



## Evaluation of Arabic Language Learning Assessment Using the CBT Application at SMA Muhammadiyah 4 Jakarta with the CIPP Model

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### Abstract

This research aims to evaluate the use of Computer-Based Test (CBT) applications in assessing Arabic language learning at SMA Muhammadiyah 4 Jakarta. The evaluation is conducted using the CIPP model (Context, Input, Process, Product) to analyze the effectiveness and success of implementing the CBT application. The research method used is a descriptive qualitative approach. Data collection is done through interviews, observations, questionnaires, and documentation. Data analysis employs data reduction techniques, data presentation, and drawing conclusions. The evaluation results indicate that in the Context stage, SMA Muhammadiyah 4 Jakarta demonstrates a strong commitment to developing technology-enhanced learning, including the use of CBT applications. In the Input stage, the school has prepared adequate technological infrastructure and provided intensive training for teachers and students. In the Process stage, the implementation of the CBT application has performed well despite some technical challenges. In the Product stage, the use of CBT applications has been shown to enhance students' understanding and learning achievements in Arabic language. Overall, the use of CBT applications at SMA Muhammadiyah 4 Jakarta has provided significant positive impact in supporting Arabic language learning.

**Keywords:** Evaluation, Computer-Based Test (CBT) application, Arabic language learning, CIPP model, SMA Muhammadiyah 4 Jakarta

### Abstrak

Penelitian ini bertujuan untuk mengevaluasi penggunaan aplikasi Computer-Based Test (CBT) dalam asesmen pembelajaran bahasa Arab di SMA Muhammadiyah 4 Jakarta. Evaluasi dilakukan dengan menggunakan model CIPP (Context, Input, Process, Product) untuk menganalisis efektivitas dan keberhasilan implementasi aplikasi CBT. Metode penelitian yang digunakan adalah pendekatan kualitatif deskriptif. Pengumpulan data dilakukan melalui wawancara, observasi, angket, dan dokumentasi. Analisis data menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil evaluasi menunjukkan bahwa pada tahap konteks, SMA Muhammadiyah 4 Jakarta memiliki komitmen kuat dalam mengembangkan pembelajaran berbasis teknologi, termasuk penggunaan aplikasi CBT. Pada tahap input, sekolah telah menyiapkan infrastruktur teknologi yang memadai dan memberikan pelatihan intensif bagi guru dan siswa. Pada tahap proses, pelaksanaan aplikasi CBT berjalan cukup baik meskipun ada beberapa tantangan teknis. Pada tahap produk, penggunaan aplikasi CBT terbukti meningkatkan pemahaman dan prestasi belajar siswa dalam bahasa Arab. Secara keseluruhan, Penggunaan aplikasi CBT di SMA Muhammadiyah 4 Jakarta memberikan dampak positif yang signifikan dalam mendukung pembelajaran bahasa Arab.

**Kata kunci:** Evaluasi, Aplikasi Computer-Based Test (CBT), Pembelajaran Bahasa Arab, Model CIPP, SMA Muhammadiyah 4 Jakarta

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## INTRODUCTION

The rapid development of information technology demands various adjustments in the education sector, including learning media, learning models, and evaluation processes of learning outcomes (Nurillahwaty, 2021). The use of computers as tools for evaluating student learning outcomes is one of the necessary adjustments to adapt education to technological advances. Computer-Based Test (CBT) is currently an alternative for tests or exams, and according to the website kemendikbud.go.id, CBT has recently been widely applied in various schools, from junior high to senior high schools (Prissly & Hidayat, 2023).

The use of technology in learning assessments has become increasingly popular in recent years. One application used in learning assessment is Computer-Based Test (CBT) (Effendi & Wahidy, 2019). CBT allows for more effective and efficient assessment and provides more accurate results. The CIPP (Context, Input, Process, Product) evaluation model has been used in several previous studies to evaluate the effectiveness and success of CBT use in learning assessment (Rama et al., 2023). This model enables analysis of various aspects of CBT implementation, including context, input, process, and product (Pradhana & Roesminingsih, 2020).

