

Assessment Design and Analysis of Arabic Reading Skills Instructional Materials

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Abstract:

Instructional materials play a vital role in learning, with assessment design being crucial for evaluating learning outcomes. This article focuses on the assessment design of reading skills instructional materials through test instruments and their analysis using surveys. The study employs a qualitative literature review approach, utilizing documentation study techniques for data collection and enhanced diligence in analysis. Test instruments are essential for evaluating students' abilities, hinging on validity, reliability, practicality, discrimination, and objectivity. Language tests vary based on test-taking methods, answer formats, and assessment methods while reading skills encompass mechanical, comprehension, and extensive aspects. The criteria for test instruments include reliability, validity, practicality, discrimination, and objectivity, with design steps involving goal setting, material selection, question development, difficulty level adjustment, testing, evaluation, and result utilization. Survey-based analysis evaluates content, presentation, language, readability, graphics, and production, considering relevance, sufficiency, accuracy, proportionality, readability, and graphic quality. Well-designed instruments and materials can significantly enhance Arabic reading skills.

Keywords: *Instructional Materials, Arabic Reading Skills, Test Instruments, Survey-Based Analysis*

Introduction

Instructional materials are an essential component of the implementation of education and are part of the educational curriculum, especially in Arabic language learning.¹ The modern Arabic language learning curriculum encompasses six key elements: (1) learning objectives, (2) instructional materials, (3) teaching methods, (4) learning activities, (5) learning media, and (6) learning assessment.²

¹ Abd Muis and Mursalim Mursalim, "Analysis of Fiqih Textbooks for Madrasah Aliyah Grade X : A Contextual Learning Review," *IJIE International Journal of Islamic Education* 2, no. 2 (December 31, 2023): 89–102, <https://doi.org/10.35719/ijie.v2i2.1902>.

² Maksudin and Qoim Nurani, *Pengembangan Kurikulum Pembelajaran Bahasa Arab (Teori Dan Praktik)* (Yogyakarta: Pascasarjana Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta, 2018).

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The structured educational resources known as instructional materials are made to assist teachers and students in the teaching and learning process.³ Lesson content, teaching strategies, guidelines, and assessment criteria are all included in this set of educational resources. They are designed in an appealing manner to accomplish the intended learning goals, which include a thorough mastery of competencies or their sub-components. The development of instructional materials requires careful planning and the use of language that aligns with instructional principles, considering that these materials will serve as guides for teachers in supporting the learning process.⁴

Learning materials hold significant importance in facilitating the educational process. They provide clear instructions for students to follow during learning activities and facilitate access to the necessary content for each learning task.⁵ Instructional materials are the foundation of teaching, guiding subject content and sustaining continuous learning for students to achieve their goals.⁶ They act as a bridge between teachers and students, allowing for independent study by students due to their flexible nature.⁷

Instructional materials consist of three components that characterize them: the main component, the complementary component, and the evaluation of learning outcomes.⁸ The main component encompasses the scope of information, and the materials that need to be mastered in line with the learning outcomes students are required to reach. The supplementary component includes additional information such as enrichment materials and others. The evaluation of learning outcomes component comprises exercises, whether in the form of tests or non-tests, which can be used for both formative and summative assessment of students during the learning process. Hamid et al. assert that the completeness of these components is one of the aspects and factors that need to be considered in selecting, determining, and developing instructional materials⁹.

³ A. Alenezi, "The Role of E-Learning Materials in Enhancing Teaching and Learning Behaviors," *International Journal of Information and Education Technology* 10, no. 1 (2020): 48–56, <https://doi.org/10.18178/ijiet.2020.10.1.1338>.

⁴ Bambang Irawan, "Developing Arabic Teaching Materials Based on Local Culture to Enhance Reading Skills And Its Implications on Self-Regulated Learning," *IJIE International Journal of Islamic Education* 2, no. 2 (December 31, 2023): 57–72, <https://doi.org/10.35719/ijie.v2i2.1895>.

