Implementing Authentic Assessment to Enhance Language Skill in Arabic Language Learning

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Abstract

Authentic assessment is an evaluative approach that emphasizes real-world skills, aligns with real-life contexts, and encompasses both the process and outcomes of learning. As a form of assessment adapted to real-life situations, it is expected to effectively address the challenges of the digital era. This study aims to describe authentic assessment strategies in Arabic language learning in the digital age. Employing a descriptive qualitative approach, data were collected through a literature review of various sources, including books, articles, and journals, and analyzed using the Miles and Huberman model. The findings indicate that authentic assessment differs from traditional assessment as it evaluates students based on the application of knowledge through meaningful tasks such as projects, portfolios, presentations, and debates. In Arabic language learning, authentic assessment can be developed based on the four language skills (*maharah lughawiyah*). Strategies for authentic assessment in the digital era can utilize technologies such as podcasts, videos, online story websites, and collaborative platforms to create relevant and engaging learning experiences.

Keywords: Performance Based Assessment, Learning Strategy, Arabic language, Technology.

INTRODUCTION | مقدمة

Arabic language learning in educational institutions, both formal and non-formal, has garnered particular attention. The use of various methods, media, and evaluations has been extensively developed as part of efforts to achieve the Arabic language learning objectives of students. Learning evaluation is one crucial aspect, as it aims to measure the achievement of students' competencies (Hajaroh & Adawiyah, 2018). Evaluation activities, which include assessment processes, are carried out to measure and evaluate the level of achievement of basic competencies (Idris & Asyafah, 2020). However, the implementation of assessments in Indonesia is still dominated by traditional methods that focus on cognitive aspects through written tests in the form of multiple-choice or short-answer questions (Zuhriyah et al., 2025).

Quoting Römer, a test is defined as a method that assists teachers in studying students' progress in class to achieve their goals (Marzuki et al., 2016). Furthermore, the results of the exams can serve as a reflection of the teacher's success in the classroom (Pit-Ten Cate et al., 2018). If the assessment results show that more students have achieved good scores above the benchmark, it indicates that the teacher has been successful in teaching. However, if more students fail the exam, it signifies that not only have the students failed, but the teacher has also failed in the teaching process (Masyuroh, Siti, Fikri, Zahratul, Dwimaulani, Astrid, Miraja, 2023). One effort that can be made to improve learning outcomes is to transform traditional, monotonous assessments into more meaningful authentic assessments (Andini & Nadiah, 2024).

Authentic assessment is a test used to determine whether students can apply the knowledge they have learned in a real-world environment (Rohmah, 2024). This type of assessment serves as a platform for students to demonstrate their understanding through critical thinking, problem-solving, collaboration, and communication. Authentic assessment also encourages active student engagement in the learning process. In its implementation, students are presented with challenging, creative, innovative tasks that are relevant to their everyday lives (Saher et al., 2022).

Authentic assessment, which is a form of assessment aligned with real-life situations, should ideally be able to address the challenges of the digital era (Jayadiningrat et al., 2022). This is in line with the demands of the 21st century, which emphasize the integration of technological literacy across all learning processes. Technological advancements should ideally support the implementation of authentic assessments more effectively and efficiently. Thus, authentic assessment not only aligns with the characteristics of the 2013 Curriculum and the Merdeka Curriculum, which emphasize competency-based learning, but also adapts to the ever-evolving digital ecosystem (Diani & Sukartono, 2022).

Research aimed at applying and developing authentic assessment in Arabic language learning has been widely conducted. In a study by Resi Agustien, it was found that authentic assessment can enhance the effectiveness of evaluations, particularly in reading skills (*maharah qira'ah*) (Agustien, 2020). Furthermore, research by Saufa Mujadilah and colleagues, which focused on the development of product and portfolio assessments, demonstrated that such assessments are capable of evaluating all cognitive, affective, and psychomotor aspects with active student involvement (Mujadilah et al., 2024). There is also research on the challenges of implementing authentic assessment, conducted by Winda Khoritotul Jannah and colleagues at MTs Al Amiriyyah Blokagung Banyuwangi. The study found that obstacles in implementing authentic assessment include teachers' lack of readiness, students' attitudes, and time constraints (Jannah et al., 2024).

