



Test Analysis of *Durūs Al-Lughah Al-‘Arabiyyah* Volume 1 by Imam Zarkasyī and Imam Syubanī

Amy Fitriani Siregar^{a,1,*}, Siti Nurhasana Mokodompit^{b,2},
Muhajir^{c,3} Nila Alfiroh^{d,4}

^{a)b)c)} UIN Sunan Kalijaga Yogyakarta, ^{d)} Yarmouk University Yordania

¹amyfitriani2000@gmail.com ²snurhasan028@gmail.com ³muhajir@uin-suka.ac.id
⁴2022351034@ses.yu.edu.jo

Abstract

A good test form can measure student's real abilities and trigger students' cognitive abilities. The main problem in this study, whether the test form in the *Durūs Al-Lughah Al-‘Arabiyyah* book has met good criteria based on the cognitive domains. This study aims to analyze the test in the book of *Durūs Al-Lughah Al-‘Arabiyyah* by Imam Zarkasyī and Imam Syubanī. This book is widely used in various institutions, and gave birth to many Arabic language experts, Therefore, the researcher wanted to analyse the assessment and evaluation structure of the tests in this book. This research uses a qualitative literature study research method. This research method is carried out using descriptive analysis, which is a form of research that provides an organized description of the entire Arabic test to be studied. The results obtained from this research are: First, the form of tests is mostly in the form of memory questions (objective tests) and the form of fill-in questions (subjective tests), and second, the advantages of the book *Durūs Al-Lughah Al-‘Arabiyyah* volume 1 are that it is very good for beginners who want to learn the language. Complete with Arabic language material; vocabulary, text, images, to various tests, then the disadvantage is that it uses several objective tests that are commonly used.

Keywords: *Assessment, Arabic, Literature, Durūs Al-Lughah Al-‘Arabiyyah, Test*

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أمي فطرياني سيريفار^{١*}، سيتي نورهاسانا موكودومبيت^٢، مهاجر^٣، نيلا الفيراة^٤ 41

جامعة الإسلامية الحكومية سونان كاليجاغا يوكياكرتا،^٥ جامعة اليرموك الأردن 42

¹amyfitriani2000@gmail.com ²snurhasan028@gmail.com ³muhajir@uin-suka.ac.id ⁴2022351034@ses.yu.edu.jo 44

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نموذج الاختبار الجيد يمكن أن يقيس قدرات الطلاب الحقيقية ويحفز القدرات المعرفية للطلاب. 48

والمشكلة الرئيسية في هذه الدراسة، هل استمارة الاختبار في كتاب "دروس اللغة العربية" قد استوفت 49

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الكلمات الرئيسية: التقييم، اللغة العربية، الأدبية، دروس اللغة العربية، الاختبار 60

Introduction 61

While urgency of the language is indispensable, Arabic 62

cannot be separated from *Muslim*.¹ In Arabic learning in Indonesia, 63

especially in Islamic boarding schools, it is almost certain that the 64

goal is to study and learn deeper about the teachings of Islam 65

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¹ Handriawan, "Mempertegas Kembali Arah Pembelajaran Bahasa Arab: Perspektif Budaya Terhadap Tradisi Belajar Bahasa Arab Di Indonesia," *AL-Mahara: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2015), <https://doi.org/https://doi.org/10.14421/almahara.2015.011-03>.

through Arabic books in other fields of science such as tafsir, hadith, *fiqh*, *Aqedah*, and *tashawwuf*.²

It’s not just about Arabic learning in several boarding school but also in Islamic primary school, high school and etc.³ Arabic language learning at the general Islamic school is related to Arabic as the language of Islam (Al-Qur'an).⁴ In learning Arabic, the learning material begins with mastering the rules of *nahwu* and *Ṣaraf*, then continues with understanding religious texts from the traditional books called ‘yellow books’, such as *fiqh*, *tafsir*, *hadīṣ*, *sirah* (Islamic history), and *aqedah*. In addition, learning Arabic for cultural purposes, where Arabic is learned to study deeper about Arab culture and its civilization.⁵

As a tool of developing the correct Arabic language, an instrument is needed to find out about the level of Arabic language skills,⁶ for the example is studying the book of *Durūs Al-Lugah Al-‘Arabiyyah* volume 1, a book that teaches about the practice and exercises of Arabic either orally or in writing. In addition, Arabic language also has an important role in the field of science, especially the sciences that are outlined in the book, both classical and modern books, and international cooperation in which concerns the

² B Wahida, “Eksistensi Bahasa Arab Dalam Dunia Dakwah,” *Al-Hikmah: Jurnal Studi Islam* 1, no. 9 (2015), <https://doi.org/https://doi.org/10.24260/al-hikmah.v9i1.89>.