CBT (Computer-Based Test) is a computer-assisted evaluation system designed to assist teachers in conducting evaluations, scoring, and assessing the effectiveness and efficiency of implementation (Habsari & Ekohariadi, 2019). The tests are assisted by media and implemented using computers. According to John Daintith, CBT (Computer-Based Test) involves using computers to control both digital and analog techniques for testing and evaluating the quality of components and products. The use of CBT is beneficial for education and technological development, leading many developers to create CBT applications with various specifications. Consequently, CBT applications today vary greatly, each with its own advantages and disadvantages.

The context in the CIPP model refers to the situations and conditions affecting CBT implementation (Dicky Artanto et al., 2023). This includes internal factors such as teacher and student capabilities and external factors like available technology and infrastructure. Input in the CIPP model refers to the teaching materials and resources used in CBT implementation (Indriana, 2018). This includes teaching materials, teaching methods, and technology used. Process in the CIPP model refers to the methods used in CBT implementation (Fuadi & Anas, 2019). This includes methods used by teachers in teaching and students in answering questions (Pradhana & Roesminingsih, 2020).

Arabic language learning plays an important role in education in Indonesia, particularly in Islamic educational institutions like SMA Muhammadiyah 4 Jakarta. Arabic is not only used as a daily communication language in some countries but also the main language in understanding religious texts such as the Quran and Hadith. Therefore, mastering Arabic is an essential skill for students to understand and apply religious teachings in daily life. To improve the quality of Arabic language learning, various methods and technologies have been adopted. One increasingly popular approach is using Computer-Based Test (CBT) in learning assessment. CBT offers many advantages, including efficiency in managing exams, speed in delivering results, and the ability to present various types of interactive questions that can measure students' skills more comprehensively (Fagbola et al., 2013).

However, the implementation of CBT in Arabic language learning assessment at SMA Muhammadiyah 4 Jakarta still faces several challenges. These challenges include infrastructure readiness, technical skills of teachers and students, and the effectiveness of the assessment in measuring student learning achievements (Riyan Afandi et al., 2022). Therefore, evaluating the use of CBT applications is crucial to ensure that this technology's implementation truly provides the expected benefits (Hardinata et al., 2022). The CIPP (Context, Input, Process, Product) evaluation model is a comprehensive approach to evaluating educational programs or interventions. This model enables in-depth evaluation of various aspects of program

implementation, from context and program needs, inputs provided, implementation processes, to achieved results (Pedhu, 2022).

Evaluating the use of CBT applications in schools is essential to enhance the quality of application use in evaluating learning outcomes more optimally. Thus, a comprehensive evaluation model, such as the CIPP evaluation model, which covers context, input, process, and product, is needed to refer to the results obtained from CBT implementation. This includes student learning outcomes and the quality of the obtained assessment (Antariksa et al., 2022). This study will use the CIPP evaluation model to evaluate the effectiveness and success of using CBT applications in Arabic language learning assessment at SMA Muhammadiyah 4 Jakarta. Using the CIPP model is expected to provide a clear and comprehensive picture of the effectiveness and efficiency of the program.

## RESEARCH METHOD

This study uses a qualitative descriptive approach with the CIPP (Context, Input, Process, Product) model. The research location is at SMA Muhammadiyah 4 Jakarta. The research subjects are 50 students from class X and 50 students from class XI at SMA Muhammadiyah 4 Jakarta, totaling 100 students, along with Arabic language teachers and the school principal. Data collection techniques include questionnaires, observations, interviews, and documentation. Data obtained from interviews and observations are processed using qualitative descriptive analysis techniques. Data processing is carried out in stages, starting from data reduction, data presentation, and verification or conclusion drawing (Hardani & Nur Hikmatul Auliya, 2020). Miles dan Huberman mengemukakan bahwa analisis terbagi menjadi tahapan:

**Data Reduction:** This stage simplifies the obtained data and adjusts it to needs to facilitate obtaining information. Data collected can be categorized based on the importance of the data: very important, less important, and not important. Based on this data grouping, researchers can determine the data to be retained for research and the data to be discarded. Thus, the collected data becomes clearer and simpler, facilitating the next stage.

**Data Presentation:** Data presentation is done by displaying data from the reduction results in charts, graphs, and other forms. This is done to make the data easier for others to understand. It also helps readers to absorb information more easily if the data is presented in such forms. The next step after data reduction is data presentation. Data is presented in diagrams, brief descriptions, and relationships among categories or similar items.

