



Enhancing Potential: Performance Evaluation of Arabic Language Teachers

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ABSTRACT

This study aims to contribute theoretically to the development of educational science and provide practical insights for Madrasah Tsanawiyah Negeri Towuti and similar institutions in evaluating teacher performance to enhance educational quality. The research employs an evaluative approach using the discrepancy model, conducted through qualitative methods, including observation, interviews, and document analysis, focusing on the performance evaluation of Arabic language teachers at MTsN Towuti. The findings reveal that Arabic teachers excel in lesson planning, as evidenced by the comprehensive administrative preparations at the start of the academic year. However, while overall performance was good during the implementation phase, challenges such as ineffective classroom management, monotonous teaching methods, and insufficient encouragement for creative thinking were noted. In the assessment phase, teachers demonstrated strong performance in designing assessment tools, applying diverse strategies to monitor student progress, and providing constructive feedback, aligning with school and national standards. The evaluation concludes that the teachers' performance in planning, implementation, and assessment is generally good, adhering to established standards. The study recommends that these strengths be maintained and further enhanced. The implications suggest that stakeholders should pay greater attention to teacher qualifications, advocating for more extensive training and certification programs. Practically, the findings serve as constructive feedback for Arabic language teachers to improve their performance further.

INTRODUCTION

One of the key factors determining the improvement of educational quality is the availability of professional teachers who can perform their teaching duties with full responsibility ([Jedemark & Londos, 2021](#); [Küçükbere & Balkar, 2021](#); [Matete, 2021](#)). However, the reality indicates that many teachers lack the necessary professionalism to fulfill their roles effectively, as mandated by Article 39 of Law No. 20/2003, which outlines the responsibilities of teachers, including planning, implementing, and evaluating learning, as well as providing guidance and community service ([Indonesia, 2003](#); [Keshmiri et al., 2023](#); [Rahayu et al., 2023](#)). Teachers spearhead successful learning processes strategically, acting as planners, implementers, and evaluators ([Harvey et al., 2019](#); [Tazkiah et al., 2022](#)). This strategic role makes teachers central to the success of the educational process.

The challenge of conducting comprehensive research on transforming culture and knowledge across various fields is critical in preparing and developing high-quality human resources in Indonesia. Education plays a crucial role in national development, especially in the era of globalization and regional autonomy, necessitating adequate support in terms of school management, human resources, policies, teacher performance, and infrastructure ([Aris et al., 2023](#); [Murdiono & Wuryandani, 2021](#); [W. Zhang et al., 2020](#)).

Many educational institutions, including schools and madrasahs, face challenges in obtaining qualified human resources. This issue contributes to the low quality of education, as there is often a lack of proper planning and management of human resources, leading to suboptimal implementation ([Arfaee et al., 2022](#); [Chakraborty & Biswas, 2019](#); [Madani, 2019](#)). The teaching and learning process is crucial to achieving educational goals, and the effectiveness of this process significantly impacts the evaluation of both the learning process and its outcomes. Effective evaluation motivates students to learn continuously and encourages teachers to enhance the quality of their teaching processes ([Li & Li, 2023](#); [Ng, 2019](#)). Moreover, schools can improve their facilities and management through the insights gained from evaluations.

Teacher performance evaluation is integral to ensuring high-quality education. According to various scholars, performance evaluation is a systematic process of assessing the work carried out by individuals or teams, providing a fair and objective basis for rewards or recognition ([Ahmed et al., 2020](#); [Murphy, 2020](#); [Samei et al., 2019](#)). This study focuses on the performance evaluation of Arabic language teachers at Madrasah Tsanawiyah Negeri Towuti, aiming to provide a clear overview of their performance and identify areas for improvement.

Given the importance of teacher performance in delivering quality education, this research aims to evaluate the effectiveness of Arabic language teachers at Madrasah Tsanawiyah Negeri Towuti in three key areas: lesson planning, teaching implementation, and student assessment. The findings will contribute to the ongoing efforts to enhance teacher performance and, by extension, improve the quality of education provided at this institution.

