Effectiveness of Cipp-Based Evaluation Management Context, Input, Process, Product in Arabic Language Communication Extracurriculars

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ABSTRACT: This article aims to describe the effectiveness of CIPP-based evaluation management (Context, Input, Process, Product) in Arabic vocabulary and communication mastery at Madrasah Aliyah Unggulan Nuris Jember. The research subjects were students and teachers of the Nuris Jember Madrasah Aliyah. This study used a qualitative research design with data collection techniques: in-depth interviews, document review, Focus Group Discussion (FGD), and (4) observation. Data analysis in this study used a qualitative descriptive analysis technique which consisted of the stages of data collection, data reduction, data presentation, and conclusion. The results of this study were obtained, namely; 1) "Context" evaluation management includes curriculum policies for extracurricular programs by integrating the pesantren curriculum with the K13 curriculum and supporting the madrasah environment and parental involvement. 2) the input component shows that the extracurricular program curriculum policy is consistent with graduation standards, there are Arabic language day activities, and all educators have a high professional level. 3) the evaluation dimension of the "process" of learning according to a predetermined schedule. Learning methods and media are selected by adjusting the material. Facilities and infrastructure are also used properly. 4) the results of the "product" evaluation focused on three aspects, namely cognitive, affective, and psychomotor aspects in the ability to master Arabic communication actively and the ability to master Arabic books without translation.

Keywords: *Evaluation Management, CIPP (Context, Input, Process, Product), Language Communication, Extracurriculars*

INTRODUCTION

Evaluation in a conventional way based on paper-based assessment is still the reference of teachers in the process of evaluating learning to strengthen vocabulary and communicate in Arabic, it can be said that the majority of the Arabic assessment process in Indonesia is still conventional, and the fact is that it is true that the Arabic language assessment process is generally still relatively conventional (Sriwahyuningsih R Saleh, 2022). Many Arabic teachers still favor the conventional evaluation paradigm. Learning Arabic focuses on reading, writing, and vocabulary and rarely measures students' communication skills (Susanto, Apri Wardana Ritonga, Ayu Desrani, & Yohan Rubiyantoro, 2022).

So it is necessary to innovate to evaluate learning Arabic using a more comprehensive system. With the rapid development of technology and the influence of the Industrial Revolution 4.0, several Islamic educational institutions have begun to develop digital Arabic-to-Arabic assessments. However, the implementation still needs to be improved and massive (Abdelbaset &

Jabari, 2020). So that the evaluation of learning activities is one of the essential management stages because, from the evaluation activities, we can find out what is lacking in the implementation of the activity program. Then we provide follow-up to improve the program (Nur, Hidayanti, & Maturedy, 2023).

Madrasah Aliyah Unggulan Nuris Jember is one of the high schools in Jember Regency that has implemented the Foreign Language Communication Movement (Arabic and English) extracurricular program; this program has been implemented since 2017. MA Nuris Jember was established in 1993 and has three majors: IPA, IPS, and PAI. Based on observations and initial interviews on April 15, 2023, conducted by the author at Nuris Jember MA, information was obtained that the Foreign Language Communication Movement extracurricular had been implemented since 2017 at the Nuris Jember MA (Observation, 22 Mei 2023).

Several supporting factors were available for the Foreign Language Communication movement extracurriculars, starting from the public library for all school members, reading corners in the madrasa yard, and the classrooms. Foreign Language Communication Program The Foreign Language Communication Movement implemented at the Nuris Jember High School 1) istimā'/listening program, 2) kalām/speaking program, 3) qirā'ah/reading program and 4) kitābah/writing program. The four Foreign Language Communication programs are integrated into each subject (Interview, 22 Mei 2023). The evaluation management model implemented in the Nuris Jember MA comprehensively fulfills the scope of measurement and assessment is the CIPP (Context, Input, Process, and Product) evaluation model Daniel Stuffleabem. The purpose of CIPP evaluation is not to prove but to improve (Stufflebeam, 2002). This evaluation model was developed by Daniel Stuffleabem in 1965 at Ohio State University. The following stages;

