

Evaluation of Maharah Kitabah Learning in Class 8A1 at MTs Negeri 2 Surakarta Based on the Countenance Stake Model

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Abstract

This study aims to evaluate the effectiveness of Arabic language learning (writing skills/maharah kitabah) in class 8A1 at MTs Negeri 2 Surakarta using the Stake's Countenance Model. This model consists of three main components: antecedents (planning), transactions (implementation), and outcomes (learning results). The research employed a descriptive qualitative evaluative approach. Data were collected through observations, written tests, and documentation, then analyzed using contingency analysis to compare the ideal and actual conditions, accompanied by judgments regarding their level of conformity. The findings show that in the planning component, the teacher demonstrated good readiness through complete learning tools, although media innovation and the use of technology still need improvement. In terms of implementation, the learning process ran effectively and according to plan; however, time management needs to be improved to ensure more optimal activities. In the outcome component, students' writing abilities showed strong achievement, particularly in imla' and insya'. The contingency analysis also revealed a strong relationship between planning readiness and successful learning outcomes. Overall, the effectiveness of maharah kitabah learning in class 8A1 can be categorized as good, although several improvements are still needed to enhance the quality of future learning.

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1. INTRODUCTION

Arabic language learning in Islamic Junior High Schools (MTs) plays a crucial role in developing language competence and deepening students' religious understanding. Arabic is not only studied as a foreign language, but also as the source language of Islamic teachings, key to understanding the Quran, Hadith, and various other Islamic literature. Therefore, Arabic language skills are fundamental for students to access and deeply understand religious teachings (Nafisah, 2022).

Learning is essentially a process of student maturation that takes place through planned interactions between educators, students, and learning resources in a conducive environment (Kartika et al., 2024). According to Corey (1971), learning is a process in which an individual's environment is deliberately arranged so that he or she is able to respond or perform certain behaviors in predetermined situations. Furthermore, learning can generally be understood as an active and interactive process in which students, educators, and various learning resources are interconnected, to systematically organize all learning components to achieve predetermined educational goals (Walters, 2023). Thus, learning does not only occur as a change in behavior or

knowledge, but as a planned effort by educators to create conducive learning situations, facilitate interactions, and foster student responses in learning situations.

. In the context of substantial Arabic language learning, this aims to develop students' abilities in understanding, mastering, and implementing Arabic both as a religious language and as a means of communication. Sutiyo (2024) emphasized that Arabic language learning should ideally be directed at developing the four language skills of listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*) in a communicative and contextual manner. This way, students not only learn the language structure but are also able to use it actively in everyday life. The primary goal of learning Arabic is to enable students to understand Islamic religious and cultural texts written in Arabic, including the Quran and Hadith, the primary sources of Islamic teachings. Through effective learning, students are expected to be able to read, interpret, and apply the contents of these texts in both academic and everyday contexts (Andriani Djakfar, 2022).

Acep Hermawan in his work *Arabic Language Learning Methodology* (2011) put forward four main orientations in Arabic language education, namely: (a) religious orientation, which focuses on efforts to understand Islamic teachings; (b) ideological and economic orientation, which places Arabic as a means of the interests of orientalism and pragmatism; (c) academic orientation, which makes Arabic a discipline that needs to be mastered scientifically; and (d) professional orientation, which emphasizes mastery of practical skills, such as oral communication (*muhadatsah*). To realize these four orientations, educators need to determine relevant materials, use effective methods, and apply learning strategies that are in accordance with the learning implementation plan (RPP) so that learning objectives can be achieved optimally.

One of the most important topics in eighth-grade Arabic is the topic of hours (*الساعة*). This topic plays a significant role in building students' basic skills in expressing time, asking for the time, and understanding temporal context in simple conversations. Mastering this topic allows students to practice using Arabic practically, such as when reading activity schedules, asking for prayer times, or engaging in dialogue about daily activities. Furthermore, learning about hours also helps students understand sentence structure and basic vocabulary naturally, which lays an important foundation for mastering more complex language skills at the next level.