³ N. F. Rahman, “Motivasi Belajar Arab (Studi Kasus Mahasiswa PBA IAIN Palangkaraya,” *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 1, no. 10 (2018), <https://doi.org/10.24042/albayan.v10i01.2593>.

⁴ Bustam Jailani, M., Wantini, W., Suyadi, S., “Meneguhkan Pendekatan Neurolinguistik Dalam Pembelajaran: Studi Kasus Pada Pembelajaran Bahasa Arab,” *Al-Thariqah: Jurnal Pendidikan Agama Islam* 1, no. 6 (2021), [https://doi.org/https://doi.org/10.25299/al-thariqah.2021.vol6\(1\).6115](https://doi.org/https://doi.org/10.25299/al-thariqah.2021.vol6(1).6115).

⁵ Saihu Aziz, A., “Interpretasi Humanistik Kebahasaan: Upaya Kontekstualisasi Kaidah Bahasa Arab,” *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 2 (2019), <https://doi.org/https://doi.org/10.29240/jba.v3i2.1000>.

⁶ W. N. Putri, “Pengaruh Media Pembelajaran Terhadap Motivasi Belajar Bahasa Arab Siswa Madrasah Tsanawiyah,” *LISANIA: Journal of Arabic Education and Literature* 1, no. 1 (2017), <https://doi.org/https://doi.org/10.18326/lisania.v1i1.1-16>.

development and development of the National Language.⁷ 87
 Therefore, learning Arabic language is very important to achieve 88
 the desired orientation. To find out whether the learning objectives 89
 of Arabic that have been set have been achieved or not, an 90
 instrument in the form of a test is needed.⁸ 91

Etymologically, the word of "test" comes from French 92
 ancient: *testum*, which means a plate for setting aside precious 93
 metals, while in Indonesian it is translated as test, which means by 94
 test is an examination, evaluation or experiment.⁹ In terms of 95
 terminology according to Anne Anastasi, a test is a measuring tool 96
 that has objective standards so that it can be used widely, and can 97
 actually be used and compare the psychological state or behavior of 98
 individuals.¹⁰ While according to F.L Goodenough, a test is a series 99
 of tasks given to individuals or groups with the intention of 100
 comparing one with another.¹¹ 101

Based on Bloom's taxonomy, he categorized the cognitive 102
 domain into six levels which consist of two major parts, namely: (1) 103
 the knowledge part and (2) the intellectual abilities and skills part. 104
 As for the six levels in question starting from; the levels of 105
 knowledge, understanding, application, analysis, synthesis, and 106
 evaluation. Therefore, Bloom describes the cognitive domain which 107
 is hierarchically ordered from low levels (knowledge, 108
 understanding) then towards higher levels (application, analysis, 109

⁷ Imawan Yusuf, D., "Kitab Kuning Dan Pembentukan Karakter Religius Muslim Indonesia," *Islamika Inside: Jurnal Keislaman Dan Humaniora* 1, no. 6 (2021), <https://doi.org/https://doi.org/10.35719/islamikainside.v6i1.116>.

⁸ Acep Hermawan, *Penilaian Pembelajaran Bahasa Arab Prinsip Dan Operasionalisasi* (Bandung: PT. Remaja Rosdakarya, 2021).

⁹ Firmansyah Herdah, "Pendekatan Tes Diskret Dalam Pembelajaran Bahasa Arab," *AL-ISHLAH: Jurnal Pendidikan Islam* 1, no. 18 (2020), <https://doi.org/https://doi.org/10.35905/alishlah.v18i1.1258>.

¹⁰ Zainul Asmawi & Noehi Nasution, *Penilaian Hasil Belajar* (Buku 1.15 Pekerti Depdiknas, 2005).

¹¹ Allison J. Yale et al., "Historical Aspects and Test Characteristics of Eponymously Named Psychometric Tests by Women: The Period up to 1970," *Eurobiotech Journal* 6, no. 4 (2022): 147–66, <https://doi.org/10.2478/ebtj-2022-0015>.

synthesis, evaluation), with high-level targets built on low-level targets.¹²

From those understanding, it can be understood that a test is a method that can be used or a procedure that can be taken in the context of measurement and assessment that can produce a value that can symbolize achievement.¹³ A test is a number of questions that have right or wrong answers. Tests are also defined as a number of questions that require answers¹⁴, or a number of questions that must be given a response with the aim of measuring a person's level of ability or revealing certain aspects of the person subjected to the test.¹⁵ Tests are one way to indirectly assess the level of human ability¹⁶, through a person's response to a number of stimuli or questions.¹⁷ Therefore, in order to obtain the accurate information, reliable test is needed.