**Conclusion Drawing:** Conclusion drawing is the information obtained from data grouping and arrangement, presented with specific techniques. The conclusion is delivered at the end and is used as a closing to help readers find an overall conclusion from the conducted research. The analysis starts with data reduction, followed by data presentation, and then drawing conclusions from the data.

## RESULTS AND DISCUSSION

The evaluation of CBT application use at SMA Muhammadiyah 4 Jakarta based on the CIPP model (Context, Input, Process, Product) shows the following: The evaluation conducted at this stage involves the collection of data related to the school profile, the background, and objectives of the CBT application program, and the preparations made to balance the program. Based on the evaluation results of the CBT application usage in the context of SMA Muhammadiyah 4 Jakarta, which is located in Cawang Subdistrict, the school is an educational institution that inherits Muhammadiyah's vision and mission to nurture a generation excelling in academics and Islamic values. This school has a long history and has become the primary choice of the local community in organizing quality education based on Islamic values. The school's vision is to become an excellent educational institution both academically and extracurricularly, producing students with high morals and international insight. To achieve this vision, the school provides a conducive environment for Islamic religious education,

balances students' potential through various academic and extracurricular programs, applies Islamic values in daily life, and equips students with skills and knowledge relevant to their personal development.

SMA Muhammadiyah 4 Jakarta has various facilities to support the teaching and learning process, including comfortable classrooms, adequate laboratories and computers, a library with a diverse collection of books, complete sports fields, and a mosque as the center equipped with facilities for religious and spiritual activities. We also offer various challenging learning programs aimed at improving the quality of education and student development, including technology-based learning programs such as learning assessments using the CBT (Computer-Based Test) application, as well as various extracurricular and religious activities. We are currently running a program that includes Quran reading and memorization, as well as performance guidance for gifted students. Over the years, SMA Muhammadiyah 4 Jakarta has won various awards in academic and non-academic fields, demonstrating the school's commitment to educating talented and noble-character students. With a strong commitment to quality education and character development, SMA Muhammadiyah 4 Jakarta provides the best for its intelligent, moral, and motivated students to face global challenges.

Based on an interview with the Principal, Drs. Riyanta, M.Pd., SMA Muhammadiyah 4 Jakarta stated that "the background for the establishment of the CBT Application Program is that this application allows for the improvement of the quality of learning evaluation through more accurate and objective assessments. The assessment process becomes faster and more efficient, allowing teachers to focus more on curriculum development and learning strategies. Additionally, this program helps students become more familiar with technology, improve their digital literacy, and prepare them to face the challenges of the digital era. The digital system used in the CBT application also ensures transparency and accountability in the assessment process, providing assurance that every student receives a fair assessment. With this conclusion, Drs. Riyanta, M.Pd., believes that the CBT Application Program will have a significant positive impact on the learning process at SMA Muhammadiyah 4 Jakarta Timur, improve the quality of education, and prepare students for a better future."

The evaluation results indicate that the CBT application program at SMA Muhammadiyah 4 Jakarta aims to improve the quality of education delivery and outcomes in the school, leading to the achievement of Arabic language learning assessments for students. The main objectives of establishing the CBT application at this school are to improve the accuracy and objectivity of assessments, speed up the correction and analysis process, enhance students' digital literacy, increase transparency and accountability, support more interactive learning, improve the quality of learning with more detailed feedback, and reduce teachers' administrative burden. With the implementation of this program, SMA Muhammadiyah 4 Jakarta hopes to significantly improve the quality of education and prepare students to face future challenges with relevant and comprehensive skills and knowledge.

Therefore, the principal of Muhammadiyah 4 High School in Jakarta hopes that to balance the CBT application program at Muhammadiyah 4 High School in Jakarta, the school has made thorough preparations. The first step is to conduct a detailed survey to assess the school's needs and challenges in the learning assessment process. Based on the results of this research, CBT technology and application platforms were selected to meet the school's needs, focusing on key features such as assessment accuracy, data security, and ease of integration with existing technology infrastructure. Teachers and school staff received intensive training to ensure they are proficient in using the CBT application, managing assessment data, and utilizing technology in the classroom. In addition, the development team collaborated with teachers to balance educational content that is appropriate and relevant to the curriculum. The CBT application has gone through a testing phase before being released to ensure its performance is optimal and meets the school's needs. The school's technology infrastructure is also well-prepared, including a stable internet connection and adequate hardware. Through open communication with the entire Muhammadiyah 4 High School Jakarta community, the

smooth implementation of the CBT application program can be ensured, enhancing the quality of education and preparing students to face the increasingly digital future, which brings significant benefits.

