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
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Evaluation of Arabic Teaching Materials: Principles and Evaluation Techniques

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Article History	ABSTRACT (11pt)
	Background: Arabic language teaching materials at MTs Al-Fakhriyah require careful evaluation to ensure their effectiveness in supporting the learning process. **Purpose:** This study aims to evaluate Arabic teaching materials by examining the principles and evaluation techniques applied. **Method:** This research uses a literature review design with a concept analysis approach. Data were obtained from relevant books, journals, and educational documents. The study employed document analysis, interviews, surveys, questionnaires, and case studies as evaluation techniques. Evaluation criteria were based on material quality standards and learning success indicators. **Results and Discussion:** The findings show that systematic and measurable evaluation techniques play a significant role in enhancing the quality of teaching materials. These include aligning evaluation indicators with learning objectives and incorporating feedback mechanisms into material development. The study also highlights the need for continuous assessment to identify weaknesses and support pedagogical improvement. **Conclusions and Implications:** Applying structured evaluation principles improves Arabic language instruction effectiveness in MTs. These findings underline the importance of ongoing evaluation and suggest future research to optimize material development practices.
Keywords:	*Evaluation of teaching materials, Arabic language.*
	ABSTRAK (11pt)
	Latar Belakang: Bahan ajar bahasa Arab di MTs Al-Fakhriyah memerlukan evaluasi yang cermat untuk memastikan efektivitasnya dalam mendukung proses pembelajaran. **Tujuan:** Tujuan dari penelitian ini adalah untuk mengevaluasi bahan ajar bahasa Arab dengan mengkaji prinsip dan teknik evaluasi yang diterapkan. **Metode:** Penelitian ini menggunakan desain tinjauan pustaka dengan pendekatan analisis konsep. Data diperoleh dari buku, jurnal, dan dokumen pendidikan yang relevan. Penelitian ini menggunakan teknik evaluasi berupa analisis dokumen, wawancara, survei, kuesioner, dan studi kasus. Kriteria evaluasi didasarkan pada standar kualitas bahan ajar dan indikator keberhasilan pembelajaran. **Hasil dan Pembahasan:** Temuan menunjukkan bahwa teknik evaluasi yang sistematis dan terukur berperan penting dalam meningkatkan kualitas bahan ajar. Hal ini mencakup penyelarasan indikator evaluasi dengan tujuan pembelajaran serta penerapan mekanisme umpan balik dalam pengembangan materi. Penelitian ini juga menekankan pentingnya evaluasi berkelanjutan untuk mengidentifikasi kelemahan dan mendukung peningkatan pedagogis.

Kesimpulan dan Implikasi: Penerapan prinsip evaluasi yang terstruktur meningkatkan efektivitas pembelajaran bahasa Arab di MTs. Temuan ini menegaskan pentingnya evaluasi berkelanjutan dan menyarankan penelitian lebih lanjut untuk mengoptimalkan praktik pengembangan bahan ajar.

Kata Kunci | *Evaluasi bahan ajar, bahasa Arab.*

INTRODUCTION

Arabic is one of the important subjects in Madrasah Tsanawiyah (MTs) because it functions as a tool to understand the sources of Islamic teachings and develop students' language skills.[1]. In the context of learning, teaching materials have a central role as guidelines as well as the main learning resources that determine the success of the teaching-learning process[2].

Evaluation of teaching materials is needed to ensure that the materials used have met the principles of content, language, presentation, and graphical feasibility as stipulated in the national education standards[3]. Without proper evaluation, teaching materials are potentially irrelevant, uninteresting, or ineffective in achieving learning objectives[4].

In learning Arabic, good teaching materials must pay attention to the balance between the four language skills, namely listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah).[5]. Evaluation of Arabic teaching materials not only assesses aspects of content, but also presentation techniques, language difficulty levels, and suitability to the needs of MTs students[6].

MTs Al-Fakhriyah, as one of the Islamic-based educational institutions, uses Arabic teaching materials that are compiled internally or adopt standard books. However, until now, systematic evaluation of these teaching materials has not been carried out, so there is a need for research that examines the principles and evaluation techniques of Arabic teaching materials used by MTs Al-Fakhriyah[7].

This study aims to evaluate Arabic teaching materials at MTs Al-Fakhriyah based on the application teaching material evaluation principles, as well as examine the evaluation techniques applied to improve the effectiveness of learning[8].