The terms that often used in relation to tests are ‘testing’, ‘tests’, and ‘tester’. Testing is the person who is subjected to the test, or the person who takes the test. While the tester is the test taker,¹⁸ tests in the modern Arabic dictionary by Hans Wehr (1974)

¹² Ihwan Mahmudi, *Evaluasi Pendidikan* (Sleman: Lintang Book, 2020).

¹³ C Rapono, M., Safrial, S., & Wijaya, “Urgensi Penyusunan Tes Hasil Belajar: Upaya Menemukan Formulasi Tes Yang Baik Dan Benar,” *JUPIIS: Jurnal Pendidikan Ilmu-Ilmu Sosial* 1, no. 11 (2019), <https://doi.org/https://doi.org/10.24114/jupiiis.v1i11.12227>.

¹⁴ A. Idris, M. M & Asyafah, “Penilaian Autentik Dalam Pembelajaran Pendidikan Agama Islam,” *Jurnal Kajian Peradaban Islam* 3, no. 1 (2020), <https://doi.org/10.47076/jkps.v3i1>.

¹⁵ F. A Putri, H., Susiani, D., Wandani, N. S., & Putri, “Instrumen Penilaian Hasil Pembelajaran Kognitif Pada Tes Uraian Dan Tes Objektif,” *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* 2, no. 4 (2022), <https://doi.org/https://doi.org/10.36232/jurnalpendidikandasar.v4i2.2649>.

¹⁶ Acep Hermawan, *Penilaian Pembelajaran Bahasa Arab Prinsip Dan Operasionalisasi*.

¹⁷ & Hanifah Riyani, R., Maizora, S., “Uji Validitas Pengembangan Tes Untuk Mengukur Kemampuan Pemahaman Relasional Pada Materi Persamaan Kuadrat Siswa Kelas VIII SMP,” *Jurnal Penelitian Pembelajaran Matematika Sekolah* 1, no. 1 (2017), <https://doi.org/https://doi.org/10.33369/jp2ms.1.1.60-65>.

¹⁸ U Ridho, “Evaluasi Dalam Pembelajaran Bahasa Arab,” *An-Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 1, no. 20 (2018), <https://doi.org/https://doi.org/10.32332/an-nabighoh.v20i01.1124>.

are translated in Arabic with the term *ikhtibār*, as well as in several Arabic books that study tests, such as Abdul Khaliq in his work *al-ikhtibārāt lil-Lughah* (language tests), and in other Arabic books. Besides the word *ikhtibār*, it is more popularly used in Arabic books that discuss tests than the word *imtihān*.¹⁹ In the large Indonesian dictionary (*KBBI*), a test is defined as a written, oral, or interview test to determine a person's ability, knowledge, aptitude and personality.

Based on the definition, a test or instrument tool used to obtain information about individuals or objects about their abilities in a certain matter.²⁰ The test is an important element in educational evaluation activities. While the book of *Durūs Al-Lughah Al-'Arabiyyah* volume I by Imam Zarkasyi and Imam Syubani is one of the books that studies Arabic language tests or Arabic language exercises in each chapter, with various kinds of tests and modern methods used.

According to Bidari in his research entitled: "Analysis of Arabic Language Tests in the Book of *Durūs Al-Lughah Al-'Arabiyyah* Juz II by K.H Imam Zarkasyi and K.H Imam Syubani" Bidari concluded that the forms of tests from the book of *Durūs Al-Lughah Al-'Arabiyyah* Juz II include the form of tests mostly in the form of memory questions (Objective Test) and the form of thought questions (Subjective Test). Furthermore, the advantages of Arabic language tests in the book of *Durūs Al-Lughah Al-'Arabiyyah* juz II are very good to be applied for beginners who want to learn Arabic, and the disadvantage is that it only uses some objective tests that have been and are commonly used.²¹

¹⁹ Bidari B, "Analisis Tes Bahasa Arab Pada Kitab Durusullughah Juz II Karya KH Imam Zarkasyi Dan KH Imam Subani," *Maharot: Journal of Islamic Education*, 2018.

²⁰ "Online Learning Performance and Satisfaction: Do Perceptions and Readiness Matter?," *Taylor & Francis Online: Distance Education* 41, no. 1 (2020): 48–69, <https://doi.org/https://doi.org/10.1080/01587919.2020.1724768>.

²¹ Bidari B, "Analisis Tes Bahasa Arab Pada Kitab Durusullughah Juz II Karya KH Imam Zarkasyi Dan KH Imam Subani."

