



Analysis of Basic Concepts of Evaluation and Its Implications in Learning Nahwu and Shorof at Al-Irsyad Islamic Boarding School Tenganan 7 Batu City

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ABSTRACT

One of the tools to measure the level of student learning success is evaluation. This qualitative research aims to determine the basic concepts and their implications in learning nahwu shorof at the Al-Irsyad Tenganan 7 Islamic Boarding School in Batu City. Based on the results of the discussion, evaluation includes two activities that are put forward, namely measurement and assessment. The nature of evaluation is qualitative and quantitative. Evaluation has three main functions, including measuring progress, supporting the preparation of plans, related to the use of evaluation results. The evaluation function specifically consists of three functions, namely in terms of psychology, didactics, and administration. The scope of evaluation consists of three main components, including evaluations related to education programs, education implementation processes, and education outcomes. Learning evaluation models are divided into seven groups, namely the Tyler model, measurement model, suitability model, CIPP model (Context, Input, Process, Product), discrepancy model, formative evaluation model, and summative evaluation model. The evaluation objects for its elements include input, transformation, and output. There are two types of evaluation techniques, namely test techniques and non-test techniques. At the Al-Irsyad Tenganan 7 Islamic Boarding School in Batu City, the evaluation of nahwu and shorof learning is carried out using various techniques, such as oral and written tests and daily observations. The evaluation results are the basis for teachers in preparing effective learning plans and improving the learning process.

Keywords: *Evaluation, Nahwu, Shorof, Islamic Boarding School*

ABSTRAK

Salah satu alat untuk mengukur tingkat keberhasilan pembelajaran siswa adalah evaluasi. Penelitian dengan jenis kualitatif ini bertujuan untuk mengetahui konsep dasar dan implikasinya dalam pembelajaran nahwu shorof di Pesantren Islam Al-Irsyad Tenganan 7 Kota Batu. Berdasarkan hasil pembahasan, evaluasi mencakup dua kegiatan yang dikemukakan yakni pengukuran dan penilaian. Adapun sifat evaluasi adalah kualitatif dan kuantitatif. Evaluasi memiliki tiga fungsi pokok di antaranya mengukur kemajuan, menunjang penyusunan rencana, berkaitan dengan penggunaan hasil

evaluasi. Fungsi evaluasi secara khusus terdiri dari tiga fungsi, yakni ditinjau dari segi psikologis, didaktik, dan administrative. Ruang lingkup evaluasi terdiri atas tiga komponen utama, di antaranya evaluasi terkait program pendidikan, proses pelaksanaan pendidikan, dan hasil Pendidikan. Model-model evaluasi pembelajaran terbagi menjadi tujuh kelompok, yakni model tyler, model pengukuran, model kesesuaian, model CIPP (Context, Input, Process, Product), model kesenjangan (discrepancy model), model evaluasi formatif, dan model evaluasi sumatif. Objek evaluasi untuk unsur-unsurnya meliputi input, transformasi, dan output. Terdapat dua jenis teknik evaluasi, yaitu teknik tes dan teknik non-tes. Di Pesantren Islam Al-Irsyad Tengeran 7 Kota Batu, evaluasi pembelajaran nahwu dan shorof dilakukan dengan berbagai teknik, seperti tes lisan dan tulisan serta pengamatan harian. Hasil evaluasi menjadi landasan bagi guru dalam menyusun rencana pembelajaran yang efektif dan memperbaiki proses pembelajaran.

Kata Kunci: Evaluasi, Nahwu, Shorof, Pesantren

INTRODUCTION

In learning Arabic, there are two main skills that must be mastered, namely the ability to determine the shape of words (shorof) and the ability to know the position of words in sentences (nahwu). (Sulaikho et al., 2023). In addition to these two skills, it is also important to pay attention to planning, implementation, and evaluation in learning Arabic. Evaluation in learning is one of the pedagogical skills that must be mastered by teachers. (Haka et al., 2020). However, the reality in the field is that there are still some Arabic teachers who have difficulty in implementing learning evaluation. One of the main problems is the difficulty in understanding the basic concepts of evaluation, assessment, measurement, and testing. This causes these teachers to not succeed in developing students' Arabic language skills, especially in learning nahwu shorof in Islamic boarding schools.

