



Innovation of Pragmatic Approach through Test in *Maharah Istima'* in Arabic Language Book Class V Kemenag 2020

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ABSTRACT

Keywords:

Innovation;
Pracmatic;
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Abstract: Arabic language learning at the Madrasah Ibtidaiyah level still demonstrates weaknesses in contextual assessment of *maḥārah istīmā'* (listening skills). The evaluation in the Grade V Arabic Textbook published by the Ministry of Religious Affairs in 2020 remains traditional and has not yet comprehensively assessed students' ability to understand meaning contextually. Based on this condition, this study aims to develop an innovative pragmatic approach in the assessment of *maḥārah istīmā'*. This approach integrates pragmatic principles into test formats that evaluate students' comprehension of contextual meaning rather than focusing solely on linguistic aspects. The subjects of this study are Madrasah Ibtidaiyah students who use the textbook in their learning process. The study employs a descriptive qualitative method, focusing on the analysis of assessment forms relevant to real communicative contexts. The findings indicate that applying a pragmatic approach in assessing *maḥārah istīmā'* provides a more authentic evaluation of students' listening ability. This approach enhances the relevance, effectiveness, and functionality of Arabic language comprehension in everyday life contexts.

Kata Kunci:

Inovasi penilaian;
Pendekatan Pragmatik
Maharah Istima';
Bahasa Arab.

Abstrak: Pembelajaran bahasa Arab di tingkat Madrasah Ibtidaiyah masih menunjukkan kelemahan dalam penilaian *maḥārah istīmā'* yang kontekstual. Evaluasi dalam Buku Bahasa Arab Kelas V terbitan Kementerian Agama tahun 2020 cenderung tradisional dan belum menilai kemampuan pemahaman makna secara menyeluruh. Berdasarkan hal tersebut, penelitian ini bertujuan untuk mengembangkan pendekatan pragmatik yang inovatif dalam penilaian *maḥārah istīmā'*. Pendekatan ini berupa integrasi prinsip-prinsip pragmatik ke dalam bentuk tes yang menilai kemampuan pemahaman makna kontekstual siswa, bukan sekadar aspek linguistik. Subjek penelitian ini adalah siswa Madrasah Ibtidaiyah yang menggunakan buku tersebut dalam proses pembelajaran. Penelitian ini menggunakan metode deskriptif kualitatif dengan analisis terhadap bentuk penilaian yang relevan dengan konteks komunikasi nyata. Hasil penelitian menunjukkan bahwa penerapan pendekatan pragmatik dalam penilaian *maḥārah istīmā'* mampu menampilkan evaluasi yang lebih autentik terhadap kemampuan mendengar siswa. Pendekatan ini meningkatkan relevansi, efektivitas, serta fungsionalitas pemahaman bahasa Arab dalam konteks kehidupan sehari-hari.

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A. INTRODUCTION

Arabic language acquisition in the Indonesian context, particularly at the Madrasah Ibtidaiyah level, faces significant obstacles in developing effective and contextually relevant *maḥārah istīmā'*. The Arabic Textbook for Grade V, disseminated by the Ministry of Religious Affairs in 2020, serves as a primary resource in the educational process. However, the evaluative methodology used in this text remains traditional, showing marked deficiencies in addressing the pragmatic dimension, particularly the capacity to use language appropriately according to the sociocultural context. Such limitations may hinder students' understanding of the application of Arabic in authentic situations.

Innovations in pragmatic-based assessment have been recognized as essential in improving the quality of Arabic language learning outcomes. This approach not only evaluates linguistic knowledge but also emphasizes students' capacity to comprehend and use language meaningfully in real-life situations (Nopriansyah et al., 2024). This evaluative framework not only assesses students' linguistic proficiency but also measures their ability to understand and utilize language effectively within the parameters of everyday communication (Shaddad & Jember, 2024). Through this shift, students are encouraged to engage with Arabic not merely as a theoretical system but as a functional medium of communication.