⁵ Emidar Emidar and Vivi Indriyani, "The Effect of Learning Planning Skills and Teaching Material Development Skill on Teacher Teaching Skills," *JPPi (Jurnal Penelitian Pendidikan Indonesia)* 9, no. 3 (September 1, 2023): 1804, <https://doi.org/10.29210/020232814>.

⁶ Martan Martan, Abdul Hafidz Zaid, and Ihwan Mahmudi, "TEACHING MATERIALS DEVELOPMENT FOR IMLÂ' LESSON TO ENHANCE STUDENT'S WRITING SKILLS," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (June 30, 2021): 46–59, <https://doi.org/10.15408/a.v8i1.17559>.

⁷ Khairi Abu Syairi, "Pengembangan Bahan Ajar Bahasa Arab," *Dinamika Ilmu* 13, no. 1 (2013): 51–66, <https://doi.org/10.21093/di.v13i1.275>.

⁸ Paulina Pannen, "Mengajar Di Perguruan Tinggi," in *Pengembangan Bahan Ajar* (Jakarta: PAU-PPAI, Universitas Terbuka, 1996).

⁹ M. Abdul Hamid, Uril Baharuddin, and Bisri Mustofa, *Pembelajaran Bahasa Arab: Pendekatan, Metode, Strategi, Materi, Dan Media* (Malang: UIN-Maliki Press, 2008), <http://repository.uin-malang.ac.id/1603/>.

The evaluation component of learning outcomes is one of the crucial elements in instructional materials.¹⁰ Its presence within the instructional materials is highly significant, as the materials provided, presented, and discussed in the preceding two components necessitate evaluation through exercises, feedback, and reinforcement.¹¹ In the context of learning, it is imperative to encompass several skill aspects, including Arabic reading skills.

Reading skills are one of the crucial aspects in mastering the Arabic language, aimed at enhancing language skill.¹² The focus of learning reading skills is to strengthen students' fluency and comprehension in capturing the content of texts and developing their overall reading ability.¹³ The evaluation of instructional materials on the subject of reading skills to be designed and developed while considering several aspects, such as the primary aspect which is the alignment of the content with the curriculum in place at that time. In its implementation, the evaluation of instructional materials for reading skills is conducted in the form of test-based assessments. Within these tests, there are instruments utilized, and these instruments must meet several criteria such as validity, reliability, objectivity,¹⁴ and can serve as indicators of students' success in mastering the learning materials for reading skills.¹⁵

Methods

This article is a literature review conducted with a qualitative approach. As quoted by Rita Kumala Sari, Mardalis defines library research as a study used to gather information and data utilizing various materials available in the library, such as documents, books, journals, and others.¹⁶ The qualitative approach involves presenting data in a naturalistic manner.¹⁷ The data sources in this research consist of several books, journals, and other literature supporting the acquisition of data related to the topic of assessment design and analysis of instructional materials for Arabic

¹⁰ Miguel Ysrael Ramirez-Sanchez et al., "Evaluation of the Main Components for Learning with Materials in Educational Platforms," *International Journal of Education and Practice* 10, no. 2 (April 7, 2022): 96–106, <https://doi.org/10.18488/61.v10i2.2954>.

¹¹ Ghaisyah Dwi Mayandri, Haryadi Haryadi, And Rahayu Pristiwati, "Evaluasi Kelayakan Isi, Materi, Bahasa Dan Keterbacaan Pada Buku Ajar Bahasa Indonesia SMA," *Asas: Jurnal Sastra* 11, no. 1 (2022): 118–33, <https://doi.org/10.24114/ajs.v11i1.31860>.

¹² Irawan, "Developing Arabic Teaching Materials Based on Local Culture to Enhance Reading Skills And Its Implications on Self-Regulated Learning."

¹³ Dian Febrianingsih, "Keterampilan Membaca Dalam Pembelajaran Bahasa Arab," *SALIMIYA: Jurnal Studi Ilmu Keagamaan Islam* 2, no. 2 (2021): 21–39, <https://ejournal.iaifa.ac.id/index.php/salimiya>.

