



Performance-Based Mufrodat Assessment Instrument Development for Grade VII Arabic Textbooks Published by the Ministry of Religious Affairs

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Abstract

The assessment of Mufrodat in the Arabic language book for class VII MTs published by the Ministry of Religion in 2020 is still dominated by objective tests, such as translation, matching, and choosing answers, which measure the ability to recognize word meanings rather than the use of Mufrodat in language practice. This indicates that the use of Mufrodat in language activities has not been widely measured. Previous research has focused primarily on learning Mufrodat and language skills, while studies on performance-based assessment of Mufrodat remain limited. This study aims to construct a conceptual model of the performance-based Mufrodat assessment published by the Ministry of Religion in 2020. The research uses a qualitative descriptive method with a literature review design, employing documentation techniques and content analysis. The results showed that the assessment of Mufrodat in textbooks remained oriented towards objective tests. In contrast, performance-based instruments assessed the use of Mufrodat through dialogue, verbal commands, and simple interactions and included rubrics, scoring criteria, and score interpretation. These findings show that performance-based assessment is better suited to measuring mastery of Mufrodat because it provides a clearer overview of students' ability to use vocabulary and offers teachers an alternative evaluation that more closely aligns with the goals of learning Arabic.

Keywords: *Assessment Instrument, Mufrodat, Performance Assessment, Arabic Language Textbook*

تطوير أدوات تقييم مفردات بناء على الأداء لكتب اللغة العربية للصف السابع المنشورة من وزارة الشؤون الدينية

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الملخص

لا تزال تقويمات المفردات في كتاب اللغة العربية للصف السابع بالمدرسة المتوسطة الإسلامية الصادر عن وزارة الشؤون الدينية الإندونيسية لعام ٢٠٢٠ تعتمد بدرجة كبيرة على الاختبارات الموضوعية، مثل الترجمة، والمطابقة، واختيار الإجابة الصحيحة، مما يجعلها تقبى القدرة على التعرف إلى معاني المفردات أكثر من قياس القدرة على استخدامها في الممارسة اللغوية. ويشير هذا الواقع إلى أن استخدام المفردات في الأنشطة اللغوية لم يُقَسَّ بصورة كافية. وقد ركزت الدراسات السابقة بصورة أكبر على تعليم المفردات والمهارات اللغوية، في حين لا تزال الدراسات المتعلقة بتقويم المفردات القائمة على التقويم الأدائي (Performance-Based Assessment) محدودة. تهدف هذه الدراسة إلى تقديم ابتكار لأداة تقويم المفردات القائمة على التقويم الأدائي في كتاب اللغة العربية للصف السابع بالمدرسة المتوسطة الإسلامية الصادر عن وزارة الشؤون الدينية لعام ٢٠٢٠. واعتمدت الدراسة المنهج الوصفي النوعي بتصميم الدراسة المكتبية، من خلال أسلوب التوثيق وتحليل المحتوى (Content Analysis) وأظهرت نتائج الدراسة أن تقويم المفردات في الكتاب المدرسي لا يزال موجهاً نحو الاختبارات الموضوعية، في حين استطاعت أدوات التقويم القائمة على الأداء قياس استخدام المفردات من خلال الحوار، والتعليمات الشفهية، والتفاعل البسيط، مدعومةً بسلالم التقدير، ومعايير التنقيط، وتفسير النتائج. وتبين النتائج أن التقويم القائم على الأداء أكثر ملاءمة لقياس إتقان المفردات، لقدرته على تقديم صورة أكثر واقعية عن قدرة المتعلمين على استخدام المفردات، فضلاً عن كونه بديلاً تقويمياً يساعد المعلمين على تحقيق انسجام أكبر مع أهداف تعليم اللغة العربية..

الكلمات الرئيسية: أداة التقييم، مفردات، تقييم الأداء، كتاب اللغة العربية

INTRODUCTION

The ability of students to understand and use Mufrodat is one of the factors that affect the success of learning Arabic, especially in listening skills (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*).¹ Vocabulary mastery is demonstrated not only by the ability to understand word meanings but also by the ability to use Mufrodat in language activities.² Therefore, the Mufrodat assessment needs to be designed to measure comprehension and vocabulary use so that the results provide a more accurate picture of students' level of mastery.

However, the implementation of Mufrodat assessments in Arabic language learning still relies on the Ministry of Religion's 2020 Arabic textbook, which is used during instruction.³ The available forms of evaluation tend to emphasize the ability to recognize the meaning of vocabulary through the activity of translating, matching, or choosing the answers that have been provided⁴. In line with the findings of Rahma Fadilah et al.'s research, the form of evaluation

¹ Meidias Abror Wicaksono Hermiwat, Muhammad Thahilal Jahidul Hasyib, Umi Machmudah, "Enhancing Arabic Vocabulary Acquisition: Development of Learning Apps Based Interactive Learning Media," *Lisanudhad: Journal of Arabic Language, Learning and Literature* 12, no. 2 (2025): 51–80, <https://doi.org/10.21111/lisanudhad.v12i2.30>.

² Nor Afifah et al., "The Implementation of Mimicry Memorization Method for Novice Students in Learning Arabic Mufradat," *Al Bayan Journal: Journal of the Department of Arabic Language Education* 12, no. 2 (2020): 263–80, <https://doi.org/10.24042/albayan.v12i2.5953>.

