ARABIC LANGUAGE LEARNING EVALUATION;
Analysis of Psychomotor-based Assessment Forms

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Abstrak: Evaluasi merupakan bagian paling penting dalam proses pembelajaran. sebab keberhasilan dan kendala hanya akan di ketahui dengan proses evaluasi. Tentu berbeda aspek kemampuan berbeda pula bentuk evaluasi yang digunakan, selain itu kreativitas guru juga dituntut dalam pelaksanaan evaluasi. Berkenaan dengan itu penelitian ini bertujuan untuk menganalisis bentuk evaluasi berbasis psikomotorik pada pelajaran bahasa Arab dan faktor pendukung serta penghambat yang dihadapi selama proses evaluasi. Penelitian ini dilaksanakan di SMP Muhammadiyah Al-Kautsar PK Kartasura, menggunakan penelitian kualitatif dengan teknik pengumpulan data observasi, wawancara dan studi dokumentasi. Informan Penelitian adalah guru Bahasa Arab dan siswa. Analis data meggunakan alur pengumpulan data, reduksi data, penyajian data dan penarikan simpulan. Hasil penelitian menjelaskan bahwa terdapat empat unsur keterampilan berbahasa, yakni, tes keterampilan menyimak atau mendengarkan keterampilan membaca, keterampilan berbicara, dan keterampilan menulis. Faktor pendukung yaitu melalui pengataman tambahan terhadap setiap peserta didik. Faktor penghambat minat belajar Bahasa Arab masih kurang karena dianggap menjadi beban, dan latar belakang siswa yang beragam. Implikasi penelitian ini dapat menjadi dasar bagi perbaikan evaluasi Bahasa Arab dan dapat pula menjadi *best practice* bagi guru Bahasa Arab lainnya.

Kata Kunci: Evaluasi Pembelajaran, Bahasa Arab, Psikomotorik

Abstract: Evaluation is the most important part of the learning process because success and obstacles will only be known by the evaluation process. Of course different aspects of ability are different forms of evaluation used, besides that teacher creativity is also required in the implementation of evaluation. With regard to that, this study aims to analyze the form of psychomotor-based evaluation in Arabic language lessons and the supporting and inhibiting factors faced during the evaluation process. This research was conducted at SMP Muhammadiyah Al-Kaautsar PK Kartasura, using qualitative research with data collection techniques of observation, interviews and documentation studies. Research informants are Arabic language teachers and students. Data analysis uses the flow of data collection, data reduction, data presentation and conclusion drawing. The results of the study explain that there are four elements of language skills, namely, tests of listening skills or listening skills reading skills, speaking skills, and writing skills. Supporting factors are through additional observations of each student. The inhibiting factor is the lack of interest in learning Arabic because it is considered a burden, and the diverse backgrounds of students. The implications of this research can be the basis for improving Arabic language evaluation and can also be a best practice for other Arabic language teachers.

Keywords: Learning Evaluation, Arabic Language, Psychomotor Skills

INTRODUCTION

The National Education System Law No. 20 of 2003 article 11 paragraph 1 mandates the government and local governments to ensure the implementation of quality education for every citizen. The realization of quality education requires continuous efforts to always improve the quality of education. Efforts to improve the quality of education require efforts to improve the quality of learning, as well as to improve the quality of Arabic language learning because the estuary of various educational programs is the implementation of quality learning programs. (Kunandar, 2015; Kuntoro, 2019; Zainal, 2012).

Learning evaluation is an effort to improve the quality of the teaching and learning process. Information obtained from the implementation of learning evaluation is in turn used to improve the quality of the teaching and learning process. The implementation of evaluation is a systematic process, which seeks to determine the level of student achievement of the teaching objectives that have been applied, as well as to provide an overview of the effectiveness of teaching carried out by the teacher. (Razak et al., 2021; Sya'idah et al., 2016)

Evaluation is a tool to measure the extent to which students' mastery of the subject matter that has been taught. Evaluation of Arabic language learning is an activity to determine the level of success of teaching and learning activities in Arabic language subjects. Not only success, but evaluation also aims to identify obstacles or problems faced during the Arabic language learning process. (Indriana, 2018; Ridho, 2018).

The purpose of evaluating in the learning and teaching process is to obtain accurate information regarding the level of achievement that students want to achieve instructionally so that follow-up can be taken on the efforts that have been made. (Anggraini et al., 2015). Focusing on the discussion of learning, evaluation is carried out by educators based on the following objectives: (1) To describe the learning competence of students. Teachers can see how far the shortcomings or strengths in the various subjects they teach; (2) To determine the level of success of teaching and learning activities, namely teachers can see how far the effectiveness of the teaching methods used; (3) Determination of follow-up on the results of the assessment, namely improvement and refinement. (Bamualim, 2020; Fatonah & Iqbal, 2016; Setyawan, 2015).

