

ANALYSIS OF ASSESSMENT OF ARABIC RECEPTIVE AND PRODUCTIVE SKILLS IN ARABIC LANGUAGE BOOK

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Abstract

This study analyzed aspects of assessing Arabic receptive and productive skills in eleventh-grade Arabic books issued by the Ministry of religious affairs in 2020. The method used in the scientific study is a qualitative approach with the literature review method with research techniques in the library for data collection. The primary data source selected in this scientific study is an Arabic book, chapter eleven, published by the Ministry of religious affairs in 2020. The analysis results show that the ability to understand the book is assessed from a cognitive perspective, while productive skills are evaluated from a skills perspective. However, the book needs to explain assessment in the affective aspect, and the assessment is still traditional. Cognitive aspects still dominate the assessment of most receptive skills, while psychomotor aspects dominate assessments of productive skills. Therefore it is necessary to develop a form of assessment of receptive language skills in this book.

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Keywords:

Assessment Aspects; Receptive Skills; Productive Skills; Arabic Language.

مستخلص البحث

تهدف هذه الدراسة إلى تحليل جوانب تقييم المهارات الاستقبلية والإنتاجية للغة العربية في الكتاب العربي للصف الحادي عشر الصادر عن وزارة الدين في عام ٢٠٢٠. تستخدم هذه الدراسة نهجًا نوعيًا مع تقنيات البحث في المكتبات في جمع البيانات. بيانات المصدر الأولية التي تم اختيارها في هذه الدراسة العلمية هي كتاب اللغة العربية للفصل الحادي عشر الذي نشرته وزارة الدين في عام ٢٠٢٠. تظهر نتائج التحليل أن المهارات الاستيعابية في الكتاب يتم تقييمها على الجانب المعرفي، بينما يتم تقييم المهارات الإنتاجية على جانب المهارات. ومع ذلك، لا يشرح الكتاب التقييم في الجانب العاطفي ولا يزال التقييم تقليديًا. لا تزال الجوانب المعرفية تهيمن على تقييم غالبية مهارات الاستيعاب، بينما تهيمن الجوانب النفسية الحركية على تقييمات المهارات الإنتاجية. لذلك من الضروري تطوير شكل من أشكال تقييم مهارات اللغة الاستيعابية في هذا الكتاب.

كلمات أساسية: جوانب التقييم؛ المهارات الاستقبلية؛ المهارات الإنتاجية؛ اللغة العربية.

Introduction

A lesson is a series of learning activities intended for students to develop potential within them in the form of spirituality, personality, intelligence, and skills.¹ Learning activities are tied to the learning components used, including assessment.² The achievement of learning objectives can be known through assessment.³ Along with the times, the orientation of learning Arabic is directed at improving critical and creative thinking skills to the needs of 21st-century life skills.⁴

Assessment is a series of activities to collect and process information in determining student learning outcomes.⁵ An assessment collects data and activities to get an overview of students' processes and learning outcomes.⁶ Through the assessment, the achievement of learning outcomes will be known.⁷ Assessment is collecting and discussing data from various sources to develop overall knowledge and understanding of what students know, understand, and do due to teaching and learning experiences.⁸

The assessment results should be able to interpret the overall student competency.⁹ The assessment should be able to measure the achievement of the intended competence.¹⁰ Assessment is divided into two, namely, objective and subjective.¹¹ An objective assessment means that the assessment is based on a

¹ Ifan Junaedi, "Proses Pembelajaran Yang Efektif," *JISAMAR (Journal of Information System, Applied, Management, Accounting and Research)* 3, no. 2 (2019): 19–25, <https://journal.stmikjayakarta.ac.id/index.php/jisamar/article/view/86>.

² Dian Ekawati and Ahmad Arifin, "Pendekatan Dalam Pembelajaran Bahasa Arab: Teori, Konsep, Dan Implementasi," *An Nabighoh* 24, no. 1 (2022): 111, <https://doi.org/10.32332/an-nabighoh.v24i1.4818>.

³ Nunung Nuriyah, "Evaluasi Pembelajaran: Sebuah Kajian Teori," *Edueksos Jurnal Pendidikan Sosial & Ekonomi* 3, no. 1 (2014), <https://www.syekhnurjati.ac.id/jurnal/index.php/edueksos/article/view/327>.

⁴ Susanto Susanto et al., "Improving Students' Creative Thinking In Learning Arabic Through HOTS Based Project Based Learning Model," *An Nabighoh* 24, no. 1 (2022): 1–16, <https://doi.org/10.32332/an-nabighoh.v24i1.3924>.

⁵ Wildan Wildan, "Pelaksanaan Penilaian Autentik Aspek Pengetahuan, Sikap Dan Keterampilan Di Sekolah Atau Madrasah," *Jurnal Tatsqif* 15, no. 2 (2017): 131, <https://doi.org/10.20414/jtq.v15i2.3>.

