CIPP'S MODEL OF CURRICULUM EVALUATION FOCUSED ON THE ARABIC READING SKILLS TEXTBOOK KSKK 2019

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Abstract	Curriculum evaluation is a strategic step to assess the effectiveness of a learning program. This study aims to evaluate the 2019 KSKK grade VIII Arabic textbook, specifically in terms of reading skills (*maharah qira'ah*), using the CIPP (Context, Input, Process, Product) evaluation model. A qualitative approach with an explanatory design was used to analyze the alignment of the textbook's content with student needs, the curriculum, the learning process, and the outcomes achieved. The data were obtained through document analysis of the 2019 KSKK Grade VIII Arabic textbook used at MTs Miftahussa'adah Mijen Semarang, KSKK curriculum policy documents, textbook development guidelines, scientific journals, reference books, and other relevant supporting documents, focusing on reading texts, learning activities, exercises, and evaluation components related to maharah qira'ah. Data analysis followed the Miles and Huberman model, consisting of data reduction, data display, and conclusion drawing to identify patterns, relationships, and areas for improvement. The evaluation results indicate that the textbook is contextually relevant, has systematic content appropriate to students' ability levels, and supports the development of reading skills. However, the textbook still requires additional learning media to enrich students' learning experiences. The CIPP model has proven effective in providing a comprehensive overview of the strengths and areas for improvement of the textbook. Therefore, this book is suitable for use as a teaching resource in effective, contextual, and integrated Arabic language learning.
Keywords	CIPP Evaluation, *Maharah Qira'ah*, Arabic Language Book.

INTRODUCTION

The Ministry of Religious Affairs has issued the 8th-grade junior high school Arabic language book based on the 2019 Madrasah Institutional and Educational Facilities Curriculum (KSKK), written by Masrukhin and published by the KSKK Madrasah directorate, general directorate of Islamic education, and the Indonesian Ministry of Religion. The Arabic language book contains vocabulary lists and basic Arabic language materials accompanied by levels of material, exercises, and evaluations in each chapter. One of the evaluation models used in a program is the (Contextual, Input, Process, Product) CIPP model, introduced by Daniel Stufflebeam at Ohio State University (Stufflebeam & Zhang, 2017), where the contribution of this CIPP model has been extended to curriculum evaluation (Dizon, 2023). In this evaluation model, CIPP has been widely practiced in various fields, such as industry (Rachmaniar et al., 2021), competency certification (Rosyid, 2020), and also education (Ratnaya et al., 2022). From various fields, the CIPP model recognizes that in the field of education, it operates more broadly than can affect its effectiveness (Shaheen, 2024).

Based on the search for previous research on CIPP evaluation, it has, been found that Manziyatul Muslimah et al, research on Arabic language learning in class VIII 5 Jombang, evaluation using the CIPP model shows that Arabic language learning is improved with a supportive environment, but the curriculum is updated to follow the latest national curriculum and the teaching of speaking needs to be improved (Muslimah et al., 2024). This is the research of Achmat Nururhuda, who found out how the planning, implementation, and evaluation of the Al Islam, kemuhammadiyahan, and Arabic language (ISMUBA) curriculum at SMA Muhammadiyah 1 Muntilan, his research is a qualitative evaluation research with the context, input, process, product (CIPP) evaluation model from Stufle beam (Huda, 2018)There is also research by Izzah Naelun Ni'mah et al., which assumes the planning, implementation, and evaluation of the curriculum using the CIPP evaluation model, which shows that it is still unclear; there are several inadequate classes, teachers who do not make lesson plans independently, but curriculum development and implementation are very well designed and neatly structured (Ni'mah et al., 2023). In contrast to the research of R.A. Umi Saktie and Ibnu Hadjar, who aimed to reveal the implementation of the evaluation of Arabic language learning programs in higher education with the CIPP model (Halimah & Hadjar, 2018).

Which will be examined in this study. This CIPP model does not only focus on one aspect or outcome, but there are four aspects or outcomes. CIPP evaluation is not to prove but improve

(Wicaksono et al., 2023). The object of the evaluation model CIPP is not only to assess the results, but also the context, process, input, and product. Therefore, the CIPP model is said to be more comprehensive among other evaluation models (Syakur et al., 2025). The CIPP model is a management-oriented approach. In the CIPP model, the curriculum being evaluated is a system, so in the next stage, the researcher will analyze the curriculum based on components with the CIPP model. Through this model, an evaluation can be carried out before, during, or after the learning program to find decisions and solutions to problems. Based on the above, research analyzes the Arabic language book grade VIII KSKK 2019 in the context of the CIPP model curriculum evaluation, focusing on *maharah qira'ah* (reading skills). Efforts to answer problems regarding the extent to which the Arabic language book grade VIII KSKK 2019 used has been in accordance with the learning needs of reading skills, how the readiness of the book as a learning input, how the *qira'ah* learning process takes place in class, and how the results achieved by students after participating in these learning activities.

