



Interpretation of Arabic Learning Outcomes Based on Minimum Mastery Criteria and Norm-Referenced Scoring

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Abstract

Evaluation of Arabic language learning outcomes is commonly conducted using achievement standards; however, this approach does not always describe the distribution of students' abilities within a learning group. This study aims to analyze Arabic learning outcomes based on the Minimum Mastery Criteria (KKM) and to identify students' ability distribution through Norm-Referenced Scoring (PAN). This research employed a quantitative approach with a descriptive evaluative design. The data consisted of Arabic final semester assessment scores of eighth-grade students at MTs Mambaus Sholihin, which were analyzed using descriptive statistics. The results indicate mean score 62.73 with a standard deviation of 18.81. It can be concluded that students' achievement based on KKM shows that some learners have reached the expected competency standard, while others require further instructional support. Furthermore, PAN analysis reveals variations in students' abilities, with the majority of students positioned in the medium category. These findings indicate that KKM provides information regarding competency achievement, whereas PAN offers a broader interpretation of students' relative positions within the learning group. The integration of both approaches provides a more comprehensive evaluation framework for Arabic language learning. This study contributes to the development of data-based evaluation practices for determining remedial and enrichment programs.

Keywords: Arabic learning evaluation, learning outcomes, minimum mastery criteria, norm-referenced scoring, student assessment

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INTRODUCTION

مقدمة

Evaluation is an essential part of Arabic language learning because it provides information about students' achievement of learning objectives and the effectiveness of instructional processes. In educational practice, evaluation is not merely a measurement activity to determine students' final scores but also a systematic process for collecting and interpreting learning information. The results of evaluation can be used by teachers to identify students' learning conditions, determine appropriate instructional strategies, and design follow-up programs such as remedial and enrichment activities (Riinawati, 2021).

In Arabic language learning, evaluation requires a comprehensive interpretation because language competence involves various interrelated aspects, including vocabulary mastery, understanding of linguistic structures, reading comprehension, and the ability to apply language

skills. Therefore, Arabic learning outcomes should not only be interpreted based on whether students achieve a predetermined standard but also through an analysis that explains the characteristics and distribution of students' abilities. Accurate interpretation of evaluation results is important because different levels of achievement require different instructional treatments (Nurfauzan et al., 2025).

One of the approaches commonly used in interpreting learning outcomes is criterion-referenced assessment, which is implemented through the Minimum Mastery Criteria (Kriteria Ketuntasan Minimal/KKM). This approach determines students' achievement based on competency standards established by educational institutions (Putro et al., 2025). Through KKM, teachers can identify students who have achieved mastery and those who have not. However, the use of KKM alone has limitations because it only provides information about whether students have reached the minimum standard. It does not explain differences in achievement among students who are categorized within the same mastery level (Abidah, 2024).

To overcome this limitation, learning outcomes can also be analyzed using Norm-Referenced Scoring (Penilaian Acuan Norma/PAN). PAN interprets students' scores based on their relative position within a learning group (Amal, 2024). This approach compares individual achievement with group performance using statistical indicators such as the mean and standard deviation. Through PAN, students' learning outcomes can be classified into several categories, including very high, high, medium, low, and very low. Therefore, PAN provides additional information regarding the distribution of students' abilities that cannot be obtained through KKM alone (Syafuruddin & Herdah, 2025).

The combination of KKM and PAN is important because both approaches provide different but complementary perspectives in evaluating learning outcomes. KKM describes students' achievement based on predetermined competency standards, whereas PAN illustrates students' relative achievement patterns within the group. The integration of these approaches allows teachers to understand not only whether students have achieved learning objectives but also how students' abilities are distributed, which can support more accurate instructional decision-making.

