A Literature Review on Assessment Models for *Maharah Kitabah* in Arabic Instructions: A Conventional to Digital Based Assessment

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Abstract: The form of tests or evaluations applied by teachers or educators in various educational institutions until now is still considered less interesting and tends to be monotonous so there is no intense interaction between educators and students in the evaluation process carried out. Often, students feel bored with ordinary tests or text forms that are rigid and monotonous, so there needs to be an update in the model or form of tests that are interactive, innovative, fun, and not boring for students. The purpose of this study is to find out various kinds of interactive Arabic test or quiz models that can be used in learning Arabic so that learning becomes more interesting and fun. This study uses literature research with a qualitative descriptive approach. Secondary data is used as a data source, with data collection techniques in the form of documentation. The result of this research is that there are various forms or models of interactive tests that can be utilized by teachers or Arabic instructors, either by developing their own using several computer-based applications or by utilizing website-based test or quiz applications that already exist on the Internet, where some of these applications can be accessed for free. These findings contribute to the current discussion about appropriate language assessment approaches.

Keywords: Arabic instructions; assessment models; interactive; maharah kitabah

A. INTRODUCTION

Teaching or textbooks are essentially one of the most influential elements as a tool to facilitate learning aimed at building knowledge (Magdalena et al., 2021). Of the many elements in learning,   the presentation of evaluation or assessment is one of the important

elements in achieving learning success (Geasela, 2018). In the Arabic learning system, evaluation or assessment is an integral and very important part. Where the assessment not only serves to provide information about the success or lack of learning processes and outcomes but also as input for improving the learning system (Kurniah et al., 2021).

With the assessment, the quality of education can be known, and can find out weak points, so that they can find solutions to lead to better changes (Mansir et al., 2022). Without assessment, success in the delivery of learning and achievement of educational goals will not be known accurately. One manifestation of learning assessment is in the form of tests or exams. In a simple sense, a test is the provision of a task or series of tasks in the form of questions or commands that must be done by students (Purba & Jony, 2019). The results of the implementation of the task or test are used to draw certain conclusions from students.

In practice, the form of tests or evaluations applied by teachers or educators in various educational institutions until now is still considered less interesting and tends to be monotonous, so that there is no intense interaction between educators and students in the evaluation process carried out. Often, students feel bored with ordinary tests or text forms that are rigid and monotonous, so there needs to be an update in the model or form of tests that are interactive, innovative, fun, and not boring for students. Although slightly different from test models in general, the interactive test model must also pay attention to the characteristics of a good test, which is valid or valid, reliable, has different power, and has a measurable level of difficulty (Zhang & Mc Farlane, 2019).

In line with the development of increasingly sophisticated information technology, there are several programs used to make tests, including kahoot!, quiz maker, hot potatoes, and so on (Arifianto & Lukman, 2022). This program is a software in making interactive tests, one of which is making interactive Arabic tests. Making interactive Arabic tests using several programs is expected to be used as an evaluation medium and used to assist teachers in motivating enthusiasm for learning, increasing students' interest in learning, fostering effective two-way communication, and making learning processes and situations more enjoyable.

The research related to interactive tests in Arabic language learning has been researched by previous researchers, as stated by Muhammad Lukman Arifianto that there are several kinds of interactive test developments that teachers can use in Arabic language

learning such as interactive tests based on desktop applications, websites, Google Forms, Quizizz, Kahoot, Slido, Mentimeter, and so on (Arifianto, 2021). Diah Rahmawati As'ari stated that one of the software used in making Arabic learning evaluations is Wondershare Quiz Creator. Wondershare Quiz Creator is one of those software that lets you create tests and quizzes with several types of questions. There are 9 types of questions provided by Wondershare Quiz Creator software, namely true/false, multiple choice, multiple response, fill in the blank, matching, sequence, word bank, click map, and short essay. With different question types, the Arabic evaluation will be more interesting (As'ari, 2017). Similar to Irma Nur Fiani and Mohammad Ahsanuddin's statement that the interactive test using the kahoot! can improve the Arabic vocabulary of grade V students of MI Al Ma'arif 01 Margomulyo Blitar (Fiani & Ahsanuddin, 2021). Meanwhile, in the Arabic book Class VIII Madrasah Tsanawiyah Published by the Ministry of Religion in 2020, the action of evaluating or assessing learning is still in the form of ordinary, more rigid, and monotonous tests so that students are less interested in learning and lack of communication between teachers and students.

