



INNOVATION ON LITERARY ASSESSMENT IN ARABIC LANGUAGE EDUCATION BOOK OF GRADE 7TH MUHAMMADIYAH MIDDLE SCHOOL

^{1*}Fitria Salwa Labibah, ²R. Umi Baroroh, ³Urfa Zuyina Alfarisi

^{1,2}Universitas Islam Negeri Sunan Kalijaga Yogyakarta, ³Universitas Islam Sultan Agung

E-mail: *¹flsalwa27@gmail.com, ²umi.baroroh@gmail.ac.id, ²urfaalfarisi@gmail.com

Abstract

Literary assessment has undergone a significant transformation driven by advances in pedagogical strategies, technology integration, and its function, especially in Arabic language learning. To overcome the unique challenges and opportunities presented by the Arabic language and its rich literary heritage, researchers will explore innovations in literary assessment in Arabic language education books through the questions they contain as the object of this analysis-based research. The discussion will focus on transitioning from conventional assessment techniques to a more dynamic, critical, and varied basis. This research is a type of qualitative research, namely library research. The analysis technique used is content analysis. This technique is used to compile discussions and patterns on primary data based on secondary data that has been collected. This research aims to explore the extent to which students' critical thinking skills can be measured through literary assessments that are tested in the form of essay questions. Thus, the results of this study show that literary assessment based on critical thinking not only improves the quality of literary learning evaluation but also provides students with the opportunity to develop more in-depth critical thinking skills. From this renewal, it is hoped that students' critical skills can be trained to improve literary skills in learning Arabic through literary assessment innovations developed by researchers.

Keywords: Assessment Innovation; Literary Assessment; Arabic Language Learning.

Abstrak

Penilaian sastra mengalami transformasi signifikan yang didorong oleh kemajuan dalam strategi pedagogi dan integrasi teknologi sebagaimana fungsinya terkhusus dalam bidang pembelajaran bahasa Arab. Demi mengatasi tantangan dan peluang unik yang dihadirkan oleh bahasa Arab serta warisan sastranya yang kaya, peneliti akan mengeksplorasi inovasi dalam penilaian sastra pada buku pendidikan bahasa Arab melalui soal-soal yang terdapat didalamnya sebagai objek penelitian berbasis analisis kali ini. Fokus diskusi akan tercakup pada transisi dari teknik penilaian konvensional ke basis yang lebih dinamis, kritis, serta variatif. Penelitian ini merupakan jenis penelitian kualitatif yaitu penelitian kepustakaan. Teknik analisis yang digunakan yaitu analisis isi. Teknik ini digunakan untuk menyusun diskusi dan pola pada data primer berdasarkan data sekunder yang telah dikumpulkan. Sebagaimana tujuan dari penelitian ini adalah untuk mengeksplorasi sejauh mana kemampuan berpikir kritis siswa dapat diukur melalui penilaian sastra yang diuji dalam bentuk soal esai. Dengan demikian, hasil penelitian ini menunjukkan bahwa penilaian sastra berdasarkan berpikir kritis tidak hanya meningkatkan kualitas evaluasi pembelajaran sastra, tetapi juga memberikan kesempatan kepada siswa untuk mengembangkan keterampilan berpikir kritis yang lebih mendalam. Dari adanya pembaharuan ini diharapkan dapat terlatihnya daya kritis siswa guna meningkatnya keterampilan sastra pada pembelajaran bahasa Arab melalui inovasi penilaian sastra yang peneliti kembangkan.

Keywords: Inovasi Penilaian; Penilaian Sastra; Pembelajaran bahasa Arab.



Submitted: 2024-09-26

Revised: 2024-11-01

Accepted: 2024-12-23

INTRODUCTION

Innovation is crucial in improving learning outcomes and enriching the academic experience in the contemporary educational landscape. Student learning outcomes are in the form of assessments commonly known as assessments. This is a form of reflection on the learning outcomes obtained by students. The focus of the assessment concentration is on students' process and learning outcomes as an improvement for their weaknesses¹. Assessment is considered necessary because a sound assessment system will improve the quality of education. For the realm of education in particular, according to Abdul Munip, the function of the assessment role has three sides, namely a) the psychological side, b) the pedagogical-didactic side, and c) the administrative side².

Assessment standards in education are needed to increase the assessment of learning outcomes in educational institutions and the government as an encouragement to achieve graduate competency standards, as per the Regulation issued by the Minister of Education, Culture, Research and Technology of the Republic of Indonesia no.21 of 2022³. Therefore, the education system in Indonesia must be standardised nationally and internationally by the government's responsibilities⁴. Although the challenges of the times have changed and continue to evolve in complexity, the education assessment has been relatively stagnant⁵. This is especially relevant in Arabic language education, where traditional methods have long dominated the curriculum.

The facts obtained through several Arabic language assessment questions, especially in the learning books, still ignore the importance of language or literary and cultural content. At the same time, these two things play a vital role in students' Arabic communication skills. In addition, there is a lack of attention to the content of the mindset or content that tests students' thinking skills. Many questions are monotonous without training students' creative and critical thinking skills.

Considering that the role of students' critical thinking is not just in the form of skills but cognitive methods that allow students to communicate well, innovate, solve

¹ Radha Mohan, *Measurement, Evaluation And Assessment In Education* (Prentice Hall India Pvt., Limited, 2016).

² Abdul Munip, *Penilaian Pembelajaran Bahasa Arab*, 2019.

