

## Assessment Of Arabic Writing Skills In Differentiated Learning Based On Project-Based Learning

Novita Maula Salsabila\*<sup>1</sup>, R. Umi Baroroh<sup>2</sup>

<sup>1,2</sup>Pendidikan Bahasa Arab, UIN Sunan Kalijaga, Indonesia

22204022001@student.uin-suka.ac.id\*<sup>1</sup>, umi.baroroh@uin-suka.ac.id<sup>2</sup>

### Abstract

Each learner is unique and has a diverse background and abilities. Every learner has the right to receive learning according to their way of learning. Differentiated learning is one of the solutions to fulfill this diversity. The process of differentiating a series of learning processes, including assessment, is carried out to answer each learner's learning needs, styles, or interests. This research aims to create an assessment innovation in differentiated learning based on project-based learning, especially in writing skills. The method used in this research is a literature study with a descriptive qualitative approach. The result of this study is that the assessment of writing skills in project-based learning differentiated learning can be done through product or project assessment that is adjusted to students' readiness and ability.

**Keywords:** Assessment; Writing Skills; Differentiated Learning; Project-based Learning

### INTRODUCTION

Learning assessment is an integral element that cannot be separated during the educational process (Mahardhika & Lubis, 2022). In general, assessment can be defined as a process to collect information in various forms that can be used as a basis for making decisions related to students. This information includes things such as curriculum, learning programmes, and school policies (Poerwanti, 2015). The function of the implementation of assessment is based on article 58 paragraphs 1 and 2 which include the purpose of evaluating student learning, which involves continuous monitoring of the process, development, and continuous improvement of learning outcomes (Endang, 2023). Assessment is also an appropriate term for assessing the student learning process. Although the main focus of assessment is on the student learning process, it is important to remember that the learning outcome factor also remains a part that cannot be ignored (Baruta, 2023).

With students' diverse backgrounds, assessment must take into account such diversity to provide a holistic picture of learning achievement. Differentiated learning exists to respond to the different learning needs, styles or interests of each student (Purnawanto, 2023). Differentiated learning is an effective approach to address student diversity, ensure individual needs are met, and assist student development and preparation for the future (Wahyudi et al., 2023). In differentiated learning, there are several important elements, namely: content (what is taught), process, product (the end result of learning), and learning environment (Kristiani et al., 2021). These four elements allow teachers to differentiate learning according to the needs of student characteristics.

In the implementation of differentiated learning, the assessment process becomes very important. A teacher is expected to have an evolving understanding of his/her students' academic progress in order to plan developmentally appropriate learning (MS,

2023). Assessment, in this context, functions like a compass that provides direction in the implementation of differentiated learning practices (Nince, 2023). Assessment is not only related to the achievement of learning outcomes; rather, what is more essential is how assessment can improve learners' abilities in the learning process. Assessment should be carried out through three approaches, namely assessment of learning (end-of-learning assessment) functioning as summative assessment, assessment for learning (assessment for learning) functioning as formative assessment, and assessment as learning (assessment as learning) (Luthfiana, 2022).

Assessment can aid learning development by providing feedback. Providing feedback is part of formative assessment (Dwiyanti & Suwastini, 2021). Formative assessment plays a very important role in differentiated learning practices as it monitors the learning process (Nince, 2023). On the other hand, the final project has a higher level of authenticity as an assessment method because the assessment involves evaluating the process of completing the project. In addition, the final project can evaluate students' higher-order thinking skills as they have to plan, implement, and even evaluate the outcome (Dwiyanti & Suwastini, 2021). As in differentiated learning, the product (the end result of learning) is an important element. The product is summative and needs to be graded (Kristiani et al., 2021).

Project-based learning is one of the student-centred and result-oriented learning models. In this model, students are expected to learn independently and actively, fulfil the demands of students to participate actively, and provide encouragement to them to produce concrete products as part of the learning process (Yuniarti et al., 2021). It's just that often in the application of PBL in the field teachers provide uniform projects. The results of the study show that the implementation of education has not changed much, where teachers still apply a learning system that considers all students uniform without considering the diversity of their abilities (Ade Sintia Wulandari, 2022). Whereas each student has different readiness, interests, needs, and learning profiles. If the project given to students is uniform, while the level of readiness, ability, and interest of students varies, this can cause gaps in assessment. Therefore, innovation is needed in the assessment process to accommodate student diversity.