Based on this background, teachers, educators, Arabic instructors should be able to develop various models of interactive Arabic tests or quizzes to make learning Arabic more interesting and fun. For this purpose, this paper is conveyed regarding the application of various interactive Arabic test models that only focus on one element of the language component, namely the assessment of *maharah kitabah* in grade VIII Arabic books published by the Ministry of Religious Affairs in 2020 as an innovation in Arabic language learning.

B. RESEARCH METHOD

This study uses literature research with a qualitative descriptive approach. Literature research is a theoretical study, reference, and other scientific literature related to culture, values and norms that develop in the social situation under study (Sari & Kumala, 2021). Literature research aims to collect literature data from various literature sources related to research objectives, such as abstracts of research results, indexes, reviews, journals and other reference books.

The process carried out by researchers in literature research. First, collect literature sources, both primary and secondary. Second, classify data based on research formulas.

At an advanced stage, data processing or citing references from various journals concerned is carried out to be displayed as research findings, then abstracted to obtain complete information, and interpretation to produce knowledge for drawing conclusions (Barnouti dkk., 2016).

Secondary data is used as a data source, with data collection techniques in the form of documentation from books and several journals. The data is described qualitatively based on the information analyzed and studied in order to produce innovations in the assessment of *maharah Kitabah* in class VIII Arabic textbooks published by the Ministry of Religion in 2020. Meanwhile, the data analysis technique used is content analysis, especially to provide accurate conclusions and can be retested based on context. This process is first, by formulating the research problem to be carried out. Second, Conduct literature studies in books and journals regarding interactive tests on Arabic language learning. Third, Determine the unit of observation and unit of analysis, Fourth, Determine the sample. Fifth, Define variables. Sixth, Create categorization and coding guidelines. Seventh, Collecting data. Eighth, Coding data (data coding). Ninth, Processing data. Tenth, presenting data and providing interpretation, and finally is compiling a report on research results.

C. FINDINGS AND DISCUSSION

Findings

In this section, the researchers delineate the use of testing models in Arabic language instruction, identifying at least two distinct types. The first is grounded in traditional textbook-based assessments, exemplified through an examination of assessment models found in an Arabic language book designed for eighth-grade students in Islamic secondary schools, published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020. The second type explores the potential of interactive and modern digital-based assessment models. Following the review of the conventional textbook approach, the researcher introduces an interactive digital-based testing model that can be integrated with traditional or conventional testing models. This dual-pronged analysis aims to offer a comprehensive understanding of the diverse assessment strategies employed in Arabic language education, encompassing both traditional and innovative digital-based approaches.

a. Textbook-Based Assessment

The implementation of evaluating or assessing learning in the book "Arabic Book Class VIII Madrasah Tsanawiyah" Published by the Ministry of Religion in 2020 is arranged sequentially through الأنشطة و التدريبات (activities and exercises). This book is presented based on several aspects of Arabic proficiency and is equipped with materials that support these aspects, therefore the action of evaluating learning through this book also follows the aspects that have been provided in the book. Among them, *Al-Mufradāt wa Al-'ibārāt* is vocabulary regarding the material or theme of each chapter, *Ḥiwar* is speaking proficiency, *Al-qowā'id wa At-tarkib* is Arabic grammar regarding the subject matter, *Al-Qirā'ah* is reading proficiency, and *Al-Kitābah* that is, writing proficiency (Cahyani dkk., 2023). Overall, in this book there are as many as 83 activities and practice questions that students must do, with the following details:

Table 1. Presentation of Activities and Exercises on the Class VIII Arabic Book Madrasah Tsanawiyah Published by the Ministry of Religion in 2020

No	Chapters	Activities and Exercises
1.	I	16 activities and exercises
2.	II	13 activities and exercises
3.	III	13 activities and practice questions, plus 1 practice for the first semester exam
4.	IV	13 activities and exercises
5.	V	14 activities and exercises
6.	VI	12 activities and practice questions, plus 1 practice for the first semester exam

From the table above it can be seen that each chapter in the Class VIII Arabic textbook Madrasah Tsanawiyah published by the Ministry of religion in 2020 consists of several kinds of evaluations, namely in the form of connecting or matching tests, discussions with friends, Limited and free descriptions, choosing the right and wrong answers, composing a story, practice in Arabic conversation, making a paragraph, translating a sentence, and in Chapter 3 and Chapter 6 there are first and second semester exam exercises in the form of multiple choice and free descriptions.

The evaluation technique in the Class VIII Arabic textbook of Madrasah Tsanawiyah published by the Ministry of Religion in 2020 is through training activities and questions presented per material (according to the theme, discussion, and maharah) in each chapter, with the identification of the number of evaluation instruments as many as 83. Includes

three *maharah* namely *hiwar, al-qirā'ah* and *al-kitābah*, then added with evaluation activities on complementary materials such as *mufradāt wa al-ibārāt* and *al-qowāid wa at-tarākib*. This according to the author has met an effective evaluation.

The national education system uses the classification of learning outcomes from Benjamin S. Bloom, better known as Bloom's Taxonomy, broadly dividing it into three domains, namely the cognitive, affective and psychomotor domains (Zhao dkk., 2022). The following learning evaluation techniques can be carried out or applied through the Class VIII Arabic textbook of Madrasah Tsanawiyah published by the Ministry of Religion in 2020. Evaluation techniques are based on three aspects of learning assessment:

1. Cognitive Realm

The cognitive domain is the intellectual ability of students in thinking, knowing and solving problems, in this domain includes activities related to the mental/brain (Assessment of knowledge, understanding, and application) (Hoque, 2016). Evaluation techniques in this cognitive realm we will see how detailed students are in capturing subjects and how they analyze a particular problem (Khusniruk & Patel, 2004). In this textbook, cognitive domain evaluation activities are presented, namely subjective test techniques (essay examination) and objective tests (dichotomously scored items). Subjective test forms include the following:

a. Free Breakdown Test

In this textbook, a particular chapter incorporates free description tests where students encounter exercises or questions related to the central theme or problem under discussion. However, these questions lack specific guidelines for answering, allowing students considerable freedom in their responses. The nature of the questions encourages the application of analytical and synthesis skills, requiring students to express their perspectives on a given problem, as highlighted by Sklad et al. (2012).

Despite its merits, this testing approach has notable drawbacks. One significant disadvantage lies in the challenge students face in establishing clear criteria for their responses, leading to a potential subjectivity in their evaluations. This aspect raises concerns about the reliability and objectivity of the assessment, emphasizing the need for careful consideration of the testing method's limitations.

Figure 1. Free Breakdown Test

b. Limited Description Test

In this textbook, through a limited description test students were presented with exercises or question items in which there is an explanation or direction regarding the answers that must be filled. Or this form of test leads students' answers to certain things whose limits can definitely be in the form of definite scope, direction of view of the answer, and certainly indicators of the answer (Diputera, 2019). The forms of objective tests include the following:

Figure 2. Limited Description Test

c. True or False Answer Choice Test

In this textbook, true or false tests were presented with question items or assignments in the form of questions then the answers use a choice of statements contained in the true or false column, alternative answers using symbols ✔ or ✖

Figure 3. True or False Answer Choice Test

d. Multiple Choice Test

In this textbook, multiple-choice tests were presented in early semester exams and final semester exams. The content of the evaluation activity in this model consists of the main sentence in the form of an incomplete statement, and followed by four choice items as answers that can complement the statement, students can only choose one of the answer choices.