Learning evaluation can be divided into four types when viewed from the aspect of time and function: (1) Diagnostic Test, This diagnostic test has the aim of diagnosing or thoroughly analyzing learning difficulties by students, namely students so that educators make efforts to make improvements. Through this test, the teacher can find out the difficulties experienced by students during learning and the learning themes that have not been mastered. (2) Formative Test This type of evaluation is a type of test conducted by educators with a certain timeline, namely in the middle of the implementation of learning which aims to be feedback for students and educators. Based

on the results of this type of evaluation, educators are used as a reference for improvement through the next teaching strategy. And for students in particular in order to know the material or learning themes that have not been mastered in order to become a reference for learning improvement. (3) Summative Test, the implementation of this summative test at the end of the teaching program unit. Composed of material or learning themes that have been studied during one semester, with the aim of determining the success value of students after undergoing one semester of learning so that they can determine the final score. (4) Placement Test Namely, learning evaluation that has the aim of knowing the level of ability of students, so that educators can have a reference for placement according to the competence of students. (Daryanto, 2014)

The position of evaluation in the educational process is integrative, meaning that every time there is an educational process there must be an evaluation, as we also know that holding evaluation activities starts from the time students will enter the educational process, during the educational process and ends at one stage of the educational process. Without evaluation, teachers will find it difficult to determine the learning outcomes that have been achieved.

With regard to the concept and theory above, Arabic language learning is one of the approaches and forms of evaluation that is different from other lessons. Moreover, Arabic learning is often less attractive to students. Therefore, teachers need to pay more attention to this evaluation. Because if not, the teacher will find it difficult to

determine the initiative steps to change the students' stigma about the difficulty of learning Arabic.

One of the difficulties lies in the psychomotor aspect, this aspect relates to students' skills in terms of listening or listening to reading skills, speaking skills, and writing skills. This is very important because language skills are the substance of the language lesson itself. Of course in terms of familiarizing them with language skills is not easy, it requires choosing the right form of evaluation, so that it can measure the right ability as well.

However, in general, the assessment covers all aspects, namely cognitive, affective, and psychomotor aspects. (Asrul et al., 2014). Specifically for the psychomotor domain, which is an evaluation that is closely related to muscle work, causing movement of the body or its parts. What is included in the classification of motion here starts from the simplest motion, namely folding paper to assembling television and computer parts. This domain deals with skills or skills. Therefore, educators have the obligation to pay attention to the progress of their students from various aspects, both cognitive, affective, and psychomotor aspects of students.

The problem faced at SMP Muhammadiyah Al-Kautsar PK Kartasura is that students are often able to answer questions based on Arabic language knowledge, but often experience difficulties in terms of psychomotor aspects. It is evident that 60% of students are difficult to measure their ability to communicate, listen, and write Arabic. Of course this is one of the

bases for teachers to do creativity to innovate in the evaluation of Arabic learning, especially in terms of psychomotor aspects.

With regard to that, this study aims to analyze the form of psychomotor-based Arabic learning evaluation, supporting factors and obstacles faced during the Arabic learning evaluation process at SMP Muhammadiyah Al-Kautsar PK Kartasura. This research has a distinction from other studies, it can be seen from the focus of the research. Some previous studies focused on the evaluation management of Arabic language learning (Anggraini et al., 2015; Ardinal, 2017; Faiqah, 2017; Tamaji, 2018), there is also research focusing on Arabic language evaluation media (Choiroh, 2021; Mahyudin et al., 2016; Nashrullah, 2021; Nurhaliza et al., 2022), It is different from this study, which focuses specifically on the psychomotor aspect.

This research contributes to several things, namely: (1) the development of more effective learning methods, this research can help identify learning methods that are more effective in integrating psychomotor aspects in Arabic language teaching. This can include the use of physical activities, simulations, or language games that can improve students' speaking, listening, writing, and reading skills; (2) measurement of students' psychomotor progress, this research can contribute to developing valid and reliable evaluation instruments to measure students' progress in the psychomotor aspects of Arabic language learning. This helps teachers and researchers in understanding the extent to which students develop their language skills and where areas

of improvement can be found; (3) the role of technology in psychomotor learning, this research might also provide insights into how technology can be utilized to enhance psychomotor-based Arabic language learning; (4) this research can explore the relationship between physical engagement in language learning and students' level of motivation and interest in the subject.