³ Mawaddahtul Jannah et al., "Arabic Language Learning in The Merdeka Curriculum From the Perspective of Progressivism Philosophy," *Lisanudhad: Journal of Arabic Language, Learning, and Literature* 11, no. 01 (2024): 32–51, <https://doi.org/10.21111/lisanudhad.v11i01.10787>.

⁴ Muhamad Fadhil Husein et al., "Innovation of Assessment Instruments Based on a Pragmatics Approach on the Mufradat Tests," *Journal of Learning Innovation and Technology* 12, no. 2 (2025): 85–99, <https://doi.org/10.17977/um031v12i22025p085>.

is still dominated by the practice of recognizing meanings and matching Mufrodat. At the same time, the use of vocabulary in dialogue, sentence preparation, and direct speech has not been widely adopted.⁵

That Condition shows that the evaluation method is not fully aligned with learning Arabic, which emphasizes the ability to use Mufrodat in language practice.⁶ As a result, the assessment shows that more students can recognize vocabulary than demonstrate language mastery.⁷ Thus, the information obtained from the evaluation results is limited and has not been optimally used as a basis for determining learning strategies and improving student competence.

According to MacTurk and Morgan, as quoted in the research of Alyssa LaForme Fiss et al., mastery is the skill and knowledge of a field or activity.⁸ This view emphasizes that a person can be said to master a field if they have a good understanding of it and can apply it in daily practice. In learning Arabic, mastery of Mufrodat is measured not only by the ability to recognize or understand word meanings but also by students' ability to use vocabulary in communicative language activities.⁹

⁵ Rahma Fadilah, Wiena Safitri, and Ahmad Asrof Fitri, "Analysis of Arabic Language Textbooks for Class VII Madrasah Tsanawiyah Curriculum 2013 (Published by the Ministry of Religion of the Republic of Indonesia)," *Journal of Islamic Studies* 1, no. 3 (2023): 342–55, <https://doi.org/10.61341/jis/v1i3.027>.

⁶ Afifah et al., "The Implementation of Mimicry Memorization Method for Novice Students in Learning Arabic Mufradat."

⁷ Y Choirotunnisa, A Al-Shammari, and N Cania, "Comparison of Arabic Learning Models in Mufradat Learning," *Qaul'Arabiy*, 2025, <https://journal.zmsadra.or.id/index.php/jqa/article/view/29%0Ahttps://journal.zmsadra.or.id/index.php/jqa/article/download/29/4>.

⁸ Alyssa LaForme Fiss et al., "Adaptive Behavior and Mastery Motivation in Children with Physical Disabilities," *Physiotherapy Theory and Practice* 40, no. 7 (2024): 1616–27, <https://doi.org/10.1080/09593985.2023.2181118>.

⁹ Noor Amirudin et al., "Analysis of Learning Evaluation Issues Affecting Educational Goal Achievement in Islamic Education," *International Research*

Previous research relevant to this study highlights the learning of Arabic Mufrodat. Research conducted by Nurul Chasanah showed that the singing method was effective in increasing students' mastery of Mufrodat, raising the average score from 64.68 to 84.37, and improving learning completeness to 90.62%.¹⁰ The research of Febry Ramadani and R. Umi Baroroh also shows that Mufrodat learning strategies need to be adjusted to the level of students' ability, such as the *mim-mem* and singing methods for the *mubtadi'* level, the TPR and demonstration methods for the *mutawassit'* level, as well as reading and cognitive methods for the *mutaqaddim* level.¹¹ The results of the study show that mastery of Mufrodat requires appropriate learning strategies to ensure optimal development of students' language skills.

In addition to the learning aspect, research on Arabic language assessment also highlights the importance of developing evaluation instruments aligned with the objectives of communicative learning. Research conducted by Ahmad Fauzi and S. Rahmawati shows that performance-based evaluation is more effective in measuring students' communication skills than traditional assessments.¹² Research by Firman Alamsyah, Rival Fitroh, and R. Umi Baroroh shows that the speech-task-based Mufrodat assessment instrument can measure the communicative and contextual use of vocabulary through speaking

Journal of Multidisciplinary Scope 6, no. 4 (2025): 299–312, <https://doi.org/10.47857/irjms.2025.v06i04.05800>.

¹⁰ NURUL CHASANAHA, "Efforts to Improve the Mastery of *New Mufradat* with the Singing Method in Grade VIII Students of Madrasah Tsanawiyah Negeri 2 Semarang," *SECONDARY: Journal of Secondary Education Innovation* 3, no. 3 (2023): 219–26, <https://doi.org/10.51878/secondary.v3i3.2397>.

¹¹ Febry Ramadani S and R Umi Baroroh, "Strategies And Methods Of Learning Arabic Vocabulary," *Ijaz Arabi Journal of Arabic Learning* 3, no. 2 (2020): 291–312, <https://doi.org/10.18860/ijazarabi.v3i2.10062>.