Evaluation management at the "contexts" stage of learning Arabic vocabulary and communication is as follows: background of the program, clarity of learning objectives owned by the school, and suitability of program objectives with the needs of students and schools (Lee, Shin, & Lee, 2019). At the "input" evaluation stage, the input is linked to the evaluation of Arabic learning, including the following: the learning planning stage, the literacy program activity schedule, mastering the management and understanding of the program, teacher competency as the program driver, qualifications, availability, and quality of facilities infrastructure, benefits of facilities and infrastructure, costs of implementing and developing Arabic vocabulary and communication learning programs (Rachmawati, Fahmi, & Sirait, 2023).

Followed by the evaluation of the "program" among others on the aspects; the time and place of program implementation, the scope of the Arabic vocabulary and communication learning program, the role of partners towards students/librarians (Purwaningsih & Dardjito, 2021). The program services provided in the Arabic vocabulary and communication learning program, the activity journal of the Arabic vocabulary and communication learning program, obstacles during the implementation program, monitoring by accompanying teachers, supervision of vocabulary learning and Arabic communication by school leaders (Alexsandra & Ganefri, 2019).

The final stage of evaluation management with the CIPP approach is on the "product" aspect as measured by; suitability of targets and results, changes in students' behavior in reading, increasing learning outcomes and student achievement, benefits of program results for students and for schools, reports on the implementation of Arabic vocabulary and communication learning programs (Agus, Juliadharma, & Djamaluddin, 2023; Hasan, 2020; Wardiyah, Budianti, Farabi, & Sirojuddin, 2023).

Although research on learning evaluation using the CIPP approach has been widely described, among others, (Alexsandra & Ganefri, 2019) research concluded that the CIPP evaluation model was able to improve the results of the Internship program in the competency skills of students majoring in Computer Network Engineering at at the Ketaping Aviation Vocational School as a whole, which was very good. The influence of the Context dimension is

86.37%, the Input dimension is very good with a score of 87.87%, the Process dimension is very good with a score of 92.78%, and the Product dimension is very good with a score of 84.7% (Aziz, Mahmood, & Rehman, 2018). In line with (Verenoze., 2022), the amount of contribution or contribution to the influence of the CIPP Model on student learning outcomes is 64.48%. (Khairi, Jalinus, Hatta, & Padang, 2023) concluded that the application of the CIPP model in evaluating the implementation of the 2013 curriculum could assist in presenting accountability information from every aspect being evaluated, thus helping certain parties, such as educational institutions and agencies, in making decisions about the 2013 curriculum. In line with that, (Rahmatan, 2023) research with his team revealed that the implementation of C-13 at Babul Mu'arrif Islamic Boarding SchoolBungo District, Prov. Jambi , when evaluated based on the CIPP model, showed very effective results, both in terms of context, input, process, and product. Similar research was also conducted by (Naser, 2022) in 2020, who concluded that The conclusion from this study is that the evaluation of the implementation of the student counseling program with the CIPP evaluation model is in the fairly good category.

Based on some of these previous studies, research needs to specifically discuss CIPP (Context, Input, Process, Product) Based Evaluation Management in Arabic vocabulary mastery and communication. This article shows gap research as a novelty research offer, namely on originality in the focus aspect of the study on vocabulary mastery and Arabic communication with the CIPP model at the Madrasah Aliyah level.

METHOD

This study uses a qualitative research design to describe phenomena in depth. At the same time, the method used is a case study (BENGTSSON, 2016). The case study research aims to look at the subject holistically through descriptions to obtain detailed information about CIPP (Context, Input, Process, Product) Based Evaluation Management in Arabic communication extracurriculars at Madrasah Aliyah Unggulan Nuris Jember meymet

Primary data collection in this study was carried out through in-depth interviews to obtain more information from the informants (SHERMAN, 2018). The key informants in this study were teachers who were the primary informants. For triangulation, interviews were also conducted with school principals, parents of students, and some students of Madrasah Aliyah Unggulan Nuris Jember through learning observation (WILLIAMS, 2015).

