



# EVALUATION OF THE ARABIC CLUB PROGRAM USING THE COUNTENANCE STAKE EVALUATION MODEL

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## ABSTRACT

One of the schools that developed a program is SD IT Al Kautsar Makassar, which developed the Arabic Club program, which aims to develop the Arabic language skills of students at the school. An evaluation of the program is carried out to measure the level of learning success. Evaluation is needed to assess the achievement of a program that has been completed. In evaluating a program, various evaluation models can be used to adjust the program implemented. The evaluation model used in this study is countenance stake. This study uses a literature review of books, journals, articles, and other literature as sources of information. In addition, this study also collects information by conducting interviews with parties related to the urgency of the Arabic language club program at the school. Based on the responses from students' parents, the Arabic club program positively impacts students' development and interest in learning Arabic. The criteria for coaches' success in managing the Arabic club program, in general, can be successful with the acquisition of Arabic language scores obtained by students. However, it must still be developed in the teaching modules and learning media.

**Keywords:** Arabic Club; evaluation; stake countenance

## 1. INTRODUCTION

Many programs are designed to develop existing resources In daily life, especially organizational life, both within the scope of schools and the scope of government. The program certainly has a goal to be achieved with supervision from several specific parties. Supervision is needed to control and evaluate the results of the programs that have been implemented. In learning, evaluation is an important part of education and teaching because it includes planning, preparation, implementation, and use, and it cannot be separated from the entire education and teaching process, especially in the school environment (Anas Sudijono, 2011). To assess a program, various evaluation models can be selected according to the program to be evaluated, one of which is the evaluation of the countenance stake model.

The countenance stake evaluation model is one of the evaluation models that provides a comprehensive and structured assessment and description of a program (Lili Ayudia, 2015). This model is complete because it provides information clearly and thoroughly, accompanied by descriptions that follow the standards set. Stake first introduced this model. This model is generally implemented by considering things through descriptions and considerations (Judgement). In addition to these two things, several stages are needed to evaluate a program: input, process, and results (A Rusdiana 2017). Based on these three stages, conclusions can be obtained by considering the program, comparing the conditions at the stages, and comparing the program's results.

The evaluation of the countenance stake model is to add details to the development framework of the assessment plan. Stake is primarily concerned with the synchronization between the objectives of the assessment and the decisions made after the evaluation based on the results of the data collected and the interpretation of the differences in aspects that have been observed and the standards that have been set.

One of the schools that developed a program is SD IT Al Kautsar Makassar, which developed the Arabic Club program, which aims to develop the Arabic language skills of students at the school. An evaluation of the program is carried out to measure the level of learning success. Evaluation is needed to assess the achievement of a program that has been completed. In evaluating a program, various evaluation models can be used to adjust the program implemented. The countenance stake evaluation model can provide a broader range of information and be used in quantitative and qualitative approaches.

## **2. METHODS**

The method used in this research is a literature review method, which collects information from existing literature. The steps to obtain information on evaluating the Arabic language club program at SD IT Al Kautsar Makassar were to interview parties related to the program. The related parties are the school principal, program supervisor, and students' parents. After the interview, the researcher conducted a suitability analysis of the objectives and the implementation process. The final stage considers the program, which refers to the standards set.

## **3. RESULTS AND DISCUSSION**

The countenance stake evaluation model is one of the evaluation models that provides a comprehensive and structured assessment and description of a program.

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Stake emphasizes the role of the evaluator in this model by developing goals that have been set in a specific and measurable manner. The evaluation of this model consists of two

matrices, namely the description matrix and the assessment matrix. The evaluator can complete the assessment matrix after completing the description matrix. This evaluation model has two matrices: a description matrix and an assessment matrix. The matrix assessment process can be completed after the evaluator completes the description matrix.

The Arabic club at SD IT Al Kautsar Makassar is an extracurricular activity conducted outside class hours to familiarize students with Arabic. This activity is carried out using a different learning system. The material focuses on practical skills, such as speaking in everyday situations, with simple and engaging learning methods and media. Due to the limited number of supervisors in this activity, participants who can be included in the learning go through a selection stage first. This program is held every Friday, during the active even semester learning week, 13.00-finish. The participants in this activity were 25 students from SD IT Al Kautsar Makassar from classes IV, V, and VI who went through the selection stages.

Evaluation is a step to establish a situation where a goal has been achieved. This explanation explains the direct relationship between evaluation and the objectives of an activity, which measures the extent to which these objectives have been achieved. The following explains each process stage in the countenance stake evaluation model in evaluating the Arabic Club program at SD IT Al Kautsar Makassar.

