



Research Article

Received: 23 April 2025, Revised: 12 May 2025, Accepted : 16 May 2025, Published:18 May 2025

Arabic Language Program Evaluation Based on Multiple Intelligences: The Formative-Summative Model According to Michael Scriven

Namiyah Fitriani, Dian Afrilianti, Hani Winingrum, Zakiyah Arifah, Nur Ila Ifawati¹

¹ Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

ABSTRACT:

The study aims to identify variations of Arabic language program evaluation based on the multiple intelligences formative-summative model according to Michael Scriven at Markaz Arabiyah Pare, Kediri, East Java. Qualitative methods were used to collect primary and secondary data through interviews, observations, and documentation. The results show that the evaluation of the Arabic language program refers to the formative and summative models carried out in two stages: written and oral tests, which effectively develop the linguistic, emotional, and intellectual intelligence of the santri. Data analysis uses the descriptive method proposed by Miles and Huberman, including data reduction, data presentation, and conclusion drawing. Findings confirmed the importance of multiple intelligences-based programs in improving learning quality and student motivation. The study recommends further exploration of the effect of evaluation methods on the development of other intelligences and the program's long-term impact on students language skills.

Keywords: Evaluation, Multiple Intelligences, Program, Skill

INTRODUCTION

Studies on evaluating Arabic language learning based on *multiple intelligences* are very important to develop evaluation theories and theories of Arabic learning. This can also be implemented in teaching and

*Corresponding Author,
Email address., namiyahfitriani@gmail.com (Namiyah Fitriani)

learning activities in pesantren and other educational institutions.¹ The theory of multiple intelligences (MI) is a well-known psychological theory in education, introduced by Howard Gardner, a psychologist from Harvard University, in 1983. Gardner states that human intelligence is plural, not only cognitive, but also involves aspects of logic, emotions, and the unique characteristics of each individual. Thus, a person's intelligence is a combination of cognitive, affective, and social intelligence that contributes significantly to students' success.² True intelligence provides the ability to think logically, test hypotheses, and prepare for the future.³

More specifically, *multiple intelligences* learning strategies must be able to connect directly with each student's talents and interests according to their intelligence category so that they can go through the learning process in a fun way.⁴ Likewise, the program evaluation process must adjust to the learning strategies used in the Arabic language program. In the era of globalization, evaluation is not limited to paper-based written tests. However, it has been developed through Google Forms and digital-based quizzes. With the digitization of information and online management, evaluation now penetrates almost all aspects of human life.⁵

¹ Ubaid Ridlo, "Multiple Intelligences in Evaluation of Arabic Learning at Islamic Boarding School," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 125, <https://pdfs.semanticscholar.org/b355/c400c9044a3477a4bd60aafe819fb2462d40.pdf>.

² Nur Azizah and Muhibb Abdul Wahab, "Implementasi Teori Verbal Linguistic Intelligences Lidence Dan Interpersonal Intelligence Dalam Pembelajaran Maharat Al-Kalam Dan Maharat Al-Qiraah," *Arabi: Journal of Arabic Studies* 7, no. 2 (2022): 208–24, <http://journal.imla.or.id/index.php/arabi/article/view/510>.

³ Yupeng Chang et al., "A Survey on Evaluation of Large Language Models," *ACM Trans. Intell. Syst. Technol.* 15, no. 3 (March 29, 2024): 39:1–39:45, <https://doi.org/10.1145/3641289>.

⁴ Iwan Kuswandi et al., "Kelas Multiple Intelligences Pesantren Modern di Madura," *Jurnal Inovasi Penelitian* 1, no. 6 (2020): 1195–1204, <https://ejournal.stpmataram.ac.id/JIP/article/view/220>.

⁵ Rolf K. Baltzersen, ed., "Intelligent Evaluations," in *Cultural-Historical Perspectives on Collective Intelligence: Patterns in Problem Solving and Innovation*, Current Perspectives in Social and Behavioral Sciences (Cambridge: Cambridge University Press, 2022), 340–65, <https://doi.org/10.1017/9781108981361.012>.

