



Test Analysis of *Durūs Al-Lughah Al-‘Arabiyyah* Volume 1 by Imam Zarkasyī and Imam Syubani

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Abstract

A good test form can measure student's real abilities and trigger students' cognitive abilities. The main problem in this study, whether the test form in the *Durūs Al-Lughah Al-Arabiyyah* book has met good criteria based on the cognitive domains. This study aims to analyze the test in the book of *Durūs Al-Lughah Al-Arabiyyah* by Imam Zarkasyī and Imam Syubani. This book is widely used in various institutions, and gave birth to many Arabic language experts, Therefore, the researcher wanted to analys the assessment and evaluation structure of the tests in this book. This research uses a qualitative literature study research method. This research method is carried out using descriptive analysis, which is a form of research that provides an organized description of the entire Arabic test to be studied. The results obtained from this research are: First, the form of tests is mostly in the form of memory questions (objective tests) and the form of fill-in questions (subjective tests), and second, the advantages of the book *Durūs Al-Lughah Al-Arabiyyah* volume 1 are that it is very good for beginners who want to learn the language. Complete with Arabic language material; vocabulary, text, images, to various tests, then the disadvantage is that it uses several objective tests that are commonly used.

Keywords: Assessment, Arabic, Literature, *Durūs Al-Lughah Al-Arabiyyah*, Test

تحليل الاختبارات في كتاب دروس اللغة العربية الجزء الأول لإمام زركشي وإمام شباني

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الملخص

نموذج الاختبار الجيد يمكن أن يقيس قدرات الطلاب الحقيقية ويحفز القدرات المعرفية للطلاب. والمشكلة الرئيسية في هذه الدراسة، هل استمارة الاختبار في كتاب "دروس اللغة العربية" قد استوفت المعايير الجيدة القائمة على المجالات المعرفية. تهدف هذه الدراسة لتحليل الاختبارات في كتاب "دروس اللغة العربية" لإمام زركشي وإمام شباني. وهذا الكتاب مستعمل على نطاق واسع في مختلف المؤسسات، وقد أنجب العديد من خبراء اللغة العربية. ولذلك أراد الباحث تحليل كيفية بنية التقويم والتقييم للاختبارات في هذا الكتاب. استخدم هذا البحث منهج الدراسة المكتبية النوعية. ويتم هذا المنهج البحثي باستخدام التحليل الوصفي، وهو شكل من أشكال البحث الذي يقدم وصفا منظما لكامل اختبار دراسة اللغة العربية. فنتائج هذا البحث هي: أولاً: أن شكل الاختبارات في الغالب على شكل الأسئلة الذاكرة (اختبارات موضوعية) وشكل الأسئلة التعينة (اختبارات ذاتية)، ثانياً: من مزايا هذا الكتاب أنه جيد جداً للمبتدئين الذين يريدون تعلم اللغة العربية وأنه كتاب كامل في اللغة العربية بمفرداته ونصوصه وصوره واختباراته المختلفة، أما عيوبه فهي أنه يستخدم عدة اختبارات موضوعية شائعة الاستخدام.

الكلمات الرئيسية: التقييم، اللغة العربية، الأدبية، دروس اللغة العربية، الاختبار

Introduction

While urgency of the language is indispensable, Arabic cannot be separated from Muslimshen.¹ In Arabic learning in

¹ Handriawan, "Mempertegas Kembali Arah Pembelajaran Bahasa Arab: Perspektif Budaya Terhadap Tradisi Belajar Bahasa Arab Di Indonesia," *AL-Mahara: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2015), <https://doi.org/https://doi.org/10.14421/almahara.2015.011-03>.

Indonesia, especially in Islamic boarding schools, it is almost certain that the goal is to study and learn deeper about the teachings of Islam through Arabic books in other fields of science such as tafsir, hadith, fiqh, aqidah, and tasawwuf.²

It's not just about Arabic learning in several boarding school but also in Islamic primary school, high school and etc.³ Arabic language learning at the general Islamic school is related to Arabic as the language of Islam (Al-Qur'an).⁴ In learning Arabic, the learning material begins with mastering the rules of nahwu and shorof, then continues with understanding religious texts from the 'yellow books' such as fiqh, tafsir, hadith, sirah, and aqidah. In addition, learning Arabic for cultural purposes, where Arabic is learned to study deeper about Arab culture and it's civilization.⁵

As a tool of developing the correct Arabic language, an instrument is needed to find out about the level of Arabic language skills,⁶ for the example is studying the book of *Durūs Al-Lughah Al-*

² B Wahida, "Eksistensi Bahasa Arab Dalam Dunia Dakwah," *Al-Hikmah: Jurnal Studi Islam* 1, no. 9 (2015), <https://doi.org/https://doi.org/10.24260/al-hikmah.v9i1.89>.