The current study aims to establish a pragmatic framework in evaluating *maḥārah istīmā'* within the Arabic Language Textbook for Grade V. This initiative seeks to design an assessment model that reflects authentic listening situations and measures students' interpretative and communicative abilities more comprehensively. The methodological approach adopted is descriptive qualitative, emphasizing analytical reconstruction of test items that align with pragmatic principles and communicative relevance. The importance of this investigation is based on the need to align evaluation methodologies with contemporary developments and the specific needs of learners (Boud & Falchikov, 2006). By integrating a pragmatic approach into the assessment process, the aim is to facilitate a more contextual and applicable Arabic language learning experience, thereby enhancing students' proficiency in utilizing Arabic in everyday contexts (Dimyathi, 2025).

In recent years, several scholars have highlighted the growing importance of pragmatic competence in language learning. Baity et al. (2024) emphasize the potential of digital transformation in enriching Arabic listening instruction through authentic audio media, such as Learning Al-Jazeera Net. Such practices help students experience Arabic in a more realistic and interactive way. Similarly, Paluanova (2024) and Rahman et al. (2023) demonstrate how various pragmatic assessment tools ranging from discourse completion tasks to online evaluations can enhance learners' ability to interpret meaning and respond appropriately in communication. Further perspectives come from Pangestika et al. (2024) and Prastikawati et al. (2024), who propose the use of discrete and dynamic assessment models. These studies collectively suggest that a combination of traditional and adaptive assessment strategies can provide a more holistic picture of students' pragmatic competence. They also highlight the importance of assessment as a developmental tool, not merely a measure of performance.

Building upon these insights, this study focuses specifically on integrating pragmatic assessment within Arabic listening instruction at the Madrasah Ibtidaiyah level. Unlike previous works that primarily address digital or general linguistic frameworks, this research emphasizes the adaptation of pragmatic principles into textbook based evaluation models used in Indonesian elementary Islamic education. The approach aims to contextualize assessment within students' real life communication experiences, ensuring that evaluation aligns with their sociocultural background.

Ultimately, this study contributes to the development of a more authentic and functional evaluation framework for *maḥārah istīmā'*. By embedding pragmatic principles within the assessment design, it seeks to enhance the relevance and effectiveness of Arabic language teaching in Indonesia. The outcomes are expected to encourage learners to comprehend and utilize Arabic not only as a

subject of study but as a living language applicable to everyday contexts thereby advancing the overall quality and purpose of Arabic education at the foundational level.

B. METHOD

This study uses a qualitative descriptive approach to develop and evaluate a pragmatic approach in the assessment of *maḥārah istīmā'* in the Arabic Language Book for Class V published by the Ministry of Religion in 2020. This approach was chosen because it allows researchers to explore in-depth understanding of the phenomena that occur without testing certain hypotheses or variables. The qualitative approach allows researchers to explore the meaning and context of the data obtained holistically and comprehensively (N & H. U., 2023).

The design of this study is exploratory and aims to develop an assessment instrument based on a pragmatic approach in *maḥārah istīmā'*. This study not only collects data, but also focuses on the development and evaluation of assessment instruments that can be used in Arabic language learning at the Madrasah Ibtidaiyah level. This design allows researchers to understand the context and dynamics that influence the implementation of assessment in Arabic language learning.

This research was conducted at Madrasah Ibtidaiyah Al Huda, located on Jl. Karangnongko, Sanggrahan, Maguwoharjo, Depok District, Sleman Regency, Special Region of Yogyakarta 55282. This Madrasah is located in Sleman Regency and serves teaching at the Madrasah Ibtidaiyah (MI) level. Madrasah Ibtidaiyah Al Huda has competent teaching staff in their fields of study so that it is qualified and becomes one of the best in Sleman Regency. There are also various school facilities such as comfortable classrooms, libraries, sports fields, prayer rooms/mosques, canteens, and others.

The participants of this study consisted of an Arabic language teacher and 26 fifth-grade students from Madrasah Ibtidaiyah Al Huda. The teacher was purposively selected based on teaching experience and involvement in developing instructional materials, ensuring familiarity with both pedagogy and content. Meanwhile, the students were chosen to represent varying levels of comprehension and skills in *maḥārah istīmā'* (listening proficiency), providing diverse perspectives on the learning process.