The most basic program evaluation involves an analysis of the program itself, the activities carried out, the population served, how the program works, and the conditions of the participants. Planning an evaluation focusing only on long-term results and ignoring the activities carried out is a big mistake. Careful monitoring of the program can yield "impressive results."⁶ Evaluation is an important process for producing valid and relevant knowledge, carried out through empirical methods. The results of this evaluation must be based on the needs and interests so that they can be used effectively in decision-making related to policies and programs.⁷

In this regard, each evaluation activity has three important implications. First, evaluation is a continuous process and starts before learning takes place, not just at the end of the learning process. Second, the evaluation should be focused on the goal of improving the quality of teaching. Third, evaluation requires the right measurement tools to gather the information needed for decision-making. Thus, evaluation plays an important role for educators in assessing learning progress and planning continuous improvements to the program.⁸ An indicator of effective program planning is to provide an opportunity to evaluate both the process and the results.⁹

So, in realizing an effective evaluation of Arabic language programs, it must adjust to the learning design, which is based on multiple intelligences as revealed by Haggerty that the principle in developing various bits of intelligence in students includes a more contextual evaluation and is not only based on written tests but also involves field

⁶ Emil J. Posavac, *Program Evaluation: Methods and Case Studies* (Routledge, 2015), <https://www.taylorfrancis.com/books/mono/10.4324/9781315664972/program-evaluation-emil-posavac>.

⁷ John M. Owen, *Program Evaluation: Forms and Approaches* (Routledge, 2020), <https://www.taylorfrancis.com/books/mono/10.4324/9781003116875/program-evaluation-john-owen>.

⁸ Namiyah Fitriani and Sintya Rahmadewi, "Development and Role of Measurement Tools in Educational Evaluation," *JMPI: Jurnal Manajemen, Pendidikan Dan Pemikiran Islam* 3, no. 1 (2025): 78–97, <https://journal.as-salafiyah.id/index.php/jmpi/article/view/233>.

⁹ Al Fajri Bahri et al., *Evaluasi Program Pendidikan* (umsu press, 2022).

experience that can be observed from student performance.¹⁰ An example of applying a multiple intelligence approach is linguistic intelligence, which focuses on communication through reading, writing, listening, and speaking. The connection of new knowledge with previous experience is also important. In the classroom, verbal-linguistic intelligence is applied through lectures, storytelling, discussions, debates, and questions and answers.¹¹ This continues with evaluating the Arabic language program based on multiple intelligences, which is applied in the Markaz Arabiyah course.

So, in planning lessons, Markaz Arabiyah pays attention to students' intelligence and adjusts learning methods and materials according to the dominant intelligence that students have in the classroom, then develops an evaluation system based on learning. Teachers create lesson plans and choose activities that can support various intelligences. The main goal of teaching Arabic in Markaz Arabiyah is mastering the four skills and elements of the Arabic language, with multiple intelligences as a reference in designing learning activities to achieve this goal.¹²

Evaluating Arabic language learning based on multiple intelligences is a measurement model and solution to identify differences in intelligence among children.¹³ The evaluation applied at the Arabiyah Headquarters is very effective. Not only does the evaluation at the end of the program, but the Arabiya markaz also pays close attention to the

¹⁰ Endang Tri Lestrai, "Manajemen Pembelajaran Berbasis Multiple Intelligences Dalam Meningkatkan Mutu Pendidikan Di Madrasah Ibtidaiyah NU 02 Situwangi Kecamatan Rakit Kabupaten Banjarnegara" (PhD Thesis, Institut Agama Islam Nahdlatul Ulama (IAINU) Kebumen, 2022), <https://eprints.iainu-kebumen.ac.id/id/eprint/544/>.

¹¹ Ibrahim Jumiati, "Implementasi Pembelajaran Pendidikan Agama Islam Berbasis Multiple Intelligences Pada Peserta Didik Kelas XII Akuntansi 1 di SMK Negeri 1 Natar" (PhD Thesis, UIN Raden Intan Lampung, 2023), <https://repository.radenintan.ac.id/30005/>.

¹² Moh Sholeh Afyuddin, Rena Rafidania, and Ivan Fajriyanur, "Arabic Learning Based on Multiple Intelligence at Markaz Arabiya," *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan & Bahasa Arab* 11, no. 1 (2023): 128–41, <http://jurnal.uinsyahada.ac.id/index.php/TI/article/view/7614>.

