

Maharah Qira'ah Assessment Innovation with Receptive Active Language Competency Test

Azzaria Mida Mustika Dewi^{1*}, R. Umi Baroroh²

^{1, 2} Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

*Corresponding E-mail: azzariamida14@gmail.com

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Abstract

Evaluation of teaching materials shows that the presentation is systematic, coherent, consistent and balanced between chapters. In terms of supporters, the presentation does not contain a complete list of supporters, there are deficiencies in the evaluation of maharah qira'ah. The purpose of reading is to understand the text being read and the content of the text gives meaning to the reader. The purpose of this study is to see the assessment of Arabic textbooks in 2020 published by the Ministry of Religious Affairs of the Republic of Indonesia in accordance with the criteria for learning maharah qiraah. The method used in this research is a literature study with a descriptive qualitative approach. The source of the data obtained comes from class VIII Arabic textbooks in 2020 published by the Ministry of Religious Affairs of the Republic of Indonesia as well as journals, books, and so on. Data analysis techniques by collecting and interpreting data then describing it. The results of this study state that maharah assessment has not provided a form of test that describes understanding for readers both orally and in writing. So, it is good that maharah kitabah in class VIII Arabic textbooks in 2020 published by the Indonesian Ministry of Religious Affairs needs to improve their assessment techniques.

Kata Kunci:

Buku ajar;
Maharah Qiraah;
Penilaian.

Abstrak

Evaluasi pada bahan ajar menunjukkan bahwa dari aspek penyajian sudah sistematis, runtut, konsisten, dan seimbang antar bab. Dari segi pendukung, sajiannya tidak memuat daftar pendukung yang lengkap, terdapat kekurangan terhadap evaluasi pada maharah qira'ah. Tujuan dari penelitian ini ialah melihat penilaian pada buku ajar bahasa Arab tahun 2020 terbitan Kementerian Agama Republik Indonesia sesuai dengan kriteria pembelajaran maharah qiraah. Metode yang digunakan dalam penelitian ini ialah studi pustaka dengan pendekatan kualitatif deskriptif. Sumber data yang diperoleh berasal dari buku ajar bahasa Arab kelas VIII tahun 2020 terbitan kementerian agama republik indonesia serta jurnal, buku, dan lain sebagainya. Teknik analisis data dengan mengumpulkan dan menafsirkan data kemudian mendeskripsikannya. Hasil dari penelitian ini menyatakan bahwa penilaian maharah belum memberikan bentuk tes yang menggambarkan pemahaman bagi pembaca baik secara lisan maupun tulisan. Maka, baiknya maharah kitabah pada buku ajar bahasa Arab kelas VIII tahun 2020 terbitan Kementerian Agama RI perlu memperbaiki teknik penilaiannya.

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INTRODUCTION

The purpose of teaching Arabic in Indonesia is for students to be able to use foreign languages fluently and actively. To achieve this goal, students must master four language skills: listening, speaking, reading, and writing (Anwar, 2023). And if this lesson is designed well it will definitely produce good graduates in their field. The design of a lesson is said to be good, it can be seen from the material taught, the methods used, as well as good strategies and adequate media (Qurani et al., 2023). One component of Arabic skills that students must learn is maharah qiraah (Lubis & Khoziyah, 2023). The purpose of learning maharah qiraah is to gain an understanding of hijaiyah letters arranged into words and sentences, as well as the ability to pronounce hijaiyah letters correctly and precisely, as well as the ability to understand and convey the meaning of written sentences. Other sources state that the purpose of learning maharah qiraah is to understand and interpret the content in three levels. The beginner level includes learning symbols or letters with proper intonation and makhraj (the meeting of the oral cavity with the silent and mobile organs of speech (Abdul Jawat Nur, 2021)), as well as understanding the meaning of words. The intermediate level includes discovering basic and supporting concepts, connecting those concepts, and the final level re-reveals the content of the short reading (Hartati & Hanafi, 2022).

