




Research Article

Language Proficiency Test In Arabic Language Learning

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Abstract. This study aims to explore the development of techniques and instruments for language knowledge testing in Arabic language learning. Language tests play a significant role in the evaluation of learning, not only to measure grammar and vocabulary proficiency but also to assess listening, speaking, reading, and writing skills. Based on a literature analysis, this study suggests the application of a more diverse and comprehensive approach to the development of Arabic language tests, taking into account digital technology, access challenges, and relevant teaching needs. This research uses a descriptive qualitative approach with a literature review that analyzes theories and previous studies

related to Arabic language evaluation instruments. The main findings show that digital-based assessment instruments, such as online tests and project-based assessments, offer flexibility and efficiency, although challenges related to student honesty and unequal access to technology need to be addressed. The conclusion of this study emphasizes the importance of developing assessment instruments that incorporate cognitive, psychomotor, and affective aspects of students, and recommends introducing digital-based instruments that can be accessed equitably by all students.

Keywords: Arabic Language Tests, Assessment Instruments, Learning Evaluation.

Abstrak. Penelitian ini bertujuan untuk mengeksplorasi pengembangan teknik dan instrumen untuk pengujian pengetahuan bahasa dalam pembelajaran bahasa Arab. Tes bahasa memainkan peran penting dalam evaluasi pembelajaran, tidak hanya untuk mengukur kemahiran tata bahasa dan kosakata tetapi juga untuk menilai keterampilan mendengarkan, berbicara, membaca, dan menulis. Berdasarkan analisis literatur, penelitian ini menyarankan penerapan pendekatan yang lebih beragam dan komprehensif untuk pengembangan tes bahasa Arab, dengan mempertimbangkan teknologi digital, tantangan akses, dan kebutuhan pengajaran yang relevan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan tinjauan literatur yang menganalisis teori dan studi sebelumnya yang berkaitan dengan instrumen evaluasi bahasa Arab. Temuan utama menunjukkan bahwa instrumen penilaian berbasis digital, seperti tes daring dan penilaian berbasis proyek, menawarkan fleksibilitas dan efisiensi, meskipun tantangan yang berkaitan dengan kejujuran siswa dan akses yang tidak merata terhadap teknologi perlu diatasi. Kesimpulan penelitian ini menekankan pentingnya mengembangkan instrumen penilaian yang menggabungkan aspek kognitif, psikomotor, dan afektif siswa, dan merekomendasikan pengenalan instrumen berbasis digital yang dapat diakses secara adil oleh semua siswa.

Kata Kunci : Tes Bahasa Arab, Instrumen Penilaian, Evaluasi Pembelajaran.

INTRODUCTION

Language knowledge tests in Arabic language learning are a crucial element in evaluating students' proficiency. These tests are designed to measure mastery of various linguistic aspects, including grammar, vocabulary, and the skills of listening, speaking, reading, and writing¹. In the context of Islamic education, mastering the Arabic language is not only relevant for communication purposes but also serves as a means to understand religious texts, which are sources of Islamic law and ethics². Therefore, a comprehensive and effective evaluation tool is necessary to assess how well students have mastered the Arabic language.

¹ Ubaid Ridho, "Evaluasi Dalam Pembelajaran Bahasa Arab," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* (2018) 20(2) 139-161 Vol.20, No., no. 1 (2018).

² Fathoni, "Pentingnya Penguasaan Bahasa Arab Bagi Pendakwah," *MODELING: Jurnal Program Studi PGMI* 8, no. 1 (September 12, 2021): 140-52, <https://doi.org/10.69896/MODELING.V8I1.917>.

Several previous studies have discussed the development of Arabic language tests. For example, Chusna, Ali Ba'ul Fauziah, and Hanin Niswatul³ developed a computer-based Arabic language proficiency test for students at IAIN Ponorogo, utilizing the Wondershare Quiz program to assess listening, reading, and grammar skills. The study concluded that the test was feasible to use. However, this research did not address the challenges of implementing technology among students with diverse digital backgrounds and skills, which could affect the test's effectiveness.