⁶ Hasan Baharun, "Penilaian Berbasis Kelas Pada Pembelajaran Pendidikan Agama Islam Di Madrasah," *MODELING: Jurnal Program Studi PGMI* 3, no. 2 (2016): 204, <https://jurnal.stitnualhikmah.ac.id/index.php/modeling/article/view/82>.

⁷ Ramli Abdullah, "Urgensi Penilaian Hasil Belajar Berbasis Kelas Mata Pelajaran IPS di Madrasah Tsanawiyah," *Lantanida Journal* 3, no. 2 (2017): 168, <https://doi.org/10.22373/lj.v3i2.1657>.

⁸ Mary E. Huba and Jann E. Freed, *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning* (Boston: Allyn and Bacon, 2000).

⁹ Hari Setiadi, "Pelaksanaan Penilaian Pada Kurikulum 2013," *Jurnal Penelitian Dan Evaluasi Pendidikan* 20, no. 2 (2016): 166, <https://doi.org/10.21831/pep.v20i2.7173>.

¹⁰ Pinton Setya Mustafa and Ndaru Kukuh Masgumelar, "Pengembangan Instrumen Penilaian Sikap, Pengetahuan, Dan Keterampilan Dalam Pendidikan Jasmani," *Biormatika : Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan* 8, no. 1 (2022): 31–49, <https://doi.org/10.35569/biormatika.v8i1.1093>.

¹¹ Yahya Hairun, *Evaluasi Dan Penilaian Dalam Pembelajaran* (Yogyakarta: Deepublish, 2020).

standard and is not affected by the subjectivity of the appraiser.¹² Assessment must be planned, integrated with teaching and learning activities, and sustainable.¹³ Assessment is also required to fulfill the educational aspect, namely that it can be used to educate and motivate students and teachers to carry out teaching and learning activities better.¹⁴ Therefore, the assessment must be analyzed to see if it meets the expected qualifications.

The analysis is mandatory for all subjects, including Arabic. In Arabic, students achieve and understand four language skills: listening, speaking, reading, and writing.¹⁵ Listening and reading skills are known as receptive skills because, with these skills, there is absorption and acceptance of language.¹⁶ While speaking and writing skills are usually interpreted as productive skills because, with these skills, language production occurs.¹⁷ Assessment of the four language skills is different¹⁸ because the characteristics of each skill are also different.¹⁹ Therefore the assessment technique for each skill is also different.

There are several assessment studies have been carried out. Namely, what was carried out by M Zulkifli, who tried to analyze the form of assessment in the Arabic language curriculum 2013 with the result that the assessment in the 2013 curriculum was complete and objective, so it was good to use.²⁰ In reality, many students who graduate from Madrasah Aliyah and enter universities still do not understand Arabic well.²¹ Is there an error in the scoring system? In addition, there is

¹² Astrini Eka Putri, *Model Penilaian Berbasis HOTS Pada Pembelajaran Sejarah* (Klaten: Penerbit Lakeisha, 2021), 1.

¹³ Maya Saftari and Nurul Fajriah, "Penilaian Ranah Afektif Dalam Bentuk Penilaian Skala Sikap Untuk Menilai Hasil Belajar," *Edutainment : Jurnal Ilmu Pendidikan Dan Kependidikan* 7, no. 1 (2019): 71–81, <https://doi.org/10.35438/e.v7i1.164>.

¹⁴ Dewi Safitri, *Menjadi Guru Profesional* (Riau: Pt. Indragiri Dot Com, 2019).

¹⁵ Azkia Muharom Albantani, "Pembelajaran Bahasa Arab di Madrasah Ibtidaiyah: Sebuah Ide Terobosan," *Attadib: Journal of Elementary Education* 2, no. 2 (2018): 160, <https://www.jurnal-fai-uikabogor.org/index.php/attadib/article/view/417>.

¹⁶ R. Umi Baroroh and Fauziyah Nur Rahmawati, "Metode-Metode Dalam Pembelajaran Keterampilan Bahasa Arab Reseptif," *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman* 9, no. 2 (2020): 179, <https://doi.org/10.54437/urwatulwutsqo.v9i2.181>.

¹⁷ Apri Lia and Ubaidillah Ubaidillah, "Pembelajaran Keterampilan Berbicara di Era Abad 21 Berbasis Pendekatan Quantum," *al-Ittijah : Jurnal Keilmuan dan Kependidikan Bahasa Arab* 13, no. 2 (2021): 170, <https://jurnal.uinbanten.ac.id/index.php/al-ittijah/article/view/4678>.