³ N. F. Rahman, "Motivasi Belajar Arab (Studi Kasus Mahasiswa PBA IAIN Palangkaraya)," *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 1, no. 10 (2018), <https://doi.org/10.24042/albayan.v10i01.2593>.

⁴ Bustam Jailani, M., Wantini, W., Suyadi, S., "Meneguhkan Pendekatan Neurolinguistik Dalam Pembelajaran: Studi Kasus Pada Pembelajaran Bahasa Arab," *Al-Thariqah: Jurnal Pendidikan Agama Islam* 1, no. 6 (2021), [https://doi.org/https://doi.org/10.25299/al-thariqah.2021.vol6\(1\).6115](https://doi.org/https://doi.org/10.25299/al-thariqah.2021.vol6(1).6115).

⁵ Saihu Aziz, A., "Interpretasi Humanistik Kebahasaan: Upaya Kontekstualisasi Kaidah Bahasa Arab," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 2 (2019), <https://doi.org/https://doi.org/10.29240/jba.v3i2.1000>.

⁶ W. N. Putri, "Pengaruh Media Pembelajaran Terhadap Motivasi Belajar Bahasa Arab Siswa Madrasah Tsanawiyah," *LISANIA: Journal of Arabic Education and Jurnal Lisanudhad*

Arabiyyah volume 1, a book that teaches about the practice and exercises of Arabic either orally or in writing. In addition, Arabic language also has an important role in the field of science, especially the sciences that are outlined in the book, both classical and modern books, and international cooperation in which concerns the development and development of the National Language.⁷ Therefore, learning Arabic language is very important to achieve the desired orientation. To find out whether the learning objectives of Arabic that have been set have been achieved or not, an instrument in the form of a test is needed.⁸

Etymologically, the word of "test" comes from French ancient: *testum*, which means a plate for setting aside precious metals, while in Indonesian it is translated as *test*, which means by test is an examination, evaluation or experiment.⁹ In terms of terminology according to Anne Anastasi, a test is a measuring tool that has objective standards so that it can be used widely, and can actually be used and compare the psychological state or behavior of individuals.¹⁰ While according to F.L Goodenough, a test is a series

Literature 1, no. 1 (2017), <https://doi.org/https://doi.org/10.18326/lisania.v1i1.1-16>.

⁷ Imawan Yusuf, D., "Kitab Kuning Dan Pembentukan Karakter Religius Muslim Indonesia," *Islamika Inside: Jurnal Keislaman Dan Humaniora* 1, no. 6 (2021), <https://doi.org/https://doi.org/10.35719/islamikainside.v6i1.116>.

⁸ Acep Hermawan, *Penilaian Pembelajaran Bahasa Arab Prinsip Dan Operasionalisasi* (Bandung: PT. Remaja Rosdakarya, 2021).

⁹ Firmansyah Herdah, "Pendekatan Tes Diskret Dalam Pembelajaran Bahasa Arab," *AL-ISHLAH: Jurnal Pendidikan Islam* 1, no. 18 (2020), <https://doi.org/https://doi.org/10.35905/alishlah.v18i1.1258>.

¹⁰ Zainul Asmawi & Noehi Nasution, *Penilaian Hasil Belajar* (Buku 1.15 Pekerti Depdiknas, 2005).

of tasks given to individuals or groups with the intention of comparing one with another.¹¹

Based on Bloom's taxonomy, he categorized the cognitive domain into six levels which consist of two major parts, namely: (1) the knowledge part and (2) the intellectual abilities and skills part. As for the six levels in question starting from; the levels of knowledge, understanding, application, analysis, synthesis, and evaluation. Therefore, Bloom describes the cognitive domain which is hierarchically ordered from low levels (knowledge, understanding) then towards higher levels (application, analysis, synthesis, evaluation), with high-level targets built on low-level targets.¹²

From those understanding, it can be understood that a test is a method that can be used or a procedure that can be taken in the context of measurement and assessment that can produce a value that can symbolize achievement.¹³ A test is a number of questions that have right or wrong answers. Tests are also defined as a number of questions that require answers¹⁴, or a number of questions that

¹¹ Allison J. Yale et al., "Historical Aspects and Test Characteristics of Eponymously Named Psychometric Tests by Women: The Period up to 1970," *Eurobiotech Journal* 6, no. 4 (2022): 147–66, <https://doi.org/10.2478/ebtj-2022-0015>.