³ Alwi Nizar Al-Ghifari, Firdausi Nuzula, and Habibah Ahmad, "Analisis Konten Soal Penilaian Akhir Tahun Mata Pelajaran Bahasa Arab Madrasah Tsanawiyah," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 6, no. 1 (January 9, 2024): 52–68, <https://doi.org/10.21154/tsaqofiya.v6i1.503>.

⁴ Rifda Haniefa, "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 (January 31, 2022): 49–71, <https://doi.org/10.53038/tlmi.v1i1.11>.

⁵ Muhammad Syaiful Hidayat and Maltuful Anam, "Penilaian Pembelajaran Bahasa Arab Berbasis Connected Project Model Robin Fogarty," *Tanfidziya: Journal of Arabic Education* 1, no. 03 (2022): 167–77.

problems, and adapt to the dynamic nature of the global world⁶. Critical thinking is essential for education because it allows students to learn in-depth analytical skills, evaluate data correctly, make logical choices, and have the ability to face the challenges of the 21st era⁷. By incorporating the development of critical thinking into the educational curriculum, students are prepared not only for academic life but also for complex real-world challenges.

This concept aligns with one assessment based critically on Arabic, particularly literary or language evaluation. This assessment is an essential component of language education⁸. Today, literary assessment is undergoing a significant transformation driven by advances in pedagogical strategies, technological integration, and the function of the previously mentioned assessment role. To overcome the unique challenges and opportunities presented by the Arabic language and its rich literary heritage, researchers will explore innovations in literary assessment in Arabic language education books through the questions they contain as the object of this analysis-based research. The discussion will focus on transitioning from conventional assessment techniques to more dynamic, critical, and varied methods. According to researchers, literary assessment is considered appropriate to support good assessment standards.

Similar studies that discuss the assessment of Arabic learning and its innovations have been carried out by several previous authors, both broadly and related explicitly to literary evaluation. Alkayisy et al., the first article reviewed that he researched related to the literary competency test in evaluating Arabic language learning⁹. The point of difference found is in the research model; this study examines literary theories and has not developed assessment innovations on problems in the field; this article supports theoretical sources that researchers will use in conducting assessment innovations. The second study by Nasution et al. analysed the types of question grains in the Arabic language test¹⁰. The difference with this study is that it is focused on the element of multiple-choice questions in the assessment of Arabic language learning in grade 2, which is based on the analysis of discrimination, difficulty, and dispersion. In the second article for the third article, Halomoan et al. researched how to analyse the assessment of

⁶ Talia Gonzalez-Cacho and Asad Abbas, "Impact of Interactivity and Active Collaborative Learning on Students' Critical Thinking in Higher Education," *IEEE Revista Iberoamericana de Tecnologias Del Aprendizaje* 17, no. 3 (August 2022): 254–61, <https://doi.org/10.1109/RITA.2022.3191286>.

⁷ Rui Marques Vieira and Celina Tenreiro-Vieira, "Fostering Scientific Literacy and Critical Thinking in Elementary Science Education," *International Journal of Science and Mathematics Education* 14, no. 4 (May 2016): 659–80, <https://doi.org/10.1007/s10763-014-9605-2>.

⁸ Al-Ghifari, Nuzula, and Ahmad, "Analisis Konten Soal Penilaian Akhir Tahun Mata Pelajaran Bahasa Arab Madrasah Tsanawiyah."

⁹ Muhammad Ilyas Alkayisy and Wawan Gunawan, "Tes Kompetensi Bersastra Dalam Evaluasi Pembelajaran Bahasa Arab," *Shibghoh: Prosiding Ilmu Kependidikan UNIDA Gontor* 1 (May 5, 2023): 307–16.

¹⁰ Ali Fuddin Nasution et al., "Tahlilu Bunud Asilah Muta'ddidah Ikhtiyarat Al-Lughah Al-Arabiyah," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, no. 1 (February 23, 2023): 34–43, <https://doi.org/10.35316/lahjah.v4i1.34-43>.



Submitted: 2024-09-26

Revised: 2024-11-01

Accepted: 2024-12-23

language skills¹¹. There is a difference that focuses on the quality of the question items in the language competency test based on validity, reliability, level of difficulty, and question differentiation. The research in the fourth article by Maharani et al. starts from a problem that is not much different from the findings of researchers in the field because the assessment of essay questions is less effective and efficient and is considered too monotonous. Still, the difference in this study is that it is focused on the items of essay questions that are innovated based on CEFR¹². The research by Judith et al. examined innovation's role in assessment¹³. Meanwhile, the difference in the fifth research article by Imawan et al. provides innovation in the form of a language competency test assessment that focuses on the receptive aspect of Arabic in the book *Al Arabiyyah Lin Nasyiin* vol.1¹⁴.

Unlike some previously reviewed studies, this study has novelty in several essential aspects; first, as in the previous research conducted by Haniya and Samaa, which focused on examining the role of integration into learning analysis to improve students' critical thinking in their assessment innovations. Meanwhile, this study offers a new perspective by integrating literary assessments in Arabic textbooks. It is expected to provide a more comprehensive understanding of Arabic literary literacy and increase students' critical thinking power towards their learning. Second, previous research, such as those conducted by Damian J. Rivers, tends to examine the role of assessment innovation in foreign languages. At the same time, this study emphasises the importance of literary assessment in Arabic¹⁵. Third, this study also highlights the importance of literacy at the level of students' critical thinking in literary assessment, as shown by Evelien and Theresa¹⁶. Therefore, this study offers a significant contribution to literary assessment as an effort to train students' critical thinking skills in the research contained in Arabic textbooks.

