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## **The Implementation of Authentic Assessment in Arabic Language Learning**

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### **Abstract**

This study was conducted to investigate the implementation of Authentic Assessment in Arabic and the obstacles experienced by teachers. This study used a descriptive qualitative approach. The data collection techniques were observation, interviews and documentation. The technique used is the analyzing the data was the Miles and Huberman model, namely data collection, data reduction, data presentation, and conclusions. The result of this study showed that there were three aspects of student assessment, namely the cognitive realm which includes oral, written, and assignment-based evaluations with oral; the affective realm which assesses student attendance through a liaison attendance system and evaluates student attitudes; the psychomotor realm which involves practical assessment by making calligraphy in groups. The obstacles faced were the absence of a language lab, limited time, and uneven student backgrounds. The benefits of this authentic assessment are that everything students do is valuable and gets points. Students can express ideas. Students are passionate about learning Arabic. Students can know and interpret their own scores according to their behavior and activeness in class.

**Keywords:** *Implementation, Authentic Assessment, Arabic Language Learning*

### **Introduction**

Education is directed to shape human personality, namely developing humans as individual, social and religious beings. One of the functions of the teacher's existence is to evaluate students in the learning process is a basic ability that every teacher must have. Teachers are required to have insight, always be

creative and innovative, good methodological skills so as to be able to develop the material needed to be delivered to students.<sup>1</sup>

Learning Arabic is different from learning the mother tongue, therefore the basic principles of teaching must be different, both regarding the method (teaching model), material and the process of implementing teaching. In the process of learning Arabic, there are three important aspects that are interrelated with each other, namely the material taught, the process of teaching the material and the results of the learning process. The learning process will be carried out well if the teacher can plan and manage the class well. In other words, the teacher is not only responsible for delivering the subject matter in the classroom, but a teacher is also responsible for fostering students and solving learning problems faced by students so that they are really able to independently use facts, concepts, principles, and theories that have been obtained in class and they can also determine the problems given by the teacher.<sup>2</sup>

Evaluation is a deliberate process planned to obtain information or data, based on the data then tried to make a decision. Soedjadi stated that evaluation has an important position in the teaching and learning process. Objectivity in conducting evaluations has a major influence on the accuracy of measuring the true abilities of students. In simple terms, the meaning of evaluation is the process of planning, obtaining and providing information so that the next step or action can be taken.<sup>3</sup>

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<sup>1</sup>Triyono Triyono dan Novan Ardy Wiyani, "Analisis SWOT pada Pembelajaran Tematik," *Jurnal Ilmu Sosial dan Pendidikan* 6, no. 2 (2022). <http://dx.doi.org/10.58258/jisip.v6i2.2976>.

<sup>2</sup>F. R. Umami, "Implementasi Penilaian Autentik pada Pembelajaran Bahasa Arab di MAN 2 Banyumas," (Skripsi, IAIN Purwokerto, 2019), [http://repository.iainpurwokerto.ac.id/id/eprint/6310%0Ahttp://repository.iainpurwokerto.ac.id/6310/1/COVER\\_BAB\\_I\\_BAB\\_V\\_DAFTAR\\_PUSTAKA.pdf](http://repository.iainpurwokerto.ac.id/id/eprint/6310%0Ahttp://repository.iainpurwokerto.ac.id/6310/1/COVER_BAB_I_BAB_V_DAFTAR_PUSTAKA.pdf).

<sup>3</sup>Muhammad Lukman Arifanto dkk., "Evaluasi Pembelajaran dan Pengembangan Tes Interaktif Bahasa Arab," ed. Muhammad Lukman Arifianto, Nurul Fitria, and Lailana Aulia Rahmah, Pertama (Yogyakarta: Tonngak Media, 2013).

