# Monitoring and Evaluation of the Implementation of the Arabic Language Learning Curriculum in Madrasa

**Iis Susiawati [1], Ubaid Ridlo[2], Dadan Mardani[3]**
[1,3]IAI AL-AZIS Indramayu, [2]UIN Syarif Hidayatullah Jakarta
Email: susiawati.iis2012@gmail.com[1], ubaid.ridlo@uinjkt.ac.id[2],
dadan@iai-alzaytun.ac.id[3]

**Abstrak**

This study uses a descriptive qualitative approach in examining the facts and phenomena that occurred at MA Al-Irsyad Al-Islamiyah Haurgeulis related to monitoring and evaluation issues. The research method used is a field study, with data collection techniques through observation, interviews and documentation. This study aims to determine the planning and implementation of learning as well as monitoring and evaluating the implementation of the Arabic language learning curriculum at the Madrasah Aliyah. Several things that can be concluded are: 1) Learning planning is done quite well with the accuracy of the schedule and completeness of existing learning tools, 2) Implementation of learning which includes the learning process for 1 semester , evaluation of learning by teachers and documentation of learning process activities, all running according to the curriculum, 3) Monitoring and evaluation which includes evaluation of the implementation of learning can be judged to be quite good based on the results of the assessment rubric filled by students against Arabic language teachers in carrying out the teaching and learning process in the classroom. Likewise, monitoring and evaluation of learning by the principal of the teacher is carried out at the end of each semester.

**Kata Kunci:** *Monitoring and Evaluation, Curriculum, Learning Arabic*

**Abstract**

Penelitian ini menggunakan pendekatan kualitatif deskriptif dalam mengkaji fakta dan fenomena yang terjadi di MA Al-Irsyad Al-Islamiyah Haurgeulis terkait masalah monitoring dan evaluasi. Metode penelitian yang digunakan adalah studi lapangan, dengan teknik pengumpulan data melalui observasi, wawancara dan dokumentasi. Penelitian ini bertujuan untuk mengetahui perencanaan dan pelaksanaan pembelajaran serta monitoring dan evaluasi pelaksanaan kurikulum pembelajaran bahasa Arab di Madrasah Aliyah. Beberapa hal yang dapat disimpulkan adalah: 1) Perencanaan pembelajaran dilakukan dengan cukup baik dengan ketepatan jadwal dan kelengkapan perangkat pembelajaran yang ada, 2) Pelaksanaan pembelajaran yang meliputi proses pembelajaran selama 1 semester, evaluasi pembelajaran oleh guru dan dokumentasi. kegiatan proses pembelajaran, semua berjalan sesuai kurikulum, 3) Monitoring dan evaluasi yang meliputi evaluasi pelaksanaan pembelajaran dapat dinilai cukup baik berdasarkan hasil rubrik penilaian yang diisi oleh siswa terhadap guru bahasa arab dalam melaksanakan pembelajaran. proses belajar mengajar di dalam kelas. Demikian pula monitoring dan evaluasi pembelajaran oleh kepala sekolah yang dilakukan pada setiap akhir semester.

**Keywords:** *Monitoring dan Evaluasi, Kurikulum, Pembelajaran Bahasa Arab*

## INTRODUCTION

Determination of measurement based on time that describes and leads to certain goals requires awareness in the form of monitoring or monitoring. From this monitoring, data or information will be obtained regarding the status and trend of repeated measurements and evaluations carried out. Existing problems can be answered from the availability of basic data from monitoring results (Mariana, et al.,2017). So the next evaluation design can be determined from the monitoring data that has been carried out.

Arikunto stated, monitoring is the process of collecting and analyzing data based on determined indicators related to school activities or program activities, so that corrective actions can be taken to improve school activities or further programs (Abusin et al., 2021). Because the monitoring data collected will provide information as a reference when the evaluation is carried out to achieve specific systematic goals.

