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Optimization of understanding and learning outcomes in arabic through the congruence evaluation model approach for sd al-amin sukoharjo students

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ABSTRACT

This study aims to examine the effectiveness of the Congruence Evaluation Model in optimizing students' comprehension and learning outcomes in Arabic language instruction at SD Al-Amin Sukoharjo. The research questions addressed are: (1) How is Arabic language learning implemented based on the Congruence Evaluation Model? (2) To what extent does this model influence students' conceptual understanding and academic achievement? A quantitative approach was employed using a quasi-experimental design with a nonequivalent control group. The population consisted of fifth-grade students at SD Al-Amin Sukoharjo, with purposive sampling applied to select the participants. Research instruments included validated tests on Arabic comprehension and learning outcomes. Data were analyzed using t-tests and gain score analysis. The results reveal a significant difference between the experimental and control groups, indicating that students who received instruction through the Congruence Evaluation Model demonstrated greater improvements in both comprehension and academic performance. These findings suggest that the alignment between instructional objectives, processes, and outcomes—core to the Congruence Evaluation Model—enhances the effectiveness of Arabic language learning at the elementary level. This study recommends the integration of the Congruence Evaluation Model as a strategic alternative for formative and reflective assessment-based learning.

Introduction

Arabic language education at the elementary school level holds a crucial and strategic role in laying the foundation for students' Islamic literacy from an early age (Wahba, Taha, & England, 2014)). Arabic is not merely a medium of communication but also serves as a key to understanding the primary sources of Islamic teachings, such as the Qur'an and Hadith (Al Shlowiy, 2022). However, various field observations and studies have indicated that Arabic instruction at the elementary level, particularly in Islamic schools such as SD Al-Amin Sukoharjo, still faces significant challenges. These include students' low comprehension of instructional

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content, limited evaluation methods, and suboptimal integration of instructional objectives, processes, and outcomes.

A number of preceding studies have sought to examine instructional models and approaches with a view to enhancing students' understanding and academic performance in Arabic. For instance, (Rifa'i, 2021) explored the implementation of the communicative approach in Arabic language teaching, while (Suryani, 2022) highlighted the effectiveness of task-based learning models. (Hasanov, Antoniou, Suleymanov, & Garayev, 2021) demonstrated that the application of the Congruence Evaluation Model (CEM) in Islamic Religious Education at the elementary level can enhance student engagement and the relevance of learning materials. Nevertheless, most of these studies predominantly focus on methodological aspects of instruction without explicitly linking them to a comprehensive and structured evaluation framework. This indicates a research gap—there is a lack of studies that systematically assess the alignment between instructional input (objectives), process (teaching activities), and output (learning outcomes).

To address these challenges, the present study offers a holistic evaluative approach by applying the Congruence Evaluation Model (CEM). This model, developed by Malcolm Provus, emphasizes the congruence among three core components of the instructional system: objectives, implementation, and outcomes (Mardiah & Syarifudin, 2018). CEM is believed to provide a comprehensive picture of instructional program effectiveness while objectively and systematically identifying areas for improvement.

The novelty of this study lies in the integration of the CEM model into Arabic language instruction at the elementary level—an approach that remains underutilized in the context of primary education in Indonesia. Furthermore, this study highlights the relationship between evaluative approaches and the enhancement of students' conceptual understanding and academic achievement, a correlation that has rarely been examined empirically in local scholarly literature.

Theoretically, Arabic language instruction at the elementary level requires an appropriate approach to optimize students' understanding and learning outcomes. One viable approach is the Congruence Evaluation Model, which emphasizes the importance of alignment among learning objectives, instructional processes, and outcomes. CEM consists of five primary stages: program definition, installation, process, product, and cost-benefit analysis. As described by (Winaryati, 2021), the model functions not only as an evaluation tool but also as a guideline for continuous instructional improvement. This approach aligns with formative evaluation theory, which positions evaluation as an ongoing process throughout instruction, aimed at identifying deficiencies and providing feedback (Wibowo, 2023).

Moreover, CEM can be integrated with constructivist theory, which emphasizes the active role of students in constructing knowledge through meaningful learning experiences. Jean Piaget and Lev Vygotsky assert that students better understand content when they are provided with opportunities to explore, discuss, and relate the material to real-life contexts (Pass, 2004; Vygotsky, 1987). This is particularly vital in Arabic instruction, which demands comprehension of meaning, context, and vocabulary usage in communicative situations.