For a learning process like this to run effectively and achieve its intended goals, systematic and comprehensive evaluation is required. Learning evaluation serves not only to assess students' understanding of the material but also to observe how the learning process progresses, from planning and implementation to the outcome (Warsah, 2022). Comprehensive evaluation helps teachers identify factors that support and hinder learning success, thus providing a basis for improving teaching strategies and enhancing the quality of learning in the future (Mihai, 2019).

According to Musarwan and Idi Warsah (2022), learning evaluation is a systematic process used to determine the extent to which learning objectives have been achieved by students. Evaluation differs from measurement and assessment in that measurement is quantitative, while assessment is descriptive. Evaluation has a broader scope, namely, determining the value and meaning of student learning outcomes through the process of collecting and analyzing information (Magdalena et al., 2020; Zainal, 2020). In the educational context, evaluation serves as a tool to control the quality of education and ensure the success of the teaching and learning process, as mandated by Law No. 20 of 2003 concerning the National Education System.

Furthermore, it is important to note that the primary function of learning evaluation is as a control tool and feedback for educators and students. According to Djamari and Fitrianti in Musarwan and Idi Warsah (Warsah, 2022), evaluation plays a role in assessing the effectiveness

of the learning system, improving the quality of learning, and providing a basis for decision-making regarding improved teaching strategies. Evaluation also serves as a means to determine student success in participating in educational programs. In other words, evaluation not only assesses the final results but also examines the learning process to improve the quality and efficiency of learning.

Meanwhile, according to Basrowi and Juariyah (2022), evaluation objectives are divided into two: general and specific. General objectives include gathering information on student learning progress and teacher teaching effectiveness. Specific objectives include providing feedback, determining student progress and graduation, and placing students in learning programs appropriate to their abilities. Evaluation also serves to stimulate learning motivation and help identify factors contributing to student success and failure so that educators can make continuous improvements in the teaching and learning process.

The discussion of the concept, function, and purpose of evaluation shows that the learning assessment process cannot simply focus on the outcome but must also consider the context and processes surrounding it. Therefore, the application of a comprehensive evaluation model is crucial. In this context, the Stake evaluation model, or Countenance Model, is a relevant and comprehensive approach. Developed by Robert E. Stake, this model assesses learning from three main dimensions: antecedents (initial conditions and planning), transactions (implementation processes), and outcomes (results or impacts of learning). This model not only describes what occurs in the classroom but also assesses the extent to which the learning process aligns with established objectives. Stake also emphasizes two key aspects of evaluation: description (depiction of data and facts) and judgment (assessment or interpretation), both of which help teachers and researchers gain a more comprehensive understanding of learning effectiveness (Stake, 1975).

In the Countenance model, Stake divides the evaluation process into three main interrelated components: antecedents, transactions, and outcomes. These three describe the logical flow from before the program begins to the impact it produces after implementation, as explained below:

1. **Antecedents:** refer to the initial conditions that form the basis for program implementation. At this stage, the evaluator assesses the readiness and completeness of resources, including students, teachers, facilities, and program planning. Evaluation at this stage helps ensure the program has a strong foundation before implementation.
2. **Transactions:** focuses on the program implementation process in the field. At this stage, evaluators observe educational interactions between teachers and students, teaching methods, media use, and student engagement in learning activities. Transactions describe the dynamics of actual learning, including how the curriculum is implemented and how formative assessments are conducted.
3. **Outcomes:** reflect the results or impact of the program after all activities have been completed. These results are measured not only cognitively but also encompass affective and psychomotor aspects. Evaluators assess the extent to which program objectives have been achieved, both in the short and long term. Thus, the outcomes stage serves as an indicator of the program's overall success (Arifin, 2024).

After dividing the evaluation process into three essential components, Stake distinguishes two crucial stages in the evaluation process: Description and Judgment. The Description stage focuses on collecting and presenting factual data regarding what occurs in the field. In this section, the evaluator compares intents (plans) with observations (reality). Data is collected through

various methods such as direct observation, interviews, documentation, questionnaires, and field notes. The main objective is to provide a comprehensive overview of the program and identify gaps (congruence) between plans and implementation (Dewantara, 2017).

