KITABA : Journal of Interdisciplinary Arabic Learning, 01 (02): 75-85 (2023)
DOI: 10.18860/kitaba.v1i2.22005

Magister Pendidikan Bahasa Arab
Pascasarjana UIN Maulana Malik Ibrahim
Malang, Indonesia

KITABA
JOURNAL OF INTERDISCIPLINARY ARABIC LEARNING

APPLICATION OF DEVELOPING TEST ITEMS FOR THE ELEMENTS OF THE ARABIC LANGUAGE AT MADRASAH ALIYAH LEVEL

Andini Nuur Janah [1]*, Hilwa Wafin Nur [2], Muharam Hasbi [3], Sakinah Naziha [4], Nur Qomari [5]

[1,2,3,4,5] Universitas Islam Negeri Maulana Malik Ibrahim, Indonesia

Article History:
Received: May 29, 2023
Revised: June 15, 2023
Accepted: July 10, 2023
Published: July 30, 2023

Keywords:
Evaluation, Assessment, Language Components, Madrasah Aliyah

*** Correspondence Address:**
andininuurjanah1511@gmail.com

Abstract: Evaluation in teaching is one of the important aspects that an educator must do. Evaluation is a benchmark for the success of achievement in planned learning. The process consists of obtaining, analyzing, and interpreting data about the learning process and student learning outcomes. This research aims to provide alternative recommendations for language element test questions consisting of sounds and vocabulary based on the level of Madrasah Aliyah according to the stages of preparing valid and correct tests. This research aims to recommend language element test questions consisting of sounds, vocabulary, and sentence structure based on class levels at Madrasah Aliyah. The steps for writing question items include (1) determining basic competencies, (2) material selection, (3) making indicators, (4) compiling grids, (5) compiling draft questions, (6) reviewing tests, and (7) finalizing. In this article, researchers only write five stages, divided into three simple steps: determining basic competencies and materials, making indicators and compiling test grids, and drafting tests.

INTRODUCTION | مقدمة | PENDAHULUAN

Evaluation or assessment in teaching is an essential part that must be conducted. This stage involves acquiring, analyzing, and interpreting data about students' processes and learning outcomes. Evaluation in learning is typically provided by educators in the middle or at the end of the learning process, either through or non-tests (Huljannah, 2021). The purpose of implementing evaluation in learning is to determine the extent of students" mastery in the domains of knowledge, skills, and attitudes as specified prior tbee learning process (Haniefa, 2022). If the evaluation is not conducted, educators will not be able to determine whether the learning objectives have been achieved, and they will also be unaware of the abilities of each student (Ramadhani, 2019). For the improvemeoffToimprovingg to succeed in this era, all components of Arabic language instruction must undergo continuous development and improvement through the evaluation process (Setyawan & Ahsan, 2020).

Evaluation in Arabic language learning is also a component that must be implemented rigorously. The forms of evaluation in Arabic evaluation forms form users from evaluations in other subjects. This is due to the components preArabic language learning, whiincludingill development, and language elements. One of the post-test assessments arisommon form of evaluation given is througIndeed, tests for language skills and components are significantly different. In tests for the four language skills in Arabic - listening (istima'), reading (qiraah), speaking (kalam), and writing (kitabah) - the forms and types can vary significantly, with difficulty levels that can be adjusted accordingly (Handriawan & Nurman, 2021). Educators are crucial in selecting tests that suit their students' language skills.

In tests for Arabic language components, Various forms are employed in various forms based on these. According to Hamid (2013), different language components have different test

formats and phonetics components; tests are conducted by reading texts aloud, distinguishing similar Arabic sounds, pronouncing short sentences (tsunaiyat shugra), and articulating Arabic words. As for the vocabulary component, there are numerous forms of assessment, such as tests in the form of identifying nouns, acting out, providing synonyms, providing antonyms, making semantic associations, stating the root of a word, requesting repeated reading, searching for meanings in a dictionary, and translating vocabulary. Meanwhile, for the grammar component, evaluation tests can be in the form of word formation tests, phrase formation tests, and sentence formation tests (RosyNNi'mahahmah, 2011).