### Evaluation Results of CBT Application Usage from the Input (Resource) Perspective

The evaluation of Arabic language learning using the Computer-Based Test (CBT) application at Muhammadiyah 4 High School in Jakarta. The input stage evaluation aims to collect data related to resources (availability of hardware and software), training provided to teachers and students in using the CBT application, and administrative and financial support from the school. Based on the results of the CBT application usage evaluation from the Input perspective, the Input stage evaluation in the implementation of the Computer-Based Test (CBT) application for Arabic language learning at Muhammadiyah 4 High School in Jakarta is a critical step to ensure the availability and readiness of all necessary resources before implementation. The main aspects evaluated include the availability of hardware and software that support learning through CBT technology. First, in terms of hardware, the evaluation includes assessing the number and condition of computers or laptops available for both students and teachers. It is important to ensure that each student has adequate access to use the CBT application without significant technical obstacles, as well as the availability of a stable network infrastructure and adequate internet connectivity to support the use of this application in daily learning processes. Second, from the software aspect, the evaluation includes the selection of CBT applications that are suitable for the curriculum and Arabic language learning needs at the school. The application must be able to effectively assess students' understanding and Arabic language skills and can be integrated with the Learning Management System (LMS) if necessary to facilitate administration and evaluation of learning outcomes. Below is an illustration of the CBT application implemented at Muhammadiyah 4 High School in Jakarta



Figure 1. Front Page Section of the Application CBT

In addition, the management of resources also becomes the focus of evaluation at this Input stage. This includes training and professional development for teachers and school staff in effectively using the CBT application, as well as administrative management covering procedures for distribution, maintenance, and replacement of devices if needed. Overall, this Input stage evaluation provides a strong foundation to ensure that all necessary preparations have been made before implementing the CBT application in Arabic language learning at SMA Muhammadiyah 4 Jakarta. Thus, the use of this technology can make a significant contribution to improving the effectiveness and efficiency of the learning process at the school.

Based on the evaluation interview results from various parties at SMA Muhammadiyah 4 Jakarta, the use of the Computer-Based Test (CBT) application in the Arabic language learning assessment at this school is generally rated positively and provides many benefits. The principal sees the implementation of CBT as a progressive step in keeping up with technological advancements in education. The use of CBT is considered to improve efficiency, speed, and accuracy in the assessment process, as well as reduce human errors. Although technological infrastructure needs improvement, students generally show positive responses and good adaptation to computer-based tests. Arabic language teachers also welcome the use of CBT, noting that this application makes the test process more efficient and helps in quickly analyzing results while minimizing errors through randomized questions. However, they identify technical challenges such as unstable internet connections and inadequate device availability as the main obstacles (Yudharta et al., 2024). Teachers acknowledge that assessment results using CBT are not significantly different from conventional methods, but the advantages of CBT lie in the speed of data analysis and increased student motivation. They also note the need to further integrate technology into teaching methods, with adequate support from the school in terms of facilities and training.

From the students' perspective, the experience of using CBT is generally positive. Students find the application more efficient compared to handwriting and appreciate the simple interface and clear instructions. Technical issues such as slow internet connections and computer problems are the main challenges they face. Students also feel that CBT-based tests are more practical and faster, as well as helpful in improving their understanding and skills in Arabic through interactive features (Abubakar & Adebayo, 2014). However, they also recognize the need for facility improvements and additional training to become more accustomed to this digital format. Overall, this evaluation shows that the use of CBT applications in Arabic language learning assessments at Muhammadiyah 4 High School in Jakarta provides better efficiency and accuracy in assessments. Positive responses from students and teachers indicate the great potential of CBT to become a long-term assessment standard, although infrastructure improvements and training are still needed. Continued support from the school in providing adequate facilities and more in-depth training is crucial to ensuring the successful implementation of CBT in the long term (Primasti, 2021).