Meanwhile, the Judgment stage focuses on giving meaning to the collected data. At this stage, evaluators use specific standards as a reference, either absolute (for example, referring to the Minister of Education and Culture Regulation or national standards) or relative (compared to other programs). The results are then used to provide a judgment, namely a decision regarding the program's quality and recommendations for improvement. This process ensures that the evaluation is not only descriptive but also provides practical value for policymakers (Nanda, 2019).

Furthermore, to assist the analysis process, Stake uses two types of evaluation matrices, namely

1. Description Matrix: displays the relationship between components (antecedents, transactions, outcomes) and two main elements: intents (what was planned) and observations (what happened). Through this matrix, evaluators can visually and systematically assess the alignment between planning and implementation.
2. Assessment Matrix: displays a comparison between standards and judgments. This matrix allows evaluators to assess the quality of each program component based on specific criteria. The analysis of these two matrices yields a congruence analysis, which is the extent to which the program's plan, implementation, and final results align (Stake 1975).

Furthermore, Stake also introduced the concept of contingency, namely the cause-and-effect relationship between the three main components of evaluation. There are two forms of contingency:

1. Logical Contingency, namely, the expected rational relationship between input, process, and outcome. For example, good input is logically expected to produce good processes and outcomes.
2. Empirical Contingency, namely, factual relationships based on field data. This analysis is used to determine whether the logical relationship actually occurs empirically.

By analyzing both forms of contingency, evaluators can understand how inputs influence processes and how processes actually influence outcomes.

After thoroughly understanding the structure, components, and analytical stages of the Countenance Stake Evaluation Model, the next step is to review its effectiveness and relevance in educational contexts. Like other evaluation models, this approach has several strengths that make it superior for analyzing learning processes, but it also has certain limitations in practice. Therefore, the following section will outline the advantages and disadvantages of the Countenance Stake Model in a balanced manner to gain a comprehensive understanding of the potential and challenges of its use. The advantages of this evaluation are as follows:

1. It is comprehensive and holistic, because it assesses the program from the planning stage to the final results, not only focusing on output.
2. Flexible in data collection
3. Responsive to stakeholder needs
4. Emphasizing context and naturalness, respecting local conditions and not imposing irrelevant standards. The separation between description and assessment makes this model more transparent and objective.
5. Provide a strong basis for evidence-based decision-making.
6. Able to analyze the relationship between components (contingency)

7. Encourage reflection and continuous improvement in the learning process.

While the advantages above demonstrate that the Countenance Stake Model has a strong theoretical and practical foundation, its implementation in the field is not always smooth sailing. The model's complexity, while a strength, can also present obstacles to implementation. Therefore, the following section discusses the various limitations and challenges that often arise when using this model in educational program evaluation. The disadvantages of stakeholder evaluation include:

1. The evaluation process takes a long time because it includes many components and stages of analysis.
2. Its implementation is complex and requires evaluators experienced in mixed methods research.
3. The cost of implementation is relatively high, considering the large amount of resources required.
4. Too much data obtained
5. The assessment stage (judgment) also contains elements of subjectivity, especially in determining assessment standards.
6. Not generalizable (Stake 1975)

Based on the discussion of the advantages and disadvantages above, it can be concluded that the Countenance Stake Evaluation Model offers a comprehensive, responsive, and context-based evaluation framework, although its implementation requires a high level of resources, time, and evaluator competence. In other words, this model is highly effective for evaluating complex, process-oriented educational programs, as long as its implementation is accompanied by adequate methodological understanding and strong institutional support.

By implementing the Stake evaluation model in Arabic language learning, particularly for the subject of Islamic teaching in grade VIII, it is hoped that the evaluation process will not only focus on student learning outcomes but also on the quality of the planning and implementation of the learning itself. Through this approach, teachers can assess the readiness of learning materials, the effectiveness of the strategies used, and the achievement of student learning outcomes. The evaluation results can then serve as a basis for improving and developing Arabic language learning in Islamic Junior High Schools (MTs), making it more effective, meaningful, and aligned with the goals of Islamic education.