Assessment of learning using the Project-Based Learning (PBL) method needs to be carried out thoroughly on the knowledge and skills acquired by students in carrying out Project-Based Learning. Assessment in Project-Based Learning can adopt evaluation techniques that have been developed by the Centre for Educational Assessment, Ministry of Education and Culture, namely project assessment or product assessment (Hikmah, 2020). Project assessment is the process of evaluating a task that must be completed within a certain period of time (Munip, 2017). Meanwhile, product assessment is an assessment of the manufacturing process and quality of a product. This includes assessing students' skills in making a product or work product, as well as the quality of the product (Maruti & Kusumawati, 2018). The product element in differentiated learning is an important part of the learning outcomes that focus on customising individual learning needs (Mahfudz, 2023).

In research conducted by (Maruti & Kusumawati, 2018) stated that related to product assessment instruments in the form of Javanese learning design videos created can act as solutions and alternative options for lecturers when evaluating skills in the process of teaching Javanese at the elementary school level. However, it reveals the existence of obstacles, because the method used is the discussion method. In practice,

only a few students were actively involved. Departing from this study, the researcher will examine product assessment on Arabic writing skills in project-based learning differentiation learning. We chose writing skills as the object of this assessment because writing allows students to think creatively, increase their vocabulary, and improve their writing skills (Dwiyanti & Suwastini, 2021) and hone their ability to communicate through writing. This project assessment of writing ability aims to evaluate the writing of students with different abilities as a reflection to improve their writing ability. Choosing the project-based learning method is expected to make students play a more active role in the learning process (Shodiqoh & Mansyur, 2022). This is also reinforced by research (Krisnawati & Martha, 2023) which states that the application of project-based learning can improve Arabic writing skills (Anggara, 2018). And based on research conducted by (Herwina, 2021) revealed that the application of differentiated learning can support students in achieving optimal learning outcomes, because the products produced are tailored to their interests. However, in this study, there is no assessment of differentiated learning. Based on the background of this problem, the researcher wants to examine how to assess writing skills in differentiated learning based on project-based learning.

## METHOD

This research is a literature study that uses the literature study method with a qualitative descriptive approach. Data collection techniques were obtained through articles related to the topic of the research conducted, namely: assessment of writing skills in project-based learning-based differentiation learning. Then the data is described qualitatively based on the data obtained. The data analysis techniques used were: data collection, reduction, and conclusion drawing (Sugiyono, 2013). Researchers identify thematic patterns or certain categories in the literature reviewed. This study aims to explore information related to the innovation of writing skills assessment in project-based learning-based differentiation learning.

## RESULTS AND DISCUSSION

### Writing Skills

Writing can be considered as a process that represents speech sounds by referring to certain rules. This means that all ideas, thoughts, and concepts owned by the writer are conveyed through the use of structured language symbols. By using these symbols, readers can understand the intentions conveyed by the author (Hardiyanti, 2022). The ability to write (maharah al-kitabah) is the highest skill among the four language skills (Munawarah & Zulkifli, 2021). Writing is a skill in describing or expressing the contents of the mind in writing (Hastang, 2019). Writing skills involves several important aspects that cannot be separated: *imla'*, *khat*, and *insya'* (Khairani et al., 2023). *Imla'* involves the ability to write clear and readable texts, influencing the way texts are written and read in the context of the Arabic language. *Khat* or the art of calligraphy, is the skill of writing texts with aesthetics and regularity, playing a role in improving the appearance as well as the reading comfort of the resulting texts. Meanwhile, *insya'* is the ability to write texts with a specific meaning and purpose, affecting one's ability to produce quality texts and be able to express ideas or thoughts precisely (Fajriah, 2017).

