

## Arabic Listening Skill Test of 'Al-Arabiya Baina Yadaik Volume 1 and 2 Through Bloom's Taxonomy

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### Abstract

This research aims to explore and explain the evaluation of Arabic language listening skills tests based on Bloom's Taxonomy, primarily focusing on utilizing the 'al-Arabiya Baina Yadaik' books in the first two volumes. This study utilizes a qualitative approach, specifically a descriptive analytical method, when the data is derived from literary sources. The primary focus of the data is 'Al-Arabiya Baina Yadaik Volumes 1 and 2, the books that serve as the focal point of analysis to understand content related to listening skills in Arabic. The data was obtained through an in-depth study of the content of 'Al-Arabiya Baina Yadaik books. The data collection method involves a comprehensive analysis of the text to identify question structures and difficulty levels according to Bloom's taxonomy. The analysis results indicate that listening skills tests based on Bloom's taxonomy, 'al-Arabiya Baina Yadaik' Volumes 1 and 2, suit beginner learners. In Volume 1, the remembering level (C1) has five types of test questions (33%), while the understanding level (C2) has 11 types (67%). In Volume 2, Remembering (C1) has one question (10%), Understanding (C2) has five questions (50%), Analysis (C4) has two questions (20%), and Evaluation (C6) has two questions (20%). This research contributes significantly to developing Arabic language listening skills tests and offers valuable guidance for educators in selecting appropriate teaching materials.

### Keywords

Al-Arabiya Baina Yadaik; Bloom's Taxonomy; Listening Skill Test



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## INTRODUCTION

The Arabic language plays a significant role as one of the world languages, especially in the current context of globalization. Arabic serves not only as a language of religion and unity for the Muslim community but also as a language of knowledge that has given birth to great works in various fields of science. Furthermore, Arabic can also be considered the cornerstone for the rapid growth of modern science today. Additionally, on the international stage, Arabic is recognized as an official language in the activities of the United Nations (UN) (Fathoni Fathoni, 2021).

Listening skills are crucial in achieving language proficiency, enabling individuals to communicate effectively in various formal and informal (Sari, 2016). Therefore, developing tests assessing listening skills in Arabic is highly relevant and crucial in language education. Bloom's Taxonomy has long been the foundation in education for categorizing learning objectives and assessing the cognitive complexity of tasks or learning activities. With its six levels ranging from the most basic (remembering) to the highest (evaluating), Bloom's Taxonomy provides a strong foundation for designing tests that meet the desired learning standards (Ulfah & Arifudin, 2023).

The book series 'al-Arabiya Baina Yadaik' is well-known and has been used by many students worldwide as a resource for learning the Arabic language (Riza Pahlevi, 2020). Volumes 1 and 2 of this series form a crucial foundation for understanding the structure of the Arabic language and building basic vocabulary. However, there has yet to be a specific study that analyzes to what extent the listening skill tests presented in this book reflect the level of cognitive complexity according to Bloom's Taxonomy. The research update adopts a deeper analytical approach towards the listening skills test within 'Al-Arabiya Baina Yadaik Volume 1 and 2'. This test is analyzed based on Bloom's taxonomy. Meanwhile, previous research primarily emphasized the book series's content, methods, and evaluation, as demonstrated by Laila Farah Fitria's work. There was also research focusing solely on the grammatical structure (at-tarākīb an-naḥwiyyah) within the book, such as Mukhlisoh et al., who found that the Arabic grammatical structure involved pattern exercises presented through conversations and reinforced with colorful illustrations (Mukhlisoh et al., 2023).