Due to the crucial role of evaluation in teaching, educators must pay close attention to constructing test items. In Arabic language evaluation, test items are better designed in an engaging format so students do not feel bored or perceive them as rigid (Arifianto et al., 2022). Regardless, tests must also be properly and effectively constructed to ensure their validity when administered to students. Developing valid and good test items involves several stages that need to be followed. According to Ainin (2021), the stages of test item development are as follows: (1) determining the basic competencies, (2) selecting the material, (3) creating indicators, (4) developing the test blueprint, (5) drafting the test items, (6) reviewing the test, and (7) finalizing it if you want to develop an Arabic language test, whether, for skills or components, it is essential to go through these seven stages.

Many studies have been conducted on the application of test item development in the Arabic language. A research study discusses the theoretical application of test item development in Arabic, more broadly written by Rezil and Aulia (2020). Additionally, a research study by Sihabuddin focuses on developing Arabic language skills tests based on Higher Order Thinking Skills (HOTS) (2023). There is also research conducted by Maftuhati et al. regarding the application of test item development for language components in Arabic (2021) and Saputra et al. (2022). Both of these studies discuss the development of test items for language components. The researchers propose various question formats for Arabic language component tests, specifically in the eighth grade of Islamic junior high schools (Madrasah Tsanawiyah). The research is limited to the creation of question items within a specific theme based on the regulations of the Ministry of Religious Affairs of the Republic of Indonesia.

Based on the information provided, the researcher is interested in exploring the implementation of test item development for Arabic language components. The researcher has chosen to focus on applying test item development for the level of Madrasah Aliyah (Islamic senior high school). This choice is due to the lack of existing research or application of test item development specifically for the Madrasah Aliyah level. The researcher has found that test item development for Arabic language components at the Madrasah Tsanawiyah level is available. Still, there is a gap in research or application specifically for the Madrasah Aliyah level. Therefore, this research aims to provide recommendations to educators regardiimplementing of test item development for Arabic language components that align with the stages of valid and proper test item construction. The researcher will attempt to provide a sample of test items that can be used for the three components of the Arabic language: phonetics (ashwat), vocabulary (mufradat), and grammar (tarkib). The results of this research can serve as valuable input for Arabic language teachers in developing test items for Arabic language components, specifically at the Madrasah Aliyah level.

RESULTS | نتائج | TEMUAN

Test Development Stage

The characteristics of a test or assessment instrument can be considered good when it has been established as valid. To achieve a valid test standard, the development of the test or assessment instrument must go through several stages. This also applies to the development of Arabic language tests, and the steps that need to be taken include 1) Determining the Basic Competencies; 2) Selecting the Material; 3) Creating Indicators; 4) Developing the Test Blueprint; 5) Drafting the Test Items; 6) Reviewing the Test; 7) Finalizing the Test Manuscript (Ainin, 2021).

1) Tes Bahasa Arab Determining the Basic Competencies and Objectives of the Arabic Language Test

As previously mentioned, a good test standard has been established as valid. One indicator of determining the validity or reliability of an Arabic language test is to assess whether the test content aligns with the intended purpose of the test or whether it measures what is specified in the Basic Competencies outlined in the curriculum. In this context, educators determine the Basic Competencies that will serve as a reference for developing language tests or the established objectives of Arabic language learning.

2) Selecting the Material

The substance of the test material cannot be separated from the content that is taught, both in its direct form and its equivalents. To establish Arabic language test material that is truly fixed and selective, several activities can be carried out as follows: (a) Determine the language components and skills to be tested, such as vocabulary, structure, reading, writing, or speaking tests. (b) Determine the topics to be tested in a representative manner (without bias and not based on the subjectivity of the test developers).