METHOD

This research is a type of Field Research, which is research in which data collection is carried out in the field such as in community environments, institutions and community organizations and government agencies with the intention of understanding phenomena, events, attitudes, beliefs, perceptions, thoughts of people individually and in groups observed by researchers. The research method used is qualitative using phenomenological studies.

Data sources in this study were obtained through observation, interviews and documentation studies. Observation is used by conducting direct observation of the student evaluation process in Arabic lessons. Meanwhile, interview is a method of collecting data through verbal communication and oral conversation which aims to obtain actual information. The resource person for the interview that was carried out was the teacher of Arabic language subjects in grades VII, VIII, and IX of Muhammadiyah Al-Kautsar PK Kartasura Junior High School. Documentation study was conducted by analyzing documents related to learning evaluation.

The data analysis technique uses Miles and Huberman's theory, which begins with

data collection, data reduction, data presentation, and conclusion drawing. To

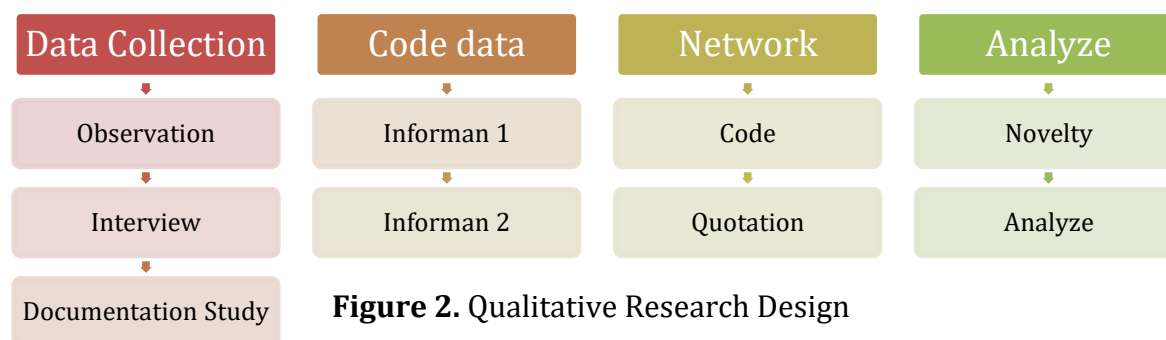ensure data validity, data triangulation and extended observation techniques were used.

Data Collection	Code data	Network	Analyze
Observation	Informan 1	Code	Novelty
Interview	Informan 2	Quotation	Analyze
Documentation Study			

Figure 2. Qualitative Research Design

RESULTS AND DISCUSSION
Forms of Evaluation at SMP Muhammadiyah Al-Kautsar PK Kartasura

Through the interview process on Friday, January 13, 2023 at SMP Muhammadiyah Al Kautsar PK Kartasura, the research team found that the application of learning evaluation implemented in the school as a whole is digital-based, which is a form of effort by all educators at SMP Muhammadiyah Al-Kautsar PK Kartasura to measure the competency achievements of students during the implementation of learning activities.

The form of learning evaluation based on the grace period is taking grades from a semester range or known as the Midterm Exam and at the end of the semester as the Final Semester Exam through the CBT (Computer Based Training) system that has been provided by the school as a substitute for question and answer sheets, the form of questions in this system is in the form of multiple choice questions, the results of learning evaluation with this technique are instantly able to present scores or scores directly after students complete the

test or exam. So that in this process educators or teachers do not need to use the old method of correcting answers to learning evaluations. The subject teacher is only in charge of supervising the running of the evaluation as well as learning assistance before evaluating,

Learning Evaluation Stage

Evaluation in learning activities by educators in various fields or subjects depends and is left entirely to the subject teacher. That is, educators can use test techniques so that the assessment is in the form of a test, which assesses the ability of students to include abilities in the realm of knowledge and skills as learning outcomes. And if using non-test techniques, educators use non-test assessment tools, namely a form of evaluation that does not use tests as a medium for taking the final value of learning which has the aim of knowing the attitudes and personality traits of students. Learning evaluation techniques include:

1. Measurement/Assessment Actualization
   To be able to launch an assessment or measurement (evaluation) of students with the form of activities including:

a. Informing the order in which evaluations will be conducted

b. Distribution of questionnaires or conducting interviews

c. Supervising the discipline of students in undergoing the evaluation

d. The stage of collecting answer sheets by students

e. Archiving the learning outcomes or assessment of students (Zainuri et al., 2021).