Data were collected through several stages, including the development and validation of a pragmatic-based assessment instrument, followed by its implementation under teacher supervision. In addition to testing, interviews with teachers and students, as well as classroom observations, were conducted to obtain deeper insights into the use of pragmatic principles in Arabic learning. The collected data were analyzed qualitatively through reduction, categorization, interpretation, and narrative presentation to construct a comprehensive understanding of the findings.

C. RESULT AND DISCUSSION

The progress in pragmatic assessment in Arabic textbooks issued by the Ministry of Religious Affairs for the 2020 fifth-grade curriculum is summarized in a subchapter dedicated to *maḥārah istīmā'*. The questions raised in this investigation relate to linguistic content that has previously been involved with Arabic language learners and will be explored further. In accordance with (Jyoti, 2020) pragmatic assessment allows individuals to understand and express their thoughts, feelings, and intentions effectively, while also considering the needs and perspectives of others.

This question is formulated with consideration for the subsequent planning, implementation, and evaluation phases. In this study, the questions were arranged with the following formula: consisting of four questions taken from the fifth-grade subject matter. Each chapter contains a similar form of questions with different material contexts in the 2020 KEMENAG Arabic textbook for fifth grade. These questions were made by considering several things, such as: the level of difficulty of the questions, the suitability of the content of the scope of the questions with the material being studied, and the types of questions used in the form of short questions, dialogues, and lectures.

Pragmatic assessment articulated in this study is limited to one stage, namely the planning phase. In this context, researchers formulate various questions that are in line with the assessment instruments related to *maḥārah istimā'*. The assessment instruments consist of 1) dictation and dictation 2) understanding of discourse presented as simple or complex dialogues, 3) the ability to understand and respond to the contents of the discourse, and 4) contextual multiple choice (Munip, 2019). The following is a form of pragmatic assessment instrument in *maḥārah istimā'*, namely:

1. Dikte dan Imla

The questions in this point consist of 1 question taken from the main material of the 2020 KEMENAG Arabic language textbook for class V. Focuses on the application of what has been heard.

Command

(1) اِسْتَمِعْ جَيِّدًا ثُمَّ اكْتُبِ الْكَلِمَاتِ أَوْ الْجُمْلِ الَّتِي سَمِعْتَهَا!
(سَيِّئٌ تَكْرِيرُ الْكَلِمَاتِ أَوْ أَجْمَلُ مَرَّتَيْنِ)
أَنَا طَالِبٌ/ هِيَ مُهَنْدِسَةٌ/ هُوَ مُوظَّفٌ/ هُوَ مُدَرِّسٌ/ هِيَ طَبِيبَةٌ

This test item belongs to the accuracy and comprehension category, assessing students' ability to recognize and reproduce linguistic forms precisely after auditory input. The implication for learning is the enhancement of students' phonological awareness and their sensitivity to the sound-meaning relationship in Arabic. Such practice supports the development of listening comprehension and reinforces correct spelling, pronunciation, and lexical understanding within authentic listening contexts.

2. Understand Discourse in the Form of Simple and Complex Dialogue

The questions in this point consist of 1 question taken from the main material of the 2020 KEMENAG Arabic language textbook for class V. Focuses on understanding and analysis.