The Implementation of Computer-Based Test (CBT) Applications in Arabic Language Learning at SMA Muhammadiyah 4 Jakarta requires a comprehensive evaluation at various stages, encompassing training aspects, administrative support, and financial management. Intensive training for teachers and students is crucial to ensure effective implementation of the CBT application in education. Teachers need technical skills to manage tests and analyze results, while students require proficiency to independently utilize this application. Strong administrative support is essential for providing adequate technological infrastructure and ensuring timely technical support. Additionally, efficient and transparent budget management is crucial for sustaining the long-term implementation of the CBT application. With these considerations, SMA Muhammadiyah 4 Jakarta can enhance the effectiveness and success of technology integration in Arabic language education at their school.

Based on interviews with the Principal, it is revealed that teacher training is an integral part of the school's strategy in adopting CBT technology for Arabic language education.

Teachers at SMA Muhammadiyah 4 Jakarta undergo comprehensive training that includes familiarization with the CBT application, utilization of its technical features, and integration into the existing Arabic language curriculum. This training is designed to empower teachers to enhance classroom interaction, personalize teaching according to student needs, and efficiently evaluate learning progress.

Furthermore, strong administrative support is emphasized in this interview. The Principal explains that the school has allocated sufficient resources to ensure reliable technological infrastructure, including procurement of suitable hardware and a stable network to facilitate widespread use of the CBT application across the school. A dedicated technical team provides support for maintenance and troubleshooting, ensuring uninterrupted teaching processes. Additionally, the Principal highlights the importance of administrative support in managing the budget related to this technology implementation. Transparent financial management is emphasized to ensure that budget allocations cover not only the purchase of equipment and software licenses but also ongoing training for staff and maintenance to uphold quality and sustainability in application implementation. In conclusion, this interview illustrates SMA Muhammadiyah 4 Jakarta's commitment to preparing staff and establishing infrastructure for effective implementation of the CBT application in Arabic language education. With deep training and well-organized administrative support, the school is poised to enhance student learning experiences and academic outcomes through the adoption of advanced and relevant technology.

#### **Evaluation Results of the Use of CBT Applications in Terms of Process)**

Evaluation of Arabic language learning using the Computer-Based Test (CBT) application at Muhammadiyah 4 High School Jakarta. The process evaluation stage aims to collect data related to the processes of the CBT application program for Arabic learning, the challenges faced during implementation, and how to overcome them. Based on the results of the evaluation of the use of the CBT application in terms of process, the evaluation stage in implementing the Computer-Based Test (CBT) application program for Arabic learning at Muhammadiyah 4 High School Jakarta is a crucial step to ensure the learning process runs according to the planned goals. This evaluation aims to collect data related to implementation, identify challenges during implementation, and find ways to overcome these challenges. The implementation process includes the use of technology, teacher and student training, question creation and management, and the exam process. Technology is integrated with computer or tablet devices to facilitate storage and analysis of exam results. Teachers and students are given training before the exam implementation, and the exam questions are prepared and tested to ensure no technical problems. Challenges faced include infrastructure limitations, curriculum adjustment, technical issues, and students' digital literacy levels. Some solutions implemented include improving technological infrastructure, continuous training, providing technical teams, and digital literacy programs. By overcoming existing challenges and continuously improving the implementation process, it is expected that the CBT program can run more effectively and efficiently, contributing positively to the quality of Arabic learning at Muhammadiyah 4 High School Jakarta.

Based on interviews with the principal at Muhammadiyah 4 High School Jakarta, it was stated that the implementation process of the CBT application in Arabic learning at Muhammadiyah 4 High School Jakarta runs quite well according to the Principal. This process begins with intensive training for teachers and students to ensure they understand how to use the CBT application. Teachers are trained to create and manage digital exam questions, while students are guided on how to operate devices and understand the CBT question format. On the exam day, students take the exam in the school's computer laboratory smoothly, although there are some technical challenges that need to be addressed. The main challenge faced is infrastructure limitations because not all students have adequate computer or tablet devices at home. An unstable internet connection can also be an obstacle that hinders the smooth running of the exam. Additionally, the adjustment of materials and teaching methods with the CBT

format requires additional time and effort in preparing questions and training students. The digital literacy level of students also varies, so some students need extra assistance in operating the CBT application well.