¹² Ihwan Mahmudi, *Evaluasi Pendidikan* (Sleman: Lintang Book, 2020).

¹³ C Rapono, M., Safrial, S., & Wijaya, "Urgensi Penyusunan Tes Hasil Belajar: Upaya Menemukan Formulasi Tes Yang Baik Dan Benar," *JUPIIS: Jurnal Pendidikan Ilmu-Ilmu Sosial* 1, no. 11 (2019), <https://doi.org/https://doi.org/10.24114/jupiis.v11i1.12227>.

¹⁴ A. Idris, M. M & Asyafah, "Penilaian Autentik Dalam Pembelajaran Pendidikan Agama Islam," *Jurnal Kajian Peradaban Islam* 3, no. 1 (2020), <https://doi.org/10.47076/jkpis.v3i1>.

must be given a response with the aim of measuring a person's level of ability or revealing certain aspects of the person subjected to the test.¹⁵ Tests are one way to indirectly assess the level of human ability¹⁶, through a person's response to a number of stimuli or questions.¹⁷ Therefore, in order to obtain the accurate information, reliable test is needed.

The terms that often used in relation to tests are 'testing', 'tests', and 'tester'. Testing is the person who is subjected to the test, or the person who takes the test. While the tester is the test taker,¹⁸ tests in the modern Arabic dictionary by Hans Wehr (1974) are translated in Arabic with the term *ikhtibar*, as well as in several Arabic books that study tests, such as Abdul Khaliq in his work *al-ikhtibarat al-Lughah* (language tests), and in other Arabic books. Besides the word *ikhtibar*, it is more popularly used in Arabic books that discuss tests than the word *imtihan*.¹⁹ In the large Indonesian dictionary (*KBBI*), a test is defined as a written, oral, or interview

¹⁵ F. A Putri, H., Susiani, D., Wandani, N. S., & Putri, "Instrumen Penilaian Hasil Pembelajaran Kognitif Pada Tes Uraian Dan Tes Objektif," *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* 2, no. 4 (2022), <https://doi.org/https://doi.org/10.36232/jurnalpendidikandasar.v4i2.2649>.

¹⁶ Acep Hermawan, *Penilaian Pembelajaran Bahasa Arab Prinsip Dan Operasionalisasi*.

¹⁷ & Hanifah Riyani, R., Maizora, S., "Uji Validitas Pengembangan Tes Untuk Mengukur Kemampuan Pemahaman Relasional Pada Materi Persamaan Kuadrat Siswa Kelas VIII SMP," *Jurnal Penelitian Pembelajaran Matematika Sekolah* 1, no. 1 (2017), <https://doi.org/https://doi.org/10.33369/jp2ms.1.1.60-65>.

¹⁸ U Ridho, "Evaluasi Dalam Pembelajaran Bahasa Arab," *An-Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 1, no. 20 (2018), <https://doi.org/https://doi.org/10.32332/an-nabighoh.v20i01.1124>.

¹⁹ Bidari B, "Analisis Tes Bahasa Arab Pada Kitab Durusullughah Juz II Karya KH Imam Zarkasyi Dan KH Imam Subani," *Maharot: Journal of Islamic Education*, 2018.

test to determine a person's ability, knowledge, aptitude and personality.

Based on the definition, a test or instrument tool used to obtain information about individuals or objects about their abilities in a certain matter.²⁰ The test is an important element in educational evaluation activities. While the book of *Durūs Al-Lughah Al-Arabiyyah* volume I by Imam Zarkasyi and Imam Syubani is one of the books that studies Arabic language tests or Arabic language exercises in each chapter, with various kinds of tests and modern methods used.

According to Bidari in his research entitled: "Analysis of Arabic Language Tests in the Book of *Durūs Al-Lughah Al-Arabiyyah* Juz II by K.H Imam Zarkasyi and K.H Imam Syubani" Bidari concluded that the forms of tests from the book of *Durūs Al-Lughah Al-Arabiyyah* Juz II include the form of tests mostly in the form of memory questions (Objective Test) and the form of thought questions (Subjective Test). Furthermore, the advantages of Arabic language tests in the book of *Durūs Al-Lughah Al-Arabiyyah* juz II are very good to be applied for beginners who want to learn Arabic, and the disadvantage is that it only uses some objective tests that have been and are commonly used.²¹

²⁰ "Online Learning Performance and Satisfaction: Do Perceptions and Readiness Matter?," *Taylor & Francis Online: Distance Education* 41, no. 1 (2020): 48–69, <https://doi.org/https://doi.org/10.1080/01587919.2020.1724768>.