Previous studies have examined Arabic language learning evaluation from various perspectives. Several studies have focused on the development of assessment instruments, the validity and reliability of tests, and the effectiveness of learning methods or media in improving Arabic learning outcomes. Syafuruddin and Herdah examined the interpretation of Arabic language test results using Norm-Referenced Assessment (PAN) and Criterion-Referenced Assessment (PAK) (Syafuruddin & Herdah, 2025). Their study emphasized that both approaches have different functions in interpreting learning outcomes. However, the study mainly discussed assessment interpretation conceptually and did not analyze empirical data from students' semester examination results.

Furthermore, Amal examined the integration of criterion-referenced and norm-referenced assessment approaches in educational evaluation. The study explained that both approaches can provide complementary information in the assessment process (Amal, 2024). Nevertheless, previous research has not specifically explored the utilization of Arabic Final Semester Assessment (PAS) scores to analyze students' mastery achievement and map the distribution of learning outcomes based on PAN.

This limitation indicates that there is still a need for empirical studies that utilize existing school assessment data to provide a more comprehensive interpretation of Arabic learning outcomes. Final Semester Assessment (PAS) scores are not only numerical representations of students' achievement but can also reveal patterns of ability distribution within a learning group. Through the integration of KKM and PAN, teachers can identify students who need instructional assistance as well as students who require enrichment programs.

The novelty of this study lies in integrating criterion-based and norm-based interpretations to analyze Arabic learning outcomes using students' actual assessment data. Unlike previous studies that mainly focus on assessment instruments or evaluation concepts, this study examines students' Arabic achievement patterns by combining mastery level analysis through KKM and ability distribution analysis through PAN. This approach provides a broader perspective on students' learning conditions and strengthens the use of evaluation data for instructional improvement.

Based on the explanation above, this study aims to analyze students' Arabic learning outcomes based on the Minimum Mastery Criteria (KKM) and to map the distribution of students' achievement using the Norm-Referenced Scoring (PAN) approach. This study is expected to contribute to the development of Arabic language learning evaluation practices, particularly in utilizing assessment data as a basis for instructional decision-making, remedial programs, enrichment activities, and improving the quality of Arabic language learning.

METHOD

منهج

This study employed a quantitative approach with a descriptive-evaluative design based on document analysis. The quantitative approach was selected because the data consisted of students' Arabic learning achievement scores, which were analyzed statistically. The descriptive-evaluative design was used to describe students' Arabic learning outcomes in terms of learning mastery and score distribution without administering any intervention or treatment to the research subjects.

The study integrated two complementary evaluation approaches, namely the Minimum Mastery Criterion (MMC) and Norm-Referenced Scoring (NRS). The MMC approach was used to determine whether students had achieved the minimum competency standard established by the school, whereas the NRS approach was employed to identify students' relative positions within the distribution of learning outcomes. The integration of these two approaches enabled a more comprehensive interpretation of students' Arabic learning achievement.

The target population of this study comprised all eighth-grade students of MTs Mambaus Sholihin during the 2024/2025 academic year, totaling approximately 700 students. However, the accessible population consisted of four eighth-grade classes (VIII A, VIII B, VIII C, and VIII D) whose Arabic Final Semester Assessment (FSA) records were complete and available for analysis. Therefore, the study employed total sampling within the accessible population, whereby all 131 students from these four classes were included in the analysis. No student records were excluded. Since only classes with complete assessment records could be analyzed, the findings should be interpreted within the context of the accessible population.

The study used secondary data obtained through documentation. The data consisted of students' Arabic Final Semester Assessment (FSA) scores collected from the official assessment records provided by the Arabic language teacher. The FSA was selected because it represents a

summative assessment administered at the end of the semester and reflects students' learning achievement after completing one semester of instruction. The documented data included the final Arabic FSA scores of individual students, which were tabulated and prepared for statistical analysis using IBM SPSS Statistics version 27.

Data analysis was conducted using descriptive statistics with the assistance of IBM SPSS Statistics version 27 and consisted of two stages.