A series of activities against the plan and standardization in the evaluation contains a comparison of the realization of inputs, outputs and outcomes. Implementation of plans based on performance indicators and targets in the program to assess the achievement of the success of an activity occurs in the evaluation process (Triwiyanto,

2015). So, evaluation provides information to provide space in making decisions regarding the steps of curriculum development. In addition, the evaluation also applies the criteria selection process, collection of information and analysis (Rusman, 2012).

In this global era, schools have to face new demands, especially regarding the implementation of government regulation number 19 of 2005 concerning National Education Standards. Planning, implementation, monitoring and evaluation of the development program plan in order to fulfill these standards by making efforts to improve school quality standards to higher levels.

Changes in education ministers accompanied by curriculum changes are common in our country. Several times the curriculum was revised, changed or underwent structuring occurred from the old order to the new order. Curriculum changes occur from time to time, for example KBK 2004, KTSP 2006, to K-13 today. The change in the curriculum also has an impact on the Arabic language curriculum, which in the end all learning tools for these subjects must refer to the currently applicable curriculum (Nurcholis dan Faizin, 2019).

The curriculum which is a written document in education is the spirit in learning activities. Based on the demands and needs of the community, the curriculum is prepared. Among the many things that are considered in the preparation of the curriculum are the aspirations of the community which are mediated by policy makers both internally and internally. And then the curriculum that has been prepared will be agreed to be applied in learning. Thus the curriculum is a guide for educators in achieving student competencies that must be achieved in the realm of knowledge, skills and attitudes.

The implementation of the curriculum in educational programs includes the learning process. Monitoring the implementation of learning is a monitoring activity consisting of a series of activities containing the collection, analysis, recording, reporting and use of information from these activities. The activity and level of achievement of learning planning that is made based on the goals set is the focus of monitoring activities for the implementation of learning. In monitoring the implementation of learning there are activities related to the process of assessing the implementation of learning activities and identifying actions in order to improve the shortcomings of the learning activities carried out (Mariana et al., 2017).

The quality of the nation in a dignified life is determined by the quality of its education. Implementation of curriculum renewal, improvement of educator competence, improvement of educator welfare, improvement of organization, provision of infrastructure, management, and supervision was the beginning of the formulation of Law no. 20 of 2003 concerning the National Education System. Regarding improving the quality of human resources, this is important to implement (Arumsari, 2020).

Often policy makers interpret that improving the quality of education is mostly sought through the provision of complete facilities, curriculum renewal or the construction of adequate buildings, without realizing that monitoring and evaluation is one element of education management that is often overlooked from which valuable information is obtained. in improving the quality of education. The important component in question is monitoring and evaluation.

In this article, we will describe the data from a field study at a private Madrasah Aliyah in the Haurgeulis sub-district, Indramayu district, which is related to the results of monitoring and evaluating the implementation of the Arabic learning curriculum that has been running so far. The private Madrasah Aliyah is Madrasah Aliyah Al-Irsyad Al-Islamiyah Haurgeulis whose accreditation status is A. This study aims to determine the planning and implementation of learning as well as monitoring and evaluating the implementation of the Arabic language learning curriculum at Madrasah Aliyah.

**METHOD**

This study uses a qualitative descriptive approach, which is a method to examine a condition, thought or event in the present. This research is a fact and situation that occurred in MA Al-Irsyad Al-Islamiyah Haurgeulis related to the problem of monitoring and evaluation. This approach is used because it requires in-depth information obtained from interviews, observations and documentation studies. This type of research is qualitative research, which is a study by collecting data in the field and analyzing and drawing conclusions from the data. The open nature of qualitative research provides opportunities for research subjects to answer questions given to them according to their framework of thought and understanding. One method of collecting data in qualitative research is field research.