¹² Ahmad Fauzi and Siti Rahmawati, "Evaluation of Speaking Competence in Arabic Language Learning: A Performance Assessment Approach," *Arabic Teaching Innovation and Arabic Literature* 2, no. 1 (2025): 12–22, <https://ojs.bustanilmu.com/index.php/IJAS>.

tasks and analytical rubrics.¹³ Another study by Muhamad Fuad Hasim et al. showed that the assessment of Arabic speaking skills is still dominated by intuition-based assessments without standardized rubrics, and that it is necessary to develop performance-based, authentic, and contextual evaluation instruments.¹⁴

Based on previous research, studies on Arabic Mufrodats focus more on learning methods, improvements in learning outcomes, and the evaluation of speaking skills in general. Previous research has also shown the importance of using performance-based evaluations in Arabic language learning. However, the Mufrodat assessment instrument, which is specifically designed to measure students' vocabulary usage ability, has not been discussed in depth.

These limitations reveal a gap between the purpose of learning Arabic, which emphasizes the ability to use the language, and the assessment format, which remains oriented towards mastering word meanings. Therefore, performance-based *assessment* is relevant because it emphasizes tasks that allow learners to demonstrate their ability to use language directly.¹⁵

The novelty of this study lies in the formulation of a conceptual model of a performance-based *mufrodat* assessment instrument that focuses specifically on the communicative use of *mufrodat*. In contrast to previous studies, the proposed model integrates performance tasks, assessment rubrics, scoring criteria, and interpretation of results into a

¹³ R. U. Alamsyah, F., Fitroh, R., & Baroroh, "Innovative Arabic Vocabulary Assessment Instruments to Enhance the Speaking Skills of Grade X Students at MA Science and Technology Al Marzuqiyyah Sumedang," 2025.

¹⁴ Muhamad Fuad Hasim et al., "Bridging Assessment and Proficiency: Developing Speaking Skill Test Instruments for Arabic Learners," *Tsaqofiya: Journal of Arabic Language and Literature Education* 7, no. 2 (2025): 526–37, <https://doi.org/10.21154/zk6nbg28>.

¹⁵ Heydarnejad T. et al., "The Impacts of Performance-Based Assessment on Reading Comprehension Achievement, Academic Motivation, Foreign Language Anxiety, and Students' Self-Efficacy," *Language Testing in Asia*, 2022.

single assessment framework for Arabic language learning.

Accordingly, this study aims to formulate a conceptual model of a performance-based *mufrodat* assessment for Grade VII Arabic learning materials. The proposed model is intended to provide an alternative framework for assessing *mufrodat* that is aligned with the objectives of Arabic language learning and to assist teachers in evaluating students' ability to use *mufrodat* in communicative learning activities.

METHOD

This study employed a qualitative descriptive method with a literature study design.¹⁶ The research was conducted by examining and interpreting various references related to *mufrodat* assessment and performance-based assessment in Arabic language learning.¹⁷ The data used in this study consisted of primary and secondary sources.¹⁸ The primary source was the *mufrodat* assessment material contained in the Grade VII Arabic learning materials. In contrast, the secondary sources included books, scientific journals, conference proceedings, and other academic publications relevant to the research topic.

Data were collected through documentation techniques by reviewing and recording information related to the forms and

¹⁶ Claes Wohlin et al., "Successful Combination of Database Search and Snowballing for Identification of Primary Studies in Systematic Literature Studies," *Information and Software Technology* 147 (2022), <https://doi.org/10.1016/j.infsof.2022.106908>.

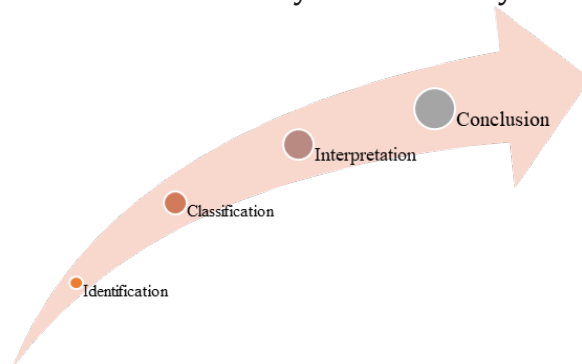
¹⁷ Isolda Margarita Castillo-Martínez and María Soledad Ramírez-Montoya, "Research Competencies to Develop Academic Reading and Writing: A Systematic Literature Review," *Frontiers in Education* 5 (2021), <https://doi.org/10.3389/educ.2020.576961>.

¹⁸ Nur Aqilah L.R.O Linura Tuada, Kamal Yusuf, Mahjatin Nabilah Syarofina, "Deconstructing Arabic Language Learning: A Bridge between Philosophical Analysis and Pedagogical Innovation," *Lisanudhad: Journal of Arabic Language, Learning and Literature* 12, no. 2 (2025): 81–100.

characteristics of mufrodat assessment. The collected data were then used to identify the characteristics and limitations of existing assessment practices and to provide a basis for formulating a conceptual model of a performance-based mufrodat assessment instrument aligned with the objectives of Arabic language learning.

The data in this study were analyzed using a content analysis approach to examine the characteristics of the mufrodat assessment instruments.¹⁹ The analysis was conducted through several stages: (1) identifying the existing forms of mufrodat assessment to determine their main characteristics; (2) classifying the assessment forms based on the principles of performance-based assessment, including language tasks, speaking activities, and the contextual use of mufrodat; (3) examining the alignment of the assessment instruments with the objectives of mufrodat learning and the development of Arabic language skills; and (4) synthesizing the findings to identify the strengths and limitations of the existing assessment practices and to formulate a conceptual model of a performance-based mufrodat assessment instrument.