Although writing may seem complicated, it has great benefits as a crucial supporting element in language activities. In particular, writing skills contribute significantly in encouraging the development of students' initiative and creativity. It helps

them in the process of finding, collecting, processing, and organising information so that it can finally be presented in the form of quality writing (Munawarah & Zulkifli, 2021). Writing is a language activity that has a close relationship with thinking activities, where both complement each other. Therefore, writing and thinking are two activities that are carried out simultaneously and repeatedly. Writing serves as a container that also reflects the results of the thinking process (Hardiyanti, 2022). The principles of learning writing skills include several important aspects that need attention during the learning process. Some of these principles are (Fajriah, 2017):

1. The first principle emphasises the importance of clarity of themes and requirements in the learning process.
2. The second principle directs that the themes used come from real life or learners' direct experiences, such as celebrations, picnics, or indirect experiences through pictures, films, or reading materials.
3. The third principle highlights the linkage of *insya'* teaching with *qowa'id* and *muthala'ah*. *Insya'* is considered an effective medium for implementing the principles of *qowa'id* obtained from *muthala'ah*.
4. The fourth principle emphasises the importance of correction of student work. Without correction, learners may not realise their mistakes and potentially repeat the same mistakes.
5. The fifth principle emphasises the importance of language development as a key effort in improving writing skills. This focus on skill building is essential to ensure that learners not only master the basic skills of writing, but also improve their overall language skills, both in oral and written form.

Overall, the principles of learning writing skills form an important basis for achieving the learning objectives of *kitabah*. The learning objectives of writing skills include the process of learning to read and write by following the correct rules, having mastery of the rules of writing in Arabic (Ningtyas, 2021). In addition, being able to compose writing in Arabic based on what is heard, means having good listening skills so that you understand the language spoken or heard (Prihartini, 2018). In addition, the purpose of teaching writing skills includes giving freedom to explore creativity (Aulia et al., 2024) and digging deeper into personal views so that they are able to think critically (Ulum & Hadawiah, 2022). In the process of learning writing skills, it can be adjusted to the ability of the participants (Munip, 2017):

1. Beginner Stage: Able to reproduce simple language units, write words, construct simple statements and questions, and form paragraphs.
2. Intermediate Stage: Able to construct statements and questions, develop paragraphs, write letters, compose short essays, and compose reports.
3. Advanced Stage: Able to compose short essays, write letters, produce essays, and compose more complex reports

### **Differentiated Learning**

Differentiated learning has been recognised as a learning strategy that accommodates students' different readiness, learning interests and learning profiles (Tomlinson, 2017). Differentiated learning is an instructional technique or learning approach in which teachers use a variety of teaching methods to meet the individual needs of each student according to their needs (Purnawanto, 2023). Differentiated learning refers to diversity in which activities are carried out to understand students and pay

attention to their learning responses according to individual diversity (Fauzia & Ramadan, 2023). Differentiated learning is a learning approach that focuses on the learning needs of each student, taking into account differences in students' abilities, interests, and experiences (Marlina, 2020). Differentiated learning must be tailored to the individual needs of students without discrimination, including physical and spiritual deficiencies. This aims to ensure that learning materials are effectively delivered to each student. (Fauzia & Ramadan, 2023). There are three aspects of learning that teachers can do distinguish learning: (1) content, (2) process, and (3) product (Marlina, 2020). Thus, differentiated learning has an important role in creating equality in the learning process. Differentiated learning has several objectives as follows (Purnawanto, 2023).

1. Meeting the individual needs of students: This learning aims to meet the diverse learning needs of each student, taking into account their individual preferences, learning styles, comprehension levels and learning pace.
2. Improving student achievement: By presenting learning materials according to students' level of understanding and ability, differentiated learning aims to improve students' academic achievement.
3. Increase students' motivation and interest in learning: Students are given the opportunity to choose tasks and materials that suit their interests, increasing students' motivation and interest in learning.
4. Developing social and collaborative skills: Differentiated learning involves diverse group work, helping to develop social skills, collaboration and diversity.
5. Improving students' self-esteem: Each student is given the opportunity to achieve according to their own abilities and needs, increasing students' self-esteem.
6. Increases student engagement: Students feel more engaged in learning because they have choice and control over how they learn, strengthening student engagement and relationships with teachers.

By achieving these goals, differentiated learning can create an inclusive learning environment, where every student has the opportunity to grow and develop according to their potential (Purnawanto, 2023). The features or characteristics of differentiated learning include: a learning environment that stimulates students' interest in learning, a curriculum with clearly defined learning objectives, the application of continuous assessment, teacher responsiveness to students' learning needs, and effective classroom management (MS, 2023).