²¹ Bidari B, "Analisis Tes Bahasa Arab Pada Kitab Durusullughah Juz II Karya KH Imam Zarkasyi Dan KH Imam Subani." *Jurnal Lisanudhad*

Afterwards, according to Deni Maulana and Anwar Sanusi in their research entitled, "Analysis of Arabic Language Final Examination of Regional Joint Madrasah (UAMBD) Madrasah Ibtidaiyah 2017-2018," concluded from Deni Maulana and Anwar Sanusi's research that the validity of UAMBD MI Arabic language questions in 2018 shows very high, this is addressed by the level of 100% suitability of all items with the predetermined grids, UAMBD MI Arabic language test questions in 2018 have a high level of reliability or consistency level, with a test number of 0.68 (located in the interval 0.60-0.80). It can be stated that the Arabic language questions in the 2018 UAMBD can be trusted for their usefulness.²²

According to some of the previous studies above, it explains the analysis of different tests, namely the test in the book of *Durūs Al-Lughah Al-Arabiyyah* juz II by Imam Zarkasyi and Imam Syubani, and the second test analysis is the 2018 UAMBD Arabic test questions, while what will be studied in this study is the analysis of tests / exercises in the book of *Durūs Al-Lughah Al-Arabiyyah* Volume II by Imam Zarkasyi and Imam Syubani, meaning that the object under study is different from previous studies. Researchers hope that this research can be useful for readers, both students and students or santri who study Arabic language materials, especially in the book *Durūs Al-Lughah Al-Arabiyyah* volume 1 by Imam Zarkasyi and Imam Syubani.

²² Sanusi Maulana, D., "Analisis Butir Soal Bahasa Arab Ujian Akhir Madrasah Bersama Daerah (UAMBD) Madrasah Ibtidaiyah Tahun 2017-2018," *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 1, no. 4 (2020), <https://doi.org/https://doi.org/10.15575/jpba.v4i1.8054>.

Kitab *Durūs Al-Lughah Al-Arabiyyah* volume I was consist of several chapters, it's begin from the chapter one to chapter twelve which contains of Arabic learning material that easy to understand for beginners at an early stage of learning. The content of the material are contains a lot of vocabulary and example sentences that are often used in a daily, also with the text of the material there are tests and exercises that are in accordance with the material and also contains knowledge about shorof, namely fi'il sulastsi mujarot, fi'il mazhid and other verbs for evaluation.

This study willing to analyze and describe the forms of tests and exercises in the *Durūs Al-Lughah Al-Arabiyyah* book volume I by Imam Zarkasyi and Imam Syubani, as well as what are the lacks and advantages of the tests in the *Durūs Al-Lughah Al-Arabiyyah* book volume I by Imam Zarkasyi and Imam Syubani. Af to analyze whether the tests in the book are appropriate and reliable to be used by beginner level of Arabic learners.

Method

The writing of this article uses a qualitative method with a type of library research with a literature review analysis approach.²³ Researchers raised the theme of the discussion entitled "Analysis of Arabic Tests in the book *Durūs Al-Lughah Al-Arabiyyah* volume I by Imam Zarkasyi and Imam Syubani", which will be discussed using qualitative methods of literature review, where the focus of

²³ Rully Indrawan & Poppy Yaniawati, *Metodologi Penelitian: Kuantitatif, Kualitatif, Dan Campuran Untuk Manajemen, Pembangunan, Dan Pendidikan* (Bandung: PT Refika Aditama, 2014).

analysis is the test content in the book. The primary data source of this research is the book of *Durūs Al-Lughah Al-Arabiyyah* volume I by Imam Zarkasyi and Imam Syubani, those are Arabic language tests or exercises;²⁴ while the secondary data sources of this research are articles and books related to the object discussed or relevant.²⁵

Based on the description of the methods and problems above, researchers will try to analyze the detail of test in *Durūs Al-Lughah Al-Arabiyyah* volume 1 and it's relevance to Bloom's taxonomy of cognitive domain. Continued by explaining the theoretical basis of research by collecting and analyzing data using a systematic and critical approach.²⁶ In its implementation method, this research also seeks to explore understanding related to research topics from relevant data sources, such as books, articles, journals, research reports, and other documents.²⁷ In this case, researchers will ensure that this research is supported by a strong theoretical basis and foundation, and strengthened by reviewing and analyzing literature data relevant to the research theme, this is done to be able to provide the best research results.

²⁴ John W Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson Education, 2012).