On the other hand, Herdah Firmansyah and Ali Rahman⁴ developed a discrete-point approach in Arabic language learning, dividing the test into two main categories: language component tests and language skill tests. These tests covered vocabulary, structure, and the skills of listening, reading, writing, and speaking. However, this approach heavily relied on classical structural linguistic understanding, which paid less attention to contextual aspects or holistic language comprehension.

Meanwhile, Zebrillianti, Dennisa Dimyathi, and Muhammad Afifudin⁵ explored the use of the Puzzlemaker application as an evaluation tool for Arabic vocabulary learning (mufrodat) at MTs Negeri 2 Sidoarjo. The study showed that the application increased student motivation and provided an enjoyable learning experience. Nevertheless, the study did not deeply examine potential technological access issues or its impact on evaluation effectiveness in schools with limited infrastructure.

Muslimah, Maziyyatul Widiyanti, and Amila⁶ conducted an analysis of the quality of multiple-choice items in Arabic learning outcome tests at SMA Mamba'ul Hikmah Paron Ngawi. The research identified the strengths and weaknesses of the test items in differentiating student abilities. However, this study was limited to multiple-choice questions, while more varied and in-depth question approaches had not been explored.

Based on the previous research reviewed, it can be concluded that the development of tests in Arabic language learning requires diverse approaches, considering the utilization of technology, appropriate methodologies, and existing challenges. This is important to enhance the quality of evaluation in Arabic language learning while ensuring that the developed tests can accurately and effectively measure students' abilities.

³ Ali Ba'ul Chusna and Hanin Niswatul Fauziah, "Pengembangan Instrumen Tes Kemampuan Bahasa Arab Bagi Mahasiswa IAIN Ponorogo," *Jurnal Ibriez: Jurnal Kependidikan Dasar Islam Berbasis Sains* 6, no. 2 (December 16, 2021): 263–70, <https://doi.org/10.21154/IBRIEZ.V6I2.178>.

⁴ Herdah, Firmansyah, and Ali Rahman, "Pendekatan Tes Diskret Dalam Pembelajaran Bahasa Arab," *Al-Ishlah: Jurnal Pendidikan Islam* 18, no. 1 (June 30, 2020): 65–84, <https://doi.org/10.35905/ALISHLAH.V18I1.1258>.

⁵ Dennisa Zebrillianti and Muhammad Afifudin Dimyathi, "Penggunaan Aplikasi Puzzlemaker Sebagai Media Evaluasi Pembelajaran Mufrodat Bahasa Arab," *Muhadasah: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (December 16, 2024): 202–16, <https://ejournal.iaiskjmalang.ac.id/index.php/muhad/article/view/2893>.

⁶ Maziyyatul Muslimah and Amila Widiyanti, "Analisis Daya Beda Tes Hasil Belajar Bahasa Arab Siswa SMA Mamba'ul Hikmah Paron Ngawi," *AL-MUARRIB JOURNAL OF ARABIC EDUCATION* 3, no. 2 (October 13, 2023): 67–77, <https://doi.org/10.32923/AL-MUARRIB.V3I2.3594>.

The limitations in these studies highlight the need for further development of techniques and instruments for Arabic language knowledge tests, especially in the context of learning in the digital era. Newer and more comprehensive research is urgently needed to create tests that not only measure academic abilities but also consider practical aspects and adaptation to rapid technological advancements. Therefore, this article aims to explore the development of techniques and instruments for language knowledge tests in Arabic language learning. This research is expected to provide practical guidelines for educators in developing relevant, comprehensive, and applicable evaluation tools to enhance the effectiveness of Arabic language learning.