The data collection techniques in this study were (1) in-depth interviews with all critical informants by approaching and scheduling in advance so that the information obtained was genuinely reliable. (2) Review documents, namely reviewing/analyzing student documents related to learning Arabic at the Institute. (3) Focus group discussions (FGD) were conducted with representatives of teachers and principals, and parents of students at the Nuris Jember Aliyah Madrasah (TAGUCHI, 2018). Information collected through interviews, FGD results, questionnaires, or documentation is then processed by organizing the data. Essential things to store and organize include raw data (interview notes, recordings, documentation data), partially processed data (interview transcripts, interview matrix, researcher notes, document checklists), and code lists of all documents or reports (JOHN W. CRESWELL, 2017).

The data collected was then analyzed using data analysis techniques based on the theory of Milles and Hubbermans (RAHI, 2017); the data was collected and described, then reduced and verified in detail. During the data collection stage, the researcher recorded the process of learning Arabic, which was carried out online. After collecting the data, the researcher reduces the data by selecting and sorting the data supporting the search. Then, verify at this point that the researcher has defined primary data as essential data and screen out unwanted data (HAMILTON & FINLEY, 2020).

RESULT AND DISCUSSION

Based on the results of data collection and analysis on the evaluation management of the CIPP (Context, Input, Process, Product) Arabic communication extracurricular flagship program at Madrasah Aliyah Nuris Jember, it can be described as follows:

Evaluation management on the "Context" Arabic communication extracurricular program

The role of Madrasah Aliyah Nuris Jember in training Arabic language skills and as a forum for developing students' linguistic talents in the al-lughah al-Arabiya extracurricular program found several indicators of evaluation management in the following dimensions;

The first is on curriculum policy. The Arabic language communication extracurricular program is used to find out the implementation of learning programs which are efforts and policies of the Nuris Jember Madrasah Aliyah in maintaining nahwu, shorof, and Arabic words materials by making their textbooks in this extracurricular, and still maintaining its distinctive characteristics as an educational institution based on Islamic religious knowledge and skills as a system orientation and basic pattern of learning activities (Focus Group Discussion, 13 May 2023).

The learning curriculum policy at Madrasah Aliyah Unggulan Nuris Jember is by integrating the curriculum of the Islamic boarding school curriculum K13 but having lesson hours like a formal school institution, with the method and curriculum being a combination of content in Arabic books which still include general subjects with a ratio of 70% for material religion and 30% for general materials (Documentation, curriculum profile, 2023). As far as historical evidence is available, extracurricular Arabic communication in textbooks or references and curricula in the Islamic boarding school education system is considered appropriate, given that intellectual intelligence and piety morality are declining nowadays (Febriani, 2020).

The second is on the dimensions of madrasah support for Arabic communication extracurriculars, where the madrasas have sought funding independently without government interference, infrastructure provision, and activities that support Arabic communication extracurriculars. In the provision of facilities and infrastructure, several things need attention. The classrooms provided have a representative size and multimedia equipment. Regarding activities supporting Arabic language communication extracurriculars, the MA Nuris Jember has organized "Arabic language days or Dasarah Arobiyah" activities held every Friday (Observation, 15 May 2023). This activity has been carried out routinely and effectively to support Arabic language activities for students to increase understanding in deepening students Arabic communication competencies (Rachmawati et al., 2023).