Furthermore, there was a study titled "Analysis of Grammatical Cohesion in Qira'at (the Reading) of Al-Arabiya Baina Yadaik II". This study indicated that the referential devices in the qira'at text include 'mufrad,' 'mutsanna,' and plural forms. Additionally, they identified nominal and clause substitution devices, nominal, verbal, and clause ellipsis, as well as temporal, causal, additive, and adversative conjunctions within the grammar of the book (Ahsanuddin & Ma'sum,

2021). Beyond these three studies, there was research analyzing the components and stages of presenting the book's material, as conducted by Riza Pahlevi (Riza Pahlevi, 2020), and a study focusing on the implementation of the book within an Arabic language course at Baitul Arabi Aceh. This latter study concluded that the book could enhance students' proficiency in mastering Arabic vocabulary (Rasyid et al., 2022).

Therefore, this study aims to thoroughly analyze the listening skill tests in the books 'al-Arabiya Baina Yadaik Volumes 1 and 2 using Bloom's Taxonomy approach. Through this analysis, a more precise understanding will emerge regarding how this book can assist learners in developing their Arabic listening skills according to the desired level of cognitive complexity. The results of this research are expected to significantly contribute to developing the Arabic language curriculum and teaching methods, particularly in listening skills. Additionally, this study's findings can serve as a valuable reference for Arabic language instructors in selecting or customizing listening skill tests that align with the desired learning objectives.

## **METHOD**

This research is a qualitative study emphasizing an in-depth literature review approach. The data for this research is sourced from secondary literature related to Arabic language listening skills, including the books *al-Arabiya Baina Yadaik Volume 1 and 2*, as well as scholarly articles and academic journals that are highly relevant. The data collection phase involves systematically searching and selecting literature based on relevance and the quality of available information. Subsequently, a meticulous analysis of the listening skill test materials in both books is conducted. The gathered data will be categorized and classified based on critical aspects of listening skill tests, including task complexity, types of questions, and difficulty levels. Through this thorough analytical process, data interpretation will be performed to assess the extent to which this test reflects cognitive complexity levels according to Bloom's taxonomy. This research is expected to contribute substantially to a deeper understanding of the effectiveness of listening skill tests in the context of Arabic language learning.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **A. Test**

The word 'test' originates from the Latin word 'testum,' which means a plate or a vessel made of clay used for selecting precious metals from other substances like sand, stone, soil, Etc. (Arifin, 2011). In terminology, Suharsimi Arikunto states that a test is a tool or method used to assess or measure something by established procedures and rules (Suharsimi Arikunto, 2002). Meanwhile, according to Djemari, a test is one way to indirectly estimate a person's ability through their response to stimuli or questions (Djemari Mardapi, 2008)

Tests serve as fundamental tools to both enhance the learning process and evaluate various aspects of human behavior, encompassing knowledge (cognitive), attitudes (affective), and skills (psychomotor) (Sumarna Surapranata, 2007). A test can be deemed effective as an assessment tool if it meets five critical criteria: validity, reliability, objectivity, practicality, and economy (Suharsimi Arikunto, 2011). Tests can be categorized into objective and subjective tests based on stimulus.

#### **1. Objective Tests**

Objective and short-answer tests require respondents to offer brief, direct answers or select from provided options (Putri et al., 2022). Due to their specific and concise nature, this type of test maintains consistent and precise assessment standards, streamlining the evaluation process. It is particularly well-suited for gauging fundamental skills like remembering, identifying, understanding concepts, and applying principles.

In language teaching, various objective tests assess students' learning progress. These tests can be categorized into fill-in-the-blank tests and multiple-choice tests. Fill-in-the-blank tests entail completing given sentences, while multiple-choice tests require selecting an answer from provided options. Variants of fill-in-the-blank tests encompass word or sentence transformation, completion, and connecting information. On the other hand, multiple-choice tests may include actual or false questions, multiple-choice questions, and reorganizing information (Mutiah et al., 2020).