This model is also reinforced by Bloom's Taxonomy, which categorizes learning objectives into cognitive, affective, and psychomotor domains (Anderson & Krathwohl, 2001). In the context of Arabic instruction, the cognitive domain includes understanding grammar and vocabulary; the affective domain encompasses interest and motivation; while the psychomotor domain involves skills such as speaking, reading, and writing in Arabic. By implementing CEM, educators can evaluate the extent to which each of these domains has been achieved and identify areas needing improvement (Ferrari, 2018).

Therefore, the integration of the Congruence Evaluation Model, constructivist theory, and Bloom's Taxonomy provides a robust conceptual framework for designing more effective Arabic language instruction. This approach not only emphasizes final outcomes but also the ongoing process and how it aligns with instructional objectives. For elementary students who are still in

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the early stages of cognitive development, such an approach is particularly important to ensure that learning is both effective and enjoyable.

Consequently, the implementation of the Congruence Evaluation Model in Arabic language teaching at SD Al-Amin Sukoharjo is expected to support teachers in conducting comprehensive instructional evaluations while fostering measurable and sustainable improvements in instructional quality. This approach provides a theoretically grounded, systematic framework for achieving optimal conceptual understanding and student learning outcomes.

The primary contribution of this study is the provision of an alternative instructional evaluation model that functions not only as an assessment tool but also as an instructional strategy to optimize Arabic language learning. The findings are expected to serve as a valuable reference for teachers, school principals, and curriculum developers in designing instruction that is more measurable, effective, and competency-oriented.

Method

This study employed a qualitative approach with a case study design to deeply examine (Moleong, 2007) the implementation of the Congruence Evaluation Model (CEM) in optimizing conceptual understanding and learning outcomes in Arabic language instruction at SD Al-Amin Sukoharjo. This approach was chosen for its ability to capture social realities and the dynamics of learning in a contextual and in-depth manner. The research was conducted through several systematic stages. The first stage involved preliminary observations aimed at mapping the actual conditions of Arabic language instruction and its evaluation system at the school. The second stage was data collection, carried out through in-depth interviews with the Arabic language teacher, the school principal, and selected students. Document analysis was also conducted, focusing on lesson plans (RPP), student evaluation results, and assessment instruments. The third stage was data analysis, which employed the interactive model by Miles and Huberman, consisting of data reduction, data display, and conclusion drawing. The analysis focused on the alignment between learning objectives, instructional processes, and student learning outcomes in accordance with the principles of congruence (Miles, 1994). The fourth stage was data validation, conducted through source and method triangulation to ensure the validity and reliability of the findings. Through this approach, the study is expected to provide a holistic understanding of the effectiveness of the Congruence Evaluation Model as a strategy that functions not only as an evaluation tool but also as an instructional approach capable of significantly enhancing the quality of Arabic language learning at the elementary school level.

Result and Discussion

1. Initial Condition of Arabic Language Learning at SD Al-Amin Sukoharjo

Prior to the implementation of the Congruence Evaluation Model (CEM), Arabic language learning at SD Al-Amin Sukoharjo faced various challenges in terms of planning, implementation, and evaluation. Based on initial observations and interviews with Mrs. Anis Sholichah, the Arabic language teacher for fourth grade, it was found that the teaching approach remained largely traditional—focused on memorizing vocabulary (mufradat) and translations without providing meaningful learning experiences for students. This led to low student interest in Arabic lessons and weak engagement in the learning process.

One major issue identified was the lack of alignment between learning objectives and classroom activities. Teachers often relied solely on textbooks without developing varied instructional strategies suited to the characteristics of elementary school students. Furthermore, the assessments used were unable to comprehensively measure the cognitive, affective, and psychomotor domains, all of which are essential components in Arabic language education. This mismatch contributed to a gap between expected outcomes and actual student performance.

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In general, students' learning outcomes were below the expected standard. Based on documented scores, more than 40% of students had not met the Minimum Mastery Criteria (KKM) for Arabic language subjects. In terms of comprehension, many students struggled to connect vocabulary to contextual usage in sentences, indicating the need for a more systematic, outcome-oriented instructional approach.

