Evaluation of Teacher Performance Programs in Learning Quality Arabic Language at Bakti Ilaahi Quran Elementary School in Bengkulu City

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Abstrac: The quality of Arabic language learning is still weak, as indicated by many students struggling in practicing daily conversations. This study aims to evaluate the teacher performance program in improving the quality of Arabic language learning at the Quran Elementary School Bakti Ilaahi Bengkulu. It uses a qualitative method with the CIPP evaluation model approach. Data collection techniques were conducted through observation, interviews, and documentation. The evaluation results show that, in general, teachers have prepared learning planning programs in accordance with the applicable curriculum. In terms of teacher performance program input, there are still teachers teaching subjects outside their areas of expertise, such as Arabic being taught by teachers who are not Arabic teachers. The Arabic learning process has been carried out according to the latest curriculum and the established schedule, and in terms of program output, teachers have created performance programs, and students have begun to confidently use the *mufrodat* (vocabulary) that has been taught, even if only in fragments. Students are able to construct simple sentences in everyday conversations. Thus, it can be concluded that the evaluation results indicate that the teacher performance program can improve the quality of Arabic learning in the school. Therefore, it is recommended that to further improve the quality of Arabic learning, the evaluation of the teacher performance program in the school should be strengthened.
Keywords: Evaluation, Teacher Performance Program, Quality of Arabic Language Learning.

Abstrak: Mutu pembelajaran Bahasa Arab masih lemah, ditandai banyak anak lemah dalam praktek percakapan keseharian. Penelitian ini bertujuan untuk mengevaluasi program kinerja guru dalam mutu pembelajaran Bahasa Arab di Sekolah Dasar Quran Bakti Ilaahi Bengkulu. Menggunakan metode kualitatif dengan pendekatan model evaluasi CIPP. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Hasil evaluasi menunjukkan bahwa secara umum guru telah menyusun program perencanaan pembelajaran sesuai dengan kurikulum yang berlaku. Input program kinerja guru, masih ada guru mengajar tidak sesuai bidang keahliannya seperti masih ada guru mengajar Bahasa Arab oleh non guru Bahasa Arab. Proses pembelajaran Bahasa Arab telah dilaksanakan sesuai kurikulum terkini dan sesuai jadwal yang telah ditentukan, dan pada produk program guru telah membuat program kinerja, dan siswa sudah berani menggunakan mufrodat yang sudah di ajarkan walaupun sepotong-potong kata, siswa mampu merangkai kalimat sederhana dalam percakapan sehari-hari. Dengan demikian dapat disimpulkan bahwa hasil evaluasi menunjukkan bahwa program kinerja guru dapat meningkatkan utu pembelajaran Bahasa Arab di sekolah. Sehingga dapat disarankan untuk meningkatkan mutu pembelajaran Bahasa Arab, maka tingkatkan evaluasi program kinerja guru di sekolah.
Kata Kunci: Evaluasi, Program Kinerja Guru, Mutu Pembelajaran Bahasa Arab.

Introduction

Arabic has a strategic position in Islamic education because it is the language of the Qur'an, hadith, and other classical Islamic literature. As Yanti Kusnawati, et al., (2023) explain, Arabic has a central position in world civilization, not only as a religious language but also as a vehicle for scientific,

cultural, and administrative communication. Furthermore, the uniqueness of Arabic and its role in the Islamic intellectual tradition makes it an important element in understanding religious teachings, literary works, and classical scientific works.[1] The Arabic language has a very important and strategic position in the study and development of Islamic sciences, and even in the development of Islamic civilization. Arabic is not merely a language of daily communication among its speakers, but also a language of science that is capable of accommodating and transmitting scientific discourse and works.[2] The Arabic language also plays a very important role in studying and deepening knowledge, especially Islamic sciences. This is because the source books of Islamic religious knowledge, especially those that are more comprehensive and complete, are generally. still written in Arabic. The Holy Quran and the Hadiths of the Prophet are all in Arabic, and many of the books by Islamic scholars on various branches of Islamic religious knowledge are still written in that language. Therefore, mastery of Arabic is very important and fundamental, especially the teaching of Arabic in elementary schools.