3) Developing Indicators

Indicators are elaborations of Basic Competencies (KD) or General Learning Objectives (TUP). Formulations within indicators reflect the operational, specific, and measurable competencies of learners. Indicators in the dimension of knowledge depict learners' abilities, including factual knowledge, conceptual understanding, procedural knowledge, and metacognitive knowledge. In the dimension of cognitive processes, indicators depict the level of ability to learn. They are indicators of low-level thinking skills, moderate-level thinking skills, or high-level thinking skills. As a test that measures higher-order thinking skills, it is certain the formulated indicators certainly reflect cognitive abilities. However, it is poy vary, including low and moderate levels, with proportional representation.

4) Developing Test Blueprints

A test blueprint is one of the efforts to ensure that the test used as a measusstudents's'ts' abilities or competencies is valid. The test blueprint that is developed can serve as a reference to ensure that each test item created truly measures the indicators established in a test blueprint. It is like a compass for someone sailing at sea, providing them with a sense of giving the wedge of their position. Similarly, educators or test developers will be able to produce high-quality can their intended goals if they adhere to a test blueprint. The test blueprint serves as a guide and ensures that the test is designed to measure the competencies accurately. Accurately measuring the desired competencies makes it difficult for educators or test developers to create a test that meets the criteria of a good test, including valid and reliable.

5) Drafting Questions

After the test blueprint has been created, educators can proceed with drafting questions or creating an Arabic language test that will serve as a tool to assess the language abilities or competencies of the students. The questions or test items are formulated while taking into consideration the consideration of the questions and, of course, referring to the previously created test blueprint. Another variable that should be considered in the development of Arabic language

tests (test items) is the correctness not only in terms of conceptual accuracy of content but also in terms of the Arabic language and adherence to the standardized rules of Arabic grammar. Additionally, clarity and logical use of the Arabic language should be ensured in the test items should ensure the test items.

6) Review Questions

As a demonsTo demonstrate being developed is valid and accurate, it is advisable to thoroughly review or revise the draft test or questions. This comprehensive review process involves carefully examining all aspects of the test items, including their clarity, accuracy, relevance, and alignment with the intended learning objectives. By conducting a holistic review, any potential errors, inconsistencies, or shortcomings can be identified and addressed, ultimately contributing to the validity and reliability of the test. This review can be conducted not only by the test developer themselves but also by fellow Arabic language educators. This review or reevaluation can also be related to the alignment between the test blueprint (competency standards and indicators) and each item. Through this review, both substantial and editorial errors in the test can be avoided.

7) Final Manuscript

After the test draft has been reviewed and improvements have been made in terms of language and content, the next step is to use the original version of the Arabic language test or exam questions that are suitable to be used as an instrument to measure the Arabic language test or exam questions that meet the criteria of validity can serve as a model for the development of future Arabic language assessment development and compile into a well-documented question bank.

The Stage of Developing Language Component Assessment

A. Sound Assessment

1. Determining Core Competencies and Content
   a. Levels : Madrasah Aliyah
   b. Class: X
   c. Title : الأسرة و البيت
   d. Subject matter : Bunyi
   e. Basic competence :

4.3 Mendemonstrasikan tindak tutur menanyakan hubungan keluarga dan menyatakan keinginan dengan memperhatikan bentuk, makna, dan fungsi dari susunan gramatikal الضمير (المنفصل، المتصل) baik secara lisan maupun tulisan.

2. Creating indicators and developing a test blueprint

No.	Kompetensi Dasar	Indikator Soal	Bentuk Tes	Nomor Soal	Level Kognitif
1.	Mendemonstrasikan tindak tutur menanyakan hubungan keluarga dan menyatakan keinginan dengan memperhatikan bentuk, makna, dan fungsi dari susunan gramatikal الضمير (المنفصل، المتصل) baik secara lisan maupun tulisan.	Disajikan teks narasi, siswa diminta membaca teks dengan suara yang jelas dan melafalkan bunyinya dengan benar	Teks	1	C4

3. Developing a test draft

Read the following narrative with a clear voice and correct pronunciation!

