Innovation of Non-Test Assessment of *Maharah Kitabah* through Integrative Assessment Approach of Arabic Language Book of Ministry of Religion Class VII (2020)

Lintang Lutfhi Kirani[1*], Amanda Listiani[2], M. Sujatmiko[3], R. Umi Baroroh[4]

[1,2,3,4]Universitas Islam Negri Sunan Kalijaga Yogyakarta, Indonesia,
kiranilintanglutfhi@gmail.com

ABSTRACT

Keywords: Innovation; Non-Test; Maharah Kitabah; Integrative Approach; Ministry Of Religion 2020.	**Abstract:** This study was conducted to innovate authentic assessment so that it may serve as a reference for teachers in evaluating Mahārah Kitābah *(Arabic writing skills)*. The purpose of this research is to identify and analyze forms of non-test assessment innovations in Arabic writing skills that align with the principles of integrative assessment. Data were collected through library research, a method that involves gathering, reviewing, and synthesizing theories from various relevant sources such as books, journals, and previous studies. Data analysis employed content analysis, where information obtained from the Grade VII Arabic Language Textbook published by the Ministry of Religious Affairs (2020) and supporting literature was first reduced by selecting data relevant to the focus of the study, namely non-test assessment, integrative approaches, and writing skills (Mahārah Kitābah). The filtered data were then categorized into specific themes, such as types of non-test assessments, integrative principles, and their application in teaching. Subsequently, the data were interpreted by connecting the textbook content with theories from the literature to identify models or forms of non-test assessment innovations. The findings indicate that two methods are employed in assessment, namely the census and survey method, and the authentic method. Within the census and survey method, five assessment instruments are utilized: questionnaires, interviews, attitude scales, checklists, and sociometry. In contrast, the authentic method employs two instruments: observation and portfolio. These findings highlight innovative forms of non-test assessment in evaluating Mahārah Kitābah *as reflected in the 2020 edition of the Grade VII Arabic Language Textbook published by the Ministry of Religious Affairs.*
Kata Kunci: Inovasi penilaian; Non-tes; Maharah kitabah; Pendekatan intregatif; KEMENAG 2020.	**Abstrak**: Penelitian ini dilakukan untuk menginovasi pada penilaian autentik, agar penilaian ini dapat menjadi rujukan bagi guru dalam menilai maharah kitabah. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis bentuk-bentuk inovasi penilaian non-tes dalam keterampilan menulis bahasa Arab (mahārah kitābah) yang sesuai dengan prinsip penilaian integratif. Pengumpulan data dilakukan dengan menggunakan metode studi kepustakaan, yaitu metode penelitian yang melibatkan pengumpulan data serta mengkaji dan memahami teori-teori dari berbagai literatur yang relevan dengan topik penelitian. Dalam pengumpulan data, penelitian ini mengadopsi strategi penggalian dan penyusunan informasi dari berbagai referensi seperti buku, jurnal, dan penelitian terdahulu Analisis data dalam penelitian ini dilakukan dengan metode analisis isi (content analysis)**.** Data yang diperoleh dari Buku Bahasa Arab Kementerian Agama kelas VII (2020) serta literatur pendukung terlebih dahulu direduksi dengan cara memilih informasi yang relevan dengan fokus penelitian, yaitu penilaian non-tes, pendekatan integratif, dan keterampilan menulis (*maharah kitabah*). Selanjutnya data yang telah disaring dikelompokkan ke dalam kategori tertentu, misalnya jenis-jenis penilaian non-tes, prinsip integratif, dan bentuk penerapannya dalam pembelajaran. Setelah itu, data ditafsirkan dengan menghubungkan isi buku dengan teori yang ditemukan dalam literatur, sehingga dapat diidentifikasi model atau bentuk inovasi penilaian non-tes yang sesuai. Hasil dari penelitian ini menunjukkan bahwa terdapat dua metode yang digunakan dalam penilaian, yaitu metode sensus dan survei, serta metode autentik. Untuk metode sensus dan survei, terdapat lima instrumen penilaian yang digunakan, yaitu angket, wawancara, skala sikap, daftar cek, dan sosiometri. Sedangkan untuk metode penilaian autentik, terdapat dua instrumen penilaian yang digunakan, yaitu observasi dan portofolio. Berikut adalah temuan-temuan yang berhasil ditemukan oleh peneliti untuk menginovasikan penilaian mahārah kitābah dalam buku Kemenag tahun 2020 untuk kelas VII.