¹³ Siti Mustika Vevi Mokoginta, Riska Khairani Nasution, and Sapwan Sapwan, "Evaluasi Pembelajaran Bahasa Arab Berdasarkan Kecerdasan Majemuk," *Jurnal Al-Mashadir: Journal of Arabic Education and Literature* 3, no. 02 (2023): 1–15, <https://ejournal.iain-manado.ac.id/index.php/al-mashadir/article/download/235/521>.

evaluation during the program. This evaluation is called formative (evaluation when the program takes place) and summative (final evaluation of the program), showing clear differences in various aspects. Formative assessments are carried out during the learning process to assess the progress of mastery of the material by students. In contrast, summative assessments are carried out at the end of learning to evaluate overall learning outcomes.¹⁴

The author is very interested in conducting research in Markaz Arabiyah because the application of Arabic learning evaluation based on multiple intelligences has proven effective in identifying differences in intelligence among students. The review, which is carried out at the end of the program and during the learning process, includes formative and summative evaluations that show significant differences in various aspects. Thus, this research is expected to provide deeper insight into the effectiveness of the evaluation method applied in Markaz Arabiyah and its contribution to developing students' language skills.

METHOD

In this study, the author uses qualitative research, which is research conducted in a real-life context, to investigate and understand phenomena, including what happens, why, and how it happens.¹⁵ The data used in this study were collected through interviews and observations. The researcher collected two types of data: primary and secondary. Primary data includes information obtained directly from the learning process at Markaz Arabiyah, through interviews with a student and a student who was conducted online due to distance and time, and the data was supported by 10 respondents who filled out questions through google forms that had been disseminated by researchers regarding questions related to learning and summative and formative evaluation as well as direct observations made by one of the authors during the study activity. On the other hand, secondary data consists of documents that are relevant and support learning in Markaz Arabiyah.

¹⁴ Ade Hera Adinda et al., "Summative Assessment and Formative Assessment of Online Learning," *Report of Biological Education* 2, no. 1 (June 30, 2021): 1–10, <https://doi.org/10.37150/rebion.v2i1.1024>.

¹⁵ Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika, Kajian Ilmiah Mata Kuliah Umum* 21, no. 1 (2021): 33–54, <https://core.ac.uk/download/pdf/440358389.pdf>.

The data analysis technique used in this study is the descriptive method proposed by Miles and Huberman, which involves three steps carried out simultaneously: 1) data reduction, which means removing irrelevant information and organizing existing data; 2) data presentation, which aims to identify significant relationship patterns; and 3) drawing conclusions or verifications.¹⁶

RESULT AND DISCUSSION

3.1 Markaz Arabiyah Arabic Program Based on Multiple Intelligences

LKP Markaz Arabiyah, which is registered with NPSN K9980825, is located on Jl. Pancawarna, Tulungrejo Village, Pare District, Kediri Regency, East Java Province. This school has a private status and is a form of course education with the DIKMAS education level.¹⁷ Arabic language programs based on multiple intelligences provide various excellent programs.

The course evaluation design is based on the Kirkpatrick Evaluation Model, which identifies four levels of outcomes and impacts of the educational program: (1) participant satisfaction with the course; (2) increased knowledge; (3) changes in behaviour and attitude; and (4) the effect on performance.¹⁸ In response to this theory, Markaz Arabiyah evaluates starting the learning program to help students choose a program that suits their competencies by the program's foundation based on multiple intelligences. Thus, students have the opportunity to select the right program. At the end of the program, Markaz Arabiyah provided a Google Form as access for students to remove various obstacles in the learning process, criticism, and suggestions as the final evaluation of the Arabic language learning program.

¹⁶ Mathew B. Miles et al., *Analisis Data Kualitatif: Buku Sumber Tentang Metode Metode Baru* (Penerbit Universitas Indonesia (UI-Press), 1992).

¹⁷ "Data Pendidikan Kemendikdasmen," accessed April 23, 2025, <https://referensi.data.kemdikbud.go.id/pendidikan/npsn/K9980825>.

¹⁸ Amanda L. Vogel, Shadab F. Hussain, and Jessica M. Faupel-Badger, "Evaluation of an Online Case Study-Based Course in Translational Science for a Broad Scientific Audience: Impacts on Students' Knowledge, Attitudes, Planned Scientific Activities, and Career Goals," *Journal of Clinical and Translational Science* 6, no. 1 (January 2022): e82, <https://doi.org/10.1017/cts.2022.415>.