METHOD

The type of research used in this study is a qualitative method with an explanatory design (Husna et al., 2025). In explanatory research, the causal relationship of events connects one particular factor with another (Bentouhami et al., 2021), also plays an important role in causal explanation (Norman, 2024), involves collecting and evaluating data, analyzing the data thoroughly, and drawing conclusions based on the data analysis (Ana Mufidah et al., 2024), on a qualitative approach through observation, so that it can produce a comprehensive data analysis (Tungka et al., 2024), and serves to obtain integrative and more in-depth results (Ujianti et al., 2021), This design was chosen because it aims to explain in depth the CIPP model curriculum evaluation process in the 2019 KSKK Arabic textbook for class VIII.

This study was conducted in the context of textbook use at MTs Miftahussa'adah Mijen Semarang, a madrasah that uses the 2019 KSKK Grade VIII Arabic textbook as teaching material. The mention of this location is intended to explain the context of textbook implementation, not as the location of field data collection. The research data sources consist of primary and secondary data. Primary data was obtained from the contents of the 2019 KSKK Grade VIII Arabic textbook. Secondary data included KSKK curriculum policy documents, textbook development guidelines, scientific journals, reference books, and other supporting documents relevant to curriculum

evaluation and the CIPP model.

The data collection method is by collecting and analysis data from various library sources, as well as documents on the 2019 KSKK Arabic textbook for class VIII researcher collected data by analyzing, reviewing, and recording important information contained in the 2019 KSKK Arabic textbook for grade VIII and other supporting documents. This technique was used to obtain data related to the context, input, process, and results of curriculum implementation. The object of research in this study is the 2019 KSKK Curriculum Grade VIII Arabic textbook, while the focus of the research is directed at the *maharah qira'ah* material, including reading texts, comprehension exercises, learning instructions, and forms of evaluation presented in the book. Data sources include curriculum policies, textbooks, and other supporting documents related to the CIPP model. The data analysis is the Miles & Huberman model, which includes 3 steps (Erislan, 2024). namely (1) Data reduction, this is done to select relevant information by analysis data from various sources, (2) Display data, a collection of arranged information, describing conclusions and taking action, (3) Concluding data retrieval decisions from the outset of data collection on causal flow, and other proportions.

FINDINGS AND DISCUSSION

Findings

Learning *Maharah Qira'ah* in the Arabic Language Book Class VIII KSKK 2019

The KSKK 2019 8th-grade Arabic book is presented systematically, organizing maharah qira'ah material in the form of lesson units that integrate with other language skills. The contents of the book present the main text, and are followed by comprehension exercises, as well as further exercises related to vocabulary, language structure, and pronunciation (Zain et al., 2025). The learning objectives of maharah qira'ah in this book are to support the achievement of the basic competencies of the curriculum 2013, including understanding short texts and simple contexts in everyday life (Inayah et al., 2025; Inayah & Husna, 2023). In achieving maharah qira'ah learning, it must provide learning exercises according to the indicators of achievement (Rathomi, 2019). Textbooks are an important part of learning; without the involvement of textbooks, learning is less than optimal (Alimudin et al., 2023). Texts where the text contains simple short stories. The text in this book tells the activities related to the chapter, such as in the part of chapter 2 entitled يومياتنا (daily activities), then the text tells the daily activities. The language designed in the text is easy to

understand and not too long, the sentence structure has a simple pattern, and the vocabulary is appropriate for the students' ability level.

Most of the text is adapted to the ability of grade VIII students, using vocabulary that has been learned in the first unit in each chapter. However, the text contains some new vocabulary that did not exist in the previous materials. Among students, learning maharah qira'ah experiences challenges such as a lack of time in reading practice, difficulty in pronouncing certain letters, and difficulty in pronunciation with proper intonation (Diana et al., 2025). The learning of maharah qira'ah in Arabic is not singular (Mabruri & Hamzah, 2020). It is related to other language skills, such as maharah kitabah and maharah kalam. In practice in the textbook, after students read the text, they are encouraged to write the right title on the text as a form of strengthening maharah kitabah. They are also directed to discuss with their friends or express opinions orally to train maharah kalam. Reading skills not only provide passive understanding but also provide an entry point for students to be active in writing and speaking in Arabic (Septiana & Fadhilah, 2024) and provide opportunities to improve more engaging learning methods (Baity et al., 2024).