The aspects of assessment in Arabic language learning encompass the four language skills (*maharah lughowiyah*), namely listening (*istima'*), reading (*qiro'ah*), speaking (*kalam*), and writing (*kitabah*). (Mustofa, 2021). The implementation of authentic assessment in Arabic language learning is highly necessary because traditional assessments are insufficient to measure students' abilities in real-world contexts (Jannah et al., 2024). The challenges in implementing authentic assessment in Arabic language learning continue to grow with the advancement of technology in this digital era. Educators are required to keep up with technological developments and continuously devise innovative assessment strategies.

Previous studies have explored authentic assessment in Arabic language learning, but few have addressed its application in digital contexts. There remains a gap in strategies that authentically assess all four maharah lughawiyah using technological advancements. This study aims to fill that gap by designing comprehensive, realistic strategies for implementing authentic assessment in Arabic learning in the digital era.

METHOD | منهج

This research employs a qualitative approach with a library study method. The main focus of this study is to descriptively describe the strategies for implementing authentic assessment in Arabic language learning in the digital era. The data collection technique in this research involves tracing literature from various sources such as books, articles, and journals related to the study. The collected data are then analyzed using the Miles and Huberman analysis model, which

includes data collection, data reduction, data presentation, and making conclusions (Hengki Wijaya, 2020). Through this approach, it is hoped that a deeper understanding can be gained regarding the relevance and implementation of authentic assessment strategies amidst the advancements in educational technology. The validity of this study can be enhanced through literature triangulation, which involves cross-referencing information from multiple scholarly sources to assess the consistency or divergence of the claims and findings obtained (Nurfajriani et al., 2024).

RESULT | نتائج

Basic Concepts of Authentic Assessment

Authentic assessment is a realization of constructivist theory, which focuses on the learning process that arises from concrete experiences, collaborative activities, reflection, and interpretation (Yudhiarti et al., 2023). Vygotsky argues that the characteristic of constructivism is meaningful learning (Matara, 2023). This means that learning is built based on prior knowledge by connecting and constructing it with new knowledge. Therefore, this theory emphasizes not only on the outcomes of learning, but also on the process of knowledge acquisition and the development of students' understanding (Kusumaningtyas et al., 2018).

Authentic assessment is the process of collecting, reporting, and conducting assessments in a manner that is trustworthy, accurate, and consistent (Suhendra, 2021). According to Grant Wiggins (1993), authentic assessment is an evaluation that involves students in meaningful situations or significant questions, requiring them to apply their knowledge to demonstrate comprehensive abilities (Sani, 2022). Based on the definitions provided, it can be concluded that authentic assessment is a performance-based evaluation that focuses on students' abilities as the main emphasis in the assessment process. Authentic assessment is an evaluative process that centers on important aspects to be assessed, encompassing both the learning process and outcomes. In authentic assessment, students are required to apply the knowledge they have acquired in real-life situations, based on the understanding they possess (Salendab & Dapitan, 2021).

A student is considered competent if they are able to apply the knowledge they have learned in facing a situation or solving a problem. Therefore, assessments that only focus on memory or understanding are not sufficient to determine a student's competence. The cognitive level categories for authentic assessment are: application (C3), analysis (C4), evaluation (C5), and creation (C6). Generally, traditional assessments using multiple-choice tests cannot measure students' ability to think creatively (Sani, 2022).
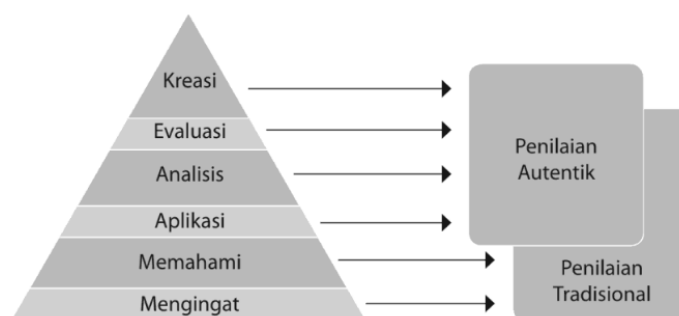