Figure 4. Multiple Choice Test

e. **Matchmaking Test**

In this textbook, for the matching test in it was provided two parts of statements that have not been arranged correctly, the work system students will look for a suitable partner for statements between part one and part two (Mahmudi dkk., 2023).

Figure 5. Matchmaking Test

f. **Answer Completion Test**

In this textbook, the test completes the answer, is a test in the form of a statement in which it is incomplete or rudimentary, usually coded with dots as a sign that the statement needs to be completed and given direction to perfect the answer (Susanto, 2023). The task of students is to fill in the answers in the blanks with the right words.

Figure 6. Answer Completion Test

2. Affective Realm

Activities related to attitudes (Assessment of the ability to accept, pay attention to respond, appreciate and organize), for the assessment of the affective realm is carried out by giving challenges that squeeze the individual emotionally (Cromby & Willis, 2016). So, in this textbook evaluation techniques in the affective realm are packaged with the following activities:

a. Receiving or Attending Test

In this part, students underwent assessments facilitated by the teacher using instructions provided in the textbook, exemplified by activities outlined in the material *Al-mufradāt wa al-'ibārāt*. These activities involved steps like وأعد (prepare), واستمع (listen), and انظر (look), emphasizing the vital components of observation and participation. Subsequently, teacher assessment was conducted to evaluate students' performance during these activities.

b. Responding

In this context, students received assessments focusing on sensitivity, with the textbook featuring activities and practice questions related to this aspect, particularly in the material *al-kitābah*. Students were frequently tasked with answering questions and fulfilling requests to write in both the designated writing book and on the blackboard.

c. Valuing

In this setting, students were encouraged to embrace and respond actively, fostering their willingness to assess and articulate their understanding of concepts and materials learned. Evaluation at this stage involved activities and practice questions, including group discussions, as outlined in the textbook (Paputungan & Paputungan, 2023).

d. Organization

Here the assessment carried out by the teacher through observation during teaching and learning activities takes place, in accordance with the characteristics of the teacher's own assessment (Supratiknya, 2012). In this book there is no question instrument that can make practical or written assessment at this point.

3. Psychomotor Realm

Activities related to individual skills or skills with the aim of knowing and developing the interests and advantages that students have (Assessment of Appearance and

performance/performance mastered) (Laduke, 2002). Evaluation techniques for the psychomotor realm in this textbook are as follows:

a. Simulation Test

In this part, the teacher evaluated students' skills and proficiency. The textbook featured activities and practice questions, such as in the *al-qirā'ah* material where students demonstrated their ability to read Arabic, in the *al-kitābah* material where they showcased their ability to write in Arabic, and in the *hiwar* material where they exhibited their proficiency in carrying out conversations/dialogues in Arabic. This simulation exercise underscored the significant emphasis on evaluating students' individual capabilities, ensuring a thorough and comprehensive assessment process (Bingzhong dkk., 2014). This is reinforced by Soleh's opinion that all evaluations must be preceded by personal evaluation.

b. Performance Test

In this context, the teacher assessed students' competence as outlined by Suasaningdyah (2016). This involved tasks such as creating Arabic dialogue texts and translating between Arabic-Indonesian and Indonesian-Arabic without the use of dictionaries or other tools.

b. Digital-Based Assessment

Digital-based assessment refers to the evaluation and measurement of students' knowledge, skills, and abilities through the use of digital technologies and platforms. Instead of traditional paper-and-pencil methods, digital assessments leverage electronic devices, software applications, and online platforms to administer, score, and analyze tests and assignments. There are two main platforms utilized in digital-based assessment: those based on Android and Desktop, as elucidated in the following section.

