

Innovation of *Mahārah Qirō'ah* Assessment Based on Language Tests in The Book *Al-Qirō'ah Al-Rosyidah*

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Abstract

This study aims to describe the mahārah qirō'ah assessment instrument based on language tests in the book al-Qirō'ah al-Rosyidah. The data used in this paper is in the form of sentences, phrases and discourses containing the judgments contained in the book. The source of data from this study is the assessment of linguistic tests. The assessment on buku al-Qirō'ah al-Rosyidah only includes reading texts and memorization mastery, so it is necessary to innovate the assessment of the book based on language tests. The results of this study include mahārah qirō'ah assessment techniques and the form of assessment contained in the book. The assessment technique of the mahārah qirō'ah language test includes the technique of reading, understanding, and determining the main idea and concluding the content of the reading text. The form of assessment of the language test includes reading the text aloud, multiple choice, determining the main idea, and description.

Keywords: Innovation, linguistic test, al-Qirō'ah al-Rosyidah

ملخص

تهدف هذه الدراسة إلى وصف أداة تقييم مهارة القرعة القائمة على اختبار اللغة في كتاب القراءة الرشيدة. البيانات المستخدمة في هذه الورقة هي في شكل جمل وعبارات وخطاب تحتوي على التقييمات الواردة في الكتاب. مصدر البيانات من هذه الدراسة هو تقييم اختبارات اللغة. إن تقييم كتاب القراءة الرشيدة لا يشمل سوى قراءة النص والإتقان عن ظهر قلب ، لذلك من الضروري ابتكار تقييم الكتاب بناءً على اختبارات اللغة. وقد تضمنت نتائج هذه الدراسة أسلوب

تقييم مهارة القراءة وأشكال التقويم الواردة في الكتاب. يتضمن أسلوب تقييم اختبار لغة مهرة قهوة تقنيات القراءة والفهم وتحديد الأفكار الرئيسية واستنتاج محتويات نص القراءة. تتضمن نماذج تقييم اختبار اللغة قراءة النص بصوت عالٍ والاختيار من متعدد وتحديد الأفكار الرئيسية والأوصاف.

الكلمات الرئيسية: الابتكار ، اختبار اللغة ، القراءة الرشيدة

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan instrumen penilaian *mahārah qirō'ah* berbasis tes kebahasaan dalam buku *al-Qirō'ah al-Rosyidah*. Data yang digunakan pada tulisan ini ialah berupa kalimat, frasa dan wacana yang berisi tentang penilaian yang terdapat pada buku tersebut. Sumber data dari penelitian ini adalah penilaian tes kebahasaan. Penilaian pada buku *al-Qirō'ah al-Rosyidah* hanya meliputi teks bacaan dan penguasaan hafalan, sehingga perlunya dilakukan inovasi penilaian pada buku tersebut berbasis tes kebahasaan. Hasil dari penelitian ini meliputi teknik penilaian *mahārah qirō'ah* dan bentuk penilaian yang terdapat dalam buku tersebut. Teknik penilaian tes kebahasaan *mahārah qirō'ah* meliputi teknik membaca, memahami, dan menentukan ide pokok dan menyimpulkan isi teks bacaan. Bentuk penilaian tes kebahasaan meliputi membaca teks dengan suara keras, pilihan ganda, menentukan ide pokok, dan uraian.

Kata kunci: Inovasi, Tes Kebahasaan, *al-Qirō'ah al-Rosyidah*

A. Introduction

In Indonesia, Arabic is a foreign language that is widely studied. Arabic has been studied from Ibtidaiyah level to college. Although it has developed for a long time, Arabic learning still encounters a number of problems and problems from various perspectives. Includes instructional manuals (textbooks) that serve as study guidelines (Acep Hermawan, 2011). The role of textbooks is very important in the learning process. Arabic is taught with the aim that students are able to understand and understand the contents of Islamic religious and cultural books in Arabic. proficiency in reading and researching traditional and modern Arabic literature. In general, the use of books as a support for student understanding and convenience for teachers in the learning process. Therefore, the arrangement of textbooks and materials should be considered in order to be a quality handbook (Pahlefi, 2020).

