



## **Innovation of Writing Skills Assessment Instrument at the Creating Level in Arabic Language Textbooks**

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### **Keywords:**

Arabic Textbook;  
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Writing skills.

### **Abstract**

Writing skills assessment instrument in grade VIII MTs textbook shows that from the aspect of presentation it is systematic, coherent and consistent. But when viewed from aspect of the content writing skills assessment instrument it has not yet contained the level of creating. Even though writing skills are important controlled productive skills for students to master. Especially at level of creating to produce critical and creative writing ideas. The purpose of this study is to present an analysis and innovation of writing skills assessment instruments at creative level in Arabic language textbook for grade VIII MTs published by Ministry of Religious Affairs of the Republic of Indonesia in 2020 according to the criteria for learning writing skills. The method used in this study is literature study with a descriptive qualitative approach. The main source of this study is Arabic language textbook for grade VIII MTs and secondary source are books and articles on the assessment of Arabic writing skills and the level of creative. The result of this study shows instruments are needed in evaluating the learning of writing skills at level of creating. Innovation of this assessment instrument is expected to be a reference in evaluation of learning Arabic writing skills and encourage grade VIII MTs students to be more critical, creative and productive in writing.

### **Kata kunci:**

Buku Ajar Bahasa Arab; Penilaian; Ranah Kognitif.

### **Abstrak**

Instrumen penilaian keterampilan menulis pada buku ajar kelas VIII MTs menunjukkan bahwa dari aspek penyajian sudah sistematis, runtut, dan konsisten. Namun, jika dilihat dari aspek isi instrumen penilaian keterampilan menulis belum memuat tahap mencipta. Padahal keterampilan menulis termasuk keterampilan produktif yang penting dikuasai siswa. Terutama pada tingkat mencipta, untuk menghasilkan ide tulisan yang kritis dan kreatif. Tujuan penelitian ini untuk menyajikan analisis dan inovasi instrumen penilaian keterampilan menulis tingkat mencipta pada buku ajar bahasa Arab kelas VIII MTs terbitan Kementerian Agama Republik Indonesia tahun 2020 sesuai kriteria pembelajaran keterampilan menulis. Metode yang digunakan dalam penelitian ini ialah studi pustaka dengan pendekatan kualitatif deskriptif. Sumber utama penelitian ini adalah buku ajar bahasa Arab kelas VIII MTs terbitan Kementerian Agama dan sumber sekunder ialah buku dan artikel tentang penilaian keterampilan menulis bahasa Arab dan tingkat mencipta. Hasil dari penelitian ini

menunjukkan bahwa instrumen diperlukan dalam mengevaluasi pembelajaran keterampilan menulis tingkat mencipta. Inovasi instrumen penilaian ini diharapkan dapat menjadi acuan dalam mengevaluasi pembelajaran keterampilan menulis bahasa Arab dan mendorong siswa kelas VIII MTs untuk lebih kritis, kreatif dan produktif dalam menulis.

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## INTRODUCTION

Writing skills included productive skills in learning Arabic which are very important for students to master (Aziza & Muliansyah, 2020). The learning process of writing skills not only contains the mastery of vocabulary and grammar but also expresses ideas into writing through the ability to think critical and creative (Aulia et al., 2024). In 21st Century learning, creative level writing skills are the main highlight to produce various writing ideas innovative (Fauzia et al., 2022).

The above statement can be supported by an independent curriculum that requires students to have literacy skills, think critically, increase creativity, collaboration, and communicate (Dwi et al., 2024). Each learning refers to the independent curriculum policy to strengthen student character education, integrated with learning high level thinking skills and learning basic competencies with the bloom taxonomy according to the provisions used (Prof. Dr. H. E. Mulyasa, 2023).

In order to achieve the learning objectives, the researcher wants to examine the assessment of higher order thinking skills to measure whether the assessment instrument presented contains elements of higher order thinking. Because higher order thinking skills are not just remembering, restating or knowing references without a process (Beddu, 2019). These skills direct conceptualizing, processing and applying information, referencing different information, using information to solve problems and critically examining ideas (Widana, 2018). When viewed from the characteristics of high-level thinking assessment in Bloom's Taxonomy, it can measure students' abilities which are denoted by the cognitive level of analyzing problems, evaluating by justifying a decision and creating new things from what they learn (Ainin, 2020). So it needs to be supported by textbooks commonly used by schools in the form of practice questions that arouse students to be more creative and innovative in applying their knowledge (Hanifah, 2014).

