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### Aidina and Tamyiz Program At Ocean Arabic Language Course Institution in Controlling And Evaluation/ Pengawaasan dan Evaluasi Program *Aidina* dan *Tamyiz* di Lembaga Kursus Bahasa Arab Ocean

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**Abstract:** Monitoring and evaluation are critical to see the success of an Arabic language program. This study aims to reveal the monitoring and evaluation process carried out at the Ocean course institute. This research uses a descriptive qualitative approach. The primary data source for this research is the results of interviews with Ocean's founders, teachers, and students. In addition, the data will be supported by documents and scientific articles to strengthen research results. All data was obtained through observation techniques, interviews, and documentation. The data were analyzed by collecting, reducing, presenting, and drawing conclusions. Researchers carried out triangulation to ensure the validity of the data by comparing all the data that had been obtained. The results of this study are, (1) the form of controlling carried out by Ocean on the *Aidina* and *Tamyiz* programs is inherent controlling which is preventive, repressive, active, and passive. Besides that, another form of control is functional controlling, which occurs in internal leadership because parties within the institution only supervise it. (2) the form of the evaluation carried out by the Ocean agency is an evaluation of inputs, processes, and results. In addition, Ocean also conducts formative and summative evaluations. Based on the evaluation results, the program has been appropriately implemented and has achieved its objectives. The evaluation of the *Aidina* and *Tamyiz* programs is focused on the extent to which students' ability to learn the material provided.

**Abstrak:** Pengawasan dan evaluasi sangat penting dilakukan untuk melihat keberhasilan sebuah program bahasa Arab. Penelitian ini bertujuan untuk mengungkap proses pengawasan dan evaluasi yang dilakukan di lembaga kursus Ocean. Penelitian ini menggunakan pendekatan kualitatif yang bersifat deksrptif. Sumber data primer dari penelitian ini adalah hasil wawancara dengan pendiri Ocean, guru, serta murid. Selain itu data akan didukung dengan dokumen dan artikel ilmiah untuk memperkuat hasil penelitian. Seluruh data didapatkan melalui teknik observasi, wawancara, dan dokumentasi. Data yang terkumpul dianalisis dengan tahapan pengumpulan, reduksi, penyajian, dan penarikan kesimpulan. Triangulasi dilakukan peneliti untuk memastikan keabsahan data dengan membandingkan seluruh data yang telah diperoleh. Hasil dari penelitian ini yaitu, (1) bentuk pengawasan yang dilakukan oleh Ocean terhadap program *Aidina* dan *Tamyiz* adalah pengawasan melekat yang bersifat preventif, represif, aktif, dan pasif. Selain itu bentuk pengawasan lainnya adalah pengawasan fungsional yang terjadi adalah pengawasan internal karena hanya diawasi oleh pihak dalam lembaga. (2) bentuk evaluasi yang dilakukan oleh lembaga Ocean adalah evaluasi masukan, proses, dan hasil. Selain itu Ocean juga melakukan evaluasi formatif dan sumatif. Berdasarkan hasil evaluasi, program telah dijalankan dengan baik dan mencapai tujuan yang ada. Evaluasi program *Aidina* dan *Tamyiz* dititik beratkan pada sejauh mana kemampuan siswa belajar materi yang diberikan.

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## Introduction

Arabic is one of the choices of foreign languages currently being studied in Indonesia. As a country with many Muslims, learning Arabic is usually based on religious reasons.<sup>1</sup> That is in line with the procurement of learning Arabic in madrasas which has the aim of becoming a provision in deepening the Islamic religion. However, currently, learning Arabic is not only for this reason but also capital to follow and compete in the global era to build broader relationships.<sup>2</sup> It is these developments and community needs that are the basis for implementing Arabic language learning in non-formal settings such as course institutions.

There are many Arabic language course institutions in Indonesia. One of the neighborhoods famous for its many Arabic language course institutions is Pare Kediri. Since 1996, Arabic language course institutions have continued to develop.<sup>3</sup> Until now, Arabic language course institutions are still well-known for offering attractive programs at varied costs. There are course institutions that provide programs to improve four language skills. There are also language preparation programs for studies in the Middle East and other programs. Communities can freely choose which programs and institutions are most suitable for their needs.