METHODS

Design

This study employs an evaluative research design using a qualitative descriptive approach ([Gladovic et al., 2022](#)). A qualitative approach explores and understands a central phenomenon ([Leavy, 2022](#)). The evaluation model applied is the Discrepancy Model ([Stewart I. Donaldson, 2021](#)), which focuses on identifying the gap between the established process standards and the actual performance of Arabic language teachers at Madrasah Tsanawiyah Negeri Towuti. This model describes the discrepancies between the process standards used to evaluate teacher performance and the realities in the field regarding lesson planning, implementation, and evaluation. This study follows a qualitative research design, where the researcher serves as the main instrument, collecting data in a natural setting. The qualitative approach is employed to gain in-depth insights into the performance of Arabic language teachers at the madrasah. The research was conducted at Madrasah Tsanawiyah Negeri Towuti, the only state Tsanawiyah in East Luwu Regency. This location was chosen due to the presence of Arabic teachers with non-Arabic educational backgrounds and the lack of similar previous research, ensuring the validity of the data collected.

Research Instrument

The research instruments used in this study were carefully designed to comprehensively evaluate the performance of Arabic language teachers in three key areas: lesson planning, teaching implementation, and student assessment. The primary tool was a non-test instrument comprising structured observations conducted during classroom sessions, where the researcher meticulously documented the teachers' performance in real-time. In addition to observations, in-depth interviews were conducted with the Head of the Madrasah, the Vice Principal for Curriculum, and selected students to gather qualitative insights into the teachers' instructional methods' effectiveness and alignment with the educational objectives. A questionnaire was administered to students to supplement these findings, and a secondary instrument was used to cross-validate the data obtained from observations and interviews. This combination of instruments ensured a robust and multi-faceted assessment of teacher

performance, providing a nuanced understanding of the strengths and areas for improvement in their teaching practices.

Data Collection

Data collection in this study was executed through a systematic and multi-stage process designed to capture comprehensive and reliable information on the performance of Arabic language teachers at Madrasah Tsanawiyah Negeri Towuti. Initially, the preparation phase involved the development of detailed guidelines for interviews and observations, ensuring that the data collection process would be aligned with the study's objectives. These guidelines were meticulously crafted and refined with input from academic advisors, ensuring their relevance and accuracy. During the implementation phase, the researcher conducted non-participatory observations in the classroom, capturing real-time data on the teachers' instructional methods, classroom management, and student engagement. Concurrently, semi-structured interviews were conducted with key stakeholders, including the Head of the Madrasah, the Vice Principal for Curriculum, and selected students, to gain deeper insights into the contextual factors influencing teacher performance.

Additionally, a questionnaire was administered to students to supplement the observational and interview data, providing a broader perspective on the effectiveness of the teaching practices. The final stage involved the organization, analysis, and synthesis of the collected data, ensuring that the findings were comprehensive and reflected the real conditions at the madrasah. This multi-method approach ensured that the data collection was thorough, triangulated, and capable of yielding valid and actionable insights into the performance of the Arabic language teachers.

Data Analysis

The data analysis in this study followed a systematic approach to ensure a thorough and accurate interpretation of the collected information. Initially, the process began with data reduction, where the researcher carefully organized the vast amount of data gathered from observations, interviews, and documentation. This step involved filtering out irrelevant information and focusing on data directly related to the research questions, thus enabling a clearer understanding of the essential findings. Following data reduction, the data presentation phase involved structuring the reduced data into a coherent format that could be easily interpreted. This was achieved by creating narrative descriptions, diagrams, and charts visually representing the relationships and patterns emerging from the data. Finally, the study moved into the conclusion-drawing phase, where the researcher synthesized the presented data to formulate key insights and conclusions. These conclusions were continually verified and refined by cross-referencing them with the original data and ensuring consistency across different data sources. This rigorous process allowed for developing well-supported conclusions that accurately reflected the Arabic language teachers' performance, highlighting their strengths and areas needing improvement.