RESEARCH METHODOLOGY

This study employs a qualitative descriptive approach using a literature review method to explore theories, concepts, and research findings related to the development of test instruments in Arabic language learning. Qualitative descriptive is a research approach that focuses on gaining an in-depth understanding of the phenomenon under study, with the aim of describing or illustrating certain characteristics or conditions in detail⁷. This approach was chosen because it allows the researcher to systematically analyze relevant literature, enabling a better understanding of issues and solutions that have been previously applied in this context.

The data sources for this research come from books, scientific journals, conference articles, and other writings discussing the development of Arabic language evaluation instruments. Data collection was carried out by selecting literature sources based on their relevance to the research focus⁸. Once the data was collected, analysis was conducted using content analysis techniques. The data was organized based on main themes, such as the design of test instruments, the skills measured, and the evaluation approaches applied in Arabic language teaching .

Furthermore, the analysis was conducted to identify similarities and differences found in the literature, allowing for the synthesis of a comprehensive understanding. The results of this analysis were used to interpret the contributions of existing findings to the development of more effective evaluation instruments. Through this approach, the study aims to provide a deeper understanding of the concepts and practices of developing test instruments in Arabic language learning and to offer a solid theoretical foundation to support innovations in the evaluation of Arabic language learning.

⁷ Raden Isma Anggraini M. Fathun Niam, Emma Rumahlewang, Hesti Umiyati, Ni Putu Sinta Dewi, Suci Atiningsih, Tati Haryati, Illia Seldon Magfiroh and Farid Wajdi. Rullyana Puspitaningrum Mamengko, Safira Fathin, Maria Septian Riasanti Mola, Ahmad Anif Syaifudin, *Metode Penelitian Kualitatif*, ed. Evi Damayanti, Maret, 202 (Komplek Puri Melia Asri Blok C3 No. 17 Desa Bojong Emas Kec. Solokan Jeruk Kabupaten Bandung, Provinsi Jawa Barat: CV WIDINA MEDIA UTAMA, 2024), <https://repository.penerbitwidina.com/id/publications/567869/>.

⁸ Robert Rianto Widjaja Sidi Ahyar Wiraguna, L.M.F Purwanto, "Metode Penelitian Kualitatif Di Era Transformasi Digital Qualitative Research Methods in the Era of Digital Transformation," 2024, <https://doi.org/10.47970/arsitekta.v6i01.524>.

RESEARCH RESULTS AND DISCUSSION

Language knowledge tests play a significant role in evaluating Arabic language learning. These tests not only serve as tools to measure mastery of grammar and vocabulary but also assess the extent to which language skills can be applied in real-life communication contexts. Thus, the development of tests must reflect these needs, including aspects of accuracy, reliability, and their ability to comprehensively reveal language proficiency⁹.

The development of Arabic language knowledge tests also involves selecting techniques and instruments that align with the evaluation objectives. The techniques used must address the specific needs of students and ensure that each aspect of language proficiency, such as reading comprehension, grammar use, and vocabulary mastery, is assessed fairly. Test instruments should be carefully designed to avoid biases, both in content and context. Therefore, strategic steps in test development must be thoroughly reviewed to ensure the results provide an accurate depiction of the test-takers' abilities¹⁰.

Knowledge Assessed in Arabic Language Tests

Language tests are used to evaluate the extent to which students understand and master the language being studied. This mastery includes several aspects, such as linguistic elements, language aspects, linguistic competence, and the ability to use language in communication contexts, known as communicative and linguistic competencies¹¹. Concerning tests as evaluation tools in learning, Khoirutunni'mah and Durrotun Nafisah argue that the purpose of evaluating Arabic language learning is to assess the effectiveness and efficiency of the learning system and the students' understanding, skills, and progress according to competency standards, to detect students' weaknesses and strengths, and to provide information for improving teaching and appropriate placement¹². Based on this, language tests can be defined as efforts to measure students' abilities in three main aspects: linguistic knowledge (including sounds, vocabulary, and grammar), language skills (comprising listening, speaking, reading, and writing), and language attitudes.