Command

(2) استمع إلى الحوار ثم اكتب الصحيح (√) أو الخطأ (X) بين القوسين
سُلَيْمَانُ : مَنْ هَذَا يَا أَحْمَدُ ؟ وَمَنْ ذَلِكَ ؟
أَحْمَدُ : هَذَا أَبِي هُوَ مُهَنْدِسٌ نَشِيطٌ.
وَذَلِكَ أَبِي هُوَ فَلَاحٌ مُجْتَهِدٌ.
سُلَيْمَانُ : وَيَا فَاطِمَةُ، مَنْ تِلْكَ ؟ وَمَنْ ذَلِكَ ؟
فَاطِمَةُ : تِلْكَ أُخْتِي هِيَ طَبِيبَةٌ مَاهِرَةٌ.
وَذَلِكَ أَبِي هُوَ مُوظَّفٌ مُجْتَهِدٌ.
سُلَيْمَانُ : يَا أَحْمَدُ ، مَاذَا تُرِيدُ أَنْ تَكُونَ فِي الْمُسْتَقْبَلِ ؟
أَحْمَدُ : أَنَا أُرِيدُ أَنْ أَكُونَ شُرْطِيًّا فِي الْمُسْتَقْبَلِ.
سُلَيْمَانُ : وَأَنْتِ يَا فَاطِمَةُ؟
فَاطِمَةُ : أَحِبُّ أَنْ أَكُونَ مُدَرِّسَةً فِي الْمُسْتَقْبَلِ

Questions

1.) أَحْمَدُ مُهَنْدِسٌ نَشِيطٌ.
2.) فَاطِمَةُ تُحِبُّ أَنْ تَكُونَ مُهَنْدِسَةً فِي الْمُسْتَقْبَلِ
3.) فَاطِمَةُ طَبِيبَةٌ مَاهِرَةٌ
4.) أَبِي هُوَ مُهَنْدِسٌ
5.) أَحْمَدُ يُرِيدُ أَنْ يَكُونَ شُرْطِيًّا فِي الْمُسْتَقْبَلِ

3. Understanding and Determining Responses to the Contents of the Discourse

The questions at this point consist of 1 question. Focus on supporting and designing answers to each question from the text that has been heard.

Command

(3) إستمع النص الآتي ثم أجب الأسئلة بعده!
النص

اسمي أحمدُ ، أنا طالبٌ في المدرسة الابتدائية، وهذا أبي، اسمه السيد سلمان، هو مدرس اللغة العربية في المدرسة المتوسطة الإسلامية.

وهذه أختي، اسمها زينب، هي مهندسة تشيطة. وهذا أخي، اسمه رضوان، هو موظفٌ مجتهدٌ.

Questions

1. مَنْ هُوَ أَبُو أَحْمَدَ؟ وَمَا مِهْنَتُهُ؟
2. مَنْ هِيَ زَيْنَبُ؟ وَمَا مِهْنَتُهَا؟
3. مَنْ هُوَ رِضْوَانُ؟ وَمَا مِهْنَتُهُ؟
4. مَا هِيَ مِهْنَةُ أَبِي أَحْمَدَ؟ وَفِي أَيِّ مَدْرَسَةٍ يَعْمَلُ؟
5. مَا مِهْنَةُ زَيْنَبُ؟ وَمَا صِفَتُهَا؟

4. Contextual multiple choice

Command

(4). إستمع جيدًا ثُمَّ اخْتَرِ إجابةً صحيحةً ممَّا تَسْمَعُهُ بوضع علامة (v) في الأجوبة

1. أنا أذهب إلى مزرعة كل يوم لأتني.....
2. أنا أحب شفاء الناس لأني.....
3. أنا أحب التعلم في المدرسة لأني.....
4. أنا أبيع فاكهة كل يوم لأني.....

Table 1. Questions for contextual multiple choice

الرقم	أ	ب
1	فلاحة	موظف
2	مدرس	طبيب
3	طبيب	تلميذ
4	تاجر	موظف

Table 2. Answer for contextual multiple choice

الرقم	أ	ب
1		
2		
3		
4		

From the explanation above, it can be seen that the questions in this study consist of several levels of categories. Starting from the remembering category to the creating category. It can be seen that the innovation of pragmatic assessment in *maḥārah istimā'* in this study is included in the HOTS assessment. This is applied to facilitate students in reflecting on and examining facts, problems, or perspectives. Thus, students can obtain solutions based on a series of applicable facts, challenges, and opinions. HOTS assessment is in line with the evaluative standards related to the Madrasah Ibtidaiyah (MI) level. This statement is strengthened by research conducted by Widana (2017), which states that HOTS assessment can effectively foster students' cognitive abilities and improve their skills in analyzing various problems to produce solutions.

