Implementation of Portfolio Assessment on *Tahsin Kitabah* Teaching at Al-Hidayah Karangploso Boarding School

Nurul Fawzani *(Corresponding Author)*
fawzany05@gmail.com
Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia
Fatimatuz Zahro
fatimatuz644@gmail.com
Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia
Muh. Naufal Fitra
muh.naufalfitra@gmail.com
Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia
Eko Prayetno
echopray99@gmail.com
Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Abstract: *Differences in writing abilities between students encourage teachers to design or have special assessment tools to evaluate the development of their abilities. Al-Hidayah Islamic Boarding School applies portfolio assessment as an assessment instrument in the Tahsin kitabah subject. So, this research aims to determine the form of portfolio assessment used in Tahsin kitabah lessons, the steps for portfolio assessment, and their impact on tahsin kitabah learning at the Al-Hidayah Karangploso cottage. This research is qualitative descriptive research, where the data collection process is done through interviews and documentation. The data analysis goes through the stages of data collection, data reduction, data presentation, and conclusion. The results of this research indicate that the form of portfolio assessment used in the Tahsin kitabah subject at the Al-Hidayah Islamic Boarding School is an evaluative portfolio because it emphasizes assessment and reflection carried out in a formative and summative manner. The portfolio assessment steps in the Tahsin kitabah subject consist of three main stages. The preparation stage includes identifying learning objectives, explaining them to students, and clarifying portfolio components. The Implementation Stage involves teacher encouragement, discussion of learning progress, and continuous feedback. At the Assessment Stage, criteria are determined with students, applied consistently, and emphasize self-assessment. The impact includes teachers' in-depth understanding of students' writing abilities, increased motivation, self-confidence, and active learning participation. This shows that the implementation of portfolio assessment at the Al-Hidayah Islamic Boarding School has proven to be effective in achieving Tahsin kitabah's learning objectives.*

Keywords*: Portfolio assessment; authentic assessment; tahsin kitabah*

A. INTRODUCTION

One of the highest of the four language skills is writing. Writing is one way for people who are not limited by place or time to communicate with others using language (Salman & Hazem, 2022). Writing in learning Arabic focuses on three things, the ability to write correctly, improving *khat*, and expressing thoughts clearly and in detail. These three learning components cannot be separated from each other because they are interconnected (Syafiqoh et al., 2023). The importance of *maharah kitabah* in the context of learning Arabic lies not only in the technical ability to write Arabic letters but also in the ability of students to convey messages appropriately and understand the context. Writing skills are abilities that need to be developed through practice, rather than being automatically or instantly acquired (Utomo, 2019). This process includes understanding sentence structure, choosing appropriate vocabulary, and developing a unique writing style (Rizqi, 2018). Students can learn to construct sentences correctly and hone their ability to convey meaning clearly through word-arranging activities.

Kitabah learning is one of the extracurricular lessons implemented at the Al-Hidayah Karangploso Islamic boarding school. This subject aims to develop students' writing skills in Arabic. This learning also includes the application of *nahwu* and *sharaf* knowledge as a basis for improving writing skills. The students learn to understand the rules of grammar and sentence structure to write more correctly and effectively. Through essays, writings, or other assignments, students can develop their critical thinking skills and written expression. Corrections and feedback from teachers not only include grammar but also help improve the substance and arguments presented. Different students' writing abilities require teachers at Al-Hidayah Islamic Boarding School to create or have special assessment instruments that can assess the development of students' writing skills. This can be done if the assessment instrument used in writing learning not only includes the assessment of results but also the assessment of the process. In addition, writing skills assessment instruments must also be prepared based on certain criteria and adjusted to the competencies to be achieved.