**RESULT AND DISCUSSION**

**Overview of Research Objects**

The establishment of Madrasah Aliyah Al-Irsyad Al-Islamiyah Haurgeulis is inseparable from the process of establishing the Al-Irsyad Al-Islamiyah Haurgeulis foundation which is chaired by Salmin Saleh Keleb. In 1993, to be precise in the 1993/1994 school year, Madrasah Aliyah Al-Irsyad Al-Islamiyah Haurgeulis was established, which is located in the Indramayu district, precisely on Jl. Jenderal Sudirman No. 239 Cipancuh village, Haurgeulis Indramayu sub-district, West Java. MA Al-Irsyad Al-Islamiyyah is one of the educational units with Madrasah Aliyah level which in carrying out its activities, MA Al-Irsyad Al-Islamiyyah is under the auspices of the Ministry of Religion of Indramayu district. The accreditation status of this madrasa is A.

The community around MA Al-Irsyad Al-Islamiyah Haurgeulis social life is quite warm and conducive. This is evidenced by the high level of mutual cooperation culture among members of the community. Likewise, public concern for education continues to grow and develop. The desire of parents who have a pesantren education background so that their children have religious knowledge and have noble character, encourages them to register or send their children to the madrasa. Maybe it was triggered by a sense of worry about the association of young people today as information they get from various mass media and electronics.

**Understanding Curriculum Monitoring and Evaluation**

The monitoring system is an effort that is carried out systematically in order to weigh the actual performance with the specified standard, the determination of performance standards in planning in the design of the information feedback system, determining what has happened to a deviation, taking corrective actions needed in guaranteeing organizational resources. or company that is used as efficiently and effectively as possible for the achievement of organizational or company goals (Widiastuti dan Susanto, 2014).

In tracking changes, measurable change indicators from time to time for the management of program implementation need to use monitoring. Measurement of the progress of results through the collection of information on activities, inputs, outputs, short-term results is also used for monitoring (LeMay, 2010).

Monitoring is an activity of collecting and analyzing systematic information while the program is running. These activities aim to increase the effectiveness and efficiency of an ongoing program. The monitoring is based on the targets set and the activity plans set during the activity planning series. This helps in keeping activities going, as well as monitoring management for problems. Monitoring is the right tool if done right for good management, and for evaluation it can be very useful (Shapiro, 2007).

According to Fitri, curriculum evaluation is the implementation of considerations based on a set of criteria that can be accounted for and have been agreed upon (Fitri, 2013). In line with Arifin, that curriculum evaluation is a stage that teachers must go through and one of the important components in the goal of knowing whether the curriculum is effective or not (Arifin, 2011). Because in the evaluation there is a process of gathering information about the progress of students' education, about themselves, and about changes in behavior during the learning process (Tiastuti, 2021).

Various definitions of curriculum evaluation from experts gave birth to various meanings. Sukmadinata stated that curriculum evaluation plays a vital role in determining educational policies and in making decisions related to the curriculum (Sukmadinata, 2006). Meanwhile, according to Nasution, curriculum evaluation is a complex matter because of the many aspects that must be evaluated, the number of people involved, and the breadth of the curriculum that must be considered. Likewise with Mostofa, monitoring and evaluation are valuable organizational management tools in determining the quality assurance of program processes and outcomes. Without an assessment of the program results, whether they are in line with or in different directions from the targets and indicators of success, the exact benefits of the program will not be known, because no changes have been made to the identified problems as a whole. Therefore it can be understood that monitoring and evaluation is a tool that allows programs and organizations to create skills and knowledge of their personnel who are capable of conducting assessments (Mustofa, 2012). According to Tiple, evaluation is a cycle between monitoring, evaluation and review (Mustofa, 2012), which can be described as follows:
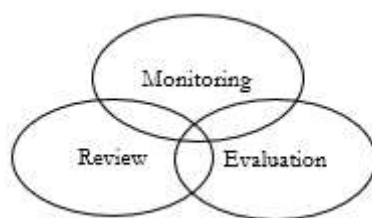
Figure 1 Cycle of Monitoring, Evaluation, and Review

From Figure 1 it can be explained that, monitoring is a process of collecting and presenting information related to the systematic achievement of specific goals. Based on this information, proceed to a further level, because the information collected will be analyzed and the results will be taken into consideration in the evaluation. And next is a review that uses data from the evaluation that is used for the purposes of making decisions for strategic planning and future development as a process of reflection on progress.