Figure 1. Cognitive Levels in Authentic Assessment and Traditional Assessment

Authentic assessment is designed to mirror real-world contexts, enabling students to understand the practical application of their knowledge and skills beyond the classroom. It assesses both theoretical understanding and the ability to apply learning in practice (Handayani, 2021). Furthermore, authentic assessment incorporates self-assessment and reflection, and should be comprehensive—encompassing attitudes, knowledge, and skills—to offer a holistic view of student competence (Zebua & Zebua, 2024).

Benefits of authentic assessment include: helping students progress toward achieving competencies, enabling teachers to identify problems experienced during the learning process, and being relevant to real-life situations so that students are better prepared to face challenges outside of school (Febby, 2017). The benefits of authentic assessment include enhancing discipline and motivation. Authentic assessment can also improve critical thinking skills and positively influence learning outcomes. Additionally, students are able to provide feedback regarding their strengths and weaknesses, enabling them to understand what needs to be improved and further developed (Ermawati & Hidayat, 2017).

Form of Authentic Assesment

Authentic assessment is an evaluation that requires students to solve innovative problems related to real-life situations (Welsandt et al., 2024). This type of assessment is also known as performance-based assessment. According to Stanley (2014), there are ten most common forms of authentic assessment that can be used to test what students have learned. These include oral presentations, debates/speeches, role-playing, group discussions, interviews, portfolios, exhibitions, essays, research papers, and journals. Meanwhile, according to Natalia, as cited by Syafuddin, authentic assessment encompasses various techniques such as written products, portfolios, checklists, observations, and projects (Syaifuddin, 2020).

1. Oral Presentations, Debates, Role-Playing, and Group Discussions

The author combines these four forms of authentic assessment, oral presentations, debates, role-playing, and group discussions because they all assess speaking skills. According to Nunan, as cited by Muhlis et al., "Speaking is a productive aural/oral skill that consists of the systematic production of verbal utterances to convey meaning"(Wicaksana et al., 2019).

The oral presentations in question must focus on students' ability to interpret and convey meaning for authentic purposes within an interactive context (Rukmini & Saputri, 2017). In this way, students are encouraged to demonstrate their learning through agile and critical analysis, using best practices or underlying theories to show application and metacognition in the discussions they conduct (Ward et al., 2024). Furthermore, authentic assessment through oral presentations is conducted to evaluate students' ability to deliver material, construct logical arguments, and demonstrate self-confidence during the presentation process (Tran & Tran, 2020). Another function of oral presentations is that they can enhance students' skills in communicating using academic language, as well as adapting to their audience (Dayat, 2017).

Debate is considered a potentially effective pedagogical tool for speaking, which can serve as a foundation and support the learning process in a way that leads to language development (Tarigan & Lubis, 2024). Debating involves meaningful multilevel interactions (i.e., interaction with content, interaction among students, and interaction between students and teachers). These interactions, driven and enriched by the competitive atmosphere of debate, help learners become aware of language and knowledge gaps, thereby modifying and refining students' learning outcomes (el Majidi et al., 2021). Authentic assessment through debates is a form of

evaluation that trains students to think critically, construct arguments effectively, and respond to questions accurately and logically (Kardiansyah & Qodriani, 2018). Additionally, such activities can encourage students to enhance their research skills and gain a deeper understanding of issues or phenomena (Firmansyah & Valatansa vegian, 2019).

Role-playing is an authentic pedagogical approach considered highly relevant for developing sustainability competencies (Withanarachchi Samaranayake, 2021). The implementation of role-playing assessment requires planning, scenario creation, and active student involvement in the role-playing activities (Lee & Liu, 2022). Role-playing assessment enables students to explore various social situations and real-life circumstances through simulation (Wulandari et al., 2019). Assessment in the form of role-playing generally covers aspects such as role authenticity, creativity, language use, and character portrayal (Gustiawan et al., 2023).