Arabic language learning at the elementary school level cannot be separated from the performance of teachers, because teachers are the determinants of learning success. Teachers are not only conveyors of material, but also designers, implementers, and evaluators of learning programs. As

stipulated in Law No. 14 of 2005 concerning Teachers and Lecturers, Chapter I, Article 1, a teacher is defined as: "A teacher is a professional educator whose main duties are to educate, teach, guide, direct.[3] Teachers are also responsible for the education of students, both individually and collectively, both in school and outside of school. Therefore, teacher performance is very important in determining the success of learning in schools. One important instrument in the education process is the teacher performance program.

Teacher performance is the result of work that teachers can achieve at school, in accordance with the authority and responsibilities given by the school in an effort to achieve the vision, mission, and objectives of the school concerned legally, without violating the law and in accordance with morals and ethics.[4] Teacher performance is a condition that demonstrates a teacher's ability to carry out their duties and responsibilities at school during learning activities and to provide encouragement and influence to students so that learning objectives can be achieved and run well and as expected, as demonstrated in their appearance, actions, and work performance.[5] In order to determine whether teachers are performing well or not, it is necessary to evaluate their performance Evaluation of

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[1] Yanti Kusnawati Nelly Husni Laely, 'Analisis Fungsi Bahasa Arab Berdasarkan Fungsi Utama Bahasa Menurut Halliday', *Jurnal Pendidikan Bahasa Arab*, 12.1 (2023), 67–76.

[2] Mubib Abdul Wahab, THE ROLE OF THE ARABIC LANGUAGE IN THE DEVELOPMENT OF ISLAMIC SCIENCE AND CIVILIZATION, Jakarta, Arabiyat, 2014, p. 4

[3] Mubib Abdul Wahab, *PERAN BAHASA ARAB DALAM PENGEMBANGAN ILMU DAN PERADABAN ISLAM,* Jakarta, Arabiyat, 2014, hal. 4

[4] M.Pd Dr. Hj. Khairiah, *KINERJA GURU DALAM PERSPEKTIF BUDAYA ORGANISASI, KEPEMIMPINAN DAN MOTIVASI KERJA*, 2020.

[5] Nita Zakiah, 'Problematika Pembelajaran Bahasa Arab Siswa Madrasah Tsanawiyah Al Islamiyah Kotabumi Lampung Utara', *Indonesian Journal of Instructional Technology*, 2.1 (2021), 52–66.

teacher performance programs is necessary to determine the effectiveness of the learning process that has been designed, whether learning objectives have been achieved, and to identify obstacles and find solutions to improve them. Without structured evaluation, teacher performance programs will only become administrative documents that have no impact on the quality of learning.[6] Particularly at the Bakti Ilaahi Quran Elementary School in Bengkulu, Arabic is an important subject that supports students' understanding of Islamic texts. However, there are still not many studies on the evaluation of teacher performance programs in the quality of Arabic language learning at schools. Therefore, it is necessary to evaluate the teacher performance program, in terms of planning, implementation, and results in improving the quality of Arabic language learning at the Quran Bakti Ilaahi Elementary School in Bengkulu City.[7] Teacher performance is a condition that shows the teacher's ability to carry out his duties and responsibilities at school during learning activities and can provide encouragement and influence to students so that learning objectives can be achieved and run well and according to expectations, which is shown in his appearance, actions and work achievements.[8] In order to know whether the

quality of teacher performance is going well or not, a teacher performance evaluation is required.