### 1. Smart App Creator App-Based Interactive Test

Interactive test in *maharah kitabah* presented by researchers based on the Smart App Creator application. The application can be downloaded from Android, where in the application researchers present material, learning videos, and evaluations or assessments in the form of matching tests, composing a sentence, and so on. With this application, students can also improve their listening skills by presenting a video. Smart App Creator is one of the developments in today's technological era. Applications can be made easily because in this case Smart Apps Creator has provided an Application creation template

making it easier for teachers to enter material and even make *maharah kitabah* test assessments for students (Habiburrahman & Rahmadani, 2023).

Figure 7. App Home Screen

In the picture above is the front screen or main screen of the application. If you want to start it, then press the "*start"* button to enter the next slide.
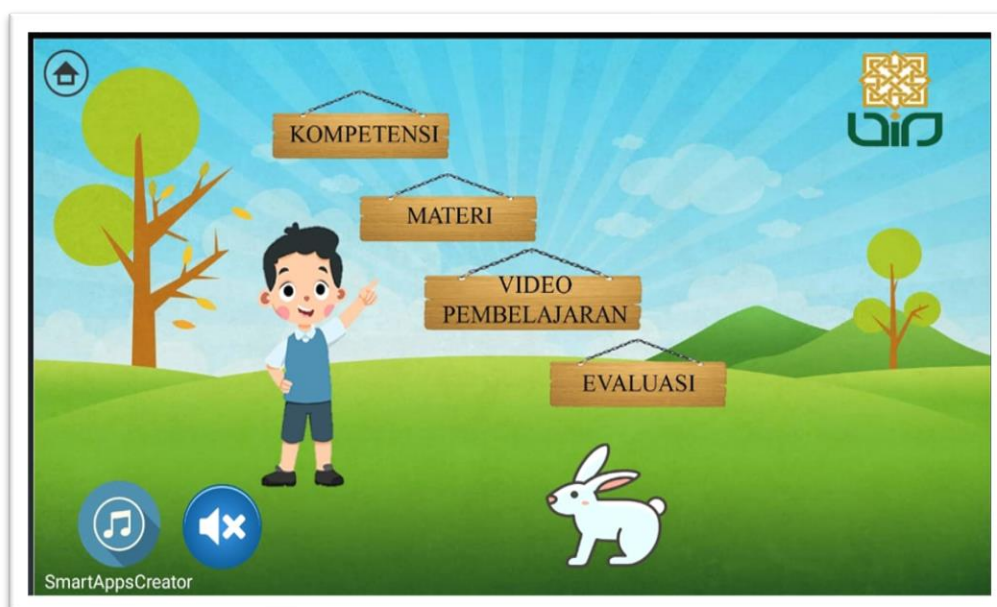
Figure 8. Slide 2 Application

In the picture above is slide 2 is an option that we will see or study. Slide 2 consists of competencies, materials, learning videos, and evaluations. If you want to do an evaluation or test, then press the evaluation button.

Figure 9. Evaluation or Test Slides

In the picture above is a test in the form of matching images and then composing a sentence.

2. Desktop Application-Based Interactive Test

In addition to the Smart App, interactive tests can also use desktop applications. To be able to develop interactive tests or quizzes using desktop-based applications, we need to install the application first into our computer devices. Some quiz-making applications or software can be easily obtained on the Internet (free), but certain applications require us to buy a license first in order to operate.

One application or software that can be used to create interactive tests or quizzes easily is iSpring Suite. This application is relatively easy to operate, especially for beginners, considering that the interface is almost similar to Power Point (Kapi@kahbi dkk., 2023). Through this application we can create various test models or quizzes such as multiple choice, true-false, short answer, match, sort, and so on.

In the process of making quizzes through this application, we can choose various formats or models of tests or quizzes that we want, so that in one quiz there is not only one model. After we choose the quiz model we want, then we are directed to the question editing panel. In this panel we can add the correct answer key and can also add a response/comment if the tester chooses the correct answer or the wrong answer (Herlambang & Rachmadi, 2023).