An individual's ability to understand language encompasses various aspects, such as structure, vocabulary, and other interrelated linguistic elements. Tests designed to assess this ability are generally divided into two main categories: structure tests and vocabulary tests, although aspects of sound or phonology are also important components¹³. In second or foreign language learning, linguistic competence is considered

⁹ Muhammad Yusuf, "Pendekatan Humanis Dalam Tes Pengajaran Bahasa Arab," *Alsina : Journal of Arabic Studies* 1, no. 2 (2019): 229, <https://doi.org/10.21580/alsina.1.2.4419>.

¹⁰ Abdul Munib, *Penilaian Pembelajaran Bahasa Arab, Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sunan Kalijaga Yogyakarta*, 2017.

¹¹ Yusuf, "Pendekatan Humanis Dalam Tes Pengajaran Bahasa Arab."

¹² Khoirotun Ni'mah and Durrotun Nafisah, "Pelaksanaan Evaluasi Pembelajaran Bahasa Arab Di Sd Negeri Tlogorejo Sukodadi Lamongan," *Al-Fakkaar: Jurnal Ilmiah Pendidikan Bahasa Arab* 1, no. 1 (2020): 23-39.

¹³ Rina Suci Andriani, "Tes Kebahasaan," *Educate : Jurnal Pendidikan Bahasa Dan Sastra* 3, no. 2 (March 4, 2014), <https://journal.unipdu.ac.id/index.php/educate/article/view/642>.

crucial as it forms the foundation for building communicative competence in both comprehension and language production.

In Arabic, skill-based tests include mastery of the four language skills: listening, speaking, reading, and writing¹⁴. Listening and reading are categorized as receptive skills, while speaking and writing are productive skills. The productive process occurs when speakers produce meaningful language codes. Meanwhile, the receptive process happens when listeners receive meaningful language codes articulated by speakers through specific articulation and received through hearing¹⁵.

Examples of proficiency tests in Arabic include listening proficiency tests (*istima'*), which involve writing down what is heard, matching heard words with corresponding written texts, and drawing conclusions from heard texts. Reading proficiency tests (*qira'ah*) include determining the meaning of vocabulary in sentence contexts, identifying the main idea in a paragraph, and summarizing the text. Writing proficiency tests (*kitabah*) involve arranging words into sentences, constructing sentences based on pictures, and composing sentences into paragraphs. Speaking proficiency tests (*kalam*) include activities like self-introduction, conducting interviews, or speaking on a given topic related to a provided theme¹⁶.

Developing Arabic Language Testing Techniques

Language tests are essential instruments in evaluating learning that measure a person's language abilities and proficiency. With the development of teaching methods, approaches to language tests have also evolved and diversified, reflecting various ways to assess language proficiency, from traditional to more communicative and pragmatic approaches.

The relationship between tests and learning aspects is closely connected and determined by the learning objectives. This connection is evident in various elements of test administration, including content, scope, and implementation principles. Generally, perspectives on language influence teaching approaches, which, in turn, determine approaches in language testing¹⁷.

Traditional language testing approaches emphasize grammar mastery and text translation skills. Meanwhile, discrete approaches focus on testing individual language elements separately, such as grammar or vocabulary. The integrative approach, which tests the ability to combine multiple language elements in real-life situations, provides a more holistic picture. Pragmatic approaches focus on understanding texts in natural social contexts, and communicative approaches assess language proficiency in real

¹⁴ Laili Nur Kholisoh, "Sudahkah Evaluasi Kemahiran Berbicara Bahasa Arab Pada Tingkat Dasar Dilakukan?," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 1, no. 1 (October 31, 2018): 73–87, <https://doi.org/10.17509/ALSUNIYAT.V1I1.24200>.