As an evaluator, teachers need to understand measurement techniques and methods, assessment methods, social conditions, and the nature of the assessment object, that can relate to humanity, be honest, and be responsible (Hanun et al., 2021). One of the assessment instruments used by teachers is a portfolio. Portfolio-based evaluation

emerged as an alternative assessment that allows recording students' progress not only in terms of writing techniques but also in communicative and expressive skills. A portfolio assessment is an assessment carried out to assess the overall student learning process in terms of cognitive, affective, and psychomotor (Kuntarto & Gustina, 2019; Sani, 2016).

A portfolio is a tool used in education to collect, store, and evaluate evidence of a student's learning outcomes over some time, often related to their achievement in subjects studied differently or within a specific program (Poerwanti & Winarni, 2021). Portfolios contain many different items, such as assignments, projects, reflective notes, reports, or student artwork, reflecting their cognitive development, skills, understanding, and achievements (Mubarak, 2021). Portfolio assessments not only evaluate the result of the product but also explore the process of achieving it. Therefore, by utilizing portfolio assessment techniques, teachers can gain a more holistic and in-depth insight into student learning, not only limited to the final achievement but also involving the journey and the learning process as a whole.

There are various forms of portfolios. According to Nitko (1996), there are five forms of portfolios. 1) Ideal portfolios highlight the achievement of overall learning outcomes. 2) The selected portfolio (show portfolio) displays the best works of students. 3) Documentary portfolio focuses on collecting students' work in detail. 4) The evaluation portfolio emphasizes the process of assessment and reflection. 5) Classroom portfolio focuses on student progress in the classroom. Meanwhile, Forster and Masters (1996) categorize portfolios into three forms. 1) A working portfolio highlights a collection of work results in a subject or competency in a certain period. 2) A documentary portfolio is a collection of a student's work on a subject in a certain period, which is specifically used for assessment. Unlike a work portfolio that contains all the results of work, both semi-finished and ready-made; The documentation portfolio contains only the best-selected work submitted for assessment. 3) Portfolio of options. According to Cole, Ryan, and Kick in Mahardika (2018) the portfolio is divided into two, namely: 1) The product portfolio refers to the final result or works produced by students as proof of their ability. 2) Process portfolio, showing the stages of learning and presenting a record of the student's development over time.

The steps for portfolio assessment are 1) The purpose or focus of portfolio making. This selection aims to provide the direction and intent of the evaluation, whether to

measure students' skills, concept understanding, or creativity. 2) Identify the aspects to be assessed, which can include cognitive, affective, and psychomotor. 3) Selection of a portfolio form or arrangement that is appropriate to the learning context, whether it is digital, physical, or a combination of both. 4) The determination of the use of portfolios as a formative or summative tool also needs to be clarified, because it will affect the preparation and assessment approach. 5) determine the assessment criteria that will be used to evaluate the portfolio. 6) Conduct assessment and reflection, namely conducting an assessment process based on predetermined criteria After that, provide feedback to students and involve them in reflection on the assessment results. This reflection helps students to understand their strengths and weaknesses that need to be improved (Herwani, 2022). As such, these steps form a systematic framework for carrying out portfolio assessments and maintaining consistency, transparency, and relevance to learning objectives.

This portfolio is intended to provide a more complete picture of student progress than a one-time test or assessment, as well as encourage students to actively participate in their learning process by tracking and reflecting on student progress over time (Jannah & Na'imah, 2022). In addition to being an assessment tool, portfolios also serve as teaching tools that can help teachers and students plan and evaluate their learning progress, as well as improve students' understanding of the subjects and skills they master (Arifin, 2016; Kholidiyah et al., 2022). The Portfolio has several diverse objectives in the context of education including measuring student progress and achievement (Hajaroh & Adawiyah, 2018), encouraging reflection and metacognition, facilitating continuous learning (Muhali et al., 2020) measuring and developing critical thinking skills, creativity, and abilities outside the academic field and the portfolio can be used to communicate with parents, administrators, and other stakeholders regarding student achievement and the quality of education in the institution (Arnyana, 2019). Taking these different objectives into account, portfolios become an effective tool for measuring, developing, and providing educational feedback.