Afterwards, according to Deni Maulana and Anwar Sanusi in their research entitled, "Analysis of Arabic Language Final Examination of Regional Joint Madrasah (UAMBD) *Madrasah Ibtidāiyah* 2017-2018," concluded from Deni Maulana and Anwar Sanusi's research that the validity of UAMBD MI Arabic language questions in 2018 shows very high, this is addressed by the level of 100% suitability of all items with the predetermined grids, UAMBD MI Arabic language test questions in 2018 have a high level of reliability or consistency level, with a test number of 0.68 (located in the interval 0.60-0.80). It can be stated that the Arabic language questions in the 2018 UAMBD can be trusted for their usefulness.²²

According to some of the previous studies above, it explains the analysis of different tests, namely the test in the book of *Durūs Al-Lughah Al-‘Arabiyyah* juz II by Imam Zarkasyi and Imam Syubani, and the second test analysis is the 2018 UAMBD Arabic test questions, while what will be studied in this study is the analysis of tests / exercises in the book of *Durūs Al-Lughah Al-‘Arabiyyah* Volume II by Imam Zarkasyi and Imam Syubani, meaning that the object under study is different from previous studies. Researchers hope that this research can be useful for readers, both students and students or santri who study Arabic language materials, especially in the book *Durūs Al-Lughah Al-‘Arabiyyah* volume 1 by Imam Zarkasyi and Imam Syubani.

Kitab *Durūs Al-Lughah Al-‘Arabiyyah* volume I was consist of several chapters, it's begin from the chapter one to chapter twelve which contains of Arabic learning material that easy to understand for beginners at an early stage of learning. The material contains a lot of vocabulary and example sentences that are often used in a daily, also with the text of the material there are tests and exercises that are in accordance with the material and contains knowledge

²² Sanusi Maulana, D., "Analisis Butir Soal Bahasa Arab Ujian Akhir Madrasah Bersama Daerah (UAMBD) Madrasah Ibtidaiyah Tahun 2017-2018," *Ta'lim Al-‘Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 1, no. 4 (2020), <https://doi.org/https://doi.org/10.15575/jpba.v4i1.8054>.

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about <i>Ṣaraf</i> , namely <i>fi'il sulassi mujarrad</i> , <i>fi'il mazīd</i> and other	185
verbs for evaluation.	186
This study willing to analyze and describe the forms of tests	187
and exercises in the <i>Durūs Al-Lughah Al-'Arabiyyah</i> book volume I	188
by Imam Zarkasyi and Imam Syubani, as well as what are the lacks	189
and advantages of the tests in that book. As to analyze whether the	190
tests in the book are appropriate and reliable to be used by beginner	191
level of Arabic learners.	192
Method	193
The writing of this article uses a qualitative method with a type of	194
library research with a literature review analysis approach. ²³	195
Researchers raised the theme of the discussion entitled "Analysis of	196
Arabic Tests in the book <i>Durūs Al-Lughah Al-'Arabiyyah</i> volume I	197
by Imam Zarkasyi and Imam Syubani", which will be discussed	198
using qualitative methods of literature review, where the focus of	199
analysis is the test content in the book. The primary data source of	200
this research is the book of <i>Durūs Al-Lughah Al-'Arabiyyah</i> volume	201
I by Imam Zarkasyi and Imam Syubani, those are Arabic language	202
tests or exercises; ²⁴ while the secondary data sources of this	203
research are articles and books related to the object discussed or	204
relevant. ²⁵	205
Based on the description of the methods and problems	206
above, researchers will try to analyse the detail of test in <i>Durūs Al-</i>	207
<i>Lughah Al-'Arabiyyah</i> volume 1 and its relevance to Bloom's	208
taxonomy of cognitive domain. Continued by explaining the	209
theoretical basis of research by collecting and analyzing data using	210

²³ Rully Indrawan & Poppy Yaniawati, *Metodologi Penelitian: Kuantitatif, Kualitatif, Dan Campuran Untuk Manajemen, Pembangunan, Dan Pendidikan* (Bandung: PT Refika Aditama, 2014).

²⁴ John W Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson Education, 2012).

²⁵ Chotimah. O & Merliyana Adlini, M. N, Dinda, A.H, Yulinda, S., "Metode Penelitian Kualitatif Studi Pustaka," *Edumaspul: Jurnal Pendidikan* 1, no. 6 (2022), [https://doi.org/6\(1\),](https://doi.org/6(1),) 974–980. <https://doi.org/10.33487/edumaspul.v6i1.3394>.

a systematic and critical approach.²⁶ In its implementation method, this research also seeks to explore understanding related to research topics from relevant data sources, such as books, articles, journals, research reports, and other documents.²⁷ In this case, researchers will ensure that this research is supported by a strong theoretical basis and foundation, and strengthened by reviewing and analysing literature data relevant to the research theme, this is done to be able to provide the best research results.