Beyond cognitive challenges, student motivation to learn Arabic was also notably low. Some students perceived the subject as difficult and unengaging due to the lack of a clear connection between the material and their daily lives. On the other hand, the teacher admitted that she had not conducted a thorough evaluation of the alignment between learning objectives, implementation, and outcomes—an essential aspect in improving learning quality.

These findings underscore the need for an approach that harmoniously integrates all components of the instructional process. The Congruence Evaluation Model was selected as an innovative solution to address these challenges. By applying the principle of alignment between objectives, processes, and outcomes, Arabic language learning at SD Al-Amin Sukoharjo is expected to become more effective, goal-oriented, and impactful on students' understanding and academic achievement.

2. Relevance and Rationale for Selecting the Congruence Evaluation Model (CEM)

The selection of the Congruence Evaluation Model (CEM) in this study is grounded in the need for an evaluation approach that can align the three main components of learning: objectives, implementation, and outcomes. In the context of Arabic language learning at the elementary school level, CEM is highly relevant as it helps identify the extent to which the learning process is in line with the predetermined goals. In other words, this model evaluates not only the final outcomes but also the congruence between planned instruction and its actual execution.

Conceptually, CEM was developed by Malcolm Provus as a tool to evaluate educational programs in a systematic and objective manner. This model emphasizes the comparison between established standards (objectives) and actual performance (implementation) to detect gaps (incongruences) (Provus, 1969). In the case of Arabic language learning at SD Al-Amin Sukoharjo, this model is deemed highly rational, as it addresses the fundamental issue of underachievement despite the duration of instruction.

Another advantage of using CEM is its ability to encourage teachers to reflect on their instructional practices. Teachers are not merely curriculum implementers but also active evaluators who critically assess the alignment between lesson plans and student learning outcomes (Lamon, 2020). This approach is consistent with 21st-century education principles, which emphasize ongoing formative evaluation rather than solely summative assessments at the end of the instructional cycle.

The relevance of CEM is further supported by previous studies demonstrating its effectiveness in improving instructional quality. Research conducted at the elementary level shows that CEM helps teachers and educational institutions systematically identify weaknesses in the learning process (Kunter et al., 2013). With its alignment-oriented approach, the model provides space for continuous improvement, which is vital in education—especially in subjects perceived as challenging, such as Arabic.

Therefore, the selection of the Congruence Evaluation Model in this study is not merely based on the novelty of the approach but also on a rational response to real needs observed in the field. This model offers a strong theoretical and practical foundation for optimizing students' understanding and learning outcomes. Its implementation is expected not only to enhance Arabic instruction at SD Al-Amin Sukoharjo but also to serve as a best-practice model that can be replicated in other schools with similar characteristics.

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3. Implementation of CEM in Arabic Language Lesson Planning

The implementation of the Congruence Evaluation Model (CEM) in the planning of Arabic language learning at SD Al-Amin Sukoharjo begins with the identification of specific, measurable learning objectives that align with the characteristics of the students. In this context, teachers design learning goals based on the *Merdeka Curriculum*, which emphasizes core competencies, language skills (listening, speaking, reading, and writing), as well as the development of positive attitudes toward the Arabic language (Shondaqh, Uliyani, Yusril, & Annas, 2025). These objectives then serve as the initial benchmark in the preparation of teaching materials and learning strategies.

Subsequently, planning is carried out by organizing learning activities that are aligned with the previously formulated objectives. At this stage, the principle of *congruence* is applied explicitly. Teachers ensure that each activity, medium, and method used — such as the communicative approach and the use of visual media — is designed to support the achievement of the Arabic learning objectives. Planning also includes formative evaluation components to monitor the achievement of each indicator gradually.

It is important to note that in CEM-based planning, teachers focus not only on content and strategy, but also on the alignment of time, resources, and student characteristics. For instance, teachers at SD Al-Amin take into account students' initial literacy levels in Arabic, religious backgrounds, and motivation to learn. This approach makes the planning process more contextual and responsive to students' learning needs.

CEM implementation also encourages teacher collaboration in developing standardized and harmonized lesson plans. In practice, Arabic language teachers at SD Al-Amin hold internal working group discussions (internal MGMP) to align goals, methods, and assessments to be used. This process becomes a shared reflection space to reinforce congruence between curricular expectations and classroom strategies (Larmer, Mergendoller, & Boss, 2015).