Based on some of the opinions above, it can be concluded that curriculum evaluation is a process of assessing the success of a program being implemented, whether the objectives have been achieved or not in order to provide input and make decisions for further improvement of the program implemented. In the evaluation process, things happen related to understanding an event, finding solutions to problems, recommending what to do, and what improvements are suggested. However, the evaluation cannot be carried out without monitoring, because the basic data that must exist and become the material for the analysis comes from the results of monitoring. Therefore, monitoring and evaluation must go hand in hand.

**Objectives of Monitoring and Evaluation of the Implementation of the Learning Curriculum**

Quoting from what is described by Mariana et al, that the main objectives of monitoring the implementation of learning are as follows:

1. Provide relevant and timely information on the implementation of learning activities that will assist in making effective and efficient management decisions by schools/madrasahs and quality assurance institutions.
2. Encouraging discussions about progress in implementing learning with teachers, and planning necessary actions.
3. Contribute to accountability. Schools/madrasas and quality assurance institutions need to know that the learning activities that are being carried out are in accordance with the learning plans that have been made, according to the curriculum, and in accordance with the competency objectives to be achieved in the subject.
4. Provide input on decision making whether the learning that has been implemented is good enough, or there is a need for innovation and revision in learning activities (Mariana et al., 2017).

The monitoring objectives quoted and harmonized from the Guidelines for Monitoring and Evaluation of the IAIN Purwokerto Curriculum are as follows:

1. Ensure that all curriculum implementation processes run according to plan.
2. To find out the obstacles that occur that require immediate treatment.
3. To find out the results of all curriculum processes including the procurement of books, training, learning processes and mentoring.
4. To find out the results of implementing the new curriculum for students, teachers and academic managers (IAIN Purwokerto, 2015).

With regard to some monitoring objectives in detecting changes in processes and outputs, Few states that:

1. Assessment of the activities carried out, whether they are in accordance with the plan.
2. Identify visible problems so that they can be resolved immediately. Assessment of the accuracy of work patterns and management with the achievement of activity goals.
3. Obtaining a measure of progress by knowing the relationship between activities and goals.
4. Adaptation of activities to changes in the environment, without any deviation from goals (Few, 2006).

While some of the objectives of the curriculum evaluation itself as described by Hasan are:

1. Provision of information on curriculum implementation and development as input in decision making.
2. Determination of the level of failure and success of a curriculum and the contribution of factors in a particular environment.

3. Development of various alternative solutions to problems in curriculum reconstruction efforts.
4. Understanding and explaining the characteristics and implementation of a curriculum (Hasan, 2008).

From the description above it can be concluded that the purpose of monitoring and evaluating the curriculum is to ensure and know that the implementation and results of the implementation of the learning curriculum which includes the procurement of books, training, learning processes and mentoring are running in accordance with the competency objectives to be achieved in the subject so that they can Planned actions or next steps in order to provide innovation and revision in learning activities.

**Framework for Monitoring and Evaluation of the Implementation of the Arabic Language Learning Curriculum**

The cycle framework for the monitoring and evaluation system of the learning process can be described as follows:
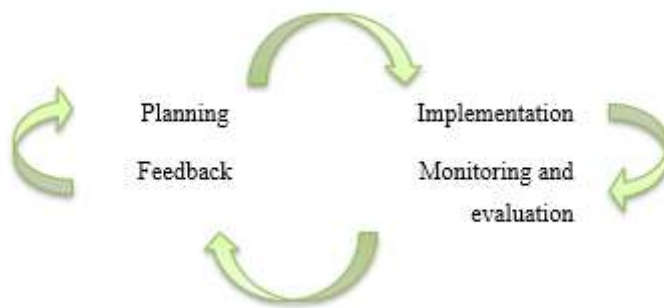


Figure 2 Cycle of Learning Process Monitoring and Evaluation System

So, from the picture it can be understood the description as follows:

1. Lesson Planning
a. Preparation of learning schedules according to the curriculum;
b. Preparation of lesson plans and teaching materials by the teacher;
c. Preparation of learning media;
d. Ensure the availability of learning infrastructure.

