DEVELOPMENT OF THE ARABIC LANGUAGE TEACHING TEST AT MIN 20 ACEH MAJOR: EXPERIMENTAL RESEARCH

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Abstract

Arabic is a compulsory subject in educational institutions under the Ministry of Religious Affairs of the Republic of Indonesia, including in the Islamic Elementary School (MIN) Number 20 district of Greater Aceh. Students' learning access needs to be evaluated through tests. The test format requires continuous development. The study seeks new test patterns for learning Arabic at MIN, especially in class IV. This research is qualitative with an experimental approach. This research offers a test format that is a development of the test that already exists in the Arabic language textbook at the Islamic Elementary Level of the Ministry of Religious Affairs, that is, a test in the form of proof of the existence of verbal and non-verbal language. From the experiment conducted on the students of the fourth grade in MIN 20 Aceh, it was found that the students found it easier to understand the Arabic that is in the textbook.

Keywords: Arabic lessons, Test model, MIN 20 Aceh Besar

I. Introduction

In the curriculum of the Ministry of Religious Affairs (Kemenag) of the Republic of Indonesia (RI), Arabic is one of the compulsory subjects in all languages of Madrasah, including Madrasah Ibtidaiyah (an elementary school and will be abbreviated as MI to the rest of the article).[1] In MI Arabic courses are taught in grade IV. The materials taught in grade IV are the basics of Arabic, from the introduction of common words used in everyday life to the use of *'jar'* letters. The introduction of jar letters was taught at the third meeting in *'Fil Baiti'* material in the full semester.

To ensure the implementation of Arabic language lessons at MI in Aceh, researchers conducted observations at Madrasah Ibtidaiyah Negeri (MIN) 20, Aceh Besar, known by the old name

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[1] Mabrurrosi, *Analisis Buku Ajar Bahasa Arab Karya Dr. D. Hidayat. Al-Irfan*: Journal of Arabic Literature and Islamic Studies, 2020, 3.2, hlm. 243.

MIN Tungkop, Darussalam District of Aceh Besar. The researchers conducted observations and interviews with the teacher of Arabic language, Nuruf Falah. From the observation and interview with the Arabic teacher, it was known that the students of MIN 20, Aceh Besar have completed the learning of the material *'Fil Baiti'* with the focus of the section *'qawaid'* identification of letters jar.[2]

To understand teaching effectiveness and student achievement, the teaching-learning process is required to conduct tests. Tests are systematic procedures that are made in the form of standardized tasks and assigned to individuals or groups to be done, answered, or responded, either in written, oral or deed form.[3] Tests can also be understood as measuring instruments that have objective standards so that they can be used to measure and compare access to the psychological state or behaviour of an individual.

Based on the author's observations, the test model available on the textbook is with the pattern of questions answered with the corresponding *'jar'* letters, the patterns of completing the sentences on the reading with the names of places inside or around the house, and the double choice pattern is choosing the correct answers.[4] This study is searching for new formulations in the development of Arabic learning tests for MIN students, especially in grade IV, in order to maximize access to learning.

As discussed in the background above, the researchers conducted research on the format of the test of *'jar'* letters on the title of *'Fil Baiti'* in the book entitled *"Buku Bahasaarab Class IV untuk Madrasah Ibtidaiyah"*. Through this study, researchers intended to offer a new test tool that does not exist in this book as a development of the tools that are already available based on the answers that the students want, namely through acts and verbal tests.

II. Research Limitation

a. MIN 20 Aceh Besar

This research was carried out at the MIN 20 Aceh Besar or known also as the MIN Tungkop, Darussalam district of Aceh Besar. This MIN is one of the best-performing basic education institutions that is the pride of the Great Aceh district. The motto is "Madrasah Literacy, Innovation, Independence and Achievement".

MIN 20 Aceh Besar is located in Tgk. Glee Iniem street, Tungkop village, Darussalam sub-district of the Aceh Besar district. This MIN has 'A' accreditation, based on certificates. This madrasah moves in line with the current digital age, and has strong ideas so that the birth of digital classrooms especially in the computer lab room.[5]

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[2] Observasi peneliti di MIN Tungkop pada Senin tanggal 23 April 2024.

