



STUDENTS' REACTIONS AND BEHAVIORAL OUTCOMES IN ARABIC LANGUAGE EXTRACURRICULAR PROGRAMS: A KIRKPATRICK-BASED EVALUATION

**Aldi Rehardian MS¹, Myskat Malik Ibrahim²,
St. Syamsudduha³, & Islamiyah Sulaeman⁴**

^{1,2,3,4}Universitas Islam Negeri Alauddin Makassar, Indonesia

Correspondence Email: aldirehardian3@gmail.com

ABSTRACT

This study evaluated the reaction and behavioral outcomes of an Arabic language extracurricular program using Levels 1 (Reaction) and 3 (Behavior) of the Kirkpatrick evaluation model. Conducted at SMP Islam Terpadu Mukhlisiin Makassar, the study involved 15 student participants. Data were collected through questionnaires, observations, and interviews. Results showed that students reported high satisfaction with learning materials and teaching methods (M = 21.47 out of 23), strong comfort with facilities and media (M = 21.87 out of 23), and high enthusiasm and participation (M = 21.87 out of 23). Behavioral assessment indicated that students demonstrated positive in-class attitudes (85%), although the frequency of Arabic use beyond the classroom remained moderate (55%). The findings suggest that the program effectively fostered emotional engagement and positive classroom behavior, yet sustained language use outside instructional contexts requires stronger institutional support. The study highlights the importance of an encouraging environment and ongoing monitoring to maintain the long-term effectiveness of extracurricular language programs.

Keywords: Arabic language extracurricular program; Kirkpatrick evaluation model; reaction; behavior.

1. INTRODUCTION

The mastery of foreign languages has become one of the main competencies that students must possess in the era of globalization (Khumaini, 2022). Language proficiency not only serves as a tool for cross-cultural communication but also as a means of acquiring knowledge, technology, and strengthening global identity. In the context of Islamic education, Arabic holds a highly strategic position because it functions as the language of religion, an international language of communication in the Islamic world, and the primary scholarly language that serves as the main reference in Islamic studies. However, the teaching of Arabic as a foreign language in many non-Arab countries, including Indonesia, still faces various challenges, particularly in oral communication skills and the habituation of actively using the language in daily life (Ulum et al., 2021).

The teaching of Arabic in schools and madrasahs in Indonesia is generally still dominated by grammatical approaches and text-based learning (Syafei et al., 2025). The limited teaching hours in the formal curriculum result in very minimal opportunities for students to intensively practice speaking skills. As a result, many students possess knowledge of Arabic grammatical structures but lack confidence and are not accustomed to using Arabic communicatively. The low availability of natural language practice spaces is one of the causes of students' weak speaking competence, necessitating innovative learning outside formal classroom settings to strengthen their communicative skills.

One strategic effort that can be made to address these limitations is through an Arabic extracurricular program. This program serves as a space to reinforce speaking skills, foster positive attitudes toward Arabic, and habituate the use of the language in a more relaxed and natural context (Fadhlan et al., 2024). Compared to intracurricular learning, extracurricular activities have advantages because they are flexible, interest-based, and not overly bound by formal curriculum demands. With a more communicative and varied approach, extracurricular programs are expected to create an enjoyable learning atmosphere while encouraging students to actively use Arabic with confidence (Wahidah & Rosyadi, 2021).

Extracurricular programs have great potential in supporting Arabic language learning; however, in reality, many programs run without systematic evaluation support. Evaluations are often based solely on student attendance rates or the general impressions of coaches, without deeper measurement of the program's actual impact on participants (Mertens et al., 2025). If this condition persists, the program's effectiveness cannot be measured objectively, program development becomes difficult, and the behavioral impact on students as a result of extracurricular activities cannot be clearly identified. One comprehensive and relevant evaluation model for assessing educational programs is the Kirkpatrick Evaluation Model (Alsalamah & Callinan, 2021). This model consists of four levels: Reaction, Learning, Behavior, and Results.

The Kirkpatrick model is highly relevant for evaluating extracurricular programs because it not only measures initial participant satisfaction but also assesses the sustainability of the program's impact in the form of behavioral change. However, empirical studies that specifically examine Arabic extracurricular programs using the Kirkpatrick model remain very limited. Most evaluation research on Arabic language learning still focuses on cognitive learning outcomes, such as vocabulary mastery and sentence structure. Studies that specifically investigate students' emotional satisfaction (Reaction) and changes in language behavior (Behavior) are still rare, even though these two aspects are important indicators of both initial success and long-term sustainability of a learning program (Khosyün, Muhammad Imam Fakhruddin, 2022).