Evaluation of teaching materials is an integral part of an effective learning process, especially in the context of language education, such as Arabic. Good teaching materials not only provide relevant information, but also support the achievement of clear and measurable learning objectives. In Arabic language learning at MTs Al-Fakhriyah, evaluation of teaching materials becomes one of the important efforts to ensure that the materials taught can facilitate the achievement of the desired language competencies, both in the aspects of text comprehension, speaking skills, and writing skills[9].

Evaluation in this context is not only limited to measuring the success of students in mastering the material, but also serves to assess the quality of the teaching materials used. Thus, the evaluation of Arabic teaching materials involves two important aspects: first, assessing the extent to which the teaching materials are by the learning objectives that have been set, and second, identifying whether the teaching materials are effective in supporting the optimal learning process. This evaluation must be carried out systematically to obtain accurate information that can be used to improve the quality of learning[10].

Basically, the learning objectives of Arabic at MTs Al-Fakhriyah lead to the achievement of certain competencies in language, including the ability to understand religious texts in Arabic, communicate orally and in writing, and understand the cultural context related to the language. Therefore, the teaching materials used must be designed by considering the characteristics of students, the relevance of the material to the local and global context, and the feasibility of supporting the achievement of these goals.

Evaluation of teaching materials at MTs Al-Fakhriyah is carried out through fundamental evaluation principles, which include measurability, clarity of objectives, relevance of materials to the curriculum, and diversity of evaluation techniques. These principles are the basis for determining whether the teaching materials are effective in supporting the Arabic language learning process. Evaluation is carried out using various techniques, both through formative assessments carried out during the learning process to provide immediate feedback, as well as summative assessments at the end of learning to measure the overall achievement of learner competencies.

In practice, Arabic teaching material evaluation techniques used at MTs Al-Fakhriyah include tests, observations, interviews, and portfolio assessments. Each of these evaluation techniques has an important role in providing a comprehensive picture of the effectiveness of teaching materials in supporting the achievement of learning objectives. Therefore, the selection of appropriate evaluation techniques is very important so that the evaluation results can be used for continuous improvement in the teaching process and teaching materials used. Thus, the evaluation of Arabic teaching materials at MTs Al-Fakhriyah not only functions to assess the quality of teaching materials, but also becomes a tool to improve the quality of learning and ensure the achievement of better educational goals.

LITERATURE REVIEW

In the field of foreign language education, teaching materials hold a fundamental role as they are not only supportive tools but also the core around which the learning process is organized. Particularly in Arabic language education, teaching materials must accommodate the complex linguistic structures, the diglossic nature of Arabic, and the cultural elements that are embedded within the language. The process of evaluating these materials becomes crucial to ensure they meet the learning objectives, correspond with the students' needs, and support the pedagogical goals of the curriculum. As Richards (2001) explains, material evaluation involves a systematic review of content, structure, and effectiveness to ensure that learning resources are optimally aligned with educational standards and learner expectations[6].

Teaching materials, in the context of this study, are defined as any resources—printed, digital, or audiovisual—that support the language learning process. Tomlinson (2011) emphasizes that effective teaching materials should not only present language items but should also engage learners cognitively, socially, and affectively[11]. In Arabic language education, materials commonly include textbooks, exercise books, grammar manuals, dialogues for conversation practice, listening comprehension tasks, and culturally contextualized readings. As Arabic differs significantly from languages like English in terms of syntax, morphology, and script, the evaluation of its teaching materials demands particular sensitivity to linguistic accuracy and cultural authenticity.

Evaluation itself, conceptually, refers to a systematic process of gathering and analyzing information to assess the effectiveness, efficiency, and relevance of an educational program, activity, or material (Brown, 1995)[12]. In the context of teaching materials, evaluation ensures that resources meet pedagogical goals, support language acquisition theories, and resonate with learners' real-world communication needs. According to McDonough, Shaw, and Masuhara (2013), four

main principles govern teaching material evaluation: validity, reliability, practicality, and appropriateness[13]. Validity refers to how well the materials meet the intended learning objectives, while reliability pertains to their consistent performance across different contexts. Practicality considers the ease with which teachers and students can use the materials, and appropriateness relates to their cultural and linguistic suitability.

The techniques of evaluating teaching materials can be broadly categorized into impressionistic and in-depth evaluations. Impressionistic evaluation offers a quick, general overview, while in-depth evaluation uses detailed criteria or checklists to systematically assess multiple aspects of the materials[14]. In-depth evaluation is preferred when developing a comprehensive understanding of how materials serve the learning process, focusing on aspects such as skills integration, the balance between language form and use, learner autonomy, motivational elements, and cultural authenticity.