For learning Arabic outside of the classroom, reading is an important resource. Special learning about maharah qiraah is needed for students because many students have difficulty in studying, reading, and understanding literature. By learning maharah qiraah, students are expected to be able to read the text fluently in accordance with the correct rules of nahwu shorof, and also be able to understand the text and understand the main thoughts and meanings (Anwar, 2023). Reading trains almost all human abilities, including mind (understanding through the brain), physical (seeing, holding, and practicing focus), and psychic (emotions, feelings, and moods). Reading is an interactive activity that allows students to pluck and understand the meaning contained in written materials or textbooks. Reading is part of communication, which means understanding the author's message in the reading. Reading is a skill, or the ability to do something in an appropriate, quality, and effective way. People who are quick to do something but wrong are not really skilled (Sofyan Alnashr, 2019).

One way to determine the achievement of learning objectives is by evaluation or assessment. Evaluation is an important part of the learning process because it allows them to know the validity of the program. In a broad sense, evaluation is the process of obtaining, obtaining, and providing the information necessary to make alternative decisions (Tsani, 2019). In addition, evaluation activities should be carried out at the end of learning to assess how much knowledge has been mastered and absorbed by students. To achieve the actual learning objectives, assessment instruments are needed that include not only memorization and comprehension but also assessments that develop students' thinking skills (Amila Sholiha et al., 2023). Through assessment, the achievement of learning outcomes will be known. Assessment is an important part that cannot be separated from the learning process, its role as the three main milestones of the learning process, which is continuous with other pillars, namely planning, implementation, and assessment (Sofa, Baroroh, et al., 2023).

One of the means of evaluation in a learning process is the evaluation provided in the textbook (Tsani, 2019). According to the saying, books are the windows of science. Reading books will teach us many things. So, books are very important for the learning of science. One of the important elements in learning Arabic is the teaching materials (materials) and evaluation methods used in textbooks. In the manufacture of textbooks, teaching materials and evaluation materials are correlated with each other. The success of textbooks in helping students learn is the result of effective learning evaluation, which includes questions that are appropriate to the material taught or given to students and evaluation techniques and approaches that have been learned during the learning process (Cahyani et al., 2023).

Riham said that the results of the evaluation of this teaching material showed that from the aspect of presentation it was systematic, coherent, consistent, and balanced between chapters. In terms of supporters, the presentation does not contain a complete list of supporters. What's more, the sentence relationship is a bit complicated. Meanwhile, from the linguistic aspect, there are still some misunderstandings, especially the use of *alif* and *hamzah* letters (Riham Lailatul Wachdah, 2020). Amila, et al also explained The results showed that some assessments used in grade XI Arabic textbooks published by the Ministry of Religious Affairs had used tests covering the cognitive level of HOTS. The textbook contains 8 test questions that fall within the realm of HOTS, with

3 main test instruments repeated only in the next chapter; This shows that the test instruments used in textbooks are still limited (Amila Sholiha et al., 2023). Ethics and umi state that the evaluation techniques of mahārah al-qirāah in this book include test techniques and non-test techniques. The quality of the mahārah al-qirāah evaluation instrument in this book, in terms of material there are multiple-choice question items and descriptions that do not match the indicators. Meanwhile, in terms of construction, there are several components of item study that are not fulfilled in true-false question items, fill-in-the-blank or short answers and multiple choice. In terms of language, the overall quality of the instrument is good (Tsani, 2019).

In this case, researchers want to analyze class VIII Arabic textbooks in 2020 published by the Ministry of Religious Affairs. At first glance, the evaluation or research contained in the class VIII Arabic textbook in 2020 is almost perfect. However, upon further analysis there are shortcomings in the evaluation of maharah qiraah. Therefore, researchers want to analyze more deeply and provide better assessment innovations regarding evaluation techniques for grade VIII Arabic textbooks in 2020 published by the Ministry of Religious Affairs. The purpose of this study is to see the assessment of maharah qiraah is able to provide understanding to students orally and in writing.

Preliminary analysis suggests that there are several compelling reasons to choose this textbook. First and foremost, it was one of the first Arabic textbooks to build on the existing 2013 curriculum. Second, it is published nationally, both in the form of printed books and electronic books. Third, it is used as the main reference in schools and madrasahs in Indonesia. Fourth, the book already includes discussion of the material *istima'*, *kalam*, *qira'ah*, *kitabah*, and *tarkiiib* in Arabic (Faoziyah & Izzah, 2021).