Studies on portfolio assessment have been carried out a lot, including from the theoretical aspect (Adama et al., 2023; Mubarak, 2021), its integration with learning methods (Anggreni et al., 2020; Arifin, 2016), its influence on language skills (Kholidiyah et al., 2022; Umam et al., 2023), its influence on learning outcomes (Ariati et al., 2019;

Munthe, 2023), and the problems and solutions of portfolio assessment (Al-Ayyubi, 2008). However, different from previous studies, this research focuses on practical aspects that have not been widely discussed, namely examining the form of portfolio assessment, the steps for its implementation, and the resulting impact, especially those oriented towards learning the *maharah kitabah* in Islamic boarding schools. Therefore, the objectives of this study are three, namely: 1) to find out the form of portfolio assessment used in *Tahsin kitabah* lessons at Al-Hidayah Karangploso Boarding School, 2) to find out the steps of portfolio assessment in *Kitabah* subjects, 3) to find out the impact of the use of portfolio assessment on *Tahsin kitabah* learning at Al-Hidayah Karangploso Boarding School. Thus, the position of this study is as a complement to the findings of previous studies.

B. RESEARCH METHOD

The method used in this research uses a qualitative method with a descriptive approach (Miles & Huberman, 1994), namely describing the implementation of portfolio assessment in the *tahsin kitabah* subject at the Al-Hidayah Karangploso Islamic Boarding School, including the form, steps, and impacts. In the data collection process, researchers used interview techniques with the *tahsin kitabah* teacher and 30 students. This interview was designed to understanding of how portfolio assessment is applied in a learning context, including the steps for preparing assessment sheets, determining assessment criteria, assessment steps, and their impact on improving students' writing abilities. Apart from that, researchers also collect data through documentation techniques by collecting archives or writings related to the research topic, such as assessment sheets and student assignment results.

Data analysis was carried out using the Miles and Huberman approach (1994) which includes four main steps. First, researchers collected data through interviews and documentation regarding the implementation of portfolio assessment in the *Tahsin kitabah* subject. Second, the data that has been collected is reduced by selecting the most relevant information about the steps in preparing the assessment sheet and its impact on students' writing abilities. Third, the data that has been reduced is then presented in a more structured form to facilitate understanding, through descriptive narratives and tables. Finally, the researcher concludes by interpreting the data presented.

C.   FINDINGS AND DISCUSSION

Findings

In this section, the researcher will explain the form of portfolio assessment used in the *tahsin kitabah* subject, the assessment steps, and the impact of the assessment on the writing ability of students at the Al-Hidayah Karangploso boarding school. The explanation is as follows:

1.   **Form of Assessment of *Tahsin Kitabah* Lesson Portfolio at Al-Hidayah Pond Karangploso**

Based on the results of interviews with *tahsin kitabah* subject teachers, it was found that the selection of the portfolio as an assessment instrument was based on the desire to get a more comprehensive picture of the student's ability to understand, appreciate, and apply *tahsin kitabah* lessons. By collecting a range of student work throughout the course, portfolios provide opportunities for students to showcase their progress and provide space for them to self-assess their abilities. The assessment is used as a formative and summative assessment. This formative portfolio assessment is carried out during the learning process in the form of weekly assignments, namely, students are asked to write a short essay with a specific theme. The summative portfolio assessment is carried out by collecting various tasks that have been done during one semester. The portfolio assessment format applied is as follows.

Picture 1. *Tahsin kitabah* **Lesson Portfolio Assessment**

The portfolio assessment format used at the Al Hidayah II Islamic Boarding School

Karangploso Malang as shown in Figure 1 on the *tahsin kitabah* subject is very structured and provides a clear overview of the assessment criteria. The collection of portfolios is carried out through files of students' work in the form of handwritten essays, providing an authentic picture of students' writing skills. In the portfolio assessment, there are five assessment criteria that include aspects of writing accuracy, fluency in writing, suitability of rules, appropriateness of the use of words/sentences, and understanding of the context of writing. Each criterion is scored from 1 to 3, with their respective categories such as meticulous/less thorough/not thorough, smooth/less smooth/not smooth, and so on. This makes it easier for teachers to provide a more detailed assessment of every aspect of students' writing skills. With a maximum total score of 15, the final score of the student is calculated with a predetermined formula.