¹¹ Halomoan Halomoan, Faizal Mahmoud Adam Ibrahim, and Uril Bahruddin, "Tahlil Ikhtibār Kafā'ah al-Lughah al-'Arabīyyah li an-Nāṭiqīna bigairihā fī Jāmi'ah Sulṭān Syarīf Qāsim al-Islāmiyyah al-Hukūmiyyah Riau," *LISANIA: Journal of Arabic Education and Literature* 6, no. 1 (June 29, 2022): 74–87, <https://doi.org/10.18326/lisania.v6i1.74-87>.

¹² Khayyu Anggun Maharani, Chairani Astina, and Muhammad Hilmi Syukri, "Inovasi Penilaian Soal Esai Berbasis CEFR Pada Pembelajaran Maharah Kitabah Pada Buku Silsilatu Ta'limil Lughoh 'Arobiyyah," *LINCA: Jurnal Kajian Bahasa* 1, no. 2 (March 24, 2024): 45–57.

¹³ Judith T. M. Gulikers, Piety Runhaar, and Martin Mulder, "An Assessment Innovation as Flywheel for Changing Teaching and Learning," *Journal of Vocational Education and Training* 70, no. 2 (April 2018): 212–31, <https://doi.org/10.1080/13636820.2017.1394353>.

¹⁴ Yuli Imawan, "Inovasi Bentuk Penilaian Tes Kompetensi Reseptif Berbahasa Arab Dalam Buku Al-'Arabīyyah Lin Nasyi'īn Jilid 1," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 5, no. 1 (June 14, 2023): 19–36, <https://doi.org/10.21154/tsaqofiya.v5i1.177>.

¹⁵ Damian J. Rivers, "The Situation Specific Arousal Analyzer: Innovation in the Physiological Assessment of Foreign Language Education Anxiety," *Frontiers in Education* 7 (February 1, 2022), <https://doi.org/10.3389/educ.2022.802639>.

¹⁶ Evelien Schilder and Theresa Redmond, "Measuring Media Literacy Inquiry in Higher Education: Innovation in Assessment," *Journal of Media Literacy Education* 11, no. 2 (August 21, 2019): 95–121, <https://doi.org/10.23860/JMLE-2019-11-2-6>.

Departing from the results of the overall analysis of previous research and focusing on the assessment that the researcher encountered, the researcher will develop an innovation in the form of literary assessment in the Arabic Language Education Book for Junior High School Muhammadiyah Grade 7 which focuses on the type of essay questions. This exploration aims to underline the importance of continuous innovation in literary assessment to cultivate a generation of learners proficient in Arabic and deeply involved with their literary traditions. This study will create a comprehensive selection of topics, emphasising the importance of innovation and the potential for literary assessment in Arabic language education.

RESEARCH METHODS

Research Design

The research includes qualitative research with a research design, namely literature research. This article uses literature research to review literature relevant to literary assessment or innovations made by researchers in literary evaluations. According to Sugiyono, qualitative research is carried out with the researcher as the primary decision maker, and the collection method is carried out systematically with statements and inductive analysis¹⁷. This design aims to explore variables or symptoms without testing specific hypotheses¹⁸. Focused library research methods is a systematic scientific methodology for literature research that includes collecting information about the purpose of the study, using literature methods for data collection, and organising and presenting the collected data¹⁹. Using the literature method's strategy, the researcher uses the documentation method in collecting data. The researcher will use secondary sources such as scientific articles, magazines, books, or proceedings at this stage. After that, the researcher will analyse and synthesise the information found in the literature to make a new contribution as an innovation to the understanding of literary judgment and critical thinking.

Thus, the literature research conducted in this article aims to explore a deeper understanding of literary assessment based on critical thinking and how this assessment innovation can be applied in the context of literary education.

Data Source

¹⁷ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*, 27th ed. (Bandung: ALFABETA, 2018).

¹⁸ Muhammad Rijal Fadli, "Memahami desain metode penelitian kualitatif," *Humanika: Kajian Ilmiah Mata Kuliah Umum* 21, no. 1 (April 30, 2021): 33–54, <https://doi.org/10.21831/hum.v21i1.38075>.

¹⁹ Milya Sari and Asmendri Asmendri, "Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA," *Natural Science* 6, no. 1 (June 10, 2020): 52, <https://doi.org/10.15548/nsc.v6i1.1555>.



Submitted: 2024-09-26	Revised: 2024-11-01	Accepted: 2024-12-23
-----------------------	---------------------	----------------------

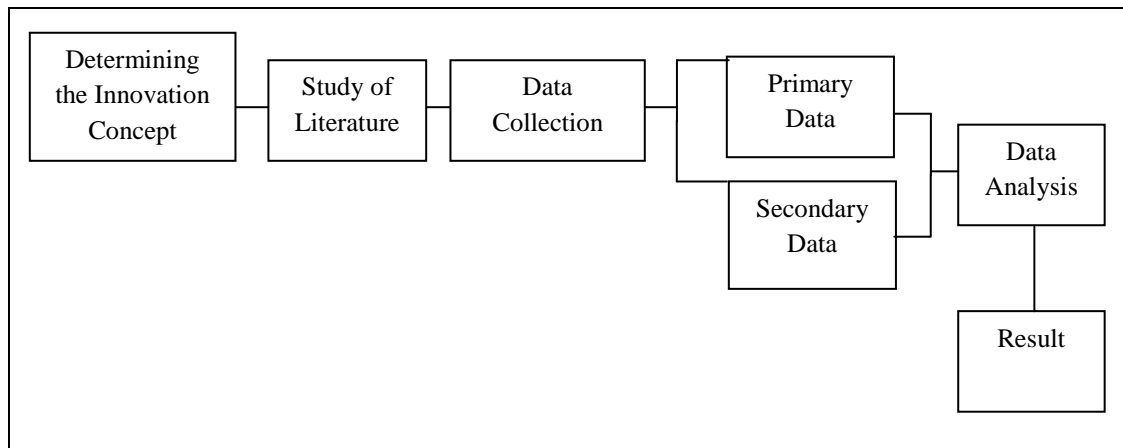
The primary data source used in this descriptive-qualitative research focuses on the essay test in the Arabic language education book for grade 7 of Muhammadiyah Junior High School. The secondary data will include various documents and literature related to assessment theory, curriculum, syllabus, and previous research in Arabic language teaching. This secondary data provides additional context that enriches the researcher's understanding of the evaluation and teaching process of Arabic language carried out in the Arabic language teaching resources of Muhammadiyah Junior High School grade 7, as well as to compare research findings with broader theory and practice.