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A. INTRODUCTION

Arabic has become one of the widely recognized languages among the Indonesian people. In recent times, Arabic has been included as a subject in the Indonesian education system, ranging from the elementary (*ibtidaiyah*), junior high (*tsanawiyah*), and senior high school (*aliyah*) levels, to institutions of higher education (Nasution 2024). To this day, Arabic remains a popular language studied around the world, particularly in Indonesia. The teaching of Arabic is closely tied to language skills. Referring to the views expressed by Abdurrahman Al-Fauzan and other Arabic language experts, before focusing on the primary goals of foreign language learning especially in Arabic learners must first master the four fundamental language skills: listening, speaking, reading, and writing (Hasbi et al., 2024). Writing is an integrated language skill aimed at producing what is known as written text. Among the four language skills, writing is considered the most difficult for students to master. Essentially, writing is a productive and expressive activity. Writing skills are employed to document, record, persuade, report, inform, and influence the reader (Hikmah 2024).

In Indonesia, Arabic holds equal importance to other subjects within Islamic education. For Muslims, the Arabic language serves as a medium of communication with Allah (SWT), making its study an indispensable component of religious life. The acquisition of Arabic language proficiency, therefore, cannot be overlooked. Among the core language skills, writing represents a complex activity intricately linked to cognitive processes and the learner's ability to actualize thoughts in written form (Humaeroh 2023). Writing can be classified as a highly complex activity, as it demands the ability to express thoughts in a logical and coherent manner. The involvement of cognitive processes in writing makes it a skill that requires individuals to effectively organize their ideas and present content in accordance with appropriate linguistic conventions and stylistic norms. In this regard, the prominent position of *maharat al-kitabah* (writing skills) in Arabic language learning cannot be overlooked. Although it represents the highest level among the four language skills, mastering writing poses significant challenges for learners due to its inherent complexity(Nasution et al., 2023). In general, the main objective of teaching *Mahārah Kitābah* (writing skills) is to master sentence patterns and structures in Arabic and to use them in written form to convey a message or specific theme that can be understood by speakers of the language. Furthermore, according to Abdul Hamid, in order to achieve proficiency in writing skills, it is necessary to have mastery of both the technical aspects and the productive aspects of writing (Maspeke et al., 2024). Expressing ideas and creative thoughts becomes evident in *Mahārah Kitābah* (writing skills). When presenting arguments, articulating interesting ideas, or conveying messages, learners are encouraged to use their imagination and are given the opportunity to write and speak in public. Moreover, proficiency in writing is highly beneficial, both in the academic field and in professional contexts (Firmaningrum et al., 2024).

The 21st century is characterized by the extensive use of information technology. The challenges of modern life demand that education remain dynamic and responsive to the rapid development of scientific knowledge, thereby equipping learners with relevant competencies. One of the key support systems that determines the success of 21st-century leaning is assessment standards. Assessment, or evaluation, is an integral component of the learning process and cannot be separated from it (Sirinding,et.al 2023). Assessment is a crucial component of the learning process that holds significant influence over educational outcomes. Enhancing the quality of learners can be achieved through the improvement of assessment practices. Efforts to elevate the overall quality of education must include the refinement of instructional quality. An effective assessment is one that is conducted continuously throughout the learning process as well as at the conclusion through outcome-based testing. Moreover, a quality assessment should authentically reflect the students' learning processes and progress." (Adiman 2021). In addition, assessment can be used to identify both strengths and weaknesses during the learning process, as well as to conduct diagnostics and make necessary

improvements to instructional practices. A meaningful learning process requires a well-designed, systematic, and continuous assessment system to ensure its effectiveness and relevance (Ahmad 2023). Non-test assessments are highly relevant to language learning in junior high school (SMP) environments, particularly in the context of Arabic language instruction.

In Arabic, *maharah al-kitabah* is derived from the root word *maharah*, which transforms into the verbal noun *maharātun*, meaning 'proficiency' or 'skill', and *kitabah*, meaning 'writing' or 'a piece of writing', which originates from the verbal noun *kataba*, meaning 'to write'. The word *kitab* refers to a collection of well-organized words. Etymologically, *kitabah* is understood as a coherent arrangement of words that conveys meaning, enabling individuals to express their feelings freely through language. Linguistically, *kitabah* refers to a structured and systematic collection of words, while epistemologically, it refers to a meaningful and ordered composition of words. In this regard, Syaiful Mustofa offers an interpretation of *kitabah*, emphasizing that writing is a form of communication not supported by vocal elements such as intonation, pitch, facial expressions, or gestures, as typically found in spoken language (Nasution 2024). Writing skills in Arabic require complex abilities, An Arabic writer must be able to organize words into sentences and develop them into coherent paragraphs. At the same time, attention must be given to linguistic elements such as grammar (*nahwu* and *ṣarf*), vocabulary (*mufradāt*), and appropriate pragmatics so that the text can be clearly understood by the reader. However, in reality, the teaching of writing today is more often presented in the form of theory, with little emphasis on actual writing practice. Writing skills that are not supported by sufficient practice have become one of the factors contributing to students' lack of proficiency in writing (Nurisman & Syaodih, 2019).