Ocean is one of the Arabic language course institutions located in Pare Kediri. This institution was established in 2008 and is one of the oldest Arabic language course institutions. Ocean provides various exciting and innovative Arabic language programs.<sup>4</sup> Until now, Ocean is still the choice of people who want to learn Arabic. The programs provided by Ocean include the *muhadatsah* program, which consists of three levels, and the *qawaid* program, which consists of 2 levels. And the complete program includes the *muhadatsah* and *qawaid* programs.<sup>5</sup> Apart from that, the most noticeable difference from Ocean is the process of accepting participants, which only accepts male students.

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<sup>1</sup> Nginayatul Khasanah, "Pembelajaran Bahasa Arab Sebagai Bahasa Kedua (Uregensi Bahasa Arab Dan Pembelajarannya Di Indonesia)," *An-Nidzam : Jurnal Manajemen Pendidikan dan Studi Islam* 3, no. 2 (2016): 39–54.

<sup>2</sup> Halimatus Sa'diyah and Maman Abdurahman, "Pembelajaran Bahasa Arab Di Indonesia: Penelitian Terhadap Motivasi Belajar Bahasa Asing," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2021): 51–69.

<sup>3</sup> Nur Fadly Hermawan, "Perkembangan Lembaga Khusus Bahasa Arab Di Pare Kediri" (UIN Sunan Kalijaga Yogyakarta, 2015).

<sup>4</sup> Mutmainnah and Syarifuddin, "Strategi Pembelajaran Maharah Al-Kalam Di Lembaga Pendidikan Bahasa Arab (LPBA) Ocean Pare Kediri," *Studi Arab* 5 No 1 (2014): 6, <https://jurnal.yudharta.ac.id/v2/index.php/studi-arab/article/view/42>.

<sup>5</sup> Kursusarabocean, "Program Ramadhan Bersama Ocean [Instagram Post]," *Kursusarabocean*, last modified 2023, accessed April 2, 2023, <https://www.instagram.com/p/CprkwoUPUZM/>.

As an educational institution, an Arabic language course must carry out a management function in every implementation of its activities. Management functions that can occur are planning, organizing, implementing, controlling, reporting, and evaluating.<sup>6</sup> The running of management functions in an institution will bring good results for the progress and success of the vision and mission that has been made.<sup>7</sup> In addition, for the course institutions themselves, good management will impact the quality and quality of the place. Therefore, all Arabic language programs in the institution at least go through the stages of planning, organizing, implementing, controlling, and evaluating.

One of the management functions carried out is program monitoring and evaluation. These two things need to be done to carry out the plans that have been prepared, both in the long and short term.<sup>8</sup> Controlling of a program can be a forum for correcting or improving which programs have been implemented or which have not been implemented and how the implementation process is.<sup>9</sup> Controlling is a way to ensure that what has been planned is going right<sup>10</sup> because the monitoring process that is carried out correctly will find all complete information related to the program. Then, if there is a deviation in the program, it will be immediately detected through this monitoring.

In addition to monitoring, evaluation is also a management function that needs to be carried out in a program. Every program, in education and other areas, must go through an evaluation process. Program evaluation is the application of a structured methodology to answer issues regarding program results.<sup>11</sup> Evaluation of programs can help improve existing programs and improve their quality by looking at the results of the evaluation.<sup>12</sup> The existence of an evaluation in the program brings several benefits,

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<sup>6</sup> Badrudin, "Dasar-Dasar Manajemen" (Bandung: Alfabeta, 2015), <http://digilib.uinsgd.ac.id/4002/1/DASAR-DASAR-MANAJEMEN.pdf>.

<sup>7</sup> Khairul Azmi, "Manajemen Pembelajaran Bahasa Arab Di LPQ Tahfidzul Qur'an Ar-Rahman," *Ta'limi | Journal of Arabic Education and Arabic Studies* 1, no. 1 (2022): 73–87.