Data Collection and Analysis Technique

Researchers carry out the research process in qualitative research of library studies through several stages: Identify the selected subjects based on the topic of the problem raised by the researcher, then collect data through observation and document analysis²⁰. In this study, secondary data acquisition was collected through documentation techniques. Then, the researcher will collect, record, and interpret data before pouring it into the information presentation. The analysis technique used is content analysis. This technique is used to compile discussions and patterns in the data that has been collected²¹.

So overall, the content analysis techniques used in this qualitative research of literature studies include data collection through documentation techniques, data categorisation, pattern preparation and discussion, and interpretation of the meaning of the data found. The procedures in this study are as follows:

Chart 1. Research Process



RESULT AND DISCUSSION

Result and Discussion

²⁰ Triani Triani and Sudarmadi Putra, "Analisis Penerapan Pembelajaran Berbasis Kontekstual (Contextual Teaching and Learning) Pada Mata Pelajaran Bahasa Arab," *Nusantara: Jurnal Pendidikan Indonesia* 3, no. 3 (September 30, 2023): 741, <https://doi.org/10.14421/njpi.2023.v3i3-19>.

²¹ Rika Octaviani and Elma Sutriani, "Analisis Data Dan Pengecekan Keabsahan Data" (OSF, February 11, 2019), <https://doi.org/10.31227/osf.io/3w6qs>.

This research concentrates on the innovation of literary assessment in the Arabic Language Education Book of Muhammadiyah Junior High School, Grade 7. Researchers will explore innovations in literary assessment in Arabic language education books through essay questions as an object of analysis-based research. The innovation in this study focuses on increasing students' critical power through literary assessment innovations based on the theory of Muhammad Abdul Kholiq Muhammad.

Based on the results of field observations obtained, the researcher will explain in the following table. The following table overviews how the essay test questions are graded.

Table 1. Essay Test Assessment Instrument Data

No.	Test	Ket.				
		1	2	3	4	5
1.	Bab I Essay	√				
2.	Bab II Essay - Jawablah pertanyaan berikut dengan benar !		√			
3.	Bab III Essay - Jawablah pertanyaan berikut dengan tepat !		√			
4.	Bab IV Essay - Jawablah pertanyaan berikut dengan tepat !		√			
5.	Bab V Essay - Jawablah pertanyaan berikut dengan tepat !		√			
6.	Bab VI Essay - Jawablah pertanyaan berikut !		√			
7.	Bab VII Essay	√				
8.	Bab VIII Essay	√				

This study makes the assessment rubric a tool used in research to measure assessment performance at a certain level. The assessment rubric in question is shown in the table below. This table also serves as a transparent guideline for examiners to assess students' critical thinking skills and provide constructive feedback.

Table 2. Question Assessment Rubric

No.	Score	Grade	Assessment Criteria
1.	1 (<20)	Very Less	The design presented is disorganised and does not solve the problem
2.	2 (21-40)	Less	The design is presented in an orderly but does not solve the problem.
3.	3 (41-60)	Enough	The design presented is systematic and solves problems but is less implementable.
4.	4 (61-80)	Good	The design presented is systematic, solves



Submitted: 2024-09-26

Revised: 2024-11-01

Accepted: 2024-12-23

			problems, and can be implemented but less innovative.
5.	5 (>80)	Excellent	The design presented is systematic, solves problems, and can be implemented as an innovative

Literature in Arabic Language Learning

Literature is a way to convey a person's ideas, concepts, experiences, and feelings through written and oral works in imaginative forms that convey reality with aesthetic value²². Literature has a significant role in learners' perceptions and in providing a new colour of life from experience, knowledge, and the expansion of cultural insight in general. Literature can include simple to complex things in several activities, such as reading literary texts, listening to readings, commenting on texts, or writing to produce literary texts²³. So, in literary activities connected to learning Arabic, the context is in harmony with the sequence of processes in the four language skills commonly referred to as “*al-maharoh al-lughowiyah.*”

The term literature in Arabic is known as the word “*al-adab.*” The learning of literature in the language program begins after several years of language learning, which can be extended to a period of not less than four years of intensive so that students can acquire a linguistic balance that allows students to analyse, feel, and criticise what students read, and that is where students are trained. This illustrates a very structured and comprehensive approach to learning Arabic. Focusing on developing analytical skills, criticism, and appreciation of literature improves students' language skills, hones their critical thinking skills, and deepens their understanding of literature. Mastery is not enough to enjoy Arabic literary skills if they are only achieved through the rules of language. Instead, it is obtained by reading a lot of good literary works and feeling its beauty²⁴. Thus, it aims to produce students who are fluent in language and able to think critically and reflectively on the texts that students learn.