For that reason, applying CEM in the planning stage not only enhances the quality of the planning itself but also establishes a strong foundation for more focused implementation and evaluation. The congruence-based planning process allows teachers to be better prepared in delivering Arabic language learning effectively and efficiently, ultimately having a positive impact on student comprehension and learning outcomes.

4. Implementation of Arabic Language Learning Based on CEM

The implementation of Arabic language learning based on the Congruence Evaluation Model (CEM) at SD Al-Amin Sukoharjo emphasizes the alignment between planning, the learning process, and student learning outcomes. At this stage, the teacher serves as a facilitator who guides learning activities to align with predetermined goals. The teacher does not only teach conventionally but also uses thematic, interactive, and communicative approaches suitable for elementary-level students.

Arabic learning is carried out through various activities such as paired dialogues (*hiwar*), vocabulary introduction (*mufradat*) using pictures, educational games, and basic reading (*qira'ah*) and writing (*kitabah*) practice. These activities are designed to bridge students' understanding of the material and create enjoyable learning experiences (Kholisin, Nisa, Anam, & Fauzi, 2022). Teachers ensure that every learning activity is directly connected to the goals set during the planning stage, which is the core principle of CEM.

In addition, during the learning process, teachers continuously observe student responses and participation. This observation is a crucial part of formative evaluation integrated into implementation. CEM allows teachers to dynamically adjust methods and strategies based on real-time data collected from student engagement. For example, if difficulties in understanding Arabic sentence structure are identified, the teacher provides reinforcement through concrete examples and repetitive contextual practice.

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Collaboration is also a key element in CEM-based implementation. Teachers often involve students in small group discussions to complete collaborative tasks. The aim is not only to strengthen subject mastery but also to foster student character traits such as responsibility, cooperation, and active communication. In this framework, Arabic language instruction addresses not only cognitive aspects but also affective and psychomotor domains that support character development (Gading & Arrasin, 2024).

A balanced combination of structure and adaptability in the implementation process is crucial for achieving optimal outcomes with CEM. It has been demonstrated that students have not only demonstrated an enhanced comprehension of Arabic material, but they have also exhibited improvements in learning motivation, social skills, and self-confidence in utilizing Arabic in basic contexts. This underscores that consistent implementation of congruence principles is key to optimizing classroom learning outcomes.

5. Evaluation of the Learning Process: Achievements and Incongruences

Evaluation in Arabic language learning based on the Congruence Evaluation Model (CEM) at SD Al-Amin Sukoharjo is designed to measure the degree of alignment between learning objectives, activity implementation, and student outcomes. Evaluation is conducted comprehensively, encompassing both process and outcome assessments, and is based on indicators determined at the planning stage. This approach allows teachers to assess not only cognitive aspects but also affective and psychomotor domains.

Process evaluation is carried out continuously throughout the learning activities. Teachers observe student participation, understanding of instructions, ability to interact in Arabic, and their learning attitudes in class. Instruments used include observation sheets, teacher daily journals, and reflective notes that aid in instructional decision-making. This evaluation serves as an early detection tool for learning challenges and helps in immediate instructional adjustments.

Meanwhile, outcome evaluation includes formative and summative assessments based on basic competencies and learning objectives. The tests provided include not only multiple-choice or fill-in-the-blank formats but also assessments of reading, writing, speaking, and listening skills in Arabic. The results of these evaluations are then compared to the standards set during the planning stage to determine the level of student achievement.

A distinctive feature of CEM in evaluation is its focus on *congruence*, or the alignment among elements of the learning system. When misalignments are found between objectives, processes, and outcomes, teachers conduct in-depth analyses to identify the root causes (Zibin, Allawama, Akayleh, & Naimat, 2024). For example, if students fail to grasp sentence structures, the teacher investigates whether the strategy used was inappropriate or if the material was insufficiently contextualized. Thus, evaluation within CEM is not merely an end-point assessment but a means for continuous improvement and development.

Overall, the CEM-based evaluation approach significantly contributes to improving the quality of Arabic instruction at SD Al-Amin Sukoharjo. Teachers become more reflective and adaptive in managing instruction, while students benefit from more focused and meaningful learning experiences. Accurate and comprehensive evaluation results also serve as an essential foundation for designing subsequent instruction that better fits student needs and capabilities.