Third, the dimensions of parental support for their children are also critical and needed in all activities, including extracurricular Arabic communication at MA Unggulan Nuris Jember. In this study, data was obtained that parental support for extracurricular Arabic communication was suitable by giving a daily journal of the ability to communicate in Arabic Focus Group Discussion, 13 May 2023). However, the involvement of parents in solving their children's problems is considered not optimal. This is understandable because almost all students live in Islamic boarding schools, so they are far from their parents (Zurqoni, Retnawati, Rahmatullah, Djidu, & Apino, 2020). On the other hand, most of the students' parents come from underprivileged families, but they still pay attention to their children's school fees.

Evaluation management on "Input" Arabic communication extracurricular program

Input evaluation activities aim to help manage decisions, determine sources, and alternatives to be taken, what plans and strategies are to achieve needs, and what work procedures are to achieve them, according to the review of input evaluation within the framework of thinking that the input evaluation of the Arabic communication extracurricular program at the Nuris Jember Islamic Senior High School includes curriculum policies for the

Arabic communication extracurricular program, madrasah support, and parental support Focus Group Discussion, 13 May 2023).. The curriculum policy for the Arabic language communication extracurricular program consists of consistency with the principles of understanding and practice of worship, rules for passing memorization as a condition for grade promotion, and the Arabiya cycle as a supporting activity for the book learning program (Juryatina & Amrin, 2021).

The first is on the policy aspects of the learning program curriculum. The curriculum policy for the Arabic communication extracurricular program consists of consistency with the principles of Tamaqua finding, rules for passing memorization as a condition for grade promotion, and Arabiya cycle activities as supporting activities for the book learning program. The curriculum is oriented towards the vision of the madrasa, namely *tafaqquh fiddin*, which means mastery of religious understanding, which produces students who are civilized and broad-minded so that it is hoped that the deepening of religion will be applied so that it becomes the awareness and identity of students who animates their entire lives in totality in their lives (Focus Group Discussion, 16 May 2023).

This requirement to memorize is a benchmark for students' ability or graduation standard, which aims at mastering Arabic as the subject matter in the yellow book. In addition, madrasas have a policy that survives and is maintained, namely using Islamic study materials sourced from the yellow book by making them references in Islamic subjects which is an easy way for students to study them and has an impact on the depth of understanding of the subject matter being taught (Oktarina, Jasiah, & Rizal, 2022).

The second is madrasah support, which comprises infrastructure, educators, and supporting activities. From the perspective of input evaluation, the facilities and infrastructure available to support Arabic language communication extracurricular activities at the Islamic Senior High School Nuris Jember are adequate and complete. This can be seen from the MA Nuris Jember building, which can be considered broad. The Nuris Jember Supreme Court building stands on a land area of five thousand square meters. Furthermore, of course, this situation is still being followed up by procuring facilities and infrastructure by the madrasa because the availability of facilities and infrastructure greatly influences the achievement of goals and is necessary because there are more and more interested people who want to study at MA Nuris Jember (Observation, 19 May 2023).

The third is on the aspect of teaching staff or teachers. In implementing the Arabic communication extracurricular, all educators are staff who are involved, and they occupy a crucial role in implementing it. This key role can be carried out well if he has a high professional level. For this reason, the MA Nuris Jember seeks to have educators with pedagogic competence and qualified professionals by holding ongoing training on various teaching methods to communicate Arabic in an easy and fun way (Interview, Zuhdi, 21 May 2023).

The fourth is the activity of "Arabic language day or Daruh Arobiyah." Based on the research data, it is known that the Nuris Jember MA has regulations that can support extracurricular Arabic communication. These regulations, among others, require the madrasah students to participate in the "Arabic language day" activity, held every Friday, to develop Arabic in the madrasah environment. In addition to students, "Arabic language day or Daruh Arobiyah" also has regulations that support the understanding of the yellow book for ustadz (Observation, 24 May 2023). Controlling and compiling Arabic handbooks, upgrading Arabic teachers, as well as *rihlah ilmiyah* (comparative studies), which are expected to be a support for understanding, deepening and appreciation of the yellow book and other Islamic sciences (Abdelbaset & Jabari, 2020).