2. Data Processing

Namely converting the original data from test or non-test results into assessment data that has been collected to further become material for data elaboration for determining the position of students with other students in their group or class or for determining graduation standards based on predetermined criteria. (Sudjana, 2014).

3. Data Explanation

The next stage after data processing is the description of the data that has been collected and processed. The description of this evaluation can be divided into two parts, namely, individual and classical:

a. Individualized

The description of individual data focuses on the situation of a student based on the score he has on his learning results.

b. Classical

Classical data elaboration means focusing the assessment on the class as a whole for the learning outcomes they achieve from the test results that have been given by the educator. Classical explanations also include; weaknesses and strengths of the class, comparisons between classes in a school, and about the composition of the class.

4. Reporting

The purpose of reporting in the final stage is to provide feedback to all elements involved in the learning process directly or indirectly. These elements are the students involved, subject teachers, other teachers, parents or guardians. (Arikunto, 2005)

Through this evaluation reporting, all parties involved can know the success of education in schools. Evaluation reports do not merely convey the results of students' achievements or learning outcomes, but also inform about the progress and development of students at school, including discipline, motivation to learn, learning difficulties, and students' attitudes towards each subject studied.. (Daryanto, 2014)

Evaluation of Arabic Language Learning at SMP Muhammadiyah Al-Kautsar PK Kartasura

Taking grades in order to evaluate student learning outcomes within the scope of Arabic language subjects at SMP Muhammadiyah Al-Kautsar PK Kartasura can be grouped into four elements of language skills, namely, listening skills tests. (مهارة القراءة) Reading Skills ,(الإستماع مهارة), Speaking Skills (مهارة الكالم), Writing skills (مهارة الكتابة)

1. Listening Skills (مهارة الإستماع)

In this test, students are measured for their ability to capture, understand implied and explicit information in oral discourse by using media or learning aids in the form of audio recordings or with the help of an LCD projector that displays audio visuals. (Burhan Nugiantoro, 2005).

This type of test in listening skills can use objective tests in the form of multiple choice tests. This type of test is considered more efficient and the assessment method is more objective and easy.

2. Reading Skills (مهارة القراءة)

The ability of learners tested in this reading skill is to test their understanding of the content of information contained in written discourse. The type of written discourse must be adjusted to the ability of the learners, a good written discourse is one whose level of difficulty is in accordance with the ability of the learners.

3. Keterampilan Berbicara (مهارة الكالم)

Taking the value or score of reading skills in evaluating Arabic language learning can take the form of actualizing the knowledge that students have in the form of interview practice, dialogue, storytelling, to speech practice.   In the assessment, educators compile an assessment rubric before taking scores for this speaking skill.

4. Writing Skills (مهارة الكتابة)

In measuring the ability of students in writing, there are several aspects that need to be considered, among others; the rules for writing hijaiyah letters with their reading marks, the vocabulary chosen, and the use of language styles. Writing skills tests can be grouped into 4 written tests, namely:

a. Imla'/dictation test
b. Bound Writing Test
c. Guided Writing Test
d. Free Writing Test

Because SMP Muhammadiyah Al-Kautsar PK Kartasura applies the CBT system in an effort to evaluate learning using 50 multiple choice questions, here are some of the provisions for preparing multiple choice questions to test students' competence in Arabic learning (Erlina, 2022):

1. Exam Question Material
   a. In accordance with the achievement indicators
   b. The answer choices of the checkers must be logical
   c. Each question must have one correct answer
   d. Avoid questions outside the theme of the test material

2. Exam Question Construction
   a. Questions should be clear and unequivocal and not subject to multiple interpretations.
   b. Options or choices are necessary statements
   c. The use of words with the same meaning is avoided
   d. Each item stands on its own without depending on the previous or next item
   e. The placement of answers is arranged randomly and avoids answer patterns such as: aa, bb, cc, or dd

3. Question Language
   a. Options to test understanding of mufrodat or vocabulary and sentence structure, using correct language.

b. Using complete sentences (jumlah mufidah)

c. Using language that is appropriate to the learners' level of mastery

Results and Feedback of Learning Evaluation at SMP Muhammadiyah Al-Kautsar PK Kartasura

Feedback is the provision of information obtained from tests or other measuring instruments to students to correct or improve the achievement of learning outcomes. The purpose of the feedback itself is to find out where students understand the material that has been learned. The relationship between evaluation and feedback is one of the important factors in the learning process because it is interrelated with learning activities that are evaluated with an evaluation tool. (Zaenal Mustakim, 2013)