¹⁴ Muhammad Abdu Al-Khaliq Muhammad, *Ikhtibar Al-Lughab* (Riyadh: King Saud University Press, 1996).

¹⁵ Ramirez-Sanchez et al., "Evaluation of the Main Components for Learning with Materials in Educational Platforms."

¹⁶ Rita Kumala Sari, "Penelitian Kepustakaan Dalam Penelitian Pengembangan Pendidikan Bahasa Indonesia," *Jurnal Borneo Humaniora* 4, no. 2 (December 9, 2021): 60–69, https://doi.org/10.35334/borneo_humaniora.v4i2.2249.

¹⁷ Sugiyono Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: ALFABETA, 2022).

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reading skills. The data collection technique employed in this study is documentary study. Documentary study involves the process of gathering data from sources such as records, books, journals, magazines, and other literature.¹⁸ The data analysis technique utilized in this research is the technique of perseverance enhancement. Perseverance enhancement entails conducting observations with greater precision and continuity, ensuring the certainty and sequence of data can be recorded accurately and systematically. Thus, researchers can provide accurate and systematic descriptions of the observed data,¹⁹ in this case, descriptions of assessment design and analysis of instructional materials for Arabic reading skills

Results and Discussion

In this section, the researcher will elucidate the research findings and analyze them in alignment with the predetermined research objectives, specifically:

1. Test Instruments for Arabic Reading Skills

a. *Concept of Test Instruments*

According to Suharsimi Arikunto, as later cited by Rohmad in his book, an instrument is something that aids individuals in completing tasks or achieving goals effectively or efficiently. Moreover, instruments are often identified as tools, hence evaluation instruments can be considered as evaluation tools. The success of an instrument is measured based on its ability to evaluate in accordance with actual conditions.²⁰ Therefore, instruments can be regarded as means to achieve a goal. Evaluation instruments, for example, are used as tools to assess or measure the extent of students' understanding of the subject matter. An effective instrument is one that meets certain standards, capable of producing accurate data in line with its objectives, and only measures specifically targeted behaviors. Characteristics of effective evaluation instruments include validity, reliability, relevance, representativeness, practicality, discriminative ability, specificity, and proportionality.²¹

Etymologically, the word "test" originates from the Old French "*testum*" which originally referred to a plate used for separating precious metals. In English, this term is spelled as "test," and in Indonesian, it can be translated as "*tes*" "*ujian*" or "*percobaan*" In Arabic, the corresponding term is "*Imtihan*". Several related terms need to be clearly understood, such as test, testing (*pengujian*),,

¹⁸ Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006).

¹⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.

²⁰ Rohmad, *Pengembangan Instrumen Evaluasi Dan Penelitian* (Yogyakarta: KALIMEDIA, 2017), <https://repository.uinsaizu.ac.id/10983/>.

²¹ Zainal Arifin, *Evaluasi Pembelajaran : Prinsip, Teknik, Prosedur* (Bandung: PT Remaja Rosdakarya, 2017).

tester (penguji), and the tested individual (*orang yang diuji*). The term of test refers to the tool or procedure used in the process of measurement and assessment. Testing denotes the implementation or occurrence when measurement and assessment take place. Tester refers to the individual who administers the test, designs the test, or conducts experiments. Meanwhile, The tested individuals refer to the parties who are the subjects of the test or experiment, namely the test or experiment participants.²²

In general, tests have two purposes: (1) to assess students' progress, they are used to determine the degree of accomplishment attained by students following a learning process over a predetermined amount of time, and (2) to assess the efficacy of learning programs, they are used to ascertain whether these programs have achieved their intended goals.²³

b. Identifying Types of Language Tests

There are various criteria that can be employed to identify the types of language tests, including Arabic language tests. However, for practical purposes, the discussion on test types in this context is confined to three main criteria: test-taking method, format of responses, and assessment methods.