حضرت عائشة مبكرة من المدرسة، ذهبت أؤلا إلى غرفة والدتها وسألتها : كيف أنت الآن يا والدتي؟
أجابت والدتها : الحمدلله أنا الآن بخير يا ابنتي
أحضرت عائشة الدواء والماء وقالت : تفضّلي يا والدتي، تناولي الدواء واشربي الماء ثمّ استريحي ولا تتعبي، سأعدّ طعام الغداء
ذهبت عائشة إلى غرفتها، خلعت ملابس المدرسة وارتدت ملابس البيت، ثمّ دخلت المطبخ وأعدّت طعام الغداء
وضعت عائشة الغداء على المائدة ونادت : الغداء جاهز على المائدة
حضر والد عائشة وأخوها الكبير وأختها الصغير، ثمّ تناولوا الغداء وشكروا عائشة

B. Vocabulary Assessment

1. Core Competencies and Content
   a. levels : Madrasah Aliyah
   b. Class : X
   c. Title : الأسرة و البيت
   d. Subject matter : Kosakata
   e. Basic competence :

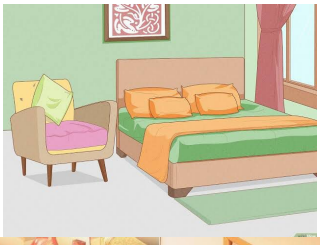
3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan (bunyi, kata, dan makna) dari teks yang berkaitan dengan tema: الأسرة و البيت (أعضاء الأسرة، أجزاء البيت) Yang melibatkan tindak tutur menanyakan hubungan keluarga dan menyatakan keinginan.	4.3 Mendemonstrasikan tindak tutur menanyakan hubungan keluarga dan menyatakan keinginan dengan memperhatikan bentuk, makna, dan fungsi dari susunan gramatikal الضمير (المنفصل، المتصل) baik secara lisan maupun tulisan.

2. Creating indicators and developing a test blueprint

No.	Kompetensi Dasar	Indikator Soal	Bentuk Tes	Nomor Soal	Level Kognitif
1.	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan (bunyi, kata, dan makna) dari teks yang berkaitan dengan tema: الأسرة و البيت (أعضاء الأسرة، أجزاء البيت) Yang melibatkan tindak tutur menanyakan hubungan keluarga dan menyatakan keinginan.	Disajikan gambar keluarga dan rumah, siswa dapat menghubungkan pernyataan dengan tepat.	PG	1, 2	C1
		Disediakan pernyataan tentang keluarga dan rumah, siswa dapat melengkapi pernyataan tersebut dengan ungkapan yang tepat.	PG	3, 4	C2
		Disajikan kalimat rumpang, siswa dapat memilih kalimat tersebut dengan benar dan sesuai.	PG	5, 6, 7, 8, 9	C3
2.	4.3 Mendemonstrasikan tindak tutur menanyakan hubungan keluarga dan menyatakan keinginan dengan memperhatikan bentuk, makna, dan fungsi dari susunan gramatikal الضمير (المنفصل، المتصل) baik secara lisan maupun tulisan.	Disajikan gambar tentang ”keluarga dan rumah” menghubungkan pernyataan sesuai gambar dengan tepat.	PG	10, 11, 12	C2
		Disediakan pernyataan tentang ”keluarga dan rumah” dan kata yang bergaris bawah, siswa dapat menerjemahkannya ke dalam bahasa Indonesia.	PG	13, 14, 15	C1

3. Developing a test draft

Select the correct answer!



١- فِي غُرْفَةِ النَّوْمِ .....
أ. مَاءٌ
ب. **وِسَادَةٌ**
ج. رُزٌّ
د. مِغْرَفَةٌ



٢- فِي مُصَلّى البَيْتِ .....
أ. قَهْوَةٌ
ب. زَهْرَةٌ
ج. **سَجَّادَةٌ**
د. مِقْلَمَةٌ

٣- يَقْرَاءُ أَخِي الصَّغِيْر كِتَابَ اللُّغَةِ العَرَبِيَّةِ فِي .....
أ. غُرْفَةِ الأَكْلِ
ب. **غُرْفَةِ المُذَاكَرَةِ**
ج. غُرْفَةِ النَّوْمِ
د. غُرْفَةِ الجُلُوْسِ