Group discussion is a form of collaboration and communication among students, serving as a medium for exchanging ideas, discussing, and working together. A good discussion occurs when students provide feedback to one another, design solutions, study, acquire, and communicate information to address problems and issues presented to them (Putri et al., 2024). Group discussions also encourage active student participation in problem-solving and constructing narratives based on their existing knowledge (Salsabilla, 2023). Therefore, in assessing group discussions, it is expected that students will develop communication skills, collaboration, critical thinking in problem-solving, as well as creativity and innovation (Sylvia et al., 2019).

2. Portofolio

According to Butler and McMunn, a portfolio is a purposefully integrated collection of student work that demonstrates their effort, progress, or level of proficiency (Suhartono et al., 2025). Portfolios allow students to review their own work and reflect on their learning. This helps students analyze their strengths and weaknesses and set new short-term and long-term goals. Thus, by using portfolios, students become actively engaged in determining the scope of their knowledge and skills (Ahmed Abdelal Ibrahim & Rakhshani, 2024). Below are examples of tests and assessments in portfolio form:

Figure 2. Examples of Portfolio Tasks and Portfolio Evaluation

The image above is an example of tasks and authentic evaluation sheets in the form of a portfolio. Portfolio tasks are one of the tools that support deep learning. Additionally, assessment in the form of a portfolio provides data that is more aligned with the students' actual conditions, making it easier for teachers to evaluate both the progress and learning difficulties of students (Schellekens et al., 2021). Therefore, by using portfolios, learning becomes a potentially effective approach to creating student-centered learning environments, encouraging reflective practices, and personalization (C. Bangalan & B. Hipona, 2021).

3. Exhibition

Authentic assessment in the form of an exhibition encourages active participation from students in creating artworks to be showcased to the public. The purpose of holding an exhibition is to present visualizations that clearly communicate underlying data, with the goal of fostering understanding of that data (Roberts, 2024).

Authentic assessment in the form of an exhibition can be used to evaluate various aspects of competence, such as cognitive, psychomotor, and affective skills. In its implementation, students are encouraged to think, explore ideas, and bring those ideas to life in the form of artwork. Meanwhile, educators act as facilitators who not only assess the final product but also monitor the process of creating the artwork during the exhibition preparation (Purasa et al., 2024).

4. Essays, Research Papers, and Journals

The author combines these three forms of authentic assessment, essays, research papers, and journals because all three assess writing skills. These forms of assessment are essays that analyze and evaluate a particular issue, differing primarily in their writing conventions. By using written authentic assessments, students can develop a broader range of skills and language components. Indirectly, this form of assessment enhances reading skills, expands vocabulary, analyzes text topics, and develops critical thinking to extract information (El Sulukiyyah et al., 2019).

Essay assessments, though traditionally part of conventional evaluation methods, become more authentic when designed to connect content with real-life issues or phenomena. Through such tasks, students are expected to organize and structure their knowledge using research materials to demonstrate understanding in real-world contexts (Moore, 2018).

Research papers, as a form of authentic assessment, promote research skills, data analysis, and scientific reporting. These assignments train students to explore credible sources, develop scientific reasoning, and present findings using appropriate academic language—aligning with 21st-century learning goals such as information literacy, critical thinking, and scientific communication.

Meanwhile, journal articles allow students to analyze theories through simple or complex research, either individually or in groups. Assessment through journals emphasizes the research process, analysis, and final results, presented in simplified paragraph formats (Sari et al., 2022). Collectively, these three forms of assessment, essays, research papers, and journals support a holistic and process-oriented approach to authentic assessment.

DISCUSSION | مناقشة

Authentic assessment strategies in the digital era refer to assessments facilitated by teachers using technology. Authentic situations are considered a source of learning due to their relevance to real-world contexts (Welsandt et al., 2024). In Arabic language learning, authentic assessment is highly appropriate for testing language skills, including listening, reading, speaking, and writing. As facilitators, educators can design projects that reflect a comprehensive evaluation of students' engagement and understanding in technology-based Arabic language learning (Engström & Lennholm, 2024). Based on the forms of authentic assessment explained above, educators can adapt them according to the needs of the learners. In the digital context, authentic

assessments in Arabic language learning can utilize digital applications. Below are strategies for implementing authentic assessment in Arabic language learning in the digital era.