¹⁵ R. Umi Baroroh and Fauziyah Nur Rahmawati, "Metode-Metode Dalam Pembelajaran Keterampilan Bahasa Arab Reseptif," *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman* 9, no. 2 (September 16, 2020): 179–96, <https://doi.org/10.54437/URWATULWUTSQO.V9I2.181>.

¹⁶ Moch Ainin, "Evaluasi Dalam Pembelajaran Bahasa Arab (Malang: Misykat)," 2006.

¹⁷ Yusuf, "Pendekatan Humanis Dalam Tes Pengajaran Bahasa Arab."

communication situations, testing language aspects, communication strategies, and fluency in speaking and listening¹⁸.

Evaluation in Arabic language learning should cover various language skills, including listening, speaking, reading, and writing, each requiring appropriate assessment techniques. By developing Arabic language testing techniques, students' proficiency in these four skills can be comprehensively evaluated. Listening assessment instruments, for example, involve tests that measure students' ability to understand Arabic sounds and words through listening and dictation tests. Speaking assessment evaluates students' ability to communicate orally, whether through spontaneous conversations or question-and-answer sessions. These tests focus on clear pronunciation, fluency, and correct grammar use¹⁹.

Meanwhile, reading tests are designed to measure students' ability to read Arabic texts fluently and understand the meaning of words and ideas within the texts. These tests can involve reading aloud in class or silent reading followed by answering questions about the text. Writing skills are assessed through tests that measure students' ability to compose sentences or essays following proper grammar. Writing tests may involve short essays on specific topics or completing unfinished sentences. Each type of test aims to measure students' proficiency in various aspects of Arabic, such as idea organization, appropriate vocabulary use, and correct application of grammar and spelling rules²⁰.

Thus, the development of Arabic language test instruments not only measures students' cognitive achievements but also considers psychomotor aspects, such as speaking fluency, and affective aspects, such as motivation and interest in Arabic²¹ (21). This comprehensive assessment approach helps provide a more complete picture of students' language proficiency and encourages improvements in future learning.

Assessment Instruments in Arabic Language Learning

The development of digital technology has brought significant changes in assessment methods, including Arabic language learning. Assessment methods previously limited to written or oral exams are now being replaced by digital-based tools. Online platforms allow teachers to assign tasks or quizzes online, and voice recognition technology helps measure students' speaking abilities more efficiently, enabling faster and more accurate assessment processes while providing specific feedback to support student improvement²².

Various types of Arabic language assessment instruments have evolved to meet the demands of the digital era, such as online tests, portfolios, and project-based assessments.

¹⁸ Soernadi Djiwandono, "Tes Bahasa Pegangan Bagi Pengajar Bahasa Kualitatif, Dan R&D," *Bandung: Alfabeta*, 2011.

¹⁹ Ahmad Muradi, "Pendekatan Komunikatif Dalam Pembelajaran Bahasa Arab," n.d.

²⁰ Andriani, "Tes Kebahasaan."

²¹ Fathurrahman Fuad et al., "Problematika Penerapan Berbicara Bahasa Arab Di Pondok Pesantren Daarul Khair Kotabumii," *Al-Fakkaar* 5, no. 1 (January 30, 2024): 30-44, <https://doi.org/10.52166/ALF.V5I1.5598>.

²² Mahmudah and Nurhapsari Pradnya Paramita, "Transformasi Pembelajaran Bahasa Arab Di Era Digital: Tantangan Dan Peluang Dalam Pendidikan," *Prosiding Pertemuan Ilmiah Internasional Bahasa Arab* 14, no. 1 (2023): 841-58.

Online tests utilize digital platforms to present questions and collect student answers directly. The use of online tests offers ease in terms of administration, measurement, and faster and more efficient data analysis²³. This instrument also allows students to access and complete evaluations anytime and anywhere, providing more flexibility in the learning process. Additionally, online tests enable automated assessments, reducing teachers' workload in evaluating results and providing quicker feedback to students²⁴.