#### **a) Rationale**

The rational context in research on the countenance stake evaluation model refers to understanding the reasons (origins, principles and foundations of the program's objectives being carried out) or the objectives on which the evaluation is carried out. The rational context in the article Counting Stake Evaluation Model in the Evaluation of the Arabic Club Program at SD IT Al Kautsar Makassar refers to conditions where Arabic language learning is an important learning in a school under the auspices of the Ministry of Religion, mainly based on an integrated Islamic school. Arabic is a mandatory subject, and considering its urgency in civilization, especially Islamic civilization, it is necessary to provide a more in-depth study of this language. All related parties, in this case, the principal, teachers, Arabic club program supervisors, and students' parents, must work together to implement the program smoothly.

#### **b) Description Matrix**

##### 1) Intent (expected goal)

The intent context involves understanding the purpose of the evaluation, why the evaluation is being carried out, and what is to be achieved through the evaluation being carried out. The Arabic club program was carried out to maximize Arabic language learning at SD IT Al Kautsar Makassar, so an evaluation was carried out to measure its achievement with the aim of implementation.

##### 2) Expected and implemented antecedents

- From the analysis carried out on several elements related to the program context, it can be concluded that the Arabic club program at SD IT Al Kautsar Makassar is appropriate to its context, especially in terms of the suitability of the program with the values of an Islamic-based school.

- Regarding program funding, detailed budget allocations and sufficient funding sources have supported implementing the Arabic club program.
- Meanwhile, regarding the coaches' competency and the competencies of the participants who join the program, it can be concluded that the coaches and students are capable and meet the criteria based on carrying out tests before starting the program.
- Based on the learning support facilities as part of the program input, it can be concluded that SD IT Al Kautsar Makassar has adequate facilities and infrastructure to support the learning program implementation. The learning module is still prepared by the supervisor, who makes adjustments to meet the needs of the participants who join.

### 3) Expected and executed transactions

In this component, the aspects evaluated consist of:

- From a learning planning perspective, it can be concluded that the learning process in the Arabic club program has been planned comprehensively and structured through teaching modules prepared by the supervisor.
- In terms of learning methods, the methods coaches use in the learning process are generally effective and innovative, as seen from the use of resources and learning media that support them.
- The interaction between supervisors and participants in Arabic club activities inside and outside learning hours, the results of observations show that supervisors and students often interact and converse using Arabic. Students also often greet and ask questions using Arabic outside of learning hours.
- Based on observations, the participant's ability to take part in learning at the Arabic club looks good; they can follow the learning process well, and the interaction between participants and instructors runs dynamically.

### 4) Expected and implemented outcomes

Some conclusions regarding student learning outcomes are as follows: based on survey results through documentation and observations of the development of student's grades and abilities in Arabic, students' grades in Arabic have increased after participating in the Arabic club program. Apart from an increase in grades, there was also an increase in the ability of participants who took part in the Arabic club program to express short sentences using Arabic in everyday life. This shows that the implementation of the Arabic club program has achieved the desired target value following the implementation objectives.

#### **c) Observation**

##### 1) Antecedent (input)

- From observations in the school environment, the data shows that the facilities and infrastructure available at SD IT Al Kautsar Makassar have met the minimum standards

required in an educational institution and, in general, are sufficient to support the learning process, including the implementation of the Arabic club program

- The program supervisor can organize learning administration (teaching modules) well, although it requires development.

## 2. Transaction (process)

The methods used to collect information include interviews, observation, and document study. The supervisor also prepares teaching modules and several supporting learning media to prepare for the lesson. Supervisors often conduct informal interviews with students' parents regarding the progress of students' learning at home. Parents positively respond to students' development and interest in Arabic language subjects. Based on the results of the observations, the learning process also runs effectively by established standards; it is carried out over 15 meetings during one semester with a duration of 90 minutes per meeting.

## 3. Outcome (Results)

Based on responses from students' parents, the Arabic club program has positively impacted students' development and interest in learning Arabic. The criteria for the instructors' success in managing the Arabic club program can be successful with the Arabic language grades obtained by the students. However, they still need to develop the teaching modules and learning media.

## 4. Standards

- a) Antecedent standards include supervisor standards for preparing teaching modules and using learning resources and learning media in program implementation.
- b) Transaction standards include implementing interactive learning and encouraging enthusiastic students to participate in the program.
- c) Impact standards include students being able to memorize much Arabic vocabulary and apply it in short conversations related to daily life. Furthermore, students have an interest in learning Arabic.

## 5. Judgment Matrix includes the instructor preparing the learning module before starting the lesson, but it still needs development.

