, contextual, and reflective of actual language use (Rizki & Kastur, 2024).

The finding that teachers more frequently use written tests reflects a long-standing tendency in Indonesian education, namely the dominance of summative assessment. Written tests are indeed easier to implement; however, they have limitations in authentically measuring productive and receptive competencies. Teachers feel more comfortable using these instruments because they require less complex preparation and are easier to administer—an issue commonly found in many school-based language evaluation studies.

Teachers' positive perceptions of oral and performance-based assessments demonstrate that they understand the importance of instruments that directly measure communicative abilities. However, constraints such as the absence of standardized rubrics, limited classroom time, and large class sizes hinder their implementation. This reinforces the notion that the successful implementation of authentic evaluation is highly dependent on school organizational structure, teacher training, and the availability of learning facilities (Fitria Ningsih et al., 2023).

Differences in perspectives between novice and experienced teachers indicate that professional experience influences teachers' ability to implement evaluation instruments. Experienced teachers tend to be more confident in applying performance assessments and observational techniques, whereas novice teachers prefer conventional instruments. This implies the need for mentoring programs and professional learning communities to support novice teachers in developing their evaluative skills.

The issue of subjectivity in performance assessment becomes an important concern in this discussion. Teachers require clear assessment rubrics to ensure that muhadatsah (speaking) and istima' (listening)

assessments are conducted more objectively. Dependence on subjective judgment indicates that evaluation quality has not yet been fully standardized, resulting in potential variation across teachers. To address this, special training is needed in developing Arabic language evaluation instruments, including the use of audio recordings, rubric structuring, and reliable scoring techniques.

Overall, teachers' views regarding the implementation of evaluation techniques and instruments demonstrate that while they understand the need for modern evaluation practices, they do not yet have sufficient conditions to implement them optimally. School support, capacity building for teachers, and the provision of appropriate evaluation instruments are required to ensure that evaluation in Arabic language learning truly reflects students' competencies comprehensively and authentically.

C. Factors Influencing Teachers' Perceptions in Implementing Evaluation of Arabic Language Learning

Based on in-depth interviews with Arabic language teachers in several primary and secondary schools, it was found that teachers' perceptions of learning evaluation are influenced by various internal and external factors. These factors shape teachers' perspectives on the purposes of evaluation, the techniques they choose, and the consistency of its implementation in the classroom.

1) Teachers' educational background and training

Most teachers stated that their academic background, including their experience in attending evaluation training or workshops on the 2013 Curriculum and the Merdeka Curriculum, significantly influences their perceptions of evaluation. Teachers who had participated in authentic assessment training demonstrated a better understanding of the function of formative evaluation and the importance of varied instruments. In contrast, teachers who had never received such training admitted that they still relied heavily on written tests as the main instrument due to limited knowledge of alternative assessment methods.

2) Teaching experience

Experienced teachers tended to show more positive perceptions of implementing comprehensive evaluation. They appeared more confident in using oral assessment, performance assessment, and observation techniques. Meanwhile, novice teachers tended to view evaluation merely as an administrative procedure and had less understanding of its diagnostic function. These differences in experience influenced the variety of assessment techniques applied by each teacher.

3) Availability of facilities and infrastructure

School facilities such as audio media for listening assessment, classrooms conducive to performance-based evaluation, and the availability of standardized assessment instruments were found to influence teachers' perceptions. Teachers admitted that limited facilities led them to consider oral or performance-based evaluation difficult to implement, thereby encouraging them to rely more on written assessments.

4) Administrative pressures from schools

Many teachers viewed administrative burdens such as grade reporting, end-of-semester documentation, and instructional requirement forms as factors shaping their perceptions. Teachers felt that evaluation functioned more as administrative compliance rather than as a process for improving learning. This condition weakens the pedagogical orientation of evaluation.

5) Student characteristics and class size

Teachers revealed that large class sizes influenced their perceptions regarding the feasibility of implementing alternative evaluation techniques. The heterogeneity of students' abilities also caused teachers to perceive authentic evaluation as difficult to apply effectively. These conditions led teachers to adopt more pragmatic perceptions of evaluation.