Fifth on the aspect of parental support. Parental support is essential in supporting students' success and increasing students' motivation or seriousness in improving their Arabic communication skills. Support from parents can also be seen in the seriousness of students in participating in learning activities. In this study, it has been found that the seriousness/motivation

of students towards the Arabic language communication extracurricular program is generally quite good; this can be seen from the aspects assessed, including the presence of students participating in the learning process, the enjoyment of students towards learning, and the activeness of students in learning. Good motivation is a critical aspect of achieving success lives (Interview, Zuhdi, 21 May 2023). Factors of teachers and students themselves can cause the high motivation of students. The teacher always explains the learning objectives, and the teacher always increases the self-confidence and motivation of students so that students have enthusiasm and seriousness in carrying out learning activities (Ritonga, Sobhan, Bambang, & Khadidja, 2022).

The input dimension shows that most of the tutors have met the criteria as teachers of the Arabic language communication extracurricular program. Students have the provision of the ability to read and write Arabic script and some knowledge of language rules. The facilities and infrastructure are good (Juryatina & Amrin, 2021). However, there is a need for additional. It is necessary to determine a curriculum used as a reference for program implementation to facilitate tutors in preparing syllabi and selecting material.

Evaluation Management on the Arabic Communication Extracurricular "Process."

The implementation of the learning process becomes a crucial thing to realize quality output. Consequently, the learning process must be carried out appropriately, ideally, and proportionally so that teachers must have the ability to implement learning theory into contextual learning realities, including: designing, facilitating, and coordinating learning so that it can be used as a means to guide and develop the potential of students. Therefore, it is necessary to evaluate the learning process. Process evaluation is needed to determine how far the plan has been implemented and what components need improvement. From this, the evaluation of the Arabic communication extracurricular process, among others, can be seen:

The first is the rules and regulations for the Arabic language communication extracurricular program, which consist of consistency with the rules for passing rote as a condition for grade promotion and daily activities for communicating Arabic as a supporting activity for the extracurricular program (Asse, Putri, Fatimah, Nursyam, & Faqihuddin, 2023; Nira & Fauziyah, 2021). In this study, it was found that the process of implementing the Arabic communication extracurricular program was quite good, consistency in the culture of communicating in language between students dominated, rote activities carried out as a benchmark for students' ability or graduation standards which ultimately aimed at mastering Arabic, as well as extracurricular communication Arabic as a reference in subjects where the implementation of the teachers has carried out the learning well (Focus Group Discussion, 16 May 2023).

In this extracurricular activity, the teachers deliver various kinds of material using various learning methods as a source of material. However, the lecture, slogan, and band organ methods are often used. The implementation of learning is an interaction between the ustadz and students to convey the material or subject matter to achieve the goal. For this reason, teachers must arouse students to be confident and not passive and have the skills to ask questions and convey ideas (Umam & Nada, 2021).

The second is on the aspect of school support. The support provided by the madrasa includes infrastructure, educators, and Arabiya cycle activities. From the perspective of process evaluation, the use of available facilities and infrastructure can already be put to good use. The Nuris Jember MA has a comfortable library room, and the library has also provided various collections of books and books as learning resources to enrich the insights, thoughts, and perspectives of the Nuris Jember MA students. However, adequate learning media and language laboratories are available so that the utilization of facilities and infrastructure can be categorized as optimal (Observation, 02 June 2023).

While the process evaluation is on the aspect of the teaching staff in the Arabic language communication extracurricular program, in this study, it was found that the staff involved in extracurricular Arabic communication were all teachers in the Nuris Jember MA. The activities

of teachers as crucial teaching staff in extracurricular implementation can be said to be good and reflect sincerity in carrying out their duties and responsibilities, are professional, and have a high work ethic; this is indicated by the madrasah's efforts to form several teams as an effort to improve the quality of teachers (Observation, 02 June 2023) . With a high level of teaching activity, learning activities are expected to take place well. So that the learning objectives can be achieved optimally (Seelawi et al., 2021).