To overcome these challenges, the school strives to improve computer laboratory facilities and ensure a more stable internet connection. Continuous training is provided to teachers and students on using the CBT application and other supporting technologies. A technical team is also available to help address technical problems that may arise during the exam process. A digital literacy program is held to improve students' ability to use technology and the CBT application. All these steps aim to ensure that the learning and exam process runs smoothly and effectively. The principal recommends that the school continuously improve technological infrastructure, such as increasing the number of computer or tablet devices and improving the internet connection. Continuous training for teachers and students must be carried out so that they are always ready to face technological changes and developments. The digital literacy program also needs to be improved so that all students have the same ability to use technology. Routine evaluations of the CBT application program are essential to identify and address problems that may arise in the future. The principal hopes that the CBT application program at Muhammadiyah 4 High School Jakarta will continue to develop and provide significant benefits for students.

### Evaluation Results of the Use of CBT Applications in Terms of Product

Evaluation of Arabic language learning using the Computer-Based Test (CBT) application at Muhammadiyah 4 High School Jakarta. The product evaluation stage aims to collect data related to the analysis of student learning outcomes as a product of using the CBT application, focusing on student learning outcomes, improvements in understanding Arabic, academic achievement, and the effectiveness of the CBT application in achieving the established learning objectives.

Based on the evaluation results of the use of the CBT application in terms of product, the product evaluation stage of using the Computer-Based Test (CBT) application in Arabic learning at Muhammadiyah 4 High School Jakarta involves collecting and analyzing data related to student learning outcomes. This data includes exam scores using CBT, class average scores on various aspects of Arabic learning, as well as qualitative data from interviews and questionnaires. The following table shows the evaluation questionnaire of Arabic language learning assessment using the CBT application:

*Table 1. Evaluation Questionnaire of Arabic Language Learning Assessment Using the CBT Application*

Item Statement	Frequency					Percentage				
	5	4	3	2	1	5	4	3	2	1
1	43	38	14	3	2	43%	38%	14%	3%	2%
2	28	54	14	3	1	28%	54%	14%	3%	1%
3	32	40	25	2	1	32%	40%	25%	2%	1%
4	40	42	12	5	1	40%	42%	12%	5%	1%
5	28	55	13	2	2	28%	55%	13%	2%	2%
6	28	43	23	3	3	28%	43%	23%	3%	3%
7	40	39	16	4	1	40%	39%	16%	4%	1%
8	37	48	12	2	1	37%	48%	12%	2%	1%

*Note: Very Good (5) Good (4) Fair (3) Poor (2) Very Poor (1)*

Based on the evaluation results from the table above, several things can be concluded regarding the use of the CBT application in Arabic learning at Muhammadiyah 4 High School Jakarta

The suitability of the CBT application with Arabic learning needs: A large portion of respondents (81%) feel that the CBT application is already in line with the needs of Arabic learning (43% very good and 38% good). Availability of Resources (Computer, Internet): The majority of respondents (72%) gave positive ratings on the availability of resources (32% very



good and 40% good) that support the use of the CBT application. Ease of Access and Use of the CBT Application: About 82% of respondents (40% very good and 42% good) feel it is easy to access and use the CBT application for Arabic language assessment. Experience of Technical Problems: Although there are some technical problems experienced (such as internet connection issues), most respondents (83% total from good to very good) gave positive ratings on the use of the CBT application. Positive Impact on Arabic Language Understanding and Skills: The majority of respondents (71%) stated that the use of the CBT application has helped improve their understanding and skills in Arabic (28% very good and 43% good). Comparison of Learning Outcomes Before and After Using the CBT Application: Most respondents (79%) see an improvement in Arabic learning outcomes after using the CBT application (40% very good and 39% good). Satisfaction Level with the Use of the CBT Application in Arabic Language Assessment: The majority of respondents (85%) expressed a high level of satisfaction with the use of the CBT application in Arabic language assessment (37% very good and 48% good).

**Table 2. Evaluation of Arabic Language Learning Assessment Using the CBT Application**

No	Grade X Student Scores	No	Grade XI Student Scores
1	75	51	85
2	75	52	82
3	75	53	82
4	75	54	86
5	75	55	78
6	75	56	75
7	79	57	75
8	95	58	86
9	88	59	83
10	75	60	92
11	97	61	75
12	89	62	87
13	83	63	83
14	82	64	75
15	75	65	89
16	75	66	76
17	75	67	75
18	76	68	90
19	75	69	89
20	75	70	75
21	80	71	75
22	75	72	75
23	80	73	88
24	78	74	86
25	76	75	82
26	75	76	79
27	75	77	81
28	75	78	93
29	89	79	94
30	72	80	75
31	86	81	76
32	84	82	75
33	75	83	75
34	75	84	84
35	94	85	92
36	93	86	89
37	75	87	78
38	86	88	80
39	75	89	76
40	75	90	75
41	82	91	75
42	84	92	82