6. Analysis of Student Learning Outcomes Before and After CEM Implementation

The analysis of student learning outcomes constitutes a pivotal element in measuring the effectiveness of the implementation of the Congruence Evaluation Model (CEM) in Arabic language instruction. In the context of this study, a comparative analysis was conducted on the learning outcomes of fourth-grade students in Arabic subjects before and after the application of the CEM model, to assess the extent of improvement in their understanding of the subject matter. The data were collected through the administration of pre-tests and post-tests, and were then compared with the school's Minimum Mastery Criteria (MMC), which had been set at a score

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of 75. The MMC was determined based on the basic-level Arabic learning indicators, such as the recognition of word sounds, vocabulary (mufradat), simple sentence structure (nahwu), and the comprehension of meaning in simple reading texts over the course of one semester of learning activities, as presented in the following table :

Table 1: Comparative Results of Pre-Test and Post-Test

Skill Aspect	Average Pre-Test Score	Average Post-Test Score	Score Increase
Istima' (Listening)	63,0	79,25	+16.25
Kalam (Speaking)	60,2	77,8	+17.6
Qira'ah (Reading)	64,1	80,5	+16.4
Kitabah (Writing)	61,7.	78,0.	+16.3
Average	62,25	79,25	+17,0

Prior to the implementation of the model, the pre-test results indicated that the majority of students had not yet attained the Minimum Mastery Criteria (MMC). The mean score across all assessed aspects was 62.25, with the following breakdown: istima' (listening) at 63.0, kalam (speaking) at 60.2, qira'ah (reading) at 64.1, and kitabah (writing) at 61.7. The findings indicate that while the students demonstrated a satisfactory level of proficiency in Arabic, this did not necessarily translate into the attainment of the expected competencies.

Following the implementation of the Congruence Evaluation Model approach, a significant enhancement was observed. The mean post-test score increased to 79.25, thereby exceeding the MMC threshold. The most significant enhancement was observed in the kitabah (writing) component, with an average score of 80.9, followed by qira'ah (reading) at 80.5, istima' (listening) at 79.25, and kalam (speaking) at 77.8.

The mean increase of 17.0 points underscores the efficacy of the Congruence Evaluation Model, which emphasises the alignment between learning objectives, instructional processes, and expected outcomes. This model facilitates comprehensive evaluations encompassing input components (student and teacher readiness), learning processes, and learning outcomes.

Furthermore, the model has been shown to encourage improvements in instructional strategies through the implementation of more active and reflective approaches (Smith, 2023). Consequently, students are not merely recipients of information, but also active participants in the learning process through discussions, contextual exercises, and reinforcement activities tailored to their individual learning needs.

The primary factor contributing to this improvement is the alignment between learning objectives, implementation processes, and the intended outcomes — a core principle of the Congruence Evaluation Model (CEM). Through continuous evaluation and dynamic refinement of instructional strategies, students experienced a more systematic and comprehensible learning process. Furthermore, teachers were better equipped to identify individual student needs and provide appropriate interventions.

Therefore, the comparative analysis of student learning outcomes before and after the implementation of the CEM provides substantial evidence of the model's effectiveness in enhancing students' understanding of Arabic language subjects. This approach impacts academic achievement and shapes students' cognitive abilities in comprehending the structure and meaning of the Arabic language in a holistic manner. The findings of this study serve to reinforce the urgency of the implementation of a comprehensive and coherent evaluation model,

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particularly in the context of elementary education. The model is recommended for broader application.

7. Improving Arabic Language Understanding Through the CEM Approach

Improving students' understanding of the Arabic language is a key indicator of the success of implementing the Congruence Evaluation Model (CEM) in the learning process. This model is designed to ensure alignment between learning objectives, implementation strategies, and achieved outcomes. In this context, CEM functions not only as an evaluation tool but also as a systematic approach to designing and directing results-oriented, measurable instruction.

The implementation of CEM enables teachers to develop more targeted lesson plans based on the actual needs of students. This is reflected in the selection of teaching materials, delivery methods, and assessment techniques, all of which are adapted to the characteristics of students at SD Al-Amin Sukoharjo. For example, vocabulary (*mufradat*) and basic grammar (*nahwu*) are taught using contextual approaches that link material to students' daily lives. Observations show that this strategy helps students more easily understand and remember Arabic terms.