In learning foreign languages, especially Arabic, it requires mastery of four language skills, such as: listening (*mahārah istīmā'*), speaking (*mahārah kalām*), reading (*mahārah qirō'ah*), and writing (*mahārah kitābah*). Other learning will be effective if all four components of the skill have been mastered (Baroroh & Rahmawati, 2020). *Mahārah qirō'ah* is a must-have skill when learning Arabic. After learning *mahārah istīmā'* and *mahārah kalām*, *mahārah qirō'ah* is taught. Students who can read Arabic texts using the makhraj form of

sentences and are able to understand the meaning of words or sentences that are read out are generally considered to have the ability to read (qira'ah)(Rathomi, 2019).

Judging from previous research, it shows that until now, many studies have been conducted on mahārah qirōah. It can be seen that the assessment of learning Arabic has a significant impact on student learning. As in Isnaini Lubis' research, et al. entitled Assessment For Learning *mahārah qirōah* in terms of learning objectives states that learning mahārah qirōah at MTs Negeri 2 Klaten has several problems that occur, such as not being fluent in reading texts, starting from conversational texts, short texts, story texts and the Koran. So that the purpose of learning Arabic has not been achieved optimally (Lubis & Khoziyah, 2023).

In addition, Khozinah Munawarah and R. Umi Baroroh's research entitled innovation of *mahārah qirō'ah* assessment technique in Arabic textbooks based on Higher Order Thinking Skills (HOTS), which explains the problems in *mahārah qirō'ah* assessment in class X Arabic textbooks published by the Ministry of Religion 2020. This book shows that it has fulfilled all HOTS content indicators at the level of analyzing, evaluating and creating.(Munawarah & Baroroh, 2023) However, in this study the researcher will focus on assessing *mahārah qirō'ah* using a language test in the book al-Qirō'ah al-Rosyīdah.

The learning process is the main thing in education, but it is no less important than the assessment process. The learning activities carried out must be assessed so that the results of the learning that have been carried out can be known. The assessment of learning is carried out by the class teacher and the subject teacher directly (Tiara & Sari, 2019). We will first talk about teaching, evaluation, assessment and testing, which are expressions and are often used interchangeably in everyday life before moving on to assessment. The assessment process involves obtaining data to ascertain the extent to which learning objectives have been met. The information can take the form of teacher and parent opinions, book reviews, test scores, and student attitudes. Exams, questionnaires, interviews, and observations are examples of evaluation instruments. The term "assessment" refers to all the techniques used to collect data on students' knowledge, skills, comprehension, attitudes, and motivations. These techniques include formal and informal tests and self-assessment. One of the methods for evaluating student performance is a test. The test may be impartial or biased (Nuriyah, 2016).

According to Gronlund and Linn in the shintia et.al, assessment is a systematic process that includes the collection, analysis, and interpretation of data to assess how well an individual or group of students is performing in terms of learning, both knowledge, attitudes, and skills. As a result, assessment

can be defined as a systematic process that includes the collection, analysis, and interpretation of data to make inferences about the traits of a person or object (Tiara & Sari, 2019). Data collection techniques are a way to collect information for an assessment. In other words, engineering assessment refers to the choice of measurement methods for data collection, analysis, and conclusion making. Misuse of assessment techniques will be fatal because the resulting data will not accurately reflect the conditions, resulting in incorrect conclusions (Abdul Munip, 2017).

A learning assessment process is incomplete without a tool to assess in the form of an assessment instrument. Assessment is a procedure that assesses a curriculum, student learning outcomes, and learning progress. Tests and scoring systems are examples of scoring instruments. Assessment instruments are made to determine the level of understanding of students after acquiring a competency (Nunung Fika Amalia dan Endang Susilaningih, 2014). An instrument is a measuring instrument that is used to assess something in order to collect data in order to obtain the desired information. Instruments made as measuring instruments must be in accordance with the material presented so that they can meet the assessment aspects of each learning activity according to Purwanto in the writings of Paulina, et al (Paulina, Undang, & Chandra, 2014).