The third evaluates the activities process "Arabic language day or Daruh Arobiyah." In its implementation, Dasarah Arobiyah activities are carried out once a week regularly, namely every Friday, and hold written tests and oral tests at the end of each year to determine the best champion in mastering Arabic (Interview, Zuhdi, 05 June 2023).. Besides that, parental support in implementing extracurricular Arabic communication is good. This can be seen from the critical role in the learning process for their sons and daughters, including parents who provide motivation, hope, and funds and meet all the needs needed for children (Fawzi & Dodi, 2022; Setyorini & Khuriyah, 2023). Overall the learning process runs well as it should, according to a predetermined schedule. Learning methods and media are selected by adjusting the material. Facilities and infrastructure are also used properly (Sriwahyuningsih R Saleh, 2022).

Evaluation management on "products" in Arabic communication extracurriculars

The Arabic language communication extracurricular program targets students to be able to communicate actively using Arabic. The results show that 90% of students who have attended the Arabic communication extracurricular program for two years can communicate using Arabic actively. Evaluation of learning products is used to assist in subsequent decisions regarding the results that have been achieved and what to do after the program is running. Based on the observation results, the evaluation of the learning program products illustrates that the Arabic communication extracurricular program can be seen that the evaluation of the Arabic communication extracurricular process includes:

The first is Product evaluation on the Policy dimension. It can be seen that the product that was born from the MA Nuris is a person who is proficient in communicating Arabic actively and can master Arabic books without translation but is not underdeveloped in other scientific knowledge because the results of the product evaluation are focused on three aspects of education, namely cognitive, affective and psychomotor aspects. In addition, it is supported by a memorization system as one of the advantages of madrasas. It is used as a benchmark for the ability to master Arabic communication actively and the ability to master Arabic books without translation (Focus Group Discussion, 16 May 2023). Moreover, all of this is given proportionally and simultaneously to students so that the Nuris Jember MA produces graduates who have in-depth religious knowledge, are capable of actively communicating Arabic and can master Arabic books without translation, and are dressed in the politeness of their students. So that the existence of the MA Nuris Jember provides high-quality hopes that the people in Jember regency and its surroundings desire. Moreover, its existence becomes a strong magnet for the wider community (Aziz et al., 2018).

The third product evaluation is on school support. The support provided by the madrasah is in the form of funds independently without interference from the government, infrastructure fully provided by the madrasah, competent educators, and activities that support extracurricular Arabic communication in the form of arabiyah cycle activities, which are mandatory for students to participate in these activities to increase knowledge and understanding in Arabic (Arifin, Desrani, Ritonga, & Ibrahim, 2023). Parental support in the Arabic communication extracurricular program can be good. This can be seen in parents supporting all students' needs in extracurricular Arabic communication (Focus Group Discussion, 16 May 2023).

Based on the research findings, it can be concluded that research findings regarding measurement and assessment are applied to the foreign language communication movement

extracurricular program at Madrasah Aliyah Unggulan Nuris Jember using the CIPP evaluation management model (Context, Input, Process, and Product):

Table 1. Findings of measurements applied to the Foreign Language Communication Movement extracurricular program at Madrasah Aliyah Unggulan Nuris