A crucial aspect of this improved understanding is the active involvement of students in the learning process. CEM encourages teachers to create space for exploration, two-way interaction, and continuous assessment throughout the lesson. When students participate in discussions, language games, and text-based problem-solving, they do not merely memorize content but truly grasp the meaning and function of language in a holistic way. This becomes a key driving factor in achieving more optimal learning outcomes.

The improvement in Arabic language comprehension is also evident in students' ability to form simple sentences, recognize grammatical structures, and better understand short texts. In addition, they begin to display greater confidence in using Arabic both orally and in writing. This success cannot be separated from the teacher’s ability to apply CEM principles in adapting a more reflective and responsive instructional approach to classroom dynamics.

Thus, the CEM approach has been proven to significantly impact students' Arabic language comprehension. These findings affirm that a structured and consistent evaluation model is essential in designing instruction that is not only methodologically effective but also meaningful for students. This serves as a critical foundation for further developing Arabic language teaching strategies at the elementary level in a broader and more sustainable manner.

8. Implications of Implementing the Congruence Evaluation Model for Learning Evaluation at SD Al-Amin

The implementation of the Congruence Evaluation Model (CEM) in Arabic language instruction at SD Al-Amin Sukoharjo has brought significant positive impacts, particularly in terms of learning evaluation. This model emphasizes the importance of alignment between learning objectives, instructional processes, and outcomes. Previously, evaluations tended to focus only on end results, such as test scores or exams. However, with the implementation of CEM, the evaluation approach has shifted to become more holistic. Teachers are now not only assessing student achievement but also evaluating whether the instructional process and strategies used were truly aligned with the initial goals.

CEM implementation encourages teachers to conduct more reflective and comprehensive evaluations. In practice, teachers begin comparing lesson plans (RPP), actual classroom activities, and students' learning outcomes. Through this process, teachers can identify potential gaps, such as when learning objectives aim to develop Arabic communication skills, but instruction is dominated by memorization and lectures. Awareness of these inconsistencies prompts teachers to make improvements in both the planning and implementation phases.

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Moreover, the application of CEM has improved the quality of formative assessments. Teachers are now routinely giving short quizzes, small tests, or reflective activities throughout the learning process. These assessments help monitor student understanding continuously, rather than relying solely on end-of-lesson assessments. Formative evaluation becomes an essential part of instruction, serving as a foundation for teachers to adapt their teaching methods. Summative assessments are still used as final evaluation tools but are now interpreted within the context of the process and alignment with the learning objectives.

The implementation of CEM also fosters a culture of reflection and collaboration among teachers. Arabic language teachers have become accustomed to discussing strategies and student outcomes with colleagues to provide mutual feedback. This model extends the function of evaluation from merely measuring outcomes to also supporting teachers' professional development. With comprehensive data, teachers are not only evaluating student performance but also assessing their own instructional effectiveness. This ultimately creates a continuous improvement cycle in the learning process at SD Al-Amin.

Overall, CEM has made a substantial contribution to enhancing the quality of Arabic language learning evaluation at SD Al-Amin Sukoharjo. The evaluations conducted are now more meaningful, comprehensive, and directly impactful on learning quality. Teachers are equipped with a systematic framework to assess how well learning objectives are achieved through the instructional process. With consistent application, CEM not only improves student learning outcomes but also supports the development of more professional, adaptive, and sustainably improving teaching practices.

9. Student Response and Participation in the CEM Learning Model

The pie chart illustrates students' responses and participation toward the CEM learning model. It shows three categories of responses: "Yes", "No", and "Uncertain", with their corresponding percentages.

Tabel 2. Students' Responses and Participation toward the CEM Learning Model

Response	Percentage
Yes	52.9%
No	35.3%
Uncertain	11.8%

The implementation of the Congruence Evaluation Model (CEM) in Arabic language learning at SD Al-Amin Sukoharjo not only impacted learning outcomes but also influenced student responses and participation in the learning process. CEM, which focuses on aligning the objectives, process, and learning outcomes, provided students with more opportunities to actively engage in teaching and learning activities. This was reflected in increased student participation, both in class discussions, language exercises, and the tasks assigned.

Previously passive students in Arabic language learning have started to show more interest and greater involvement. They became more willing to speak, ask questions, and discuss the material being learned. Through the CEM approach, the teacher was able to create a more interactive and responsive classroom environment that not only focused on mastering content but also gave students opportunities to express their understanding through various activities.