٤- قَبْلَ ذِهَابِ إِلَى المَدْرَسَةِ، أَنَا .....
أ. أَسْتَرِيْحُ قَلِيْلًا
ب. **أُوَدِّعُ وَالِدَيَّ**
ج. أُصَلِّى الصُّبْحَ
د. أَنَامُ

٥- أُسَاعِدُ أُخْتِي الْكَبِيْرَة ..... فِي غُرْفَةِ الأَكْلِ
أ. عَلَى قِرَاءَةِ الكِتَابِ
ب. **عَلَى إِعْدَادِ الطَّعَامِ**
ج. عَلَى شَهَادَةِ التِلْفِزْيُوْنَ
د. عَلَى قِرَاءَةِ الجَرِيْدَةِ

٦- ..... أَبِي فِي غُرْفَةِ النَّوْمِ
أ. تُنَامُ
ب. يَذْهَبُ
ج. **يَنَامُ**
د. يَأْكُلُ

٧- أَنَا ..... فِي غُرْفَةِ المُذَاكَرَةِ
أ. **أُذَاكِرُ الدُّرُوْسَ**
ب. أَقُوْمُ مِنَ النَّوْمِ
ج. أَتَوَضَّأ
د. أَرْتَدِيْ مَلَابِسَ

٨- تَطْبَخُ أُمِّي الطَّعَامَ فِي ..... صَبَاحًا بَاكِرًا
أ. غُرْفَةِ النَّوْمِ
ب. غُرْفَةِ الجُلُوْسِ
ج. **المَطْبَخِ**
د. الحَمَّامِ

٩- فِي الْمَسَاءِ ..... أَعْضَاءُ الأُسْرَةِ فِي غُرْفَةِ الجُلُوْسِ
أ. **يَتَحَدَّثُوْنَ**
ب. يَأْكُلُوْنَ
ج. يُشَاهِدُوْنَ
د. يَنَامُ

١٠- مَاذَا يَفْعَلُ الأُمُّ فِي المَطْبَخِ؟



أ. تَشْرَبُ القَهْوَةَ
ب. **تَطْبَخُ الطَّعَامَ**
ج. تَقْرَاءُ الجَرِيْدَةَ
د. تَغْسِلُ المَلَابِس

١١- مَاذَا يَفْعَلُ الأبُ فِي غُرْفَةِ الجُلُوْسِ؟



أ. تَغْسِلُ المَلَابِسَ
ب. يَسْتَحِمُّ
ج. **يَقْرَاءُ الجَرِيْدَةَ**
د. تَقْرَاءُ الكِتَابَ

١٢- مَاذَا يَفْعَلُ الأَخُ الصَغِيْر فِي غُرْفَةِ المُذَاكَرَةِ؟



أ. **يَؤَدِّيْ الوَاجِبَاتِ المَنْزِلِيَّةَ**
ب. يُشَاهِدُ التِلْفِزْيُوْنَ
ج. يَنَامُ
د. يَتَنَاوَلُ العَشَاءَ

١٣- عَائِشَةُ تُسَاعِدُ أُمَّهَا فِي المَطْبَخِ. مَا مَعْنَى الكَلِمَةُ تَحْتَهُ الخَط؟.....
١. Membawakan
ب. **Membantu**
ج. Memberitahu
د. Memanggil

١٤- رَشِيْدٌ يُذَاكِرُ دُرُوْسَهُ فِي غُرْفَةِ المُذَاكَرَةِ. مَا مَعْنَى الكَلِمَةُ تَحْتَهُ الخَط؟.....
١. **Ruang belajar**
ب. Ruang tamu
ج. Ruang makan
د. Ruang keluarga

١٥- يَتَحَدَّثُوْنَ أَعْضَاءُ الأُسْرَةِ فِي غُرْفَةِ الجُلُوْسِ. مَا مَعْنَى الكَلِمَةُ تَحْتَهُ الخَط؟.....
١. Bermain
ب. Berkumpul
ج. Beristirahat
د. **Berbincang-bincang**

C. Language Structure Assessment

1. Menentukan Kompetensi Dasar dan Materi
   a. Levels : Madrasah Aliyah
   b. Class : X
   c. Title : الأسرة و البيت
   d. Subject matter : Struktur Bahasa
   e. Basic Competence :

4.4 Menyusun teks bahasa Arab yang berkaitan dengan tema الأسرة والبيت (أعضاء الأسرة، أجزاء البيت) dengan memperhatikan bentuk, makna, dan fungsi dari susunan gramatikal الضمير (المنفصل، المتصل) baik secara lisan maupun tulisan.