METHOD

This research uses a qualitative approach with a literature study method. Literature research is a type of research that looks at data in libraries, such as books, newspapers, documents, journals, and others. For data analysis, a qualitative descriptive approach is used, which describes the data without creating hypotheses (Sugiyono, 2018). The main source of data in class VIII Arabic textbooks in 2020 published by the Ministry of Religious Affairs. While secondary data sources in this study are relevant journals, books and so on (Sofa, Baroroh, et al., 2023). The data analysis techniques used are content and descriptive analysis by collecting and interpreting data. After that, the data are selected

and filtered, and then interpreted to give a qualitative description based on the information studied and analyzed (Matthew B. Milles, 2014).

RESULTS AND DISCUSSION

Assessment techniques are ways or methods of assessment that can be used by teachers to obtain information about the state of learning and student achievement. Assessment techniques are needed to obtain valid information from an assessment. Knowledge assessment is an assessment to measure students' abilities which include factual, conceptual, procedural, and metacognitive knowledge as well as low- to high-level thinking skills (Munawwarah & Baroroh, 2020). The results of the assessment must be able to interpret the competence of students as a whole. The assessment must be able to measure the achievement of the intended competence. Assessment must be planned, integrated with teaching and learning activities, and continuous. Assessment is also needed to meet the educational aspect, which can be used to educate and motivate students and teachers to be able to carry out teaching and learning activities better. Therefore, its assessment must be analyzed to see if it really meets the expected qualifications (Sofa, Wahdah, et al., 2023).

Arabic language learning basically emphasizes language skills, namely the ability to read, write, speak, and listen. So, one of the goals of learning Arabic is to master four language skills, namely the ability to listen, speak, read, and write. Listening and reading skills are included in receptive abilities, while speaking and writing skills are included in productive abilities (Acep Hermawan, 2021). Receptive ability is the ability to understand the speech of others and can be used to understand reading. While productive ability is the ability to use expressions both oral and written (Sanah et al., 2022). One of the language skills that elementary school students must learn, especially in advanced grades, is reading comprehension. This activity is referred to as a receptive activity because it allows students to receive information actively (Trisiantari & Sumantri, 2016). Here, the understanding of change also includes the understanding of letters as symbols of language sounds. After understanding the sound change of the language, comprehension of the content of the reading can begin (Harianto, 2020).

This research focuses on receptive abilities especially on maharah qiraah. According to Dr. Acep Hermawan, reading is the second receptive ability activity after

listening. In the context of learning Arabic, pronunciation proficiency tests are a part that must be considered. Usually, the ability to read is presented in a segment of reading aloud. Reading aloud is reading that involves the sound of pronouncing written symbols. Abilities that are only for comprehension are usually presented in the silent reading segment. Silent reading is reading that does not involve sound, but visually identifies written symbols from letters to paragraphs (Acep Hermawan, 2021).