Measurement and assessment factors play an important role in the learning process. Measurement and assessment, both process, formative, and summative assessment, are logical procedures that must be carried out in accordance with the goals to be achieved. In this case, assessment is a follow-up of a process to be able to know how much the goal can be achieved. If an assessment slips into a goal to be achieved, then there will also begin to be a simplification of the learning process, which is oriented to how the assessment will be carried out. Currently, the measurement and assessment of student achievement rests mostly on cognitive aspects only, at all levels, from classroom assessments to national assessments. In addition, many teachers only rely on one test, namely objective tests only in providing evaluation or assessment to students. This is very fatal, because the teacher only knows the final grade tested at the end of learning in the form of End of Semester Assessment or others, without looking at the process of students in understanding and learning the lessons taught by the teacher, so that teachers do not have innovation in developing learning, both in the form of changing learning methods, learning media, and learning strategies. The 2013 curriculum wants the evaluation of student learning outcomes to use authentic assessments as standardized assessments for teachers in evaluating students. As stated in general in the Minister of National Education Regulation Number 81A of 2023, it is the process of collecting information by teachers about the development and achievement of students through various techniques that have been truly mastered and achieved.<sup>4</sup> Because that, authentic assessment is the collection of systematic data to oversee the success of a program or lesson in achieving the desired learning outcomes for students. Assessment is used to determine: (1) what students learn (outcomes); (2) the way they learn the material (process); (3) the learning approach

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<sup>4</sup>Asrul Asrul, Rusydi Ananda, dan Rosinta, *Evaluasi Pembelajaran* (Ciptapustaka Media), 2014.

they use before, during, or after the program or learning.<sup>5</sup> Authentic assessment is a form of meaningful real-world assignment, in accordance with the knowledge and skills taught to students. So, authentic assessment is a real-world task that is meaningful both in the classroom environment and in students' daily activities that match students' knowledge and skills.<sup>6</sup> While objective assessment is an assessment of competition in a certain unit of time. Authentic assessment aims to evaluate the performance/ability of students in the real world. Therefore, in-depth and specific studies are needed to determine a more accurate assessment system to see the potential of students more objectively.<sup>7</sup>

Authentic assessment of language learning outcomes is of course also related to the function of language as a means of communication. Thus, it is more about the assessment of communicative competence than linguistic competence. In this model assessment, students are required to actually produce language as well as in daily communication by considering various pragmatic factors. Pragmatic factors vary: situation (level of formality of speech, purpose, opponent, substance of speech, communication channel, etc.). In real situations, people speak not just for the sake of the language itself, but because there is something they want to communicate. Thus, the idea factor (substance of narrative) contained in the narrative must be present and must be considered in the assessment.<sup>8</sup>

Based on an interview that we have conducted with one of the Arabic Language Teachers at Senior High School of Al-Qodiri 1 Jember, he stated that in

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<sup>5</sup>Haryanto Haryanto, *Evaluasi Pembelajaran (Konsep dan Manajemen)* (Yogyakarta: UNY Press, 2020).

<sup>6</sup>Ima Wahyu Putri Utami, Muhardjito Muhardjito, dan Dedi Kuswandi, "Pengembangan Asesmen Autentik Pembelajaran Tematik di Sekolah Dasar," *Belantika Pendidikan* 3, no. 1 (2020): 10, <https://doi.org/10.47213/bp.v3i1.80>.

<sup>7</sup>Muslehuddin Jauhari, Moh Rofiki, dan Yudik Al Farisi, "Authentic Assessment dalam Sistem Evaluasi Pengembangan Kurikulum 2013," *Jurnal Pedagogik* 04, no. 01 (2017): <https://doi.org/10.33650/pjp.v4i1.908>.

<sup>8</sup>Abdul Munip, *Penilaian Pembelajaran Bahasa Arab*, Cet. 1 (Yogyakarta: UIN Sunan Kalijaga Yogyakarta, 2017).

evaluating Arabic learning using authentic assessment. The teacher's response in this case is that he said that "teachers are very supportive of authentic assessment, so that teachers can find out the abilities of students in a complex way both in terms of cognitive, affective, and psychomotor". Dalam penelitian terdahulu telah banyak dikaji tentang Implementasi Penilaian Autentik, seperti yang dilakukan oleh;