SMP Islam Terpadu Mukhlisiin Makassar is one of the schools that organizes an Arabic extracurricular program as an effort to improve students' speaking skills, build confidence in communication, and habituate the use of Arabic in daily life. The program is designed with a communicative and varied approach, including the use of songs, simple conversations, and role-play activities. However, until now, the program has never been formally evaluated using a specific evaluation model, so its effectiveness has not been systematically measured.

Therefore, this study aims to analyze students' reactions—including satisfaction, comfort, and enthusiasm—and to analyze students' language behavior in using Arabic daily, based on the Kirkpatrick evaluation model at the Reaction and Behavior levels. This research is expected to enrich studies on the evaluation of Arabic language learning programs using the Kirkpatrick model, particularly in the context of extracurricular activities. The results of this study can also serve as material for reflection and a basis for improving Arabic extracurricular programs at

schools, as a reference in policy-making for language program development, and as a replicable evaluation model for other schools with similar characteristics.

2. METHODS

a. Research Design

This study employed a mixed-methods approach, integrating quantitative and qualitative data to obtain a comprehensive understanding of students' reactions and behavioral changes

b. Research Site and Participants

The study was conducted at SMP Islam Terpadu Mukhlisiin Makassar. The participants consisted of 15 students actively involved in the Arabic language extracurricular program.

c. Data Collection Instruments

Data were collected using:

- 1) Questionnaires to measure students' reactions across three indicators: satisfaction with materials and methods, comfort with facilities and media, and enthusiasm and participation. Validity and reliability: The instrument underwent content validation by two Arabic education experts to ensure item relevance and clarity. Reliability was tested using Cronbach's Alpha ($\alpha = 0.89$), indicating high internal consistency.
- 2) Classroom observations to assess students' behavioral performance during learning.
- 3) Semi-structured interviews to explore students' perceptions and real-life language use outside class.

d. Data Analysis

Quantitative data were analyzed using descriptive statistics and rubric-based categorization. Qualitative data were analyzed through thematic analysis to identify patterns in students' attitudes, motivations, and behavioral practices.

Table 1. Indicators of Evaluation Based on Kirkpatrick Model

Evaluation Level	Focus Area	Indicators	Data Source / Instrument
Level 1 – Reaction	Learning Experience	Satisfaction with materials and methods	Questionnaire
	Learning Environment	Comfort with facilities and media	Questionnaire
	Engagement	Enthusiasm and participation	Questionnaire
Level 3 – Behavior	In-Class Behavior	Attention, initiative, collaboration	Observation
	Out-of-Class Behavior	Frequency of Arabic use in daily interactions	Interview

3. RESULTS AND DISCUSSION

Evaluation of Reaction

Table 1. Average Scores from Student Questionnaires

Indicator	Average Score	Category	Rubric Range
Satisfaction with Material & Methods	21.47	High	19–23
Comfort with Facilities & Media	21.87	High	19–23
Enthusiasm & Participation	21.87	High	19–23

a. Students' Satisfaction with Materials and Teaching Methods

The questionnaire results showed that the average score for satisfaction with materials and teaching methods was 21.47, which falls into the "High" category (19–23). This indicates that students perceived the learning materials as relevant to their needs, and the instructional methods as clear and engaging. Activities such as discussions, role-play, and debates were considered effective in facilitating comprehension and participation. These findings align with Praslova's view that positive emotional engagement reflects learners' readiness to accept and internalize learning content. The results also support previous studies emphasizing that instructional variety enhances student satisfaction and sustains motivation (Alsalamah & Callinan, 2021).

b. Students' comfort with Facilities and Learning Media

The average score for comfort with learning facilities and media was 21.87, also categorized as high. Students reported that classroom conditions, cleanliness, air conditioning, and available learning tools supported their learning comfort. Interview data confirmed that students felt the environment was conducive, even though occasional power outages affected air conditioning. The use of whiteboards and projectors, as well as Arabic songs and audio materials, contributed to an interactive learning atmosphere. These findings support Iswanto and Pradiani's assertion that adequate facilities and supportive learning environments significantly influence program effectiveness (Iswanto et al., 2025).

c. Students' Enthusiasm and Participation

The enthusiasm and participation indicator also obtained a high average score of 21.87. Observation data showed that students frequently asked questions, participated in discussions, and actively engaged in role-play activities. Students' motivation stemmed from personal interest, academic goals, and religious aspirations, particularly preparation for Islamic boarding schools. Students also demonstrated confidence in informal Arabic communication, although formal speech activities were still limited. These findings indicate that the extracurricular program successfully fostered a positive emotional climate and active student engagement, consistent with Kirkpatrick's theory that positive reactions are early indicators of program success.