43	85	93	83
44	88	94	88
45	89	95	95
46	83	96	85
47	87	97	75
48	92	98	79
49	83	99	75
50	86	10	75

The analysis results show a significant improvement in students' understanding of Arabic. The scores indicate a clear improvement, especially in reading text comprehension and grammar. Students' academic achievement also increased after implementing CBT. The semester-end exam scores show a more even distribution and higher success rates compared to previous periods. Other factors, such as teaching methods and study time outside the classroom, also contributed to these results.

Based on interviews with the principal of Muhammadiyah 4 High School Jakarta, it was revealed that the CBT application helps students focus and stay motivated in learning. The principal stated, "The use of CBT makes the evaluation process more objective and transparent. Students become more disciplined and responsible for their learning." Arabic language teachers also gave positive feedback. One teacher mentioned, "CBT makes it easier for us to conduct exams and monitor student progress. The interactive features in CBT greatly help strengthen students' understanding." However, some shortcomings were also identified. Some students experienced technical difficulties when using the application and there is a need for further training for teachers to fully utilize all CBT features. Despite this, feedback from teachers and students indicates that the CBT application is effective in achieving the established learning goals.

The use of CBT in evaluating Arabic learning at Muhammadiyah 4 High School Jakarta provides more accurate and effective results. The CIPP evaluation model helps assess the effectiveness and success of using CBT in evaluating learning. The use of CBT in evaluating Arabic learning has proven to provide more accurate and effective results compared to traditional methods (Diharja et al., 2023). This is evident from the increased accuracy of predictions and the faster time required for grading. Teachers reported that CBT helps reduce their workload in evaluating exams, allowing them to focus on other teaching aspects (Patrikha et al., 2022).

Research data shows that students at Muhammadiyah 4 High School Jakarta have a good acceptance of CBT use. They consider CBT as a useful tool for improving the effectiveness of teaching and learning. Teachers found that CBT facilitates the creation of more varied and interactive exam questions, while students feel motivated and challenged by the new exam format. This study also highlights some challenges faced in implementing CBT. One major challenge is the readiness of school technology infrastructure. Some teachers and students stated that computer facilities and internet access at the school need to be improved to optimally support the implementation of CBT (Hasanuddin et al., 2022). Additionally, there is a need for further training for teachers and students to use this technology effectively.

In the context of education, assessment is often viewed as an evaluation of students' academic performance, although its scope is broader. Program evaluation is a systematic study designed, implemented, and reported to help assess and improve the value and benefits of the training program in question (Nasution et al., 2023). Program evaluation is a process that monitors the effectiveness of a program against predetermined criteria to make appropriate decisions about the program. Essentially, program evaluation involves collecting data and facts to provide the information needed by decision-makers about the program. According to (Munthe, 2015) program evaluation is based on thorough planning and involves collecting accurate data. This information serves as a basis for decision-makers to determine the next steps for the program that is running or being implemented (Harun Sitompul, 2018). The main

goal of program evaluation is to assess the success of the implemented program. Through this evaluation, educators can determine whether the program needs to be maintained, modified, or completely stopped (L, 2019).

Based on the evaluation results, it can be concluded that the CBT application has a positive impact on students' learning outcomes and their academic performance in Arabic. However, continuous improvements are needed, such as enhanced technical training for teachers and adding features that can better support the learning process. Monitoring and evaluation are also necessary to ensure the CBT application continues to provide maximum benefits for students and achieve the desired learning objectives.

## CONCLUSION

Based on the evaluation of Arabic language learning assessment using the CBT application at SMA Muhammadiyah 4 Jakarta with the CIPP model, it can be concluded that the use of the CBT application in Arabic language learning assessment is generally positively received and provides many benefits. The evaluation indicates that the school has made thorough preparations in implementing the CBT application. Despite primary challenges such as limited infrastructure and curriculum adjustments, the school has made efforts to overcome these challenges. Overall, the use of the CBT application in Arabic language learning assessment at SMA Muhammadiyah 4 Jakarta has had a significant positive impact, improving the effectiveness and efficiency of the learning process, though continuous improvements are necessary to maximize the benefits of this application.

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