- 1) In terms of the test-taking method criterion, language tests -including Arabic- are categorized into two types: written tests and oral tests
- 2) Regarding the format of responses criterion, tests can be grouped based on the format of responses into (a) essay tests, (b) multiple-choice tests, and (c) short-answer tests.²⁴
- 3) Concerning the assessment methods criterion, there are two common approaches. The first is subjective assessment, in which the evaluation of answers is shaped by the examiner's personal impressions and opinions. The second is objective assessment, where identical answers to a specific question would consistently receive the same score, regardless of the examiner.²⁵

c. Characteristics and Scope of Reading Skills

Reading skills can generally be categorized into three main types:

- 1) Mechanical skills, which are regarded as having a lower priority, include: (a) recognizing letter forms, (b) identifying linguistic elements such as phonemes, words, phrases, clause patterns, and

²² Siti Maratus Solekah, "Pengembangan Instrumen Tes Mahārah Qirā'ah Untuk Mahasiswa Bahasa Arab Berbasis Komputer Menggunakan Software Lectora Inspire" (UIN Sunan Kalijaga Yogyakarta, 2015), <https://digilib.uin-suka.ac.id/id/eprint/17679/>.

²³ Abdul Wahab Rosyidi and Mamlu'atul Ni'mah, *Memahami Konsep Dasar Pembelajaran Bahasa Arab* (Malang: UIN-Maliki Press, 2011), <http://repository.uin-malang.ac.id/1236/>.

²⁴ Mohammad Matsna and Erta Mahyudin, *Pengembangan Evaluasi Dan Tes Bahasa Arab* (Tangerang Selatan: Al-Kitabah, 2012).

²⁵ Solekah, "Pengembangan Instrumen Tes Mahārah Qirā'ah Untuk Mahasiswa Bahasa Arab Berbasis Komputer Menggunakan Software Lectora Inspire."

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sentences, (c) understanding the relationship between spelling patterns and sounds (the ability to pronounce written texts), and (d) reading at a slow pace.²⁶

- 2) Comprehension skills, considered more critical, involve: (a) understanding fundamental meanings, including lexical, grammatical, and rhetorical aspects, (b) interpreting deeper meanings, such as the author's intent, cultural relevance, and reader response, (c) evaluating and analyzing the content and structure of texts, and (d) applying flexible reading strategies suitable for various contexts.
- 3) Extensive reading skills aim to enhance students' understanding of the content of a text. According to Broughton, as cited by Mahyudin, extensive reading includes: (a) reading comprehensively, (b) skimming, (c) scanning, (d) intensive reading, and (e) reading supplements and models.²⁷

2. Criteria of Test Instruments for Arabic Reading Skills

Muhammad Abdul Khaliq Muhammad, in his book entitled "*Ikhtibar al-Lughab*" outlines the criteria for a good test,²⁸ stating that:

- a) Reliability or consistency. Consistency or stability means not being variable. For example, when measuring several objects with a metric scale, whether it's measuring the length and width of the object, and then after some time being able to measure the same object with the same metric scale and obtain the same result without fluctuations as long as the length and width remain the same. If a test is associated with evaluating student learning progress, then stability and consistency are achieved when repeated measurements of the same student always show consistent and stable results.²⁹ According to Syaifudin, the principle of reliability is in the question "to what extent do repeated measurements on the same student or group of students yield relatively unchanged results?" As long as the results obtained are always the same or at least close to the same, then it can be categorized that the test instrument has a sufficiently high reliability. The instability of a test can also be influenced by several factors, including time, conditions, the seriousness of students in answering questions, and factors beyond the control of the test maker and test taker.³⁰

²⁶ Aziz Fakhurrozi and Erta Mahyudin, *Pembelajaran Bahasa Arab* (Jakarta: Direktorat Jenderal Pendidikan Islam Kementerian Agama, 2012).

²⁷ Matsna and Mahyudin, *Pengembangan Evaluasi Dan Tes Bahasa Arab*.

²⁸ Muhammad, *Ikhtibar al-Lughab*.

²⁹ Erlinawati Erlinawati and Muslimah Muslimah, "Test Validity and Reliability in Learning Evaluation," *Bulletin of Community Engagement* 1, no. 1 (January 6, 2021): 26, <https://doi.org/10.51278/bce.v1i1.96>.