Learning evaluation is inseparable from two main aspects, namely teachers and students. For teachers, this evaluation is important to measure the extent to which the teaching provided is in accordance with the goals of the educational institution, the suitability of teaching methods and strategies, and the relevance of the material taught. As for students, evaluation plays a role in providing teachers with an overview of the shortcomings and weaknesses that may be experienced in the learning process, as well as helping to identify what material has not been understood in depth. (Muhimmatul Choirah, 2021). In this context, evaluation is an important tool to direct the learning process in a more effective direction and in accordance with individual needs and abilities. Evaluation also provides opportunities for teachers and students to interact productively, improve the quality of teaching, and improve students' understanding of learning materials (Ramadhani, 2019). Thus, learning evaluation is not only the responsibility of the teacher, but also a collaborative process between teachers and students to achieve optimal learning goals.

The basic concept of evaluation and its implications in learning nahwu shorof in Islamic boarding schools is important for several reasons, one of which is that Islamic boarding schools are traditional educational institutions that play an important role in developing Islamic religious understanding among the community, especially in areas that are still thick with religious values (Sadali, 2020). Learning nahwu shorof in Islamic boarding schools is often carried out with teaching methods that are still centered on classical books and memorization methods (Khasanah, 2021). However, as the times develop and the demands of education are more modern, it is important to evaluate whether this teaching method is still relevant and effective in achieving the goal of learning nahwu shorof. Therefore, a deeper understanding of the evaluation of nahwu shorof learning in Islamic boarding schools will greatly help

strengthen the foundation of religious education in the community, as well as ensure the relevance of Islamic boarding school institutions as Islamic educational institutions.

Research related to learning evaluation has received a lot of attention from previous researchers. First, Muhimmatul Choiroh (2021) revealed that there are advantages and disadvantages of google form media in its application as an evaluation tool for Arabic language learning. Second, Hidayat and Asyafah (2019) revealed that evaluation consists of measurement and assessment. The evaluation of Islamic Religious Education learning in schools includes programs, processes, and outcomes with the principles of continuity, comprehensive, and objective. The types of evaluations include planning, development, and monitoring, involving a wide range of subjects. It is important to do it in an integrated manner to improve the quality of learning. Islamic Religious Education educators need to have the ability to assess students' progress in the aspects of aqliyah, qolbiyah, and amāliyah. Third, Amin (2023) revealed that the general concept of evaluation in Arabic language learning includes the terms evaluation, measurement, assessment, and test. The main purpose of the evaluation is to get accurate information about the level of achievement of students' Arabic language competencies. The learning evaluation function consists of selective, diagnostic, placement and success measurement functions. The scope of learning evaluation includes three main domains, namely cognitive, affective, and psychomotor, which are based on Bloom's taxonomy.

From this study, no studies have been found that specifically discuss the basic concept of evaluation and its implications in the learning of nahwu shorof in Islamic boarding schools. Therefore, this research is important to improve teachers' understanding of the concept of evaluation and how to apply it in evaluating student learning outcomes, especially in the context of nahwu shorof learning. With this research, it is hoped that teachers can be more effective in applying the concept of evaluation in their learning practices. This research will focus on the basic concept of evaluation and its implications in learning nahwu shorof at the Al-Irsyad Islamic Boarding School Tenganan 7 Batu City.

METHODS

This study uses a qualitative approach. A qualitative approach is used to understand the phenomena experienced by research subjects by describing the results of the research in the form of words and language, based on the results of the research conducted by the researcher. According to Sugiono, qualitative research serves as a tool to establish the focus of research, choose informants as data sources, conduct data collection, assess data quality, analyze data, interpret data, and make overall conclusions. (Sugiono, 2015).