[3] Nurjana, Siti, et al. Dasar-dasar evaluasi pembelajaran. Hdf Publishing, 2023, hlm. 105

[4] Agus Wahyudi, *Bahasa Arab untuk kelas IV Madrasah Ibtidaiyah,* (Solo: PT Tiga Serangkai Pustaka Mandiri), hlm.91-92.

[5] Lihat Profil MIN 20 Aceh Besar: https://min20acehbesar.com

In addition, the madrasah is also one of the famous school in Aceh Besar district with a number of students almost reach 962 people and has 28 study groups (rombel), a total of teachers 63 people and currently headed by Adriah, S.Ag, MA.

b. Materials

This research focus on the material *'fiil Baitu'* and the discussion of the grammar / *'al-qawaid'* entitled '*Istifham dan Harfu Jar'*. The specific focus of the study is on *'Al-Qawaid Harfu Jar'* because the title does not separate the meaning and letters between *'Istifham'* and *'Harfu jar'*. The researcher intended to develop the *'harfu jar'* more than what is written in the book, adding about two letters jar namely بِ and في to distinguish between letters 'jar' with letters that function like letters jar like the word...تحت,فوق because the letters are descriptions of places/zharaf times open including letters jar.

c. Class

The Researchers conducted the study at class IV MI because it fits the writing needs. The fourth grade is also considered to be able to understand the basic knowledge of Arabic as well as the basic literature and reading of the Qur'an. Introduction to Arabic in grade IV MI can be applied as a basic *'mufradat'* as it can maximize basic hearing, vision, reading and writing in Arabic.

III. Research Methodology

This research method is a field research with a location at MIN 20 Aceh Besar. The research method belongs to a qualitative type and is in a descriptive manner. The purpose of the report is to make it read easily, smoothly and systematically.

Qualitative research emphasizes data accuracy and analytical acuity,[6] which mean the study emphasize on the data analysis. The data collection technique is done in three ways: observation, interview and documentation of video recordings.

Qualitative research is allowed to conduct experimental trials on specific cases that occur in society.[7] In this study, researchers conducted experiments with test tools in the learning of foreign languages, namely Arabic.

As for the form of the test tool, the researchers compiled it specifically to then conduct a test on students-grades IV MIN 20 Aceh Large by setting a sample of 10 students. Sampling is done purposive sampling and snowball sampling.

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[6] Pahleviannur, Muhammad Rizal, Et Al. Metodologi Penelitian Kualitatif. Pradina Pustaka, 2022, hlm.151.

[7] Yusuf, A. Muri. Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan. Prenada Media, 2016, hlm.48.

Purposive sampling is the technique of taking samples by providing self-assessment of samples among selected populations. Purposive sampling is a non-random Sampling method in which researchers ensure the citation of illustrations through a method of determining special identity that matches the purpose of research when meeting certain criteria that match the subject of research.[8]

While snowball sampling according to Sugiyono is a sample determination technique that is initially small in number, then this sample selects its friends to be used as samples, and so on, so that the number of samples becomes large. It's like a snowball that moves longer and bigger.[9] In this study, 10 students, consisting of 5 students and 5 girls, were sufficient for the test.

IV. Literature Review: Learning Development Concept.

The learning process in educational institutions is dynamic. It needs development in order to be able to adapt to the developments of the times, the advances of technology and the intelligence of students. Learning development needs to be done including in test methods and tools.

1. Concepts of Learning Development in Schools

According to the Law of the Republic of Indonesia No. 20 of 2003 on the National Education System (2003), which is referred to in Article 1 para. 20, learning is the process of interaction between the students and the educators and the learning resource in a learning environment.[10] Therefore, learning is understood as an effort to make the student learn, or an activity to educate the student.

Learning is a series of events planned to be delivered, to stimulate and encourage the learning of the student, which is the process of creating a learning situation (which consists of a classroom, the student and the curriculum material) to make learning easier.[11] Then from that learning is related to the activity of how the teacher teaches and how the student learns.