¹⁸ Rifda Haniefah, "Implementasi Model Penilaian Hots (Higher Order Thinking Skills) Pada Penilaian Empat Keterampilan Berbahasa Arab," *Ta'limi | Journal of Arabic Education and Arabic Studies* 1, no. 1 (2022): 49–71, <https://doi.org/10.53038/tlmi.v1i1.11>.

¹⁹ Shafruddin Tajuddin, "Pengembangan Model Pembelajaran Bahasa Arab Tingkat Sekolah Dasar Untuk Meningkatkan Kemampuan Berbahasa Arab Siswa," *PARAMETER: Jurnal Pendidikan Universitas Negeri Jakarta* 29, no. 2 (2017): 200–215, <https://doi.org/10.21009/parameter.292.08>.

²⁰ Muhammad Zulkifli, "Analisis Bentuk Evaluasi Kurikulum 2013 Mata Pelajaran Bahasa Arab Di MI," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 2, no. 2 (2018), <https://doi.org/10.35931/am.v0i0.29>.

²¹ Dian Ekawati, "Ragam Pemahaman Mahasiswa Pada Pembelajaran Bahasa Arab," *An Nabighoh* 21, no. 02 (2019): 183–202, <https://doi.org/10.32332/an-nabighoh.v21i02.1679>.

also an analysis conducted by Ghazali Yusri Abdul Rahman, who analyzed the assessment of speaking ability at the Mara University of Technology.²²

This research differs from previous research because this research is intended to analyze and examine aspects of the assessment of existing Arabic receptive and productive skills presented in the 2020 Arabic student book published by the Ministry of religious affairs in the 2013 curriculum. Will the results of this study support the results of previous studies, or are they contradictory? So this research is intended to analyze and examine aspects of the existing assessment of receptive and productive skills in Arabic, presented in Arabic student books published by the Ministry of religious affairs in 2020 on curriculum 2013.

Method

The method used in the scientific study was a qualitative approach with the library research method. Library research as a research method was used by examining data that could be found in good libraries in the form of books, newspapers, documents, journals, and so on. At the same time, the approach chosen in examining data analysis was a descriptive qualitative approach which describes the data without any hypothesis testing.²³ The data source for this study was in the form of Arabic books for the 2013 curriculum published in 2020 by the Ministry of religious affairs, while the secondary data sources are in the form of journals, books, proceedings, and documents that were relevant to the scientific studies being carried out. Data analysis techniques were carried out by triangulation: collecting, reducing, and presenting data to conclude.

Result and Discussion

Assessment Aspect

Assessment in learning is defined as collecting decisions on student performance as feedback for modifying teaching and learning activities.²⁴ Assessment has the function of selecting, diagnosing student deficiencies and difficulties, placing (classing), and measuring the success of learning.²⁵ Doing judgments in learning has the main goal: determining the learning achievement level. In the assessment, there were several aspects arrested. According to Bloom, the assessment aspect is divided into three domains called Bloom's Taxonomy: cognitive, affective, and psychomotor.²⁶

²² Ghazali Yusri Abd. Rahman, "Penilaian Kemahiran Lisan Dalam Kurikulum Bahasa Arab Di Universiti Teknologi Mara (UiTM)" (Tesis PhD, Universiti Kebangsaan Malaysia, 2012).

²³ I. Made Laut Mertha Jaya, *Metode Penelitian Kuantitatif dan Kualitatif: Teori, Penerapan, dan Riset Nyata* (Yogyakarta: Anak Hebat Indonesia, 2020), 6.

²⁴ Harun Rasyid and Mansur, *Penilaian Hasil Belajar* (Bandung: CV. Wacana Prima, 2007).

²⁵ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2021).

²⁶ Nana Sudjana, *Penilaian Hasil Belajar* (Bandung: Remaja Rosdakarya, 2011), 22.

Cognitive Aspects

Cognitive is an aspect of assessment in which there is mental (brain) activity. This aspect has six levels: 1) Knowing (C1) is a skill that includes recognizing and remembering a concept, fact, name, or term. At this level, students should be able to know and recognize a concept, name, term, fact, or something else without having to understand its function and use.²⁷ 2) Understanding (C2) is a skill that includes understanding the material and knowing its function and use without having to be relevant to other things.²⁸ 3) Applying (C3) is a skill that includes using ideas, concepts, and facts learned in real life and new situations. 4) Analyzing (C4) is a skill that includes decomposing certain situations or conditions into their constituent components or elements. 5) Synthesizing (C5) is a skill that includes uniting components into a single form. 6) Evaluating (C6) is a skill that includes the activity of an edition or situation based on certain criteria and characteristics. In evaluating, students are required to develop criteria or benchmarks for evaluating. Evaluation is a skill that includes evaluating activities of a condition or situation based on certain criteria and characteristics. In the evaluation of students are required to develop criteria or benchmarks for evaluation.²⁹