<sup>8</sup> Fathoni, Fathoni. "Manajemen Pengawasan pada Program Bahasa Arab di Madrasah Ibtidaiyah Nurul Huda Sidoarjo." *SCHOLASTICA: Jurnal Pendidikan dan Kebudayaan* 2.2 (2020): 118-126.

<sup>9</sup> Fitri Mawaddah Bako et al., "Pengawasan Dan Evaluasi Program Bahasa Arab Di Pondok Pesantren," *Arabi : Journal of Arabic Studies* 3, no. 1 (2018): 61.

<sup>10</sup> T. Hani Handoko, *Manajemen Sumber Daya Manusia* (Yogyakarta: BPEF, 2003).

<sup>11</sup> Kheryadi Kheryadi, Muchlas Suseno, and Samsi Setiadi, "Evaluasi Program Public Speaking 'Muhadharah' Dengan Model (Cipp) Context, Input, Process and Product Pada Tingkat Sekolah Dasar," *Jurnal Holistika* 6, no. 1 (2022): 14–23.

<sup>12</sup> Dwi Wahyu Iskandar, "Evaluasi Program Praktek Bahasa Arab Di Pondok Pesantren Islam Internasional Al Al-Andalus" 1 (2023): 61–77.

including measuring the success of carrying out activities.<sup>13</sup> In addition, the program evaluation results can complement the program and be the basis for consideration in making decisions.<sup>14</sup> Therefore, these two things, both monitoring and evaluation, must be carried out to achieve the goals and targets set by the program maker.

Many studies have been conducted on the management of Arabic language programs or the controlling and evaluation of Arabic language programs. Several studies related to leadership in course institutions, such as that conducted by Roviin. In addition, research focuses on each management function in Arabic language course institutions, such as program planning<sup>15</sup> and program organization<sup>16</sup>. As for research on controlling and evaluation, more has been carried out, both in the evaluation section<sup>17</sup> and the controlling and evaluation section<sup>18</sup>. However, among the many existing studies, there has been no writing on controlling and evaluating Arabic language programs at Arabic language course institutions.

Based on the explanation above, the writer is interested in researching the controlling and evaluation of Arabic language programs at course institutions. The author chose the Ocean Arabic language course institution as one of the oldest Arabic language course institutions in Pare, which is still well-known today. This study aims to reveal two things, namely, how to supervise the *Aidina* and *Tamyiz* program at the Ocean Arabic language course institution and how to evaluate the programs there. Researchers will provide a detailed description of the controlling and assessing the Arabic language program at the Ocean course institution. The results of this study can be used as material for consideration in bringing progress and development of Arabic language course institutions in particular and Arabic learning programs in general.

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<sup>13</sup> Ainikke Zakiyyatul Fitriani, "Evaluasi Program E-Learning Pada Prodi Pendidikan Bahasa Arab Universitas Muhammadiyah Yogyakarta Dengan Model CIPP," *Maharaat: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2021): 109–127.

<sup>14</sup> Agustanico Dwi Muryadi, "Model Evaluasi Program Dalam Penelitian Evaluasi," *Jurnal Ilmiah PENJAS* 3, no. 1 (2017).

<sup>15</sup> Muhammad Kholilur Rosyid et al., "Manajemen Perencanaan Pembelajaran Aktif Di Lembaga Kursus Bahasa Arab Al-Azhar Pare Kediri," *LISANIA: Journal of Arabic Education and Literature* 3, no. 1 (2019): 1–20.

<sup>16</sup> Alvi Dyah Rahmawati, "Manajemen Pengorganisasian Program Kursus Bahasa Arab Di Pare Kediri," *Arabi : Journal of Arabic Studies* 3, no. 1 (2018): 52.

<sup>17</sup> Irfan Ihatif Mashur and Baili, "Evaluasi Pelaksanaan Program Pahasa Arab Di Pondok Pesantren Al-Azhar Malang," *Tadbir: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (2020): 39–52.

<sup>18</sup> Yusuf Mustofa et al., "Pengawasan Dan Evaluasi Program Bahasa Arab Untuk Peningkatan Berkelanjutan Di Universitas Islam Negeri Maulana Malik Ibrahim, Malang," *Al-Ma'rifah* 16, no. 2 (2019): 113–121.