²⁵ Chotimah. O & Merliyana Adlini, M. N, Dinda, A.H, Yulinda, S., "Metode Penelitian Kualitatif Studi Pustaka," *Edumaspul: Jurnal Pendidikan* 1, no. 6 (2022), [https://doi.org/6\(1\)](https://doi.org/6(1)), 974–980. <https://doi.org/10.33487/edumaspul.v6i1.3394>.

²⁶ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Penerbit Alfabeta, 2017).

²⁷ Dan Karreman Alvesson, Mats., *Qualitative Research and Theory Development: Mystery as Method*. (Sage Publications, 2011).

Result and Discussion

The form of learning in the book *Durūs Al-Lughah Al-Arabiyyah* volume 1 by Imam Zarkasyi and Imam Syubani applies the direct method or commonly referred to in English as the direct method. That is because the writing of this book is fully using Arabic, without using its meaning into Indonesian. In this *Durūs Al-Lughah Al-Arabiyyah* book, students will be invited to learn the contents of the book gradually from chapter one to chapter twelve. Each chapter contains Arabic learning materials which are equipped with various forms of tests and practice questions on each material. The test forms in each chapter are consist of:

The first chapter is learning about the based material of *isim* in Arabic language there are هذا، ذلك، تلك، هذه and etc. Continued by the examples of it application into the complete sentences like هذا كتاب، هذه كراسة، هنا مسجد، هناك مدرسة. While the form of the test is an essay type test or description by requiring students to fill in the blank dots into perfect sentences that match the context of the question, for example ... ما هذا؟، أين المسجد؟... and so on.

The second chapter is learning about noun and the application of quantity to those nouns there are قلم واحد، قلمان and etc. Continued by the examples of the changes of it nouns and the quantity from *mufrad* (singular), *mušanna* (for two), *jama'* (plural). While the form of the test is an essay type test

or description by requiring students to change the quantity of nouns in the test. Also there are the advanced test to fill in the blank dots into perfect sentences that match the context of the asking question, for example قلم....، قلمان....، أقلام and so forth that are similar.

The third chapter learn about adjective and their adjectives, there are الرجل قوي، القلم قصير، القرطاس رقيق and etc. Continued by the examples of it application in Arabic text, so the *Durūs Al-Lughah Al-Arabiyyah* book in this chapter attaches several paragraphs of Arabic text containing adjectives and their adjectives. While the test form in this chapter is a type of essay test and matching test, in the essay test participants are asked to fill in the blank points to be filled in according to the context of the requested answer, then in the matching test students are asked to match the properties that match what they are characterized by. The test examples like القلم....، القرطاس....، القموس and so on that are similar.

The fourth chapter learn about the various colors in Arabic language, there are أبيض، أحمر، أخضر، أزرق، أصفر and etc. Continued by the examples of it application in complete sentences like ذلك الحبر أزرق and the others. While the test form in this chapter is essay test, that asked the student to fill the blank points to be filled in according the required context in the test. Also the student are given by vocabulary of colors material in Arabic to change it to the complete sentence. The example of the test there are ما لون

and the السليج؟...، ألون اللبن أحمر؟...، ألون الكتاب أسمر أو أزرق؟ others.

The fifth chapter learn about the various shapes of flat and spatial shapes in Arabic language, there are مربع، مستطي، مستدير، مكور and etc. Continued by the examples of it application into complete sentences and also some paragraph of Arabic text like الجبل مخروط، لتلك الخزانة زجاج مستطيل and the others. While the forms of this test id essay test, the student are asked to fill the blank points to be filled in according the required context in the test, also to make the complete sentences of some vocabularies of the materials. The test in this chapter for the example there are ما شكل المجلة؟...، ما شكل الكعبة؟...، أشكال الأرض مستدير؟ and so on.

The sixth chapter learn about *dhamir* (pronouns) in Arabic language, there are أنا، أنت، هو، هي into *fi'il mudhāri'* (present tense) to be a complete sentences like أنا أخرج، أنت تدخل، هو يجلس، هي تدخل and etc. Continued by the examples of it application into the complete sentences and also some paragraph of Arabic text. While the test forms in this chapter is the essay test, that asked the students to fill the blank as the required context. Also to

change some vocabularies into the pronouns form by the following test, the test for the example ... يخرج، ... يخرج، ... يجلس and the others.