First, learning mastery was examined using the Minimum Mastery Criterion (MMC) established by the school. The mastery threshold for Arabic language learning was set at 60. Students obtaining scores of 60 or above were categorized as having achieved mastery, whereas those scoring below 60 were categorized as not yet achieving mastery. Frequencies and percentages were calculated to determine the overall level of learning mastery.

Second, the distribution of learning outcomes was analyzed using the Norm-Referenced Scoring (NRS) approach. Descriptive statistical measures, including the mean, standard deviation, minimum score, and maximum score, were calculated using IBM SPSS Statistics version 27. Subsequently, the group mean and standard deviation were used to determine the score intervals, and students' learning achievement scores were classified into five categories: very high, high, moderate, low, and very low. The classification criteria, which are based on the categorization of empirical data using the group mean and standard deviation as proposed by Azwar, are presented in Table 1. (Azwar, 2012). Based on these criteria, the score intervals were calculated from the group mean and standard deviation and subsequently used to classify students' learning achievement.

Table 1. Classification criteria for Norm-Referenced Scoring (NRS)

Classification Criteria	Categories
$X \geq M + 1.5 \text{ SD}$	Very High
$M + 0.5 \text{ SD} \leq X < M + 1.5 \text{ SD}$	High
$M - 0.5 \text{ SD} \leq X < M + 0.5 \text{ SD}$	Moderate
$M - 1.5 \text{ SD} \leq X < M - 0.5 \text{ SD}$	Low
$X < M - 1.5 \text{ SD}$	Very Low

Note:

X = learning achievement score

M = group mean

SD = group standard deviation

To provide a more comprehensive interpretation of learning outcomes, a cross-tabulation analysis was also conducted to compare mastery achievement based on MMC with the distribution categories generated through NRS. The results were used to describe both students' attainment of the learning standard and their relative performance within the group.

Permission to access students' assessment records was obtained from the school and the Arabic language teacher. The study used anonymized academic data solely for research purposes. All data were analyzed and reported collectively without disclosing students' identities, thereby ensuring confidentiality and protecting participants' privacy (Sugiyono, 2013).

RESULT | نتائج

Descriptive Statistics of Arabic Learning Outcomes

Arabic learning outcomes were analyzed using the Final Semester Assessment (FSA) scores of eighth-grade students at MTs Mambaus Sholihin. Descriptive statistics were employed to

provide an overview of students' achievement levels. The analysis included the number of observations, minimum and maximum scores, mean, and standard deviation.

Tabel 2. Descriptive Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PAS	131	20.00	100.00	62.7328	18.81114
Valid N (listwise)	131				

The analysis included 131 valid student records. The minimum score was 20, while the maximum score was 100. The mean score was 62.73, with a standard deviation of 18.81. These findings indicate considerable variation in students' Arabic learning outcomes. The wide range between the lowest and highest scores reflects differences in students' mastery of Arabic learning materials.

Arabic Learning Mastery Based on the Minimum Mastery Criterion (MMC)

Learning mastery was determined using the Minimum Mastery Criterion (MMC) established by the school, with a cut-off score of 60. Students scoring 60 or above were classified as having achieved mastery, whereas those scoring below 60 were classified as not achieving mastery.

Tabel 3. Arabic Learning Mastery Based on the Minimum Mastery Criterion (MMC)

MMC Category	Frequency	Percent	Valid Percent	Cumulative Percent
Did Not Achieve Mastery	53	40.5	40.5	40.5
Achieved Mastery	78	59.5	59.5	100.0
Total	131	100.0	100.0	

The 131 students analyzed, 78 students (59.5%) achieved the required mastery criterion, while 53 students (40.5%) did not. These results indicate that the majority of students met the expected learning standard, although a substantial proportion still required instructional support and follow-up interventions.

Distribution of Arabic Learning Outcomes Based on Norm-Referenced Assessment (NRA)

To identify students' relative performance within the group, the distribution of learning outcomes was analyzed using the Norm-Referenced Assessment (NRA) approach. The classification was based on the mean and standard deviation of the Arabic FSA scores.