## Research Method

This study uses a qualitative, descriptive approach to explore the monitoring and evaluation of the Arabic language program at the Ocean Pare Kediri Arabic language course. An illustrative method is used because the resulting data are in the form of speech or writing and the behavior of people who are observed in a context that is studied from a whole, comprehensive, and holistic perspective.<sup>19</sup> In this study, the researcher is the main instrument that will collect data. There are two types of data sources, namely primary data, namely the results of interviews and administrative files related to Ocean, and secondary data, such as scientific articles and writings about controlling and evaluation from various journals, which become research-supporting data.

In this study, all data were obtained through observation, interviews, and documentation. Interviews were conducted with the founder of Ocean's institution, two teachers, and four alums of his institution to find out the monitoring and evaluation of the Arabic language program in Ocean. The interview that was conducted was directional, namely by gathering information using questions that had been planned.<sup>20</sup> In addition to interviews, researchers also took data from the institution's administration to strengthen the research results. Existing data were analyzed in several steps, first, data collection; second, data reduction; third, data presentation; and finally, conclusion. The validity of the data is carried out using data triangulation by comparing all the data obtained to check for valid results thoroughly.

## Result and Discussion

This research was carried out at the Ocean Pare course institution to obtain information about the management, controlling, and evaluation of Arabic language programs, namely the *Aidina* and *Tamyiz* programs. Based on directional interviews conducted by researchers with the founder of Ocean, this institution was originally an English language institution that later became an Arabic language course institution. The founder is a scholar with knowledge of the English language and literature. However, with the Arabic language skills he mastered, an Arabic language course was opened. He got his Arabic language skills when he became a santri. Therefore, on July 10, 2008, the

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<sup>19</sup> Robert Bodgan and Steven J. Taylor, *KUALITATIF DASAR-DASAR PENELITIAN*, 1st ed. (Surabaya: USAHA NASIONAL, 1993).

Arabic and English language programs were opened at Ocean. As the number of Arabic language enthusiasts became more dominant and the limited number of English teachers, he finally decided to only teach Arabic programs until now. Therefore, if you only look at the name of the institution, one can think that this is an English-language institution because it does not contain any Arabic elements at all.

According to the founder of Ocean, Ustaz TY, after officially only teaching Arabic, Ocean's institution has a *muhadatsah* program which then develops into three levels as the number of enthusiasts increases. Now the *muhadatsah* program has changed its name to *Aidina* 1, 2, and 3. Apart from the communication program, there is also a *qawaid* or *Tamyiz* program taught using the book. The establishment of this program was based on the founder's desire to become an Arabic language course institution that teaches languages for communication and reading books. Besides that, Ocean's vision is to produce intelligent generations for religious and state life with language. The missions are (1) increasing teaching effectiveness so students can learn optimally and (2) increasing a culture of love of knowledge.

The choice of Ustaz TY as a resource person in this research is very appropriate. Ustaz TY is the founder and teacher at Ocean, which is still running today. He is also the maker of language programs in Ocean. Therefore, it is very appropriate to interview him to explore the controlling and evaluation of the Arabic language program at the Ocean Pare course institution. Before explaining program controlling and assessment, the researcher will describe the program planning and implementation made by the program maker. This is useful to make it easier for researchers to explain and see the results of controlling and evaluating the program.

### **Planning and Implementation of Aindina and Taymyiz Program**

Planning for *Aidina* and *Tamyiz* programs at Ocean course institutions, as follows:

1. Classifying students' abilities based on students' awareness. There are three class levels for *muhadatsah*, namely *Aidina Ula*, *Adina tsani*, and *Aidina tsalist*. As for the *qawaid* class, there are two levels, namely *Tamyiz ula* and *Tamyiz tsani*. To occupy each level, there are no specific test qualifications for students. The teacher determines student placement through questions asked directly during the registration process.

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<sup>20</sup> Mudjia Rahardjo, *METODOLOGI PENELITIAN KUALITATI UNTUK ILMU-ILMU SOSIAL DAN HUMANIORA (Dari Teori Ke Praktik)*, ed. Ahmad Saikhu (Malang: republik Media, 2020).