The seventh chapter learn about *fi'il amr* (command words) in Arabic language, there are اقرأ، ادخل، اذهب، أقفل and etc. continued by examples for the application into the complete sentences and also the examples for it application into paragraph in Arabic text. While the forms of this test is essay test, that the student are asked to change the nouns vocabularies into the command forms in Arabic. The examples of the test in this chapter there are أنا أخرج so change it into *fi'il amr* (command words) like اُخرج and so on that are similar.

The eighth chapter learn about the counts and *al-a'dād* (numerator words) in Arabic, there are ستون متراً، سبعون روبية and etc. continued by the examples of it application to the complete sentences and also the examples in the Arabic conversation from the materials in this chapter that have been learned by the students. While the forms of tests in this chapter is essay test, that asked the students to change the numbers symbol into the Arabic text correctly. For the example ... ديناراً ... ، متراً and the others.

The ninth chapter learn about *jismu al-insan* (the parts of human body) in Arabic language, there are عنق، كتف، يد، رأس and etc. Followed by the presentation of pictures of body parts صدر،

with instructions in Arabic, and also their application into perfect sentences. While the test form in this chapter is an essay type test where students answer questions about body members in Arabic such as *ماذا تفعل بالعقل؟* ...، *بم تحمل شيئاً؟* then fill in the answers on the blank spots listed after the question.

The tenth chapter learn about *al-jihāt* (wind direction) in Arabic language, there are *شمال، جنوب، شرق، غرب* and etc. Followed by the presentation of pictures of cardinal directions and instructions in Arabic, as well as examples of their application into perfect sentences and several paragraphs of Arabic text containing cardinal directions vocabulary. While the test form in this chapter is an essay type test in the form of filling in the blank dots that must be filled in by students according to the context requested in the question, such as *بعد غروب الشمس ...* and the others.

The eleventh chapter learn about the expression of time or hour in Arabic language such as *الساعة الواحدة، الساعة التاسعة،* *الساعة الثانية عشرة* and etc. Continued by an example of applying the expression of time into a perfect sentence, for example *الآن* *الساعة الواحدة على حسب ساعتي* and the others. While the form of tests in this chapter is in the form of essay and fill-in tests, students are asked to answer questions related to clock material such as *كم*

الساعة الآن؟ and answered with Arabic time or hour expressions as desired by the learners.

The twelfth chapter learn about pointing word or اسم الإشارة in Arabic language such as أولاء، ذين، ذان، ذا and etc. Continued by the examples of it application into three changes of forms as it's quantity, there are *mufrād* (singular), *mušanna* (number of two), *jama'* (plural), such as هذان، هؤلاء، هذا and the others. While the form of the test in this chapter is in the form of an essay test, students are asked to complete the filling of empty dots according to the context requested in the question. The examples of tests in this chapter include ... هذا ، ... هذان ، ... هؤلاء and so on with the similar.

Based on the discussion of the test form analysis in the twelve chapters above, it can be concluded that there are two types of tests applied in this *Durusullughah* book, namely the fill-in test and the match test. In the fill-in test type, learners are asked to fill in the blank spots that have been provided to be filled with answers that are appropriate to the context of the question.²⁸ Then in the match test type, learners are asked to match the available questions to the answers that have also been provided. Therefore, we can understand that the book of *Durūs Al-Lughah Al-Arabiyyah* uses an objective test form in the form of completion and short answer; and

²⁸ Mahmudi, *Evaluasi Pendidikan*.

also a subjective test form in the form of free essay test and limited essay test.²⁹

Looking at the description of the paragraph above, we can understand that there are shortcomings and also advantages related to the forms of tests in the book of *Durūs Al-Lughah Al-Arabiyyah* volume 1 when related to the concept of presenting good and correct tests. The shortcomings of the test forms in the book of *Durūs Al-Lughah Al-Arabiyyah* volume 1 include that not all test forms contained in the various test forms are used, because in this book only uses the form of a fill-in test without multiple choice or other test forms. It feels quite difficult when applying it for beginners in the early stages of learning Arabic through this book. The advantages of the test form in this book include being very good at improving Arabic language skills for beginners, because the material and tests are presented easily and simply. So that learners can easily understand the meaning of the test and can solve various test problems easily.³⁰

Considering the results of the above explanation, it can be concluded that in the book of *Durūs Al-Lughah Al-Arabiyyah* volume 1 there are forms of tests that are mostly similar and the same from chapter one material to chapter fourteen material with

²⁹ Acep Hermawan, *Penilaian Pembelajaran Bahasa Arab Prinsip Dan Operasionalisasi*.