Figure 1. Literature study content analysis design



¹⁹ Britt Marie Lindgren, Berit Lundman, and Ulla H. Graneheim, "Abstraction and Interpretation during the Qualitative Content Analysis Process," *International Journal of Nursing Studies* 108 (2020), <https://doi.org/10.1016/j.ijnurstu.2020.103632>.

RESULT

Analysis of Mufrodat Assessment in Arabic Language Book Class VII MTS Ministry of Religion 2020

In the Grade VII MTs Arabic textbook published by the Ministry of Religious Affairs in 2020, mufrodat is introduced at the beginning of each learning chapter as a foundation for the subsequent materials. The selected mufrodat is organized by chapter theme, including self-introduction, personal identity, types of madrasah, and school facilities. To support students' understanding, each mufrodat item is accompanied by its Indonesian equivalent, enabling learners to recognize its meaning before applying it in the provided learning activities and exercises.

Figure 2. Mufrodat Material Chapter I

المَعْنَى	الكَلِمَة	المَعْنَى	الكَلِمَة	المَعْنَى	الكَلِمَة
siswa	طَالِب	Ini (lk)	هَذَا	Dia (lk)	هُوَ
siswi	طَالِبَة	ini (pr)	هَذِهِ	Dia (pr)	هِيَ
Temanku (lk)	صَدِيقِي	itu (lk)	ذَلِكَ	Kamu (lk)	أَنْتَ
Temanku (pr)	صَدِيقِي	itu (pr)	تِلْكَ	Kamu (pr)	أَنْتِ
Namamu	إِسْمُكَ	Namaku	إِسْمِي	Saya	أَنَا

Based on Figure 2, the Mufrodat in Chapter I is presented as a simple vocabulary list on self-identity and introductions. The chosen vocabulary remains at a basic level, including pronouns (ḍamir), name pronunciation, and basic identity. The presentation pattern shows that vocabulary recognition focuses on recognizing word meanings before students use them in learning.

Figure 3. Mufrodat Material in Chapter II



In Figure 3, it can be seen that the Mufrodat in Chapter II began to develop the theme of the school environment, especially the types of madrasah and school spaces. The vocabulary presented relates to the environment close to students' lives, making the learning theme easier to understand. This presentation pattern shows that the textbook seeks to help students recognize the Mufrodat in line with the learning theme being studied.

An assessment instrument follows the presentation of Mufrodat in each chapter to determine students' vocabulary mastery. The assessment of Mufrodat in the book uses several written instruments, such as choosing the correct answers, matching tests, identifying different words, and completing guided fill-in-the-blank exercises. The assessment form is prepared based on the Mufrodat studied, so that students are directed to recognize the relationships between words and their meanings and to understand the use of Mufrodat in line with the learning theme.

Figure 4. Mufrodat Assessment Instrument: "Choosing the right word."

التَّدرِيب - ٢ **اختر الصَّحِیحَ مِمَّا یَنَالُ الْقُوسَینَ !**

١. هَذَا صَدِیقِی ... طَالِب	(هُوَ - هَذَا - اِسْمِی)
٢. اَنَا طَالِبَةٌ . اِسْمِی ...	(حَلِیَّة - عَزَّام - صَدِیقَتِی)
٣. اَنَا ... اِسْمِی عَزَّام	(طَالِب - صَدِیقِی - حَلِیَّة)
٤. هَذِهِ ... هِیَ طَالِبَةٌ	(صَدِیقَتِی - صَدِیقِی - عَزَّام)

Based on Figure 4, an assessment instrument in the form of a word-choice task is used to measure students' ability to recognize Mufrodat in simple sentences. Students are asked to choose the correct answer from several available word alternatives. The form of this instrument indicates that the assessment focuses on the accuracy of recognizing the use of Mufrodat in simple sentence structures. However, the available answers lead students to focus more on the selection process than on using Mufrodat independently.

In addition to the answer-choice instrument, there was a matching test to gauge students' understanding of the relationship between Mufrodat and simple expressions.

Figure 5. The instrument of the assessment of Mufrodat

التَّدرِيب - ٣ **صِلْ !**

"Matching."

١. هُوَ	□	هَذَا صَدِیقِی □
٢. اَنَا طَالِبَةٌ	□	هُوَ صَدِیقِی □
٣. مَنْ هَذَا ؟	□	طَالِب □
٤. مَنْ هَذِهِ ؟	□	اِسْمِی اَمِنَةٌ □
٥. هَذَا اَحْمَد	□	هَذِهِ صَدِیقَتِی □

(Note: An arrow points from the box next to 'هَذَا اَحْمَد' (5) to the box next to 'طَالِب' (3).)

Based on Figure 5, students are asked to associate questions or statements with appropriate responses. This instrument shows that students are directed to understand the relationships among the

meanings of expressions in Arabic. However, the assessment format remains closed because the answers have already been provided, leaving limited space for students to demonstrate their mastery of *Mufrodat* independently.

Based on the instrument's overall form, the assessment of Mufrodat in the Arabic book class VII MTs of the Ministry of Religion in 2020 shows the characteristics of an objective test-based assessment. The assessment is more student-directed, focusing on recognizing, selecting, matching, and completing the available Mufrodat. This condition indicates that the measurement of Mufrodat mastery emphasizes recognition and understanding of vocabulary, while students' ability to use Mufrodat directly is not clearly reflected in the assessment.