However, in the process of learning Arabic writing skills the creative level still faces challenges. As stated by the Arabic language teacher that students easily and conveniently search for answers on the internet, google and artificial intelligence (AI) by choosing instant alternative (Guru Bahasa Arab, n.d.). If the source of the problem is traced, the writing skills assessment instrument from the Arabic textbook grade VIII MTs published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020 does not contain the level of creating (Maulana, 2022). The textbook is very open for academics to improve, innovate, and perfect textbook in accordance with the times (Masrukhin, 2020).

Researchers analyzed the writing skills assessment instruments in Arabic language textbooks stated that the assessment instruments did not encourage students to think critical in creating new creativity. The exiting instruments only measure level of understanding of grammatical structures without paying attention to the aspect of student creativity through challenging writing exercises (Masrukhin, 2020). Therefore, this study requires the innovation of assessment instruments that are appropriate to the learning needs of Arabic writing skills at the creative level.

Innovation of Arabic writing skills assessment instruments for grade VIII MTs is a strategic step to overcome this research problem. Innovative assessment instruments are able to encourage the writing skills of class VIII MTs students to be more critical, creative, and productive in producing quality writing (Wantoro, 2020). By answering two questions, namely: first, does the Arabic writing skills assessment instrument contain elements of the creative level from the cognitive domain and second, how is the innovation of the Arabic writing skills assessment instruments for grade VIII MTs at the creative level. So, this study aims to evaluation an assessment instruments for creative writing skills in Arabic language textbooks for grade VIII MTs published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020.

## **METHOD**

The research method used in this study is qualitative with the focus of the problem of writing skills assessment instruments in Arabic language textbooks published by the Ministry of Religious Affairs class VIII MTs (Rukin, 2021). The assessment instrument was chosen as the object of study because each item of the assessment instrument (practice questions) needs to be analyzed to measure students' learning achievement,

increase students' learning motivation to be more enthusiastic in facing practice questions, and check the level of difficulty of students' learning (Adlini, M.N., Dinda, A.H., Yulinda, S., Chotimah, O., & Merliyana, 2022).

The type of research conducted is library research, with a review of literature related to the research problem. Method of collecting data on problem being researched using studies from books, articles, proceedings, and other documentation (Ridwan et al., 2021). The data that has been collected is analyzed and studied according to the research topic (Sugiyono, 2018). The data sources in literature research consist of primary data sourced from Arabic textbooks for class VIII MTs published by the Ministry of Religious Affairs in 2020, then analyzed based on the cognitive level of creating. While the secondary data of this research is in the form of articles, proceedings, or books that have the theory of assessing Arabic writing skills and HOTS level of creating (Sugiyono, 2021).

There are five ways to process data on literature research that has been collected: 1.) observing, reading, and studying in depth the Arabic language textbook for class VIII MTs published by the Ministry of Religious Affairs in 2020, 2.) sorting and selecting data that is used as the main guide for analysis, specifically question instruments that contain elements of HOTS at the creation level in writing skills, 3.) data mapping based on the criteria for the level of difficulty of HOTS questions at the creation level, 4.) identify the data obtained from the mapping results by matching the question instruments that contain elements of HOTS at the creation level with the provisions of the difficulty level, and 5.) provide innovative instruments for HOTS questions at the creation level in the writing skills of Arabic textbooks for class VIII MTs (Rokhamah, Pramugara, Nour Ardiansyah, Faika, Irwanto, Nina, Rosita, 2024).

## RESULTS AND DISCUSSION

Assessment instruments are tools for assessing student learning achievement, influencing student learning outcomes, improving student learning development, and evaluating teaching and learning process (Munawarah & Baroroh, 2023; Mustika Dewi & Baroroh, 2024). In other words, instrument is a tool designed to obtain valid power regarding the subject being assessed (Asrori Imam, Thohir Muhammad, 2019). Meanwhile in education, assessment instruments are tools to measure student learning outcomes in form of test and non-test (Febriana, 2019). Instrument in Arabic language

assessment are designed to assess various aspects of language skills, linguistic aspects, vocabulary aspects and comprehension ability aspects (Hanief, 2022).