This research was conducted at the Al-Irsyad Islamic Boarding School, Batu City. The data source consists of primary data and secondary data. Primary data comes from the source person (informant), event or activity, and place or location. Meanwhile, secondary data is in the form of written documents, photos, and other data that are used as a reference for researchers. Data collection was carried out through observation and interviews. In observation, the researcher observes and records or records the phenomenon studied without playing the role of a participant. The results of the observations were recorded in the field notes. The interview was conducted with open-ended questions given by the researcher to the participants. This approach gives participants the flexibility to convey their experiences without being limited by the perspective or findings of previous researchers. While data

analysis in qualitative research is continuous and developed throughout the research, data analysis is carried out starting from the determination of the problem, data collection, and after the data is collected then analyzed. The analysis that has been carried out generally begins from data collection, data reduction, data presentation and drawing conclusions or verification.

RESULTS AND DISCUSSION

1. Basic Concept of Evaluation

Evaluation can be defined as a process that involves planning, collecting, and providing the information needed to make various alternative decisions (Febriana, 2019). Worthen and Sanders define evaluation as an activity to find useful information in assessing programs, products, procedures, and other alternatives with the aim of achieving predetermined goals (Amin, 2023). Ralph Tyler said that evaluation is a data collection process to determine the extent to which educational goals have been achieved, and some have not been achieved, so it must be traced to what causes these factors are (Novalinda et al., 2020).

Cronbach and Stufflebeam explain that evaluation is not only a measure of the extent to which a goal is achieved, but it is also used to make a decision (Damayanti, 2018). Evaluation can be said to be an action or a process in determining the values of everything related to the world of Education (Malawi & Maruti, 2016). Meanwhile, learning evaluation is a continuation process of collecting and interpreting information in assessing decisions made to design a learning system (Febriana, 2019). From some of the definitions above, it can be concluded that evaluation is an activity in determining how the quality of an educational program is run.

In the world of education, evaluation is included in an educational program that aims to determine the effectiveness and efficiency in a learning system in terms of objectives, methods, media, learning resources, environment and assessment systems. Evaluation is carried out on the components and their work processes so that if there is a failure in achieving the goals, the components and processes that are the source of failure can be traced. In the learning system, namely learning as a system, evaluation is one of the important components and stages that must be taken by teachers to determine the activeness of learning. Furthermore, the results obtained from the evaluation can be used as feedback for teachers in improving and perfecting learning programs and activities (Arifin, 2014). By receiving this feedback, teachers can evaluate the effectiveness of the teaching strategies they use, adjust the curriculum to better suit the needs of students, and identify areas that need improvement or improvement. Evaluation has a very important and strategic position because it is an integral part of the learning process. Most experts in the field of instructional system procedures place evaluation as an important step in the process (Putra, 2013). Without evaluation in the learning process, the success of the learning cannot be known. Therefore, evaluation has a very important position in learning.

Mahmudi in Hidayat & Asyafah (2019) explained that one thing that characterizes evaluation is that this process ends with decision-making. This decision is about the value and benefits of the evaluation, which can then be a guide to the next steps

in improving and developing the learning program. In other words, evaluation is not only an evaluation process, but also the beginning of continuous improvement efforts in the field of education. So that the Evaluation provides a foundation for the implementation of improvements that can result in an improvement in the quality and effectiveness of overall learning.

Evaluation involves two main activities, namely measurement and assessment (Sudijono, 2008). Evaluation has a broader scope than assessment, as evaluation involves assessing all components of learning, whereas assessment is more focused on specific aspects that are part of the evaluation. For example, if what is evaluated is the entire learning system, the appropriate term is evaluation, not assessment (Arifin, 2014). However, if the focus is on one or several parts/components of learning, such as learning outcomes, then the more appropriate term is assessment. Assessment here should be seen as one of the important factors that determine the success of the learning process and outcomes, not just as a way to assess learning outcomes. Assessment activities must provide information to teachers to improve their teaching skills and help students' learning development optimally. In implication, assessment should be a means of education that supports pedagogical principles. Teachers need to realize that the learning progress of students is a benchmark for their success in delivering learning materials (Farida, 2017). In addition, there is also the term measurement. When evaluation and assessment are carried out qualitatively, measurements tend to be quantitative, where scores or numbers are obtained using the right measuring tools. Thus, measurement provides an additional dimension in evaluating or assessing learning achievement in a more measurable and systematic manner. Measurement is an activity that is carried out to determine quantitative facts that are adjusted to certain criteria according to the object to be measured. Measurement can be done using measurements or measuring tools in the form of tests and non-tests both orally and in writing, tests are carried out by giving an assignment or question in the form of questions that must be done by students. (Arikunto, 2001).