2. Learning Implementation
a. Learning for 1 semester;
b. Evaluation of learning by teachers in the form of assignments, UTS and UAS;
c. Documentation of learning activities.

3. Learning Monitoring and Evaluation
a. Feedback on learning outcomes by filling out the learning evaluation rubric by students on the learning process carried out by the teacher;
b. Monitoring and evaluation of learning by the principal on learning carried out by teachers.

4. Feedback
a. Analysis of the results of the evaluation and monitoring of learning according to the data found;
b. The use of the results of the analysis as material for feedback on the improvement of the next semester's learning process (Mariana et al., 2017).

There are four aspects of the Arabic learning curriculum that must be evaluated, which include important elements in the curriculum, namely:

1. Purpose
An educational program plan, perhaps an entire programme, curriculum, teaching, or evaluation should be based on this objective. Assessment of curriculum objectives is primarily to find out whether the curriculum can contribute to higher achievement in education. With this evaluation, the educational goals to be achieved can be identified through the existing standard curriculum objectives.

2. Curriculum Content

Assessment of curriculum content includes programs programmed to achieve goals. The content component includes all types of lessons that must be taught, and the main topics or teaching materials that cover all these subjects. The contents or materials of the curriculum are assessed in terms of their relevance to that goal, their truth as knowledge, certain facts or views, their breadth and depth.

3. Teaching Strategy

The teaching strategy assesses the various efforts that have been carried out in order to achieve the objectives based on the specified teaching materials. Several components in the teaching strategy include various choices of approaches, methods, and teaching techniques, an assessment system related to the achievement of learning outcomes, namely in the form of process assessment and outcome assessment.

4. Teaching Media

Among the components of the curriculum that are categorized as means in an effort to facilitate and provide clarity of teaching materials to students in the learning process are learning media. There are various kinds of media that are used for teaching purposes, both traditional and modern.

5. The results achieved

The things that are achieved in a curriculum contain at least three problems, namely output, effect, and impact. Output is in the form of learning achievement achieved by students in accordance with the objectives. Effects in the form of changes in behavior partly as a result of learning treatment. While the impact is the influence of a curriculum on the development of the educational institution itself, knowledge and society (Nurcholis dan Faizin, 2019).

**Monitoring and Evaluation of the Implementation of Learning Activities**

The learning process is a form of implementation of the existing curriculum in a learning program. Evaluation is one of a series of learning processes which is a system consisting of input, process, and output. Based on this, there are three types of evaluation that will be in accordance with the evaluation target, namely input evaluation that emphasizes student characteristics, the state of completeness of learning infrastructure, teacher characteristics and readiness, curriculum and teaching materials, conformity of learning strategies with teaching materials, and learning environment.

The evaluation of the learning process emphasizes the evaluation of learning management carried out by students including the effectiveness of the learning strategies implemented, the effectiveness of learning media, the teaching methods implemented, and the interests, attitudes and ways of learning students. And the evaluation of learning outcomes on the competencies of students, including through tests to measure their learning achievement.

Monitoring the implementation of learning activities is a monitoring activity that includes the process of collecting, analyzing, recording, reporting and using management information about the implementation of learning activities. Activities related to the assessment and identification of actions in an effort to correct deficiencies in the learning activities carried out as well as the level of achievement of learning plans that are prepared based on the goals set are the focal point of monitoring activities for the implementation of learning.