The objectives of *maharah al-kitabah* (writing skills) in language learning include the ability to comprehend various written discourses and to express a wide range of thoughts, ideas, opinions, and emotions through writing. At the beginner level, writing instruction typically focuses on foundational tasks such as copying simple language units, writing basic statements and questions, and composing short paragraphs (Wijayanti et al., 2024). The stages of writing skill instruction at the junior high school level (SMP) generally involve several systematic steps aimed at helping students develop their writing abilities effectively (Semadi, 2021). Based on various research sources and instructional models, the stages of writing instruction are as follows: idea acquisition (observing and gathering information), idea development (identifying, processing, and outlining ideas), idea production (drafting the text), revision and editing, publication or presentation, and finally, reflection and evaluation (Diva, 2023). In the context of Arabic language learning in madrasah, writing skills (*maharah al-kitabah*) represent one of the essential core competencies that students are expected to master from the early levels, including Grade 7. However, the assessment practices currently implemented tend to focus predominantly on written tests that emphasize cognitive outcomes alone, without adequately accommodating the broader aspects of the learning process, attitudes, and students' productive skills in a comprehensive manner (Rahma et al. 2024).

In contemporary language education, evaluating Arabic language proficiency cannot rely solely on test-based or written assessment models that primarily target cognitive abilities. Instead, assessment should also address performance-based competencies, including writing, reading, listening, and speaking. Non-test assessment models are particularly relevant to the characteristics of the Arabic language and are better suited to capturing the full range of learners' linguistic abilities (Setyawan et al., 2024). As previously explained, non-test assessment is an evaluative tool used to gather information about the learner. The information obtained through non-test methods provides valuable insights that play a significant role in evaluating Arabic language learning. Accordingly, the methods discussed herein are those deemed significant in revealing relevant information. Non-test categories in Arabic language instruction can be classified based on the type of data collected from respondents. These data fall into two main forms: verbal data (*al-bayanat al-lafziyyah*) and behavioral

data (*al-bayanat al-sulukiyyah*). The method typically associated with verbal data is the survey method (*ṭañqah al-mash*), while the method corresponding to behavioral data is authentic assessment (*ṭañqah al-taqyīm al-*haqiqiyy) (Hermawan, 2021). Arabic as a language that is not only communicative but also symbolic in a religious context, demands an integrative learning approach. The Arabic learning process involves four main skills: listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*) (Al-Hawamleh et al., 2022). Assessment of these skills requires instruments that are able to reflect learning outcomes authentically, not just the final result, but also the process and reflection that accompanies it (Ubaidillah et al., 2025). Authentic assessment plays a crucial role in language teaching, as it focuses on real-life tasks that reflect meaningful language use. Instead of concentrating on isolated grammar exercises or tasks taken out of context, authentic assessment allows learners to demonstrate their communicative skills in context-related situations. This approach is consistent with the communicative language teaching paradigm, which highlights its potential in promoting deeper understanding, learner autonomy, and critical thinking. Authentic assessment becomes very relevant, especially in measuring students' language skills, including writing skills or *Maharah Kitabah* (Mutiara et al., 2025).

In the current era, conventional assessment often encounters certain challenges in its implementation. Conventional assessment refers to the system commonly used by teachers in the learning process thus far. The procedures in conventional assessment typically focus on testing 'bits and pieces' of knowledge. Examples of traditional assessment formats include multiple-choice, matching, true-false, and paper-and-pencil tests. Upon examining the realities of their application, it becomes evident that the assessment practices frequently employed by teachers only capture students' conceptual understanding. As a result, the broader curricular objectives of the subject are not fully achieved or represented. While performance-based assessment is crucial in evaluating students' actual skills, many teachers find it difficult to implement due to a lack of understanding of the procedures involveda (Musbar, 2019). The assessment of the learning process should be carried out by teachers starting from the implementation of face-to-face instruction, followed by observing how students respond to the material being delivered, and finally by providing exam questions to measure the extent of their understanding of the lessons taught (Setiawati et al., 2019). This approach is intended to minimize situations such as when a diligent and consistently active student in class receives low scores on the final exam, since the results truly reflect their own work. Conversely, there are students who are neither diligent nor active, and who even frequently skip classes, yet obtain high scores on the final exam as a result of cheating (Nurlitasari & Hamami, 2023).