Several theoretical frameworks underpin the concept of material evaluation in foreign language education. One primary framework is Second Language Acquisition (SLA) theory, particularly Krashen's Input Hypothesis (1985), which posits that learners acquire language when they are exposed to comprehensible input slightly above their current proficiency level[15]. Therefore, evaluated materials should ensure comprehensible yet challenging language exposure. Vygotsky's (1978) sociocultural theory also influences material evaluation, emphasizing the importance of social interaction and scaffolded learning opportunities through educational resources[16]. Furthermore, Hutchinson and Waters (1987) highlight the significance of needs analysis in material development and evaluation, suggesting that materials must directly address the learners' professional, academic, or everyday language needs[17].

Several studies have investigated the evaluation of teaching materials in various foreign language contexts. Richards and Rodgers (2001) examined approaches and methods in language teaching, emphasizing the necessity of aligning materials with communicative language teaching principles to foster functional language use[18]. Similarly, McGrath (2002) evaluated commercially produced textbooks and identified that many lacked adaptability, failing to meet the specific sociocultural and linguistic backgrounds of learners[19]. These findings suggest that locally developed or adapted materials often better serve diverse classroom needs.

Specific studies focusing on Arabic language education reveal similar patterns. Al-Seghayer (2017) analyzed Arabic textbooks designed for non-native speakers and noted a strong emphasis on grammar instruction, often at the expense of communicative competence and cultural engagement[20]. He stressed the importance of integrating speaking and listening skills and embedding authentic cultural content to make Arabic learning more relevant and effective. In the Indonesian context, Rahman (2014) evaluated Arabic language textbooks used in Islamic secondary schools (Madrasah Tsanawiyah) and found that most materials were based on traditional grammar-translation approaches, lacking interactive and communicative activities that foster real language use[21]. His research called for the development of more dynamic and learner-centered Arabic materials.

Another significant contribution is made by Alrabai (2015), who examined the motivational aspects of language learning materials in Saudi Arabia. His findings revealed that materials rich in cultural relevance and real-world application boosted learners' intrinsic motivation, leading to improved language proficiency[22]. Thus, motivation emerges as a critical factor when evaluating the effectiveness of language learning materials, including those for Arabic.

Various scholars have also proposed specific techniques and frameworks for conducting material evaluations. Nunan (1999) introduced a comprehensive checklist model for evaluating teaching materials, focusing on criteria such as the promotion of communicative competence, integration of four language skills, encouragement of learner autonomy, and reflection of real-world language use[23]. He advocated for detailed, systematic evaluations over impressionistic ones to ensure the quality and relevance of materials. Similarly, Grant (1987) proposed the "fit" model of evaluation, which acknowledges that no single textbook or material is perfect, but teachers must select materials that best fit their specific learners' needs and institutional goals[24].

In light of the existing literature, this study positions itself within the broader context of teaching material evaluation in foreign language education, specifically targeting Arabic language materials in an Islamic secondary school setting. While much research has been conducted on textbook evaluation in English as a Second Language (ESL) contexts, relatively few studies have focused on Arabic as a foreign language (AFL) materials, particularly in Indonesia. This study, therefore, seeks to fill this gap by evaluating the Arabic language teaching materials used at MTs Al-Fakhriyah based on established principles and techniques of evaluation.

The uniqueness of Arabic language teaching, combined with the distinct Islamic educational setting of MTs Al-Fakhriyah, necessitates a context-sensitive approach to material evaluation. This research aims not only to assess the strengths and weaknesses of the existing materials but also to offer recommendations for improvement grounded in contemporary theories of language acquisition and material development. The study acknowledges that teaching materials should not be static; instead, they should evolve based on ongoing evaluation, technological advancements, and shifting educational paradigms.

Moreover, by linking the evaluation process to learners' needs, communicative goals, and motivational factors, this research aspires to contribute practical insights that can inform curriculum developers, Arabic language teachers, and textbook writers. Ultimately, it is hoped that a rigorous, theory-informed evaluation will lead to the development of more effective Arabic language teaching materials that better support student engagement, language proficiency, and intercultural understanding in Islamic educational contexts.