Teacher performance program evaluation is necessary to determine the effectiveness of the designed learning process, whether learning objectives have been achieved, and to identify obstacles and find solutions for improvement. Without a structured evaluation, a teacher performance program becomes merely an administrative document that has no impact on the quality of learning.[9] Specifically, at the Bakti Ilaahi Quran Elementary School in Bengkulu, Arabic is a crucial subject that supports students' understanding of Islamic texts. However, there are still few studies evaluating teacher performance programs and their impact on the quality of Arabic language learning in schools. Therefore, an evaluation of teacher performance programs, both in terms of planning, implementation, and outcomes, is necessary to improve the quality of Arabic language learning at the Bakti Ilaahi Quran Elementary School in Bengkulu City.

The purpose of this study is to evaluate the teacher performance program in Arabic language learning at the Quran Bakti Ilaahi Elementary School in Bengkulu City. To facilitate the achievement of these objectives, the researcher formulated the following four questions: (1) What is the context of the teacher performance program in the quality of Arabic language learning at SD Quran Bakti Ilaahi in Bengkulu City? (2) What are the inputs of the teacher performance program in

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[6] Saat Safaat, 'Pengaruh Kompetensi Pedagogik Guru Dan Penerapan Metode Qiraati Terhadap Kemampuan Baca Al-Qur'an', *Jurnal Inovasi Pendidikan MH Thamrin*, 2.1 (2019), 26–35 <https://doi.org/10.37012/jipmht.v2i1.33>.

[7] Rosni Rosni, 'Kompetensi Guru Dalam Meningkatkan Mutu Pembelajaran Di Sekolah Dasar', *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 7.2 (2021), 113 <https://doi.org/10.29210/1202121176>.

[8] Muhammad Aditya Firdaus and others, 'Peran Kepemimpinan Kepala Sekolah Dalam

Meningkatkan Etos Kerja Guru PAI Di Sekolah', *Jurnal Ilmiah Wahana Pendidikan*, 7.4 (2021), 400–411 <https://doi.org/10.5281/zenodo.5159173>.

[9] Ibrahim Ibrahim, Rinda Rahwani, and Kemas Badaruddin, 'Pengaruh Penggunaan Aplikasi Raport Digital Terhadap Kinerja Guru', *Pedagogika*, 2022, 1–15.

the quality of Arabic language learning at SD Quran Bakti Ilaahi in Bengkulu City? (3) How is the teacher performance program implemented in the quality of Arabic language learning at SD Quran Bakti Ilaahi in Bengkulu City? (4) What are the outcomes of the teacher performance program in the quality of Arabic language learning at SD Quran Bakti Ilaahi in Bengkulu City? The four questions above are discussed in the following section.

Methodology

Research on the Evaluation of Teacher Performance Programs in the Quality of Arabic Language Learning at SD Quran Bakti Ilaahi in Bengkulu City. Using a descriptive qualitative approach with the CIPP (Context, Input, Process, Product) evaluation model developed by Daniel L. Stufflebeam (1971).[10] This model provides a systematic and comprehensive program evaluation framework, focusing on four main dimensions: context, input, process, and product. The CIPP model in this study is intended to evaluate the following four stages: (1) Context Evaluation, researchers identify needs, challenges, and opportunities in teacher performance programs; (2) Input Evaluation, components analyzed include human resource readiness, availability of learning facilities and infrastructure, and policy and training support. Data were obtained through observations of school facilities, in-depth interviews with teachers and students, and document reviews in the form of lesson plans, digital teaching media, and learning modules. This is in line with the view of Arikunto and Jabar (2004), that input determines the extent to which a program

can be successful;[11] (3) Process Evaluation, in the implementation of teacher performance programs in Arabic language learning quality. The activities analyzed include material delivery strategies, student engagement, and technical obstacles that occur. Data collection techniques include classroom observation, interviews with Arabic teachers, and documentation in the form of learning videos and learning outcome records. This approach is in line with Worthen & Sanders (1987), who argue that process evaluation is important to determine the extent to which the program is being implemented as intended; and (4) Product Evaluation. This evaluation focuses on the final results of the teacher performance evaluation program in Arabic language learning. Data is collected through analysis of student evaluation results, interviews with teachers about Arabic learning achievements, and student testimonials. Product evaluation measures the effectiveness and long-term impact of a program.[12]

The subject of this study is Arabic teachers at SD Quran Bakti Ilahi in Bengkulu City. The subjects were selected purposively, based on the consideration that these teachers and students are actively involved in Arabic language learning. The data collection techniques used include direct observation of Arabic language learning activities, in-depth interviews with teachers and students, and documentation such as teaching materials, learning videos, and student learning records. This study also utilized secondary data in the

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[10] Daniel L. Stufflebeam, *The Relevance of the CIPP Evaluation Model for Educational Accountability* (Michigan: ERIC, 1971).