In addition to the aspects of assessment carried out in learning evaluation, a professional and competent teacher should have the following characteristics: knowing and understanding measurement techniques, assessment methods, understanding about social conditions and the nature of the object of assessment, having the ability to have humanitarian, honest, and responsible relationships. In addition, better changes are needed in learning activities. For example, innovations that can be applied to learning to adapt to the development of science. Therefore, teachers are asked to be ideal teachers and be able to innovate. Updating the learning process so that the classroom atmosphere is more pleasant, and not monotonous.

The innovation process is very important in many aspects of life, including educational activities (Rathomi, 2019). Innovation comes from the Latin word, *innovation* which means renewal and change. The verb *is innovo* which means to update and change. Innovation is a new change that leads to improvement, which is different or different from what existed before, which is done deliberately and planned, meaning that it does not happen by chance (Hanun, Mukminin, & Widad, 2021).

In carrying out the assessment process, researchers seek to innovate the assessment in the book *al-Qirō'ah al-Rosyidah* which is used in *al-Muthōla'ah lessons*, using the assessment of language tests, especially in the aspect of reading skills (*mahārah qirō'ah*). This innovation is expected to facilitate the

teaching and learning process for both teachers and students. So the implementation of an innovation certainly cannot be separated from the reasons why the innovation needs to be applied by educators

B. Method

This research will observe the assessment instruments contained in the book *al-Qirō'ah al-Rosyidah*. This research is included in the type of qualitative research that is library (*Library Research*). The library method is a systematic scientific approach in conducting literature research that involves collecting information about research objectives, data collection techniques using literature methods, and organizing and presenting data (Sari & Asmendri, 2020). The distinguishing feature of this study is that in the data collection technique, the literature method uses the documentation method, namely the researcher is directly dealing with various numbers or text data and does not come from direct knowledge from the field or eyewitnesses (*eyewitness*) in the form of events of people or other objects (Mestika Zed, 2008). Be it derived from books, scientific articles, proceedings, magazines and other secondary sources (Pringgar & Sujatmiko, 2020). Meanwhile, analytical techniques utilize content *analysis* tools, especially to provide accurate conclusions and can be retested based on context. This process requires selecting, contrasting, combining, and sorting various understandings until pertinent information is found (Sabarguna, 2005).

C. Results and Discussion

The textbook *al-Qirō'ah al-Rosyidah* is an excellent reading book widely taught in several educational institutions as teaching material for *al-Muthōla'ah* lessons. The texts in this book are various reading texts that can be categorized into fabled story types.

1. *Al-Qirō'ah al-Rosyidah* Textbook

In 1953 AD, the textbook *al-Qirō'ah al-Rosyidah* published its 52nd print and was written more than a century ago. Abdul Fattah Shabari and Ali Umar are the authors of this book (Setyawan, Basit, & Fathoni, 2018). This textbook consists of four features that make this book still used as teaching material today in several educational institutions and Islamic boarding schools, namely: 1) The use of simple and light Arabic vocabulary makes it easier for students to understand the material. 2) Both prose and poetry are used in this book. Readers are inspired by this book to dive into some of its contents, including linguistic units in the form of words, phrases, clauses, sentences, and discourses. In addition, language is considered a

powerful tool for teaching good principles to readers. 3) It is simple for students to adjust when writing about their own and others' experiences. 4) The material is in the form of stories that can be used in daily activities (Muassomah, 2020).

There are 60 chapters in the textbook *al-Qirō'ah al-Rosyīdah* Volume 2. Three main themes can be found throughout the text. First, there are 55 works of fiction or prose, and five works of profound poetry. Prose is a narrative form that expresses ideas that are fictitious, imaginative, and unfounded in reality (Hairuddin & Radmila, 2018). Secondly, despite the fact that the story is fictional, the symbols used to represent the characters of the story in the text consist of real-world objects, people and animals (water, pearls, boats, fields). Third, each sentence is accompanied by an illustrative overview of the book's summary of events. This text supports Loarid's research, which shows how a story can visually foster critical thinking in children (Yulistia & Syafrudin, 2022). Overall, the textbook contains *al-qirō'ah*.