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[8] Lenaini, Ika. Teknik pengambilan sampel purposive dan snowball sampling. Historis: Jurnal Kajian, Penelitian dan Pengembangan Pendidikan Sejarah, 2021, 6.1, hlm.34.

[9] Lenaini, Ika. Teknik pengambilan sampel purposive dan snowball sampling…, hlm 35.

[10] Presiden Republik Indonesia, Undang-undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional. 2006.

[11] Yunita, Arifia Retna, Manajemen Pembelajaran Siswa Berprofil Pancasila. Armada: Jurnal Penelitian Multidisiplin, 2023, 1.12, hlm. 1476

In this case, learning is a realised and planned activity that involves three things: planning, implementation, learning and evaluation of learning.[12] Based on the basis of learning, then the three can be developed as needed.

The purpose of the Arabic language learning is to provide students with four language skills, namely: reading, speaking, reading, and writing, including grammatical skills. The way to express Arabic can be by speech or writing, which is the result of a person's ability to speak and write.[13] Therefore, the same can be developed in the learning of Arabic.

Learning development in general can be understood as a way or effort to improve the quality of learning processes, both materially, learning methods and their substitutes. So development is parallel to research or better known to development research. (Developmental Research).

Learning development according to Clarence Schauer defines learning development (instructional development) as sensible planning to identify learning problems and work to solve them using a plan to implement, evaluate, test, feedback, and results.[14]

The development of learning as a systematic process involves the identification of problems, the development of strategies and instructional materials, as well as the evaluation of strategy and teaching materials in achieving learning goals effectively and efficiently. The evaluation phase is carried out to identify and assess the level of effectiveness, efficiency, and attractiveness of a program or learning system that has been designed.[15] It can be understood by development steps followed by implementation and evaluation stages.

2. Test Development Concept

According to Suharsimi Arikunto in *'Ubaid Ridha's'* research, described that the test is a tool or procedure used to know or measure something in a specific situation, in ways and rules that are already defined as one of the techniques in educational evaluation.[16] The test is a follow-up to the evaluation function.

The development of a test model became a requirement. With the development, it is not only attached to the tests that have been described, however, it can be developed to more according to the needs. If associated with the evaluation that exists in the school, then the test serves to measure students and measure the success of the teaching program.[17] Meanwhile, the test

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[12] ROHMAN, Fathur. Strategi Pengelolaan Komponen Pembelajaran Bahasa Arab. Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban, 2014, 1.1, hlm. 66

[13] Riana, Saleha; Nur, Syahabbuddin; Nuruddaroini, M. Ahim Sulthan. Analisis kesalahan penerjemahan teks Bahasa Arab santriwati di Pondok Pesantren. Jurnal Basicedu, 2022, 6.3, hlm. 5216.

[14] M. Atwi Suparman. Desain Instruksional Modern. (Jakarta: Erlangga, 2014, hlm.12

[15] Pribadi, Benny A. Desain sistem pembelajaran. Jakarta: PT Dian Rakyat, 2009, hlm.71.

[16] Ridho, Ubaid. Evaluasi Dalam Pembelajaran Bahasa Arab. *An Nabighoh*, 2018, 20.01, hlm. 33-34.

[17] Asrul, Saragih, Abdul Hasan; Mukhtar, Evaluasi Pembelajaran. (Perdana Publishing: Medan, 2022), hlm 64

instruments used in schools are commonly referred to as questions, replies, general repetitions, THBs, mid-semester exams, semesters, final examinations, either orally or in writing.

The test has three terms that are often misunderstood or distorted. Three are the test, the measurement (al-ikhtibar), measurement (al-qiyas), and the evaluation (at-taqwim). In semantic perspectives (the science of meaning), the three are in the same field of meaning because they are in a similar territory, both aimed at knowing the success of an activity, program, or knowledge of abilities. In the context of Arabic learning, the language test is a tool to measure the language proficiency of the students.[18]

It can be further developed in terms of its form that test can be distinguished into a subjective test,[19] and objective test.[20] In terms of its composition, the type of test is distinguished into standard test and teacher-made test.[21] As for its use to measure the success or ability of the student, then there are four kinds of tests, that is, pre-test,[22] diagnostic test,[23] formative test,[24] and summative test.[25]

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[18] Arifianto, Muhammad Lukman, et al. Evaluasi Pembelajaran dan Pengembangan Tes Interaktif Bahasa Arab. 2021, hlm.1.