[11] Suharsimi Arikunto & Cepi Safruddin Abdul Jabar, *Evaluasi Program Pendidikan* (Jakarta: Bumi Aksara, 2004), hlm. 31

[12] Daniel L. Stufflebeam, *The CIPP Model for Evaluation*, dalam *The International Handbook of Educational Evaluation*, ed. Stufflebeam & Kellaghan (Boston: Kluwer Academic Publishers, 2003), hlm. 31–62.

form of school policies related to the evaluation of teacher performance in Arabic language learning. Data analysis used Huberment's theory, conducted inductively through the process of data reduction, data presentation, and conclusion drawing.[13]

Discussion

The results of the CIPP model evaluation in the teacher performance program in Arabic language learning at SD Quran Bakti Ilahi in Bengkulu City through four stages, namely: (1) the context of the teacher performance program in the quality of Arabic language learning at SD Quran Bakti Ilahi in Bengkulu City; (2) the input of the teacher performance program in the quality of Arabic language learning at SD Quran Bakti Ilahi in Bengkulu City; (3) the process of the teacher performance program in the quality of Arabic language learning at SD Quran Bakti Ilahi in Bengkulu City; and (4) the product of the teacher performance program in the quality of Arabic language learning at SD Quran Bakti Ilahi in Bengkulu City.

Context of the Teacher Performance Program in Arabic Language Learning Quality The results of the context evaluation show that the Arabic teacher performance improvement program at SD Quran Bakti Ilaahi was designed in response to the low use of Arabic in daily conversation in grade 2, while in grades 1 and 3, SD Quran Bakti Ilaahi students appeared very enthusiastic about applying Arabic in daily conversation. This is due to the low competence of non-Arabic teachers who teach in grade 2, so they cannot

support the implementation of the Arabic program at school. Therefore, the performance of Arabic teachers must be improved by finding patterns for implementing Arabic, including Arabic learning programs for non-Arabic teachers and training in Arabic teaching methods for elementary schools. This program has a relevant objective, namely to improve the quality of learning and student learning outcomes evenly, so that all teachers are able to practice Arabic conversation. When teachers can apply Arabic conversation, they are expected to be able to train their students in Arabic conversation at school.

The context of the teacher performance program can improve the quality of Arabic language learning. These results are in line with the findings of Partomuan Harahap (2017), who stated that in order to be able to develop and apply Arabic in more complex communication, it is necessary to practice speaking.[14] The effectiveness of Arabic language learning can be assessed based on students' communicative abilities in four main skills, namely listening, speaking, reading, and writing. Improving the quality of learning depends on various factors, such as teacher competence (pedagogical, professional, personality, and social).[15] Factors that

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[13] M. Huberman, 'Linkage Between Researchers and Practitioners: A Qualitative Study', *American Educational Research Journal*, 1990, pp. 27(2), 363–391.