Affective Aspects

Effectiveness is an aspect that is relevant to values and attitudes. Some of the categories contained in this aspect as aspects that are assessed in learning outcomes, namely: 1) Receiving (A1) is the sensitivity of a person to receive stimulus or stimulus from outside in the form of problems, conditions, symptoms, and so on. 2) Responding (A2) is the reaction that becomes a response to the stimulation that comes. 3) Valuing (A3) is giving value to an activity or object so that it will give regret if it is not done. 4) Managing (A4) brings together value differences to form new, better values. 5) Appreciating (A5) Appreciation is living the values so that they become real guidelines in various aspects of life.³⁰

Psychomotor Aspect

Psychomotor is an aspect that is relevant to skills or response abilities after receiving certain learning experiences. R.H. Dave divided the levels of psychomotor learning outcomes into five: 1) Imitating (P1) is an imitation activity that is the same as surviving an action performed and exemplified by others. 2) Manipulating (P2) is the production activity of an action that will be carried out by other people but is carried out by developing their thoughts. 3) Presising (P3) is carrying out accurate activities without any help or examples from others. 4) Articulating (P4)

²⁷ Isa Anshori, *Evaluasi Pendidikan* (Sidoarjo: Muhammadiyah University Press, 2004), 35.

²⁸ Netriwati Netriwati, "Penerapan Taksonomi Bloom Revisi Untuk Meningkatkan Kemampuan Pemahaman Konsep Matematis," *Desimal: Jurnal Matematika* 1, no. 3 (2018): 347, <https://doi.org/10.24042/djm.v1i3.3238>.

²⁹ Zainal Arifin, *Evaluasi Pembelajaran* (Bandung: Remaja Rosdakarya, 2009), 21.

³⁰ Abdul Munip, *Penilaian Pembelajaran Bahasa Arab* (Yogyakarta: Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga, 2017), 39–45.

is performing complex activities with good precision by integrating expertise. 5) Naturalization (P5) conducts reflection activities relevant to the skills.³¹

Assessment Aspects of Receptive Skills

Receptive skills include accepting language codes conveyed or written so that they can be received through reading or listening to understand these codes.³² From this understanding, it can be concluded that receptive skills in language are listening skills and reading skills.³³ The following are aspects of the assessment of Arabic listening and reading skills in a book published by the Ministry of religious affairs in 2020:

Listening Skills (Istima')

In the student book produced by the Ministry of religious affairs in 2020, there are several forms of listening skill questions (Maharah al-Istima') which are presented in the following table:

Table 1. Types of Listening Skills Questions in Class XI Arabic Books of the Ministry of religious affairs 2020³⁴

Question	No
إِسْتَمِعْ إِلَى الْمُفْرَدَاتِ، ثُمَّ اكْتُبْهَا تَحْتَ الصُّورِ الْمُنَاسِبَةِ	١
إِسْتَمِعْ إِلَى الْحَوَارِ، ثُمَّ اكْتُبْ (صحيح) أو (خطأ) بين القوسين، وَصَحِّحِ الْخَطَأَ	٢
إِسْتَمِعْ إِلَى الْحَوَارِ، ثُمَّ أَجِبْ عَنِ الْأَسْئَلَةِ الْأَتِيَةِ	٣
إِسْتَمِعْ إِلَى النَّصِّ، ثُمَّ اكْمَلِ الْفَرَاقَاتِ التَّالِيَةَ	٤
إِسْتَمِعْ إِلَى الْمُفْرَدَاتِ، ثُمَّ اكْتُبْ كُلَّ كَلِمَةٍ تَحْتَ الصُّورَةِ الْمُنَاسِبَةِ	٥
إِسْتَمِعْ إِلَى النَّصِّ الْبَرهَانِي، ثُمَّ اكْمَلِ الْفَرَاقَاتِ بِالْكَلِمَاتِ الْمُنَاسِبَةِ	٦
إِسْتَمِعْ إِلَى الْأَسْئَلَةِ، ثُمَّ اخْتَرِ الْإِجَابَةَ بِوَضْعِ الرَّقْمِ الصَّحِيحِ أَمَامَ الْجُمْلَةِ	٧
إِسْتَمِعْ إِلَى النَّصِّ، ثُمَّ أَجِبْ عَنِ الْأَسْئَلَةِ الْأَتِيَةِ	٨
إِسْتَمِعْ إِلَى الْعِبَارَاتِ، ثُمَّ اكْتُبْ "صحيح" أو "خطأ"	٩

Based on the analysis of the questions in the table above, we can describe that questions 1 and 5 are listening proficiency tests to measure students' competence in determining the meaning of words through pictures based on what students hear. The form of the test in this assessment is an objective test with a short answer

³¹ Munip, 50–51.