[19] Tes Subyektif biasa juga disebut dengan tes essai, yaitu bentuk pertanyaan yang menuntut jawaban siswa dalam bentuk uraian dengan menggunakan bahasanya sendiri. Dalam tes bentuk ini siswa dituntut untuk berfikir tentang dan mempergunakan apa yang diketahui yang berkenaan dengan pertanyaan yang harus dijawab. Tes ini memberikan kebebasan kepada siswa untuk menyusun dan mengemukakan jawabannya sendiri dalam lingkup yang ecara relative dibatasi.

[20] Tes Obyektif adalah tes yang hanya menuntut siswa memberikan jawaban singkat, bahkan hanya dengan memilih kode-kode tertentu yang mewakili alternativealternatif jawaban yang telah disediakan.Jawaban terhadap tes bersifat pasti, hanya ada satu kemungkinan jawaban yang benar. Jika siswa tidak menjawab "seperti itu" dinyatakan salah, tidak ada bobot atau skala terhadap jawaban suatu butir soal seperti halnya pada soal essai. Dari segi macamnya, tes obyektif itu ada empat macam, yaitu : Tes Benar-Salah (True-False Test), Tes Pilihan Ganda (Multiple Choice Test), Menjodohkan (Matching Test), dan Tes Isian (Completion Test)

[21] Tes Buatan Guru adalah tes yang dibuat guru (-guru) kelas itu sendiri. Tes tersebut dimaksudkan untuk mengukur tingkat keberhasilan siswa mencapai tujuan setelah berlangsungnya suatu proses pengajaran yang dikelola oleh guru kelas yang bersangkutan.

[22] Tes Kemampuan Awal adalah tes yang dilakukan sebelum siswa mengalami proses belajar mengajar. Tes tersebut mungkin dilakukan sebelum suatu kegiatan belajar mengajar dimulai, atau sebelum siswa memulai pelajaran di lembaga yang bersangkutan.

[23] Tes Diagnostik adalah tes yang digunakan untuk mengetahui kelemahankelamahan siswa sehingga berdasarkan kelemahan-kelamahan tersebut dapat dilakukan pemberian perlakuan yang tepat.

[24] Tes Formatif adalah tes untuk mengetahui sejauhmana siswa telah terbentuk setelah mengikuti sesuatu program/pokok pelajaran tertentu.

[25] Tes Sumatif adalah tes yang dilaksanakan setelah berakhirnya pemberian sekelompok program atau sebuah program yang lebh besar.

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There are three kinds of initial proficiency tests: pre-tests,[26] prerequisite tests,[27] and placement tests [28]. Looking at the number of individuals tested, the test can be distinguished into individual tests and group tests. In terms of desired answers given by the student, the tests can be differentiated into deed tests and verbal tests. The verbal test itself, when viewed from the way it is answered, is distinguished between oral and written tests.[29]

Of all the tests, so that the tests can run well, there's also development. The meaning of development in general can be understood as the process of designing learning logically, systematically to be implemented in the learning process with attention to the potential and competence of students.[30] Therefore, the tests are very varied and need to be adapted and developed as needed.
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V. Research Results: Test Development for *'Jar'* Letters

a. Development of *'Jar'* Letters Identification

After several stages of observations, interviews and tests in the classroom, the author finds that of the 30 students of the sixth grade MI who have already taught the material in the textbook, namely *'Fil Baiti'*. The test already in the textbook is a cognitive test that is more focused on the knowledge of the student through the test answer or perfect the text and answer about choice or choice.

The researchers then developed verbal and non-verbal tests through oral expression and were able to be expressed again when asked. The researchers separated specific only on the letter *'jar'*, not combining with the letter *'istifham'* or the letter that functions like a letter *'jar'* while it is *'zharaf'* or a description of the place.