METHOD

This research uses a descriptive qualitative approach to evaluate Arabic teaching materials at MTs Al-Fakhriyah[25]. The main focus of the study was to assess the principles and evaluation techniques applied in Arabic language learning[26]. Data were collected through interviews with teachers, on observations, documentation of teaching materials, and questionnaires for students. Data analysis was conducted qualitatively by describing the effectiveness of teaching materials and evaluation techniques in achieving learning objectives[27]. The results of the study are expected to provide an overview of the quality of teaching and evaluation materials used in the school.

This research employs a qualitative descriptive approach. A qualitative approach is selected because this study aims to deeply understand the principles and techniques of Arabic language teaching material evaluation applied at MTs Al-Fakhriyah through direct observation and interaction with research subjects[28]. Qualitative descriptive research focuses on presenting data as it is found in the field, without manipulating variables, thus providing a holistic and comprehensive picture[29].

The data sources in this study consist of primary and secondary data. Primary data are obtained through direct observation of the Arabic language learning process, in-depth interviews

with Arabic language teachers at MTs Al-Fakhriyah, and analysis of the teaching materials used. Secondary data include supporting documents such as syllabi, lesson plans (RPP), teachers' evaluation notes, and Arabic language curriculum standards issued by the Ministry of Religious Affairs. Data collection techniques involve observation, in-depth interviews, and documentation. Observation is conducted in a participatory manner to gather data about the use of teaching materials during the learning process[30]. Interviews are conducted using semi-structured interview guidelines to obtain comprehensive yet focused information. Documentation is utilized to strengthen the observation and interview findings with relevant written evidence.

The main instrument in this research is the researcher themselves, serving as a human instrument actively involved in the entire data collection and analysis process[31]. To support data collection, the researcher uses observation guidelines, interview guidelines, and document analysis checklists. These instruments are developed based on indicators relevant to teaching material evaluation principles, such as content feasibility, language use, presentation integration, and the completeness of supporting media for instruction.

Data analysis techniques in this research follow the interactive analysis model by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing or verification[32]. In the data reduction stage, the researcher sorts, selects, and summarizes important data relevant to the research focus. The reduced data are then presented in descriptive narratives and simple tables to facilitate conclusion drawing. Verification is carried out continuously throughout the research process to ensure that the conclusions are well-supported by valid data.

To ensure data validity, this study employs source triangulation and method triangulation. Source triangulation is performed by comparing data from observations, interviews, and documentation, while method triangulation is achieved by using more than one data collection method to study the same phenomenon[33]. Furthermore, member checking is conducted by asking informants to verify the accuracy of the research findings.

The research location is MTs Al-Fakhriyah, an Islamic-based educational institution. This site was chosen because the school actively uses Arabic teaching materials, both from standardized textbooks and teacher-developed materials. The research is conducted over a period of three months, from May to July 2025. During this period, the researcher interacts directly with the teachers and observes the learning activities to collect in-depth and accurate data.

RESULT AND DISCUSSION

Arabic language learning is one of the important elements in education at MTs Al-Fakhriyah. As part of the compulsory subjects, Arabic is not only taught as a language of communication, but also as a means to understand religious texts such as the Qur'an and Hadith. In this context, teaching materials play a crucial role in supporting successful learning. Therefore, evaluation of teaching materials is necessary to ensure their effectiveness and relevance.

Teaching Material Evaluation Principles

Evaluation of teaching materials is based on a number of principles designed to ensure that teaching materials meet established educational standards. The first principle is conformity with the curriculum[34]. Teaching materials must reflect the basic competencies (KD) and learning achievement indicators listed in the 2013 Curriculum[35]. At MTs Al-Fakhriyah, the evaluation focuses on testing whether the teaching materials support the development of maharah istima', kalam, qira'ah, and kitabah skills. Curriculum 2013 emphasizes the importance of an integrated

thematic approach, so teaching materials need to be designed to support the integration between these skills[36].

The second principle is contextuality, which is the ability of teaching materials to reflect the needs and realities of students in madrasah. For example, the teaching materials compiled must include examples of sentences and situations that are in accordance with students' daily experiences. For example, the use of dialog in Arabic about activities at school is more relevant than dialog about life in other countries that are not covered by students' experiences. This aims to increase students' absorption of the material being taught.

The third principle is meaningfulness. Teaching materials should be designed to provide useful and meaningful learning experiences for students. Meaningfulness can be achieved through the presentation of material that is relevant, interesting and challenging, but still in accordance with the level of students' abilities. In addition, teaching materials should also support students' active involvement in learning through interactive activities, such as group discussions, language games, or task-based projects.