Performance Assessment

In learning, assessment can be classified into two types: test and non-test techniques.²⁰ Test-based assessments are generally used to measure students' abilities in the cognitive domain. Meanwhile, non-test assessments can be used to assess the cognitive, affective, and psychomotor domains simultaneously.²¹ Non-test assessments have a wider scope and a more diverse range of instruments. In addition, the implementation is more flexible because it can be integrated into the learning process, allowing educators to assess not only the final results but also the learning that students undergo.²²

²⁰ Syarifah Musanna, Jamaluddin, and M. Duskri, "Test and Non-Test Evaluation Methods in Islamic Religious Education Learning in Senior High School: A Critical Analysis Based on Literature Review to Strengthen Student-Centered Learning," *DARUSSALAM: Scientific Journal of Islamic Education* 2, no. 1 (2025): 8–13, <https://doi.org/10.62945/darussalam.v2i1.752>.

²¹ Sandra Rober, Nurfarhanah, and Zadrian Ardi, "Utilization of Test and Non-Test Instruments in Guidance and Counseling," *Journal of Psychology, Counseling and Education* 3, no. 2 (2025): 176–88.

²² Syifa Tadzki, "Validity and Reliability Test on Non-Test Instruments of

One form of non-test assessment is performance assessment.²³ According to Abdul Munib, performance assessment falls under the category of psychomotor assessment, which requires students to apply what they have learned in various contexts in accordance with the set criteria. This assessment focuses not only on the final results but also on the process of achieving competencies.²⁴ In line with this opinion, Rika Yunita explained that performance assessment is an evaluation that collects valid and reliable data on students' learning processes and outcomes, obtained through practical activities and the application of knowledge.

In Arabic language learning, performance assessment is highly relevant for evaluating students' language skills and mastery of Mufrodat.²⁵ This assessment can be applied through various activities, such as practicing Arabic dialogue, speaking Arabic, writing Arabic texts on the board, retelling the content of conversations that are listened to, summarizing oral Arabic texts, and answering questions in Arabic during interviews with teachers.²⁶ Performance assessment is considered more suitable than written tests because it assesses

Learning Motivation of Grade IV Students," *JURNAL HURRIAH: Journal of Education and Research Evaluation* 4, no. 2 (2023), <https://doi.org/10.56806/jh.v4i2.132>.

²³ Andri Irawan, Bambang Samsul Arifin, and Mulyawan Safwandy Nugraha, "Non-Test Evaluation Techniques in Islamic Religious Education Learning," *Al-Afkar, Journal For Islamic Studies* 8, no. 2 (2025): 682–701.

²⁴ Abdul Munib, *Arabic Language Learning Assessment, Faculty of Tarbiyah and Teacher Training, UIN Sunan Kalijaga Yogyakarta*, 2020.

²⁵ Joko Widodo and Muhammad Nanang Qosim, "Performance Assessment in Maharah Al-Kalam Level 1 Learning in Al-Arobiya Arabic Course Surakarta," *Uktub: Journal of Arabic Studies* 1, no. 2 (2021): 84–101, <https://doi.org/10.32678/uktub.v1i2.5814.2>

²⁶ Maziyyatul Muslimah and Siti Zumrotun Nisaul Mutiatul Karimah, "Performance Assessment in Arabic Kalam Learning for MTs Students in 2023: Literature Research Through Google Scholar," *Muslimah, Maziyyatul Karimah, Siti Zumrotun Nisaul Mutiatul* 4, no. 1 (2024): 4, <https://doi.org/10.30739/arabiyat.v1i01.2473>.

aspects that reflect students' actual mastery of Arabic.²⁷

In carrying out performance assessments, educators need to consider several important things, including:²⁸

1. **Assessment should be designed based on the performance that students are expected to demonstrate as evidence of competency achievement.**
2. **The aspects being assessed should be clearly and comprehensively defined so that they accurately reflect students' performance in Arabic language learning.**
3. **Teachers should consider the specific abilities and skills that students need to complete the assigned tasks.**

Therefore, performance assessment should be integrated into the learning process, enabling teachers to continuously monitor students' progress and provide meaningful feedback to support their learning.²⁹

Innovation of Performance-based *Mufrodat* Assessment Instruments

According to Government Regulation Number 23 of 2016, assessment instruments are tools used by teachers to measure students' achievement of competencies through various forms of assessment adapted to the characteristics of learning.³⁰ In *Mufrodat*

²⁷ Muhamad Rizal, Alim Hardiansyah, and Oki Kusmawan, "Teacher Performance Appraisal System Using the Ahp and Tsukamoto Methods (Case Study: Institute for Qur'an Language and Sciences)," *Infotech: Journal of Technology Information* 9, no. 1 (2023): 9–18, <https://doi.org/10.37365/jti.v9i1.152>.

²⁸ Roni Habibi and Artha Glory Romey Manurung, "SLR Systematic Literature Review: Employee Performance Appraisal Methods Using Human Performance Technology," *Journal of Applied Computer Science and Technology* 4, no. 2 (2023): 100–107, <https://doi.org/10.52158/jacost.v4i2.511>.