Exercises and evaluations in coursebooks include various forms of questions that are intended to measure and strengthen competencies. The questions consist of (1) reading comprehension, (2) determining the reading title, (3) filling in the blanks to complete according to the readings, (4) identification of vocabulary (isim and fi'il), and (5) preparation of lesson schedules using appropriate vocabulary. All of these question forms are designed to improve reading skills (maharah qira'ah) while strengthening students' understanding of Arabic language structures in a contextualized manner (Maulidi, 2024). Evaluation in this textbook includes both formative and summative evaluation, with formative evaluation being the dominant approach, as many questions are posed after each reading exercise to gradually strengthen competence. However, ultimately, this approach involves using summative evaluation, where the questions are multiple-choice, and also assesses the overall understanding of the material. In the textbook, the right approach to learning is a communicative approach combined with a thematic-integrative approach in accordance with the 2013 curriculum.

In the application of learning maharah qira'ah, the comminuted reading approach is positioned as a form of understanding the meaning in the text more deeply, with a more expressive real context (N. Ritonga et al., 2024). Then, combined with the thematic-integrative approach, the material in qira'ah learning is given certain themes.

Table 1: *Maharah Qira'ah* Learning in Textbooks

No.	Material	Text Type	Skill Focus	Approach
1.	Chapter 1(الساعة)	Narrative	Understand the content of the reading, identify detailed information, determine the main idea and give a title, analyze the language elements in the text, and fill in the schedule based on the understanding of the text.	Communicative and thematic-integrative
2.	Chapter 2 (يومياتنا)	Narrative	Understand the content of the text, answer questions based on the text, be able to summarize the main idea, identify specific information such as the time of the activity, the sequence of events, or the name of the event, read contextually, and fill in the gaps based on the context in the text.	Communicative and thematic-integrative
3.	Chapter 3 (الهواية)	Descriptive narrative	Understand the content of the reading passage, answer questions based on the reading passage, practice sentence translation skills, identify specific information such as where the characters are from, their friends' names, and their activities, and practice new vocabulary.	Communicative and thematic-integrative
4.	Chapter 4 (الرياضة)	Narrative and dialogue	understand the content of the text and be able to answer orally, complete the overlapping questions according to the text, and make sentences according to the.	Communicative and thematic-integrative
5.	Chapter 5 (المهنة)	Descriptive narrative	Read the text and understand, can answer questions orally according to the text, fill in the missing points according to the text, and translate into Indonesian.	Communicative and thematic-integrative
6.	Chapter 6 (عيادةالمريض)	Narrative and dialogue	Please read the text and memorize it, be able to answer orally, be able to fill in the missing sentences according to the text, and translate Arabic to Indonesian.	Communicative and thematic-integrative

Source; Processed by the researcher based on the 2019 KSKK 2019 Arabic Textbook for Grade VIII

The CIPP evaluation model used in this study includes four aspects, namely context, input, process, and product, as described in Figure 1.