The results obtained from the research interview of Arabic language teachers at SMP Muhammadiyah Al-Kautsar PK Kartasura, every subject and every teacher has feedback for evaluation but not all evaluations can be carried out properly, depending on the ability of the students, there are students who are quick to respond in understanding the material and there are some people who still have difficulties in understanding the learning material. Therefore, we cannot force the ability of students, students need more attention to improve the results that have been obtained. Indirectly, students who have not understood the subject matter are less focused on participating in learning activities in class or lack of desire to learn Arabic subjects. The

teacher must have a target achievement per day, when finding irregularities in the material the teacher can re-strategize and provide more explanation of the material so that students better understand the subject matter provided. For students whose final score reaches the assessment standard, they are allowed to continue the lesson on the next material. Meanwhile, for students who have not reached the assessment standards set by educators, they are given enrichment and additional assignments until students are considered to meet the assessment standards and have been able to master the material.

Supporting and Hindering Factors of Learning Evaluation Process at SMP Muhammadiyah Al-Kautsar PK Kartasura

In the implementation of learning evaluation in Arabic lessons at Muhammadiyah Al-Kautsar PK Kartasura Junior High School, the driving factor carried out by Arabic language teachers in conducting evaluations is through observing each student, where there are differences between digital children and tahfidz children. There are differences in character between the two so that teachers must better understand students. Tahfidz children tend to be more able to understand material related to Arabic compared to digital children who have difficulty in understanding the material. The inhibiting factors of learning evaluation according to Arabic teachers at SMP Muhammadiyah Al-Kautsar PK Kartasura are, lack of interest in learning so that teachers are very difficult to apply active learning, often in class students complain

that they do not understand the content of the material, Arabic is still considered a scourge of other foreign languages and also from diverse student backgrounds. The solutions carried out by Arabic language teachers at SMP Muhammadiyah Al-Kautsar PK Kartasura to deal with these obstacles are, embracing students to always foster enthusiasm for learning foreign languages, making interesting learning media so that students more easily understand the material.

The findings of this study have implications for several things, namely: (1) development of learning methods: The results of the study can help in the development of Arabic language learning methods that are more focused on psychomotor aspects. This can include adjustments to teaching approaches, the use of technology, or the use of active learning methods that encourage students' physical involvement; (2) development of learning materials, the research findings can contribute to the development of learning materials that emphasize the psychomotor aspects of Arabic. This may include the use of physical activities related to the Arabic language, such as hand gestures, facial expressions, and other physical activities that can enhance language comprehension and acquisition; (3) improved assessment and evaluation, The implications of the research may influence the way assessment and evaluation are conducted in the context of Arabic language learning. It may be necessary to adjust evaluation methods to reflect students' psychomotor development, such as assessment of speaking skills, describing, or practicing live Arabic

situations. (4) Teacher training, Arabic language teachers may need to get additional training in implementing psychomotor-based learning approaches. This could include teaching strategies that allow for more physical interaction, as well as the use of technology or other aids that support the development of students' psychomotor skills; (5) curriculum development, the results of the study can contribute to the development of Arabic language curriculum by emphasizing the development of psychomotor skills. The curriculum can be redesigned to include more physical activities and hands-on practice in Arabic language learning; (6) increased student motivation, the application of psychomotor-based learning methods can increase student motivation because it involves physical aspects that can make learning more interesting and fun; (7) further research, the findings of this study can stimulate further research to explore more deeply the impact and effectiveness of psychomotor-based Arabic language learning, as well as its implications in the context of language education in general.

CONCLUSION

Taking grades in order to evaluate student learning outcomes within the scope of Arabic language subjects at SMP Muhammadiyah Al-Kautsar PK Kartasura can be grouped into four elements of language skills, namely, listening skills tests. (مهارة الإستماع), Reading Skills (القراءة مهارة), Speaking Skills (الكالم مهارة), Writing Skills (الكتابة مهارة). Every subject and every teacher has feedback for evaluation but not all

evaluations can be carried out properly, depending on the ability of the students, there are students who are quick to respond in understanding the material and there are some people who still have difficulties in understanding the learning material. Therefore, we cannot force the ability of students, students need more attention to improve the results that have been obtained. 4. the driving factor carried out by Arabic language teachers in conducting evaluations is through observing each student. The difference between digital children and tahfidz children. The inhibiting factors are lack of interest in learning, Arabic which is still considered a scourge of other foreign languages and also from the diverse backgrounds of students.

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