Differentiated learning provides the freedom and ability to adjust to the needs of learners, so that they can develop their potential according to their level of learning readiness, interests, and diverse learning profiles. In this learning context, the teacher's role is directed to become a facilitator who focuses on fulfilling learning needs that are in accordance with student needs (Purnawanto, 2023). To implement differentiated learning in the classroom, teachers need to take the following steps (MS, 2023):

1. Learning Needs Mapping: Identification of student learning needs based on three aspects, namely learning readiness, learning interest, and learning profile. This can be done through interviews, observations, or surveys using questionnaires, and so on.
2. Differentiated Learning Planning: Plan differentiated learning based on the mapping results. Provide a variety of options, in terms of teaching strategies, learning materials and learning methods, according to students' needs and preferences.

3. Evaluation and Reflection: After the lesson, evaluate the effectiveness of the differentiated learning that has been implemented. Reflect on student responses and learning outcomes to determine next steps.

Differentiated learning is a strategy or model of developing and implementing learning in a school environment designed to optimise the development of different potentials or competencies in each class of students. This approach achieves this through diversification of learning content, processes, and products to be developed (Fauzia & Ramadan, 2023) as well as the learning environment (Kristiani et al., 2021). The following is an explanation of each strategy.

1. Content Differentiation:
  - a. Content refers to the material taught to students.
  - b. Content differentiation is done in response to students' readiness, interests and learning profiles or a combination of the three.
  - c. Teachers need to provide materials and tools that suit students' learning needs.
2. Process Differentiation:
  - a. Process involves how students understand or give meaning to what they learn.
  - b. Process differentiation can be implemented by:
  - c. Create an individualised agenda for students, including a list of tasks and a variety of times students can take to complete the tasks.
    - 1) Using tiered activities.
    - 2) Provide guiding questions or challenges that match the angle of interest.
  - d. Develop activities with variety.
3. Product Differentiation:
  - a. Products include work or demonstrations that students must show, such as essays, speeches, recordings or diagrams.
  - b. In product differentiation, the following points need to be considered:
    - 1) Provide challenge and variety to accommodate diversity.
    - 2) Giving students choices in expressing their desired learning (MS, 2023).
4. Differentiation of Learning Environments: The process of identifying or mapping students' needs is sometimes overlooked by teachers. Without knowing students' learning needs, teachers will have difficulty in providing appropriate learning experiences for their students (Kristiani et al., 2021).

The process of identifying or mapping students' needs is sometimes overlooked by teachers. Without knowing students' learning needs, teachers will have difficulty in providing appropriate learning experiences for their students (MS, 2023).

Besides learning strategies, assessment also plays an important role in differentiated learning. In the practice of differentiated learning, the assessment process has a very important role (MS, 2023). Assessment in differentiated learning consists of three types, namely assessment for learning, assessment as learning, and assessment of learning. Formative assessment, which is part of assessment for learning, plays a very important role in differentiated learning practices (Magdalena, 2022b). Formative assessment is conducted during the learning process and serves to monitor the teaching-learning process, build effective classroom communities, and provide information that helps teachers understand their students (Inanna et al., 2021). Thus, formative assessment assists teachers in understanding the progress of each student individually, which is in line with the principle of differentiated learning. On the other hand, the final project has a higher level of authenticity as an assessment method because it involves evaluating the

process of completing the project. In addition, the final project is able to assess students' higher-order thinking skills, as they have to plan, implement and even evaluate the results (Dwiyanti & Suwastini, 2021). Nonetheless, the assessment must refer to the principle of differentiation (Magdalena, 2022a). The products done by learners need to be differentiated according to each learner's readiness, interests, and learning profile (Kristiani et al., 2021).

### **Project Based Learning**

Project Based Learning (PBL) is a teaching method where students learn through active engagement in real-world projects that have personal meaning. PBL is designed to provide students with opportunities to develop knowledge and skills through projects that involve challenges and problems that they may face in real life (Triansyah & Muhammad, 2023). The project method is the brainchild of John Dewey where the concept is "learning by doing". In this learning, students are required to be creative in completing the tasks in front of them. The tasks are organised in such a way as to achieve the desired goal. By using the project method, students will gain learning experience from doing some of the work (Shodiqoh & Mansyur, 2022).