The analysis produced a mean score of 62.73 and a standard deviation of 18.81. These values were used to establish five performance categories: very low, low, moderate, high, and very high.

Tabel 4. Classification of Arabic Learning Outcomes Based on NRA

Value Intervals	Categories
$\geq 90,95$	Very High
72,14 – 90,94	High
53,33 – 72,13	Moderate
34,52 – 53,32	Low
$< 34,52$	Very Low

Based on this classification, the distribution of students' learning outcomes is presented in Table 4.

Table 5. Distribution of Arabic Learning Outcomes Based on NRA

Categories	Frequency	Percent	Valid Percent	Cumulative Percent
Very High	11	8.4	8.4	8.4
High	29	22.1	22.1	30.5
Moderate	57	43.5	43.5	74.0
Low	19	14.5	14.5	88.5
Very Low	15	11.5	11.5	100.0
Total	131	100.0	100.0	

The largest proportion of students was classified in the moderate category, comprising 57 students (43.5%). This was followed by the low category with 29 students (22.1%), the high category with 19 students (14.5%), the very high category with 15 students (11.5%), and the very low category with 11 students (8.4%).

These findings indicate that students' Arabic proficiency generally falls within the moderate category when viewed relative to the overall group distribution. Furthermore, the NRA approach provides additional insights into variations in students' achievement levels that cannot be identified solely through mastery-based assessment.

Comparison Between MMC and NRS Results

To obtain a more comprehensive understanding of students' achievement, a cross-tabulation analysis was conducted between MMC-based mastery and NRS performance categories.

Table 6. Comparison of MMC-Based Mastery and NRS Distribution

		Very Low	Low	Moderate	High	Very High	Total
Mastery Status	Did Not Achieve Mastery	11	29	13	0	0	53
	Achieved Mastery	0	0	44	19	15	78
Total		11	29	57	19	15	131

The results show that all students who did not achieve the MMC were classified into the very low, low, or moderate categories. In contrast, students who achieved the MMC were distributed across the moderate, high, and very high categories. Most students who achieved mastery were still classified in the moderate category (44 students), while only 19 and 15 students were categorized as high and very high, respectively.

These findings indicate that achieving the minimum mastery criterion does not always correspond to a high position in the group distribution. Although students met the minimum learning standard, many of them remained in the moderate category when their scores were compared with those of their peers. Therefore, the MMC provides information about students' mastery of the learning standard, whereas the NRS provides additional information about their relative achievement within the group. The combination of both approaches offers a more comprehensive interpretation of Arabic learning outcomes.

A limitation of this study is that the sample was restricted to four eighth-grade classes with complete Arabic Final Semester Assessment records. Consequently, the findings are representative only of the accessible population and should not be generalized to the entire population of eighth-grade students at MTs Mambaus Sholihin. Future studies are encouraged to include all eighth-grade classes or employ more comprehensive assessment data to improve the generalizability of the findings.

DISCUSSION

مناقشة

Learning Mastery in Arabic Language Learning

Learning mastery is an important indicator used to determine the extent to which students have achieved the expected competencies after participating in the learning process (Arifin, 2012). In the context of Arabic language learning, mastery achievement not only reflects students' ability to obtain satisfactory scores but also indicates the extent to which the intended language learning objectives have been accomplished (Mursyid, 2022). Assessment in Arabic language education serves a diagnostic function, as the results can be used to identify students' levels of linguistic competence and to determine appropriate instructional follow-up actions (Sari & Hikmah, 2024)

The findings of this study indicate that the achievement of Arabic language competencies among students has not been evenly distributed. This suggests that the mastery standard established by the school does not necessarily reflect uniform levels of student achievement. Within the same learning environment, students may demonstrate varying levels of proficiency despite being exposed to similar instructional processes and assessment practices (Suparno et al., 2025).