Result and Discussion

The form of learning in the book *Durūs Al-Lughah Al-‘Arabiyyah* volume 1 by Imam Zarkasyi and Imam Syubani applies the direct method or commonly referred to in English as the direct method. That is because the writing of this book is fully using Arabic, without using its meaning into Indonesian. In this *Durūs Al-Lughah Al-Arabiyyah* book, students will be invited to learn the contents of the book gradually from chapter one to chapter twelve. Each chapter contains Arabic learning materials which are equipped with various forms of tests and practice questions on each material. The test forms in each chapter are consist of:

The first chapter is learning about the based material of noun (*ism*) in Arabic language there are *هذه، تلك، ذلك، هذا* etc. Continued by the examples of its application into the complete sentences like *هذا كتاب، هذه كراسة، هنا مسجد، هناك مدرسة*. While the form of the test is an essay type test or description by requiring students to fill in the blank dots into perfect sentences that match the context of the question, for example *أين المسجد؟...، ما هذا؟...* and so on.

²⁶ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Penerbit Alfabeta, 2017).

²⁷ Dan Karreman Alvesson, Mats., *Qualitative Research and Theory Development: Mystery as Method*. (Sage Publications, 2011).

The second chapter is learning about noun and the	238
application of quantity to those nouns there are قلم واحد، قلمان	239
ثلاثة أقلام، اثنان، etc. Continued by the examples of the changes of	240
it nouns and the quantity from <i>mufrad</i> (singular), <i>musanna</i> (for	241
two), <i>jama'</i> (plural). While the form of the test is an essay type test	242
or description by requiring students to change the quantity of nouns	243
in the test. Also, there are the advanced test to fill in the blank dots	244
into perfect sentences that match the context of the asking question,	245
for example قلم...، قلمان...، أقلام and so forth that are similar.	246
The third chapter learn about adjective and their adjectives,	247
there are القرمطاس رقيق، القلم قصير، الرجل قوي، etc. Continued by	248
the examples of its application in Arabic text, so the <i>Durūs Al-</i>	249
<i>Lugah Al-'Arabiyyah</i> book in this chapter attaches several	250
paragraphs of Arabic text containing adjectives and their adjectives.	251
While the test form in this chapter is a type of essay test and	252
matching test, in the essay test participants are asked to fill in the	253
blank points to be filled in according to the context of the requested	254
answer, then in the matching test students are asked to match the	255
properties that match what they are characterized by. The test	256
examples like القلم...، القرمطاس...، القموس and so on that are similar.	257
The fourth chapter learn about the various colours in Arabic	258
language, there are أبيض، أحمر، أخضر، أزرق، أصفر، etc. Continued	259
by the examples of its application in complete sentences like ذلك	260
والحبر أزرق، and the others. While the test form in this chapter is essay	261
test, that asked the student to fill the blank points to be filled in	262
according to the required context in the test. Also, the student are	263
given by vocabulary of colours material in Arabic to change it to the	264
complete sentence. The example of the test there are ما لون	265

- and the others. 266
- السليج؟...، ألون اللبن أحمر؟...، ألون الكتاب أسمر أو أزرق؟ 267
- others. 267
- The fifth chapter learn about the various shapes of flat and 268
- spatial shapes in Arabic language, there are مربع، مستطي، مستدير، 269
- مكور، etc. Continued by the examples of it application into complete 270
- sentences and also some paragraph of Arabic text like الجبل 271
- الجبل، and the others. While the forms 272
- of this test id essay test, the student are asked to fill the blank points 273
- to be filled in according to the required context in the test, also to 274
- make the complete sentences of some vocabularies of the materials. 275
- The test in this chapter for the example there are ما شكل المجلة؟...، 276
- and so on. 277
- ما شكل الكعبة؟...، أشكال الأرض مستدير؟ 277
- The sixth chapter learn about *dhamir* (pronouns) in Arabic 278
- language, there are هي، هو، أنت، أنا، into *fi'il mudhāri'* (present tense) 279
- أنا أخرج، أنت تدخل، هو يجلس، هي 280
- تدخل، etc. Continued by the examples of its application into the 281
- complete sentences and some paragraph of Arabic text. While the 282
- test forms in this chapter is the essay test, that asked the students to 283
- fill the blank as the required context. In addition, to change some 284
- vocabularies into the pronouns form by the following test, the test 285
- for the example ...أخرج، ...تخرج، ...يجلس and the others. 286
- The seventh chapter learn about *fi'il amr* (command words) 287
- in Arabic language, there are اذهب، ادخل، اقرأ، etc. continued 288
- by examples for the application into the complete sentences and also 289
- the examples for its application into paragraph in Arabic text. While 290
- the form of this test is essay test, that the students are asked to 291
- change the nouns vocabularies into the command forms in Arabic. 292