³⁰ Ahmad Zaki Annafiri and Hisyam Zaini, "Madā Inqirāiyyati Kitāb Durus Al-Lughah Li Ash-Shaff Al-Awwal Bi Ma'hadi Dārissalam Gontor," *Jurnal Lisanudhad* 09, no. 01 (2022): 79–97, <https://doi.org/https://doi.org/10.21111/lisanudhad.v9i1.8165>.

different presentation methods in each chapter. The test forms in the book of *Durūs Al-Lughah Al-Arabiyyah* are in accordance with the three domains of success indicators according to Bloom in his theory known as Bloom's Taxonomy, which include thinking ability, job skills, and behavior.³¹ These three indicators cover the cognitive domain or cognitive intelligence of students, where the presentation of tests in the book of *Durūs Al-Lughah Al-Arabiyyah* is mostly presented simply so that it is easy to understand for the initial stage of learning Arabic.³²

In terminology, the book of *Durūs Al-Lughah Al-Arabiyyah* is a book of exercises or *tamrīn*, this is because most of the contents of this book are studying practice questions, tests, and materials and examples from chapter one to chapter fourteen. In addition, there are also Arabic texts that are presented in approximately 3-5 paragraphs or practice texts with various methods. The test is a measuring tool or a procedure used to evaluate the learning outcomes of students or to understand the extent of students' abilities and understanding of the subject matter.³³

As for its application, the test can be carried out orally or in writing, the purpose of procuring the test is intended to measure the ability or characteristics of students towards a science that has been

³¹ Widyaiswara Madya Retno Utari, "Taksonomi Bloom," *Jurnal: Pusdiklat KNPk*, 2011.

³² Putri, H., Susiani, D., Wandani, N. S., & Putri, "Instrumen Penilaian Hasil Pembelajaran Kognitif Pada Tes Uraian Dan Tes Objektif."

³³ Imam Zarkasyi & Syubani, *Durusullughah Al-'Arabiyyah* (Ponorogo: Trimurti, n.d.).

learned.³⁴ Reliability in the application of tests is also needed to maintain the consistency of measuring instruments in terms of measuring these abilities. If the two constructions above have been fulfilled in the preparation and presentation of a test, then the test is proven to be good, appropriate, and feasible for long-term use, with the hope that the test is able to provide results in the form of a true picture related to the condition of learning outcomes and evaluation of student learning.³⁵

After analyzing the presentation of tests in the book of *Durūs Al-Lughah Al-Arabiyyah* and then associated with the two concepts of good test construction in the paragraph above, it can be proven that the tests and also practice questions in the book of *Durūs Al-Lughah Al-Arabiyyah* are proven to be good and reliable. This is because the form of tests and practice questions from chapter one to chapter fourteen in this book has a similar form, although with different methods of presenting questions. So that it makes it easier for students to learn Arabic in the early stages of learning.³⁶

Looking at the forms of tests presented in the book of *Durūs Al-Lughah Al-Arabiyyah* volume 1, most of them refer more to the three types of cognitive ability concepts according to Bloom's

³⁴ Anthony J. Nitko Susan M. Brookhart, *Educational Assessment of Students* (United States of America: Pearson Education, 2019).

³⁵ Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*.

³⁶ Acep Hermawan, *Penilaian Pembelajaran Bahasa Arab Prinsip Dan Operasionalisasi*.

taxonomy,³⁷ which in relation to Arabic language learning in the book of *Durūs Al-Lughah Al-Arabiyyah* include thinking ability, skills in carrying out tasks according to the material requested, and behavior in solving exercise problems. These cognitive abilities include the ability of students to memorize, understand, and the ability to make perfect sentences from an Arabic vocabulary presented in the material.³⁸

The test form in the book of *Durūs Al-Lughah Al-Arabiyyah* by Imam Zarkasyi and Imam Syubani also includes two types of tests, namely tests with objective question forms and subjective question forms.³⁹ Tests with objective questions tend to refer to the ability to remember or remember students and also understand the material. While tests with subjective questions tend to refer to questions of the mind according to what students have understood of the material.⁴⁰

Tests with objective questions only require short answers in the form of entries or essays.⁴¹ Learners are asked to fill in the blank

³⁷ Pablo Moreno-Ger & Soumya Sen Anjan Dutta, Punyasha Chatterjee, Nilanjan Dey, "Cognitive Evaluation of Examinees by Dynamic Question Set Generation Based on Bloom's Taxonomy," *Taylor & Francis Online: IETE Journal of Research*, 2023, 1–13, <https://doi.org/https://doi.org/10.1080/03772063.2023.2175060>.

³⁸ Idris, M. M & Asyafah, "Penilaian Autentik Dalam Pembelajaran Pendidikan Agama Islam."