Training the student's way of thinking while practicing with oral expression while playing and training focus according to day-to-day activities. The researchers added five verbs *(Fiil Mudhari`)* and two letters of *'jar'* so the number of letters jar became the four most frequently used

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[26] Pre-tes adalah jenis tes kemampuan awal yang dilakukan sebelum siswa mengalami proses belajar dalam suatu pokok bahasan. Pre-tes dimaksudkan untuk mengetahui kemampuan siswa yang berkenaan dengan bahan yang akan dipelajarinya.

[27] Tes Prasyarat adalah tes yang dilakukan sebelum seseorang melakukan (masuk dalam) pendidikan tertentu. Tes dimaksud untuk mengetahui apakah seseorang (siswa) memiliki kemampuan atau ketrampilan tertentu yang disayaratkan untuk mengikuti pendidikan tertentu.

[28] Tes Penempatan adalah tesyang dilakukan sebelum siswa memulai pendidikan pada tingkat tertentu. Tes dimaksudkan untuk mengetahui tingkat kemampuan siswa untuk kmudian menempatkannya pada tingkat kemampuan yang sesuai.

[29] Arikunto, Suharsimi, *Dasar-dasar evaluasi pendidikan edisi 3*. Bumi aksara, 2021., hlm. 57-59

[30] Yudi Hari S, *Penelitian Pengembangan Model ADDIE dan R2D2:Teori dan Praktek,* (pasuruan :Lembaga Academik & Research Institute), hlm. 108.

b. The Teachers Demonstrated

In doing the test, the teachers initially practice a learning pattern that focuses on the sentence with the letter of *'jar'* and repeats several times until the student is able to practice easily and spontaneously at the same time enjoyable.

c. Students Demonstrated through Verbal and Non Verbal Language.

After the teacher practiced in front of all thirty students, everyone observed and understood what they saw carefully according to the circumstances they experienced at home in the day-to-day. The researchers tested ten students consisting of five male and five female.

Then the teacher asked the students to demonstrate what the teacher was showing in front of them. Afterword, the teacher asked the student to understand based on vocabularies written on board. After they practiced, the teacher asked the students to answer randomly to questions related to the sentence *'fil baiti'*. The result was that five of the girls were able to answer correctly and four boys answered accurately and quickly.

d. The Impact of Tests on Increasing Student Ability

The test has an impact on the elevation of the student's speech skills because the measurement of the ability to speak Arabic is to measure the students' ability to express students' ideas, thoughts and feelings in spoken Arabic.

As an active and productive language ability, speaking requires mastery of some aspects and theory of language usage. In connection with this, no language ability is as difficult to evaluate as a speaking test.

In fact, speaking is a very complex skill that requires the use of a variety of abilities. Students are able to speak *'jar'* letters, grammar, fluency, understanding or the ability to respond to a speech well.

We need to know beforehand, that there are several stages in the practitioner's training. In the early stages, speaking exercises can be said to be similar to practising listening. As previously mentioned, there are stages of listening and imitating. The practice of listening and imitating is a combination of the basic practice for listening skills and speaking skills. Nevertheless, the ultimate goal of the majesty of the pen is the grace of praise to express (ta`bir).

e. Evidence (Video Recording)

The researchers captured through recordings and videos the test results of students who were able to answer accurately and quickly. The student's speech (verbal) and non-verbal expressions can be seen repeatedly on video recordings. From the re-observation on the video recording, the ability of students to understand the teaching material is very high.

The goal of the lead test is to measure the ability of students to use Arabic smoothly and correctly in oral communication. In order to that goal, the teacher gives the learning test patterns from the level of imitation to the degree of interpretation.

VI. Closing Remark

a. Conclusions
The above writings can be concluded that the development of the grammar test on the use of Arabic lesson *'jars'* at MIN 20 Aceh Besar has a significant impact and influence on the students in the class. Students are able to reveal verbal and non-verbal on *'jar'* alphabet materials and students acquire an additional two *'jar'* letters that they are easy to remember and practice. The test is in a fun situation in the training of the *'maharah kalam'* student of the sixth grade MIN 20 Great Aceh.

b. Suggestion
This initiative is expected to be beneficial to many parties especially for teachers in teaching and evaluating the teaching materials of MI class VI students. May this research continue more effectively and effectively without reducing what already exists on the existing tests.

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