2. Form of *Mahārah Qirō'ah* Language Test

The main purpose of a language test, which is language ability rather than language knowledge (linguistics), also known as a language test. In the test questions at the end of the formative learning/test, the range of factors measured varies depending on the type of test used.

Language tests are interpreted as a tool or process for assessing the level of mastery of language skills in the assessment and evaluation of language skills in general. Language exams can be used to measure a student's ability in one or more of four language skills such as listening, writing, reading, and speaking (Samsiyah, Sari, & Emilia, 2016). As also expressed by Nurgiantoro (2020) foreign language tests taken in connection with the part of the acquisition of the first language. A language test is a method used to try to measure how many participating students have understood the language being studied.

In the implementation of the language test, *al-Qirō'ah al-Rosyīdah* textbooks use reading techniques and mastery of memorization. Apart from rote memorization techniques that are considered weak because students may not necessarily be able to understand what they are learning (Rahmawati, 2013). However, this technique can be used as a measure of students' linguistic abilities through answering questions according to the text read. Based on the researcher's experience, the researcher found that before entering the memorization process, students read and understand the content of the text first, in order to make it easier for students to memorize.

In general, the purpose of *qirō'ah* learning is for students to be able to read each Arabic text accurately and understand the content contained in it. Reading while understanding the various elements of language is a *muthōla'ah qirō'ah* for students, and certain aspects in question are used in the field of *mahārah qirō'ah* ability.

Here are examples of linguistic test instruments as assessments of *mahārah qirō'ah* in the book *al-Qirō'ah al-Rosyidah* (Abdul Munip, 2017):

a. Read Fluently and Aloud

At this stage it is intended that students are able to pronounce Arabic letters, words and sentences, and be able to read Arabic texts loudly and loudly using the right intonation.

<p>إِقْرَأِ النَّصَّ الْأْتِيَّ قِرَاءَةً فَصِيحَةً!</p> <p>الْحَمَامَةُ وَالنَّمْلَةُ</p> <p>ذَهَبَتْ نَمْلَةٌ صَغِيرَةٌ إِلَى جَدُولٍ مَاءٍ لِيَتَشْرَبَ وَتَسْتَرِيحَ، بَعْدَ أَنْ تَعِبَتْ كَثِيرًا فِي جَمْعِ قُوتِهَا. فَزَلَّتْ قَدَمَهَا وَسَقَطَتْ فِي الْمَاءِ، وَلَمْ يُمْكِنْهَا الْخُرُوجُ مِنْهُ، لِأَنَّهَا لَا تَعْرِفُ السَّبَاحَةَ وَكَادَتْ تَغْرُقُ. وَكَانَتْ حَمَامَةٌ بَيْضَاءُ جَمِيلَةً واقِفَةً عَلَى حَجَرٍ فِي الْمَاءِ، وَرَأَتْ مَا حَصَلَ لِلنَّمْلَةِ. فَرَقَّ لَهَا قَلْبُهَا وَسَعَتْ فِي خَلَاصِهَا، فَطَارَتْ إِلَى الْبَرِّ وَرَجَعَتْ، وَفِي مَنْقَارِهَا عُودٌ مِنَ الْحَشِيشِ، مُدَّتُهُ عَلَى الْمَاءِ إِلَى الْبَرِّ. فَتَعَلَّقَتْ بِهِ النَّمْلَةُ وَخَرَجَتْ مِنَ الْمَاءِ بِسَلَامٍ.</p> <p>وَبَعْدَ ذَلِكَ بِأَيَّامٍ، نَزَلَتْ الْحَمَامَةُ عَلَى فَرْعِ شَجَرَةٍ تَتَظَلَّلُ بِأُورِقِهَا. فَمَرَّ صَبَّادٌ مِنْ بُعْدٍ وَرَأَاهَا. فَوَقَفَ يُصَوِّبُ بُنْدُقِيَّتِهِ نَحْوَهَا لِيَصِيدَهَا، وَهِيَ لَمْ تَرَهِ فَتَطِيرُ. وَلَكِنَّ النَّمْلَةَ الَّتِي خَلَصَتْهَا تِلْكَ الْحَمَامَةُ رَأَتْ الصَّبَّادَ وَعَزَمَتْ مَا عَزَمَ عَلَيْهِ، فَصَعَدَتْ فِي جِسْمِهِ، وَمَلَأَتْهُمُ بِإِطْلَاقِ بُنْدُقِيَّتِهِ، فَرَصَتْهُ قَرْصَةً شَدِيدَةً أَفْرَعَتْهُ، فَتَحَرَّكَ فَمَالَتْ الرِّصَاصَةَ وَلَمْ تُصِبِ الْحَمَامَةَ، بَلْ نَجَتْ جَزَاءَ إِحْسَانِهَا إِلَى النَّمْلَةِ. "وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ".</p>
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Table 1. Read Fluently and Aloud