#### **2. Subjective Tests**

Subjective tests are a form of assessment that necessitates responses in descriptions or essays (Magdalena et al., 2021). Essay tests are assessment tools that necessitate respondents to offer comprehensive explanations, aiming to gauge an individual's knowledge and capacity to

assess, analyze, and critique specific topics (Haryaning et al., 2014). Various essay tests are utilized in Arabic language learning (Febyronita & Giyanto, 2016). The variation hinges on the kind of response anticipated from the question. Examples encompass summarizing narratives, elucidating reasons or opinions, paraphrasing, defining concepts, storytelling, providing personal descriptions, stating positions, and translating texts (Atmojo et al., 2022). A crucial element of this assessment is observing how students employ the Arabic language, including their proficiency in vocabulary selection and sentence construction. However, if the evaluation focuses on emotional aspects, activity intensity, or nuances of behavior, it is more appropriately categorized as a non-test.

As per Ismet and Hariyanto, assessment involves a systematic and continuous process of collecting data regarding students' learning accomplishments, aiming to enhance the quality of the learning experience. According to Minister of Education and Culture Regulation No. 23 of 2016, assessment collects and analyzes information to assess students' attainment of the learning objectives (Mustopa et al., 2021). Assessment can manifest in diverse forms, contingent on the type and methodology employed. One such method for evaluating learning is through tests (Sudjana, 1995).

Language testing and language teaching are interconnected endeavors. Arabic language tests evaluate students' ability to communicate effectively in Arabic. Within the Arabic language, tests serve as instruments for assessing students' proficiency and their actual performance in using the language (Ma'arif, 2017). These tests present questions or statements related to Arabic language content to students, intending to evaluate their proficiency in Arabic language learning (Roviin, 2018).

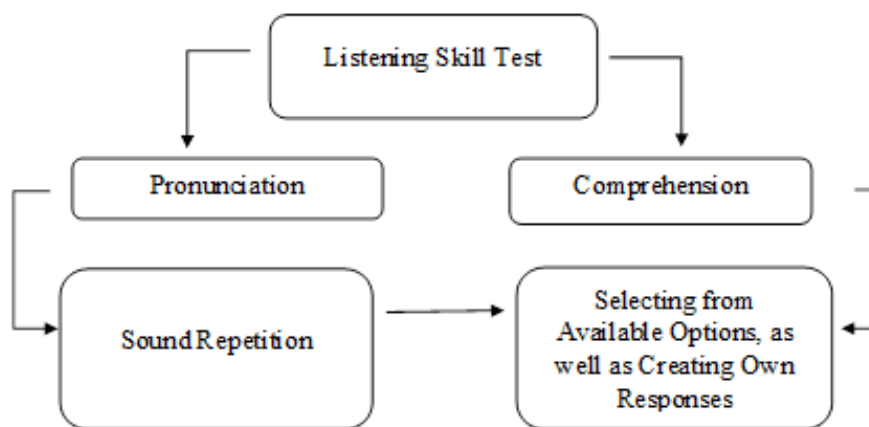
In linguistic studies, language acquisition involves two distinct processes: language competence and language performance. Language competence refers to the innate, abstract ability a language user has. This ability allows them to understand and express themselves through language, although it cannot be directly observed. On the contrary, language performance is tangible and relates to the actual use of language in both spoken and written forms, which can be heard and read. Consequently, language tests encompass assessments of both language competence and performance (N. et al., 2021).

Conventional Arabic language learning emphasizes four essential language skills (Aziza & Muliansyah, 2020): listening, reading, speaking, and writing. Each of these skills plays a unique

role in achieving proficiency in the language. Listening skills involve understanding spoken language, while reading skills pertain to comprehending written information. Speaking skills enable effective verbal communication, while writing skills allow for self-expression through written communication. In summary, Arabic language tests typically assess these language skills.