²⁹ M. Riza Pahlefi, "Development of Listening Skills Assessment Instrument (Mahārah al-Istima') in Arabic Language Learning," *Uktub: Journal of Arabic Studies* 2, no. 2 (2022): 68–84, <https://doi.org/10.32678/uktub.v2i2.6458>.

³⁰ Fery Diantoro et al., "Standards for Student Assessment Management in

learning, performance-based assessment can serve as an alternative to assessments that remain dominated by objective tests.³¹ This approach focuses not only on students' understanding of the meaning of mufrodat but also on their ability to use mufrodat appropriately in language tasks and communicative activities. As a result, teachers can obtain a more comprehensive picture of students' mastery of mufrodat and its use in meaningful contexts.

1. Mufrodat assessment instrument

Table 1. Performance assessment instrument

عَرَفَ نَفْسَكَ أَمَامَ زُمَلَائِكَ!	مِثَالُ: طَالِبٌ / عَزَّامٌ = أَنَا طَالِبٌ، اسْمِي عَزَّامٌ
عَرَفَ صَدِيقَكَ الَّذِي يَجْلِسُ مَعَكَ أَمَامَ جَمِيعِ زُمَلَائِكَ!	مِثَالُ: خَافِظُ / أَمِينُ / صَدِيقِي = يَا خَافِظُ، هَذَا أَمِينُ. هُوَ صَدِيقِي. مِثَالُ: فَاطِمَةُ / فَطِيرَةُ / صَدِيقَتِي = يَا فَاطِمَةُ، هَذِهِ فَطِيرَةُ. هِيَ صَدِيقَتِي.
اعْمَلْ كَمَا يَدُلُّ مَعْنَى الْمُفْرَدَاتِ الْآتِيَةِ!	١. اجْلِسْ عَلَى الْكُرْسِيِّ. ٢. افْتَحِ الْبَابَ. ٣. اقْرَأْ هَذَا الْكِتَابَ. ٤. قُلْ لِصَاحِبِكَ إِنَّ الْعَرَبِيَّةَ لُغَةُ الْعَالَمِ. ٥. ضَعْ حَقِيبَتَكَ فَوْقَ الْمَكْتَبِ.
بَدِّلِ الضَّمِيرَ الْمَكْتُوبَ عَلَى السَّبُّورَةِ بِالضَّمِيرِ الْأَنْسَبِ.	

Madarasah Aliyah Ma'arif Balong," *Southeast Asian Journal of Islamic Education Management* 5, no. 1 (2024): 77–90, <https://doi.org/10.21154/sajiem.v5i1.298>.

³¹ Eiman Alsharhan and Allan Ramsay, "Investigating the Effects of Gender, Dialect, and Training Size on the Performance of Arabic Speech Recognition," *Language Resources and Evaluation* 54, no. 4 (2020): 975–98, <https://doi.org/10.1007/s10579-020-09505-5>.

أَجْرِ الْمُفْرَدَاتُ الْآتِي فِي الْفَصْلِ كَمَا فِي الْمِثَالِ بَيْنَ الطَّالِبِينَ، ثُمَّ بَدِّلِ اسْمَ عَزَّامٍ إِلَى اسْمِكَ وَاسْمِ صَدِيقِكَ، ثُمَّ غَيِّرْ مَا يَلْزَمُ.	السَّلَامُ عَلَيْكُمْ	وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ
أَهْلًا وَسَهْلًا يَا أَخِي	أَهْلًا بِكَ	
مَا اسْمُكَ؟	اسْمِي نَبِيلٌ	
اسْمِي نَبِيلٌ	وَأَنْتَ، مَا اسْمُكَ؟	
مِنْ أَيْنَ أَنْتَ؟	أَنَا مِنْ جَاكْرَتَا	
أَنَا مِنْ جَاكْرَتَا، وَأَنْتَ؟	أَنَا طَالِبٌ، وَأَنْتَ؟	
أَنَا طَالِبٌ، هَلْ أَنْتَ طَالِبٌ؟	نَعَمْ	
شُكْرًا	عَفْوًا	
وَأِلَى اللَّقَاءِ	مَعَ السَّلَامَةِ	
<i>Final Score (NA= Earned Score x 100: Maximum Score)</i>		

The assessment instrument in the table above shows that mastery of Mufrodāt is measured by using Mufrodāt in real activities. The task of introducing yourself and introducing friends assesses students' ability to use identity Mufrodāt, designations, and pronouns in simple sentences in context. Meanwhile, tasks in the form of commands, such as *اِجْلِسْ عَلَى الْكُرْسِيِّ* and *اِفْتَحِ الْبَابَ*, are used to assess students' understanding of the meaning of Mufrodāt through direct actions, so that vocabulary mastery can be observed from students' responses.

Simple dialogue instruments also show that Mufrodāt is assessed on its ability to be used in communication, including greetings, self-identity, regional origin, and closing expressions. This form of assessment allows teachers to evaluate students' accuracy, suitability, and ability, so that the results can demonstrate mastery of Mufrodāt.

2. Mufrodat scoring criteria

Table 4. Performance assessment scoring criteria

Score	Criteria
4	The student is able to use all required vocabulary in the dialogue accurately, appropriately to the context, and consistently without semantic errors.
3	The student uses most of the vocabulary correctly; minor errors occur but do not alter the meaning of the dialogue.
2	The student uses vocabulary in a limited way. Some vocabulary is inaccurate, making the dialogue meaning less clear.
1	The student is unable to use appropriate vocabulary, makes many vocabulary errors, or relies on another language.