The concept of integration in assessment, as outlined by the Indonesian Ministry of Religious Affairs (Kementerian Agama/Kemenag), can be understood as an effort to incorporate various aspects and dimensions of assessment in a comprehensive and unified manner within the learning process, particularly in Islamic religious education. This integration encompasses the inclusion of religious values, religious moderation, as well as cognitive, affective, and psychomotor domains into a holistic assessment system. Several key points related to this concept of integration, according to Kemenag, include: first, the integration of Islamic religious values beginning from the planning stage such as the development of the lesson plan (*Rencana Pelaksanaan Pembelajaran*, RPP), syllabus, and instructional design through the implementation of instruction and the evaluation of learning outcomes. During the planning phase, teachers are expected to identify Islamic values to be integrated into the learning objectives and indicators. These values are then implemented throughout the teaching and assessment process (Rudianto 2023). Second, the integration of religious moderation is a vital component in the development of the Islamic religious education curriculum and its assessment. The Ministry of Religious Affairs (Kemenag) emphasizes the incorporation of values associated with religious moderation, including tolerance, national commitment, non-violence, and respect for local culture. These values are integrated through basic

competencies, experiential learning methods, and the hidden curriculum, which involves all elements of the school environment (Gonibala, 2022). Third, the integration of surveys and data. In this context, the Ministry of Religious Affairs (Kemenag) highlights the importance of integrating various indicators of religious diversity, such as the Religious Diversity Index and the Social Piety Index, including the Religious Moderation Index. This integration aims to provide a comprehensive and holistic picture of the societal religious landscape, which can serve as a foundation for both assessment and policy-making (Kemenag, 2024). Fourth, the integration of *Madrasah Diniyah Takmiliyah* (MDT) programs with formal schools reflects the broader concept of integration in both assessment and instruction (Kemenag, 2024). MDT and schools collaborate in joint coordination and supervision efforts to embed religious values into the curriculum and assessment system in a unified manner. This integration is implemented across intra-curricular, co-curricular, and extra-curricular activities (Rudianto & Mahfud, 2023).

The principles and benefits of integrative assessment in Arabic language education lie in its holistic approach to evaluating multiple aspects of learners' competencies throughout the learning process. Integrative assessment is an evaluative approach that combines various dimensions of competency into a unified framework, ensuring that assessment reflects not only cognitive understanding but also affective and psychomotor aspects in a comprehensive manner (Boeriswati, 2019). In the context of language education, this approach does not merely assess the final linguistic outcomes, but also takes into account the learning process, social skills, learning attitudes, and critical thinking abilities demonstrated throughout language-related activities. In other words, integrative assessment emphasizes the importance of combining knowledge (cognitive), skills (psychomotor), and attitudes (affective) within a single, authentic, and meaningful assessment framework (Laili 2024). In principle, integrative assessment is grounded in several key foundations: first, Integration of Competency Aspects: Assessment is not conducted in isolation but reflects the functional relationships among various elements of competency, second, Contextual and Authentic: Assessment tasks are designed to resemble real-life situations, such as group discussions, writing projects, or oral presentations., third Process- and Product-Oriented: Integrative assessment evaluates not only the final outcomes but also the learning process and students' developmental progress. Fourth Both Formative and Summative: Integrative assessment serves a dual function: it can be used to monitor learning progress throughout the instructional process (formative) and to evaluate the final achievement of learning outcomes (summative) (Yuliana et al. 2013).

The benefits of implementing integrative assessment in language learning are highly significant. First, such assessment provides teachers with a holistic view of students' competencies, enabling them to deliver more accurate feedback and support each student's individual development. Second, students become more motivated, as they feel appreciated not only for providing correct answers but also for their efforts, thinking processes, and active participation (Djumingin, 2017). Third, integrative assessment also promotes the use of deeper and more meaningful learning strategies, such as collaboration, reflection, and problem-solving, all of which are highly relevant in mastering language as a tool for communication. Thus, integrative assessment functions not only as an evaluation tool but also as a learning instrument in itself guiding, reinforcing, and facilitating the comprehensive and continuous development of language skills (Sukmariantika 2024). In response to this, the Ministry of Religious Affairs of the Republic of Indonesia (*Kementerian Agama*) issued a learning assessment guideline in 2020 for the *Madrasah Tsanawiyah* level, emphasizing the importance of an integrative assessment approach. This approach aims to integrate the assessment of attitudes, knowledge, and skills, while also encouraging the use of non-test methods such as observation, performance tasks, portfolios, and project-based assessments as part of a comprehensive and authentic evaluation process (Djumingin, 2017).