Learning Arabic basically emphasizes language skills, namely listening skills, speaking, reading and writing (Hermawan, 2018). Listening and reading skills are include in receptive skills, while speaking and writing skills are include in productive skills (Atiqoh, 2018). Receptive ability is understanding what others say and can be used to understand reading. Meanwhile, productive ability is use both oral and written expressions (Taubah & Dhaifi, 2020). One of the language skills that MTs students must learn, especially in advanced classes is writing skills (Ahyar, 2018). This activity is called a productive activity because it allows students to describe or express their thoughts and feelings actively in the form of writing (Destiana, 2019).

So that assessment of writing skills aims to select and produce writing in order to pay attention to ideas or message values contained in writing with correct grammar according to instructions (Muradi, 2016). In the case, writing assessment instrument can measure students understanding and level of creativity in learning Arabic (Munip, 2017). Therefore, if writing skills assessment instrument in Arabic language textbooks is aligned, it requires students high level thinking skills especially in creative.

Measuring high level thinking skills (HOTS) especially level of creation in Arabic writing skills, can be adjusted to students abilities (Widodo et al., 2021). Because, the assessment of high-level thinking in writing skills includes the types of competencies *insya' muwajjah/moqoyyah* (guided writing and composing) or *insya'hur* (free writing or composing) (Asrori Imam, Thohir Muhammad, 2019). In its application, writing skills can be done with limited and free written tests. These limitations can be in the form of problems, predetermined themes, quantity of work content (length of writing), story images as themes or instructions, vocabulary, or other supporting media (Qori'ah & Abdul, 2023). With the limits of instructions that have been determined it can improve students creative thinking skills.

The ability to think creative is included in cognitive domain. The cognitive domain has indicators to achieve student abilities (Mustain, 2019). The indicators of high-level thinking skills can be divided into three, namely: (1) analysis skills with the achievement of students being able to differentiate, organize and relate; (2) evaluating with the achievement of students being able to examine and criticize critical; and (3)

Innovation of Writing Skills Assessment Instrument at the Creating Level in Arabic Language Textbooks creative with the achievement of students being skilled at formulating, planning and producing work (Ainin, 2020).

It should be noted, that cognitive domain consist of six levels of thinking processes based on Bloom's Taxonomy as revised by Anderson and Krathwohl (Syahri & Ahyana, 2021). The process levels are: knowing (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). The cognitive assessment domain is divided into three categories, namely Low Order Thinking Skills (LOTS), Middle Order Thinking Skills (MOTS), and Higher Order Thinking Skills (HOTS). The LOTS level includes cognitive domain of knowing (C1). The MOTS level includes cognitive domains of understanding (C2) and applying (C3). The HOTS level includes cognitive domains of analyzing (C4), evaluating (C5) and creating (C6). So, the creating level is included on the HOTS category at level C6.

Based on the explanations above the following is an explanation of the writing skills assessment instrument at creative level.

### The Cognitive Domain of Writing Skills in the Textbooks

The Arabic textbook for class VIII MTs published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020 consists of 114 pages and is divided into 6 chapters (Masrukhin, 2020). Some cognitive levels are used in writing skills as table 1. below with details of the coursebook containing 6 test instruments. In each chapter there are 1-3 instruments. Below the researchers will describe the results of the analysis of each question form content in the Arabic textbook for class VIII MTs.

**Table 1.** Forms of Writing Skills Assessment Instruments in Arabic Language Textbooks Grade VIII MTs Ministry of Religious Affairs of the Republic of Indonesia 2020

No.	Instrument	Page
1.	اكتب جدولَ الدِّراسَةِ و السَّاعاتِ وأعمالك اليومية!	16 and 36
2.	أجب عَنِ الأَسْئَلَةِ الآتِيَةِ بِمَا يُنَاسِبُ حَالَك!	16, 30, and 70
3.	اكْمَلِ الفَرَاقَاتِ الآتِيَةِ بِمَا يُنَاسِبُ حَالَك!	17 and 86
4.	تَرَجِّمِ الجُمْلَةَ الآتِيَةَ بِالِإِشْتِرَاكِ مَعَ زُمَلَائِكَ!	36 and 100
5.	اكْمَلِ الوَصْفَةَ بِالْكَلِمَاتِ الآتِيَةِ!	51
6.	بالاشتراك مع زملائك اكتب رسالة دَعْوَةٍ و اكتب سِيرَتَكَ!	70 and 85