³⁰ Syaifudin, "Validitas Dan Reliabilitas Instrumen Penilaian Pada Mata Pelajaran Bahasa Arab," *Jurnal Kajian Perbatasan Antarnegara, Diplomasi Dan Hubungan Internasional* 3, no. 2 (2020): 106–18, <https://journal.iaisambas.ac.id/index.php/Cross-Border/article/download/553/447>.

- b) Validity. Djwandono (1996) asserts that validity refers to the alignment between a test and what it intends to measure.³¹ If a test is meant to assess students' vocabulary, then it should accurately measure their vocabulary and not other factors like grammar rules and pronunciation. If the test aims to measure reading ability, then the instructor designs it with passages and questions related to reading skills, such as main ideas, supporting ideas, and facts. A test designed to measure translation skills does not imply that it becomes the standard for evaluating speaking ability. We cannot measure a student's Arabic language proficiency solely by assessing the loudness and clarity of their voice. Validity is the relationship between a test as a measuring instrument and the element or skill it intends to measure. The overall validity of a test is based on the validity of each item within it.³²
- c) Practicality is crucial in a test, as it should be easy to administer in terms of correction, cost, conditions, and availability of necessary testing equipment. Therefore, those tasked with designing the test need to consider several practical considerations, including (1) the ease of correcting the test after it has been taken, (2) the financial cost of conducting the exam, and (3) all aspects encompassed within the exam-taking situation.
- d) Discrimination. A good test is capable of distinguishing the abilities of participants or students who excel, are average, and are low. In this case, test makers must be as precise as possible in crafting questions of varying difficulty levels. Not all questions should be difficult, as they would only be answerable by high-achieving participants or those who excel in the field being tested. Similarly, questions should not be too easy, as they would fail to differentiate between the abilities of individual students.
- e) Objectivity. Objectivity in tests can be achieved by understanding the test's objectives. Instructions and guidelines should be easily comprehensible for test takers to ensure that the results align with the intentions of the test creator.

3. Designing the Steps of Test Instruments for Arabic Reading Skill

The steps in designing these test instruments may include:

- a) Setting objectives, which involves identifying the goals of measuring Arabic reading abilities, such as text comprehension, clear pronunciation, or other aspects.

³¹ Roviin, "Evaluasi Pembelajaran Bahasa Arab (Kajian Tentang Instrumen Tes)," *Arabia* 10, no. 1 (2018): 207–9, <https://doi.org/10.21043/arabia.v10i1.3085>.

³² Erlinawati and Muslimah, "Test Validity and Reliability in Learning Evaluation."

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- b) Selecting reading materials, which entails choosing texts that are suitable for the desired proficiency level and relevant to the test takers' needs, such as religious texts, literature, or news articles.
- c) Developing questions, which involves designing various types of questions that assess different aspects of reading abilities, such as understanding word meanings, identifying information in texts, and interpreting messages from texts.
- d) Adjusting difficulty levels, which involves ensuring that the difficulty level of the questions matches the test takers' abilities, so that the test can accurately measure their proficiency.
- e) Testing and validation, which involves testing the test instrument with a sample of participants or students to ensure its reliability and validity, and making revisions based on feedback.
- f) Test implementation, which involves conducting the test according to established procedures, including time management and providing a supportive environment.
- g) Evaluating results, which involves analyzing test results to assess participants' Arabic reading abilities and providing useful feedback.
- h) Using results, which involves utilizing test results for various purposes, such as determining appropriate learning programs, providing certification, or offering recommendations to improve reading abilities.

Thus, designing Arabic reading test instruments for non-Arabic speakers requires careful planning and consideration of various factors to ensure the accuracy of participants' ability measurements.³³

4. Design of Test Instruments for Arabic Reading Skill

The design of Arabic reading test instruments involves the process of creating evaluation tools or tests used to measure an individual's ability to read Arabic texts, especially for those who are not native Arabic speakers. Its primary goal is to assess how well someone can comprehend and articulate Arabic texts accurately, even if they do not have a background as native speakers of the language. In designing the reading skill learning test instrument, Munip (2017) provides examples of reading proficiency assessment instruments³⁴ as follows:

³³ Abdul Munip, *Penilaian Pembelajaran Bahasa Arab* (Yogyakarta: Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta, 2017), <http://tarbiyah.uin-suka.ac.id/>.