With the PBL learning model, students can use their thinking skills to design and create a project or work. Because they are directly involved during this learning process (Marlani & Prawiyogi, 2019). In carrying out this project task, students are expected to be able to solve problems, design, carry out investigative activities, make decisions, and work independently (Fauzan, 2023). This allows students to work independently, construct their own learning, and produce a final product that demonstrates their understanding and skills. Project-based learning has several characteristics, namely: (1) there are problems or challenges given to students, (2) it encourages students to gain a more interesting and meaningful learning experience, (3) it produces a real product, and (4) the evaluation process is carried out continuously (Hastang, 2019).

The steps of project-based learning described by The George Lucas Educational Foundation (2003), as cited by (Mufti, 2022) as follows:

1. Start with an Essential Question: The question can be sourced from real life and linked to the learning material.
2. Planning/Designing Project:
  - a. Students plan something to answer the central question.
  - b. Involving students in the planning and creation process of the project, as well as the exchange of ideas between teachers and students to solve problems.
3. Setting the Schedule: Teachers and students create a timeline for making the product.
4. Monitoring the Project's Progress:
  - a. Teachers supervise and monitor the progress of students' projects.
  - b. The purpose of this monitoring is to check for any errors or shortcomings in the project.
5. Assessment the Product: Assessment of the students' work on their projects.
6. Evaluate: At this stage, the teacher together with the students reflect on the implementation of the project as a whole.

Assessment of learning with the Project-Based Learning method needs to be carried out thoroughly on the knowledge and skills acquired by students in the implementation of Project-Based Learning. Project-Based Learning assessment can use assessment

techniques developed by the Centre for Educational Assessment, Ministry of Education and Culture, namely product assessment or project assessment (Hikmah, 2020).

### **Product Assessment**

Product assessment is an assessment of the manufacturing process and quality of a product (Hikmah, 2020). The product is the end result of learning that shows the ability of knowledge, skills, and understanding of students after completing a unit of study or even after discussing the product is summative in nature and needs to be graded (Nince, 2023). In the context of Arabic language subjects, product assessment can include evaluating student work in various forms such as making Arabic calligraphy, concept maps of qawaid (nahwu-sharaf) material, recordings of Arabic speeches, Arabic drama scripts, and others (Munip, 2017). The product development process involves three stages, each of which requires assessment (Suardipa & Primayana, 2023) which are as follows:

1. Preparation Stage: At this stage, the assessment focuses on the learners' ability to plan, explore, and develop ideas and design the product to be developed.
2. Manufacture Stage: At this stage, an assessment is made of the learners' ability to select and use materials, tools, and techniques that are appropriate to the needs and characteristics of the product to be made.
3. Assessment Stage: This stage involves assessing the learners' ability to produce a product that is suitable for its function and fulfils the criteria of beauty that have been previously set.

Product assessment can be done through two methods, namely holistic and analytical. In the holistic approach, evaluation is based on the overall impression of the product and is generally done at the final assessment stage. Meanwhile, the analytical approach involves assessments based on specific aspects of the product, and is usually conducted at each stage of the development process by evaluating all relevant criteria (Hikmah, 2020).

### **Project Assessment**

Project assessment is an evaluation activity of a task that must be completed within a certain period of time. Project assessment is a learning evaluation model used to evaluate learners' ability to control the process of making and utilising/using materials to create an outcome, whether it is a product, practical work, or certain qualities (Salamah, 2018). Assessment of a project is carried out throughout the planning, implementation, and completion stages of the project. Therefore, teachers need to determine the elements or steps to be evaluated, such as design, data collection, data analysis, and preparation of a written report. The results of the assignment or research can also be presented in the form of a poster. To carry out the assessment, teachers can use assessment tools or instruments, such as checklists or rating scales (Munip, 2017).