[14] Partomuan Harahap, Perbandingan Pengajaran Keterampilan Berbicara Bahasa Arab dan Bahasa Inggris Di Sekolah Tinggi Agama Islam Negeri Curup, Arabiyatuna, 2017,h.176

[15] Anisatul Barokah Imam Makruf, 'Peningkatan Mutu Pembelajaran Bahasa Arab Berbasis Aktivitas Di Madrasah Ibtidaiyah Imam Makruf , Anisatul Barokah Abstrak A . Pendahuluan Profesionalisme Seorang Guru Yang Mengampunya . Hal Ini Dikarenakan Pembelajaran . Hasil Riset Hendri Menunjukkan Ba', *Al Mahāra Jurnal*

influence the quality of learning are as follows: (1) teacher competence, such as teaching quality, which is very decisive and includes pedagogical ability, professional ability, personality ability, and social ability; (2) learning strategies and methods, such as communicative learning that focuses on results and processes to improve the quality of learning, methods that are appropriate and can be varied; (3) curriculum and approach. A well-structured curriculum that leads to an outcome-based education (OBE) approach is very important for achieving measurable learning outcomes; (4) focus on learning. The quality of learning can be seen from the level of students' use of Arabic for communication, both as a religious language and as a foreign language/everyday communication; and (5) learning environment. A supportive environment is very important to support the practice and application of Arabic in everyday life.[16]

Current issues in the quality of Arabic language learning in Indonesia today revolve around low student motivation, lack of variety in learning methods, limited time and learning facilities, and linguistic problems that make Arabic considered difficult.[17]   First,

student motivation and interest remain low. Many students lack motivation to learn Arabic, and even those who are motivated do not manage their study time outside of school hours well. Their social environment is often unsupportive, and there is even a tendency to mock friends who try to communicate in Arabic.[18] Second, learning methods that lack variety; teachers tend to emphasize theory and language knowledge rather than language skills, and monotonous methods cause student boredom; (3) limited time and facilities. The allocation of time for Arabic lessons is often limited, so there is not enough time for adequate practice. In addition, there are still limitations in the use of modern learning media other than textbooks; (4) linguistic problems. Students face difficulties in aspects of Arabic linguistics such as phonetics (sound structure), vocabulary (mufradhad), morphology, syntax (grammar), and semantics; and (5) unclear learning orientation. There is uncertainty regarding whether Arabic language learning should be focused on active communication skills or as an academic discipline for understanding Islamic teachings (the Qur'an and Hadith).[19]

Input of Teacher Performance Programs in Arabic Language Learning Quality

The input of the teacher performance program for thequality of Arabic language learning found that the Arabic language team

Pendidikan Bahasa Arab, 6.1 (2020), 39–58 <https://doi.org/10.19109/Tadrib.v3i2.1793.1>.

[16] Sakholid Nasution4 Nailah Kaltsum1, Afifa Mawada2, Nissa Zahra Silmy Damanik3, 'ANALISIS FAKTOR YANG MEMPENGARUHI KESULITAN BELAJAR BAHASA ARAB SISWA MADRASAH ALIYAH AMALIA MEDAN', *Educandumedia (Jurnal Pendidikan Dan Kependidikan)*, 4.1 (2025), 99–107.

[17] Noor Shamshinar Zakaria*, 1, and Nor Azhan Norul'Azmi2, 'PENINGKATAN KOMPETENSI PENGAJARAN BAHASA ARAB ERA MOTIVATIONAL FACTORS OF LIFELONG LEARNING TOWARDS IMPROVING THE COMPETENCE IN TEACHING ARABIC DURING', *Jurnal Pengajian Islam*, 15 (2022), 49–62.

[18] Zahra Atika Mappiara and others, 'Isu Dan Problematika Dalam Pembelajaran Maharah Kalam', *Al-Kilmah: Jurnal Pendidikan Bahasa Arab Dan Humaniora*, 2.1 (2024), 48–61.

[19] Mahasiswa Pascasarjana, U I N Sunan, and Kalijaga Jogjakarta, 'MODEL PEMBELAJARAN BAHASA ARAB BERBASIS INTERNET Ihdatul Hidayah , Novi Kusumaningrum', *El-Jaudah: Jurnal Pendidikan Bahasa Dan Sastra Arab*, II.1 (2021), 65–90.