³⁴ Munip.

- a) Reading Fluency. The objective is to provide students with the opportunity to practice reading Arabic text correctly and fluently.³⁵ The instruction reads as follows:

اقرأ النص الآتي قراءة فصيحة!

(Read the following text fluently!)

- b) Determining explicit facts in the text. The aim is to provide students with an opportunity to understand the text they have read.³⁶ The instruction reads as follows:

أجب عن الأسئلة الآتية طبقا للنص السابق!

(Answer the following questions based on the previous text!)

- c) Determining the main idea of a paragraph. The aim is to discern the essence or core language within a paragraph being read.³⁷ The instruction reads as follows:

اقرأ النص الآتي ثم حدد الفكرة الرئيسية بوضع علامة (X) على الإجابة الصحيحة!

(Read the following text, then identify the main idea by placing a mark (X) on the correct answer!)

- d) Identifying supporting ideas within a paragraph. The instruction reads as follows:

في ضوء النص السابق حدد الفكرة المساعدة فيه بوضع علامة (X) على الإجابة الصحيحة!

(In light of the previous text, identify the supporting idea by placing a mark (X) on the correct answer!)

- e) Summarizing the main idea of a reading. The sentence structures typically involve several questions with brief answers, addressing the 5W + 1H questions, such as:

من أين حضر محمد؟، ماذا شاهد؟، لماذا حضر محمود إلى أمريكا؟

(Where did Mubammad come from? What did he see? Why did Mahmud attend to America?)

- f) Critiquing a reading. The instruction reads as follows:

هل توافق بما شاهد أصدقاء كريم فيلما غربيا؟ لماذا؟

(Do you agree with what Kareem's friends said about the Western movie? Why?)

³⁵ Nur Azizah, "Upaya Meningkatkan Keterampilan Membaca Bahasa Arab Melalui Metode Pembelajaran Peer Teaching Pada Siswa Kelas X D Man 3 Bireuen Tahun Pelajaran 2022/2023," *Serambi Akademica Jurnal Pendidikan, Sains Dan Humaniora* 11, no. 4 (2023): 383–98, <https://doi.org/10.21043/arabia.v10i1.3085>.

³⁶ Khoiroton Ni'mah and Durrotun Nafisah, "Pelaksanaan Evaluasi Pembelajaran Bahasa Arab Di Sd Negeri Tlogorejo Sukodadi Lamongan," *Al-Fakkaar: Jurnal Ilmiah Pendidikan Bahasa Arab* 1, no. 1 (2020): 23–39, <https://doi.org/10.52166/alf.v1i1.1882>.

³⁷ Rendy Triandy, "Pembelajaran Mengidentifikasi Ide Pokok Dalam Artikel Dengan Metode Inquiry Pada Siswa Kelas X Sma Pasundan 2 Bandung," *Literasi: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia Dan Daerah* 7, no. 2 (November 6, 2017): 143, <https://doi.org/10.23969/literasi.v7i2.525>.

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g) Translating the content of the text. The instruction reads as follows:

ترجم النص التالي إلى اللغة الإندونيسية الجيدة!

(Translate the following text into Babasa Indonesia correctly!)

h) Matching sentences with pictures.³⁸ The instruction reads as follows:

لاحظ مجموعة الصور ثم اقرأ الجمل التي تحتها وضع علامة (√) تحت الصورة التي تعبر عن الجملة!