This variation may be attributed to the inherent complexity of Arabic language learning. Mastery of Arabic requires the integration of multiple linguistic components, including vocabulary acquisition (*mufradat*), grammatical competence (*nahwu* and *sharaf*), and reading comprehension skills. Consequently, differences in prior knowledge, learning intensity, and learning strategies may contribute to variations in students' learning outcomes (Syamsu, 2022).

From the perspective of educational assessment, criterion-referenced assessment, represented in this study by the Minimum Mastery Criterion (MMC), offers valuable information regarding the attainment of instructional objectives. However, relying solely on this approach may lead to an incomplete interpretation of learning outcomes (Putri et al., 2025). Students who score only slightly above the mastery threshold are categorized in the same group as those who achieve substantially higher scores, despite notable differences in their actual levels of competence.

These findings suggest that the evaluation of Arabic learning outcomes should not be limited to determining whether students have met a minimum standard. Rather, it should be complemented by an analysis of the distribution of students' achievement. As noted by Syafruddin and Herdah, criterion-referenced and norm-referenced approaches serve different functions in the interpretation of assessment results. Criterion-referenced assessment emphasizes the attainment of learning objectives, whereas norm-referenced assessment provides information about students' relative standing within their peer group. Therefore, combining these approaches can provide a more comprehensive understanding of students' learning achievement (Syafruddin & Herdah, 2025).

However, it should be noted that the Arabic Final Semester Assessment used in this study is a summative assessment that reflects students' overall learning achievement at the end of the semester. Therefore, the scores cannot identify the specific aspects of Arabic language learning in which students experienced difficulties, such as vocabulary (mufradat), grammar (nahwu and sharaf), or reading comprehension (qira'ah). Consequently, students who did not achieve the MMC require further diagnostic assessment to identify their specific learning needs. The results

of diagnostic assessment can provide more detailed information that supports the planning of appropriate remedial instruction.

Interpretation of Arabic Learning Outcomes Based on Norm-Referenced Assessment (NRA)

The application of Norm-Referenced Assessment (NRA) in this study provides a broader perspective on students' achievement profiles. Unlike the Minimum Mastery Criterion (MMC), which focuses primarily on whether students meet a predetermined standard, NRA evaluates learning outcomes based on the distribution of scores within a group. As a result, it offers a more detailed picture of variations in students' achievement levels (Kiswanto et al., 2024).

The predominance of students in the moderate category indicates that most participants performed at an average level relative to their peers. This finding suggests that the learning process has enabled students to achieve a basic to intermediate level of mastery; however, not all students have attained optimal proficiency in Arabic language learning.

In the context of Arabic language education, students classified in the moderate category generally demonstrate an understanding of fundamental learning materials but may still encounter difficulties when applying their knowledge to more complex language tasks. For example, students may possess adequate vocabulary knowledge or understand certain grammatical concepts but continue to face challenges in text comprehension and language-use skills.

The distribution of achievement across different categories also highlights the heterogeneity of students' abilities within the classroom. Such diversity is common in language learning because language proficiency develops gradually and is influenced by multiple cognitive and instructional factors. Consequently, teachers should adopt instructional strategies that not only focus on content delivery but also accommodate differences in students' learning needs and proficiency levels (Saepudin, 2012).

Previous studies on Arabic language assessment have emphasized that evaluation results should extend beyond the assignment of grades and serve as a basis for understanding learning conditions and planning instructional improvements. Systematic analysis of assessment data enables teachers to identify students' weaknesses and design appropriate follow-up interventions to support learning progress (Maftuhin & Junaedi, 2021).

Integrating MMC and NRS as a Framework for Interpreting Learning Outcomes

One of the key findings of this study is that the interpretation of learning outcomes becomes more comprehensive when MMC and NRA are used in combination. Rather than serving as competing approaches, these assessment frameworks should be viewed as complementary perspectives that provide different yet equally valuable information about student achievement.