at SD Quran Bakti Ilaahi consisted of Arabic language subject teachers (responsible for classroom learning according to a predetermined schedule), homeroom teachers and assistants (controlling conversations outside of Arabic language learning hours), and a team of experts from the Foundation (tasked with developing the Arabic language curriculum). Although the teachers have appropriate educational backgrounds (alumni of Gontor Islamic boarding school and Bachelor of Education) and are supported by experts from the Daarul Iman Bengkulu Foundation who graduated from LIPA Jakarta majoring in Arabic, if the daily supervisors (homeroom teachers and assistants) do not have Arabic language skills, the results show that the children's daily conversation skills are less than optimal. Arabic language learning at SD Quran Bakti Ilaahi is supported by the Foundation's policy of making Arabic a flagship program, so that the budget, facilities, and books are always supported. In addition to books printed by the Foundation, SD Quran also uses the Baina yadai Auladina book. However, learning media such as interactive videos and audio are not yet adequately available, and there is no Arabic language laboratory, due to the school having only been operating for 3 years. Program planning documents show that there are plans to teach Arabic to non-Arabic teachers, with the aim of improving the competence of non-Arabic teachers.

The teacher performance program to improve the quality of Arabic language learning is carried out through training and practice in Arabic language teaching methods and increasing the enthusiasm of SD Quran Bakti Ilaahi students to learn Arabic. This is in line with the research by Irhamudin Abdullah, et al (2020), which states that the creation of a language environment is an effort to improve Arabic language proficiency. One of the tools needed in the development of Arabic speaking skills is the use of interactive videos and audio.[20] Strategic planning programs can enhance cooperation with stakeholders, improve teacher competence, implement educational technology, develop high-quality curricula, improve school management, and foster a positive learning culture, particularly by improving the quality of Arabic language learning in schools.[21] The teacher strategy program can improve the quality of learning through three main focuses: (1) human resource development through academic supervision, professional learning forums, and discipline enforcement; (2) learning innovation through the application of contextual approaches, active methods, and continuous evaluation; and (3) optimization of the learning environment through improvements in infrastructure and strengthening partnerships with parents and the community.[22] Thus, visionary leadership with strategic, collaborative, and contextual programs is needed to drive the transformation of Arabic language learning quality in schools.

[20]   Irhamudin   Abdullah,   dkk, PEMBENTUKAN LINGKUNGAN BAHASA ARAB UNTUK MENGEMBANGKAN KETERAMPILAN BERBICARA,

[21] Zoni Juniatul Hidayat and Mulyawan Safwandy Nugraha, 'Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Mutu Pembelajaran Bahasa Arab', *Jurnal Inovasi, Evaluasi, Dan Pengembangan Pembelajaran(JIEPP)*, 3 (2023), 51–56.

[22] Intan Nurainul1*, Mahlani2, and Abd. Rahman3, 'STRATEGI KEPALA MADRASAH DALAM MENINGKATKAN MUTU PEMBELAJARAN BAHASA ARAB DI MTS GUPPI DANTE KOA KABUPATEN ENREKANG', *JIIC: JURNAL INTELEK INSAN CENDIKIA*, 2025, 17029–41.

Teacher Performance Program Process in Arabic Language Learning Quality

The evaluation process shows that the program implementation is going well, although there are several programs that are not yet running optimally. Among them is the learning program for non-Arabic teachers, which has only been run a few times. This is due to the busy teaching schedules of all teachers, making it difficult to find the right time to learn. Meanwhile, training on Arabic teaching methods for elementary schools has not been optimal, as the training provided has been general in nature and has not focused on methods specific to elementary school children. This has resulted in a lack of support from non-Arabic teachers when applying Arabic in the classroom or outside of learning.