In formulating the portfolio assessment criteria, it is carried out by identifying the main objectives of the *tahsin kitabah* subject. The assessment criteria must reflect the learning objectives. The first criterion is "Writing Rigor," which measures the extent to which students avoid significant spelling, grammar, and punctuation errors in their writing. The second criterion is "Fluent Writing (Uninterrupted)," which assesses the extent to which students' writing can be read without interruptions or inappropriate breaks. The third criterion is "Conformity of Rules," which measures whether students follow the correct norms and rules of writing in Arabic. The fourth criterion is "Suitability of Word/Sentence Use," which assesses whether students can choose words and sentences that are appropriate to their writing context and purpose. The final criterion is "Writing Context Understanding," which measures whether students understand the context of their writing, including choosing the right style and content. Formulating this assessment criterion provides a clear guide for teachers and students in assessing and understanding students' writing skills in the subject of *tahsin kitabah*.

In addition to giving scores, this assessment format also contains an Evaluation Record column, which provides space for teachers to record specific observations and feedback on the quality of each student's writing. These evaluation notes allow teachers to provide students with more in-depth suggestions for improvement, providing them with a more comprehensive view of strengths and areas that need improvement in their writing abilities. Thus, this portfolio assessment format provides good direction for teachers in providing constructive feedback to students in developing their *maharah kitabah*.

2. Steps to Assess the *Tahsin kitabah* Lesson Portfolio

Based on the results of interviews with teachers, the steps in portfolio assessment in *tahsin kitabah* lessons are as follows: The teacher begins the portfolio assessment process by briefly explaining the essence of the portfolio assessment, describing that this is a way to evaluate the understanding and skills of *tahsin kitabah*. Furthermore, together with the learners, the teacher will determine the type of portfolio to be created, allowing them to have options that suit their learning needs. Learners are then asked to compile their own learning portfolios, either independently or in groups. After the portfolio is compiled, the teacher collects and stores it in the appropriate place, complete with a record of the collection date. The next process involves the teacher assessing the student's portfolio using certain criteria that have been described earlier. Where possible, teachers and learners can come together to discuss the resulting portfolio document, allowing for an exchange of views and understanding. The last step is for the teacher to give feedback to students based on the results of the portfolio assessment. This feedback not only serves as an evaluation but also as a guide for further improvement and development in *tahsin kitabah*.

Based on the data above, it can be concluded that the portfolio assessment steps in the *tahsin kitabah* subject consist of three stages as follows:

Table 1: The Portfolio Assessment Steps in the *Tahsin kitabah* Subject

Steps	Activities
Preparation	a. Identify learning objectives to be evaluated through portfolio assessment. b. Explain to students the implementation of portfolio assessments, along with the procedures they must follow, including providing examples that can be used as references. c. Explain the components that must be included in the portfolio, the extent to which the minimum level of performance and deliverables is expected, as well as the format and evaluation method to be used.
Implementation	a. Teachers provide encouragement and motivation so that students are actively involved in the learning process. b. Teachers discuss the development of learning that focuses on the student's work. c. Provide feedback on an ongoing basis. d. Displaying students' work collectively in a portfolio, giving students the opportunity to see and understand each other's work.