Tests can be categorized into different types based on how they are differentiated. Their form separates subjective and objective tests (Maulana & Rahmat, 2023) (Mutiah et al., 2020). Tests are classified based on their composition into two main categories: standardized tests (Purwanto, 2000) and teacher-made tests (Supandi et al.). Given their practical applications, tests can be categorized into four types: initial ability tests, diagnostic tests, formative tests, and summative tests (Arikunto, 2021). This research centers on a specific category of tests known as standardized tests. These tests undergo a rigorous standardization process conducted by expert teams or specialized organizations, which involves validation and reliability testing. This process ensures the test is precise and dependable for particular purposes and target groups. Standardized tests have long-lasting applicability and can be employed across various subjects in various areas (Nisrokha, 2020).

**Figure 1.** Listening Skill Test Chart



## **B. Listening Skill**

Listening involves directing attention toward oral symbols to comprehend, appreciate, and interpret them. Engaging in this activity is crucial for gathering information, capturing the essence, comprehending the message, and understanding the meaning conveyed by the speaker through conversation or spoken language (Hijriyah, 2016). When creating listening skill test questions to assess an individual's proficiency in phonetic letters, an imitation test can be conducted by

reproducing the sounds heard (Mustadi et al., 2021). Nonetheless, if the test requires an understanding of auditory content, it can be categorized into two types: choosing answers from given options or generating one's responses (Putri & Elvina, 2019).

Correcting responses is a form of assessment that provides specific answer choices. In this format, individuals must select an answer from the provided options. This response method is typically associated with objective assessments such as multiple-choice, matching, and fill-in-the-blank questions (Magdalena et al., 2021). Even if students have listened to the material, instructors should provide these three questions in written form.

Conversely, generating responses demands individuals to coherently analyze and express ideas, opinions, arguments, and concepts in a structured language format. This type of assessment is often associated with subjective tests (Febyronita & Giyanto, 2016). Therefore, listening skill tests can be classified into two categories: repetition of sounds and comprehension (choosing from given options or generating one's responses).

### C. Bloom's Taxonomy

Bloom's Taxonomy, as an educational learning assessment system, concentrates on evaluating how well students grasp the teaching material. This framework also aids in anticipating students' capacity to absorb lessons through instructional activities recognizing potential challenges for teachers (Krathwohl, 2002). Bloom's Taxonomy remains a cornerstone in modern education, showcasing its enduring importance. This system delineates skill levels to evaluate students, from fundamental to advanced proficiencies. Krathwohl and Anderson further refined the cognitive domain within Bloom's Taxonomy, encompassing (C1) remembering, (C2) understanding, (C3) applying, (C4) analyzing, (C5) evaluating, and (C6) creating. (Bloom & Krathwohl, 2020). Within education, Bloom's Taxonomy's cognitive domain often acts as a foundational framework for setting educational objectives, designing assessments, and creating instructional materials (Krathwohl, 2002). Here is the table representing Bloom's Taxonomy Cognitive Domain:

**Table 1.** Bloom's Taxonomy Cognitive Domain

| No. | Level of Cognitive Domain   | Focus                    | Sample Verbs in Arabic Language   |
|-----|-----------------------------|--------------------------|---|
| 1   | Knowledge (المعرفة)<br>(C1) | Remembering and reciting | رتب، عرّف، صف، صنّف، أدرج، اختر، اذكر،<br>استرجع، عدّد، اكتب، سمّ، عيّن، ضع قائمة، حدّد،<br>أنسب، أسرد، اتل، طابق، احفظ ... |
| 2   | Comprehension (الفهم)       | Relating and             | اشرح، كرر، أعد الصياغة بالفاظ أخرى، صنف،  |