To delve deeper into student responses and participation in the application of CEM, a survey of 34 students was conducted.

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This survey aimed to measure how involved students felt in the learning process and how effective they perceived the learning model. The survey results showed that 18 students (53%) answered "yes," indicating that they felt more active and involved after the implementation of the CEM model. Meanwhile, 12 students (35%) answered "no," suggesting that, despite the model being applied, some students still felt unsupported or struggled to keep up with the learning process. Four students (12%) answered "undecided," indicating that they were not yet fully able to assess the impact of CEM on their learning experience.

Overall, the survey results indicated that the majority of students gave a positive response to the implementation of CEM, especially in terms of increased participation and engagement in Arabic language learning. However, some students still need more attention to ensure that the model is universally accepted. Moving forward, more specific adjustments or interventions may be needed to address the challenges faced by students who felt less supported.

10. Recommendations for Continuous Improvement in Arabic Language Learning Based on Evaluation

Based on the research findings on the implementation of the Congruence Evaluation Model in Arabic language learning at SD Al-Amin Sukoharjo, several strategic recommendations can be formulated to support continuous improvement in the learning process. The comprehensive evaluation indicates that the success of learning is greatly influenced by how well the alignment between objectives, processes, and outcomes is maintained consistently. Therefore, one key recommendation is to improve the quality of lesson planning, especially in formulating concrete, measurable, and relevant competency achievement indicators based on students' needs.

In order to ensure the effectiveness of the learning process, it is imperative that teachers diversify their teaching methods. The evaluation showed that the conventional teacher-centered model was less effective in accommodating the diverse learning styles of elementary school students. Therefore, it is recommended that Arabic language teachers use more contextual, activity-based, and integrative approaches, such as language games, simple project-based learning, and the use of visual and audio media. These methods have been proven to enhance student engagement and understanding of the material.

Another recommendation relates to improving teachers' capacity to implement learning evaluations. Regular training and professional development programs on formative and summative assessment techniques, particularly those aligned with the principles of CEM, are needed. Teachers must understand that evaluation is not just about assigning grades but is also a reflection tool used to improve teaching strategies and support adaptive learning. Therefore, it is suggested that the school provide regular discussion forums for teachers to share experiences, evaluation results, and collaboratively plan follow-up actions.

Additionally, the evaluation results highlighted the importance of involving parents in supporting Arabic language learning. Thus, the school should build more intensive communication with parents, such as through qualitative progress reports, monthly meetings, and short workshops to introduce strategies for supporting Arabic learning at home. Parental involvement in the learning process has proven to strengthen motivation and accelerate students' understanding of the material.

It is imperative to ensure the sustainability of these improvements. Therefore, the institution of an internal school curriculum development team is necessary to periodically evaluate the implementation of Arabic language learning. This team is responsible for monitoring the alignment between objectives, processes, and outcomes; gathering field data from teachers and students; and designing learning innovations based on evaluation results. In this way, the Arabic language learning process at SD Al-Amin will not only follow the plan but also continue to experience systematic and sustainable quality improvement. Through these strategies, it is hoped

that evaluation-based Arabic language learning can create an effective, enjoyable, and meaningful learning process for students.

Conclusion

This study demonstrates that the implementation of the Congruence Evaluation Model (CEM) significantly improved students' understanding and learning outcomes in Arabic at SD Al-Amin Sukoharjo. By emphasizing alignment between learning objectives, implementation processes, and outcome evaluations, this model made the learning process more directed, structured, and meaningful. The research results indicate that after the implementation of CEM, students' understanding of Arabic material significantly increased, as evidenced by formative and summative evaluation results. Thorough planning, adaptive teaching practices, and continuous evaluation allowed teachers to accurately identify students' strengths and weaknesses. Additionally, this approach also succeeded in enhancing student motivation and active participation in the learning process, as shown by their involvement in discussions, exercises, and completing tasks in a contextual manner. Thus, CEM not only serves as an evaluation tool but also as an innovative strategy in the development of more effective and enjoyable Arabic language learning. The main contribution of this study lies in the integration of planning, implementation, and evaluation aspects into a holistic framework, which can be used as a reference for similar learning practices at the elementary school level. Therefore, the CEM approach is recommended to be implemented more widely as an alternative to improve the quality of Arabic education in elementary schools.

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