First, Research conducted by Ima Wahyu Putri Utami, Muhardjito Muhardjito, and Dedi Kuswandi, entitled "Development of Authentic Assessment of Thematic Learning in Elementary Schools" The Research and Development Method used is the O'Malley and Pierce Model. The data collection instruments used were interview guidelines, documentation, validation sheets, and teacher response questionnaires. Interviews and documentation are used to determine the needs in the field regarding authentic assessment. The results of the study showed that the average validation results of evaluation experts, linguists, and character experts reached 86% with very valid criteria. The average product applicability results from IA, IB, and IC class teachers reached 95% with very valid criteria. The average readability results of IA, IB, and IC class teachers reached 86% with very valid criteria.<sup>9</sup> Second, Research conducted by N. Wahyuni, M. Ninawati, and Sri Lestari Handayan with the title "Integrated Thematic Learning Training and Authentic Assessment of 21st Century Competencies for Teachers of SDN Srengseng Sawah 12 Pagi". The method of this service activity is in the form of training for teachers of SDN Srengseng 12 Pagi related to integrated thematic based learning and authentic assessment of 21st Century competencies. The evaluation stage is carried out by the community service implementation team with the school. The evaluation was conducted to obtain input and direction from the school

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<sup>9</sup>Ima Wahyu Putri Utami, Muhardjito Muhardjito, dan Dedi Kuswandi, "Pengembangan Asesmen Autentik Pembelajaran Tematik di Sekolah Dasar," *Belantika Pendidikan* 3, no. 1 (2020): 10, <https://doi.org/10.47213/bp.v3i1.80>.

regarding training activities.<sup>10</sup>

Article written by Muhammad Nurman entitled "Implementation of Authentic Assessment in Arabic Language Learning at Private Aliyah Madrasah IN Selong District, East Lombok Regency (Case Study at islamic senior high school Mu'alimin NW Pancor)". The approach used in carrying out this research is a qualitative approach. This type of research includes case study research. Data collection techniques carried out are observation, interviews, documentation. Implementation of authentic assessment in the Arabic learning process at islamic senior high school Mu'alimin NW Pancor. at islamic senior high school Arabic subject teacher Mu'alimin NW Pancor has implemented authentic assessment, which is the measurement of student learning outcomes in three areas, namely: attitude assessment, knowledge and skill assessment. However, the implementation has not been carried out optimally.<sup>11</sup> Article written by Akhmad Soebarna, Silvy Juditya, Gugun Gunawan Assessment with the title "Authentic Assessment in Physical Education Learning" The research method used in this study is qualitative descriptive research with a case study approach. To obtain research data in this study using instruments in the form of documentation, interviews and observations. The results of this study are that from the three domains of both attitudes, knowledge and skills in the application of authentic assessment, only one domain has not been able to be carried out optimally, namely assessment for the realm of attitude (affective).<sup>12</sup> Research conducted by Muhammad Turmuzi,

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<sup>10</sup>Nur Wahyuni, Mimin Ninawati, dan Sri Lestari Handayani, "Pelatihan Pembelajaran Tematik Terpadu dan Penilaian Autentik Kompetensi Abad 21 bagi Guru SDN Srengseng Sawah 12 Pagi," *Jurnal Pengabdian Pada Masyarakat* 6, no. 1 (2021): 178–187. <https://doi.org/10.30653/002.202161.493>.

<sup>11</sup>Muhammad Nurman, "Implementasi Authentic Assessment dalam Pembelajaran Bahasa Arab pada Madrasah Aliyah Swasta di Kecamatan Selong Kabupaten Lombok Timur (Studi Kasus di MA Mu'alimin NW Pancor)," *El-Tsaqafah: Jurnal Jurusan PBA* 16, no. 2 (2017): 140–156.

<sup>12</sup>Akhmad Soebarna, Silvy Juditya, dan Gugun Gunawan, "Penilaian Autentik (Authentic Assesment) dalam Pembelajaran Penjas," *Jurnal Penjakora* 4, no. 1 (2013): 103–116. <https://doi.org/10.23887/penjakora.v4i1.11757>.