Literary Assessment in Arabic Language Learning

Assessment is an essential component of learning, especially Arabic language learning, as an activity to collect information related to student learning outcomes. It is numerical²⁵. Arabic language studies four skills: listening, speaking, reading, and

²² Alkayisy and Gunawan, “Tes Kompetensi Bersastra Dalam Evaluasi Pembelajaran Bahasa Arab.”

²³ Burhan Nurgiyantoro, “Penilaian Pembelajaran Sastra Berbasis Kompetensi,” *Yogyakarta: BPF*, 2010, <https://core.ac.uk/download/pdf/11062749.pdf>.

²⁴ Azkia Muharom Albantani, “Metode Pembelajaran Sastra Arab,” *Alfaz (Arabic Literatures for Academic Zealots)* 6, no. 01 (October 3, 2018): 17, <https://doi.org/10.32678/alfaz.Vol6.Iss01.711>.

²⁵ Moh Ainin, “kesahihan dalam penyusunan tes bahasa arab di madrasah/sekolah,” *Prosiding Konferensi Nasional Bahasa Arab* 1, no. 2 (2016), <http://prosiding.arab-um.com/index.php/konasbara/article/view/75>.

writing²⁶. The existence of tests as a measure of student abilities²⁷. The assessment of the actual Arabic language ability must be based on performance that involves communicating activities both orally and in writing. These competencies are contained in the purpose and purpose of literary assessment.

The test is part of the assessment. A good test considers validity, reliability, differentiation, and difficulty²⁸. Compiling a literary competency test or assessment requires understanding literary competency test materials. The material in question is a source of test material related to literary competence, such as poetry, prose, drama dialogues, or story stories. It can even be verses of the Qur'an and Hadith²⁹. In addition, several things must be considered when preparing for the literary competency test, including a. The material for the scholarly work test is based on students' level of validity, thinking, and appreciation; b. The selected literary work must be interesting or at least relevant to the student's life; c. The difficulty level of the chosen literary work needs to be adjusted to the student's condition not to burden the student³⁰.

One of the experts who raised the study of literature in learning Arabic is Muhammad Abdul Kholiq Muhammad. In his work, literary assessment is discussed explicitly in Arabic language assessment. For him, literary ability is a stage of student literacy learning so that they can achieve mastery through the results of their literacy. Literary tests can be analytical-deductive in their entirety. This makes students trained to think critically about what they learn. According to him, the literature test has two types of assessments: objective questions and essay questions. Through these two questions, literary assessment is to deepen the measurement of students' literary abilities through analysis, criticism, and conclusion³¹. The statement highlights the importance of a comprehensive and in-depth approach to literary learning through literary assessments involving objective and descriptive questions. With this approach, students are measured based on their factual knowledge and ability to think analytically, critically, and reflectively on literary texts. Understandably, the literary test serves to practice critical thinking skills and deepen students' understanding of literary texts and the broader context.

Focus on the concept of the purpose of the literary assessment related to students' critical skills. It is understood that interpretation, analysis, evaluation, inference, explanation, inductive and deductive reasoning, intuition, application, and creativity are

²⁶ L. P. Nurjannah, Esther Heronica, and Andre Setiawan, “تعليم مهارات اللغة العربية باستخدام أساليب الألعاب اللغوية,” *Thariqah Ilmiah: Jurnal ilmu-ilmu kependidikan & Bahasa Arab* 12, no. 1 (June 30, 2024): 34–50, <https://doi.org/10.24952/thariqahilmiah.v12i1.11000>.

²⁷ Afrina Refdianti et al., “Tathbiq Al-Ikhtibar Al-Qaim ‘Ala Al-Hasub Istinaadan ‘Ala Namadzij Google Fi Ikhtibar Al-Lughah Al-‘Arabiyah Al-‘Ammah,” *Thariqah Ilmiah: Jurnal ilmu-ilmu kependidikan & Bahasa Arab* 11, no. 1 (July 1, 2023): 20–34, <https://doi.org/10.24952/thariqahilmiah.v11i1.7557>.

²⁸ moh Ainin, “Penilaian Dalam Pembelajaran Bahasa Arab Di Madrasah Atau Sekolah: Hots, Mots Atau Lots?,” *Prosiding Konferensi Nasional Bahasa Arab* 4, no. 4 (2018): 155–65.

²⁹ Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab (Edisi Revisi)* (Rosda, 2018).

³⁰ Alkayisy and Gunawan, “Tes Kompetensi Bersastra Dalam Evaluasi Pembelajaran Bahasa Arab.”

³¹ Muhammad Abdul Kholiq Muhammad, *اختبارات اللغة* 1st ed. (Saudi, 1989).



the scope of critical thinking skills³². This emphasises the importance of a deep understanding of the text and students' literary skills, as the fact conveyed by Meliala. In facing life in the 21st century, everyone has at least four supporting abilities: understanding, communication, and creative and critical thinking³³.

Critical thinking is a logical, considerate way of thinking based on trust and success³⁴. In practice, this provides a strong basis for each student to make the right decisions to achieve success based on principles and beliefs open to evaluation and improvement.

Table 3. Critical Thinking Indicators

No.	Indicators	Description
1.	Fluency	Generate the right idea or response.
2.	Flexibility	Wide variety of relevant ideas.
3.	Novelty	Unique/unusual and rare/rare intelligent responses are shown uniquely.

Critical thinking skills need to be used so that a person is used to using his critical thinking skills. Because the existence of critical thinking skills in a person dramatically determines the quality of the product³⁵.