2. Create a lesson schedule.
3. Develop lesson material. There are three guidebooks adopted from the Dalwa Islamic boarding school for *muhadatsah* learning entitled *Asma* Book, *Afal* Book, and *Muhawaroh* Book. Each book is divided into three sections for use at three grade levels. Whereas for *qawaid* education, the book used is the yellow book.

The implementation of the Arabic language program at the Ocean course institution is as follows:

1. Learning is divided into two parts, namely, learning in the classroom and learning in the dormitory.
2. Learning in class is carried out twice a day with an allotted time (1 x 60 minutes) and starts from Monday to Friday.
3. Learning in the dormitory includes reading the maulid and continuing with Arabic sermon activities. In addition, there is a program for reading the *wirdul latif* in the morning, followed by depositing the *mufradat* to the supervising teacher. In the evening, *haddad* and Surah Yasin readings are held after the maghrib prayer. The implementation of the program in this dormitory is to reinforce the material taught in class.
4. The program's implementation is attended by five teachers and 70 participants per period for one month, divided into three *muhadatsah* and two *qawaid* classes.
5. Implementation of learning both in class and in the dormitory is carried out by the teacher in charge who is appointed directly by the leadership.

The Ocean course institution aims to open a place for anyone who wants to learn Arabic, focusing on speaking and *qawaid* skills quickly. So, the planned Arabic language program is a program to improve the ability of *muhadatsah*, namely Aidina, and the ability to read books in the Tamyiz program. In addition to the Arabic language program in class, the institution's founders also plan various programs outside the classroom that are useful to support the learning process in class as for the activities carried out, such as *khitabah*, depositing *mufradat*, and mandatory Arabic language regulations in the dormitory environment. Apart from that, the founder also made activities related to religion, such as reading the maulid of the prophet Muhammad SAW. All existing programs, both in class and dormitories, are designed to achieve the vision of Ocean's institution, namely to produce intelligent generations who are good at religion through

teaching and learning Arabic. Based on the elaboration of the existing planning, it can be seen that the institution's vision directs the current program.

Based on interviews with the founder of Ocean, who is also a teacher, implementing the Arabic language program at Ocean has been carried out according to plan. Learning in classrooms and dormitories is carried out well by students and teachers. Teachers are responsible for ensuring that the program runs and students take part in the activities properly. Until now, the running programs are the muhadatsah, qawaid programs, and the complete muhadatsah and qawaid programs. Each program is carried out for one period, which is for a whole month. The program is still being implemented and routinely according to schedule.

### **Program Controlling of Aindina and Taymyiz Program**

From the results of interviews with the founder of the Ocean course institution, controlling of the Arabic language program, both *Aidina* and *Tamyiz*, was carried out directly by the founder. Maintenance is carried out through direct observation, including management of daily activities in the dormitory and care when the class program is running. For the *Aidina* and *Tamyiz* programs which are carried out in style, the leadership supervises them every day. Maintenance is carried out before the activity is running, during the action, and after the training is running. As for activities outside the classroom, the leadership also carries out direct controlling. However, maintenance is not carried out as often as controlling of the class program.

To facilitate the program monitoring process, the leadership appointed one Ustaz to guide each dormitory. There are four dormitories or *maskan* in Ocean, namely *maskan qodim*, *maskan muhibbul arabiah*, *maskan jadid*, *maskan asri*. The appointed Ustaz is in charge of coordinating and supervising programs running in the hostel. Ustaz ensures that students take part in activities outside the classroom appropriately. Then the Ustaz on duty will report the results of controlling in the dormitory to the leadership. In addition to management in the field, maintenance is carried out before teaching and learning activities through documents like mufradat notes and daily assignments given before learning is closed. This controlling aims to ensure the readiness of students in education.

In addition to the above forms of oversight, Ocean leadership has its way of overseeing its programs. Ustaz TY memorized all the names of the teachers and students who taught and studied at the Ocean Institute. According to him, doing this would help

him carry out controlling . In addition, he also required all teachers to memorize the names of all their students. This treatment is part of controlling and also aims to strengthen the relationship between students and teachers.