The findings indicate that teachers' perceptions of evaluation are not formed spontaneously; rather, they are influenced by various interrelated factors. These findings reinforce theoretical views stating that educators' perceptions of evaluation are shaped by professional experience, pedagogical readiness, work environment, and institutional demands.

1) Influence of educational background and training

Teachers who have received assessment training tend to hold more positive perceptions of formative and authentic evaluation. They understand that evaluation does not merely measure learning outcomes, but also monitors students' developmental progress. This aligns with the principles of the Merdeka Curriculum, which emphasizes assessment as an integral part of the learning process. Conversely, teachers without such training tend to perceive evaluation merely as a final activity (Nafisah & Nu'man, 2024). This finding demonstrates that training programs have a significant impact on shaping teachers' perceptions.

2) Influence of teaching experience

Teaching experience plays a crucial role in shaping teachers' maturity in selecting evaluation techniques and instruments. Experienced teachers typically have tried various assessment approaches, making their perceptions more open and flexible. They are better able to determine effective instruments for assessing specific competencies such as muhadatsah (speaking) and qira'ah (reading). Meanwhile, novice teachers tend to experience "administrative dependency," meaning they rely heavily on existing evaluation formats without adaptation. This finding underscores the importance of mentoring and professional guidance for novice teachers.

3) Influence of facilities and infrastructure

Limited facilities represent one of the most dominant external factors. Teachers working in well-equipped schools tend to perceive performance-based evaluation more positively. However, in schools with limited resources, teachers often view authentic evaluation as a burden. This discrepancy leads to unequal implementation of evaluation across schools and highlights the necessity of improving learning facilities to foster more favorable teacher perceptions of evaluation.

4) Influence of administrative pressure

The findings reveal that teachers' perceptions are often shaped more by administrative demands than pedagogical needs. Teachers feel pressured to input grades promptly, complete report cards, and fulfill standardized assessment documentation. Such pressures shift teachers' focus away from the essence of evaluation toward administrative compliance. This situation strengthens conclusions from previous studies suggesting that educational bureaucracy may create negative perceptions of evaluation, as it tends to be viewed as an additional burden.

5) Influence of student characteristics

Teachers perceive large class sizes and diverse student abilities as obstacles to implementing ideal evaluation techniques. They believe that performance-based evaluation requires considerable time, making it difficult to apply effectively in large classes. This perception influences teachers' instrument choices, leading them to prefer quicker and simpler techniques, even though they may be less comprehensive.

In conclusion, both internal factors (experience, training, and pedagogical competence) and external factors (school facilities, administrative demands, and student characteristics) simultaneously shape teachers' perceptions. Teachers tend to develop more positive perceptions when they possess adequate experience and training and work in environments that support the implementation of effective evaluation practices.

D. Teachers' Assessment of the Effectiveness of Arabic Language Learning Evaluation in Improving Students' Learning Outcomes

The findings of this study regarding teachers' assessments of the effectiveness of Arabic language learning evaluation indicate that, in general, teachers perceive evaluation as an essential component for monitoring students' learning achievement; however, the quality of its implementation still varies. Most teachers stated that the evaluations they conducted helped measure students' understanding of vocabulary, qirā'ah, and basic grammar. Nevertheless, several challenges remain, particularly in relation to instrument selection, timing of implementation, and follow-up actions based on evaluation results.

First, the majority of teachers reported that they used various forms of evaluation, such as written tests, oral tests, assignments, and observation. However, approximately one-third of them admitted that these variations in instruments were not comprehensively planned in lesson plans or teaching modules. Evaluation tended to focus more on summative assessment conducted at the end of learning, while formative assessment had not been optimally utilized to continuously monitor students' progress.

Second, in terms of effectiveness, teachers assessed that the evaluation conducted had provided a general overview of students' abilities. However, they also felt that evaluation had not fully succeeded in improving learning outcomes, particularly in speaking skills (maharah kalām). This condition is largely attributed to time constraints and large class sizes, which make it difficult for teachers to conduct in-depth performance-based assessment.

Third, the data show that some teachers had conducted evaluation result analysis and provided feedback to students. However, the feedback tended to be general and not yet specific to each student's errors. Teachers acknowledged that follow-up actions such as remedial programs and enrichment activities were often not implemented optimally due to tight teaching schedules.