RESULTS

The Performance of Teachers in the Preparation and Planning of Arabic Language Instruction at Madrasah Tsanawiyah Negeri Towuti

The study revealed that teachers at Madrasah Tsanawiyah Negeri Towuti demonstrated exemplary performance in preparing and planning Arabic language instruction. Teachers were required to prepare comprehensive teaching plans, including syllabi and lesson plans (RPP), before the start of the academic year. The school administration strictly enforced this requirement. As one of the teachers, Fatmawati, S.Pd.I, stated during an interview on February 7, 2024:

"Preparing lesson plans and other administrative documents, such as syllabi and RPPs, is mandatory for us before we begin teaching in the classroom. We are not allowed to teach until these documents have been reviewed and signed by the Head of the Madrasah."

Another teacher, Arham, S.Pd.I, reinforced this by emphasizing:

"Creating syllabi and RPPs is our duty as teachers. Even if there were no regulations, we must still prepare them because they guide us in teaching. When we are well-prepared, we can teach with confidence."

The importance of this preparation was further highlighted by the Head of the Madrasah, who noted:

"All teachers in this madrasah must prepare their teaching administration, including syllabi and RPPs before they enter the classroom. If I, as the Head of the Madrasah, do not enforce this, I'm concerned that teachers will not have the proper guidance for teaching, which could lead to unmet educational goals."

The Vice Principal for Curriculum also added:

"Each subject teacher's syllabi and RPPs are archived with the curriculum department to serve as backup documentation, which inspectors can review during school evaluations."

Based on these interviews, it is clear that the teachers at Madrasah Tsanawiyah Negeri Towuti excel in the preparation and planning phase, with no significant obstacles reported. The following table summarizes the evaluation of their performance in this area:

Table 1. Evaluation of Teacher Performance in the Preparation and Planning of Arabic Language Instruction

Component	Evaluation Result
Standard Competency Formulation	Very Good
Basic Competency Formulation	Very Good
Indicators	Very Good
Teaching Materials	Very Good
Learning Steps	Good
Learning Media and Resources	Good
Overall Result	Very Good

Table 1 presents the evaluation results of the Arabic language teachers' performance in the preparation and planning phase at Madrasah Tsanawiyah Negeri Towuti. The table highlights the teachers' ability to formulate standard competencies, define basic competencies, create appropriate indicators, and develop comprehensive teaching materials. The teachers' performance was consistently rated as "Very Good" across these components, indicating a strong alignment with the educational standards and requirements. The "Learning Steps" and "Learning Media and Resources" components were rated as "Good," suggesting that while the overall preparation was thorough, there may be minor areas for improvement in the detailed steps and resources used. The table shows that the teachers excelled in the planning phase, providing a solid foundation for effective instruction.

The Performance of Teachers in the Implementation of Arabic Language Instruction at Madrasah Tsanawiyah Negeri Towuti

Teachers generally performed well in implementing Arabic language instruction, although certain challenges were identified. The initial stages, such as student attendance, greetings, and lesson introduction, were handled effectively. Teachers engaged students through introductory activities related to the lesson's content. However, during the core instructional phase, teachers primarily used traditional lecture methods, which limited student participation. This approach did not fully align with the active learning strategies encouraged by the 2013 curriculum, leading to insufficient opportunities for creative thinking and problem-solving among students.

One teacher mentioned:

"The media available in the classroom are insufficient, so we haven't been able to utilize the necessary methods fully."

Observations conducted by the researcher further noted that teachers rarely involved students in developing lesson content. Instead, the teaching process was teacher-centered, inconsistent with the curriculum's expectations for fostering student engagement and critical thinking. Classroom management also posed challenges, particularly in mixed-gender classes, where teachers reported difficulties maintaining discipline and student engagement. Despite these challenges, the final stages of lessons, such as reflection and feedback, were executed effectively.