In project assessment, there are three aspects to consider, namely: (1) management skills, involving learners' skills in selecting topics, searching for information, and managing time for data collection and report writing; (2) relevance or suitability to the subject, taking into account the stages of knowledge, understanding, and skills in learning; and (3) originality, where the project done by learners must be the result of their own work, taking into account the teacher's contribution in the form of instructions and support for learners' projects (Hikmah, 2020). In Arabic language learning, some examples of student project evaluation activities involve (Munip, 2017):



1. Translate Arabic texts taken from Arabic books, newspapers and articles.
2. Describe the content of an Arabic reading passage using your own words.
3. Identify specific sentence patterns in a surah of the Quran.
4. Recording a prayer on a special occasion in the student's place of residence, then rewriting it in Arabic, recognising any mistakes, and translating the prayer into Indonesian.
5. Write a letter in Arabic.
6. Write a paper in Arabic on a theme.

### Implementation of Differentiated Learning Based on Project Based Learning

In the application of Project Based Learning-based differentiated learning can be done before the learning activities begin. Schools prepare students' psyches, qualified technology and carry out habituation to foster character in students by, among others (Kristiani et al., 2021):

1. Creating a positive and ethical learning environment
2. Prepare personal and social skills, so that learners have self-awareness, self-management, and social awareness.
3. Conduct diagnostic tests and questionnaires before students take part in Arabic language learning. As a picture of students' competence in learning Arabic so that teachers can do mapping and accommodate the diversity of learners. From the diagnostic test, teachers have a basis for planning learning activities including the design of content, process and product differentiation.

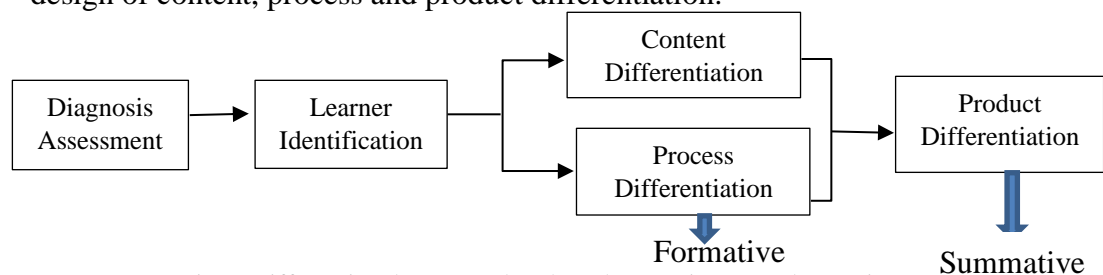


Fig 1. Differentiated Lesson Flow based on Project Based Learning

4. Setting up Project Based Learning

### Assessment Of Writing Skills in Differentiated Learning Based On Project Based Learning

It is acknowledged that differentiated learning is a teaching strategy that takes into account variations in individuals' learning profiles, learning interests, and preparation. Teachers can differentiate instruction based on three elements of learning: (1) content, (2) process, and (3) product. The term "content" describes the skills, objectives, and standards that students acquire in their fundamental academic subjects. Process explains the kinds of activities that help pupils grasp key concepts and ideas. Learning assessment is a student-centered strategy that influences how students develop their intellectual abilities, acquire knowledge, and construct their identities. (Marlina et al., 2023).

Assessment should be based on the principle of differentiation. This means providing opportunities for students to show what they know, what they understand and what they can do (Magdalena, 2022b). The purpose of assessment in differentiated learning is to provide feedback to teachers and students so that they can adjust their teaching and learning strategies accordingly (Purnawanto, 2023). In Project Based

Learning based differentiated learning assessment has an important role, both diagnostic, formative and summative assessment. Diagnostic assessment is carried out at the beginning of the learning unit. During the learning process, the teacher continuously evaluates the level of readiness, interest and learning approach applied by the students. Furthermore, teachers use this information to design learning experiences that are tailored to the current and best understanding of students' individual needs (MS, 2023). Formative assessment is used to assess during the learning process. Learners are not assessed with quantitative numbers. Instead, they are assessed qualitatively. This assessment takes the form of feedback notes on learners' attitudes, knowledge and skills. The notes reflect aspects that are still lacking and need to be improved or enhanced by the learners (Kristiani et al., 2021).