Figure 1. Evaluation of the CIPP model in an Arabic textbook
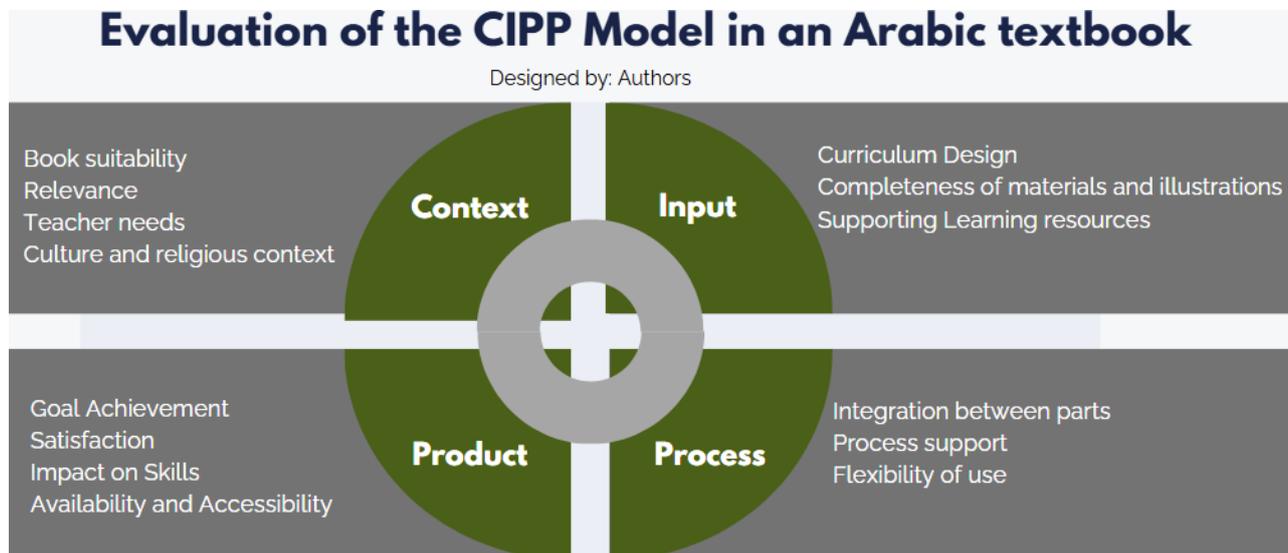
Based on Figure 1, the CIPP model, as described in textbooks, is used to assess overall achievement through four main aspects: context, input, process, and product. Context evaluation examines the needs of the textbook, input assesses the resources and planning in the textbook, process observes how the textbook is used, and product evaluates the results or impact achieved by the textbook. This CIPP model helps ensure that the competencies in the textbook are aligned with the objectives and provide optimal learning benefits. The teaching of *maharah qira'ah* in the 2019 KSKK Arabic textbook for grade. From Figure 1. Regarding the evaluation of the CIPP model curriculum, a description of the evaluation analysis was obtained from the 2019 KSKK Grade VIII Arabic textbook used at MTs Miftahussa'adah Mijen Semarang for *maharah qira'ah* learning, as shown in Table 2.

Table 2. Arabic Textbook used at MTs Miftahussa'adah Mijen Semarang

for *Maharah Qira'ah* Learning

No.	Material	Context	Input	Process	Product
1.	Chapter 1(الساعة)	Students understand the content of narrative texts about clocks and time	Narrative texts, time vocabulary, fill-in-the-blank exercises, and comprehension	Read and understand the content, analyze language elements, and answer questions	Students can understand main ideas, fill in schedules, and title texts.
2.	Chapter 2 (يومياتنا)	Students understand daily activities	Narrative text, vocabulary for daily activities	Answering questions, summarizing,	Students can understand the sequence of

		through narrative texts		and filling in the blanks	activities and specific information in the text
3.	Chapter 3 (الهواية)	Students learn about hobbies through descriptive and narrative texts	Descriptive and narrative texts, hobby vocabulary	Reading, answering questions, translating, and identifying information	Some students understand the activities of the characters, their places of origin, the names of their friends, and new vocabulary, while others have not yet mastered these concepts
4.	Chapter 4 (الرياضة)	Students learn about sports activities through narratives and dialogues	Narrative text & dialogue, sports vocabulary, supporting images	Reading, answering oral questions, composing sentences based on pictures, and translating	Students can understand the content of the text, answer questions, compose sentences, and translate
5.	Chapter 5 (المهنة)	Students learn about professions in descriptive and narrative texts	Narrative & descriptive texts, work vocabulary	Reading, answering questions, translating, and completing sentences	Students understand the content of the text both orally and in writing, and can translate, but three students are not yet fluent in speaking
6.	Chapter 6(عيادة المريض)	Students learn about the culture of visiting sick people in narrative texts and dialogues	Narrative text & dialogue, health vocabulary	Reading, memorizing, answering orally, and translating	Students can understand and memorize texts, answer questions, and translate

Source; Processed by the researcher based on the 2019 KSKK Arabic Textbook for Grade VIII

Discussion

The learning Evaluation in Arabic language learning can refer to various components and aspects, as shown by the CIPP model. Although it shares the same goal of assessing the curriculum's success, it has a different focus. This shows that the application of evaluation in the 2013 curriculum, especially in Arabic textbook learning, can use various components according to the needs and context of its implementation. The CIPP model has four main components, namely context, input, process, and product (Musolin & Muflihin, 2023). The following is an explanation of the CIPP evaluation in Arabic language learning in textbooks:

Context evaluation is assessing the needs, problem assets, and opportunities in a predetermined environment (Allen. et al., 2021). Context analysis of coursebooks includes various aspects, such as conformity with KMA 183 of 2019. This coursebook is officially prepared based on KMA 183 of 2019 concerning the PAI and Arabic curriculum in madrasas. This Arabic textbook is expected to be a reference for how to think, behave, and act in everyday life, which can then be transformed into social-community life in the context of the nation and state. The suitability of the material in the coursebook has been designed according to the specified competency outcomes. In relation to the relevance of the material in the coursebook to the needs of students, the themes chosen are close to the daily lives of students as written in the book, namely hours, activities, hobbies, professions, and visiting the sick. So that it can facilitate understanding for students and help them apply it in their daily lives. The book is equipped with learning instructions, as well as exercises that vary according to the achievement competencies set out in the book, to make it easier for teachers to teach. This textbook also includes a cultural and religious context that directs religious understanding and local culture, which is reflected in materials such as daily prayers and manners, and vocabulary that is often used in the lives of Islamic students.

Input evaluation is used to evaluate the resources supporting the implementation of the education curriculum (Agus et al., 2023). In this textbook, specifically, the input evaluation component consists of curriculum design, material completeness, language, and illustrations, and supporting learning resources. The purpose of this input evaluation is to ensure that the textbook supports learning resources. The purpose of this input evaluation is to ensure that the textbook components of the curriculum can provide effective and efficient learning. Based on the input component for curriculum design in the textbook, it is arranged systematically by relating chapters, and is oriented towards two *maharah*, namely *maharah qira'ah* and *maharah kitabah*. The completeness

of the material in the course book is equipped with texts of various kinds, vocabulary as well as exercises and assessments. In general, the material in the coursebook has been systematically organized, clearly structured. However, an increase in the variety of exercises will further enrich the content of the coursebook and increase the effectiveness of learning in the classroom. The use of Arabic in coursebooks is presented simply according to the level of students, and illustrations in coursebooks provide understanding. Supporting learning resources, the book needs reinforcement from the teacher to add other learning resources, because this textbook needs to enrich students' learning experience.

Process evaluation is used to assess the process of developing and implementing the educational curriculum in textbooks (Famularsih et al., 2024). This evaluation assesses how the book is structured and the extent to which it supports learning. The book was developed in several stages, namely planning, writing, and refinement. Each section of the book is interrelated and supports the achievement of learning objectives. The relationship between basic competencies, indicators, materials, exercises, and assessments is structured consistently. The competency section lists several learning outcomes, which are then supported by appropriate material and exercises. The presentation is logical and clear, making it easier for teachers to design learning steps that are easier for students to understand. Although this book does not provide specific instructions for teachers directly, the arrangement of activities in each chapter provides sufficient guidance. This book can also be used in face-to-face and distance learning. In addition, its compilation has taken into account local needs, student abilities, and approaches in line with the 2013 Curriculum.

Product evaluation is used to assess the results achieved in the textbook. Based on the systematic content of the book, the material presented supports competencies according to the achievements of the 2013 curriculum. This textbook is consistent in applying the content of the material and exercises according to the achievements, which allows it to develop and improve learning and understanding in students. So, this textbook has high potential to support learning achievement, especially in Arabic language learning. This book also contributes to the development of Arabic language skills, particularly in understanding context, vocabulary, and simple sentence structures. In terms of accessibility, this book is available in print and can be accessed digitally, making it easier for schools and students to obtain teaching materials. However, there is no technological support, such as learning applications, audio media, and learning videos, that can help students to learn independently in information technology. Thus, it can be concluded that the Arabic

language book VIII KSKK2019 has high potential to support learning achievement, improve Arabic language skills, and assist teachers in the learning process by delivering material that has been systematically arranged. For more optimal results, this book needs creative learning strategies and relevant additional learning media.

The teaching of *maharah qira'ah* in the 2019 KSKK Arabic textbook for grade VIII shows a close relationship with the CIPP evaluation model approach. This can be seen from how the aspects of *maharah qira'ah* teaching are structured in line with the curriculum objectives and student needs. The CIPP model, which consists of context, input, process, and product, provides a comprehensive evaluation framework for assessing the quality and effectiveness of this textbook in supporting *qira'ah* learning. Through this, it can be seen to what extent the reading skills in this textbook are presented not only in terms of relevant content but also in terms of appropriate presentation, the process of supporting learning, and the impact on *qira'ah* learning outcomes.