Nyoman Sridana, Ketut Sarjana , Harry Soeprianto (2020) with the title "Applying Authentic Assessment in Learning" The method used in this study is the implementation method in the form of community service activities carried out using methods in the form of skills training through lectures and demonstrations (practices) in class. Based on the recap of the results of the activity, it can be concluded that this activity can improve teacher skills in managing the results of learning assessments both cognitive, affective, and psychomotor aspects.

From various previous studies that have been done, all discuss Authentic Assessment, but this study will examine and examine more deeply about how teacher implementation in implementing Authentic Assessment, the obstacles faced by teachers in authentic assessment, and the benefits or advantages of authentic assessment compared to traditional assessments or tests. This research is expected to be used as an additional reference, especially about authentic assessment models as an evaluation of Arabic language learning.

## **Method**

### **Identify Subsections**

This study uses a descriptive-qualitative approach, where researchers seek as much information as possible from the resource persons.<sup>13</sup> With the aim of describing the Implementation of Authentic Research and the obstacles faced in the implementation of the Authentic Assessment of Arabic Lessons at the Flagship MA Al-Qodiri 1 Jember. The sample collection technique used is purposive sampling because researchers consider that class X Science 1 is students who have intelligence above average. The data collection techniques used are interviews, observations, and documentaries. The interview was conducted to explore general

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<sup>13</sup>Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2019).

information related to the implementation of the autentik assessment. Furthermore, observations were made on the implementation of Arabic learning assessments in the classroom carried out by teachers. While the analysis technique uses document analysis, namely qualitative documents collected in the form of attendance attendance, assessment draft and Learning Implementation Plan

### **Participant (Subject) Characteristics**

The research was conducted in class X Science 1 because based on the class interview were students who had the ability to speak Arabic and English anywhere and anytime. And they have been studying linguistics since first school. Students in this class if they do not speak English or Arabic, then when in the dormitory will get punishment from the dormitory administrator. And they are supported with activities that support their language such as speeches, debates, storytelling, etc.

### **Research Design**

As for the design of this study, researchers went directly into the field to observe directly how teachers conduct assessments in Arabic language learning. So this research is nuralistic



## **Result and Discussion**

### **Authentic Assessment**

Authentic assessment has been used in various countries to evaluate student learning outcomes authentically. Authentic which means corresponding to reality. However, authentic assessment also has some drawbacks. First, authentic assessment requires more time and resources than other types of assessment. Second, authentic assessment requires more subjective assessment because assessment is based on students' real experiences. Third, authentic assessment requires more thorough preparation because the task or problem given must be similar to the real situation.

In its implementation, authentic assessment can improve the quality of learning. Authentic assessment helps students develop better skills to apply the knowledge and skills they have learned in real situations. In addition, authentic assessment can also help teachers in providing evaluation of the learning process and improving the quality of learning in the classroom.

In the digital era like now, technology can also be used to support the implementation of authentic assessment. For example, by using an online learning platform, students can be given assignments or problems that are similar to real situations. In addition, online learning platforms can also be used to collect and evaluate student works. In conclusion, authentic assessment is a type of assessment that can improve the quality of learning. Despite some drawbacks, authentic assessment can provide a more meaningful learning experience for students and help teachers evaluate the learning process. In the digital era like now, technology can also be used to support the implementation of authentic assessment.

Based on the interview that the author has conducted, that according to

Madrasah Arabic Teacher of senior high school of Al-Qodiri that Authentic Assessment is research carried out according to what happens in the field. The aspects assessed in this assessment are aspects of skills and the theme of each chapter. The characteristics of this Authentic Assessment conducted by the Arabic Language Teacher are:

1. Objective (according to what happens in the field)
2. Realistic or according to field reality (original value)
3. Student Attendance. The aspect of attendance here varies because there are students who come to school but are not in the classroom. Such as skipping classes in the bathroom, sleeping in class, OSIM meetings, etc.