The fourth principle is sustainability. Effective teaching materials should have the potential to be used in the long term, either with minor revisions or without major changes. This is important to ensure efficiency in the management of educational resources. At MTs Al-Fakhriyah, evaluation is conducted to assess whether the teaching materials have the flexibility to be adapted according to changes in education policy or the evolving needs of students.

Educational evaluation covers all aspects of education. Educational evaluation is continuous. As for language learning in general aims to master the target language both actively, and passively. However, the objectives in learning Arabic are broader due to the relationship between Arabic and Islam, the ministry of the republic of Indonesia has formulated the learning objectives of Arabic as follows: a) To be able to understand the Qur'an and hadith as a source of Islamic law. b) To be able to understand books on religion and Islamic culture written in Arabic, c To be able to speak and compose in Arabic, d) To be used as an auxiliary tool for other skills (supplementary). e) To foster Arabic language experts, which are truly professional[37].

However, if after the evaluation it is found that it is appropriate for the school to provide speaking skills first before providing reading skills, then the school must also change the teaching materials that have been determined so far, which initially in the form of reading texts are replaced by conversation texts and conversation development[38].

Teaching Material Evaluation Techniques

Evaluation of teaching materials is conducted using various techniques to obtain comprehensive results. The first technique is document analysis, which involves an examination of textbooks, modules, and additional teaching materials used at MTs Al-Fakhriyah. This analysis includes aspects of material completeness, suitability to the curriculum, presentation structure, and language clarity. For example, textbooks are analyzed to ensure that each chapter supports the achievement of specific competencies expected in Arabic language learning.

The second technique was interviews, which were conducted with Arabic teachers to identify challenges in the use of teaching materials. The interview results show that some materials are less relevant to students' needs, especially materials that are too theoretical and do not accommodate speaking skills. The teacher also suggested that the teaching materials should include more interactive exercises and project-based activities to improve students' communication skills.

The third technique is a survey, which is administered to students to evaluate their perceptions of the teaching materials. The survey includes questions about students' level of understanding of the material, their interest in the teaching materials, as well as the extent to which the teaching materials help them achieve the learning objectives. The survey results show that students prefer teaching materials that include visual elements, such as pictures, graphs and videos, as they help them understand the concepts taught.

The fourth technique is a questionnaire, which is used to evaluate the effectiveness of teaching materials in supporting learning. The questionnaire was designed to collect data on students' and teachers' experiences in using the teaching materials. The responses from the questionnaire showed that most students found the teaching materials quite helpful, but there were some parts that needed simplification to make them easier to understand.

The fifth technique is observation, which is conducted to observe how the teaching materials are used in the learning process. It involves observing the interaction between teachers and students during learning, as well as how students utilize the teaching materials in understanding the material. The observation shows that interactive and skill-oriented teaching materials tend to increase students' participation in learning.

Teaching Material Success Indicators

The success of teaching materials is measured based on several indicators. The first indicator is competency achievement, which is the extent to which students can achieve the expected basic competencies. The evaluation shows that the teaching materials used at MTs Al-Fakhriyah successfully support the development of reading and writing skills, but still need to be improved in supporting speaking and listening skills.

The second indicator is the utilization of technology. In the digital era, the integration of technology in teaching materials is one of the important factors to improve learning effectiveness. Evaluations show that teaching materials that integrate technology, such as online applications and learning videos, are more effective in attracting students' interest. However, the application of this technology is still limited, so it needs to be expanded in the future.

The third indicator is suitability for students' level of understanding. Teaching materials that are too complex tend to demotivate students, while materials that are too simple do not provide enough challenge. Therefore, it is important to develop teaching materials that are suitable for students' ability levels, by providing variations in the level of difficulty of the material.

The fourth indicator is cultural and religious relevance, given that Arabic language learning at MTs Al-Fakhriyah also aims to strengthen students' understanding of Islamic teachings. Evaluations show that teaching materials that contain religious content, such as Qur'anic and Hadith texts, are preferred by students and considered more meaningful.

Feedback and Development of Teaching Materials

Feedback is an important component in the evaluation of teaching materials, as it provides information needed for further development. At MTs Al-Fakhriyah, feedback was obtained through focus group discussions with teachers, students and the madrasah head. The results of the discussion showed that the teaching materials need to be more flexible to suit the needs of diverse students.