The application of innovative pragmatic assessment in the evaluation of *maḥārah istīmā'* is not mandatory. This innovation can serve as a consideration for educators to ensure the basic competencies of students enrolled in *maḥārah istīmā'* class V MI. In addition, this innovation can serve as a model for Arabic language educators at various levels of education who are trying to assess the level of proficiency of *maḥārah istīmā'* students in a classroom environment. Utami et al. (2024) emphasized that this innovation can be used as an initial measure to assess students' abilities in *maḥārah istīmā'*. The various assessment instruments used in this study were designed to facilitate the training of *maḥārah istīmā'* students. The assessment was carefully formulated based on a thorough analysis of linguistic difficulties. This is in line with the perspective of Jyoti (2020), who argues that the formulation of listening assessments should be based on an analysis of language difficulties, especially in relation to phonetic intricacies.

The findings of this study are further reinforced by several recent investigations that align with the integration of pragmatic assessment in Arabic language learning. Wardana & Baharun (2025) emphasized that pragmatic elements, particularly speech acts, play a crucial role in enhancing learners' communicative competence in Arabic. Their study in the context of Islamic boarding schools revealed that incorporating pragmatic awareness into classroom instruction allows students to use Arabic more naturally and effectively within real-life situations. This supports the present study's effort to bridge linguistic comprehension with practical language use through a pragmatic evaluation framework.

Similarly, Harison Mohd Sidek & Ibrahim Mikail (2017) investigated listening comprehension in Arabic as a second language and highlighted the importance of authentic materials and context-based tasks in assessment. They found that integrating authentic discourse enables learners to develop not only comprehension but also interpretive and inferential listening skills. This insight strengthens the current study's emphasis on designing listening assessments that reflect real communicative contexts rather than relying solely on rote linguistic exercises.

Furthermore, Al-Hawamdeh & Al-Khawaldeh (2020) explored metacognitive awareness strategies in listening comprehension among non-native Arabic speakers in Jordan. Their research demonstrated that effective listening assessment should consider learners' strategic awareness and their ability to regulate comprehension processes. This finding complements the pragmatic assessment approach in this study, which aims to assess not only what students hear but how they process, interpret, and respond to spoken Arabic meaningfully. Together, these studies substantiate the pedagogical value of pragmatic and context-based assessment in advancing students' *maḥārah istīmā'* proficiency. Their findings indicate that context based and dynamic assessment frameworks significantly enhance learners' communicative competence, ensuring that evaluation is not limited to linguistic accuracy but extends to functional and situational understanding an orientation that underpins the present research.

D. CONCLUSION

This study analyzed and developed a pragmatic assessment framework for *maḥārah istīmā'* in the Grade V Arabic textbook with a focus on integrating higher-order thinking skills (HOTS). The main contribution of this research lies in offering an innovative evaluative model that transforms listening assessment from merely measuring linguistic comprehension to assessing students' ability to interpret contextual meaning, think critically, and respond creatively. This approach positions listening assessment as a means of fostering students' functional understanding of Arabic in authentic communicative contexts. The findings indicate that the integration of pragmatic and HOTS-based assessment can significantly improve the quality of Arabic language learning in madrasahs. By encouraging analytical and evaluative thinking, students are guided to understand, interpret, and apply Arabic beyond classroom boundaries. This model also provides a reference for

educators to design listening assessments that reflect real communication situations, aligning with current curriculum developments and the goals of competency-based learning.

Despite its strengths, this study is limited to one institution Madrasah Ibtidaiyah Al Huda and focuses solely on a single textbook context. Further research is needed to validate and refine this assessment framework across diverse educational settings. Future investigations could explore the integration of digital and interactive tools to enhance the practicality and scalability of pragmatic assessment. Meanwhile, teachers and curriculum developers are encouraged to adopt context-based and HOTS oriented approaches to improve the relevance and effectiveness of Arabic language evaluation.

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