Tautan Soal Tauzi'ul Fushul

Shifir : <https://forms.gle/xdjQDNGQQpzXV8Pq9>

I'dad Awal: <https://forms.gle/3pWy3bN9VUKvoBEUA>

I'dad Tsani: <https://forms.gle/yDjGSMi9H5GW8S767>

Syarqi Awal: <https://forms.gle/S7MhRuTirGTVJ3MP6>

Syarqi Tsani: <https://forms.gle/w4aM6okNBbiGfYro8>

Atiqah : <https://forms.gle/i7Qy8EssYGpESkxc6>

Takhossus Awal: <https://forms.gle/aNCNphLLSW4Dap2x9>

Takhossus Tsani: <https://forms.gle/Rc6nTGyZB8cQdoWw5>

Akbarnas: <https://forms.gle/bMQ1hDcWhkKz542B6>

Maqro: <https://forms.gle/CxUgkFpEAD1U73Fe7>

Minhah Mesir/Minhah Maroko/BISA: <https://forms.gle/QJu1bv3DZooweh7q7>

Figure.1 *Tauzi'ul Fushul* (Class Divisional Test)

There is no selection system in the admission of new students because the principle of *multiple intelligences* believes that all children have intelligence. All applicants are accepted according to the facility quota, with a maximum of 25 participants per class. The placement test is carried out to group students based on intelligence tendencies, such as grouping children with musical intelligence, making it easier for teachers to develop learning methods. The test instruments were created by a *team of multiple intelligence* experts and analyzed before determining the group's division.¹⁹

However, the figure.1 shows that the Arabic language program in the Markaz Arabiyah course based on *multiple intelligences* offers a

¹⁹ Annas Ribab Sibilana, "Pendidikan Karakter Melalui Pembelajaran Berbasis Multiple Intelligences Di Markaz Arabiyah Pare Kediri," *Indonesian Journal of Islamic Education Studies (IJIES)* 3, no. 1 (2020): 48–62, <https://ejournal.uit-lirboyo.ac.id/index.php/ijies/article/view/1123>.

variety of excellent programs, ranging from the basic level (*mubtadi'*) to preparation for university entry in the Middle East. However, even though students have chosen a class during registration and took the *tauzi'ul fushul* test (class division test), there are times when the class selected is not by the test results. In this situation, students must follow the decisions of the *asatidz*, who will place them according to their competence. This step is the first part of implementing the Arabic language program based on *multiple intelligences*. This makes it easier for students to follow the appropriate learning process.

WISATA EDUKASI BAHASA ARAB

VARIASI PROGRAM

- ✓ **SHIFR**
Paket Pengenalan Bahasa Arab dari Paling Dasar Multi Usia
- ✓ **I'DAD**
Paket Kosakata Bahasa Arab
- ✓ **SYARQI**
Paket Lengkap 4 Maharah Bahasa Arab dan Karya Tulis Ilmiah
- ✓ **ATIQA**
Paket Akselerasi Tingkat Dasar dan Qiroatul Kutub Dua Bulan
- ✓ **TAKHASHUSH**
Paket Lanjutan Nahwu, Sharaf, I'la, I'rab, dan Sorogan Kitab Kuning
- ✓ **MUKATSAF**
Belajar Intensif Dua Pekan
- ✓ **MINHAH MESIR**
Paket Bimbingan Eksklusif Tes Seleksi Universitas Al-Azhar 2025
- ✓ **PANTER**
Persiapan materi termin 1 & persiapan ujian mu'adalah Universitas Al - Azhar
- ✓ **AKBARNAS**
Akselerasi 2 Bulan Berbicara Bahasa Arab Nasional

KEUNGGULAN MARKAZ ARABIYAH

- ✓ Relasi akademik & kerjasama resmi dengan universitas di Timur Tengah
- ✓ Berprestasi dalam kejuaraan bahasa Arab tingkat nasional maupun internasional
- ✓ Pembelajaran intensif dengan program berkelanjutan paling lengkap
- ✓ Lingkungan berbahasa yang sistematis dan kondusif
- ✓ Pembentukan karakter disiplin & tanggung jawab
- ✓ Tenaga Pengajar merupakan Alumni Timur Tengah, Dosen Bahasa Arab dan Tenaga Profesional
- ✓ Asrama nyaman dan aman

Link Pendaftaran:

Timeline Pendaftaran
12 April - 10 Mei 2025
Mulai Pembelajaran
11 Mei 2025
Investasi Pendidikan
Mulai dari Rp. 850.000

markazarabiyah.id

SWIPE>>>

Figure.2 Catalog of Markaz Arabiyah Program

In the figure.2 various Arabic language learning programs are designed to meet the needs of different learners. *The Shifr* program is aimed at beginners who are just learning Arabic. The *I'dad* program focuses on developing a vocabulary for speaking, writing, and sentence composing. The *Syarqy* program develops four Arabic language skills: listening, reading, speaking, and writing. The *Takhassus* program helps participants learn Arabic grammar from the beginning, while the *Akbarnas* program deepens their speaking skills with everyday vocabulary. The *Maqra'* program teaches reading and grammar from the basic level. The *Minhah* program prepares participants who want to continue their studies at universities in the Middle East. The *Panther* program is aimed at new students at Al-Azhar University who wish to prepare important materials. Finally, the *Private Program* offers one-on-one learning with teachers, which is flexible and effective.