The teaching of *qira'ah* in this book does not only emphasize the delivery of material (A. W. Ritonga et al., 2020), but also supports the development of Arabic literacy in accordance with the curriculum. Reading materials, exercises, and vocabulary are compiled in accordance with the development of eighth-grade students to aid deeper understanding (Saepudin et al., 2016). The learning approach also considers the social, cultural, and religious context of students (Majadly & Haj Yahya, 2024) so that the material is more meaningful and can be applied in everyday life(Asse et al., 2024). Thus, this book is not only a learning resource, but also supports the comprehensive development of reading skills and creates effective and focused learning (Sari et al., 2024)..

By comprehensively utilizing the CIPP evaluation model, teachers can design more targeted follow-up learning activities. In learning *maharah qira'ah*, Steps for evaluating textbooks using the CIPP model (Husna & Inayah, 2023) can begin with the context. At the contextual stage, this evaluation is often referred to as needs assessment (Aziz et al., 2018). The 2019 KSKK Arabic language textbook for eighth grade shows a strong effort to align learning content with student needs and curriculum policy directions. Context evaluation provides useful information for identifying (Juan et al., 2024) texts in books. By understanding the background and learning needs, it is possible to determine whether the material in the book is appropriate for the students' abilities. For example, in learning *maharah qira'ah*, the selection of texts, linguistic structure, and their relevance to everyday life are well done so that students can easily accept the lessons given by teachers (Shalihah et al., 2023). Contextual evaluation also helps assess whether the learning

objectives listed in the book have been adapted to the standards, the graduate Competencies (SKL), and Core Competencies (KI) have been established. If there are any discrepancies, additional learning activities or enrichment activities that are more targeted can be designed.

At the input stage, the evaluation examines the resources and learning designs used to achieve the established objectives (Monireh Toosi, Maryam Modarres, Mitra Amini, 2024). In learning qira'ah skills, the aspects studied include the quality of reading materials, text variety, and the completeness of comprehension exercises. The 2019 KSKK Grade VIII Arabic textbook shows a systematic arrangement of materials, but input evaluation is still needed to ensure that learning resources truly support the optimal development of reading skills (Prayogo et al., 2022). Contextual text presentation and teacher guidance support add value to the learning process (Ghahrouie. & Nourabadi., 2019). At the process stage, evaluation focuses on the implementation of learning and the effectiveness of its implementation (Agustina & Mukhtaruddin, 2019). The study examined the structure of the material, the content of the book, and the clarity of the learning instructions (Damayanti et al., 2021). In this book, students are guided to read, answer questions, discuss, and summarize the content of the reading in a structured manner. The clarity of the learning instructions is also assessed to ensure that teachers can conduct learning effectively without relying on excessive improvisation (Al Maktoum & Al Kaabi, 2024).

The product stage refers to the results of using the program or learning media, in this case, the textbook (Basaran et al., 2021). Product evaluation aims to assess the extent to which learning objectives have been achieved through the use of the book (Suryana et al., 2023). In *maharah qira'ah* learning, the intended product includes improving students' ability to understand and analyze the context of Arabic reading texts, as well as being able to apply it in real life (Khairi et al., 2023). This evaluation can be seen in whether the book arranges the texts gradually from easy to complex. In this book, simple texts are designed to suit the students' levels, and each exercise presented is able to encourage the mastery of *qira'ah* skills to improve. The exercises in the book are designed to be progressive, so they can be adjusted to suit the abilities of the students. The book includes indicators of success or final assignments that measure students' achievement in understanding the reading material, which is an added value in the product stage. With its simple text and varied exercises that can improve students' understanding, this book can be considered a promising product for improving students' reading skills (Ayyusufi et al., 2022).

CONCLUSION

Research The 2019 KSKK Grade VIII Arabic textbook demonstrates its effectiveness in supporting *maharah qira'ah* learning when evaluated using the CIPP (Context, Input, Process, Product) model. This book presents material that is appropriate for students' needs and follows the applicable curriculum while also considering cultural and religious elements in context. This book has a systematic and comprehensive structure that includes reading texts, exercises, and evaluations to achieve competency, but it still requires additional learning resources and more diverse learning media. Up to the reading learning stage, this book provides effective support and diverse applications, but it does not provide clear technical instructions for teachers. This book successfully helps students understand Arabic texts and connect educational material to their daily lives. However, we can improve the quality of learning by implementing creative strategies and using additional technology-supported learning media. Evaluation using the CIPP model proves that this book is suitable for use as a source of Arabic language learning and has great potential to improve students' reading skills and fully meet both curriculum objectives and *maharah qira'ah* needs.

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