In table 1. the reading test of Arabic reading texts, students are asked to read simple texts that have been given by the teacher in a loud voice (*qirō'ah jahriyah*) and fluently.

b. Determining The Meaning of Vocabulary in The Context of A Sentence

At this stage it is intended that students are able to find information related to the meaning of vocabulary directly from the text they read and understand changes in meaning due to changes in sentence structure.

<p>أجب عن الأسئلة الآتية طبقا للنص السابق!</p> <p>١. ما المراد بـ "قُوْتُ" في الفقرة الأولى؟</p> <p>أ. طعام</p> <p>ب. سقط</p> <p>ج. رحمت</p> <p>د. نملة</p> <p>٢. بيضاء جمع من؟</p> <p>أ. بيض</p> <p>ب. بيضوا</p> <p>ج. أبيض</p> <p>د. بيضا</p>

Table 2. Determining The Meaning of Vocabulary in The Context of A Sentence

Table 2 explains that students are asked to read the text given by the teacher silently (*qirā'ah shāmitah*), then answer questions related to the text. As well as mentioning the meaning of vocabulary based on the text. Students are required to understand the meaning of the sentences used in paragraphs and the interrelationship of their meanings to one another.

c. Determining The Express Facts in The Text

At this stage it is intended that students are able to find information related to global meaning directly from the text they read and are able to understand changes in meaning due to changes in sentence structure.

<p>أجب عن الأسئلة الآتية طبقا للنص السابق!</p> <p>١. إلى أين ذهبت النملة الصغيرة؟</p> <p>٢. لماذا تريد الحمامة أن تساعد النملة؟</p>

Table 3. Determining The Express Facts in The Text

Table 3. explains the understanding of the contents of the text which contains practice questions. Then, students are asked to answer general questions and determine explicit facts based on the reading text above.

d. Find The Main Idea in A Paragraph

At this stage it is intended that students are able to understand the meaning of the sentences used and the relationship between their meanings to each other in a paragraph. As well as being able to read and understand reading texts without being hampered by qawā'id problems.

<p>إقرأ النص الآتي ثم حدّد الفكرة الرئيسة بوضع علامة (X) على الإجابة الصحيحة!</p> <p>النمر حيوان يشبه القطّ في خلقته، ولكنّه أكبر جسماً وأكثر قوّة، حتّى إنّه ليفترسُ القويّ من الإنسان، والضخم من الحيوان. وكلّ مخلوق يفتر منه متى رآه، لأنّه مغرّمٌ يقتل ما يصادفه بسبب وبغير سبب، بخلاف الأسد، فإنّه لا يقتل حيواناً إلاّ إذا جاع.</p> <p>وجلد النمرِ أرقطُ معلّمٌ بأعلام سودٍ تمتدّ من ظهره إلى بطنه. وله مخالبٌ طويلةٌ يبرّزها عند الهجوم، وأنيابٌ تخترق عظامَ فريسته. وهو لا يجري كغيره من الحيوان، بل يثب وثباتٍ واسعة تزيد هجمته عنفاً وشدةً.</p> <p>١. الفكرة الرئيسة في الفقرة الثانية هي:</p> <p>أ. النمر أكبر جسماً</p> <p>ب. حيوان الضخم</p> <p>ج. النمر حيوان يشبه القطّ</p> <p>د. جلد النمرِ</p>

Table 4. Find The Main Idea in A Paragraph

Table 4. contains Arabic reading texts. Students are asked to read silently (*qirā'ah shāmitah*) Arabic texts and determine the main ideas contained in the text. After understanding the Arabic reading text, students will also be asked to translate the text into Indonesian.

e. Find Supporting Ideas in Paragraphs

At this stage it is intended that students are able to understand the supporting main ideas and find their connection with the main main ideas in a paragraph.