Supervising the Arabic language program at Ocean is carried out directly by the founder, Ustaz TY, as the holder of authority whose personal interests cannot influence. However, the supervisory process is also assisted by teachers who are appointed and given responsibility. The leadership oversees all Arabic language programs in the classroom and the dormitory. Based on the results of interviews that researchers got with the founder, who is also a leader at Ocean, controlling is carried out thoroughly without a time limit. Care like this aims to help each work unit of the institution to carry out its duties effectively. This is in line with what Akdon<sup>21</sup> said regarding the purpose of controlling. Controlling is carried out without a specified time to see the program's implementation that is natural without being artificial.

According to Kurniadin & Machali<sup>22</sup>, there are two forms of controlling. In this research, researchers see that there are two forms of care in the Ocean institution, as follows:

#### 1. Inherent Controlling

Inherent controlling is carried out continuously between the leader and his subordinates. The leadership directly supervises all Arabic language programs in Ocean. As for what is of concern to the leadership's controlling is the process of running the program, teachers and students as program implementers and actors in course institutions. Therefore, the care that occurs is inherent.

Inherent controlling is carried out in a preventive and repressive manner. Preventative maintenance carried out by the leadership is to ensure that all elements of the program are ready to run. This means that preventive controlling occurs at the beginning of the program. At the same time, repressive leadership is carried out after the program is implemented by comparing the plan with the implementation of activities. Preventive and repressive controlling is carried out to detect deviations and determine the program's fate regarding which parts need to be evaluated.<sup>23</sup>

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<sup>21</sup> Akdon, *Strategic Management For Educational Management* (Bandung: Alfabeta, 2009).

<sup>22</sup> Didin Kurniadin and Imam Machali, *Manajemen Pendidikan: Konsep & Prinsip Pengelolaan Pendidikan*, 1st ed. (Jogjakarta: AR-RUZZ MEDIA, 2012).

<sup>23</sup> Mustofa, Yusuf, et al. "Pengawasan dan Evaluasi Program Bahasa Arab untuk Peningkatan Berkelanjutan di Universitas Islam Negeri Maulana Malik Ibrahim, Malang." *Al-Ma 'rifah* 16.2 (2019): 113-121.

Inherent controlling is also carried out by the leadership actively and passively. Active management is carried out while the program is in progress. Leaders oversee the learning process that is happening in the classroom and dormitory. While the passive controlling carried out by the leadership is checking the attendance list of students and student journals and notebooks. In the passive controlling section, the teacher plays a vital role because he deals directly with students. The leadership only manages by listening to controlling reports from the responsible teacher.

## 2. Functional Controlling

Functional controlling consists of internal controlling and external controlling. At the Ocean course institution, there is only one functional controlling, namely internal controlling. Maintenance is only carried out by leaders and teachers who are parties from within Ocean. As an Arabic language course institution, Ocean does not partner with any party to supervise. So there is no external controlling or from outsiders.

Researchers found that the *Aidina* and *Tamyiz* programs implemented by Ocean underwent several stages in the controlling process. According to Fattah<sup>24</sup>, the controlling process usually consists of three steps, namely setting implementation standards, measuring work implementation compared to idols, and determining gaps between performance and means and plans. Meanwhile, the controlling of the program carried out by Ocean's leadership is also carried out in these three stages. Monitoring results can be used as material for improvement and progress for Ocean.

### **Evaluation of Aindina and Taymyiz Program**

At the Ocean course institute, *Aidina* and *Tamyiz* program evaluation is divided into three, namely daily, weekly, and monthly evaluations. Daily evaluations are carried out randomly to students one by one. This is to test how much students have mastered the material taught yesterday. Weekly evaluations are carried out on weekends orally one by one, and written down the value points directly to see the progress and mastery of the material in one week. Furthermore, the monthly evaluation or commonly referred to as the final assessment is where this evaluation, determines graduation based on grades taken daily and weekly. This final evaluation also shows how far the program has run well in one month regarding teacher and student attendance. So the final assessment serves to evaluate students as well as evaluate teachers and also programs that are carried out for a month.