Fourth, teachers stated that students' abilities improved following regular evaluation, particularly in reading skills and mastery of vocabulary (mufradāt). Nonetheless, improvement in listening and speaking skills appeared to progress more slowly. This indicates that the effectiveness of evaluation remains highly dependent on the alignment between the instruments used and the characteristics of the competencies being assessed.

Fifth, teachers expressed the need for training or technical guidance on developing more authentic and competency-based Arabic language evaluation instruments. They believed that evaluation effectiveness would increase if instruments were designed by considering classroom context and students' prior abilities.

The findings above indicate that teachers hold positive perceptions of the importance of evaluation in Arabic language learning; however, its implementation still faces several challenges. This is in line with the view that evaluation is not merely a tool for measuring learning outcomes but is also an integral part of the learning process itself. Effective evaluation should be able to provide accurate information for improving learning, both for teachers and students (Ramadhani, 2018).

First, teachers' use of varied evaluation instruments is actually a positive step in assessing the multidimensional nature of Arabic language ability. As a foreign language, Arabic requires assessment covering four main skills: *istimā'*, *kalām*, *qirā'ah*, and *kitābah*. However, the findings reveal that such variations are not always accompanied by well-planned instruments. Poorly designed instruments make it difficult for teachers to obtain valid and reliable data, which explains why evaluation has not yet been maximally effective in improving students' learning outcomes.

Second, the dominance of summative tests over formative evaluation shows that evaluation is still largely positioned as a tool for determining final grades rather than as part of the learning process. In fact, formative evaluation is crucial for providing immediate information about students' strengths and weaknesses during learning (Ridlo et al., 2024). Appropriate formative evaluation enables teachers to adjust their teaching strategies promptly. When formative evaluation is not optimally utilized, opportunities to correct students' mistakes earlier are often missed.

Third, challenges in assessing speaking and listening skills are a common issue in Arabic language learning at the primary and secondary levels. These skills require performance-based assessment techniques such as interviews, dialogues, role-play, or simple presentations. Teachers handling large classes often struggle to conduct such assessments comprehensively. As a result, students' progress in *kalām* and *istimā'* tends to be slower than in other areas. This indicates that the effectiveness of evaluation is highly influenced by classroom conditions and the types of instruments used.

Fourth, feedback provision remains suboptimal. Effective feedback should be specific, constructive, and delivered immediately after evaluation (Burhanuddin et al., 2024). If feedback is limited to numerical scores without explanation, students will not understand which aspects need improvement. Consequently, evaluation cannot fully function as a medium for continuous learning improvement.

Fifth, limited training and teachers' capacity in developing authentic instruments also affect evaluation effectiveness. Teachers require guidance in designing rubrics, blueprints, and test items appropriate to students' proficiency levels (Syamfa Agny Anggara, Mustahar Ali Wardana, 2024). Without such support, teachers tend to choose simpler instruments that may not adequately represent the competencies being assessed.

Overall, the effectiveness of Arabic language learning evaluation in improving students' achievement is strongly influenced by three key aspects: instrument planning, balanced implementation of formative and summative evaluation, and follow-up actions through feedback and remedial programs. When these three aspects are not optimally implemented, evaluation functions merely as an administrative requirement rather than as an integral part of the learning process.

4. CONCLUSION

This study concludes that teachers hold positive perceptions regarding the importance of evaluation in Arabic language learning as a tool to measure students' abilities and the attainment of learning objectives. However, its implementation has not yet reached optimal effectiveness. Evaluation is still dominated by summative and written tests, while formative evaluation and performance-based assessment have not been consistently applied. As a result, the improvement of students' learning outcomes, particularly in speaking and listening skills, has not been maximized.

Several factors influence teachers' perceptions in carrying out evaluation, including educational background and training, teaching experience, availability of facilities and resources, administrative demands of the school, as well as students' characteristics and class size. In addition, follow-up actions to evaluation results, such as feedback, remedial activities, and enrichment, have not been systematically implemented, causing evaluation to fall short of functioning fully as a means of improving the learning process.

Overall, evaluation in Arabic language learning holds great potential to enhance students' learning outcomes if it is designed and implemented in a well-planned manner, balanced between formative and summative assessment, and supported by improved teacher competence and a conducive school environment.

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