After finishing editing the question or quiz, the next step is to publish the results of making the question into a file with HTML 5 format. Files with this format can be accessed easily through the browser available on computer.

In addition to being generated in HTML 5 format, quizzes made through the iSpring Suite application can also be developed into Android-based applications. However, to develop it we need additions, one of which is Website 2 APK Builder (Khofifah, 2023).

Behind some of these advantages, of course, there are some disadvantages of developing tests in this way. The disadvantage of developing interactive tests using desktop application-based applications is that these applications are usually only operated offline, so instructors need to be present to ensure users have operated them properly. In addition, if it is used massively, the reporting of grades from testers is not centralized or recorded in the system, so it needs manual data collection (usually the instructor will ask for screenshots of the results or grades obtained and then sent).

Discussion

The "Arabic Book Class VIII Madrasah Tsanawiyah," released by the Ministry of Religion in 2020, implements assessment in a sequential manner through activities and exercises (Cahyani et al., 2023). The textbook covers vocabulary, speaking, grammar, reading, and writing. Chapters include *Al-Mufradāt wa Al-'ibārāt, Ḥiwar, Al-qowā'id wa At-tarkib, Al-Qirā'ah, and Al-Kitābah*. A total of 83 exercises and practice questions are dispersed across the chapters to increase student involvement and comprehension (Cahyani et al., 2023).

The textbook's evaluation approaches encompass a variety of assessment methods, including connecting or matching examinations, conversations, limited and free descriptions, multiple-choice questions, story authoring, Arabic conversation practice, paragraph writing, and phrase translation. Chapters 3 and 6 provide first- and second-semester exam tasks in the form of multiple-choice and free descriptions (Cahyani et al., 2023).

The evaluation methodology is consistent with Benjamin S. Bloom's taxonomy, covering cognitive, emotional, and psychomotor domains (Zhao et al., 2022). In the cognitive domain, the textbook uses both subjective (essay) and objective assessments, such as free breakdown tests, restricted description tests, true or false answer choice tests, multiple-choice tests, matchmaking tests, and answer completion tests. Activities that

measure the affective world include receiving or attending examinations, responding to evaluations, valuing assessments, and organisational evaluations. In the psychomotor domain, simulation and performance exams assess students' abilities and proficiency in many aspects of Arabic language learning.

Furthermore, the study investigates digital assessment on both Android and desktop platforms. For Android, the Smart software Creator software is used to create interactive assessments that include material, learning videos, and evaluations. The programme uses video presentations to help students improve their listening abilities. On the desktop, iSpring Suite is used to create quizzes in a variety of forms, including multiple choice, true/false, short answer, match, and sort. These digital assessments have advantages such as fast feedback and versatility, but they may pose issues due to offline operation and manual data collecting (Habiburrahman & Rahmadani, 2023; Kapi@kahbi et al., 2023).

D. CONCLUSION

In conclusion, the findings of this study provide a thorough overview of the approaches to assessment used in Arabic language teaching, including both classic textbook-based procedures and innovative digital-based solutions. The use of several assessment approaches addresses different domains of learning, resulting in a more comprehensive evaluation of students' Arabic language competency. These findings contribute to the current discussion about appropriate language assessment approaches.

Based on the results of the analysis that has been presented above, it can also be concluded that there are various forms or models of interactive tests that can be utilized by Arabic teachers, both by developing their own using several computer-based applications or by utilizing website-based test or quiz applications that already exist on the Internet, where some of these applications can be accessed for free. The selection of interactive test development models certainly needs to be adjusted to the needs and abilities of each teacher. Therefore, Arabic teachers are expected to be able to choose a test model that suits the learning characteristics and be able to map the abilities to be measured from their students through the test. From this research, researchers hope that this interactive test can increase the interest and interest of students in doing questions to reduce boredom in learning Arabic. The expectation is for future researchers to introduce

a broader range of interactive tests that educators can incorporate into their teaching methodologies, particularly in the context of Arabic language instruction.

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