The table below summarizes the evaluation of teachers' performance in the implementation phase:

Table 2. Evaluation of Teacher Performance in the Implementation of Arabic Language Instruction

Component	Evaluation Result
Preliminary Activities	Good
Teacher's Attitude	Fair
Mastery of Teaching	Fair
Classroom Interaction Management	Good
Method Relevance	Fair
Reflection	Good
Overall Result	Good

Table 2 summarizes teacher performance evaluation during the implementation of Arabic language instruction. This teaching phase includes several critical components: preliminary activities, teacher's attitude, mastery of teaching content, classroom interaction management, relevance of teaching methods, and reflective practices. The "Preliminary Activities" and "Classroom Interaction Management" components were rated as "Good," reflecting the teachers' competence in engaging students and managing the classroom environment. However, areas such as "Teacher's Attitude," "Mastery of Teaching Content," and "Relevance of Teaching Methods" received "Fair" ratings, indicating the need for further improvement in these aspects. Specifically, the reliance on traditional lecture methods and limited student participation were noted as areas where enhancements could foster a more interactive and student-centered learning experience. The table suggests that while the implementation phase was generally effective, specific areas require attention to optimize teaching practices.

The Performance of Teachers in Evaluating Arabic Language Learning Outcomes at Madrasah Tsanawiyah Negeri Towuti

The evaluation of student learning outcomes by Arabic language teachers at Madrasah Tsanawiyah Negeri Towuti was strong. Teachers effectively designed evaluation tools, including oral and written tests, aligned with the lesson plans and national standards. As one teacher mentioned:

"We design evaluation tools such as oral and written tests, and we also have data from assessment analysis to ensure we monitor students' progress accurately."

Additionally, teachers employed diverse assessment strategies and methods to monitor students' progress and provided constructive feedback, which was crucial for student improvement. Effectively managing assessment results allowed teachers to use the data for future lesson planning and addressing any identified learning gaps.

The following table summarizes the evaluation of the teachers' performance in assessing student outcomes:

Table 3. Evaluation of Teacher Performance in Assessing Arabic Language Learning Outcomes

Component	Evaluation Result
Designing Evaluation Tools	Very Good
Using Various Strategies and Methods of Assessment	Very Good
Providing Feedback to Students	Good
Managing Assessment Results	Good
Overall Result	Very Good

Table 3 details teacher performance evaluation in assessing Arabic language learning outcomes at Madrasah Tsanawiyah Negeri Towuti. The teacher's ability to design evaluation tools that measure student progress and learning success was rated as "Very Good," demonstrating a strong capacity for creating effective assessments. Using various assessment strategies and methods and providing feedback to students was also highly rated, indicating that the teachers effectively monitor and support student learning. The management of assessment results, which involves analyzing and utilizing the data to inform future instruction, was rated as "Good," suggesting that while the overall assessment process is robust, there is potential for further refinement in how assessment data is used to guide teaching. This table highlights the teachers' strengths in evaluation and underscores their role in ensuring that assessments contribute meaningfully to student development and instructional improvement.

DISCUSSION

The Performance of Teachers in the Preparation and Planning of Arabic Language Instruction at Madrasah Tsanawiyah Negeri Towuti

The findings of this study indicate that the teachers at Madrasah Tsanawiyah Negeri Towuti demonstrate a high level of competence in the preparation and planning of Arabic language instruction. The thoroughness with which teachers prepare their syllabi and lesson plans (RPP) aligns well with national education standards, as mandated by regulations such as the Indonesian Government Regulation No. 19 of 2005, which emphasizes the importance of detailed and structured lesson planning. Adherence to these guidelines ensures that the instructional process is organized and targeted toward achieving specific educational objectives.

One significant aspect that emerged from the interviews is the strong emphasis on administrative preparation, which is strictly enforced by the school leadership. This mandatory review and approval of lesson plans by the Head of the Madrasah before teaching begins highlights a culture of accountability and professionalism within the institution. This practice ensures that teachers are adequately prepared and instills a sense of responsibility and confidence in delivering lessons effectively ([Chadha, 2022](#); [Hawkman et al., 2019](#); [Martin & Mulvihill, 2019](#)).

The consistency in high performance across various components of the planning process, such as the formulation of competencies, selection of teaching materials, and the development of instructional steps, reflects the teachers' deep understanding of curriculum requirements and their commitment to providing a structured learning environment. However, the slight variation in ratings for "Learning Steps" and "Learning Media and Resources" suggests areas where further refinement could be beneficial. While these areas were rated as "Good," they indicate potential for enhancement, ensuring that the teaching steps and resources fully support the intended learning outcomes.