The examples of the test in this chapter there are *أنا أخرج* so change 293
it into *fi'il amr* (command words) like *أُخْرِجْ* and so on that are 294
similar. 295

The eighth chapter learn about the counts and *al-a'dād* 296
(numerator words) in Arabic, there are *ستون متراً، سبعون روبية* and 297
etc. continued by the examples of its application to the complete 298
sentences and also the examples in the Arabic conversation from the 299
materials in this chapter that have been learned by the students. 300
While the forms of tests in this chapter is essay test, that asked the 301
students to change the numbers symbol into the Arabic text 302
correctly. For the example *... روبية، ... ديناراً ... ، متراً* and the others. 303

The ninth chapter learn about *jismu al-insan* (the parts of 304
human body) in Arabic language, there are *عنق، كتف، يد، رأس* 305
صدر، etc. Followed by the presentation of pictures of body parts 306
with instructions in Arabic, and their application into perfect 307
sentences. While the test form in this chapter is an essay type test 308
where students answer questions about body members in Arabic 309
such as *بم تحمل شيئاً؟...، ماذا تفعل بالعقل؟* then fill in the answers 310
on the blank spots listed after the question. 311

The tenth chapter learn about *al-jihāt* (wind direction) in 312
Arabic language, there are *شمال، جنوب، شرق، غرب*, etc. Followed 313
by the presentation of pictures of cardinal directions and 314
instructions in Arabic, as well as examples of their application into 315
perfect sentences and several paragraphs of Arabic text containing 316
cardinal directions vocabulary. While the test form in this chapter is 317
an essay type test in the form of filling in the blank dots that must 318
be filled in by students according to the context requested in the 319
question, such as *بعد غروب الشمس ...* and the others. 320

The eleventh chapter learn about the expression of time or hour in Arabic language such as الساعة الواحدة، الساعة التاسعة،	321
الساعة الثانية عشرة, etc. Continued by an example of applying the expression of time into a perfect sentence, for example الآن الساعة	322
and the others. While the form of tests in this chapter is in the form of essay and fill-in tests, students are asked to answer questions related to clock material such as كم	323
الساعة الآن؟ and answered with Arabic time or hour expressions as desired by the learners.	324
The twelfth chapter learn about pointing word or اسم الإشارة	325
in Arabic language such as ذان، ذان، أولاء، etc. Continued by the examples of its application into three changes of forms as it's quantity, there are <i>mufrād</i> (singular), <i>musanna</i> (number of two),	326
<i>jama'</i> (plural), such as هذا، هؤلاء، هذان and the others. While the form of the test in this chapter is in the form of an essay test, students are asked to complete the filling of empty dots according to the context requested in the question. The examples of tests in this chapter include ... هذا ... ، هذان ، ... هؤلاء and so on with the similar.	327
Based on the discussion of the test form analysis in the twelve chapters above, it can be concluded that there are two types of tests applied in this book, namely the fill-in test and the match test. In the fill-in test type, learners are asked to fill in the blank spots that have been provided to be filled with answers that are appropriate to the context of the question. ²⁸ Then in the match test type, learners are asked to match the available questions to the answers that have also been provided. Therefore, we can understand	328
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²⁸ Mahmudi, *Evaluasi Pendidikan*.
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that the book of *Durūs Al-Lughah Al-‘Arabiyyah* uses an objective test form in the form of completion and short answer; and also a subjective test form in the form of free essay test and limited essay test.²⁹

Looking at the description of the paragraph above, we can understand that there are shortcomings and advantages related to the forms of tests in the book of *Durūs Al-Lughah Al-‘Arabiyyah* volume 1 when related to the concept of presenting good and correct tests. The shortcomings of the test forms in this book includes that not all test forms contained in the various test forms are used, because in this book only uses the form of a fill-in test without multiple choice or other test forms. It feels quite difficult when applying it for beginners in the early stages of learning Arabic through this book. The advantages of the test form in this book include being very good at improving Arabic language skills for beginners, because the material and tests are presented easily and simply. So that learners can easily understand the meaning of the test and can solve various test problems easily.³⁰

Considering the results of the above explanation, it can be concluded that in the book of *Durūs Al-Lughah Al-‘Arabiyyah* volume 1 there are forms of tests that are mostly similar and the same from chapter one material to chapter fourteen material with different presentation methods in each chapter. The test forms in this book are in accordance with the three domains of success indicators according to Bloom in his theory known as Bloom's Taxonomy, which include thinking ability, job skills, and behaviour.³¹ These three indicators cover the cognitive domain or cognitive intelligence of students, where the presentation of tests in

²⁹ Acep Hermawan, *Penilaian Pembelajaran Bahasa Arab Prinsip Dan Operasionalisasi*.