Innovation in Literary Assessment in Arabic Language Education Books for Junior High School Muhammadiyah Grade 7

The Arabic language education book for grade 7 Muhammadiyah Junior High School, published by the Muhammadiyah Central Executive Primary and Secondary Education Council in the ISMUBA curriculum in 2017, was compiled by Nanik Dwi Hariyani, S.Pd.I and Nurul Cholidiyah, S.H.It consists of 8 chapters. It includes indicators, learning objectives, learning steps, and the scope of the material, which are accompanied by assessments in each chapter. The evaluation is in the form of practice for each *istima* activity, *kalam* activity, *qiraa'ah* activity, *kitaabah* activity, and *qooidah* learning activity. The formative test in each chapter of this book is accompanied by an assessment in the form of multiple choice and an evaluation of the contents.

³² Muhammad Azhar, "Tren Penelitian Keterampilan Berpikir Kritis Pada Jurnal Pendidikan Bahasa Arab Indonesia," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 6, no. 1 (January 22, 2024): 143–64, <https://doi.org/10.21154/tsaqofiya.v6i1.431>.

³³ A. Suranta Putra Meliala, "Muatan Hots Pada Latihan Soal Buku Teks Bahasa Arab Kelas Vi Madrasah Ibtidaiyah Kemenag," *Ihya Al-Arabiyah: Jurnal Pendidikan Bahasa Dan Sastra Arab* 9, no. 1 (June 1, 2023): 65–78, <https://doi.org/10.30821/ihya.v9i1.17898>.

³⁴ Umar Faruq, "Bahasa Arab Berbasis Peningkatan Pembelajaran Hots (Higher Order Thinking Skills) (Kajian Pembelajaran Bahasa Arab Di Madrasah Aliyah Unggulan Darul Ulum Step 2 Kemenag RI) | Jurnal Al-Hikmah," March 24, 2020, <https://www.jurnal.badrusholeh.ac.id/index.php/Al-Hikmah/article/view/135>.

³⁵ Syane Triwulandari and Supardi U.s, "Analisis Inteligensi Dan Berpikir Kritis," *Utile: Jurnal Kependidikan* 8, no. 1 (June 28, 2022): 50–61, <https://doi.org/10.37150/jut.v8i1.1618>.

Based on the field results obtained by the researcher, literary assessment has not been fully applied to this book. Based on the results of literature studies related to the urgency of literary assessment for language learners, especially Arabic. In addition, the form of formative tests mentioned earlier is suitable for both types of literary evaluation, namely objective assessment and subjective assessment. According to the limitations of the research focus, the researcher will focus on assessing the content contained in the formative test of this book. Therefore, researchers feel that development efforts are needed to ensure the feasibility of literary assessment to achieve student learning goals. The following is an innovation in literary evaluation in the essay test that the researcher has prepared.

Table 4. Form Innovation on Literary Assessment in Essay Test

Bab.	Form in Essay Test on Book	Form of Innovation on Literary Assessment
1.	Essay	أجب هذه الأسئلة معتبرا بالقصة
2.	Essay - Jawablah pertanyaan berikut dengan benar !	إختر الإجابة الصحيحة مطابقةً بالمادة
3.	Essay - Jawablah pertanyaan berikut dengan tepat !	أعطي السبب المناسب لكلّ سؤال الآتي
4.	Essay - Jawablah pertanyaan berikut dengan tepat !	ميّز بين العبارتين التالي بشكل تمام
5.	Essay - Jawablah pertanyaan berikut dengan tepat !	عبر عن الصورة الأتية
6.	Essay - Jawablah pertanyaan berikut !	بين نوع كل جملة وافقا بالمادة السابق
7.	Essay	كوّن جملة مفيدة
8.	Essay	ضع اسم المناسب في المكان الخالي

With this, the researcher will present several innovations in literary assessment of Arabic language education books for Muhammadiyah Middle School class 7, as shown in the table of literary assessment innovation results based on the following indicator criteria.

Table 5. Literature Assessment Innovation Instrument in Arabic Language Education Books for Muhammadiyah Middle School Class 7 MPDMPPM 2017

No.	Form of Innovation on Literary Assessment	Critical Thinking Indicators	Assessment Rubric Indicators
1.	أجب هذه الأسئلة معتبرا بالقصة	Kelancaran (Fluency)	
2.	إختر الإجابة الصحيحة مطابقةً بالمادة	Keluwesanan (Flexibility)	
3.	أعطي السبب المناسب لكلّ سؤال الآتي	Kebaharuan (Novelty)	
4.	ميّز بين العبارتين التالي بشكل تمام	Kelancaran (Fluency)	5 (>80)



Submitted: 2024-09-26

Revised: 2024-11-01

Accepted: 2024-12-23

5.	عَبَّرَ عَنِ الصَّوْرَةِ الْأَتْيَةِ	Kebaharuan (Novelty)
6.	بَيْنَ نَوْعِ كُلِّ جُمْلَةٍ وَافِقًا بِالمَادَّةِ السَّابِقِ	Keluwesan (Flexibility)
7.	كَوَّنَ جُمْلَةً مَفِيدَةً	Kebaharuan (Novelty)
8.	ضَمَّعَ اسْمًا مَنَاسِبًا فِي الْمَكَانِ الْخَلِيِّ	Keluwesan (Flexibility)

In tests 1 & 2, the nature is on the indicator of critical power – Fluency, which, from the form of the question command, produces the right idea or response of the student. For tests 2, 6, & 8, the test is Flexibility, the test will produce a variety of relevant ideas. Meanwhile, in tests 3, 5, & 7, the nature of the test is in the Novelty category, the results of which will train the student's unique intelligent response. The eight are in category (5) based on the assessment rubric indicators, namely designs that are presented systematically, solve problems, and can be implemented and innovative.