The process evaluation shows that there must be good planning, control, and evaluation of learning so that all programs that have been developed can run effectively and efficiently. This is in line with Nisa Arrohmah's (2024) research, which states that Arabic language learning management is an effort to manage Arabic language learning, which includes planning, organizing, implementing, and evaluating learning in order to achieve learning objectives effectively and efficiently. [23]

The actual issue in teacher performance programs centers on efforts to transition from a rigid administrative approach to a more meaningful, simpler performance management system that focuses on improving classroom learning practices.[24] Challenges in implementation in the field include: (1) technological and access gaps; limited facilities and internet access in some areas remain obstacles to the optimal use of digital platforms such as PMM; (2) teacher understanding; there are still teachers who do not fully understand the steps involved in filling out performance programs or are not yet proficient in using digital platforms; and (3) the balance of teachers' roles; teachers face challenges in balancing administrative demands (even though these have been simplified) with their main tasks of educating and understanding the diverse characteristics of their students.[25] There are fundamental issues related to the competence and professionalism of elementary school teachers, including low pedagogical competence, low professionalism, and uneven distribution of teachers.[26] Thus, to improve teacher performance, teachers can focus on continuous self-development through education and training, implement innovative learning by utilizing technology, and be active in the teacher community to exchange experiences.

[23] Nisa Arrohmanh,. Dkk, MANAJEMEN PEMBELAJARAN BAHASA ARAB DI MTS ISLAM NGRUKI SUKOHARJO, Al-Fakkar,V.5.N.1, 2024 h.124

[24] * Hafizin1, Aenullael Mukarromah2, and Wiranda Bayu Aditama3, 'KEBIJAKAN PENGELOLAAN GURU SEKOLAH DASAR ':, *JURNAL KAJIAN ISLAM MODERN*, 10 (2024), 35–43.

[25] Nasruni1, Sandi Pratama2, and Mamal3, 'Analisis Kinerja Guru Penggerak Dalam Peningkatan Mutu Pendidikan Di Sekolah Muhammadiyah Kota Makassar', *Didaktika: Jurnal Kependidikan*, 13.2 (2024), 1879–88.

[26] Lev Vygotsky and Mohamad Erihadiana, 'Kontroversi Pengelolaan Kinerja Guru Dan Kepala Sekolah Pada Platform Merdeka Mengajar (PMM) Di Sekolah Penggerak (Relevansi Teori Zona Perkembangan Proksimal', *Didaktika: Jurnal Kependidikan*, 14.2 (2025), 2435–48.

Products of the Teacher Performance Program in Arabic Language Learning Quality

The evaluation results show that students at SD Quran Bakti Ilaahi have mastered the material taught. This can be seen from the results of the second semester exam for the 2024/2025 academic year, which show the following class averages: grade 1 = 8.8, grade 2 = 8.4, and grade 3 = 9.3. From the exam results and interviews with the curriculum and Arabic teachers at SD Quran Bakti Ilahi, it can be concluded that the mastery of Arabic vocabulary varies between classes: Grade 1 = 95%, Grade 2 = 80%, and Grade 3 = 98%. Meanwhile, in the practice of everyday Arabic conversation in grades 1 and 2, the children are already brave enough to use the vocabulary that has been taught, even if it is only a few words. In grade 3, the children are able to construct simple sentences in everyday conversation.

The results of this study are supported by previous studies which explain that the quality of Arabic language learning is the end result of a quality learning process, including the development of four language skills, namely listening, speaking, reading, and writing. Mastery of vocabulary and grammar, as well as communication skills in various contexts.[27] Learning quality products can also be in the form of; (1) learning media such as audio, visual, mature learning plans, teaching materials, various learning activities such as games, singing vocabulary designed to improve the quality of Arabic language learning. Examples of Arabic language learning quality include learning media such as audio (radio, CD, MP3, podcast), visual: pictures, posters, flashcards, powerpoint slides; (2) teaching materials such as materials compiled through analysis, design, writing and evaluation; (3) learning designs such as rational decisions regarding learning targets and objectives; (4) learning activities such as vocabulary games, projects, and singing vocabulary; and (5) development of learning strategies such as grammatical translation methods, direct methods, audiolingual methods or eclectic methods.[28]

Isu actual seputar program kinerja guru dewasa ini mencakup beberapa aspek utama, terutama terkait dengan implementasi system pengelolaan kinerja yang baru dan tantangan dalam profesionalisme guru secara umum.[29] Isu Beban administratif yang berlebihan. Maksudnya salah satu keluhan paling sering dikalangan guru adalah beban kerja administrasi yang tinggi, yang mengganggu waktu mereka untuk focus pada pembelajaran dan pengembangan profesionalisme.[30] Current issues surrounding teacher performance programs

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[27] Imam Makruf.