Based on the description above, it can be understood that evaluation consists of assessment and measurement. The right term to assess a learning system is evaluation, the nature of evaluation is qualitative and quantitative. If only one or several learning components are assessed, such as learning outcomes, the appropriate term is assessment. Assessment is qualitative, while measurement is quantitative and obtained using measurement tools.

Evaluation as a process action has at least three main functions, in this case Sudijono (2008) explained that these functions include: First, measuring progress, this function aims to evaluate the extent to which students have achieved the learning goals that have been set. Second, supporting the preparation of plans, related to the use of evaluation results to design or adjust a more effective learning plan. The information obtained from the evaluation can help educators in choosing teaching strategies that suit the needs and characteristics of students, so as to increase the effectiveness of the learning process. Third, improving or refined, this function involves using evaluation results to identify weaknesses in the learning program or teaching methods used. So that educators

can make improvements or improvements to improve the quality of learning in the future.

In addition to the main function, Sudijono also explained that the evaluation function specifically consists of three functions, namely: First, the evaluation function is reviewed from a psychological perspective, evaluation provides an opportunity for students to understand their own capacity and status, while for educational institutions, evaluation provides clarity on the results of the learning efforts that have been carried out. Second, the function is reviewed from a didactic perspective, evaluation provides encouragement to students to improve and improve their achievements, while for education, evaluation plays a role as a diagnostic tool, placement, selection, guidance, and instructional. Third, the evaluation function from an administrative perspective, evaluation is used to compile reports, provide data, and provide an overview of progress and achievements in the learning process.

The scope of evaluation is related to the object of evaluation itself. If the object is related to learning, then all things related to learning become the scope of learning evaluation. Sudijono (2008) explained that the scope of evaluation consists of three main components, including: First, Evaluation related to educational programs, including an assessment of the overall learning plan and goals to be achieved. Second, evaluation is related to the process of implementing education, which evaluates how the curriculum and teaching methods are applied in practice. Third, evaluation is related to educational outcomes, which includes an assessment of student achievement in terms of knowledge, skills, and attitudes that have been established in the curriculum.

Learning evaluation models are divided into seven groups, namely: First, the Tyler Model, a model that requires information on behavior changes before and after learning, which is often measured through Pre-Test and Post-test. The validity of the information from the final test is important in this model, so its use requires control through experimental design. Known as the "black box" model, this tyler model emphasizes initial and final testing to assess the effectiveness of learning. Second, the measurement model, which is one of the oldest in the history of educational evaluation, places great emphasis on measurement. Measurement in this model not only refers to quantity, but also assesses the magnitude of objects, individuals, or events in specific units of measurement. Applied in educational evaluation, this model is used to identify individual or group differences in abilities, interests, attitudes, and personalities (FIP-UPI Educational Science Development Team, 2007). Third, the suitability model, according to this model, the evaluation aims to assess the suitability between the learning objectives and the learning outcomes achieved. The results of the evaluation are used to improve the student guidance system and provide information to related parties.