<p>فى ضوء النص السابق حدد الفكرة المساعدة فيه بوضع علامة (X) على الإجابة الصحيحة!</p> <p>١. الفكرة المساعدة فى الفقرة الثانية هي:</p> <p>أ. النمر أكبر حسما</p> <p>ب. وله مخالب طويلة يُبرزها عند الهجوم</p> <p>ج. حيوان الضخم</p> <p>د. النمر حيوان يشبه القطّ</p>

Table 5. Find Supporting Ideas in Paragraphs

Table 5. explains that students are asked to answer questions based on the text above by determining the supporting main ideas in the paragraph. As well as students are expected to be able to conclude the contents of the reading text, as well as mention the main supporting ideas and main ideas in a paragraph.

f. Connecting The Ideas Contained in The Reading

At this stage it is intended that students are able to understand the meaning of the sentences in the reading text, understand the main supporting ideas and find their connection with the main main ideas in a paragraph.

<p>أراد أمير أن يتفقد أحوال السجناء فدخل سجنا كبيرا وجد فيه كثيرا من الأشقياء، فأقبل عليهم يحادثهم ليعرف أنواع الجرائم التي ارتكبوها وأدت إلى إزجائهم في السجن. فبادر واحدا منهم تلوح على وجهه مخايل الذكاء وقال له "ما الذي جنيت حتى حلّ بك هذا العقاب" فقال الرجل "يا مولاي إني بريء مما اتهموني به و لم أرتكب خطيئة أو إنما فجد بإطلاقي والله يتولاك بحسن الجزاء." ثم مال الأمير على ثان وثالث ورابع يسأل عن سبب دخوله السجن فلم يختلف جوابه في معناه عن الأول وكلهم ادّعى النزاهة والبرائة وطلب الإفراج.</p> <p>١. هل سأل الأمير السجين الأول أو الثالث؟</p> <p>٢. هل يصدق السجين جوابه أو يكذب؟</p>
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Table 6. Connecting The Ideas Contained in The Reading

Table 6. contains information about connecting ideas contained in the reading text. It was explained that the questions contain words or

ideas that can connect between the main main ideas and supporting main ideas contained in the text.

g. Summing Up the Main Content of The Reading

At this stage it is intended that students are able to understand Arabic reading texts without looking at a dictionary or a collection of translated vocabulary.

<p>وقعت عين الأمير على رجل كسير كتيب يحاول أن يتوارى في زوايا المكان لكيلا يراه أحد. فأقبل الأمير وسأله عن سبب حبسه فقال الرجل "يا مولاي لقد أتيت إثما كبيرا إذ لعب الشيطان بعقلي وزين لي حب الغنى ولو بغير حق فشرعت في ارتكاب السرقة فضبطني عسسك وحكم علي القاضي بالسجن كما تراني".</p> <p>فالتفت الأمير إلى الجميع وقال "من الخسة أن يعيش هذا السارق الخائن بين أظهر هؤلاء الرجال الكرام فأطلقوه وأرجوهم منه لئلا يعديهم". وبعد ذلك قال لحاشيته "إن الاعتراف بالذنب دليل على الرجوع عنه وأما نكرانه فدليل على استحسانه والإصرار عليه".</p> <p>الأسئلة:</p> <p>١. إلى أين وقعت عين الأمير؟</p> <p>٢. ماذا قال الأمير؟</p> <p>٣. ماذا تستنبط من الحكاية؟</p>
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Table 7. Summing Up the Main Content of The Reading

Table 7. explains that students are asked to conclude the contents of the reading text they have read by answering the questions that have been given, mentioning explanatory ideas and finding their connection with the main thoughts in the paragraph. As well as students are asked to translate the reading text.

h. Critiquing The Content of The Reading

At this stage it is intended that students are able to understand Arabic reading texts without looking at a dictionary or a collection of translated vocabulary.