Evaluation	a. Establish assessment criteria together or through student participation.
	b. Apply the criteria that have been agreed on consistently.
	c. Highlight the importance of self-assessment for students as an integral aspect of the assessment stage.
	d. Using the results of the assessment as a step for further improvement and development in the learning process, as well as as a basis for setting future goals

3. The Impact of Portfolio Assessment on *Tahsin kitabah* Learning

The following are some of the impacts of the implementation of portfolio assessment on *tahsin kitabah* learning at the Al-Hidayah Karangploso Islamic Boarding School based on the results of interviews with teachers and students:

a. Teachers can gain an in-depth understanding of students' Arabic writing abilities through portfolio assessments. By looking at examples of student writing over time, teachers can see the development and specific needs of students.

b. Helping teachers conduct assessments in a fair, objective, transparent, and accountable manner without reducing students' creativity in the classroom.

c. Students feel very helped by the suggestions given by the teacher in each portfolio they work on. In addition, they feel more confident that they can do better. Helps students improve their writing skills and identify weaknesses in writing through feedback provided by teachers.

d. Increase students' motivation and confidence in mastering writing skills.

e. Students may be more actively involved in the learning process because they have a more active role in compiling their portfolios.

Based on interviews with teachers, data was obtained that the use of portfolio assessment in *tahsin kitabah* subjects was very helpful in assessing student performance in each learning period. Through the portfolio, teachers can observe the development of students' writing. This can be seen in the students' works that show progress in each learning implementation. Over time, students' writing skills that initially did not meet the standards got better and improved, due to feedback, the acquisition of students' previously low scores became higher than before using the portfolio. Based on this, it can be concluded that portfolio assessment is effective in improving students' writing skills. However, there are also some drawbacks to portfolio valuation. First, portfolio valuations can be subjective because the assessments are done by humans. This means that the

assessors can have different views on the quality of the student's work, which can be problematic in achieving consistency in the assessment. Second, portfolio management requires considerable time and resources, including the preparation, storage, and assessment of student work.

Discussions

Based on Nitko's opinion (Nitko, 1996), the form of portfolio assessment used at the Al-Hidayah Islamic Boarding School is an evaluation portfolio. In this evaluation process, each step is designed to provide a comprehensive overview of the student's writing ability. With five assessment criteria, ranging from writing rigor to understanding the context of writing, teachers can provide detailed scores on certain aspects. This approach ensures that the assessment is not only holistic but also provides enlightenment on the strengths and weaknesses that each student may have. The importance of reflection in the evaluation portfolio is reflected in the Evaluation Notes column. This space provides teachers with the opportunity to provide specific feedback that focuses not only on assessment but also on students' understanding of the material and the writing process as a whole. In this way, the portfolio not only serves as a final assessment tool but also as a means to stimulate students' reflection on their work.

The evaluation portfolio implemented at the Al Hidayah II Islamic Boarding School in Karangploso Malang shows a very structured approach and provides a clear picture of the assessment criteria in the *tahsin kitabah* subject. The collection of portfolio assignments, in the form of handwritten essays, provides an authentic picture of their writing skills. This evaluation not only measures knowledge but also the ability to apply skills in real contexts. The portfolio assessment format is by the principles of authentic evaluation, as it provides a real picture of students' writing abilities and provides constructive feedback for further development (Sembiring & Nasution, 2023). In the context of authentic assessment, assessment does not only focus on observing knowledge that is already known but emphasizes the ability of students to demonstrate knowledge in a concrete and meaningful way (Johnson, 2002). The Portfolio Assignment, as an example of an authentic assessment implementation, asks students to put together real-life work that reflects the application of knowledge and skills in real-world situations (Sani, 2016). This proves that authentic assessment encourages learners to apply their knowledge in

relevant and practical contexts.