In an interview with one of the teachers at Ocean, who is also an alumnus of this institution, researchers found results from the institution, which is an advantage. This is something that can arise due to the evaluation of results. The following are the advantages possessed by Ocean mentioned by Ustaz WH:

1. Ocean is an Arabic language course institution experienced in providing consistent *muhadatsah* and *qawaid* learning programs from the past until now.
2. The learning focuses on increasing the ability of *muhadatsah* by giving students words, daily expressions, and mufrodat, which come out immediately when they want to be discussed. In addition, Ocean creates a strict language environment in class and dormitory so that students become proficient in conversation.
3. Learning is not only in the classroom but also in the dormitory. Ocean provides more opportunities for students to become proficient in conversation through *taqdim qisshoh* (telling stories), *mujadalah* (debating), *khitabah* (lecturing), and other things that can be obtained outside of class hours.
4. The program is only open to men. This is an advantage and difference from other institutions. For the founder, if the learning is not mixed, the results will be better because the participants focus only on education.

The Ocean Arabic course institute conducts several forms of evaluation. If you look at the distribution of evaluation types according to Pietrzak et al., program evaluations in Ocean are as follows:

1. Input Evaluations

Input evaluation focuses on the various elements that make up a program. The features that can be seen include staff, program participants, program resources, and program support services. The Ocean course institute evaluates inputs to its program. According to Sudjana<sup>25</sup>, five things can be seen from this evaluation. However, for Ocean, the evaluation of inputs which is carried out once a month or every time the program period ends, raises at least three things related to the program that has been running, namely:

- a. Programs in Ocean have been running efficiently without any deviations. This was also decided from the leadership's observations during the program. The teacher carries out his duties as a facilitator who conveys material well.

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<sup>24</sup> Nanang Fattah, *Landasan Manajemen Pendidikan* (Bandung: PT Remaja Rosdakarya, 2004).

- b. The program at Ocean has achieved the stated goals; this is evidenced by the students who take part in the *muhadatsah* program being able to speak well and fluently according to the classes they take part in, and students who take *qawaid* courses can read and understand the books taught in class.
- c. The program at the hostel is going well to support the improvement of students' abilities in *muhadatsah* or *qawaid*.

## 2. Process Evaluations

Process evaluation is carried out to see the internal dynamics in the program's operation. This evaluation looks at the extent to which the program has been implemented. This evaluation at least refers to "what" the activities are carried out, "who" is the person appointed as the person in charge, and "when" the program will run and be completed. This evaluation is directed at how far the activities in the program are carried out according to plan.<sup>26</sup>

From the results of interviews with teachers and students, researchers found that the *Aidina* or *Tamyiz* programs had been carried out properly according to the existing schedule. This suitability makes the current program start and end at the right time. So, the program period can continue to be open regularly every month. If you look at the number of enthusiasts in each period, there are more classes for Hadassah learning than *qawaid* classes. Process evaluation at Ocean for the *Aidina* and *Tamyiz* programs is carried out three times, namely daily, weekly, and monthly. Daily evaluation to evaluate mastery of the material on that day. The weekly review is carried out as an oral test, with the scope of the exam being the material taught that week. As for the monthly evaluation to close one program period to ensure students have studied for one month.

## 3. Outcome Evaluations

Evaluation of results is the last stage to see how well the program works as a whole, whether it is according to the wishes of students, and whether it has an impact on students. Ocean conducts a results evaluation at the end of each program period which is called a monthly evaluation. Based on the evaluation of these results, it can be seen how successful the program is. Besides that, it can also be used as material to consider improvements in the program and the teaching aspect.

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<sup>25</sup> Djudju Sudjana, *Evaluasi Program Pendidikan Luar Sekolah* (Bandung: PT Remaja Rosdakarya, 2006).

<sup>26</sup> Suharsimi Arikunto and Cepi Safruddin Abdul Jabar, *Evaluasi Program Pendidikan* (Jakarta: PT Bumi Aksara, 2004).