The scoring criteria in the table above indicate that mastery of Mufrodat is assessed by students' ability to use it appropriately in dialogue. Score 4 indicates the use of the correct and complete Mufrodat, with no meaning errors. A score of 3 shows that students have used most of the Mufrodat correctly, even though there are still minor errors. Score 2 indicates that the use of Mufrodat remains limited, so the meaning of the dialogue is unclear. In contrast, score 1 indicates that students are unable to use Mufrodat properly and continue to make many mistakes.

3. Mufrodat assessment rubric

Table 5. Performance assessment rubric

Assessment Aspect	Score 4	Score 3	Score 2	Score 1
Self-Introduction	Uses all self-	Makes minor	Uses limited	Unable to
Vocabulary أنا (I am)	introduction	errors, but	vocabulary	use self-
طالب/طالبة – (student)	vocabulary	the meaning	and with	introduction
اسمي (my name is)	accurately and	remains clear.	insufficient	vocabulary.
	appropriately		accuracy.	
	in context.			

Introducing a Friend Vocabulary هَذَا/هَذِهِ – هُوَ/هِيَ (this is) – صَدِيقِي/صَدِيقِي (he/she) – صَدِيقِي (my friend)	Uses friend-introduction vocabulary completely and accurately.	Uses most of the vocabulary correctly, with minor errors.	Many vocabulary items are used inaccurately.	Unable to use friend-introduction vocabulary.
Greetings and Salutations السَّلَامُ عَلَيْكُمْ (peace be upon you) – أَهْلًا وَسَهْلًا (welcome)	Uses greeting vocabulary accurately and in the correct sequence.	Uses greetings but not completely.	Uses greetings with vocabulary errors.	Does not use greeting vocabulary.
Question and Answer Vocabulary for Personal Information مَا اسْمُكَ (What is your name?) – أَيْنَ أَنْتَ (Where are you from?) – أَنَا مِنْ (I am from?) – from)	Uses question-and-answer vocabulary accurately and consistently.	Makes minor errors, but the meaning is understandable.	Vocabulary is used inaccurately, making the meaning unclear.	Unable to use question-and-answer vocabulary.
Closing Expressions شُكْرًا (thank you) – عَفْوًا (you're welcome) – وَآلِي الْبِقَاءِ (see you again) – مَعَ السَّلَامَةِ (goodbye)	Uses closing expressions completely and accurately.	Uses some closing expressions appropriately.	Uses only a limited range of closing expressions.	Does not use closing expressions.

The assessment rubric in the table above shows that the instrument is designed to assess mastery of Mufrodat based on its function in simple communication. The separation of the assessment aspects into self-introduction, friend introduction, greetings, identity questions and answers, and the closing of the dialogue shows that each group of Mufrodat is assessed according to the context of its use. This rubric structure allows teachers to more precisely identify which parts of the Mufrodat students have mastered and which still contain errors, so that the assessment results can serve as a basis for

improving learning in specific vocabulary areas.

4. Score and Score Calculation

The score and its calculation on this instrument show that the assessment results are not based on a single aspect of mastery of the Mufrodat, but rather reflect the accumulation of all students’ performance across each assessed component. A maximum score of 20 indicates complete mastery of Mufrodat across all aspects, while a minimum score of 4 indicates limitations in vocabulary use in communication. The use of the final score formula converts the raw score to a 0–100 scale, making the assessment results easier to interpret and align with the school assessment system.

5. Mufrodat assessment table

Table 6. Performance Assessment Table

No	Name	Self- Introduction	Q&A	Closing	Score
1.					
2.					
3.					
Etc.					

The assessment table for this instrument documents students’ performance in each aspect of Mufrodat use. The separation of columns into self-introductions, introductions of friends, greetings, identity questions and answers, and the closing of the dialogue shows that the assessment is structured around the functions of vocabulary use in simple communication. The structure of this table allows teachers to assess mastery of Mufrodat in greater detail, as each aspect is observed separately, enabling the identification of students’ strengths and weaknesses in using specific vocabulary. In addition, the column makes it easier for teachers to evaluate, follow up on learning, and provide feedback based on each student’s achievements.

6. Value Calculation Formula

Remarks

- Total Score Earned: total score earned
- students across all aspects of mufradāt assessment.
- Maximum Score Amount: the highest score that can be achieved (number of aspects x maximum score of each aspect).
- 100: The constant to convert the score to a value scale of 0100-.

The formula for calculating the score on this instrument indicates that the assessment results are derived from the accumulation of students' performance across all aspects of the Mufrodat assessed, rather than from a single ability. The comparison between the number of scores obtained and the maximum score allows the level of students' Mufrodat mastery to be measured proportionally, while converting the scores to a 0–100 scale makes the assessment results easier to interpret and align with the evaluation system used in schools.

7. Final Grade Interpretation

Table 7. Determination of categories based on the final score of students

Score range	Category
81–100	Excellent
61–80	Good
41–60	Fair
≤ 40	Need Improvements

The assessment category in the table above indicates the level of students' Mufrodat mastery based on the performance results. The score range of 81–100 indicates that students have used Mufrodat correctly in most assessed aspects, while scores of 61–80 show good mastery, though minor errors remain. Scores of 41–60 indicate that the use of Mufrodat is still limited, while a score of 40 indicates that students still have difficulty using vocabulary in context. This grouping helps teachers assess students' mastery of Mufrodat and

determine the necessary follow-up learning.