The portfolio assessment steps in the *tahsin kitabah* subject reflect the principles of learning theory that is oriented towards understanding and application of knowledge. First, at the preparation stage, identify learning objectives and explanations related to the implementation of portfolio assessments in line with the concept of constructivism. This theory emphasizes that learning occurs through the construction of knowledge by students, and the identification of goals helps students understand the direction and context of their learning (Dhapa, 2021). In the implementation stage, the encouragement and motivation provided by teachers for student engagement reflect the principles of motivation and social interaction. The discussion process that focuses on the student's work shows the importance of project-based learning and joint construction (Shodiqoh & Mansyur, 2022) In addition, continuous feedback is an important element of a formative approach that emphasizes continuous improvement. By displaying the results of students' work collectively in a portfolio, collaborative learning occurs which is in line with social learning theory. At the assessment stage, emphasis is placed on self-assessment and student participation. Students are encouraged to evaluate themselves, improving their understanding of abilities and personal development. Through self-assessment, students are able to find out their weaknesses and strengths in learning (Chairunisa, 2018). That way, the possibility to improve learning can be done better by students without relying too much on teachers or lecturers. This entire process, which includes assessment, improvement, and setting of future goals, supports a holistic and portfolio-based learning approach oriented toward individual student development.

Apart from the disadvantages of using this assessment, portfolio assessment at Al Hidayah Islamic Boarding School has a positive impact on students' writing skills. The above is in line with Basuki and Haryanto's opinion in Rukmini's research (2023) that one of the characteristics of portfolio assessment is to provide opportunities for students to apply, assess, and choose the fruits of their own work. The application of portfolio assessment in writing skills involves steps such as providing an initial overview, giving writing assignments, and conducting assessments and corrections together between teachers and students. This process also involves direct guidance and assistance to students in carrying out writing activities. The improvement of the quality of students' writing skills can be achieved through their active participation in the learning process (Link et al.,

& Eko Prayetno

2022). This creates high motivation, a positive attitude towards writing learning, and a more active involvement in asking questions. Thus, the application of portfolios in writing learning at Al-Hidayah Islamic Boarding School is proven to be able to help the smoothness, effectiveness, and efficiency of achieving goals. Lesson materials that are manipulated in the form of assignments make students more creative because they also determine their own values in learning, which in the end also increases students' performance in writing.

D. CONCLUSION

There are three conclusions from this study: First, the portfolio assessment in the *tahsin kitabah* subject at the Al-Hidayah Islamic Boarding School is an evaluative assessment that emphasizes formative and summative assessments. Second, the portfolio assessment process consists of three main stages: preparation (determination of objectives, explanation to students, clarification of components), implementation (encouragement, discussion, feedback), and assessment (determination of joint criteria, self-assessment). Third, the impact includes teachers' understanding of students' abilities, increased motivation and self-confidence, as well as students' active participation in learning. This application has proven effective in achieving *tahsin kitabah* learning objectives. Thus, the implementation of portfolio assessment at the Al-Hidayah Islamic Boarding School has proven to be effective in achieving the *tahsin kitabah* learning objectives. The researcher realizes that the results of this research have limitations because First, it only discusses three things, namely the form of portfolio assessment, the steps in preparing it, and its impact. Second, time constraints. This research was carried out on a limited basis according to research-related needs only. Third, limitations in research design and implementation. So, for future researchers, it is recommended to expand the scope of research, such as examining the relationship between the implementation of portfolio assessment and students' long-term learning outcomes, as well as examining its impact on other aspects, such as students' attitudes towards learning or social interactions in the classroom. In this way, research results can be more in-depth and applicable in various educational contexts.

REFERENCES

Adama, H., Chamidah, D., & Anwar, M. S. (2023). التقويم الحقيقي : التقويم برتوبوليو أو المحفظة في تعليم اللغة العربية. *AL-AF'IDAH: Jurnal Pendidikan Bahasa Arab Dan Pengajarannya*, *7*(1), 138–154. https://doi.org/10.52266/al-afidah.v7i1.1290

Al-Ayyubi, S. (2008). برتوفوليو لتقويم مهارة الكتابة في تعليم اللغة العربية بجامعة الآسلامية الحكومية مالانج (المشكلات والحلول). UIN Maulana Malik Ibrahim Malang.