The above presentation states that the eight items of the essay question form update the previous essay questions in the field. This results from content analysis of the researcher's innovation based on discussions related to the study of secondary data that the researcher has collected. From this renewal, it is hoped that students' literary skills can be improved by being trained in students' critical power through the literary assessment innovations developed by researchers.

CONCLUSION

The article's conclusion the researcher has prepared is about assessing Arabic language learning, especially the literature evaluation. This research was conducted to determine how well students mastered literary skills in learning Arabic. To achieve this goal, the literary assessment innovation assessment rubric of the essay test is adjusted to the literary evaluation based on the student's critical power indicators. Where the review of the essay test will be adjusted to the literary assessment indicators based on the purpose of learning outcomes on students' critical power. Practically speaking, literary assessment is urgent and needs to be applied to every language learning. Literary skills strongly encourage students to be trained in critical thinking about what they get during learning. By prioritising this perception, the findings from the compilation of this article are expected to enlighten all efforts on the obstacles teachers and students face in learning Arabic. The researcher suggested that the next researcher, who will delve into similar discussions and conduct research related to this subject, apply more innovative new things based on the needs of students according to the times.

BIBLIOGRAPHY

- Ainin, Moh. “Kesahihan Dalam Penyusunan Tes Bahasa Arab Di Madrasah/Sekolah.” *Prosiding Konferensi Nasional Bahasa Arab* 1, no. 2 (2016). <http://prosiding.arab-um.com/index.php/konasbara/article/view/75>.
- Nurgiyantoro, Burhan. “Penilaian Dalam Pembelajaran Bahasa Arab Di Madrasah Atau Sekolah: Hots, Mots Atau Lots?” *Prosiding Konferensi Nasional Bahasa Arab* 4, no. 4 (2018): 155–65.
- Albantani, Azkia Muharom. “Metode Pembelajaran Sastra Arab.” *Alfaz (Arabic Literatures for Academic Zealots)* 6, no. 01 (October 3, 2018): 17. <https://doi.org/10.32678/alfaz.Vol6.Iss01.711>.
- Al-Ghifari, Alwi Nizar, Firdausi Nuzula, and Habibah Ahmad. “Analisis Konten Soal Penilaian Akhir Tahun Mata Pelajaran Bahasa Arab Madrasah Tsanawiyah.” *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 6, no. 1 (January 9, 2024): 52–68. <https://doi.org/10.21154/tsaqofiya.v6i1.503>.
- Alkayisy, Muhammad Ilyas, and Wawan Gunawan. “Tes Kompetensi Bersastra Dalam Evaluasi Pembelajaran Bahasa Arab.” *Shibghoh: Prosiding Ilmu Kependidikan UNIDA Gontor* 1 (May 5, 2023): 307–16.
- Azhar, Muhammad. “Tren Penelitian Keterampilan Berpikir Kritis Pada Jurnal Pendidikan Bahasa Arab Indonesia.” *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 6, no. 1 (January 22, 2024): 143–64. <https://doi.org/10.21154/tsaqofiya.v6i1.431>.
- Fadli, Muhammad Rijal. “Memahami desain metode penelitian kualitatif.” *Humanika: Kajian Ilmiah Mata Kuliah Umum* 21, no. 1 (April 30, 2021): 33–54. <https://doi.org/10.21831/hum.v21i1.38075>.
- Faruq, Umar. “Bahasa Arab Berbasis Peningkatan Pembelajaran Hots (Higher Order Thinking Skills) (Kajian Pembelajaran Bahasa Arab Di Madrasah Aliyah Unggulan Darul ‘Ulum Step 2 Kemenag RI) | Jurnal Al-Hikmah,” March 24, 2020. <https://www.jurnal.badrusholeh.ac.id/index.php/Al-Hikmah/article/view/135>.
- Gonzalez-Cacho, Talia, and Asad Abbas. “Impact of Interactivity and Active Collaborative Learning on Students’ Critical Thinking in Higher Education.” *IEEE Revista Iberoamericana de Tecnologias Del Aprendizaje* 17, no. 3 (August 2022): 254–61. <https://doi.org/10.1109/RITA.2022.3191286>.
- Gulikers, Judith T. M., Piety Runhaar, and Martin Mulder. “An Assessment Innovation as Flywheel for Changing Teaching and Learning.” *Journal of Vocational Education and Training* 70, no. 2 (April 2018): 212–31. <https://doi.org/10.1080/13636820.2017.1394353>.
- Halomoan, Halomoan, Faizal Mahmoud Adam Ibrahim, and Uril Bahrudin. “Taḥlīl Ikhtibār Kafā`ah al-Lugah al-‘Arabiyyah li an-Nāṭiqīna bigairihā fī Jāmi’ah Sultān Syarīf Qāsim al-Islāmiyyah al-Ḥukūmiyyah Riau.” *LISANIA: Journal of Arabic Education and Literature* 6, no. 1 (June 29, 2022): 74–87. <https://doi.org/10.18326/lisania.v6i1.74-87>.
- Haniefafa, Rifda. “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 (January 31, 2022): 49–71. <https://doi.org/10.53038/tlmi.v1i1.11>.
- Haniya, Samaa, Anastasia Olga Tzirides, Keratso Georgiadou, Matthew Montebello, Mary Kalantzis, and Bill Cope. “Assessment Innovation in Higher Education by