Evaluation of Behavior

Table 2. Behavioral outcomes

No	Behavior Indicator	Score (%)	Category	Recommendations
1	Attitudes and Participation During Classroom Learning	85%	Good	Maintain and further improve the consistent application of Arabic-use rules in class
2	Frequency of Arabic Use Outside Learning (Daily Life)	55%	Fair	Strengthen habit formation through: "Arabic Language Day" program, Practice community (conversation club), Daily monitoring (checklist/logbook of language use) and Reward system
Overall Average for Level Behavior		70%	Fair → Good	

a. Students' Learning Attitudes

Observation results showed that students' learning behavior during extracurricular sessions reached 85%, categorized as "Good." Students actively listened to instructions, demonstrated respectful communication, collaborated in group tasks, and attempted to consistently practice Arabic in structured activities. However, some students were not fully consistent in applying language rules. These results indicate that behavioral change in controlled learning environments had begun to form, supporting Kirkpatrick's assertion that behavior change must be observable and measurable (Kirkpatrick & Kirkpatrick, 2016). Teacher encouragement and peer modeling were found to be significant driving factors, enhancing students' motivation and confidence to use Arabic in authentic communication.

b. Frequency of Arabic Language Use in Daily Life

The frequency of Arabic language use outside the classroom reached only 55%, categorized as "Moderate." Students reported that they occasionally greeted peers in Arabic, mainly using basic expressions. Arabic usage was more frequent with teachers than with peers. Outside class contexts, such as mosques or break times, Arabic use was limited to simple vocabulary. Writing Arabic in other subjects was almost non-existent. Peer encouragement to use Arabic was minimal, although some students creatively practiced through Arabic songs and vocabulary repetition. This gap between classroom behavior and real-world application reflects a common challenge in language programs, where institutional reinforcement and community-based implementation remain limited. These findings are consistent with Rosita and Nihayah, who emphasize that post-training behavioral application requires continuous monitoring and environmental support (Rosita et al., 2025). The moderate behavioral outcomes also align with Putri and Nurmanina's longitudinal perspective that behavioral change is gradual and requires long-term reinforcement (Putri & Nurmanina, 2025).

Behavioral barriers included:

1. Peer pressure, as most students felt embarrassed or hesitant to use Arabic in front of friends who preferred Indonesian.
2. Limited speaking partners, reducing opportunities for authentic practice.
3. Lack of consistent community reinforcement, such as structured Arabic immersion zones.

Meanwhile, driving factors were identified as:

1. Intrinsic motivation — students expressed pride and interest in learning Arabic as a religious and cultural identity.
2. Teacher support — educators provided continuous encouragement, corrective feedback, and positive reinforcement.

4. CONCLUSION

This study evaluated students' reactions and behavioral outcomes in an Arabic language extracurricular program using the Kirkpatrick Model at SMP Islam Terpadu Mukhlisiin Makassar. The findings indicate that students demonstrated highly positive reactions regarding satisfaction, comfort, and enthusiasm. The learning environment, teaching methods, and media effectively fostered emotional engagement and active participation. Behaviorally, students exhibited good learning attitudes during classroom activities; however, the frequency of Arabic language use in daily interactions remained moderate. These results suggest that while the program successfully initiated behavioral change within instructional settings, stronger institutional strategies are required to sustain language use beyond the classroom. Recommended strategies include the implementation of school-wide Arabic immersion days, peer language communities, reward systems, and continuous behavioral monitoring to reinforce real-life application.

Nevertheless, this study has certain limitations, particularly the small sample size ($n = 15$) and short evaluation duration, which may constrain the generalizability of the findings. For future research, it is recommended to expand the scope of evaluation to include Level 2 (Learning) — assessing knowledge and skill improvement — and Level 4 (Results) — examining the broader impact of the program on institutional outcomes and students' long-term linguistic development. Such studies will provide a more comprehensive understanding of the program's overall effectiveness and sustainability.

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