(Examine the set of pictures, then read the sentences underneath and place a check mark (√) under the picture that represents the sentence!)

i) True or False Questions. The instruction reads as follows:

ضع دائرة حول الحرف (ص) إذا كانت العبارة التي تقرأها مناسبة بالنص السابق، وإلا فضع الدائرة

حول الحرف (خ)

(Circle the letter ص if the phrase you are reading is appropriate in the previous text, otherwise, circle the letter خ)

j) Filling in the blanks. In this case, one or more paragraphs will be presented with certain words blanked.

k) Constructing sentences by ordering numbers.³⁹ The instruction reads as follows:

اقرأ الجمل الآتية ورتبها متسلسلة حسب وقوعها وفقا لما يفيد النص الذي قرأته سابقا، ثم ضع أرقام

الجمل متسلسلة في الفراغ المعد للجواب!

(Read the following sentences and arrange them in sequence according to the order of events as indicated by the previously read text. Then, write the sequential numbers of the sentences in the space provided for the answer!)

l) Searching for similarity or synonym of vocabulary words. The instruction reads as follows

أعط كلمة مرادفة للكلمات الآتية التي وضع خط تحت كل منها في النص ذاته!

(Provide a synonym for each of the underlined words in the same text)

5. Designing the Survey-based Analysis of Instructional Materials

Instructional materials are a crucial part of the educational process. They make it easier for teachers to conduct lessons and help students learn more effectively. Instructional materials can be

³⁸ Muhammad, *Iktibar Al-Lughab*.

³⁹ Muhammad Ali Al-Khulli, *Al-Iktibar Al-Lughawiyah* (Sweileh: Dar al-Falah Publishing, 2000).

designed to meet the needs and characteristics of the subject matter that the teacher will present to the students.⁴⁰

According to Eddy Wibowo, good instructional materials must meet several aspects when evaluated and analyzed. Analysis can be defined as the activity of investigating and breaking down an issue, in this case, the instructional materials, with the hope that these materials become more appropriate.⁴¹ The aspects in question are:

- a) Content Aspect. Learning materials are presented with consideration to several factors, including: (a) relevance, meaning the materials are aligned with curriculum requirements, necessary competencies, specific education levels, and the developmental stages and characteristics of students; (b) sufficiency, ensuring the materials adequately meet the expected competency achievements; (c) accuracy of the content; and (d) proportionality.⁴²
- b) Presentation aspect. This involves presenting material in a complete and systematic manner that aligns with student-centered learning requirements, making it easy and enjoyable for students. According to William Francis Mackey, there are four criteria for good instructional materials: (a) Selection, which considers learning objectives, proficiency level, and learning duration; (b) Gradation, which has two sub-aspects: grouping, based on patterns of uniformity, contrast, and parallelism, and sequencing, which follows the psychological learning principle of moving from general to specific, brief to extensive, few to many, easy to difficult, and simple to complex; (c) Presentation, where well-selected and grouped material is delivered and comprehended effectively by students; and (d) Repetition.⁴³
- c) Language and Readability Aspects. Language is a means of conveying and presenting materials such as vocabulary, sentences, paragraphs, and discourse. Readability relates to the level of ease with which students of a certain grade can understand the language.⁴⁴
- d) Graphic Aspects. Graphics are a part of the instructional materials that relate to physical attributes, including size, type of paper, print quality, font size, color, and illustrations, which make students enjoy and ultimately develop an interest in reading them.⁴⁵

⁴⁰ Magdalena et al., "Analisis Bahan Ajar."

⁴¹ Magdalena et al.

⁴² Susanti, "Studi Analisis Materi Ajar "Buku Teks Pelajaran" Pada Mata Pelajaran Bahasa Arab Di Kelas Tinggi Madrasah Ibtidaiyah."

⁴³ Siti Aprilyanti and Hafidah Hafidah, "Analisis Penilaian Bahan Ajar Buku Siswa Bahas Arab (Pendekatan BSNP) Kelas 10 Madrasah Aliyah Terbitan Kementerian Agama Republik Indonesia 2020," *Uktub: Journal of Arabic Studies* 3, no. 1 (June 30, 2023): 63–82, <https://doi.org/10.32678/uktub.v3i1.9097>.