2. Creating indicators and developing a test blueprint

No	Kompetensi Dasar	Indikator Soal	Bentuk Tes	Nomor Soal	Level Kognitif
1.	4.4 Menyusun teks bahasa Arab yang berkaitan dengan tema الأسرة والبيت (أعضاء الأسرة، أجزاء البيت) dengan memperhatikan bentuk, makna, dan fungsi dari susunan gramatikal الضمير (المنفصل، المتصل) baik secara lisan maupun tulisan.	Disajikan tabel, siswa diminta mengubah bentuk kata kerja (*fi'il*) dengan ضمير yang tersedia	Esai	1,2,3	C2
		Disajikan kalimat, siswa diminta melengkapi kalimat dengan ضمير yang tersedia	Esai	5,6,7	C3
		Disajikan kalimat, siswa diminta mengubah kalimat sesuai dengan ضمير yang tersedia	Esai	8,9,10	C4

3. Developing a test draft

أ. إِمْلأ الفَرَاغَات فِي القَائِمَةِ الآتِيةِ حَسْبَ وُرُوْدِهَا فِي الضَّمَائِر!

أَنَا	أنتَ	أنتِ	هوَ	هيَ	أَنْتُمَا	همَا (مذكر)	هما (مؤَنْث)
اَدْرُسُ							تَدْرُسَانِ
	تَقْرَأَ						
		تُحَافِظِيْنَ					
			يُخَالِفُ				
				تُصضلِّيْ			
					تَتَعَلَّمَانِ		
						يَلْتَزِمَانِ	

ب. اِسْتَبْدِلْ الضَّمِيْرَ الآتِي بِالضَّمَائِر المُعَدَّةِ مَعَ تَغْيِيْرِ مَا يَلْزَمُ!

1. أنا أُشَاهِد التِلْفِزِيُوْن مَعَ أَخِيْ قَالِيْلاً ثُم أَنَامَ مُبَكِرًا
2. أنتَ _____
3. هيَ _____

4. أنتِ _____
5. أَنتُمَا _____

ج. حَوِّلْ كَمَا فِي المِثَالِ!

مثل : م- هُوَ يُسَاعِدُ وَالِدهُ فِي الْعَمَلِ

ط- هُمْ يُسَاعَدُونَ وَالِدَهُمْ فِي العَمَلِ

1. م- (هُوَ يَدْرُسُ اللُّغَةُ العَرَبِيَّةَ)
   ط- _____
2. م- (هُوَ يُنظِّفُ المَزْرَعَةَ)
   ط- _____
3. م- (هُوَ يَسْتَرِي البُرْتُقَالَ)
   ط- _____

DISCUSSION | مناقشة | DISKUSI

Based on the aforementioned research esearcabove cation on o,f the test item development for the language component at the madrasah aliyah level will be elaborated.

Sound Assessment

The development officer out of the seven stages was implemented in sound element test in the research findings, five out of the severe divided into three simple steps, namely: (1) determining the basic competence and content; (2) creating indicators and constructing the test blueprint; and (3) drafting the test. These five stages are divided into three simple steps, namely: (1) determining the basic competence and content; (2) creating indicators and constructing the test blueprint; and (3) drafting the test. The author chose to develop test items for the ashwat element for the "p" c "Family and" "H" me" in the 10th grade. The basic competency is taken from KMA No. 183 of 2019. After that, it is followed by writing a question grid that also inc indicators for the questions. Afterward, the researcher proceeds to crecreatesthat serves as a recommendation.