No	Evaluation management dimensions	Description of the evaluation
1	"Context" evaluation management	Has a curriculum policy for extracurricular programs by integrating the Islamic boarding school curriculum with the K13 curriculum. The madrasah environment and parental involvement strongly support the implementation of fostering Arabic language competency development activities. However, the involvement of parents in solving their children's problems is considered not optimal. This is understandable because almost all of the students live in Islamic boarding schools, so they are far from their parent's
2	"Input" evaluation management	The input component shows that the curriculum policy for the Arabic language communication extracurricular program consists of consistency with the rules for passing memorization as a condition for grade promotion, as well as the Arabiya cycle of activities as a supporting activity for the book learning program. All educators have a high professional level
3	"Process" evaluation management	The learning process goes as smoothly as it should, according to a predetermined schedule. Learning methods and media are selected by adjusting the material. Facilities and infrastructure are also appropriately used
4	"Product" evaluation management	The product evaluation results focused on three aspects of education: cognitive, affective, and psychomotor. In addition, it is supported by a memorization system as one of the advantages of the madrasa, which is used as a benchmark in the ability to master Arabic communication actively and the ability to master Arabic books without translation

Conclusion

The measurements and assessments of the Foreign Language Communication Movement extracurricular program use the CIPP evaluation management model (Context, Input, Process, and Product). Nuris Jember by integrating the K13 Islamic boarding school curriculum but having study hours like formal school institutions, with a curriculum combined with Arabic-language content of books which still includes general subjects with a ratio of 70% for religious material and 30% for general material. The environment of madrasas strongly supports the implementation of Arabic language competency development activities. However, the involvement of parents in solving their children's problems is considered not optimal. This is understandable because almost all students live in Islamic boarding schools, so they are far from their parents.

Second, evaluation management has an "Input" dimension; From the input component, it shows that the curriculum policy for the Arabic language communication extracurricular program consists of consistency with the principles of Tamaqua finding, memorization passing rules as a condition for grade promotion, as well as Dasuh Arobiyah activities as supporting activities for the book learning program. The facilities and infrastructure available to support Arabic language communication extracurricular activities at the Superior Islamic Senior High School Nuris Jember are adequate and complete. This can be seen from the building. In implementing the Arabic

communication extracurricular, all educators are staff who are involved, and they occupy a crucial role in implementing it. This key role can be carried out well if he has a high professional level. MA Nuris Jember has regulations that can support extracurricular Arabic communication. These regulations, among others, require the madrasah students to participate in the activities of "Arabic language day or the Arabiya cycle," which is held every Friday to develop Arabic in the madrasah environment.

Third, evaluation management has a "Process" dimension; as a whole, the learning process goes well as it should, according to a predetermined schedule. Learning methods and media are selected by adjusting the material. Facilities and infrastructure are also used properly. However, there are several obstacles in its implementation, including the need for more time discipline, tutors who apply various learning methods in a fun way, and flexible time in learning. The rules for the Arabic communication extracurricular program consist of consistency with the rules for passing memorization as a condition for grade promotion, as well as Arabic communication day activities as supporting activities for the extracurricular program and holding written tests and oral tests at the end of each year to determine the best champion in mastering Arabic.

The four management evaluations have a "product" dimension; the product evaluation results focused on three aspects of education: cognitive, affective, and psychomotor. In addition, it is supported by a rote learning system as one of the advantages of the madrasa. It is used as a benchmark for the ability to master Arabic communication actively and the ability to master Arabic books without translation. The support provided by the madrasah is in the form of funds independently without interference from the government, infrastructure fully provided by the madrasah, competent educators, and activities that support extracurricular Arabic communication in the form of Arabiyah cycle activities, which are mandatory for students to participate in these activities to increase knowledge and understanding in Arabic. Parents in the Arabic communication extracurricular program can be said to be good.

This study has a limited scope or research object where this paper only discusses evaluating Arabic communication extracurricular programs using the CIPP evaluation model (Context, Input, Process, and Product). The results of this study have provided essential information for the development of the Superior Madrasah Aliyah Nuris Jember, especially in the Arabic language communication extracurricular program, in order to support, expedite, and enhance the evaluation of the Arabic language communication extracurricular program following the objectives of the Arabic communication extracurricular program in Madrasah Aliyah Featured Nuris Jember. In addition, although this study has many limitations and shortcomings, they are not obstacles but things that can be re-examined in future research.

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