Fourth, the CIPP (Context, Input, Process, Product) model. Context evaluation assesses needs, problems, assets, and opportunities to set goals and priorities. Evaluation of inputs evaluates alternative approaches, action plans, staff, and financing for program continuity. Process evaluation, assess the implementation of the plan, and provide information about the program. Outcome evaluation aims to identify and assess the results achieved, both expected and unexpected, to help focus on achieving program goals and meeting the needs of target groups. Fifth, the discrepancy model is used to determine the level of conformity between the standards that have been determined in the program and the actual performance of the program. Sixth, the

formative evaluation model, this model according to Sukardi (2008) helps evaluators obtain information about student development in the teaching-learning process, with the aim of improving the learning process that has been implemented. Seventh, the summative evaluation model, Summative evaluation is generally carried out in formal educational institutions as well as education and training (Diklat) funded by sponsors, functioning as an accountability report for the implementation of the learning process. The results of the summative evaluation are immediately analyzed by the evaluator to determine the position of students in mastering the learning material (Sukardi, 2008).

The evaluation objects for its elements include: First, inputs that include spiritual aspects, such as ability, personality, attitude, and intelligence. Second, transformation, which involves curriculum or materials, teaching methods, assessment methods, educational or media facilities, administrative systems, teachers, and other personnel. Third, output, which is an evaluation of graduates of a school is carried out to find out the extent of their achievement or learning achievement while participating in the program. The tool used to measure this achievement is called an achievement test (Arikunto, 2001). Thus, students are the subject of evaluation in terms of input. Evaluation in terms of transformation includes curriculum, teaching methods, assessments, infrastructure, administrative systems, teachers, and other personnel. Evaluation in terms of output focuses on graduates of a school. Subjects who conduct evaluations include teachers, trained officers, and psychologists.

There are two types of evaluation techniques, namely test techniques and non-test techniques. Test techniques are a more formal method of information collection because they have clear limitations. In the context of classroom evaluation in schools, tests have a dual function, namely to measure students' abilities and the success of the learning program. Tests can be divided into three types based on their use in measuring students' abilities, namely diagnostic tests, formative tests, and summative tests. On the other hand, non-test techniques involve methods such as rating scales, questionnaires, checklists, interviews, observations, and curriculum vitae (Daryanto, 2012).

2. Implications of the Concept of Nahwu Shorof Learning Evaluation at Al-Irsyad Islamic Boarding School Tenganan 7 Batu City

Al-Irsyad Islamic Boarding School Tenganan 7 Batu City is an Islamic educational institution that integrates Islamic sciences with general sciences to form a quality Islamic generation, responsive to change, and solid in life. Through educational programs, this pesantren is committed to making a meaningful contribution to Islam and Muslims.

Al-irsyad Islamic Boarding School Tenganan 7 Batu City has three levels of education, namely MTs/MTW, IL/Language Preparation and MA/IM. With various types of subjects, including learning Arabic nahwu and sorof. Nahwu sorof learning at this institution starts from seventh grade to eighth grade. From the results of observations and interviews, the researcher noted that there are various types of evaluations carried out to measure the level of students' abilities in Nahwu and Shorof learning. Not only that, according to the teachers of the two subjects, evaluation is not only limited to finding out the level of students' ability in teaching and dropping obligations, but evaluation is also a process in determining the quality of education, besides that the teacher also said that evaluation is very important and is one of the stages

in a project that functions to measure its implementation (project) so that it runs according to the initial plan. The concept is in the form of a description of techniques and strategies for the implementation of evaluation. Meanwhile, evaluation has a very important role in assessing the achievement of learning objectives. nahwu and shorof.

In terms of its function, evaluation aims to understand and measure the abilities and potentials of both educators and students. Evaluation also plays a role in improving student achievement, not only in terms of knowledge, but also in aspects of personality and skills. The function of evaluation in nahwu shorof learning is as a tool to support the preparation of learning plans, so that weaknesses can be identified and corrected to achieve the expected learning goals in the field of nahwu shorof. The evaluation carried out must also contribute to making changes. Evaluation has a purpose to determine the learning outcomes of nahwu shorof by focusing on the suitability of the learning objectives that have been set. Learning outcomes must be in accordance with the desired objectives, if not appropriate, evaluation will be a means of improving the stages of planning, implementation, and learning outcomes. By making repeated improvements, as well as adjusting and perfecting the nahwu shorof learning program, the results will be more optimal than before. The evaluation of nahwu shorof learning includes aspects of planning, implementation, and results, so the scope of the evaluation must be comprehensive and well integrated in all stages of learning. The evaluation of nahwu shorof learning cannot only focus on the final result, but must pay attention to the learning process from start to finish, so that it can provide a more holistic understanding.