⁴⁴ Susanti, "Studi Analisis Materi Ajar "Buku Teks Pelajaran" Pada Mata Pelajaran Bahasa Arab Di Kelas Tinggi Madrasah Ibtidaiyah."

⁴⁵ Susanti.

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Therefore, when instructional materials are analyzed and evaluated to meet several theoretical aspects mentioned above, these instructional materials qualify as good materials. They are indeed worthy of projection and dissemination for study and utilization as one of the learning resources. To facilitate the analysis of instructional materials, it is necessary to create and organize a survey or questionnaire. With the presence of this questionnaire, the assessment and analysis process becomes more comprehensive, ensuring that no aspect or sub-aspect of analysis is overlooked.

The making of a survey-based analysis can be organized and formatted in a table with several columns, including a column for number, a column for aspects/indicators, an assessment score column, and a remarks column (if additional information is required). The number of rows should be adjusted based on the number of aspects or indicators provided. In general, the analysis aspects mentioned above include four categories: content, presentation, language and readability, and graphics and production. The assessment process of a survey can be carried out independently by the product developer, by peers, and by expert validators to ensure a more objective evaluation.

Specifically for reading skills material, here are some example indicators that can be used for assessment based on certain aspects.

- a) Content and Presentation. Several indicators that can serve as assessment guidelines include:
 - 1) The content aligns with and covers the basic competencies.
 - 2) The content is presented simply and is easy to understand.
 - 3) The content is presented with consideration for the available time.
 - 4) The content is relevant to current and up-to-date conditions.
 - 5) The content is organized based on correct and systematic concepts.
 - 6) Examples provided are concrete, illustrative, and real.
 - 7) Content evaluation refers to the objectives.
 - 8) Content evaluation refers to the concepts that have been studied (Arabic Reading Skill).
 - 9) Content evaluation takes into account the difficulty level of the students.
- b) Language and Readability. Several indicators that can serve as assessment guidelines include:
 - 1) The language used is easy to understand.
 - 2) The language used is simple.
 - 3) The choice of words is appropriate for the understanding and abilities of the students.
 - 4) The language used does not create double meanings or ambiguities.
 - 5) The sentence structures used comply with correct grammatical rules.
- c) Graphics, Typography, and Production. Several indicators that can serve as assessment guidelines include:

- 1) The design and layout are neat and attractive.
- 2) The balance of proportion between images and text.
- 3) The color composition is appropriate.
- 4) The text is easy to read.
- 5) The type and size of the font used are appropriate.
- 6) The line spacing is wide and comfortable.
- 7) The size of the instructional materials is suitable for the characteristics of the students.
- 8) The type and quality of paper used are good (if it's print-based).
- 9) The instructional materials are easy to operate (if it's non-print-based).

Conclusion

Test instruments are tools that assist in evaluating students' abilities, and their effectiveness depends on their validity, reliability, practicality, discrimination, and objectivity. Identifying the types of Arabic language tests involves understanding the test-taking methods, answer formats, and assessment methods. Meanwhile, the nature and scope of reading skills encompass mechanical aspects, comprehension, and extensive reading.

The criteria for test instruments in Arabic reading skills encompass reliability, validity, practicality, discrimination, and objectivity. Reliability pertains to the consistency of test outcomes, validity ensures the test assesses the intended aspects, practicality refers to ease of administration, discrimination highlights the ability to distinguish students' varying skill levels, and objectivity ensures alignment with the test's purpose. The process of designing a test instrument involves defining objectives, selecting appropriate reading materials, creating questions, calibrating difficulty levels, conducting trials and validation, administering the test, evaluating the results, and applying the findings effectively.

The design of instructional material analysis based on survey considers aspects such as content, presentation, language and readability, and graphics and production. Evaluating instructional materials involves assessing their relevance, sufficiency, accuracy, proportionality, comprehensibility, and language readability. Additionally, aspects of graphics, typography, and production are considered to maintain the quality of the instructional materials. By paying attention to all these aspects, well-designed test instruments and instructional materials will positively contribute to measuring and enhancing the Arabic reading skills of non-Arabic speakers.

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