Compared to other studies, the findings here underscore the critical role of meticulous planning in effective teaching. Previous research has shown that well-prepared teachers are more likely to achieve higher student engagement and better learning outcomes ([Heilporn et al., 2021](#); [Lin et al., 2019](#)). This study reaffirms that notion, particularly in language instruction, where clarity and structure are essential for student comprehension and skill acquisition.

The results also suggest that the current practices at Madrasah Tsanawiyah Negeri Towuti could serve as a model for other institutions looking to improve their instructional planning processes. The structured approach to planning, combined with the oversight provided by school leadership, creates a robust framework that supports teacher development and student success ([Bryant & Walker, 2024](#); [Filippi & Hackmann, 2019](#); [Patrick, 2022](#); [Peurach et al., 2020](#)).

While the performance in preparation and planning at Madrasah Tsanawiyah Negeri Towuti is commendable, continuous efforts to refine and enhance these practices—especially in instructional steps and media resources—could further elevate the quality of teaching and learning. The strong

foundation laid by these planning processes provides an essential support system that underpins the overall effectiveness of the educational experience at the madrasah.

The Performance of Teachers in the Implementation of Arabic Language Instruction at Madrasah Tsanawiyah Negeri Towuti

The findings on implementing Arabic language instruction at Madrasah Tsanawiyah Negeri Towuti reveal a mixed performance, with several strengths and notable areas for improvement. The teachers demonstrated competence in the initial stages of instruction, such as engaging students with introductory activities, taking attendance, and providing an overview of the lesson content. These practices are essential for setting the tone of the lesson and preparing students for the learning objectives ([Jones et al., 2019](#); [Morrison et al., 2021](#); [Zainuddin & Perera, 2019](#)). The fact that these components were executed well suggests that teachers have a solid grasp of the fundamental steps necessary to initiate an effective learning session.

However, the study also uncovered challenges in the core instructional phase, where teachers primarily relied on traditional lecture methods. While effective in certain contexts, this approach did not fully align with the active learning strategies promoted by the 2013 curriculum, which emphasizes student-centered learning. There is an over-reliance on teacher-centered methods, such as lecturing, and limited student participation and engagement. This finding is consistent with other research, which has shown that active learning methods—where students are more involved in the learning process—tend to yield better educational outcomes, particularly in language acquisition ([Børte et al., 2023](#); [Fischer & Hänze, 2019](#); [Tomkin et al., 2019](#); [R. Zhang & Zou, 2024](#)).

The use of classroom facilities also emerged as a point of concern. While the availability of resources such as projectors could enhance the teaching process, these were not fully utilized, leading to missed opportunities for enriching the learning experience. This underutilization suggests a potential gap in teacher training or a need for more strategic use of available resources to support varied instructional methods ([Abramczyk & Susanne Jurkowski, 2020](#); [Fairman et al., 2023](#); [Heilporn et al., 2021](#)).

Classroom management, particularly in mixed-gender classes, was another challenge identified in the study. Teachers reported difficulties in maintaining discipline and ensuring equal engagement among students, which can significantly impact the effectiveness of instruction. Effective classroom management is critical, especially in a language learning environment where interaction and participation are key to mastering the language ([Dörnyei & Muir, 2019](#); [Seufert et al., 2022](#)). The mixed results indicate that while teachers perform adequately, there is room for further development in managing diverse classroom dynamics.

Interestingly, despite these challenges, teachers performed well in the final stages of the lesson, particularly in reflective practices and providing feedback. This suggests that teachers know the importance of reviewing and reinforcing learning, a crucial component of effective instruction ([Chew & Cerbin, 2021](#); [Ghani et al., 2021](#); [Kim et al., 2019](#); [Lawson et al., 2019](#)). The ability to reflect on the lesson and engage students in a review process indicates a commitment to meeting learning objectives ([M. R. A. Chen et al., 2019](#); [Darling-Hammond, 2020](#)).