Based on the perspective of the object and the subject of the evaluation, evaluation in nahwu shorof learning must include all aspects relevant to the material. The first subjects to be evaluated are nahwu shorof educators, but they can also work with trained officers, such as psychologists, and teachers from other subjects. In addition, educators can also collect information from other students to obtain more complete data, considering that students often have complementary information. As part of the learning process, educators are also responsible for teaching the values of awareness to students, so that they are able to conduct self-evaluation independently.

From a technical point of view, in general, the evaluation technique of nahwu shorof learning at Al-Irsyad Islamic Boarding School Tenggara 7 Batu City is carried out at several times, including in the Mid-Semester (STS), end of semester (SAS) and daily observations. Evaluation in nahwu and shorof learning can be in the form of oral and written tests by answering the questions that have been provided directly or indirectly. Basically, the oral test is what is required to answer questions orally. Oral tests are said to be pure tests or rather tests that have the highest ranking. With the oral test, teachers can find out the extent of students' spontaneous memory and speaking skills. While a writing test is a test that refers to pure answers from the results of writing. As for learning in the classroom, evaluation is in the form of observation which refers to daily practice (at every meeting), both oral exercises, such as memorizing tasrif, and writing exercises by making perfect sentences from certain tasrif. As for the review in terms of writing test questions in STS (Mid-Semester Summative) and SAS (End-of-Semester Summative), each consisting of 60% easy questions, 20% medium questions and 20% difficult to adjust to the existing KKO. The components of the final semester score are divided into four parts,

namely daily grades of 30%, STS 30%, SAS of 30% and behavioral observation scores of 10%.

The following are the forms of test questions (STS & SAS) in the learning of nahwu sharof:

١. اختر الإجابة الصحيحة
١. تقسيم الفعل الصحيح هو
 أ. السالم والمثال واللفيف
 ب. السالم والمهموز والمضعف
 ج. المضعف والأجوف واللفيف
 د. المهموز والمضعف والمثال
٢. من أقسام الفعل المعتل
 أ. الناقص
 ب. السالم
 ج. المضعف
 د. المهموز
٣. من الأفعال اللفيفية هي
 أ. أكل - أمر
 ب. دعا - روي
 ج. أعاد - أمر
 د. روى - وقى
٤. من الأفعال السالمة هي
 أ. يأكل - يشرب
 ب. ينصر - يذهب
 ج. ينام - يبيت
 د. يعد - يتر
٥. "كان محمد وأخوه يسافران إلى مكة للعمرة." ما هو ضمير الرفع البارز المذكور في الفعل؟
 أ. مفرد مذكر
 ب. مذكر مؤنث
 ج. ألف الإثنين
 د. ألف الوصل

Figure 1. Nahwu Question Form (Multiple Choice)

- ب. ضع علامة صح (✓) أمام العبارة الصحيحة و علامة خطأ (✗) أمام العبارة الخاطئة
١١. رضى اللاعب إلى الكرة. ()
 ١٢. أنت لا تعلمون ضغوة الاختبار. ()
 ١٣. أنا جئت الضيق وأخبرته ()
 ١٤. أحمد أعطى طعاماً لإبراهيم ()
 ١٥. إبراهيم مسؤول في مسأله. ()
- ت. أجب عن الأسئلة الآتية بالاختصار/أكل الجمل الآتية بكلمة مناسبة/املأ الفراغات بكلمة مناسبة
١٦. ما هو الفعل المجزأ؟
 ١٧. ما هو الفعل الصحيح؟
 ١٨. ما هو الفعل اللازم؟
 ١٩. ما هي ضائر الرفع البارزة المتصلة بالأفعال الماضية؟
 ٢٠. اذكر تقسيم الفعل المتعدي!
- ث. أجب عن الأسئلة الآتية
٢١. ضع هذه الكلمات في الجملة المفيدة : سيمت - دقوت
 ٢٢. ضع هذه الكلمات في الجملة المفيدة : أغرخ - أجلس
 ٢٣. ضع هذه الكلمات في الجملة المفيدة : ضاقي - منيت
 ٢٤. ضع هذه الكلمات في الجملة المفيدة : مشروب - مكرم
 ٢٥. أعرب هذه الجملة :
 "الفلاح هو مصطلح يشير إلى المزارع أو العامل الزراعي في منطقة الشرق الأوسط وشمال أفريقيا"