|           |   |   |
|-----------|---|---|
| (C2)      | organizing the information previously learned.  | لخص، وضع، ترجم، راجع، اكتب تقريراً، ناقش، أعد كتابة، قدر، فسر، نظر، أشر، أعط مثالا، عبر، اضبط، تعرف، اختر، أفرز، ميز، رتب، استدل، ترجم، احسب، أيد، مثل، اربط بين، توقع، تنبأ، خمن، قارن، أسند، حوّل ...   |
| 3<br>(C3) | Application (التطبيق)<br>Apply information according to a rule or principle in a specific situation.          | استخدم، طبق، اكتشف، أدر، نفذ، حل، أنتج، أنشأ، غير، حضر، أجر، أنجز، تفاعل، استجب، العب دوراً، طبق، اختار، استدل، استعمل، جسم، حلّ، صور، وظف، طبّق، أنتج، عد، اربط، رتب، جهّز، أنشئ، غير، خطط، استخدم، احسب، وضح، اكتشف، تناول، عدّل، بين، برهن ... |
| 4<br>(C4) | Analysis (التحليل)<br>A type of critical thinking that focuses on parts and their functionality to the whole. | حلل جزئياً، فهرس، قارن، حدّد قيس اختبار جرب اربط خطط، احبك، استنبط، قيم، قسم، وضب، جمع، انتق، قارن، صنف، انقد ميز، افحص جرب اسأل، اختر، دقق جزئياً، فرق، ميّز، تعرف على وضح، استنتج، اختر، فصل، قسم، حدّد العناصر، حلل، قارن، وازن، صنّف.         |
| 5<br>(C5) | Synthesis (التركيب)<br>Putting parts together to form a new and original whole.                               | طور، خطط، أنشأ، ابتكر، صمّم، نظم، نقح، قم بصياغة اقترح أسس، اجمع، ضمن أعد ترتيب، عدل، صنع، ضع تصوراً لـ ..، تصرف، صور، ابن جمع، ركب، خطط، أعد، ألف صنف، أعد البناء، اربط بين، راجع أعد الكتابة، لخص احك ...                                       |
| 6<br>(C6) | Evaluate (التقييم)<br>Valuing and making judgment based on information.                                       | راجع، برر، قيم، أعرض مسألة ما لـ، دافع، بلغ عن تحقق، ثمن، جادل، نظم، استدل، حاجج، قيم، قوم، ثمن، قارن، بزر، قدر، احكم، توقع، ساند انتق، أعط أهمية لـ ... انقد، أبد الرأي، استخلص، دعم، أبرز، فسّر ...   |



## Discussion

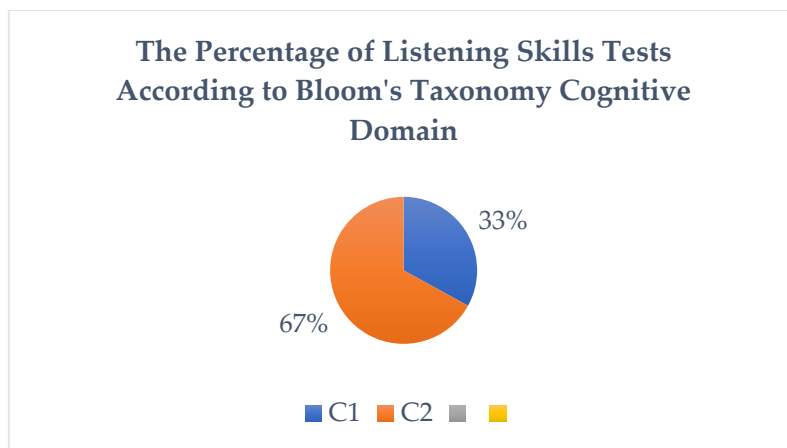
The book "al-Arabiya Baina Yadaik" stands out for its organized structure and focus on developing practical communication skills. It comprehensively integrates the four language skills and makes them relevant to everyday life. Additionally, the book includes elements of Arab culture, allowing learners to understand the social context and traditions in Arabic-speaking communities. Thanks to the availability of a diverse range of volumes, this book is suitable for learners of all levels. Additional support, such as the teacher's guide and exercises, facilitates teaching and learning (Riza Pahlevi, 2020). Overall, "al-Arabiya Baina Yadaik" is considered a comprehensive and practical resource for learning Arabic.