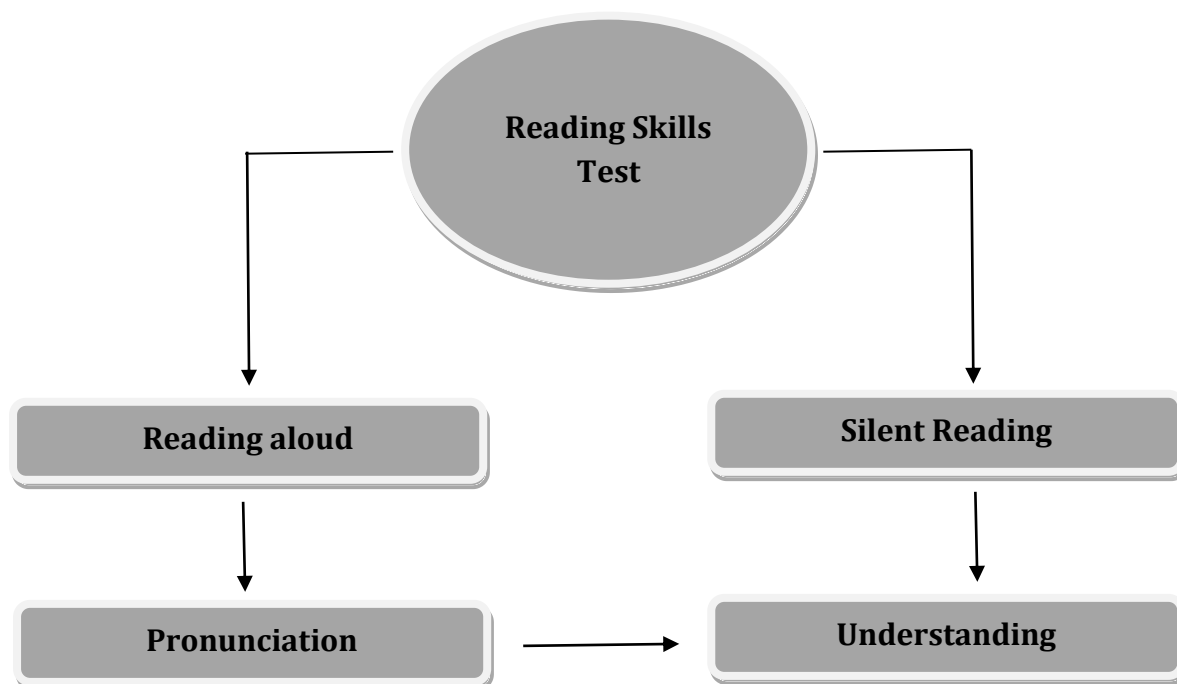


Chart 1 Maharah Qiraah Test Map

Based on some of the explanations above, the following will be discussed pronunciation tests, choosing answers, and essays.

Table 1 Types of Reading Skills Questions in Class XI Arabic Books of the Ministry of Religious Affairs 2020 (Masrukhin, 2020)

Question	No
صل السؤال بالجواب المناسب!	١.
اقرأ الفقرة ثم ضع علامة صحيح وخطأ!	٢.
املا الفراغ بالساعات أو الأنشطة بما في النص!	٣.

٤ . املأ الفراغات بالكلمة المناسبة!

٥ . أجب عن الأسئلة الآتية!

٦ . أكمل الفراغات التالية!

If the test questions that have been described are grouped, some are declared to meet the criteria as test techniques according to the book written by Dr. Acep Hermawan. However, in the Arabic textbook class VIII in 2020 published by the Ministry of Religious Affairs, it does not include other forms of tests. Previously it has been explained about the consideration of segments of reading aloud and reading still. In the Arabic textbook there is a command to read sentences and then determine the right and wrong. According to Lubis's research on qira'ah proficiency and consideration of learning stratego states that what must be achieved by students in maharah qira'ah is to be able and able to read Arabic texts correctly, then be able to interpret and be able to understand the text well (Lubis & Khoziyah, 2023). Since it is included in the pronunciation test, it needs to be expanded to the paragraph level so that its area becomes the pronunciation of letters, words, sentences, and paragraphs.

In the Arabic textbook class VIII in 2020 published by the Ministry of Religious Affairs, it has presented a test to choose answers. The test selects these answers as basic responses, but requires understanding. The test form of choosing answers can be exemplified by multiple choice, true-false, matchmaking and filling in the blanks. In textbooks, there are many questions about filling in gaps and matchmaking, but they have not been used as a form of understanding a reading text. It is better for the form of the test to be more varied again to help students' understanding of the reading text. The form of the test can be multiple choice, true-false or essay that can help students understand the content of the text.

CONCLUSION

The conclusion that can be drawn from this study is that the assessment contained in the Arabic textbook class VIII in 2020 published by the Ministry of Religious Affairs still needs improvement. Especially on the assessment of maharah qiraah. The assessment of

maharah qiraah in the textbook has not helped students in terms of understanding pronunciation and understanding reading texts. Especially identifying the sounds of Arabic letters and sounds as a language as reading comprehension. So it has not been able to provide good results and achieve learning objectives.

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