³⁰ Ahmad Zaki Annafiri and Hisyam Zaini, "Madā Inqirāiyyati Kitāb Durus Al-Lughah Li Ash-Shaff Al-Awwal Bi Ma'hadi Dāriissalam Gontor," *Jurnal Lisanudhad* 09, no. 01 (2022): 79–97, <https://doi.org/https://doi.org/10.21111/lisanudhad.v9i1.8165>.

³¹ Widyaiswara Madya Retno Utari, "Taksonomi Bloom," *Jurnal: Pusdiklat KNPk*, 2011.

the book of *Durūs Al-Lughah Al-‘Arabiyyah* is mostly presented simply so that it is easy to understand for the initial stage of learning Arabic.³²

In terminology, the book of *Durūs Al-Lughah Al-‘Arabiyyah* is a book of exercises or *tamrīn*, this is because most of the contents of this book are studying practice questions, tests, and materials and examples from chapter one to chapter fourteen. In addition, there are also Arabic texts that are presented in approximately 3-5 paragraphs or practice texts with various methods. The test is a measuring tool or a procedure used to evaluate the learning outcomes of students or to understand the extent of students' abilities and understanding of the subject matter.³³

As for its application, the test can be carried out orally or in writing, the purpose of procuring the test is intended to measure the ability or characteristics of students towards a science that has been learned.³⁴ Reliability in the application of tests is also needed to maintain the consistency of measuring instruments in terms of measuring these abilities. If the two constructions above have been fulfilled in the preparation and presentation of a test, then the test is proven to be good, appropriate, and feasible for long-term use, with the hope that the test is able to provide results in the form of a true picture related to the condition of learning outcomes and evaluation of student learning.³⁵

After analysing the presentation of tests in the book of *Durūs Al-Lughah Al-‘Arabiyyah* and then associated with the two concepts of good test construction in the paragraph above, it can be proven that the tests and also practice questions in this book are

³² Putri, H., Susiani, D., Wandani, N. S., & Putri, “Instrumen Penilaian Hasil Pembelajaran Kognitif Pada Tes Uraian Dan Tes Objektif.”

³³ Imam Zarkasyi & Syubani, *Durusullughah Al-‘Arabiyyah* (Ponorogo: Trimurti, n.d.).

³⁴ Anthony J. Nitko Susan M. Brookhart, *Educational Assessment of Students* (United States of America: Pearson Education, 2019).

³⁵ Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*.

proven to be good and reliable. This is because the form of tests and practice questions from chapter one to chapter fourteen in this book has a similar form, although with different methods of presenting questions. So that it makes it easier for students to learn Arabic in the early stages of learning.³⁶

Looking at the forms of tests presented in the book of *Durūs Al-Lugah Al-‘Arabiyyah* volume 1, most of them refer more to the three types of cognitive ability concepts according to Bloom's taxonomy,³⁷ which in relation to Arabic language learning in this book includes thinking ability, skills in carrying out tasks according to the material requested, and behaviour in solving exercise problems. These cognitive abilities include the ability of students to memorize, understand, and the ability to make perfect sentences from an Arabic vocabulary presented in the material.³⁸

The test form in the book of *Durūs Al-Lugah Al-‘Arabiyyah* by Imam Zarkasyi and Imam Syubani also includes two types of tests, namely tests with objective question forms and subjective question forms.³⁹ Tests with objective questions tend to refer to the ability to remember or understand students and understand the material. While tests with subjective questions tend to refer to questions of the mind according to what students have understood of the material.⁴⁰

³⁶ Acep Hermawan, *Penilaian Pembelajaran Bahasa Arab Prinsip Dan Operasionalisasi*.

³⁷ Pablo Moreno-Ger & Soumya Sen Anjan Dutta, Punyasha Chatterjee, Nilanjan Dey, "Cognitive Evaluation of Examinees by Dynamic Question Set Generation Based on Bloom's Taxonomy," *Taylor & Francis Online: IETE Journal of Research*, 2023, 1–13, <https://doi.org/https://doi.org/10.1080/03772063.2023.2175060>.