Likewise, Markaz Arabiyah courses offer several online Arabic language programs. The *Grammatical* program focuses on learning Arabic grammar from the basics, suitable for those who want to master Nahwu and Shorf. The *Kalam* program is designed to improve speaking skills with vocabulary and everyday expressions. The *Minhah* program is aimed at those who want to pursue their studies at universities in the Middle East, such as Egypt's al-Azhar University. Meanwhile, the *Panther Program* helps new students at Al-Azhar University prepare important materials that are often challenging in the first semester.²⁰

3.2 Implementation of Multiple Intelligence-Based Arabic Program Evaluation: A Formative-Summative Model According to Michael Scrivencsfa

According to Scriven, assessment has a major role in decision-making related to program evaluation. There are two important roles in assessment: formative and summative.²¹ The evaluation model applied to the Arabic language program in the Arabic Markaz is based on the

²⁰ "Kursus Bahasa Arab Markaz Arabiyah Kampung Inggris Pare," markazarabiyah.id, accessed April 23, 2025, <https://markazarabiyah.id/>.

²¹ Agustanico Dwi Muryadi, "Model Evaluasi Program Dalam Penelitian Evaluasi," *Jurnal Ilmiah Penjas (Penelitian, Pendidikan Dan Pengajaran)* 3, no. 1 (2017), <http://ejournal.utp.ac.id/index.php/JIP/article/view/538>.

evaluation concept developed by Michael Scriven and divides the evaluation into two main categories:

1. Formative Evaluation

This internal evaluation aims to improve the institution's performance and develop programs or individuals. The goal is to monitor the progress of the ongoing program. Monitoring and supervision activities are included in formative evaluations, which are carried out during the program.

2. Summative Evaluation

This evaluation is carried out at the end of the program to assess the extent of the success of the program that has been implemented. In addition, this evaluation also serves as an accountability for the implementation of tasks and provides recommendations regarding the continuation or termination of the program in the coming Year.²²

Implementation of formative and summative evaluation in Arabic language programs in Markaz Arabiyah:

Table. 1 Formative and Summative Evaluation of Arabic Language Programs in Markaz Arabiyah

Formative Evaluation	Daily	Asfuzzihni
	Weekly	Ikhtibar usbu'i
Summative Evaluation	Monthly/end-of-program	Ikhtibar niha'i (final exam)
		Vocabulary deposit

The evaluation is carried out to determine the ability of students in two stages of assessment, namely, formative evaluation and summative evaluation. In the formative review of Arabic language programs in the Arabic Markaz, some are carried out every day and every week. *Asfuzzihni*, or daily, assessment is done in the afternoon after the day's learning activities are completed. Arabic language learning starts from 05.30 to 12:30. Then, the evaluation of the learning learned in the afternoon continued at 15:30.

²² Achmad Nasihi and Tri Asihati Ratna Hapsari, "Monitoring Dan Evaluasi Kebijakan Pendidikan," *Indonesian Journal of Teaching and Learning (INTEL)* 1, no. 1 (2022): 77–88, <https://journals.eduped.org/index.php/intel/article/view/112>.

Learning is carried out from Monday to Thursday, followed by *usbu'i efforts* on Friday. The purpose of the *USBU'i effort* is to assess the mastery of the learning material studied for four days. It is called *ikhtibar usbu'i*, even though the learning is only four days because it is an active day for all courses in Pare until Friday. So, Markaz Arabiyah uses the last day of active learning to conduct weekly evaluations. The results or grades of *the USBU'i effort* will be distributed in the WA group; then, each homeroom teacher will give an assessment of the students in each program taken. By evaluating *the USBU'i effort*, the *asatidz* and students can determine their abilities and mastery of the material for four weeks.