³² Baroroh and Rahmawati, "Metode-Metode Dalam Pembelajaran Keterampilan Bahasa Arab Reseptif."

³³ Miftachul Taubah and Ilzam Dhaifi, "Reseptif Dan Produktif Dalam Bahasa Arab," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 1 (2020): 33–36, <https://doi.org/10.35316/lahjah.v1i1.574>.

³⁴ Risna Rianti Sari and Hasyim Amrullah, *Bahasa Arab MA Kelas XI* (Jakarta: Direktorat KSKK Madrasah Ditjen Pendis Kemenag RI, 2020).

with certain contents. The aspects assessed in this type of question are cognitive in the realm of knowing (C1) and psychomotor aspects in the realm of imitating (P1), where students are instructed to imitate what they hear in written form.

Type question number 2 is a listening proficiency test to measure students' competency in understanding simple texts through dialogues to find explicit facts or information. The test in this judgment is the true-false form (True-False), in which students are asked to justify the wrong statement. The aspects assessed in this problem are the cognitive aspects in the realm of analyzing (C4) in the form of analyzing, analyzing, solving, analyzing, and concluding, and the psychomotor aspects in the realm of precision (P3), namely perfecting.

Furthermore, question number 3 is the same as question number 2, which measures student competence in understanding simple texts through dialogue to find explicit facts or information. However, the test in this assessment is in the form of entries or short answers according to the dialogue that has been heard. So the aspect assessed in this type of question is the cognitive aspect at the second level of understanding (C2), namely, understanding of interpretation.

Types of questions number 4 and 6 are listening proficiency tests to measure students' competence in determining explicit information through resource persons' texts. The form of the test in this assessment is the cloze test, where a simple text is provided in the form of a narration where some of the words are omitted, and students are directed to listen to the text that is read aloud, then complete the missing words. The aspects assessed in this problem are the cognitive aspects of analyzing (C4) and the psychomotor aspects of imitating (P3), where students are instructed to imitate what they hear in written form.

Type question number 7 is a listening proficiency test to measure students' capacity to understand the questions heard by choosing the correct answer provided. Assessment in this test is in the form of correct answer choices in the order in which the number of questions is heard. The aspect that is assessed in this question is the cognitive aspect in the realm of analyzing (C4) by analyzing the answers that match the questions.

Type question number 8 is a listening proficiency test to measure students' capacity to understand simple texts in narrative form to determine explicit information. Assessment on this test is in the form of filling or short answers. In this problem, the aspect assessed is the cognitive aspect in the second level of understanding (C4), namely understanding.

Type question number 9 is a listening proficiency test to measure students' capacity to understand the sentence that is heard. The forming test in this question is in the form of a true-false choice (True-False), where students are asked to write "صحيح" or "خطأ" on the number that corresponds to the sentence being heard. The aspect assessed in this question is the cognitive aspect of analyzing (C4) by analyzing the sentences heard.

Reading Skills (Qiraah)

In the student book produced by the Ministry of religious affairs in 2020, there are several forms of reading skills questions (Maharah al-Qira'ah) which are presented in the following table:

Table 2. Types of Reading Skills Questions in Eleventh-grade Arabic Books of the Ministry of religious affairs 2020³⁵

Question	No
اقرأ الجمل التالية, ثم قل (صحيح) إذا كانت الجملة صحيحة أو (خطأ) إذا كانت خاطئة, ثم صحح الخطأ	١
أجب عن الأسئلة الآتية	٢
اقرأ الجمل التالية, ثم ضع (ص) إذا كانت الجملة صحيحة أو (خ) إذا كانت خاطئة, ثم صحح الخطأ	٣
فكري إجابة الأسئلة الآتية	٤
املأ الفراغات كما في المثال التالي	٥
عين عناصر النص السردى التعددي المناسبة للعبارات التالية	٦
عين عناصر النص البرهاني من الجملة الآتية	٧
اقرأ المفردات وافهم بملاحظة الصور	٨
اقرأ الجمل التالية, ثم ضع (√) إذا كانت الجملة صحيحة أو (X) إذا كانت خاطئة, ثم صحح الخطأ	٩

Based on the analysis of the questions in the table above, it can be explained that type question 1 is a reading proficiency test to measure students' needs in finding explicit facts in the text. The test in this judgment is an oral test with wrong choices, and then students are asked to justify the wrong sentence. The aspect assessed in this problem is the cognitive aspect of analyzing (C4) by analyzing the sentences the teacher utters about the text that has been read.

Type question 2 is a reading proficiency test to measure students' competency in finding explicit facts and implied meanings in reading texts. The test in this judgment is in the form of questions with answers according to the reading text. The aspect assessed is the cognitive aspect of understanding (C2) by providing answers per the reading text.