2. RESEARCH METHOD

This study uses an evaluative approach with a qualitative descriptive method to assess the effectiveness of Arabic language learning, especially in the Maharah Kitabah class 8 on the clock material (الساعة) using the Stake evaluation model (Countenance Model). The subjects of this study were 28 students of class 8 A1, consisting of 18 female students and 10 male students at MTs Negeri 2 Surakarta. This study was conducted in November 2025 in the first and second weeks according to the Arabic language lesson schedule.

Furthermore, data was collected through observations of teaching and learning activities in the classroom to observe the antecedents' components such as the completeness of the teaching modules and media used by teachers, and the transactions component to observe the learning process and interactions between teachers and students. This was followed by a written test to measure the outcomes component of learning outcomes, as well as document analysis such as lesson plans and student worksheets. Data analysis was carried out descriptively by comparing the intensity (ideal conditions) and actual conditions of learning, then providing an assessment (judgment) of the suitability of both. The analysis used was contingency analysis, namely the

cause-and-effect relationship between preparation, process and results (Dewantara, 2017). The results are expected to provide a comprehensive picture of the effectiveness and quality of Arabic language learning, especially in the maharah kitabah material about hours (الساعة).

3. RESULTS AND DISCUSSION

Arabic Language Learning (Maharah Kitabah) Class 8A1 at MTs N 2 Surakarta

Based on observations made by researchers on Monday, November 3, 2025, it can be seen that the process of learning the Maharah Kitabah at MTs N 2 Surakarta is as follows:

Arabic language learning takes place from 3-6 periods, from 8:25 to 10:40 a.m. The teacher enters the classroom with a greeting and begins the lesson by reciting the basmalah (prayer) together. The teacher then takes attendance to identify absent students and inquire about the status of the 8A1 students.

Before continuing the lesson, the teacher asked the students about the vocabulary material on hours (الساعة) discussed in the previous meeting. This was done to remind them of the material previously covered. After reviewing the previous material, the teacher explained the learning process that would be carried out that day, where the teacher would deepen the students' ability to memorize the Quran using the imla' and insha' methods.

At the end of the learning session, the teacher invited students to reflect together on the material they had learned. This activity was carried out by asking each student to write Arabic vocabulary on the board based on the imla' material they had practiced. Some students were also asked to write several insha' sentences they had worked on on the board. The teacher did this to identify common errors that often appeared in student writing. Then, the teacher closed the lesson by motivating students to practice more diligently in developing their kitabah skills. The teacher also prayed for ease in the students' learning process, then closed the learning session with a greeting.

Evaluation of Arabic Language Learning (Maharah Kitabah) in Class 8A1 MTs N 2 Surakarta with the Countenance Stake Model

The previously described learning overview serves as an important basis for conducting a more in-depth evaluation. Using the Stake model, the analysis focuses on how learning is planned, implemented, and impacts students. Based on the Stake model analysis, the following data were obtained:

a. Antecedents (Learning Planning)

The Maharah Kitabah learning plan for class 8A1 at MTs Negeri 2 Surakarta has included the main components of the lesson plan, namely objectives, materials, methods, media, and assessment. The teacher designed the learning with the aim of enabling students to write words dictated by the teacher and to construct simple sentences in Arabic related to the theme "الساعة". The media used included a whiteboard, worksheets, and short text examples. However, technology integration such as the use of the Duolingo (Arabic Writing Basics) application or Google Docs has not been implemented.

This condition indicates that the planning has met the standards of the Minister of Education and Culture Regulation No. 22 of 2016 concerning Process Standards and the principles of communicative learning. This finding confirms Stake's (1975) theory that learning success is largely determined by clarity of intent (plan) before the activity begins. However, planning still needs to be strengthened in terms of media innovation and technology integration to make writing activities more contextual and engaging for students.

b. Transactions (Learning Implementation Process)

During the implementation phase, teaching and learning activities took place for three lesson hours per week. The teacher began by reading a short example text, then asked students to write sentences with a similar structure and create simple sentences related to the material. Core activities included writing exercises about clocks (الساعة). The teacher actively guided and provided direct corrections in class, and students were asked to actively come to the front of the class. However, too much time was wasted correcting each student's writing individually on the board.