Reading a text is one form of test that can be given to measure the ashwat element proficiency of students (Toifah, 2019). Such a test is conducted to assess the extent to which student how to articulate the sounds of the Arabic language. The author chooses this test format because it has a high cognitive level, specifically at level C4, which involves demonstrating speech acts. Considering that this test is intended for intermediate to advanced-level students, the researcher suggests providing a text without diacritical marks (harakat), and then the students will attend. Then it. The teacher may also consider choosing other types and forms of ashwat tests, such as differentiating between two pairs of words (Al-Khuly, 1982). However, it is essential to always adapt the test tsstudents's'ts' abilities and the learning objectives.

Vocabulary Assessment

The development of vocabulary test items, as presented in the research findings, was carried out through five stages of implementation. The test items are vocabulary comprehension questions aimed at students' ability to understand the meaning of vocabulary by competencies. The measured proficiency indicators include the meaning of vocabulary, understanding, and completeness of words, as well as selecting appropriate sentences based on the given pictures. The test items are developed using cognitive levels ranging from C1 to C3, which are mutations. This selection is adjusted to the abilities of the students being assessed.

Language Structure Assessment

Similarly to the previous language components, namely sound, and vocabulary, the development of the language structure test also follows the five stages as explained in the earlier language components. In accordance with the decision general of Islamic Education, the general learning outcomes of Arabic language at the MA level for Grade X are for students to be able to evaluate information, reflect on paragraphs, and engage in interactions (Capaian Pembelajaran PAI Dan Bahasa Arab Kurikulum Merdeka Pada Madrasah, 2020). The author hereby recommends that the test at this moment for the language structure component be divided into three levels of cognitive difficulty: easy, moderate, and difficult (Levels 2,3, dan 4) (Ainin, 2021). The author recommends that the test items be structured in three levels of cognitive difficulty, starting with basic questions, in order to achieve the outcomes of language structure and for students to experience the benefits of studying Arabic language structure, such as understanding correct word placement, facilitating reading comprehension, and being able to translate Arabic into other languages (Fauzia et al., 2020).

CONCLUSIONS | خاتمة | SIMPULAN

The implementation of developing and categorizing evaluation test items for two elements of the Arabic language, n" "e" y" h" at" (sounds "a "d "kos" and "k" ta" (vocabulary). The stages of test development are as follows: (1) determining the basic competence, (2) selecting the materials, (3) creating indicators, (4) constructing the test blueprint, (5) composing the draft questions, (6) reviewing the test, and (7) finalizing it. The sound test, vocabulary, vocabulary, and structure tests and according to their respective guidelines. In the development of the sound assessment, the test format consists of reading a text with the aim of measurinsstudents's'ts' proficiency in the sound element. Subsequently, the vocabulary test is structured in a multiple-choice format using cognitive levels ranging from C1 to C3, which is tailored tsstudents's'ts' abilities being assessed. Then, in the grammar structure test, the test items are divided into three levels of cognitive difficulty: easy, moderate, and difficult.

The findings of this research are the implementation of test item development for Arabic language components at the level of Madrasah Aliyah. The researcher strives to implement the development of valid Arabic language test items. However, this research is limited to only creating a list of test items. At the same time, a test becomes good and valid when it reaches the stage of reviewing the test. Therefore, the researcher suggests conducting further research regarding the implementation of developing test items for the Arabic language, particularly focusing on the components of language elements. According to the researcher, conducting such research would be highly beneficial for the added instruction in Indonesia. The more research studies of this nature, the greater the number of educational references available for educators to administer tests in order to assessstudents'.

AtoENTS | شكر وتقدير | TERIMA KASIH

Thank you to the lecturer of the PBA Evaluatiourse, Dr. Nur Qomari, M.Pd., who has lecturer been willing to collaborate and provide guidance in this research. Thank you. Also, do not forget to convey this to all parties involved and play an active role in the success of this paper. Hopefully, what is written in this scientific paper can bring benefits to the development of evidence in general and the evaluation of Arabic in particular.

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