The implementation of learning that is monitored and evaluated in this study is the process of implementing Arabic language learning in class X Madrasah Aliyah Al-Irsyad Al-Islamiyah Haurgeulis Indramayu. The results obtained in the monitoring and evaluation of the implementation of learning activities in the madrasa are described as follows:

1. Lesson Planning

a. Learning Schedule According to Curriculum

Based on the existing syllabus and lesson plans, the Arabic language learning schedule in class X Madrasah Aliyah Al-Irsyad Al-Islamiyah Haurgeulis has been running according to the learning schedule in the curriculum

stated.

b. RPP and teaching materials

Regarding the RPP compiled by the Arabic language teacher and the teaching materials delivered to the class X Madrasah Aliyah students, it is appropriate to follow the established curriculum.

c. Instructional Media

Based on the results of interviews with Arabic teachers and seeing facts in the field, the use of learning media in the implementation of learning Arabic subjects at Madrasah Aliyah is limited to existing media, namely blackboards, markers, teachers and students themselves.

d. Advice and Infrastructure

The facilities and infrastructure available and contained in Madrasah Aliyah Al-Irsyad Al-Islamiyah Haurgeulis based on observations and interviews, including as shown in table 1 below:

**Table 1**
**Arabic Language Learning Supporting Facilities and Infrastructure at Madrasah Aliyah Al-Irsyad Al-Islamiyah Haurgeulis**

| Number | Room Type | Criteria | | |
|--------|-----------|----------|----------|------------------|
| | | nough | Not enough | ere is not any |
| 1 | Classroom | ✓ | | |
| 2 | Language Laboratory Room | | | ✓ |
| 3 | Library room | ✓ | | |
| 4 | Instructional Media | | ✓ | |
| 5 | Package Book Availability | | ✓ | |

Based on these data, the supporting facilities and infrastructure for learning Arabic at Madrasah Aliyah Al-Irsyad Al-Islamiyah Haurgeulis are sufficient, although it is hoped that the learning media should be more varied so that Arabic learning is carried out more interestingly and motivates students in learning and student textbooks can be held by students. each student so that they can study and do assignments not only at school. Because not all students at Madrasah Aliyah have personal android phones that can store soft files of teaching materials which can be opened at any time.

2. Learning Implementation

a. Learning Process for 1 Semester

During the COVID-19 pandemic, learning in the odd and even semesters of the 2020/2021 school year yesterday was carried out online and offline. This means that some learning is carried out in schools with strict health protocol rules and partly learning schedules and implementations are carried out online.

b. Evaluation of Learning by Teachers

The teacher evaluates learning which is carried out after every discussion of the material 1 chapter. So, each chapter of the material is completed, the teacher will evaluate the learning outcomes in the form of assignments to students.

c. Documentation of Learning Process Activities

The student package book is not held by every student. There are two books together, there are four of them, there are also those who use cellphones because the soft files of Arabic books are on the communication device. Some of the students' Arabic writing can be seen, not all of them are neat and fluent written by them. It was detected that some were unfamiliar or perhaps new to writing Arabic script. Still limping while writing his eyes continued to stare at the textbook. Some even when approached turned out to be writing from left to right, just imitating the writing in a textbook, not understanding what letters or what they were reading. Could it be because they don't know Arabic letters like some cases found because there are some students who have never studied Arabic before (Live observation, 2021).

3. Learning Monitoring and Evaluation

a. Filling in the Learning Evaluation Rubric

The researcher had the opportunity to give a rubric sheet for assessing the implementation of learning by students to each student in class X of Madrasah Aliyah to be filled in when the Arabic teacher finished learning Arabic. The results of the 20 students' answer choices in the assessment rubric are as in table 2 below:

**Table 2**
**Rubric for Assessment of Learning Implementation by Students**

| Number | Indicator | Value | Total Score |
|--------|-----------|-------|-------------|
| 1 | Mastery of the material being taught | 1 2 3 4 5 | 65 |
| 2 | Ability to explain | 1 2 3 4 5 | 77 |
| 3 | Depth of material being taught | 1 2 3 4 5 | 68 |
| 4 | Methods in teaching | 1 2 3 4 5 | 75 |
| 5 | Readiness in teaching | 1 2 3 4 5 | 72 |
| 6 | Smooth communication | 1 2 3 4 5 | 80 |
| 7 | Confidence when teaching | 1 2 3 4 5 | 77 |
| 8 | Availability of time for questions and answers | 1 2 3 4 5 | 71 |
| 9 | Punctuality to teach | 1 2 3 4 5 | 67 |
| 10 | Time to finish teaching | 1 2 3 4 5 | 70 |
| 11 | Penampilan dan kerapihan guru waktu mengajar | 1 2 3 4 5 | 78 |
| 12 | Menggunakan media secara efektif dan efisien | 1 2 3 4 5 | 70 |
| 13 | Melibatkan siswa dalam pemanfaatan media | 1 2 3 4 5 | 63 |
| 14 | Menumbuhkan partisipasi aktif siswa dalam pembelajaran | 1 2 3 4 5 | 68 |
| | Total skor | | 1.074 |

1 = bad x 20 students = 20 x 14 = 280
2 = not good x 20 students = 40 x 14 = 560
3 = good enough x 20 students = 60 x 14 = 840
4 = good x 20 students = 80 x 14 = 1.120
5 = very good x 20 students = 100 x 14 = 1.400

Students' answers to the rubric of the assessment of the implementation of the learning show a score of 1,074 which means that most students judge that the implementation of learning is going well (Rubric of Assessment by Students, 2021).

b. Monitoring and Evaluation of Learning by Principals of Teachers

Based on the results of interviews with madrasa principals and Arabic teachers at different times, that monitoring and evaluation of school principals on teachers is carried out at the end of each semester in the form of lectures based on complaints from students which are channeled through the deputy head of student affairs (Results of an interview with the Head of Madrasah, 2021).

4. Feedback

Based on the findings of the monitoring and evaluation of learning in class X MA Al-Irsyad Al-Islamiyah, several phenomena can be found, namely:

a. In planning the lesson related to the schedule, the media and learning tools as well as the supporting infrastructure are quite good, although there are few notes regarding the variety of media and the completeness of the textbook for teaching materials for each student.

b. The implementation of learning that has been carried out has been quite effective for the past few months due to the Covid-19 pandemic, learning is carried out using two methods, online and offline. For the evaluation of

learning is also quite effective. The teacher evaluates the learning outcomes by assigning each one chapter of the teaching material to complete. As for the notes in the implementation of this learning, among others, student textbooks to be reproduced according to the number of students, so that each student holds the textbook and can take it home for students to continue studying and understanding teaching materials at home. And for some students who are detected not to be able to write and read Arabic script, it is sought to provide special guidance which can be in the form of additional activity programs, such as guidance on reading and writing the Qur'an outside the class schedule.

c. Regarding monitoring and evaluation, it was found that the students' assessment of the teacher regarding the implementation of learning in the classroom was quite good. It means that students do not feel and find significant obstacles in the process of learning Arabic. The monitoring and evaluation of the principal on teachers is only carried out at the end of the semester in the form of lectures based on input from the student department which accommodates student complaints. It would be more monitored if the principal's monitoring and evaluation of teacher performance was scheduled more frequently so that learning developments could be more closely observed.

## CONCLUSION

From the analysis of the findings of the monitoring and evaluation of learning at Madrasah Aliyah Al-Irsyad Al-Islamiyah Haurgeulis and based on the facts on the ground, several things that can be concluded are:

1. Learning planning is carried out quite well with the accuracy of the schedule and the completeness of the existing learning tools, although with a little note that for learning media it is more varied and infrastructure facilities to be equipped again.

2. Implementation of learning which includes the learning process for 1 semester, evaluation of learning by teachers and documentation of learning process activities, all run according to the curriculum. With a little feedback that becomes input in planning the next evaluation, including the Al-Qur'an reading and writing guidance program for students who do not yet have the ability to read and write Arabic letters.

3. Monitoring and evaluation which includes evaluation of the implementation of learning can be judged to be quite good based on the results of the assessment rubric filled out by students against Arabic language teachers in carrying out the teaching and learning process in the classroom. Likewise, monitoring and evaluation of learning by the principal of the teacher is carried out at the end of each semester, although it is deemed insufficient if it is only carried out once at the end of the semester.

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