³⁸ Idris, M. M & Asyafah, "Penilaian Autentik Dalam Pembelajaran Pendidikan Agama Islam."

³⁹ Alaa Tharwat, "Classification Assessment Methods," *Applied Computing and Informatics* 17, no. 1 (2018): 168–92, <https://doi.org/10.1016/j.aci.2018.08.003>.

⁴⁰ C. A Dwyer, "Assessment and Classroom Learning: Theory and Practice," *Assessment in Education: Principles, Policy & Practice* 5, no. 1 (1998), <https://doi.org/https://doi.org/10.1080/0969595980050109>.

Tests with objective questions only require short answers in the form of entries or essays.⁴¹ Learners are asked to fill in the blank spots or answer columns provided in accordance with the context of the question listed. Based on the results of the researcher's analysis in the book of *Durūs Al-Lughah Al-‘Arabiyyah*, most of the practice questions in this book use objective tests in the form of completion tests and short answers, which are presented entirely in the form of essay tests and descriptions.⁴²

In general, the test forms in this book have met the criteria of Bloom's cognitive domain, which emphasizes intellectual aspects, such as test forms that trigger students' knowledge, understanding, and thinking skills. The test forms in this book lead students to the thinking process to express and process their thoughts so that they are able to apply theory into action. So that students can turn theory into their best skills and can produce something new as a product of their mind innovation.⁴³

In such a way, the form of the test presented in the book of *Durūs Al-Lughah Al-‘Arabiyyah* volume 1 gives learners the opportunity to answer freely the essay and description tests listed based on what they understand from learning the previous material. Characteristically, the practice questions in that book dominantly require learners to formulate their own word construction and language order that will be used in answering the test with their own language style.⁴⁴ The description in the book is also divided into two types of description, namely free essay test and limited essay test.

The big point that is very important in terms of Arabic language learning is the provision of many practice questions in accordance with the material and teaching materials, as well as regular or reliable where the form of the question does not change

⁴¹ Acep Hermawan, *Penilaian Pembelajaran Bahasa Arab Prinsip Dan Operasionalisasi*.

⁴² Dwyer, "Assessment and Classroom Learning: Theory and Practice."

⁴³ Mahmudi, *Evaluasi Pendidikan*.

⁴⁴ Annafiri and Zaini, "Madā Inqirāiyyati Kitāb Durus Al-Lughah Li Ash-Shaff Al-Awwal Bi Ma'hadi Dārissalam Gontor."

too contrastingly to make it easier for students in the early stages of learning to understand the meaning of what is asked in the question.⁴⁵ So, it is mandatory for teachers to dominantly direct and support students in learning Arabic using the book of *Durūs Al-Lugah Al-'Arabiyyah*, especially, to always be diligent in doing practice questions presented in the book and understanding the material.

At the end of the paragraphs of writing this article, we can conclude that the test in the book of *Durūs Al-Lugah Al-'Arabiyyah* volume 1 by Imam Zarkasyi and Imam Syubani is proven to be relevant and reliable in its use for learners in the early stages of Arabic language learning. The presentation of tests in this book although it contains quite complex material, but it is presented and displayed simply, so that students are easily able to understand the tests and practice questions in this book.

Conclusion

The forms of Arabic language tests in the book *Durūs Al-Lugah Al-'Arabiyyah* volume 1, are the same as the forms of tests generally used "Bloms Taxonomy" but only some are used, there are: first, memory questions (objective). The objective tests used in *Durūs Al-Lugah Al-'Arabiyyah* volume 1 are completion and short answer tests. Second, questions of the mind (subjective tests). Subjective test (description or essay) is a test whose question form is such that it gives students the opportunity to answer freely with a description. The lack of test forms in this book is not all forms of tests used, only some of them and the tests in the book are used for beginners in learning Arabic, this book also prioritizes the direct method in its initial stages.

While the advantages of the test forms in the book *Durūs Al-Lugah Al-'Arabiyyah* volume 1, it is very good to improve skills in speaking Arabic correctly, and can solve various problems that occur in learning Arabic, while in operational steps it seems easy and simple, even though in practice it looks difficult and

⁴⁵ Zainul Asmawi & Noehi Nasution, *Penilaian Hasil Belajar*.

complicated, and the discussion is limited to the text studied.	486
Apparently, the book of <i>Durūs Al-Lughah Al-‘Arabīyyah</i> volume 1	487
is a book of Arabic lessons for beginners which is the basis of	488
mastering Arabic and can be used for daily speaking practice.	489
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