Anggreni, L. D., Jampel, I. N., & Diputra, K. . (2020). Pengaruh model project based learning berbantuan penilaian portofolio terhadap literasi sains. *Mimbar Ilmu*, *25*(1), 41–52. https://doi.org/10.23887/mi.v25i1.24475

Ariati, K. juni, Dantes, N., & Parmiti, D. P. (2019). Pengaruh model pembelajaran TTW berbantuan penilaian portofolio terhadap sikap disiplin dan hasil belajar IPS. *Jurnal Ilmiah Sekolah Dasar*, *3*(3), 342–350. https://doi.org/10.23887/jisd.v3i3.18930

Arifin, B. (2016). Pengaruh Model Pembelajaran dan Teknik penilaian portofolio terhadap hasil belajar bahasa Arab siswa. *Jurnal Evaluasi Pendidikan*, *7*(2), 124–129. https://doi.org/10.21009/JEP.072.06

Arnyana, I. B. P. (2019). Pembelajaran untuk meningkatkan kompetensi 4c(communication, collaboration, critical thinking dan creative thinking) untuk menyongsong era abad 21. *Konferensi Nasional Matematika Dan IPA Universitas PGRI Banyuwangi*, *1*(1), 1–13. https://ejournal.unibabwi.ac.id/index.php/knmipa/article/view/829

Chairunisa, E. D. (2018). Penilaian portofolio dalam meningkatkan kemampuan self-assessment mahasiswa. *Kalpataru: Jurnal Sejarah Dan Pembelajaran Sejarah*, *4*(1), 83–88. https://doi.org/10.31851/kalpataru.v4i1.2442

Dhapa, D. (2021). Kemampuan menulis makalah dengan menggunakan pendekatan konstruktivisme. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(4), 1873–1879. https://doi.org/10.31004/edukatif.v3i4.651

Forster, M., & Masters, G. (1996). *Portfolios: Assessment resource kit*. https://research.acer.edu.au/ark/5/

Hajaroh, S., & Adawiyah, R. (2018). Kesulitan guru dalam mengimplementasikan penilaian autentik. *El Midad*. https://repository.uinmataram.ac.id/1582/

Hanun, A., Mukminin, A., & Widad, S. (2021). Inovasi media penilaian bahasa Arab menggunakan power point. *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, *2*(1), 67–74. https://doi.org/10.35316/lahjah.v2i1.67-74

Herwani. (2022). Penilaian keterampilan portofolio dalam pembelajaran di sekolah. *Crosss-Border*, *5*(1), 12–25. https://journal.iaisambas.ac.id/index.php/Cross-Border/article/view/988

Jannah, M., & Na'imah, N. (2022). Kajian sistem penilaian portofolio berdasarkan kompetensi pedagogik guru. *Aulad: Journal on Early Childhood*, *5*(1), 105–110. https://doi.org/10.31004/aulad.v5i1.273

Johnson, E. B. (2002). *Contextual teaching and learning*. Corwin Press. https://books.google.co.id/books/about/Contextual_Teaching_and_Learning.html?id=2HRoigMMdqMC&redir_esc=y

Kholidiyah, N. F., Murtadho, N., & Mahliatussikah, H. (2022). The utilization of portfolio in linguistics and its effect on the attitudes and understanding of students at Universitas Negeri Malang. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *7*(4), 143–148. https://doi.org/10.17977/jptpp.v7i4.15218

Kuntarto, E., & Gustina, R. (2019). Pelaksanaan penilaian portofolio di sekolah dasar. *Jurnal Gentala Pendidikan Dasar*, *4*(2), 190–200.

https://doi.org/10.22437/gentala.v4i2.8437

Link, S., Mehrzad, M., & Rahimi, M. (2022). Impact of automated writing evaluation on teacher feedback, student revision, and writing improvement. *Computer Assisted Language Learning*, *35*(4), 605–634. https://doi.org/10.1080/09588221.2020.1743323

Mahardika, B. (2018). Penerapan metode penilaian berbasis portofolio dalam meningkatkan pembelajaran bahasa Indonesia. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, *4*(1), 33–46. https://doi.org/10.32332/elementary.v4i1.1030