³⁹ Alaa Tharwat, "Classification Assessment Methods," *Applied Computing and Informatics* 17, no. 1 (2018): 168–92, <https://doi.org/10.1016/j.aci.2018.08.003>.

⁴⁰ C. A Dwyer, "Assessment and Classroom Learning: Theory and Practice," *Assessment in Education: Principles, Policy & Practice* 5, no. 1 (1998), <https://doi.org/https://doi.org/10.1080/0969595980050109>.

⁴¹ Acep Hermawan, *Penilaian Pembelajaran Bahasa Arab Prinsip Dan Operasionalisasi*.

spots or answer columns provided in accordance with the context of the question listed. Based on the results of the researcher's analysis in the book of *Durūs Al-Lughah Al-Arabiyyah*, most of the practice questions in this book use objective tests in the form of completion tests and short answers, which are presented entirely in the form of essay tests and descriptions.⁴²

In general, the test forms in this book have met the criteria of Bloom's cognitive domain, which emphasizes intellectual aspects, such as test forms that trigger students' knowledge, understanding, and thinking skills. The test forms in this book lead students to the thinking process to express and process their thoughts so that they are able to apply theory into action. So that students are able to turn theory into their best skills and can produce something new as a product of their mind innovation.⁴³

In such a way, the form of the test presented in the book of *Durūs Al-Lughah Al-Arabiyyah* volume 1 gives learners the opportunity to answer freely the essay and description tests listed based on what they understand from learning the previous material. Characteristically, the practice questions in the book of *Durūs Al-Lughah Al-Arabiyyah* dominantly require learners to formulate their own word construction and language order that will be used in answering the test with their own language style.⁴⁴ The description

⁴² Dwyer, "Assessment and Classroom Learning: Theory and Practice."

⁴³ Mahmudi, *Evaluasi Pendidikan*.

⁴⁴ Annafiri and Zaini, "Madā Inqirā'iyyati Kitāb Durus Al-Lughah Li Ash-Shaff Al-Awwal Bi Ma'hadi Dārissalam Gontor."

in the book of *Durūs Al-Lughah Al-Arabiyyah* is also divided into two types of description, namely free essay test and limited essay test.

The big point that is very important in terms of Arabic language learning is the provision of many practice questions or tamrin in accordance with the material and teaching materials, as well as regular or reliable where the form of the question does not change too contrastingly to make it easier for students in the early stages of learning to understand the meaning of what is asked in the question.⁴⁵ So, it is mandatory for teachers to dominantly direct and support students in learning Arabic using the book of *Durūs Al-Lughah Al-Arabiyyah*, especially, to always be diligent in doing practice questions presented in the book and understanding the material.

At the end of the paragraphs of writing this article, we can conclude that the test in the book of *Durūs Al-Lughah Al-Arabiyyah* volume 1 by Imam Zarkasyi and Imam Syubani is proven to be relevant and reliable in its use for learners in the early stages of Arabic language learning. The presentation of tests in this book although it contains quite complex material, but it is presented and displayed simply, so that students are easily able to understand the tests and practice questions in this book.

Conclusion

The forms of Arabic language tests in the book *Durūs Al-Lughah Al-Arabiyyah* volume 1, are the same as the forms of tests

⁴⁵ Zainul Asmawi & Noehi Nasution, *Penilaian Hasil Belajar*.

generally used "Bloms Taxonomy" but only some are used, there are: first, memory questions (objective). The objective tests used in *Durūs Al-Lughah Al-Arabiyyah* volume 1 are completion and short answer tests. Second, questions of the mind (subjective tests). Subjective test (description or essay) is a test whose question form is such that it gives students the opportunity to answer freely with a description. The lack of test forms in the book of *Durūs Al-Lughah Al-Arabiyyah* volume 1 is not all forms of tests used, only some of them and the tests in the book of *Durūs Al-Lughah Al-Arabiyyah* volume 1 are used for beginners in learning Arabic, in this *Durūs Al-Lughah Al-Arabiyyah* book also prioritizes the direct method in its initial stages.

While the advantages of the test forms in the book *Durūs Al-Lughah Al-Arabiyyah* volume 11, it is very good to improve skills in speaking Arabic correctly, and can solve various problems that occur in learning Arabic, while in operational steps it seems easy and simple, even though in practice it looks difficult and complicated, and the discussion is limited to the text studied. Apparently, the book of *Durūs Al-Lughah Al-Arabiyyah* volume 1 is a book of Arabic lessons for beginners which is the basis of mastering Arabic and can be used for daily speaking practice.

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