Figure 2. Nahwu Question Form

- أ. اختر الإجابة الصحيحة
١. تصريف اللغيف من باب إنفعل - ينفعل
- أ. إنفاد - ينفاد - إنفاداً - مُنفاد
ب. إنزوى - ينزوي - إنزواء - مُنزى
ج. إنسل - ينسل - إنسللاً - مُنسل
د. إنفل - ينفل - إنفلاً - مُنفل
٢. تصريف المضاعف من باب استنفل - يستنفل
- أ. استغفر - يستغفر - استغفراً - مُستغفر
ب. استغرب - يستغرب - استغرباً - مُستغرب
ج. استعد - يستعد - استعداً - مُستعد
د. استقاد - يستقيد - استقاداً - مُستقيد
٣. تصريف الأجوف من باب أفعال - يفعال
- أ. إختار - يختار - إختياراً - مُختاراً
ب. إختتم - يختتم - إختتاماً - مُختتم
ج. إستقر - يستقر - إستقراراً - مُستقر
د. إحوال - يحوال - إحوالاً - مُحوال
٤. تصريف المضاعف من باب فَعَّلَ - يَفْعِلُ
- أ. دُمِد - يَدُمِد - دُميداً - مُدْمِد
ب. تَزَلَزَل - يَتَزَلَزَل - تَزَلَزَلاً - مُتَزَلَزِل
ج. تَزَيَّزَب - يَتَزَيَّزَب - تَزَيَّزَباً - مُتَزَيَّزِب
د. تَقَدَّمَ - يَتَقَدَّم - تَقَدُّماً - مُتَقَدِّم

Figure 3. Shorof Question Form (Multiple Choice)

- ب. ضع علامة صح (✓) أمام العبارة الصحيحة و علامة خطأ (✗) أمام العبارة الخاطئة
١١. استعدَّ أضله استعدَّ عَلَى وَزْنِ انْفَعَلَ ()
١٢. استغنَّ أضله استغنَّ عَلَى وَزْنِ اسْتَفْعَلَ ()
١٣. مُستقلَّ أضله مُستقلَّ عَلَى وَزْنِ مُسْتَغْلَ ()
١٤. استزاهه أضله استزاهه عَلَى وَزْنِ اسْتَغْلَا ()
١٥. يَنْشَقِرُ أضله يَنْشَقِرُ عَلَى وَزْنِ يَنْشَقِلُ ()
- ت. اُكَلِّ الجمل الآتية بكلمة مناسبة!
- (استمعوا - استجابوا - اضلوا - زلوا - استبقوا)
١٦. الطَّالِب حول المسجد.
١٧. قاطمة وعائشة في قراءة الكتب.
١٨. الأستاذة الصيام عند الطالبات.
١٩. الابن ثبناً من والده.
٢٠. غريف وأبير صديقتهما عند الدرس.
- ث. أجب عن الأسئلة الآتية
٢١. اذكر تصريف الفاعل من كلمة "الظَّوَى" مع اسم الإشارة!
٢٢. اذكر تصريف المفعول من كلمة "الْمُسْتَعْدَّ" مع اسم الإشارة!
٢٣. اذكر تصريف فعل الأمر من كلمة "الْمُسْتَعْمَلُ" مع الضائر!
٢٤. اذكر تصريف الفعل الماضي المعروف من كلمة "الْمُسَوَّاهُ" مع الضائر!
٢٥. اذكر تصريف فعل المضارع المجهول من كلمة "تَزَلَزَلُ"!