In this study, researchers also found that evaluating the *Aidina* and *Tamyiz* programs at Ocean was carried out formatively and summatively. Formative evaluation occurs when the program is running while summative after the program is completed.<sup>27</sup> Formative evaluations in Ocean are daily and weekly evaluations. At the same time, the summative evaluation is a monthly evaluation carried out to close the program period. It can be seen that the most frequent form of evaluation in the *Aidina* and *Tamyiz* programs is student-focused evaluation. Student learning outcomes will be a reference for program makers to continue programs that already exist in the institution.

Researchers found several things after describing the results of the study. Based on the data above, from planning, implementing, and supervising to evaluating the *Aidina* and *Tamyiz* programs, researchers see that this Ocean course institution is particular in making programs. It can be seen from the consistent number of programs that currently only provide two types of programs. In addition, the researchers saw that the program created by Ocean was not intended for the general public and only specifically for those who wanted to improve their *muhadatsah* skills or read books. This program will be effective if the right people and needs attend it, and it won't be easy and will not significantly impact beginners who want to learn Arabic from scratch.

There have been many studies on controlling and evaluating Arabic language programs. However, there has been no research on supervising and evaluating Arabic language programs at course institutions. Research related to management and evaluation has been carried out in Arabic language programs in tertiary institutions<sup>28</sup> and in Islamic boarding schools<sup>29</sup>. These two studies describe how controlling and evaluating the Arabic language program is carried out. In addition, most research on evaluating Arabic language programs uses the CIPP method (context, input, process, product). While this research only describes the controlling and evaluation process at course institutions. According to the researchers, supervising and evaluating course institutions with a short duration of study is very good because a short time will emphasize students to learn optimally. By looking at the controlling and evaluation at the institution, the course can

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<sup>27</sup> Bako, Fitri Mawaddah, et al. "Pengawasan dan evaluasi program bahasa Arab di pondok pesantren." *Arabi: Journal of Arabic Studies* 3.1 (2018): 61-69.

<sup>28</sup> Mustofa, Yusuf, et al. "Pengawasan dan Evaluasi Program Bahasa Arab untuk Peningkatan Berkelanjutan di Universitas Islam Negeri Maulana Malik Ibrahim, Malang." *Al-Ma'rifah* 16.2 (2019): 113-121.

<sup>29</sup> Bako, Fitri Mawaddah, et al. "Pengawasan dan evaluasi program bahasa Arab di pondok pesantren." *Arabi: Journal of Arabic Studies* 3.1 (2018): 61-69.

be adopted into the program that is covered by the school institution so that the goals and vision, and mission of the institution itself are achieved. So research like this should be carried out by other researchers.

## **Conclusion**

Controlling and evaluation are necessary for Arabic language programs because good planning and execution are not enough to make a good program. Based on the research results, controlling of *Aidina* and *Tamyiz* program at the Ocean Institute has been going well. Maintenance is carried out directly by the leader, who is also the founder of this institution. The controlling carried out is inherent controlling which is preventive, receptive, active, and passive. Care like this ensures that the Arabic language program remains efficient and does not deviate. In addition, program controlling is also assisted by teachers who are directly appointed by the leadership. The designated teacher is responsible for supervising the running of the program in the classroom and the program in the dormitory. Controlling from leaders and teachers will make management more complete and comprehensive. At the same time, the evaluation in Ocean can be included in the assessment of inputs, processes, and results. Evaluation is carried out three times in each period, namely daily, weekly, and monthly reviews. In addition, the existing assessment is also included in formative and summative evaluations.

The findings of this study are the controlling and evaluation of *Aidina* and *Tamyiz* program at the Ocean course institute. This research is limited to the programs in the course institutions studied, even though the Arabic language programs are numerous and varied. Therefore, the researcher suggests conducting other research on supervising and evaluating Arabic language programs at other course institutions. According to the researchers, research related to the controlling and evaluation of Arabic language programs in course institutions will benefit the progress of Arabic language programs. Therefore, knowing more about the care and assessment of various Arabic language programs in the course institutions will be a finding that enriches the scientific treasury of Arabic programs in particular and the management of Arabic programs in general.

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