Writing skill assessment instrument number 1 contains a test on theme 1 about السَّاعَةُ and theme 2 يَوْمِيَّاتُنَا which can assess whether students can write lesson schedules and write daily activities using good and correct Arabic script based on known knowledge. Instrument number 1 on theme 1 contains a table of student lesson schedules from the first hour to the end of learning and Monday to Friday, while the instrument on theme 2 contains a table of hours and students' daily activities. From this test, students can complete it by writing Arabic script. The questions are in the form of formative tests with short answer test instrument techniques. The short answer test is included in the cognitive test domain of the MOTS level 3 category, namely applying. It is said to be level three because in the test students are expected to be able to understand and explain the answers based on their understanding and knowledge.

Writing skill assessment instrument number 2 contains a test on theme 1 about السَّاعَةُ theme 2 يَوْمِيَّاتُنَا and theme 4 الرِّيَاضَةُ assesses whether students can answer questions from the themes that have been studied with the right answers. Instrument number 2 on theme 1 students are asked to answer 10 questions according to the situation that occurs, while theme 2 students are asked to answer 3 questions based on the available images, and theme 4 students are asked to answer 3 questions from the available text. From this test, students can apply the knowledge that has been learned. The questions are in the form of pragmatic tests with short answer test instrument techniques. The short answer test is included in the cognitive test domain of the MOTS level 2 category, namely understanding. It is said to be an understanding level because in the test students are asked to understand information and determine whether the questions are in accordance with the reference material presented.

Writing skill assessment instrument number 3 contains a test on theme 1 about السَّاعَةُ and theme 6 about عِیَادَةُ الْمَرَضِ which can assess whether students can complete incomplete sentences into perfect paragraphs. The questions are in the form of integrative tests with short answer test instrument techniques and are included in the cognitive domain level 3, namely applying. At this stage, students are expected to be able



Innovation of Writing Skills Assessment Instrument at the Creating Level in Arabic Language Textbooks to understand vocabulary and grammar so that they can complete the available incomplete sentences.

Writing skill assessment instrument number 4 from theme 2 about **يَوْمِيَّاتُنَا** and theme 6 about **عِيَادَةُ الْمَرْضِ** is a pragmatic test. It is called a pragmatic test because students are asked to translate sentences from the text in the form of a summer schedule from theme 2 **يَوْمِيَّاتُنَا** and theme 6 about **عِيَادَةُ الْمَرْضِ** translate 10 perfect sentences. The instrument belongs to the cognitive domain of understanding.

Writing skill assessment instrument number 5 from theme 3 about **الْهَوَايَاتُ** in this test students are asked to complete the procedure text with four vocabulary guides. This test is an objective test because there is a definite answer to complete the procedure text. The instrument includes the cognitive domain of understanding. In its application, students can understand the available vocabulary and how to use it according to the procedure text, students can group vocabulary that is suitable to fill in the blanks, and students can explain how the procedure text is formed.

Writing skill assessment instrument number 6 from theme 4 **الرِّيَاضَة** and theme 5 **المِهْن** is a fill-in-the-blank test in the form of an objective test. It is called an objective test because from the theme **الرِّيَاضَة** students are asked to complete the blank invitation letter framework specifically and from theme 5 **المِهْن** students are asked to complete a biography according to the available examples. The instrument belongs to the cognitive domain of applying. It is said to be the level of applying because in the test students are expected to be able to understand and use their knowledge to answer the test.

Based on the presentation of the results of the analysis of writing skills assessment instruments in the Arabic language textbook for grade VIII MTs, there are 6 forms of Middle Order Thinking Skills (MOTS) level test instruments. Whereas to achieve the level of critical thinking and creativity of students requires a form of assessment instrument that contains the level of creating to hone students' abilities in learning



Arabic (Farhana, 2023). Because the task of schools and teachers in the 21st century is to provide education according to the demands of the times so that students are accustomed to thinking at a high level and creatively (Setyawan, 2020). By practicing HOTS questions at the creating level, students can create their own ideas or ideas by creating, designing creations, developing, compiling, writing and producing writing. These abilities need to be presented so that students get used to producing their work (Ainin, 2018). Likewise, teachers are asked to be skilled in preparing HOTS questions. This is in line with the opinion that HOTS instruments can be achieved if learning and assessment are carried out according to the specified criteria.