Questions 3 and 9 are reading proficiency tests to measure students' competence in finding explicit facts in reading texts through dialogue. Assessment of this question is in the form of a true-false test (True-False) in which students are then asked to correct sentences they think are wrong. The aspect that is assessed in this problem is the cognitive aspect in the realm of analyzing (C4) by analyzing, nominating, and correcting the wrong sentences in the question.

Furthermore, question number 4 is a reading proficiency test to measure students' competence in connecting the ideas applied in the reading. The form of

³⁵ Sari and Amrullah.

the test on this question is in the form of filling in or answers to the questions posed relating to the student's personal experiences regarding السفر or traveling. The aspect that is assessed in this question is the cognitive aspect in the realm of knowing (C1) by remembering and explaining students' personal experiences in traveling abroad.

Type question number 5 is a reading proficiency test to measure students' competence in finding explicit facts in reading texts. The form of the test in this question is the form of filling in, where two forms of questions are provided, namely first, some questions must be answered according to the reading text. Second, there are answers where students must make their questions according to these answers. The aspect that is assessed in this question is the cognitive aspect in the realm of understanding (C2) by providing answers according to the questions and vice versa.

Types of questions number 6 and 7 are reading proficiency tests to measure students' competency in understanding recount text and expository text based on available reading material. Assessment of this question is in the form of filling or short answers. The aspect assessed in this problem is the cognitive aspect in the realm of knowing (C1) by reading and the realm of understanding (C2) by categorizing the sentences in the problem into elements of either recount text or exposition text.

Type question number 8 is a reading proficiency test to measure students' competence in understanding the meaning of vocabulary through observing pictures. The forming test in this question is in the form of an order to read the vocabulary provided while observing the picture to determine the meaning of the vocabulary. The aspect assessed in this question is the cognitive aspect of analyzing (C4) by correlating the Arabic vocabulary read with the pictures provided.

In assessing receptive language skills, most assessments in Arabic books published by the Ministry of Religion focus on cognitive assessment and only several aspects that focus on psychomotor. When referring to the 2013 curriculum, the affective aspect is an important element in the assessment.³⁶ The affective aspect is an emotional attitude that is important for students to carry out language learning activities.³⁷ In addition, if what is assessed is in the form of skills, the assessment should focus on psychomotor aspects. However, the assessment of receptive language skills in this book mostly assesses the cognitive aspects, even only a few aspects that focus on psychomotor.

³⁶ Zulkifli, "Analisis Bentuk Evaluasi Kurikulum 2013 Mata Pelajaran Bahasa Arab Di MI."

³⁷ Rahman, "Penilaian Kemahiran Lisan Dalam Kurikulum Bahasa Arab Di Universiti Teknologi Mara (UiTM)."

Assessment Aspect of Productive Skills

Productive skills produce and produce language codes both orally and in writing.³⁸ Productive skills in Arabic verbally, namely speaking, while in writing is writing.³⁹ The following is an assessment aspect contained in productive skills in Arabic in the 2020 published Ministry of religious affairs book:

Speaking Skills (Kalam)

In the student book produced by the Ministry of religious affairs in 2020, there are several forms of speaking skills questions (Maharah al-Kalam) which can be explained in the following table:

Table 3. Types of Speaking Skills Questions in Eleventh-grade Arabic Books of the Ministry of religious affairs 2020⁴⁰

Question	No
تبادل الحوار مع زميلك مستعينا بالصور كما في المثال التالي	١
أجر الحوار مع زميلك مستعينا بالصور التالية	٢
اختر صورة من الصور التالية ثم عبر عنها أمام زملائك	٣
اختر موضوعا من الموضوعات الآتية, و تحدث عنه مع زميلك	٤
عبر رأيك في استخدام حروف الجر و حروف العطف مما تحدث عنه زميلك	٥
اختر صورة من الصور التالية و ثم عبر عن مضمونها من خيالك	٦
اختر إحدى العبارات التالية و تحدث عنها مع زميلك	٧
اختر صورة من الصور التالية, ثم تكلم عنها أمام زملائك	٨
عبر رأيك في استخدام تصريف الفعل الماضي اللغوي مما تحدث عنه زميلك	٩
تكلم أمام زميلك مستعينا بالعبارات التالية	١٠
تبادل الحوار مع زميلك مستعينا بالأسئلة الآتية	١١
قم بدور المذيع, وصف ما نُعَبِّرُ عنه الصورة أمام زملائك	١٢

As can be known from the table above, type question number 1 instructs students to carry out conversations with themes that match the pictures, and students should carry out conversations as exemplified. The assessment was carried out as an oral test with conversations conducted by students. In this question, the aspect assessed is the psychomotor aspect in the realm of imitating (P1) by imitating according to what is exemplified.