Submitted: 2024-09-26

Revised: 2024-11-01

Accepted: 2024-12-23

- Integrating Learning Analytics.” *International Journal of Learning and Teaching*, 2020, 53–57. <https://doi.org/10.18178/ijlt.6.1.53-57>.
- Hermawan, Acep. *Metodologi Pembelajaran Bahasa Arab (Edisi Revisi)*. Rosda, 2018.
- Hidayat, Muhammad Syaiful, and Maltuful Anam. “Penilaian Pembelajaran Bahasa Arab Berbasis Connected Project Model Robin Fogarty.” *Tanfidiyya: Journal of Arabic Education* 1, no. 03 (2022): 167–77.
- Imawan, Yuli. “Inovasi Bentuk Penilaian Tes Kompetensi Reseptif Berbahasa Arab Dalam Buku Al-’Arabiyah Lin Nasyi’iin Jilid 1.” *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 5, no. 1 (June 14, 2023): 19–36. <https://doi.org/10.21154/tsaqofiya.v5i1.177>.
- Maharani, Khayyu Anggun, Chairani Astina, and Muhammad Hilmi Syukri. “Inovasi Penilaian Soal Esai Berbasis CEFR Pada Pembelajaran Maharah Kitabah Pada Buku Silsilatu Ta’limil Lughoh ‘Arobiyah.” *LINCA: Jurnal Kajian Bahasa* 1, no. 2 (March 24, 2024): 45–57.
- Meliala, A. Suranta Putra. “Muatan Hots Pada Latihan Soal Buku Teks Bahasa Arab Kelas Vi Madrasah Ibtidaiyah Kemenag.” *Ihya Al-Arabiyah: Jurnal Pendidikan Bahasa Dan Sastra Arab* 9, no. 1 (June 1, 2023): 65–78. <https://doi.org/10.30821/ihya.v9i1.17898>.
- Mohan, Radha. *Measurement, Evaluation, And Assessment In Education*. Prentice Hall India Pvt., Limited, 2016.
- Muhammad, Muhammad Abdul Kholiq. ١. اختبارات اللغة. Saudi, 1989.
- Munip, Abdul. *PENILAIAN PEMBELAJARAN BAHASA ARAB*, 2019.
- Nasution, Ali Fuddin, Baiq Laili Rahmawati, Madian Fitri Salma, Nur Qomari, and M. Syarifuddin. “Tahlilu Bunud Asilah Muta’ddidah Ikhtiyarat Al-Lughah Al-Arabiyah.” *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, no. 1 (February 23, 2023): 34–43. <https://doi.org/10.35316/lahjah.v4i1.34-43>.
- Nurgiyantoro, Burhan. “Penilaian Pembelajaran Sastra Berbasis Kompetensi.” *Yogyakarta: BPF*, 2010. <https://core.ac.uk/download/pdf/11062749.pdf>.
- Nurjannah, L. P., Esther Heronica, and Andre Setiawan. “تعليم مهارات اللغة العربية باستخدام أساليب الألعاب اللغوية.” *Thariqah Ilmiah: Jurnal ilmu-ilmu kependidikan & Bahasa Arab* 12, no. 1 (June 30, 2024): 34–50. <https://doi.org/10.24952/thariqahilmiah.v12i1.11000>.
- Octaviani, Rika, and Elma Sutriani. “Analisis Data Dan Pengecekan Keabsahan Data.” OSF, February 11, 2019. <https://doi.org/10.31227/osf.io/3w6qs>.
- Refdianti, Afrina, Afwan Afwan, Nur Hasnah, and Irhas Salam. “Tathbiq Al-Ikhtibar Al-Qaim ‘Ala Al-Hasub Istinaadan ‘Ala Namadzij Google Fi Ikhtibar Al-Lughah Al-’Arabiyah Al-‘Ammah.” *Thariqah Ilmiah: Jurnal ilmu-ilmu kependidikan & Bahasa Arab* 11, no. 1 (July 1, 2023): 20–34. <https://doi.org/10.24952/thariqahilmiah.v11i1.7557>.
- Rivers, Damian J. “The Situation Specific Arousal Analyzer: Innovation in the Physiological Assessment of Foreign Language Education Anxiety.” *Frontiers in Education* 7 (February 1, 2022). <https://doi.org/10.3389/feduc.2022.802639>.
- Sari, Milya, and Asmendri Asmendri. “Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA.” *Natural Science* 6, no. 1 (June 10, 2020): 41–53. <https://doi.org/10.15548/nsc.v6i1.1555>.

- Schilder, Evelien, and Theresa Redmond. "Measuring Media Literacy Inquiry in Higher Education: Innovation in Assessment." *Journal of Media Literacy Education* 11, no. 2 (August 21, 2019): 95–121. <https://doi.org/10.23860/JMLE-2019-11-2-6>.
- Sugiyono. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*. 27th ed. Bandung: ALFABETA, 2018.
- Triani, Triani, and Sudarmadi Putra. "Analisis Penerapan Pembelajaran Berbasis Kontekstual (Contextual Teaching and Learning) Pada Mata Pelajaran Bahasa Arab." *Nusantara: Jurnal Pendidikan Indonesia* 3, no. 3 (September 30, 2023): 733–54. <https://doi.org/10.14421/njpi.2023.v3i3-19>.
- Triwulandari, Syane, and Supardi U.s. "Analisis Inteligensi Dan Berpikir Kritis." *Utile: Jurnal Kependidikan* 8, no. 1 (June 28, 2022): 50–61. <https://doi.org/10.37150/jut.v8i1.1618>.
- Vieira, Rui Marques, and Celina Tenreiro-Vieira. "Fostering Scientific Literacy and Critical Thinking in Elementary Science Education." *International Journal of Science and Mathematics Education* 14, no. 4 (May 2016): 659–80. <https://doi.org/10.1007/s10763-014-9605-2>.