After one month of learning, students will face an effort to *niha'i* or the implementation of formative evaluation, which is an evaluation that is carried out at the end of the program. The final exam determines whether the student deserves or does not receive *the shahadah* (certificate). The *niha'i* effort that the students will face is the final written and oral exams. The final exam is in writing; students will answer questions about the material for one month. Meanwhile, for the oral exam, students must deposit *the mufradat* (vocabulary) that has been memorized once sitting in front of the *asatidz*. If the student cannot carry out *the niha'i effort* verbally and in writing, then the student is not entitled to get a certificate.

As a result of the author's interview with students who have learned the Arabic language program at the Arabic Markaz, the students said that the program evaluation was very useful in increasing enthusiasm in the learning process. Not only that, but the students also feel that memorizing the *mufradat* and transmit at the end of the program makes the *mufradat* very attached. We can conclude that evaluation in the Arabic language program is very much needed in various course institutions to improve students' ability and willingness to learn and repeat the material obtained in class.

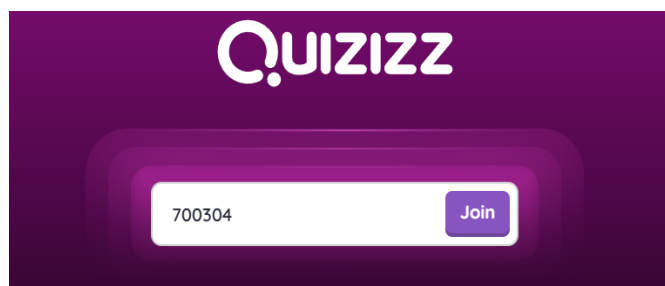


Figure 3: Final Evaluation of the Program Using Quizizz

In addition to formative and summative evaluations, Figure 3 shows multiple intelligence development programs that involve tests at the end of digital-based programs. This test uses *Quizizz* with different questions, such as filling in blank sentences, continuing sentences, guessing pictures, and vocabulary. Evaluation through *Quizizz* is very interesting because students can immediately see their scores and rankings, and the time left when working on the questions. Using *Quizizz*, the final evaluation becomes more effective because students are not faced with stressful written and oral exams. As a fun alternative, this evaluation supports a multiple intelligence-based Arabic language program, providing variations that suit the student's abilities and avoiding the boredom of traditional exams.

Markaz Arabiyah's strengths lie in its strong academic ties with universities in the Middle East, achievements in Arabic language championships, and intensive and continuous learning programs. A conducive learning environment supports Arabic language mastery, while a focus on building character, discipline, and responsibility prepares learners for future challenges. Quality teaching staff, who are Middle Eastern alumni, and comfortable dormitory facilities also support the learning process at this Markaz.

After the researcher distributed a Google form to 10 respondents about the Arabic language learning program in the Arabic language program and related to the evaluation of the Arabic language program, it can be concluded that Arabic language learning programs, such as *I'dad Awwal*, *I'dad Tsani*, *Akbarnas*, and *Syarqi Awwal*, received a very positive response. Most respondents stated that the learning methods used were very effective, interactive, and structured, thus helping them improve their Arabic language skills. Some participants, in particular, liked the hands-on approach and conducive learning atmosphere, which made the learning process more enjoyable. However, there are also inputs to increase the variety of learning media, such as video, audio, or other interactive activities, to make the material more interesting and suitable for various learning styles.

In terms of satisfaction, most participants felt unburdened by the program and rated the learning experience very satisfactory. However, some respondents think one month is too short for dense material, thus causing a sense of burden. In addition, regarding facilities, some participants suggested improvements related to the arrangement of

learning spaces to minimize excessive interaction between men and women, not to limit communication, but as an effort to maintain the focus of learning.

For the evaluation system, most participants prefer paper-based exams because they reduce the risk of cheating, such as searching for answers on the internet, and encourage deeper understanding. On the other hand, some argue that digital exams are more practical and efficient. Thus, the program has been running well, but there is still room for improvement, especially in learning media variation, duration adjustments, and optimization of evaluation systems. By continuing to pay attention to input from participants, the quality of Arabic language learning at the markaz can be further improved.

CONCLUSION

The conclusion of this study shows that the evaluation of Arabic language programs in Markaz Arabiyah, which is based on *multiple intelligences*, is carried out through formative and summative approaches. Formative assessment, carried out daily and weekly, effectively monitors students' progress, while summative evaluations at the end of the program assess success and give certificates to students. The impact of this study shows that the program succeeds in improving students' Arabic language skills and motivating them in the learning process. However, this study has limitations in exploring the influence of evaluation methods on developing other intelligences. Therefore, further research is recommended to explore this program's long-term impact and analyze the various evaluation methods that can be applied.

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