This condition indicates that learning is proceeding according to plan. The learning process is highly interactive between the teacher and the students. This aligns with Walters (2023), who stated that effective learning requires active student involvement as learning subjects. However, better time management is needed. These findings demonstrate a gap between intents and observations in the Stake model, particularly in the aspect of time management. Therefore, improvements are needed at the implementation stage to optimize and effectively manage time.

c. Outcomes (Learning Results)

Assessment of learning outcomes is obtained through individual writing assignments during the learning process. Aspects assessed include writing accuracy, sentence structure, vocabulary use, and Arabic punctuation. Based on the results of class 8A1 students' scores, it can be seen that 89% of students have achieved the Minimum Competency (KKM) (76) in writing sentences about this hour's material and 11% of students have not achieved the KKM, namely 3 children. The following is the recapitulation of scores from class 8A1:

Information	Number of Students	Percentage
Total Students	28 Students	100%
Completed (Score >75)	25	89%
Not Completed (Score < 75)	3	11%
The highest score	92	-
Lowest Value	72	-
Class Average	86,3	-

These findings indicate that students' writing skills are generally considered good, with an average of 86.3. The majority of students are able to write simple sentences with correct structure, but they still frequently make errors in connecting letters, errors in writing alif layyinah and alif maqsurah, and errors in writing ta' marbutah.

Students' writing skills improved significantly, reflecting the teacher's success in facilitating learning. Based on Stake's (1975) logical contingency framework, the quality of these learning outcomes is a consequence of careful planning and a directed learning process. However, improvements in vocabulary variety are needed to familiarize students with the words used by the teacher. This remains necessary for students' writing skills to become more expressive and communicative.

Intercomponent Relationships (Contingency Analysis)

Contingency analysis shows a logical and empirical relationship between antecedents, transactions, and outcomes. Strong planning components and good implementation have a positive effect on learning outcomes. This pattern is in line with Stake's (1975) view that effective learning occurs when congruence between plans, implementation, and outcomes is achieved comprehensively. Thus, the effectiveness of Maharah Kitabah learning for class 8A1 students at MTs Negeri 2 Surakarta can be categorized as good, indicated by the achievement of competencies in accordance with learning objectives and the implementation of activities that run systematically and directed, although there are still improvements needed to improve learning.

In general, the results of this study confirm that the Stake evaluation model is able to provide a comprehensive picture of the relationship between the plan, process, and outcomes of Arabic language learning. The learning of Maharah Kitabah in class 8A1 at MTs Negeri 2 Surakarta was effective, although it requires development in media innovation and improving students' understanding during the writing process.

4. CONCLUSION

Based on the evaluation results using the Countenance Stake Model, it can be concluded that:

1. The Antecedents (Planning) component demonstrates good preparedness. Teachers have prepared comprehensive learning materials, although further development is needed in media innovation and technology utilization.
2. The Transactions (Implementation) component shows that the learning process is running effectively and according to plan, but better time management is needed so that learning runs more optimally.
3. The Outcomes component achieved high results, with 89% of students, or 25, achieving a score of >76, with an average score of 86.3. This indicates that the learning process successfully improved students' writing skills, particularly in the learning of dictation and insya'.
4. Contingency analysis shows a strong relationship between planning readiness and successful learning outcomes. The effectiveness of Maharah Kitabah learning for class 8A1 students at MTs Negeri 2 Surakarta can be categorized as good, indicated by the achievement of competencies in accordance with learning objectives and the implementation of activities that run systematically and directed, although there are still improvements needed to improve learning.

In general, the Stake Model has proven relevant for evaluating Arabic language learning because it provides a comprehensive analysis of three main aspects: input, process, and outcomes. Strengthening the implementation aspect, particularly in time management and technology use, is needed to optimize learning outcomes.

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