Six writing skills assessment instruments in Arabic textbooks for class VIII MTs published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020 enter the cognitive domain, including four forms of test instruments that are repeated in each chapter. This shows that there are still limited forms of instruments containing HOTS cognitive domains at the creation level used in Arabic textbooks.

### **Innovation in Writing Skills Assessment at the Creating Level**

The purpose of innovation in writing skills assessment at creative level is needed to improve and foster student's creativity and critical thinking. Following table 2 describes the innovation of writing skills assessment instruments at the creative level that can be update in Arabic language textbook for grade VIII MTs published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020.

**Table 2.** Innovative Arabic Writing Skills Assessment Instrument  
for Creating Levels

No	Writing Skills Assessment Instrument for Creating Level	Theme
1.	Students are asked to make perfect sentences from the available words about time	السَّاعَةُ
2.	Students are asked to describe serial pictures in Arabic writing about daily activities	يَوْمِيَّاتُنَا
3.	Students are given a concept map topic according to the theme, then students are asked to compose a procedure text	هَوَايَاتُ
4.	Students are asked to compose a paragraph based on the question	هَوَايَاتُ
5.	Students are asked to compose an invitation letter according to the topic provided	الرَّيَاضَةِ
6.	Students are asked to describe the serialized pictures	الْمِهْنِ

in Arabic writing about professions	
7. Students are asked to compose descriptive essays	عِيَادَةُ الْمَرْضِ

Based on the presentation of table above, there are seven writing skill assessment instruments at creative level that teachers can use in providing writing skill learning evaluations. The assessment instruments were previously not available in the Arabic language textbook for grade VIII MTs published by the Ministry of Religion and the innovation of writing skill assessment instruments was compiled based on a needs analysis of the creative level assessment. The researcher added a writing skill assessment instrument to the third theme about هَوَايَاتُ. In the theme هَوَايَاتُ there is only one instrument, so the researcher recommends two writing skill assessment instruments at the creative level.

In addition, the preparation of the innovation of the writing skill assessment instrument at the creative level takes into account several things and is adjusted to the previous stages. So that the assessment instrument can be implemented in Arabic writing skills. Below is a description of the innovation table for the writing skill assessment instrument at the creative level.

Assessment instruments 1-7 are C6 level of creating because students can produce a work by formulating several available ideas to solve problems on the available theme. Assessment instrument questions 1 and 7 are tests that measure whether students can express ideas in the form of perfect sentences about the available themes, questions 2 and 6 are tests that measure whether students can be creative in their writing according to the available pictures, question 3 measures how students develop the available topics in producing procedure texts, question 4 is a test that measures whether students are able to compose paragraphs based on the available questions, and question 5 is a test that measures whether students are able to compose as well as be creative in making invitation letters.

Through the innovation of writing skills assessment instruments above, it can be seen that students are not only required to know, memorize and understanding learning materials but also be able to express ideas or concepts into writing that will later produce perfect writing. This can be a reference for MTs teacher, especially class VIII to

evaluation learning on writing skills and encourage students to be more critical, creative and productive.

The implementation of creative thinking skills requires the involvement of all parties in the educational environment, especially teachers (Septikasari & Frasandy, 2018). Teachers as facilitators and individuals in direct contact with students in the classroom (Sari, 2020). Therefore, in order for students to develop higher order thinking skills through assessment instruments, teachers must have the ability to familiarize themselves with the learning system and provide questions that contain HOTS elements to students when conducting assessments. Through the innovation of assessment instruments, teachers are expected to develop various assessments in learning so that students are familiar with the assessment of higher order thinking skills.

## CONCLUSION

Based on the results of research conducted using the library research method, researchers can conclude that the innovation of writing skills assessment instruments at the creation level in Arabic textbooks for class VIII MTs found two things, namely: (1) there are 6 assessment instruments in Arabic textbooks for class VIII MTs that do not contain HOTS elements so that writing skills require innovative instruments for creating level thinking skills, and (2) there are seven HOTS instruments at the creating level that can be implemented in Arabic textbooks for class VIII MTs published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020 for the development of Arabic writing skills assessment instruments.

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