**Table 2.** The Questions of Arabic Listening Skill on al-Arabiya Baina Yadaik Volume 1

| No. | Level of Cognitive Domain     | The Questions of Arabic Listening Skill          | Page of Questions |
|-----|-------------------------------|--|-------------------|
| 1   | Knowledge (المعرفة)<br>(C1)   | أشير إلى العدد الذي تسمعه                        | 9                 |
| 2   |                               | استمع وأعد (خالد، خليل، خولة، خديجة، بخير)       | 14                |
| 3   |                               | استمع وأعد (خ - خز، ك - كر)                      | 14                |
| 4   |                               | استمع وأعد (وللاخرة خير لك من الأولى) (الضحى: ٤) | 14                |
| 5   |                               | انظر واستمع وأقرأ (هو طالب، والد)                | 22                |
| 6   | Comprehension (الفهم)<br>(C2) | استمع ثم ضع علامة (٧) في المربع المناسب          | 8                 |
| 7   |                               | أشير إلى الصورة التي تسمع اسمها                  | 8                 |
| 8   |                               | استمع، ثم ضع الرقم في المربع المناسب             | 16                |
| 9   |                               | استمع إلى السؤال، ثم ضع الرقم في المربع المناسب  | 16                |
| 10  |                               | استمع، ثم أشير إلى الصورة المناسبة بالصوت        | 42                |
| 11  |                               | استمع، ثم ضع الرقم في المربع المناسب             | 95                |
| 12  |                               | استمع الحوار، ثم ضع علامة (٧) في المربع المناسب  | 96                |
| 13  |                               | استمع الجمل، ثم أجب باختيار الكلمة المناسب       | 204               |
| 14  |                               | استمع إلى السؤال ثم اختر الجواب                  | 217               |
| 15  |                               | استمع إلى العبارة ثم اكتب الجواب الصحيح          | 217               |

The table above illustrates that in the first part of the book " al-Arabiya Baina Yadaik," a set of listening skill tests categorized according to Bloom's taxonomy gradually increases in cognitive

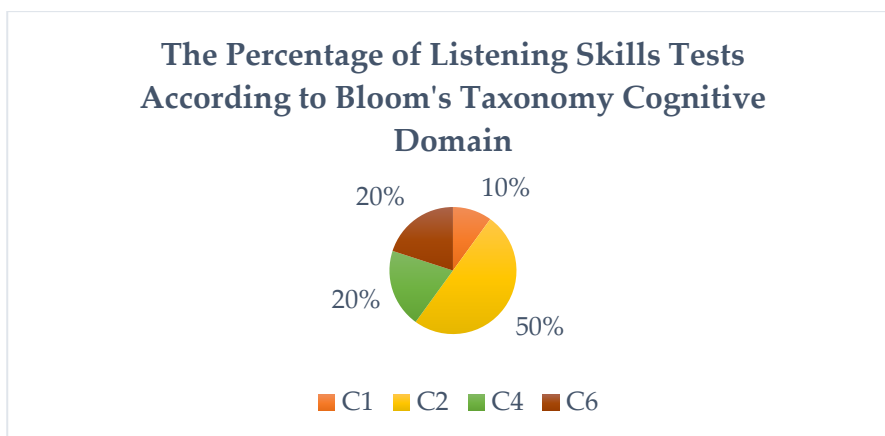
complexity with the levels. Specifically, at the Remembering level (C1), there are five different types of test questions, representing 33%, and at the Understanding level (C2), there are 11 diverse types of test questions, representing 67%.