³⁸ Nurmasiyah Syamaun, "Pembelajaran Maharah al-Kalam untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah dan Keguruan," *LISANUNA: Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 4, no. 2 (2016): 343, <https://jurnal.ar-raniry.ac.id/index.php/lisanuna/article/view/852>.

³⁹ Taubah and Dhaifi, "Reseptif Dan Produktif Dalam Bahasa Arab."

⁴⁰ Sari and Amrullah, *Bahasa Arab MA Kelas XI*.

Types of questions number 2 and 3 instruct students to have a conversation by choosing a theme that matches the pictures provided. The assessment was carried out as an oral test in student conversations. In this type of question, the aspect assessed is the psychomotor aspect in manipulating (P2) by carrying out the conversation according to instructions.

Type question number 4 instructs students to converse by choosing the theme provided. The assessment was carried out as an oral test in student conversations. In this type of question, the aspect assessed is the psychomotor aspect in manipulating (P2) by carrying out the conversation according to instructions.

Types of questions number 5 and 9 instruct students to express their thoughts, analyze sentences spoken by friends, and determine and correct these errors. The assessment was carried out as an oral test with an expressed opinion. The aspect assessed from the type of questions is the psychomotor domain, namely naturalization (P5) with the organization and specification of right and wrong.

Type question number 6 instructs students to describe the selected images provided and express them by stimulating students. The assessment was an oral test in the form of a picture description in front of the class. The aspect assessed from this type of question is the psychomotor domain, namely articulating (P4) by combining and developing your thoughts about the images provided.

Type question number 7 instructs students to converse according to the available expressions. The assessment was carried out as an oral test in student conversations. In this type of question, the aspect assessed is the psychomotor aspect in manipulating (P2) by carrying out the conversation according to instructions.

Type question number 8 instructs students to discuss the pictures provided in front of the class. The assessment was carried out as an oral test by discussing pictures in front of the class. The aspect assessed from this type of question is the psychomotor domain, namely articulating (P4) by combining and developing your thoughts about the images provided.

Type question number 10 instructs students to speak in front of the class using some of the expressions provided. The assessment was carried out as an oral test in the form of a conversation conducted by students in front of the class. In this type of question, the aspect assessed is the psychomotor aspect in manipulating (P2) by carrying out the conversation according to instructions.

Type question number 11 instructs students to carry out a conversation using the questions that have been provided. The assessment was carried out as an oral test in student conversations. In this type of question, the aspect assessed is the psychomotor aspect in manipulating (P2) by carrying out the conversation according to instructions.

Type question number 12 instructs students to act like broadcasters by explaining and describing pictures in front of friends. The assessment was carried out as an oral test by discussing pictures in front of the class. The aspect assessed from this type of question is the psychomotor domain, namely articulation (P4), by combining and developing your thoughts about the images provided.

Writing Skills (Kitabah)

In the student book produced by the Ministry of religious affairs in 2020, there are several forms of writing skills questions (Maharah al-Kitabah) which can be explained in the following table:

Table 4. Types of Writing Skills Questions in Eleventh-grade Arabic Books of the Ministry of religious affairs 2020⁴¹

Question	No
صل بين الكلمتين لتصبح تعبيراً كما في المثال	١
رتب الكلمات الآتية لتكون جملاً مفيدة	٢
رتب الجمل الآتية لتكون فقرة واحدة	٣
حول الحوار الإرشادي السابق لتكون نصاً إرشادياً	٤
عبر رأيك في استخدام حروف الجر و حروف العطف مما كتبه زميلك	٥
عين عناصر النص (الاتجاهات, والحدث, والتعليق) المناسبة للجمل التالية	٦
أكمل الجمل على حسب عناصر النص السردى التعدادى التالية	٧
كون جملاً على حسب عناصر النص السردى التعدادى مستعيناً بالصور التالية	٨
اكتب جملاً تشتمل على الكلمات الآتية	٩
عبر رأيك في استخدام تصريف الفعل الماضى اللغوى مما كتبه زميلك	١٠
اكتب فقرة مستعينة بالأسئلة الآتية	١١
اكتب نصاً وصفياً عن الموضوع المعين	١٢

As provided from the written table, type question number 1 wants students to match two different sentences and make an expression from the sentences that have been connected. The assessment was a written test for matching and writing sentences according to matched words. The aspects assessed from these questions were the psychomotor domain, namely naturalization (P5) by specifying and organizing words and manipulating (P2) by recreating according to the instructions given.

Meanwhile, type question number 2 instructs students to arrange several random words into a complete sentence. The assessment for this type of question

⁴¹ Sari and Amrullah.

is a written test of composing words into sentences. The aspect assessed in this type of question is the psychomotor domain, namely naturalization (P5), by designing and arranging words into sentences.