Figure 4. Form of Shorof Question

Based on the forms of questions above, the teacher of the nahwu sorof subject at Pasantren Islam Al-Irsyad Tenggara 7 Batu City explained that each student has a variety of different abilities. There are variations in students' abilities in working on certain types of questions. Some students tend to be superior in answering multiple choice questions, while others are more proficient in solving essay questions. However, there are also a number of students who face special difficulties in solving essay questions. This shows that each student's preferences and abilities vary depending on the type of exam questions given. So it is important for educators to pay attention to the differences in these students' abilities and provide appropriate support so that each student can develop their abilities optimally, both in answering multiple-choice questions and essays.

After taking the test, the next step is a measurement and assessment session. The final semester score consists of four main components that must be taken into account, namely the daily score of 30%, STS of 30%, the SAS end-of-semester test score of 30%, and the behavior observation score of 10%. Previously, every student who did not

manage to achieve a thorough score in the mid-semester evaluation session was given the opportunity to take a remedial test up to three times. The original grades obtained will still be included in the summary of grades in the mid-semester session (STS), while the grades from the remedial results will be included in the summary of the final grades of the semester (SAS). This shows the importance of giving students the opportunity to improve their achievement and show significant progress in learning.

After carrying out the final test, all teachers at the Al-Irsyad Islamic Boarding School Tenganan 7 Batu City held a meeting to discuss the obstacles faced in the learning process and evaluate the results of the students' tests. In the meeting, the teachers gave each other input. One of them is the need to prepare exam questions by referring to the theory of LOTS (Lower Order Thinking Skills), MOTS (Middle Order Thinking Skills), and HOTS (Higher Order Thinking Skills). This aims to ensure that exam questions cover various levels of difficulty so that they can measure student understanding holistically. In addition, teachers are also asked to pay more attention to the selection and application of effective learning methods in order to improve the quality of learning in the classroom. Classroom management was also the main focus of the meeting, with educators asked to pay attention to classroom management techniques to create a conducive and efficient learning environment for all students. With this meeting, it is hoped that there will be significant improvements in the learning and evaluation process at the Al-Irsyad Tenganan 7 Islamic Boarding School, Batu City.

Highlight the importance of evaluation results in the context of education. Hidayat et. al dalam (Hidayat & Asyafah, 2019) explained that the results of the evaluation can be used as a parameter for educators in planning learning in the next semester. Evaluation also provides an opportunity for students to reflect on the learning process that has been undergone. By analyzing the results of the evaluation, teachers can identify strengths and weaknesses in their teaching methods, as well as adjust learning strategies to be more effective. On the other hand, for learners, evaluations provide insight into their achievements in learning and help them identify areas that need improvement. With proper evaluation, students can develop more efficient learning strategies and improve the quality of their learning outcomes in the next semester. Thus, evaluation is not only a tool to measure achievement, but also an important reflection process in continuous learning.

CONCLUSION

Evaluation in education plays an important role as a tool for planning, improving, and providing the information needed to make decisions in the learning process. In learning, evaluation does not only focus on the final outcome, but also includes the entire learning process, including the assessment of the program, the implementation process, and the student learning outcomes. Evaluation also involves two types of techniques, namely tests and non-tests, which are used to collect information related to learners' progress.

At the Al-Irsyad Islamic Boarding School Tenganan 7 Batu City, the evaluation of Nahwu and Sorof learning is carried out using various techniques, such as oral and written tests as well as daily observations. The results of the evaluation are the foundation for teachers in developing effective learning plans and improving the learning process. The results of the evaluation also have a significant impact on educators and students. For

educators, evaluations provide insight into the strengths and weaknesses of their teaching methods, as well as help them adjust learning strategies to be more effective. Meanwhile, for students, evaluation provides an opportunity to reflect on the learning process that has been passed and develop more efficient learning strategies. Thus, evaluation is not only a tool to measure achievement, but also an important reflection process in continuous learning.

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