**Table 3.** The Questions of Arabic Listening Skill on al-Arabiya Baina Yadaik Volume 2

| No. | Level of Cognitive Domain     | The Questions of Arabic Listening Skill                                    | Page of Questions |
|-----|-------------------------------|--|-------------------|
| 1   | Knowledge (المعرفة)<br>(C1)   | ضع علامة (√) بجانب الكلمة التي تسمعها، ثم انطق الكلمتين.                   | 4                 |
| 2   |                               | استمع ثم أعد (آيات القرآن المعينة)   | 4                 |
| 3   |                               | استمع وأعد. لاحظ كيف تنطق الألف والهمزة.                                   | 4                 |
| 4   | Comprehension (الفهم)<br>(C2) | استمع وأعد. لاحظ كيف تنطق الهمزة والمدّة.                                  | 26                |
| 5   |                               | استمع وأعد. لاحظ كيف تنطق واو المدّ وواو اللين.                            | 52                |
| 6   |                               | استمع، ثم اكتب (و) إذا كانت الهمزة همزة وصل، و(ق) إذا كانت همزة قطع.       | 148               |
| 7   | Analysis (التحليل)<br>(C4)    | استمع الى النص، ثم اختر الجواب الصحيح بوضع الصحيح دائرة حول الحرف المناسب. | 14                |
| 8   |                               | استمع الحوار، ثم اختر الجواب الصحيح بوضع دائرة حول الحرف المناسب.          | 124               |
| 9   | Evaluate (التقييم)<br>(C6)    | استمع الحوار، ثم ضع علامة (√) أو (x)، ثم صحح الخطأ.                        | 6                 |
| 10  |                               | استمع النص، ثم ضع علامة (√) أو (x)، ثم صحح الخطأ.                          | 28                |

The table above illustrates that in the second part of the book " al-Arabiya Baina Yadaik," a set of listening skill tests categorized according to Bloom's taxonomy gradually increases in cognitive complexity with the levels. Specifically, at the Remembering level (C1), there is one question, representing 10%, and at the Understanding level (C2), there are five questions, representing 50%. At the Analysis level (C4), two questions represent 20%. Finally, at the Evaluation level (C6), two questions represent 20%.



All the questions from volumes 1 and 2 of 'al-Arabiya Baina Yadaik' are in the form of essays. While essay tests may take longer than objective tests, in an essay test, students can organize their answers with their own opinions, allowing them to practice constructing sentences with excellent and correct language. Furthermore, this test is highly suitable for measuring and evaluating the results of a complex learning process that is difficult to assess using objective tests.

It is true that while this book is suitable for beginner Arabic learners, it does have some drawbacks. The book leans towards modern learning methods with tools like audio players, which may require guidance from a teacher. Not all schools in Indonesia may have adequate facilities for this. On the other hand, non-Arabic beginners with limited Arabic vocabulary may find it challenging to learn the material because the teaching method employs a direct approach. Additionally, images predominantly featuring Middle Eastern Arab culture might feel unfamiliar to learners from Indonesia. Lastly, the original book is hard to come by and expensive. Moreover, it is large and thick, making it difficult for students to carry around (Riza Pahlevi, 2020).

## CONCLUSION

The listening skill test in the book 'al-Arabiya Baina Yadaik' is an evaluation tool designed to measure the learners' ability to comprehend and interpret information conveyed through auditory means within the context of the Arabic language. This test encompasses various activities, such as

listening to conversations, audio recordings, or audiovisual materials, followed by related questions or tasks. The listening skill test in this book is presented in an essay format, allowing instructors to gauge the extent of the material comprehension taught. Based on Bloom's taxonomy, it can be concluded that 'al-Arabiya Baina Yadaik' Volumes 1 and 2 are suitable for beginner learners. In Volume 1, at the Remembering level (C1), there are five different types of test questions, representing 33%, while at the Understanding level (C2), there are 11 diverse types of test questions, representing 67%. Moving on to Volume 2, at the Remembering level (C1), there is one question, representing 10%, and at the Understanding level (C2), there are five questions, representing 50%. At the Analysis level (C4), two questions represent 20%. Finally, at the Evaluation level (C6), two questions represent 20%. Furthermore, the results of this research can be a valuable guide for Arabic language educators. It can assist them in choosing or tailoring listening skill assessments that align with the specific learning goals they aim to achieve.

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