Previous research has also addressed assessment in Arabic language learning. The first study was conducted by Khairul Hasbi (2024), titled *'An Analysis of Test Items in the Student Worksheet Book for Grade 7 Madrasah Tsanawiyah (Mahārah Kitābah) from the Perspective of Ali Al-Khuli'*. The findings of this study indicate that several items in the student worksheets, such as items 4 and 6, align with Al-Khuli's categories of writing skill assessments, particularly those that test the ability to compose sentences using specific grammatical rules and those that evaluate text copying skills. However, some items were found to focus more on other language skills such as grammar, translation, and reading making them less appropriate for effectively assessing writing ability. The study recommends that future test items should be more accurately aligned with the objectives of writing skill assessment (Hasbi et al., 2024).

The second study was conducted by Wijayanti (2024), titled *'An Analysis of Mahārah Kitābah Instruments in the Grade VII Arabic Textbook Published by the Ministry of Religious Affairs (Kemenag)'*. The findings of this study indicate that the 2020 Grade VII Arabic textbook for *Madrasah Tsanawiyah* contains 11 items that serve as writing skill (*mahārah kitābah*) instruments. These include essay and multiple-choice questions: six essay questions comprising ten sub-items, one question with two sub-items, and four multiple-choice questions. These items are considered highly suitable for use as evaluative tools in Arabic language instruction particularly in the teaching of writing skills as the questions are directly aligned with relevant content and competencies(Ida Wijayanti et al., 2024).

The third study was conducted by M. (2024), titled *'Innovation in Mahārah Kitābah Assessment with Bloom's Taxonomy Approach in Arabic Language Learning Books for Grade X Published by the Ministry of Religious Affairs in 2020'*. The results of this study, based on literature analysis, reveal the following findings: (a) the assessment system in the 2020 Arabic language textbook for Grade X published by the Ministry of Religious Affairs has not yet fully implemented affective domain assessments; and (b) the innovation of integrating Bloom's Taxonomy into the assessment of Arabic writing skills (*mahārah kitābah*) proves to be highly effective. This effectiveness is attributed to the hierarchical structure of language competencies within Arabic writing, which is inherently interconnected with the other three language skills. Therefore, when aligned with Bloom's Taxonomy, it becomes evident that the three domains cognitive, affective, and psychomotor serve as appropriate indicators for evaluating writing skills in the aforementioned textbook (Muliansyah 2020).

Based on previous studies, several innovations have been identified in the assessment of Arabic language learning. Therefore, this study aims to identify and analyze forms of non-test assessment innovations in Arabic writing skills (*mahārah kitābah*) that align with the principles of integrative assessment. Referring to the 2020 Assessment Guidelines issued by the Ministry of Religious Affairs (Kemenag) for Grade 7, this study seeks to demonstrate how such an approach can enhance the effectiveness of writing skill assessments in a more holistic, contextual, and meaningful manner.

B. METHODS

This study employs a qualitative method with a library research approach. The selection of this method is based on the research focus, which examines innovations in non-test assessment of writing skills (*Mahārah Kitābah*) through an integrative assessment approach in the 2020 edition of the Grade VII Arabic Language Textbook published by the Ministry of Religious Affairs. Accordingly, the primary sources of this study consist of relevant literature and documents rather than direct field data. The data sources in this research are divided into two types: primary and secondary. The primary source is the 2020 edition of the Grade VII Arabic Language Textbook published by the Ministry of Religious Affairs, which serves as the main object of study (Mutiara et al., 2025). The secondary sources consist of other literature such as books, scholarly journals, articles, research findings, and academic documents that discuss non-test assessment, integrative assessment

approaches, innovations in Arabic language teaching, and theories of writing skills (*Mahārah Kitābah*). Data were collected using the documentation method, namely by gathering and examining written sources related to the research topic. This was followed by a literature review to identify concepts, theories, and previous findings relevant to non-test assessment and integrative approaches (Magdalena et al., 2020).