[28] Parhan3 Meirah Santika1, Nunung Komalasari2, 'JIM-PBA-STAINI ANALISIS FAKTOR PENGHAMBAT PENINGKATAN MUTU PEMBELAJARAN BAHASA ARAB KELAS IV MI AL-IKHLAS PENDAHULUAN Pendidikan Nasional Berfungsi Untuk Mengembangkan Kemampuan Dan Membentuk Watak Serta Peradaban Bangsa Yang Bermartabat Dalam Rangka Menc', *Jurnal Ilmiah Mahasiswa Pendidikan Bahasa Arab*, 2.1 (2024), 15–34.

[29] Khairiah and others, 'Challenges to Professional Teacher Development through Workplace Culture Management', *International Journal of Evaluation and Research in Education*, 13.2 (2024), 714–22 <https://doi.org/10.11591/ijere.v13i2.25666>.

[30] Khairiah Khairiah and others, 'Discrimination in Online Learning During the Covid-19 Pandemic in Indonesian Higher Education', *Journal of Law and Sustainable Development*, 11.3 (2023), 1–22 <https://doi.org/10.55908/sdgs.v11i3.710>.

cover several key aspects, particularly those related to the implementation of a new performance management system and challenges in teacher professionalism in general.[31] The issue of excessive administrative burden. This refers to one of the most common complaints among teachers, which is the high administrative workload that interferes with their time to focus on learning and professional development. The issue of excessive administrative burden. This refers to one of the most common complaints among teachers, which is the high administrative workload that interferes with their time to focus on learning and professional development.[32] Technical issues and assessment system integration. This refers to the performance assessment process, particularly the annual assessment results in e-kinerja, which sometimes still experiences technical problems, such as locked data or data that is not synchronized between PMM and the BKN system. This causes uncertainty and complexity in determining credit scores and performance ratings. Welfare and motivation issues. This means that despite efforts to assess performance, the welfare of

teachers, especially those in remote areas or honorary teachers, remains a crucial issue. Suboptimal welfare can affect their overall motivation and performance.[33] Issues and challenges in learning assessment. Teachers still face difficulties in creating comprehensive assessment instruments, managing student diversity, and integrating technology into learning assessment.[34] Thus, the teacher performance program truly encourages the quality of learning in the classroom, not just administrative exercises, with the support of a reliable and effective system

Conclusion

Overall, the evaluation of the teacher performance program in the quality of Arabic language learning at SD Quran Bakti Ilaahi shows good results. This is evident in the level of teacher performance program content, teacher performance program input, teacher performance program process, and teacher performance program products in the quality of Arabic language learning. However, improvements are needed, focusing on increasing Arabic language competence/skills for non-Arabic language teachers. Furthermore, it is necessary to provide more contextual teacher training, use active learning methods specifically designed for elementary school children, and improve

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[31] Chitra Imelda, 'DASAR HUKUM PENGELOLAAN KINERJA GURU DAN KEPALA SEKOLAH MELALUI PLATFORM MERDEKA MENGAJAR (PMM) YANG TERINTEGRASI E-KINERJA BADAN KEPEGAWAIAN LEGAL BASIS FOR MANAGING TEACHER AND PRINCIPAL PERFORMANCE THROUGH THE TEACHING MERDEKA PLATFORM (PMM) INTEGR', *Multidisciplinary Indonesian Center Journal*, 2025, 278–83.

[32] Asmendri Asmendri and others, 'The Roles of Principals in Teacher Competency Development for Students' Morale Improvement', *Journal of Higher Education Theory and Practice*, 23.11 (2023), 125–37 <https://doi.org/10.33423/jhetp.v23i11.6223>.

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