The type of question number 3 requires students to arrange several random sentences into a complete and perfect paragraph according to paragraph rules. The assessment for this type of question is a written test in the form of composing sentences into paragraphs. The aspect assessed in this type of question is the psychomotor domain, namely naturalization (P5), by designing and arranging sentences into paragraphs.

Type question number 4 requires students to change the available conversations into text according to the rules of a procedural text. Assessment for this type of question is a written test that changes the conversation into text according to the rules of a procedural text. The aspect assessed in this type of question is the psychomotor domain, namely articulating (P4) by constructing, developing, and formulating conversations already available in procedural texts.

Types of questions number 5 and 10 instruct students to express their thoughts, analyze sentences spoken by friends, and determine and correct these errors. The assessment was carried out as a written test expressing opinions. The aspect assessed from the type of questions is the psychomotor domain, namely naturalization (P5) with the organization and specification of right and wrong.

Type question number 6 wants students to determine the elements of the text that are adapted to the existing sentences. In this type of question, the assessment is carried out using a written test, namely by determining the elements of the text in the text. The aspect that is assessed from the type of question is the psychomotor domain, namely manipulating (P2) by showing the elements of the text.

Type question number 7 requires students to complete sentences according to the elements in the narrative text. In this type of question, the assessment is carried out using a written test by completing sentences according to the elements of the narrative text. The aspect assessed from the type of questions is the psychomotor domain, namely precision (P3), by perfecting the sentences that must be completed according to the elements of the narrative text.

Type question number 8 instructs students to make sentences according to the elements in the narrative text. In this type of question, the assessment is carried out with a written test, namely by making sentences according to the elements of narrative text. The aspect assessed from the type of questions is the psychomotor domain, namely naturalizing (P5) by designing sentences that match the elements of narrative text.

Type question number 9 instructs students to make sentences that contain the words that have been provided. In this assessment question, a written test is done by making sentences with the words provided. The aspect assessed from this

type of question is the psychomotor domain, namely naturalizing (P5) by designing sentences containing the already available words.

The type of question number 10 instruct students to express their thoughts, analyze sentences spoken by friends, and determine and correct these errors. The assessment was carried out as a written test expressing opinions. The aspect assessed from the type of questions is the psychomotor domain, namely naturalization (P5) with the organization and specification of right and wrong.

The type of question number 11 wants students to make paragraphs according to the predetermined title and by using the questions that have been provided. In this type of question, the assessment is carried out using a written test: making paragraphs according to the specified title and using the available questions. The aspect assessed from the type of question is the psychomotor domain, namely naturalizing (P5) by designing paragraphs according to the specified title and using the available questions.

Question 12 instructs students to write descriptive text according to the specified title. In this assessment question, a written test is done by making a descriptive text according to the specified title. The aspect assessed from the type of question is the psychomotor domain, namely naturalizing (P5) by designing a descriptive text according to the specified title.

In assessing productive language skills, Arabic books published by the Ministry of Religion in 2020 mostly focus on psychomotor assessment. When referring to the 2013 curriculum, the affective aspect is an important element in the assessment.⁴² However, this book's assessment of productive skills is suitable for analyzing language skills because the aspects assessed are psychomotor.

Conclusion

In the student handbook issued by the Ministry of the Religion of the Republic of Indonesia in 2020, all assessments are in the form of tests, both in the form of written tests and oral tests. However, the book's receptive and productive skills assessment only explains and focuses on cognitive and psychomotor aspects. Assessment of receptive skills includes cognitive and psychomotor aspects, while productive skills include psychomotor aspects. The assessment of listening skills includes two aspects, namely 1) cognitive aspects in the realm of knowing (C1), understanding (C2), and analyzing (C4); 2) psychomotor aspects in the realm of imitating (P1) and precision (P3). Existing assessments of reading skills include only cognitive aspects in the realm of knowing (C1), understanding (C2), and analyzing (C4). Meanwhile, the assessment of speaking skills includes the realm of skills at the levels of imitating (P1), manipulating (P2), articulating (P4), and naturalizing (P5). At the same time, the assessment of writing skills includes the realm of skills at the levels of manipulating (P2), precision (P3), articulating (P4),

⁴² Zulkifli, "Analisis Bentuk Evaluasi Kurikulum 2013 Mata Pelajaran Bahasa Arab Di MI."

and naturalizing (P5). However, the book needs to explain assessment in the affective aspect, and the assessment is still traditional. Cognitive aspects still dominate the assessment of most receptive skills, while psychomotor aspects dominate assessments of productive skills. Therefore it is necessary to develop a form of assessment of receptive language skills in this book. And because of that, further research is hoped to discuss and further develop psychomotor-based assessments that simultaneously assess receptive language skills and psychomotor and affective language.

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