All data were systematically recorded and then categorized according to the research focus, such as categories on non-test assessment models, principles of integrative assessment, and their application in the teaching of *Mahārah Kitābah* in the textbook. The collected data were analyzed using content analysis. This analysis was carried out in several stages: data reduction by selecting relevant information, data categorization based on research themes, interpretation to understand the relationship between theory and practice, and drawing conclusions to formulate innovative forms of non-test assessment in the teaching of *Mahārah Kitābah* (Setyawan et al., 2024). To ensure the validity of the data, this study employed several techniques: source triangulation by comparing information from various literature, source criticism to assess the credibility and relevance of the data used, and peer discussions to test the consistency and validity of the research findings. Through this approach, the study is expected to produce an in-depth description of innovations in non-test assessment of Arabic writing skills through an integrative assessment approach as reflected in the 2020 edition of the Grade VII Arabic Language Textbook published by the Ministry of Religious Affairs (Wijayanti et al., 2024).

C. RESULT AND DISCUSSION

1. Assessment of Maharat al-Kitabah in the Grade VII Arabic Language Textbook Published by the Ministry of Religious Affairs (Kemenag) in 2020

Table 1. Below are the forms of assessment instruments included in the Grade VII Arabic language textbook published by the Ministry of Religious Affairs (Kemenag) in 2020:

البيان	الأسئلة	الأمر الأسئلة
Form of Exercise One It is known that the assessment item in the Grade VII Arabic Language textbook published by the Ministry of Religious Affairs (Kemenag) in 2020 takes the form of multiple-choice questions, where students are required to select the correct answer from the given options	هو ... (طالبة – طالب – فاطمة – صديقتي) هي... (طالب – صديقي – يوسف – طالبة) انت ..... (محمود – ليلة – خديجة – سلوى) اسمي.... انا طالبة (يونس – فريحة – صالح – موسى) من....؟ هذه طالبة (هذه – هذا – انت – انت)	اختر الصحيح مما بين القسين
Form of Exercise Two It is understood that the assessment in this exercise involves a task in which students are instructed to identify the *mubtada'* (subject) and *khabar* (predicate) from the underlined parts of the sentences.	هي زاهدة:.... هي عبيد:.... انت محمد:.... هي انيسة:.... انا رفقي:....	عين المبتدأ او الخبر من الكلمات التي تحت خط
Form of Exercise Three It is known that the assessment in this exercise is carried out through an instruction that asks students to choose the most accurate answer.	ما هذا ؟ هذ... (أ. قلم، ب. نوفل، ج. حسن، د. عمر) من هذه ؟ هذه... (أ. نافذة، ب. ساعة، ج. صورة، د. حسنة) من هو يا عثمان ؟....(أ. هو عثمان، ب. هو نعم، هو عمر، ج. هي فطرية، د. هو امين)	إختر أصح الأجوبة
Form of Exercise Four It is identified that the assessment in this exercise takes the form of a task instruction that requires students to copy (transcribe) the given text.	هو- هي – انت – انت- انا – هذا – هذه – ذلك – تلك طالبة – طالب – صديقي – صديقة من انت؟ - من انت ؟ - من هو ومن هي؟ - من هذا ومن هذه؟ من اين انت؟ - هل انت من مالانج؟ انا طالب – وهو طالب – وهي طالبة	**copy it**

البيان	الأسئلة	الأمر الأسئلة
	الباب الثاني	
Form of Questions in Chapter Two The assessment in this chapter is structured with an instruction that requires students to *translate the given text into Indonesian*.	ذلك المعهد كبير، وهو جانب الميدان الواسع	ترجم الي اللغة الإندونيسية
Form of Questions in Chapter Two The assessment in this chapter is structured with an instruction that requires students to *translate the given text into Arabic*.	Madrasah itu bagus, ia di samping masjid yang besar	ترجم الى اللغة العربية
Form of Questions in Chapter Two The assessment includes items with instructions that require students to *choose the correct answer from among the given options*.	تذهب ؟ اذهب الى المصلى (اين – من اين – الي اين).....	اختر المناسب مما بين القسين
	الكبير – امام – كبير – هي – المدرسة - المسجد	رتب الكلمات ابتداء من الكلمة الملونة
	الباب الثالث	
Form of Questions in Chapter Three The exercise consists of items with the instruction to *modify or transform the sentence as demonstrated in the example provided*.	Example of an exercise to complete an empty table using connected pronouns (*dhomir mutasil*)	املا الفراغ بضمير متصل
The question format in Chapter Three uses imperative sentences to provide diacritical marks (harakat)	A sample exercise requiring the addition of diacritical marks (harakat) to sentences that are written without them	هاتي الأشكال الكاملة وعين الضمائر
The question format in Chapter Three uses imperative sentences instructing to transform as exemplified	A sample exercise requiring students to modify sentences based on the given example solutions	حول كما في المثال
	الباب الخامس	
A sample exercise that requires copying sentences by employing the *Imla' Manqul* technique	A sample exercise that requires students to copy sentences employing the *Imla' Manqul* technique	الإملاء
In Chapter Five, the exercises are structured with imperative verbs directing students to respond to questions	A sample exercise requiring students to respond to questions	اجب عن هذه الأسئلة
	الباب السادس	
Chapter Six, the exercises employ the imperative instruction 'combine	A sample exercise that requires students to connect questions with their appropriate answers	صل
A sample exercise in Chapter Six using the imperative instruction 'replace	A sample exercise involving the transformation of pronouns from one type to another	بدل " انا " ب هو/هي/ انت/ انت/نحن