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage Publications. https://psycnet.apa.org/record/1995-97407-000

Mubarak, A. F. (2021). Konsep penilaian berbasis portofolio dalam proses pembelajaraan. *Nusantara Journal of Islamic Studies*, *2*(1), 12–17. https://doi.org/10.54471/njis.2021.2.1.12-17

Muhali, M., Asy'ari, M., & Sukaisih, R. (2020). Upaya membelajarkan peserta didik menjadi pebelajar reflektif. *Jurnal Ilmiah IKIP Mataram*, *7*(1), 58–70. https://e-journal.undikma.ac.id/index.php/jiim/article/view/3291

Munthe, R. S. (2023). Peningkatan hasil belajar siswa kelas XI MIPA 2 SMA Negeri 1 Matauli Pandan Melalui penilaian portofolio pada pokok bahasan teks naratif. *Jurnal Edu Talenta*, *2*(1), 47–54. https://doi.org/10.56129/jet.v2i1.33

Nitko, A. J. (1996). *Educational assessment of students*. Prentice Hall. https://archive.org/details/educationalasses0005nitk

Poerwanti, J. I. S., & Winarni, R. (2021). Pelatihan dan pendampingan merancang instrumen assessment for learning berbasis portofolio pada guru-guru sekolah. *Jurnal Widya Laksana*, *10*(1), 44. https://doi.org/10.23887/jwl.v10i1.28423

Rizqi, M. R. (2018). Peran media gambar berseri dalam meningkatkan motivasi kemampuan menulis karangan bahasa Arab. *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab*, *7*(2), 137–154. https://doi.org/https://badge.dimensions.ai/details/doi/10.24235/ibtikar.v7i2.3363?domain=https://jurnal.syekhnurjati.ac.id

Rukmini, R. (2023). Meningkatkan keterampilan menulis cerpen melalui penilaian portofolio. *Indonesian Journal of Action Research*, *2*(1), 1–8. https://doi.org/10.14421/ijar.2023.21-01

Salman, Z. M., & Hazem, A. H. (2022). The impact of grammatical competence on 1st year university english students' written performance. *International Journal of Health Sciences*, *6*(S1), 11455–11466. https://doi.org/10.53730/ijhs.v6nS1.5479

Sani, R. A. (2016). *Penilaian autentik*. Bumi Aksara. https://books.google.co.id/books/about/Penilaian_Autentik.html?id=Q11mEAAAQBAJ&redir_esc=y

Sembiring, D. A. E. P., & Nasution, L. (2023). Pengembangan perangkat asesmen autentik berbasis kontekstual untuk mengukur keterampilan proses sains mahasiswa pada matakuliah mikrobiologi. *BIODIK*, *9*(1), 139–150. https://doi.org/10.22437/bio.v9i1.24474

Shodiqoh, M., & Mansyur, M. (2022). Reaktualisasi Project based learning model dalam pembelajaran pembelajaran bahasa Arab. *Tanfidziya: Journal of Arabic Education*, *1*(03), 144–155. https://doi.org/10.36420/tanfidziya.v1i03.134

Syafiqoh, N. N., Baroroh, R. U., Az-Zahra, T. A., & Sawedi, M. P. F. (2023). Innovation in the assessment of maharah kitabah based on AKM Arabic books Kemenag. *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, *4*(1), 20–33.

https://doi.org/https://orcid.org/0000-0002-9326-5686

Umam, M. K., Nawangsari, A. L. F., & Firdausah, I. (2023). Non-test portfolio assessment techniques: innovation to improve maharah al-Kitabah. *Nusantara: Jurnal Pendidikan Indonesia*, *3*(3), 329–348. https://doi.org/https://orcid.org/0009-0002-1698-1774

Utomo, R. O. (2019). Instrumen asesmen autentik dalam pembelajaran menulis teks cerita fantasi. *Hasta Wiyata*, *2*(2), 69–80. https://doi.org/10.21776/ub.hastawiyata.2019.002.02.06