The procedure for obtaining feedback involves collecting data from various sources, such as the results of interviews, surveys and questionnaires. This data was analyzed to identify areas for improvement, such as simplifying the materials, adding practical examples, and integrating interactive media. Based on the evaluation results, several recommendations were put forward, including:

1. Preparation of teaching materials that are more relevant to the context of students' lives.
2. Use of digital media to support learning, such as interactive applications and video tutorials.
3. The addition of project-based exercises to train students' practical skills.

The implementation of changes based on the evaluation results was carried out in stages, involving teachers and teaching material developers. One of the steps taken was the revision of textbooks to include more visual and interactive elements. In addition, teachers are also trained to use technology in learning, so that the teaching materials used are more varied and interesting.

Pros and Cons of Teaching Materials

The evaluation shows that the teaching materials used at MTs Al-Fakhriyah have several advantages. One of the main advantages is the comprehensive coverage of the material, which includes all four Arabic language skills. In addition, these teaching materials are organized systematically, making it easier for students to follow the learning flow.

However, there are some shortcomings that need to be improved. One of them is the lack of technology integration in the teaching materials. In the digital era, teaching materials that do not utilize technology tend to be less attractive to students. In addition, some materials are considered too theoretical and less relevant to students' needs, thus requiring simplification and adjustment.

Discussion

Based on the results of the evaluation conducted, it can be concluded that Arabic teaching materials at MTs Al-Fakhriyah have great potential in supporting effective learning, although there are still some aspects that need to be improved and further developed. One of the important findings in this evaluation is the need to integrate technology in teaching materials. Technology can increase student engagement and provide a more interactive learning experience that is relevant to the times. Therefore, the application of technology in teaching materials will be the key to modernizing the Arabic learning process in this school.

In addition, the relevance of teaching materials to students' needs is also a major concern. Students who are in different social and cultural contexts need materials that can connect learning to their daily lives. In this case, adjusting teaching materials to the context of students' lives is very important to increase their learning motivation and understanding of the material being taught. The meaningfulness of the material is also a factor that determines the effectiveness of teaching materials. If the material taught is irrelevant or not useful for students, the learning process will be less than optimal.

The evaluation techniques used, such as document analysis, interviews, surveys, questionnaires and observations, have provided a fairly complete picture of the strengths and weaknesses of the existing teaching materials. This comprehensive evaluation process also involved the active involvement of teachers and students, which is essential to gain an objective perspective on the materials. From this evaluation, the need to simplify overly complex material and enrich the teaching materials with interactive elements that are more engaging and easily understood by students was identified.

The importance of continuous development of teaching materials is also highlighted in this study. The development of teaching materials is not only focused on improving content, but also on improving the ability of teachers to utilize technology as a learning tool. By training and increasing teachers' capacity in using technology, they can be more effective in delivering materials and creating an enjoyable learning experience for students.

Overall, the results of this discussion indicate that although the Arabic teaching materials at MTs Al-Fakhriyah already have a good foundation, further development is needed so that the teaching materials can be more relevant, effective and interesting. Collaboration between teaching material developers, teachers, and students will greatly determine the success of this development, with the ultimate goal of achieving Arabic language learning that is more optimal and in accordance with student needs.

CONCLUSION AND IMPLICATIONS

The evaluation results show that Arabic teaching materials at MTs Al-Fakhriyah have great potential to support effective learning. However, there is still room for development, especially in terms of technology integration, relevance to students' needs, and increasing interactive elements in teaching materials. The systematic application of evaluation principles, such as suitability to the curriculum, the context of students' lives, the meaningfulness of the material, and the sustainability of teaching materials, has provided clear guidance in evaluating and developing higher quality teaching materials.

The evaluation techniques used, such as document analysis, interviews, surveys, questionnaires, and observations, have provided comprehensive data on the strengths and weaknesses of teaching materials. This data became the basis for developing recommendations, such as the preparation of more relevant teaching materials, simplification of materials, and more effective use of digital media. In addition, the involvement of students and teachers in the evaluation process provides a valuable perspective for creating teaching materials that truly fit the learning needs in the field.

Continuous development of teaching materials involves not only revision of existing content, but also the development of teachers' capacity to utilize technology in learning. By involving various parties, such as teaching material developers, educators, and students, this development is expected to produce teaching materials that are not only relevant and interesting, but also support the achievement of optimal learning objectives.

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