In the table above, examples of test-based questions have been specified. The components of the language test are intended to assess domains related to language as a substance, language as a means of communication, and language as an art form. Within test instruments in the form of tests, there are three competencies to be measured: linguistic competence, communicative competence, and literary competence (Hermawan, 2021).

2. Assessment of New Innovations in *Maharah Kitabah* in the Arabic Language Textbook for Grade VII, Ministry of Religious Affairs 2020

Table 2. Assessment of New Innovations in Maharah Kitabah

No.	Instrument Non-Tes	Assessment Objectives	Command Word (Fiʿl Amr)	Example Questions/Tasks in Arabic
1	Questionnaire (استبيان)	An Investigation into Students' Motivation and Challenges in Writing	أجِبْ، أكْتُبْ، إذْكُرْ	مَا الصُّعُوبَاتُ الَّتِي تُوَاجِهُهَا فِي الكِتَابَةِ؟
2	Interview (المقابلة)	Developing students' skills in orally extracting information (kalām), actively listening (istimā'), and composing it into written reports (kitābah)	أكْتُبْ أجْر	أجْرِ مُقَابَلَةً مَعَ زَمِيلِكَ، ثُمَّ أُكْتُبْ تَقْرِيرًا عَنِ المُقَابَلَةِ
3	Attitude Scale (مقياس الاتجاهات)	Assessing Students' Attitudes Towards Writing	ضَعْ	ضَعْ √ أوْ ×: أحِبُّ الكِتَابَةَ بِاللُّغَةِ العَرَبِيَّةِ
4	Checklist (قَائِمَة) (التَّحَقُّق)	Assessing the structural organization and completeness of the written work	إفْحَصْ، تَأكَّدْ	هَلْ فِيهِ مَقْدِمَةٌ؟ هَلْ تَسَلْسَلَتِ الأَفْكَارُ؟
5	Sociometry (القياس الاجتماعي)	Examining the social dynamics within writing groups	إخْتَرْ، اكْتُبْ	مَعَ مَنْ تُفَضِّلُ الكِتَابَةَ فِي المَجْمُوعَةِ؟ وَلِمَاذَا؟
6	Observation (الملاحظة)	Conducting direct observation of the writing process	رَاقِبْ، سَجِّلْ	رَاقِبْ: هَلْ يُرَتِّبُ أفْكَارَهُ؟ هَلْ يَسْتَعْمِلُ القَامُوسَ؟
7	Portfolio (الحقيبة) (اللغوية)	Organizing and maintaining a collection of written works across a designated timeframe	إجْمَعْ، رَتِّبْ، إخْتَرْ، اشْرَحْ	إجْمَعْ كُلَّ مَا كَتَبْتَهُ، وَاخْتَرْ أفْضَلَ نَصٍّ مَعَ التَّعْلِيقِ.

In the second table is the form of innovation questions with non-test instruments. Non-test is an evaluation tool that is used not to measure knowledge, understanding, or skills, but to collect information about students. The non-test category can be done with two methods, namely the census and survey methods, with questionnaire instruments, interviews, attitude scales, checklists, and sociometry. And authentic assessment methods with observation instruments, and portfolios (Hermawan, 2021).

The evaluation tool in the form of a "non-test" is an evaluation tool that is used systematically and in a planned manner to obtain information about the condition of students as respondents, not in the context of testing. According to Arifin (2009), non-tests are used if what is desired is the quality of the process and product of a job and things related to the affective domain. Not a few pieces of information on learning outcomes are actually more appropriately expressed, tapped, and obtained by using non-test tools, namely not by testing (Hermawan, 2021).

Furthermore, in this study the researcher will integrate non-test assessment with an integrative approach. The integrative approach is all covered simultaneously. An integrative test is a language test that attempts to measure several aspects of language or language ability at one time. In an integrative test, the aspects of language are not separated from each other to be tested separately, but in the form of language which is a cohesive unity (Hermawan, 2021).