### **Characteristics of Authentic Assessments**

Authentic assessment, especially in the assessment system in the 2013 curriculum, has the characteristics of complete, authentic, continuous learning, using varied techniques and based on reference criteria. The characteristics of authentic assessment in detail are as follows :<sup>14</sup>

1. Can be used for formative and summative, meaning that authentic assessment can be carried out to measure the achievement of competencies against one or several basic competencies or competencies against competency standards or core competencies in one semester.
2. Measure skill and performance, not remember deeds. This means that authentic raters are shown to measure the achievement of competencies that emphasize aspects of skills and performance, not just measuring competencies that are in the nature of remembering facts.

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<sup>14</sup>Supardi, *Penilaian Autentik*, Cet. 1 (Jakarta: Raja Grafindo, 2015).

3. Continuous and integrated, meaning that in conducting authentic assessments must be continuous and constitute a whole as a tool to collect information on the achievement of student competencies.
4. Feedback can be used, meaning that authentic assessments carried out by teachers can be used as feedback on the achievement of student competencies comprehensively.

According to Mrs. Shamsiyah, M.Pd as an Arabic teacher at Madrasah Aliyah Al-Qodiri she stated that "The existence of this Authentic Assessment is very useful because:

1. Every thing students do gets a point.
2. Students can give ideas.
3. Students are passionate about learning Arabic The assessment is authentic (according to the reality of the field).
4. Students can know and interpret their own scores according to their behavior and activeness in the classroom.

The obstacles experienced by Arabic teachers at Madrasah Aliyah Al-Qodiri in the Implementation of this Authentic Assessment are:

1. Students come from different backgrounds (Marhalah Muftadi'in and Marhalah Mutaqoddimin)
2. Student motivation in learning Arabic is lacking, especially students who come from Non-Pesantren.
3. Teachers are required to be truly creative.
4. Using simple media (Bluetooth Sound).
5. There are no Language Lab facilities.

## **Authentic Assessment Techniques**

Permendikbud No. 81 states that authentic assessment techniques can be selected variously according to the characteristics of each competency achievement to be achieved, where the assessment techniques that can be used are in the form of written, oral, product, portfolio, performance, project, observation and self-assessment.<sup>15</sup>

- a. Written Assessment, is a test in the form of written material (both questions and answers)
- b. Oral Assessment, is a test used to measure the level of competency achievement, especially knowledge where teachers give direct questions to students verbally. Oral tests are usually carried out by holding a conversation between students and testers about the problem being studied.
- c. Product Assessment, is an assessment that is an assessment of students' skills in the stages of work procedures for making a particular product or object and the technical and aesthetic quality of the product.
- d. Portfolio Assessment, is a collection of students' work.
- e. Performance Assessment is an assessment based on the results of the assessor's observation of student activities as they occur.
- f. Project Assessment, is an assessment activity on a task that includes several competencies that must be mastered by students within a certain period of time.
- g. Observation Assessment, is an assessment technique that is carried out continuously using the senses, either directly or indirectly.

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<sup>15</sup>*Ibid.*

The Authentic Assessment techniques commonly used by Madrasah Aliyah Al-Qodiri in assessing the attitudes, knowledge, and skills of students are as follows:

- a. Project. That is by making Calligraphy works to train students' maharah kitabah. This activity is carried out once a year because writing calligraphy requires a long time.
- b. Write. That is by doing exercises (Tadribaah). By doing practice questions can indirectly train students' writing skills.
- c. Oral. That is taken from the student's reading score (Qira'ah).

The assessment in terms of attitude is by looking at student attendance through student attendance. Either those in Guru BK or Guru Mapel. In terms of knowledge or cognitive, teachers take scores from maharah, both oral exams and competency tests. In daily exams, teachers give different questions to students with the same level of difficulty. When students do not complete the daily examination (competency test), the teacher conducts a remedial by memorizing 50 Vocabulary (Mufrodite) contained in the student's book..

## **Conclusions**

Authentic assessment has been used in various countries to evaluate student learning outcomes authentically. Authentic which means corresponding to reality. Based on the interview that the author has conducted, that according to Madrasah Arabic Teacher Aliyah Al-Qodiri that Authentic Assessment is research carried out according to what happens in the field. The aspects assessed in this assessment are aspects of skills (maharah) and the theme of each chapter. The characteristics of this Authentic Assessment conducted by Arabic Teachers are objective, realistic, student attendance.