وقعت عين الأمير على رجل كسير كتيب يحاول أن يتوارى في زوايا المكان لكيلا يراه أحد. فأقبل الأمير وسأله عن سبب حبسه فقال الرجل "يا مولاي لقد أتيت إثما كبيرا إذ لعب الشيطان بعقلي وزين لي حب الغنى ولو بغير حق فشرعت في ارتكاب السرقة فضبطني عسسك وحكم علي القاضي بالسجن كما تراني".

فالتفت الأمير إلى الجميع وقال "من الخسة أن يعيش هذا السارق الخائن بين أظهر هؤلاء الرجال الكرام فأطلقوه وأريحوهم منه لئلا يعدمهم". وبعد ذلك قال لحاشيته "إن الاعتراف بالذنب دليل على الرجوع عنه وأما نكرانه فدليل على استحسانه والإصرار عليه".

١. ما رأيك عن النص السابق؟

٢. هل توافق بما فعل الأمير إلى السجين الأخير؟ لماذا؟

Table 8. Critiquing The Content of The Reading

In table 8. questions are included to determine students' ability to criticize reading content. This means that students are required to conclude the content of the text by answering questions and providing opinions or ideas based on the reading text they have understood.

i. Translating Reading Content

At this stage it is intended that students are able to understand Arabic reading texts without looking at a dictionary or a collection of translated vocabulary. And students are able to read widely from various fields of information, such as newspapers, literature, history, science and other actual events.

ترجم النص الآتي إلى اللغة الإندونيسية الجيدة!

تقليد الأعمى

كان لتاجر حماران حمل أحدهما ملحاً والآخر إسفنجا وبينما هو سائر بهما إذ مر بترعة فنزل فيها الحمار حامل الملح ليطفئ حرارة العطش الذي استولى عليه من شدة ثقل حملة وخرج وقد حفت حملة كثيرا لتوبان الملح في الماء.

ولما أحس الحمار بحفلة حملة صار يعدو ويليه بعد أن كان من قبل كئيبا حزينا فقال زميله "ما الذي أصابك حتى انقلبت حالك من الهم إلى السرور".

فقال "عندما نزلت أشرب لم أشعر إلا والملاح نازل يسيل من فوق ظهري فصرت حتى

ذاب كله وخرجت " فتعجب الحمار الثاني من حسن حظ أخيه وصمم على تقليده فيما فعل عند أول ترعة يمر عليها وبعد برهة قصيرة بلغ الثلاثة نهرا كبيرا فنزل الحمار الثاني حامل الإسفنج ليشرّب ويذيب حمّله الذي أنقض ظهره فامتلاً الإسفنج بالماء وصار أثقل مما كان فخرج الحمار يئن ويتوجع من هذه الداهية فلما رآه التاجر على هذه الحال من الكآبة قال له "أيها الغبي الأحمق إعلم أن ما يصلح لشخص لا يجب أن يصلح لغيره وأن التقليد بغير هدى ضلال وسفاهة وكم مثلك من بني آدم يقلدون فيما يضرهم وهم لا يفقهون".

Table 9. Translating Reading Content

Table 9. explains that students are expected to be able to summarize the content of the reading text and state the main main idea and supporting main ideas in the paragraph. Students will be asked to translate reading texts from Arabic into Indonesian according to the text that has been given.

D. Conclusion

Based on the studies that have been presented by the researchers, it can be concluded that the tests on the book *al-Qirō'ah al-Rosyidah* focus more on reading texts and memorizing mastery. Thus, researchers innovated by applying elements of language tests to the assessment of the book *al-Qirō'ah al-Rosyidah* as a measure of learning outcomes in *mahārah qirō'ah* abilities. In the book, assessment takes the form of an objective test and an objective description. The form of the assessment is as follows: a) reading fluently and aloud, b) determining the meaning of vocabulary in the context of a sentence, c) determining explicit facts in the text, d) identifying the major concepts in a paragraph, e) identifying a paragraph's supporting ideas, f) connecting the concepts contained from the reading, g) concluding the main content of the reading, h) criticizing the reading content, and i) translating the reading content.

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