In the innovation question on the first number with the form of a question command word إكْتُبْ، اسْتَعْمِلْ The question uses the census and survey method with the use of a questionnaire instrument with the aim that all students collect all their writings without exception. In addition, by using an integrative approach, there is innovation in the question with detailed analysis. Students write based on personal experience, then used as data for reading practice and class discussion (combining *kitabah*, *qirā'ah*, and *kalām*). This is in line with research written by Winarno, he emphasized that in processing the creative thinking process to be able to solve problems or answer questions in the right and useful way by using an assessment questionnaire (Winarno, 2019). On the innovation question in the second number with the form of a question command word أُكْتُبْ أجْر, The questions use census and survey methods with the use of interview instruments with the aim of training

students to dig up information verbally (*kalām*), listen actively (*istimā'*), and write it in the form of a report (*kitābah*). This is in line with research written by Umi Lailatul Hidayah, she emphasized that the interview sheet is one of the supporters in the form of a diagnostic test with the results of the development of an assessment instrument for analyzing student misconceptions. (Hidayah, 2018). On the innovation question number three, the question is in the form of a command word. ضَعْ, the question uses the census and survey methods with the use of attitude scale instruments with the aim of assessing students' attitudes towards writing. This is in line with research written by Noviany Aprilian Hapsari, she emphasized that developing an attitude scale assessment instrument has an impact on the responsibility of grade VI elementary school students using the Likert scale **(**Hapsari 2024**)**. On the innovation question number four, it is in the form of a command word**.** اِفْحَصْ، تَأَكَّدْ, the question uses the census and survey method with the use of a checklist instrument with the aim of checking the structure and completeness of the writing. This is in line with the research written by Bakhrudin All Habsy, he emphasized that developing a more holistic approach in integrating problem checklists can help improve students' problem-solving skills. Further on innovation in number five with the census and survey method using sociometric assessment instruments with example questions اِخْتَرْ، اكْتُبْ, this question aims to Examining the social dynamics within writing groups (purwati 2015). This is in line with the research written by Siti Wahyuni Siregar, she emphasized that the use of sociometric instruments to collect data on patterns and structures of relationships between individuals in a group. This method is based on the idea that groups have a structure consisting of complex interpersonal relationships. The position of each individual and the relationships that occur in the group structure can be measured quantitatively and qualitatively (Siregar et al., 2019).

The innovation question listed in number six uses an authentic assessment method with an observation assessment instrument. with the command word رَاقِبْ، سَجِّلْ, this question aims to Conducting direct observation of the writing process. This is in line with the research written by Ida Bagus Ketut Perdata, he emphasized that the model of the observation instrument for core mathematics learning activities is based on (5M). In addition, the researcher emphasized that the observation instrument should be used as a measuring tool for the intensity of core learning activities (Perdata, 2016). Then the last innovation solution uses an authentic method with a portfolio question instrument with the command words اِجْمَعْ، رَتِّبْ، اِخْتَرْ، اشْرَحْ, this question aims to Organizing and maintaining a collection of written works across a designated timeframe. This is in line with research written by Ina Magdalena, she emphasized that portfolio-based assessment is one form of progress and development of student abilities both in terms of knowledge, attitudes, and skills continuously through student work results, both student work results produced in class and outside the classroom(Magdalena, 2020). From the various assessment innovations in the Maharah Kitabah in the 2020 Kemenag book for class VII, there are several non-test assessments that can be used in the form of Maharah Kitabah instrument questions.

D. CONCLUSION

Based on the results of the literature review and analysis of the instruments in the Arabic Language Book for Grade VII published by the Ministry of Religion in 2020, it can be concluded that the innovation of non-test assessment in maharah kitabah learning through an integrative assessment approach is a strategic step to improve the quality of students' writing skills evaluation more holistically. Integrative assessment that includes cognitive, affective, and psychomotor aspects and considers the learning process and products has proven to be relevant to describe students' writing competencies as a whole. The assessment instruments in the book have mostly reflected the diversity of evaluation approaches, including copying tasks (*imlā' manqūl*), answering questions, translating, and completing tables, which can be directed to meet the principles of authentic and

contextual assessment. However, the application of non-test assessment still requires strengthening in the affective aspect and critical thinking skills to achieve more optimal results. Thus, the integrative assessment approach in this context not only functions as an evaluation tool, but also as an integral part of the Arabic language learning process that is active, meaningful, and oriented towards developing students' competencies as a whole.

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