Compared to other educational settings, the findings at Madrasah Tsanawiyah Negeri Towuti reflect a common issue in many schools where traditional teaching methods dominate despite the availability of resources and curricular guidelines that encourage more innovative practices. This highlights the need for ongoing professional development and teacher training to help them integrate more interactive and student-centered approaches into their instruction.

While the implementation of Arabic language instruction at Madrasah Tsanawiyah Negeri Towuti is generally good, particularly in the opening and closing stages of lessons, there are significant opportunities for improvement. Enhancing the use of classroom resources, adopting more active learning strategies, and improving classroom management practices could lead to more effective and engaging instruction, better aligning with modern educational standards. Addressing these areas will be crucial for improving student outcomes and ensuring that the instructional practices meet the evolving needs of students.

The Performance of Teachers in Evaluating Arabic Language Learning Outcomes at Madrasah Tsanawiyah Negeri Towuti

The findings of this study offer a comprehensive evaluation of the performance of Arabic language teachers at Madrasah Tsanawiyah Negeri Towuti across three critical areas: preparation and planning, implementation of instruction, and evaluation of learning outcomes. Overall, the teachers demonstrated high competence, particularly in preparation and planning. Their meticulous approach to developing syllabi and lesson plans, which aligns with national educational standards, ensures that the instructional process is well-structured and focused on achieving specific learning objectives. The strong emphasis on administrative preparation, enforced by the school leadership, underscores a culture of professionalism and accountability within the institution, resulting in exemplary performance.

During the implementation of Arabic language instruction, teachers performed well in their lessons' initial and final stages. However, challenges were observed in the core instructional phase, where reliance on traditional lecture methods and limited use of classroom resources led to reduced student participation and engagement. These findings highlight the need for teachers to adopt more interactive and student-centered teaching approaches ([C.-H. Chen & Tsai, 2021](#); [L. Zhang et al., 2021](#)). Classroom management, particularly in mixed-gender settings, also emerged as a concern, indicating that further development in managing classroom dynamics is necessary ([Fabes et al., 2019](#); [Seufert et al., 2022](#)). Despite these challenges, the overall performance in this area was good, though specific areas require attention to optimize teaching effectiveness.

In evaluating Arabic language learning outcomes, the teachers excelled in designing and utilizing diverse assessment tools, effectively capturing students' learning progress. Their proactive use of feedback and commitment to aligning assessments with curriculum objectives were significant strengths, reflecting a strong capability to assess student outcomes. However, there are opportunities for improvement in the systematic use of assessment data to inform instructional planning and enhance the learning process further. The overall performance in this area was highly commendable, demonstrating the teachers' solid proficiency in evaluating and supporting student learning.

CONCLUSION

The findings of this study offer a comprehensive evaluation of the performance of Arabic language teachers at Madrasah Tsanawiyah Negeri Towuti across three critical areas: preparation and planning, implementation of instruction, and evaluation of learning outcomes. Overall, the teachers demonstrated high competence, particularly in preparation and planning. Their meticulous approach to developing syllabi and lesson plans, which aligns with national educational standards, ensures that the instructional process is well-structured and focused on achieving specific learning objectives. The strong emphasis on administrative preparation, enforced by the school leadership, underscores a culture of professionalism and accountability within the institution, resulting in exemplary performance.

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The implications of these findings are significant for both the teachers and the broader educational community. The study underscores the importance of continuous professional development for teachers, particularly in adopting more interactive teaching strategies and improving

classroom management skills. This will enhance their effectiveness in the classroom and align their teaching practices with the goals of modern educational standards. For the institution, these findings highlight the need for ongoing support in providing resources and training that enable teachers to utilize available classroom technologies and fully adopt innovative teaching methods. Furthermore, the systematic use of assessment data can guide teachers and administrators in making informed decisions that improve instructional practices and student outcomes. By addressing these areas, Madrasah Tsanawiyah Negeri Towuti can further elevate its educational quality, ensuring that it meets the evolving needs of its students and prepares them for future academic success.

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