- a) Consider antecedents: The instructor has prepared a learning plan and media before entering and starting the learning well.
- b) Transaction considerations: The instructor has done the learning well, and the students can also briefly apply conversations in the school environment regarding daily activities, but they still need development.
- c) Considering the impact, participants obtained good learning results, as seen from the increase in grades.

Many studies use the countenance stake model evaluation approach in the program evaluation process. One is research conducted by Rita Prima Bendriyanti and friends titled "Countenance Stake" Model in English language learning in higher education using curriculum

analysis. The following explains each stage of the countenance stake evaluation model in research conducted by Rita Prima Bendriyanti and friends, who will then be written as researchers.

a. Context and input (antecedent) aspects

- 1) Based on hadith's research on elements related to the program context, it was concluded that teaching English courses at Dehasen University, Bengkulu Regency, was appropriate. This suitability is reflected in the consistency of the program with the university's background, vision and mission, and other aspects that form the formal basis in the field of education.
- 2) From the analysis of management, which is part of the input in the program, it can be concluded that an organization with a clear program structure and management and well-defined assignments supports the implementation of English courses on campus. Apart from that, granting authority over the distribution of tasks to lecturers who teach English courses is accompanied by an official decree from the university.

b. Process components (transaction)

- 1) Stages include learning planning; in this stage, it can be concluded that learning in English courses has gone through a complete and systematic planning stage in the form of SAP prepared by each lecturer concerned. However, from the implementation stage, it can be concluded that several learning processes did not follow the stages planned in SAP.
- 2) Regarding the use of learning methods in the classroom, it can be concluded that although the methods used by lecturers are proven effective, they are not innovative enough in managing learning.

c. Aspects of results (Outcomes)

From the results of learning English courses, based on survey results and observations through documentation of student grades at UTS, the average grade obtained was 7.0%. Therefore, this learning has achieved the targets that have been set.

In the evaluation of the stake model, there are a series of steps that need to be followed in the evaluation process, including:

- 1) **Data collection:** In the information gathering stage, the evaluator collects relevant data on the elements required for the development of the program, including information on initial conditions, interactions, and outcomes. The data collection process can involve document studies and interviews with related parties. Before collecting data, evaluators must interact with resource persons to formulate a standard framework or reference for driving factors, interactions, and outcomes. The goal is to clarify the objectives of the program evaluation and assess the extent of transaction consistency with the driving factors and outcomes.
- 2) **Data Analysis:** At the data analysis stage, the necessary step is to conduct data analysis empirically and logically. This analysis is necessary to evaluate the relationship between the initial standard, the process, and the outcome. At this stage, the evaluator must also ensure the achievement of the process plan by the initial requirements set with the program developer or identify alternative process models that are more effective and impact the

desired outcome. The next step in data analysis is empirical analysis, which involves data logic.

- 3) Conformity analysis (congruence): Conformity analysis involves comparing the elements mentioned in the objectives with those in the activity stages. The evaluator evaluates the suitability between planning and implementation in the field, whether it occurs according to the facts or there are even irregularities in its implementation. After the conformity analysis, the evaluator must present the results to experts and program stakeholders. The team will evaluate the validity and accuracy of the analysis conducted by the evaluator and provide input on other important factors related to suitability.
- 4) Consideration of results: In the final stage, the evaluator is responsible for evaluating and assessing the program being researched. Therefore, evaluators need criteria and standards as a basis for consideration in the evaluation process.

As for the advantages of evaluating the countenance stake model, according to Robinson (2006), this model carefully assesses the value of various aspects. In addition, this model can facilitate a deeper understanding, especially regarding learning. This allows the evaluator to assess the impact and outcome of the learning, as well as explain the causes and consequences of the impact. Therefore, this model provides a solid foundation for providing significant recommendations and assessments of the value of a program.

In addition, the strength and advantages of evaluating the countenance stake model, according to Depwell, F and Glyins (2008), lie in calculating and structuring data at various levels. Data collection is carried out in the evaluation process, including a combination of qualitative and quantitative data, both official and informal, and data from direct and indirect sources. This evaluation model analyses all data according to the categories defined in the matrix. Woods (1988) also highlights another advantage of the countenance stake evaluation model, namely a clear and observable approach and actions simultaneously between the standard and the assessment.

#### **4. CONCLUSION**

In learning, evaluation is an important part of education and teaching because it includes planning, implementation and use, which cannot be separated from the entire education and teaching process, especially in the school environment. Evaluation of the stake countenance model is an evaluation model with a complete and structured assessment and description of a program. This model is generally implemented by considering things through descriptions and judgments. Apart from these two things, there are also several stages required in evaluating a program, namely input (antecedent or context), process (transactions or process), and results (output or outcomes). In this research, the object of emphasis, in general, is that an evaluator compiles and assesses a program being evaluated.

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