DISCUSSION

Radha Mohan argues that learning assessment instruments must be designed according to standards that guarantee the precision of their measurement function. In line with this view, Peraturan Menteri Pendidikan Nasional Nomor 20 Tahun 2007 concerning Educational Assessment Standards, as cited by Hidayah, states that assessment instruments should fulfill three essential criteria: substance, construction, and language. The substance aspect concerns the suitability of the assessment material for the competencies measured; the construction aspect concerns the accuracy of the instrument's preparation; and the language aspect emphasizes the use of language that is clear, communicative, and aligned with students' development.³² In learning Arabic, these three aspects are important so that the assessment of Mufrodat is not only based on the material but also accurately reflects students' abilities.

Meeting these requirements requires a qualitative analysis of the instrument's quality to assess the suitability of its content, form, and language. This analysis is important because the instrument's quality will affect the accuracy of students' evaluation results.³³ In this study, the analysis of the instrument refers to the assessment theory proposed by Abdul Munip in *Arabic Language Learning*

³² I Hidayah, "... Number 20 of 2007, Regulation of the Minister of Education and Culture Number 66 of 2013, and Regulation of the Minister of Education and Culture Number 23 of 2013...", *Al Iman: Journal of Islam and Society*, 2020, <https://ejournal.stidar.ac.id/index.php/aliman/article/view/3851%0Ahttps://ejournal.stidar.ac.id/index.php/aliman/article/download/3851/2802>.

³³ Samir Gupta et al., "The Guideline Language and Format Instrument (GLAFI): Development Process and International Needs Assessment Survey," *Implementation Science* 17, no. 1 (2022), <https://doi.org/10.1186/s13012-022-01219-2>.

Assessment.³⁴ R. Agustianti in *Learning Assessment and Evaluation*,³⁵ and H.S. Wibowo in *the Development of the Evaluation System*.³⁶ The three references emphasize that assessment instruments must measure competencies in a relevant, clear, and accurate manner and align with learning objectives.

The findings are consistent with various studies showing the limitations of objective tests in measuring language skills as a whole. Rosyidah Nur Aini explained that the use of objective tests is often less effective because students are only directed to choose from the available answers, without engaging in direct language practice.³⁷ This condition shows that mastery of Mufrodat is not sufficient to be measured solely by the ability to recognize correct answers; it is necessary to involve the use of vocabulary in real situations so that the assessment results better reflect students' actual abilities.

Cindy Silvia's shows that performance-based Mufrodat assessment instruments provide a broader picture of students' vocabulary mastery than objective assessments, because they assess not only understanding of Mufrodat but also its use in language practice.³⁸ The instruments compiled not only assess mastery of Mufrodat meanings but also students' ability to use vocabulary in dialogue, verbal commands, and simple classroom interactions.

³⁴ Munib, *Arabic Language Learning Assessment*.

³⁵ R. Agustianti et al., "*Learning Assessment and Evaluation*," 2022, 10–14, <https://books.google.com/books>

³⁶ H S Wibowo, "*Development of the PAI Evaluation System: Towards Improving the Quality of Islamic Religious Learning*," 2023, <https://books.google.com/books>.

³⁷ Rosyidah Nur Ainy Sanusi and Furqanul Aziez, "*Analysis of Objective and Subjective Test Questions for Reading Comprehension Skills in Grade VII of SMP N 3 Kalibagor*," *Metaphor: Journal of Language and Literature Learning* 8, no. 1 (2021): 99, <https://doi.org/10.30595/mtf.v8i1.8501>.

³⁸ Reka Cindy Silvia, "*An Analysis of Implementation of Performance-Based Assessment on Students Speaking Skill in the Twelfth Grade of Sman 1 Kotagajah*," *Doctoral Dissertation, IAIN Metro*, 2025, 90–92, <http://digilib.unimed.ac.id/id/eprint/39356>.

Therefore, this form of assessment provides an opportunity for students to demonstrate their ability to use Mufrodat in context, enabling teachers to gain a more tangible picture of students' mastery of Mufrodat.

CONCLUSION

This study shows that the assessment of mufrodat in the Grade VII Arabic textbook published by the Ministry of Religious Affairs in 2020 is still dominated by objective tests that emphasize the recognition and understanding of vocabulary meanings rather than the ability to use mufradat directly. Based on the findings, this study successfully constructs a conceptual model of a performance-based mufrodat assessment instrument designed to measure vocabulary use through dialogues, oral commands, and simple classroom interactions. The contribution of this study lies in the development of an assessment instrument equipped with scoring rubrics, scoring criteria, score-calculation procedures, and result interpretation to assist teachers in gaining a clearer picture of students' mufradat mastery. The findings also indicate that the proposed conceptual model can serve as an alternative framework for developing a mufradat assessment that is more closely aligned with the objectives of Arabic language learning, particularly in measuring students' ability to use vocabulary in communicative contexts. Future studies are expected to test the instrument's implementation in classroom settings empirically, integrate digital technology into the assessment process, and extend its application across different levels of Arabic language learning.

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