Despite offering various advantages, using online assessment instruments also faces several challenges. One major issue is students' dishonesty in completing online exams. To address this, educators can implement online supervision or use plagiarism detection software to ensure the authenticity of student work. Another challenge is unequal access to technology among students. Not all students have digital devices or adequate internet access, which can affect the effectiveness of using digital instruments²⁵. Therefore, it is important for educational institutions to ensure all students can access and utilize digital assessment instruments fairly.

In addition to online tests, collaborative project-based assessment instruments utilizing digital media are also relevant. In these projects, students can create presentations or videos in Arabic, measuring not only their language proficiency but also their skills in collaboration and technology use. Project-based assessments provide opportunities for students to explore materials more deeply through a more applied approach²⁶.

Other instruments used in Arabic language learning include demonstrations or experiments, where students are asked to present the results of practical activities they have conducted to assess how well they can apply knowledge in real-life contexts. Direct observation by teachers should also be conducted using observation sheets to record student behavior during learning, ensuring systematic and accurate assessments. Additionally, self-assessment, involving students evaluating their abilities, helps them develop a sense of responsibility for the learning process²⁷. If properly implemented, these instruments can provide a more comprehensive view of students' abilities and support the development of more effective Arabic language learning.

²³ Ahmad Riyadi, Eni Heni Hermaliani, and Dwi Yuni Utami, "Pembuatan Aplikasi Sistem Ujian Online Pada SMK Garuda Nusantara Bekasi," *Jurnal Ilmiah SINUS* 17, no. 1 (January 29, 2019): 23–36, <https://doi.org/10.30646/SINUS.V17I1.383>.

²⁴ Achmad Sirojul Munir and Muassomah Muassomah, "Pembelajaran Bahasa Arab Di Era Pandemi: Implementasi E-Learning Di Sekolah Dasar Islamic Global School Kota Malang," *Lisanul Arab: Journal of Arabic Learning and Teaching* 10, no. 1 (July 13, 2021): 93–102, <https://doi.org/10.15294/LA.V10I1.43719>.

²⁵ Andri Anugrahana, "Hambatan, Solusi Dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar," *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 10, no. 3 (September 28, 2020): 282–89, <https://doi.org/10.24246/J.JS.2020.V10.I3.P282-289>.

²⁶ Syamfa, Agny Anggara, and Ali Wardana, "Instrumen Penilaian Bahasa Arab Di Era Digital," *JUPI (Jurnal Ilmiah Pendidikan Islam)* 3, no. 1 (April 1, 2024): 101–8, <https://doi.org/10.58788/JUPI.V3I1.4201>.

²⁷ Dina Indriana, "Evaluasi Pembelajaran Dan Penilaian Autentik Dalam Pembelajaran Bahasa Arab," *Al-Ittihad : Jurnal Keilmuan Dan Kependidikan Bahasa Arab* 10, no. 2 (December 31, 2018): 34–52, <https://doi.org/10.32678/AL-ITTIJAH.V10I02.1245>.

CONCLUSION

The findings of this study indicate that the development of Arabic language assessment instruments, both traditional and digital-based, plays a crucial role in enhancing learning effectiveness. The use of technology, such as online tests, portfolios, and project-based assessments, provides flexibility and efficiency in the evaluation process, facilitating the measurement of students' language skills in more applied contexts.

While digital instruments offer various benefits, challenges such as student honesty and unequal access to technology still need attention. Therefore, it is important to continue developing assessment instruments that not only measure language proficiency but also consider students' psychomotor and affective aspects more holistically.

Based on these findings, educational institutions are advised to prioritize the development and implementation of digital-based assessment instruments accessible to all students regardless of technological access disparities. Additionally, educators must continuously monitor and evaluate the effectiveness of the assessment instruments used and introduce stricter supervision methods to maintain the integrity of online assessments. Hence, future research is expected to further explore the development of language knowledge tests in Arabic language learning with more contemporary and relevant approaches in this digital era.

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