MMC provides information regarding students' attainment of predetermined learning standard (Ainiy et al., 2022). whereas NRS identifies students' relative positions within the overall achievement distribution (Nurhijatina et al., 2023). Through this combination, teachers can determine not only which students have met the expected learning objectives but also how students' performance compares with that of their peers.

This integrated approach is particularly relevant in Arabic language learning because success is not solely reflected in final examination scores but also in the development of individual language proficiency. Students classified in the low and very low categories require

targeted remedial support, whereas those in the high and very high categories may benefit from enrichment activities designed to further enhance their language competencies.

Therefore, combining MMC and NRA offers a more informative model for evaluating Arabic learning outcomes. Assessment results can function not only as indicators of achievement but also as a basis for evidence-based instructional decision-making and continuous improvement of the learning process.

The findings of this study also revealed that many students who achieved the MMC were still classified in the moderate category according to the NRS. This indicates that achieving the school's minimum mastery criterion does not necessarily reflect a high level of achievement when students are compared with their peers. Therefore, the MMC should be interpreted as a minimum competency benchmark rather than as the sole indicator of students' overall achievement. These findings also suggest that schools may periodically review the established MMC to ensure that it remains appropriate to students' achievement distribution and learning expectations.

Implications for Arabic Language Assessment

The findings of this study suggest that assessment practices in Arabic language education should move beyond the sole determination of learning mastery and make greater use of achievement data as a source of diagnostic information. Final examination scores should not merely serve administrative purposes, such as determining promotion or graduation, but should also be utilized to support instructional planning and improvement.

Arabic language teachers can use NRA results to identify groups of students who require additional learning support. Remedial programs should not be limited to students who fail to meet the MMC but should also be tailored to the specific proficiency levels revealed by the achievement distribution. Conversely, students classified in the high and very high categories should be provided with enrichment opportunities that allow them to develop their language skills beyond the minimum competency requirements.

By adopting this approach, assessment becomes an integral component of continuous learning improvement rather than merely a mechanism for measuring final achievement. The integration of MMC and NRA therefore contributes to a more comprehensive, diagnostic, and data-driven evaluation system in Arabic language education.

CONCLUSSION | خاتمة

This study examined Arabic learning outcomes using two complementary assessment approaches: the Minimum Mastery Criterion (MMC) and Norm-Referenced Assessment (NRA). The findings revealed that 78 out of 131 students (59.5%) achieved the minimum mastery standard, while 53 students (40.5%) did not meet the criterion. These results indicate that although the majority of students attained the expected learning standard, a substantial proportion still required additional instructional support. The NRA analysis showed that most students were classified in the moderate achievement category (43.5%), followed by the low (22.1%), high (14.5%), very high (11.5%), and very low (8.4%) categories. This distribution suggests that students' Arabic learning outcomes were heterogeneous and generally centered around the group average. Furthermore, the findings demonstrate that students who met the mastery criterion did not necessarily possess the same level of achievement when viewed from a norm-referenced perspective. The comparison between MMC and NRA confirms that the two

approaches provide different yet complementary information. MMC identifies whether students have achieved the predetermined learning standard, whereas NRA reveals their relative standing within the achievement distribution of the group. Therefore, the integration of MMC and NRA offers a more comprehensive framework for interpreting Arabic learning outcomes than relying on a single assessment approach. The study implies that Arabic language assessment should not be limited to determining mastery status but should also utilize achievement data diagnostically to identify students' learning needs, design remedial and enrichment programs, and support evidence-based instructional decision-making. Future studies may expand the scope of analysis by involving larger samples, different educational levels, or additional assessment variables to obtain a broader understanding of Arabic learning achievement. Acknowledgment of Limitation. This study was limited to the analysis of Final Semester Assessment scores from four classes in a single Islamic junior secondary school. Consequently, the findings should be interpreted within the context of the study and may not be generalized to all Arabic language learning settings without further empirical investigation.

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