Assessment in differentiated learning should also be varied and consider each student's readiness, interest and learning profile. Assessment can be done through product or project assessment which is a summative assessment that needs to be graded. Summative assessment emphasises the outcome or final achievement of students in a learning material, and is often used to determine whether learning objectives have been achieved according to set standards. Outcomes are evidence of what learners have mastered (Adinda et al., 2021). However, it should be noted that each learner has differences in ability, experience, aptitude and interest. Product and project assessments tend to take a long time to complete and involve a broader and deeper understanding of learners. Products can be completed individually or collaboratively (Hikmah, 2020). If the project or product is done collaboratively, the assessment must be fair based on the contribution made by each learner in the group (Kristiani et al., 2021). Student participation means the participation of learners in an activity that is shown by their physical and psychological behavior (Hikmah, 2020).

In implementing Project Based Learning, the step of planning a project is an important component (Mufti, 2022). Product assessment in differentiated learning requires teachers to plan the types of products that learners will produce, referring to the knowledge, understanding and skills they need to demonstrate. Teachers also establish assessment criteria through rubrics to give learners an understanding of what aspects will be assessed and the expected quality standards of each aspect they need to fulfil. In addition, teachers provide instructions on how learners can present their work so that it can be understood by other learners. In product assessment (end-of-learning outcomes), the products to be made by learners are customised differently, following each learner's readiness, interest and learning profile (Kristiani et al., 2021)

Kitabah learning is closely related to *imla'*, *khat*, and *insya'*. Calligraphy is among the outputs of writing skills (Khairani et al., 2023). Product assessment in *kitabah* skills, for example, assessment of student work in making calligraphy. In this product assessment can be adjusted to the readiness and interests of learners. Here is an example of a worksheet for Arabic learners writing *khat*.

### **Arabic Learner Worksheet Writing Khat/Calligraphy**

The steps of product assessment in differentiated learning in Arabic language learning include planning, implementation, and product evaluation. Teachers need to determine the type of product assignment, theme, and assessment criteria, and involve students in the planning and assessment process. Product assessment in differentiated learning can use various assessment tools/instruments, such as checklists, rating scales,

or graded assessments. The process of product assessment also involves initial steps that focus on learner preparation and further steps that include conducting the assessment to evaluating the final product. In the context of differentiated learning, product assessment should take into account the different abilities, interests and learning profiles of students to ensure equity in the learning process. In addition to product assessment in PBL-based differentiated learning can use project assessment on maharah kitabah, for example a project to write a simple paper in Arabic. Here is an example of an Arabic learner worksheet to write a simple paper.

Table 2 the example of the calligraphy product assessment format can be seen in the table (Munip, 2017). Learners are able to write with the rules of khat Naskhi

**Table 2. Product Assesment Format**

No	Name	Material Planning	Aspects Assessed				Total
			Manufacturing Process		Product Outcome		
			Creation Steps	Manufacturing Technique	Physical Form	Innovation	

Description:

Score between 1 – 5

The aspects assessed are adjusted to the task given.

Table 3 the example of write simple paper project assessment format can be seen in the table (Munip, 2017). Learners are able to write a simple paper

**Table 3. Project Assessment Format**

No	Name	Aspects Assessed								Total	
		Planning		Implementation				Report			
		Preparation	Title Formulation	Writing Systematics	Data collection	Data analysis	Conclusion	Reference	Performance		Presentation

The steps of project assessment in differentiated learning include project planning, implementation and evaluation. Teachers need to determine the type of project task, theme, and assessment criteria, and involve students in the planning and assessment process. In addition, project assessment in differentiated learning can use various assessment tools/instruments, such as checklists, rating scales, or graded assessments. The project assessment process also involves an initial step that focuses on learner preparation and a follow-up step that includes conducting the assessment to evaluating the final project results. In the context of differentiated learning, project assessment

should take into account the different abilities, interests and learning profiles of students to ensure equity in the learning process.

## CONCLUSION

Differentiated learning takes into account student differences, with three main aspects: content, process and product. Assessment in this learning should be inclusive, considering the diversity of students. In the assessment of writing skills, it can be through product and project assessments that are adjusted to the learners' readiness and interests. Project-based learning is an effective method in differentiated learning, allowing students to express their potential according to individual characteristics.

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