The aspect of attendance here varies because there are students who come

to school but are not in the classroom. Such as skipping classes in the bathroom, sleeping in class, OSIM meetings, etc. The Authentic Assessment commonly used in Senior islamic high school Al-Qodiri in assessing the attitudes, knowledge, and skills of learners is project, written, and oral.

## **Authentic Assessment in Arabic Language Learning**

### **Planning Authentic Assessments in Arabic Language Learning**

First carry out the determination of standards. A standard is meant to be a statement of what the learner should know or be able to do. Besides standards there are goals and objectives, and standards fall somewhere in between. Standards can be observed and measured their achievement. In the curriculum, there are known terms of graduate competency standards and basic competencies. Graduate competence is a qualification of graduate abilities that includes attitudes, knowledge, and skills (PP No. 19 of 2005: 2), while basic competencies are competencies or minimum standards that must be achieved or mastered by learners

The second step is authentic task assignment. Authentic tasks are tasks that are actually charged to learners to measure the achievement of competencies learned, either when the learning activity is still in progress or when it has ended. The measurement of the results of achieving learner competencies that are realistically carried out in the classroom can be traditional or authentic models at the same time depending on the competencies measured.

The third step is the creation of criteria. Criteria are statements that describe the level of achievement and concrete evidence of learning outcomes of learning subjects with certain desired qualities. Criteria are usually also formulated before the implementation of learning. In a criterion-based competency-based curriculum.

The presentation of Mrs. Syamsiyah, M.Pd. as an Arabic teacher is related to authentic assessment planning in learning Arabic class X Madrasah Aliyah Al-

Qodiri Jember, namely exploring the Syllabus, Learning Implementation Plan, Planning assessment time, and selecting appropriate material.

### 1. Silabus

The syllabus is a set of plans and arrangements regarding learning activities, classroom management, and assessment of learning outcomes. The creation of this syllabus is adjusted to the character of the material in accordance with the curriculum and is considered based on the characteristics and needs of the local area. Then it is also adjusted to the characteristics, potential, and needs of students. The syllabus in the 2013 curriculum has been prepared by Principal's Work Conference and Subject Teacher Meeting, so that subject teachers only need to study and deepen. If there are additions and changes, it is not much.

### 2. Prepare Learning Implementation Plan

Before conducting an evaluation or assessment, of course, a learning implementation plan is preceded. Preparing a lesson plan (RPP) before teaching is an important part of the teaching and learning process. With this RPP, a teacher feels more confident in interacting with students in the classroom, because it has guidelines in teaching. The preparation of this learning implementation plan is adjusted to the character of the material according to the curriculum and is considered based on the characteristics and needs of the madrasah. Then it is also adjusted to the characteristics, potential, and needs of students. This is done before the implementation of class management in order to obtain and achieve the best learning objectives.

### 3. Assessment Time

The assessment time is carried out when learning activities are in progress. This is done to make it easier for a teacher to assess his students directly

whether the efforts made through teaching have achieved the goal or not.

#### 4. Appropriate material

Material is a form of material or a set of learning substances to assist teachers in teaching and learning activities that are arranged systematically in order to meet established competency standards. This means that the learning material chosen to be taught by the teacher and must be studied by students should contain material that really supports the achievement of basic competency standards. The criteria in material selection are 1) relevance, that the material delivered is relevant to basic competency standards as curriculum implementation. 2) Consistency / consistency, the subject matter must have consistency, this is associated with the principle that the material taught is in accordance with the breadth of its basic competencies. If the basic competence in class X Arabic lessons is listed "practicing the sounds of Arabic letters, words, phrases, and sentences related to the topic of self-introduction." So the material taught must include a discussion of self-introduction. 3) Adequacy, that the material taught should not be too deep or too little. The teaching materials delivered must be adequate enough to help students achieve their basic competencies.



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