In assessing listening skills, an authentic assessment strategy that educators can use involves listening to conversations in Arabic-language video podcasts or podcast recordings and creating summaries of those videos or recordings. After listening to the video or recording, students can take notes on important points, which can then be presented or discussed in either Arabic or Indonesian, thereby also practicing speaking skills. The role of technology in this process includes educators utilizing applications such as Spotify and YouTube to find learning resources. In their research, Sarah et al. stated that the development of authentic evaluation in listening skills (istima') was able to improve students' listening abilities by 92.67% (Munira et al., 2024).

In assessing reading skills, educators must ensure that students engage in active reading and comprehend the meaning of the text. Several websites can be utilized to find Arabic reading materials, such as StoryWeaver and World Stories. These platforms provide short stories that can be read online or downloaded for free. To make reading an active learning process, students should not only understand the meaning but also summarize the content. After reading, students can take notes on key points, which can later be presented or discussed in either Arabic or Indonesian. This approach helps reinforce comprehension and critical thinking while practicing language skills. Based on Sakholid, Arabic language learning for reading skills that integrates constructivism-based learning principles, such as building motivation, connecting new information with prior knowledge, discussion, simulation, and contextual application of materials, positively influences students' learning outcomes (Nasution & Zulheddi, 2018).

Authentic assessment of Arabic speaking skills using technology involves tasks like creating podcasts or vlogs, which are uploaded to platforms such as Google Classroom, Padlet, or YouTube. Teachers assess fluency, pronunciation, and language use, either asynchronously or through real-time tools like Zoom. These methods boost students' speaking confidence and digital literacy, and research shows they enhance interactivity and speaking skills (Zainal Islam et al., 2024).

For writing skills, the most critical aspect is mastery of grammatical rules, including nahwu (syntax) and shorof (morphology). At the beginner level (mubtadi'), assessments can focus on exercises such as "Sentence Structure Imitation". Students are required to develop sentences based on given examples. This type of assessment naturally reinforces their understanding of nahwu and shorof rules (Ibrahim & Tamam, 2024). At intermediate (mutawasith) and advanced (mutaqodim) levels, educators can implement collaborative writing tasks using tools like Google Docs or Padlet. These platforms allow students to write collaboratively online, with educators providing real-time feedback and comments. This approach facilitates faster revisions and improvements, fostering a dynamic and interactive writing process. Collaborative writing also encourages peer learning, as students can review and critique each other's work, enhancing their overall writing proficiency.

CONCLUSSION | خاتمة

Authentic assessment strategies in the digital era refer to evaluation approaches designed by educators using technology to create learning situations relevant to real-world contexts, making them highly effective for teaching Arabic language skills such as listening (istima'), reading (qira'ah), speaking (kalam), and writing (kitabah). In listening skills, students can listen to Arabic-language podcasts or videos from platforms like Spotify and YouTube, then summarize and

discuss the content to practice comprehension and speaking abilities. For reading skills, students are encouraged to engage in active reading from sources such as StoryWeaver and World Stories, create summaries, and present them to enhance critical understanding and oral expression. In speaking, students can produce Arabic-language podcasts or vlogs uploaded to platforms like Google Classroom, Padlet, Flipgrid, or YouTube, and engage in oral interactions via Zoom or Google Meet, where fluency, intonation, and sentence structure are assessed. Regarding writing skills, the focus is on mastering grammar (nahwu) and morphology (shorof), with tasks involving sentence structure imitation at the beginner level, and collaborative writing using Google Docs or Padlet at intermediate and advanced levels, enabling immediate feedback, quick revisions, and cooperative learning. This approach not only improves students' language proficiency but also enriches their learning experience through interactive, meaningful, and contextually relevant activities suited to the demands of digital-age education.

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