

INNOVATION IN THE ASSESSMENT OF MAHARAH KITABAH BASED ON AKM ARABIC BOOKS KEMENAG

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Abstrac:

The goal of this study is to be creative in assessing Maharah Kitabah using AKM. This research employs descriptive qualitative methods. The data source used is secondary data, with data collection techniques such as documentation and qualitative data descriptions. The goal is to generate innovation in the Maharah Kitabah assessment based on AKM. The conclusion in the article is to discuss the assessment of learning Arabic, especially Maharah Kitabah. Assessment is carried out to determine the ability of students regarding Maharah Kitabah. Where the assessment on Maharah Kitabah is innovated using an assessment rubric adhering to a minimum competency assessment. The results of the study with the trial that the instrument reliability coefficient rubric of 0.702, this means that the instrument is very reliable because the data interval reliability coefficient is 0.70 to 1. This shows the assessment rubric instrument has a good level of confidence.

Keyword: Innovation, Kitabah, AKM

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PENDAHULUAN

Learning is a repeated learning process that results in a realized and fixed change in behavior. Similarly, Suwarna Pringgawidagda stated that learning is a relatively fixed change in behavior that is the result of repeated practices.¹ There are two main activities in the learning process: learning by students and teaching by the teacher. The goal of these two activities is to achieve the goals that have been determined in the form of learning outcomes that are cognitive, affective, and psychomotor.²

Education is fundamentally important in human life. Education is an effort to develop human potential in order to provide benefits and bring about positive changes. Education is also an important factor in determining the nation's progress and sustainability. Learning outcomes are one thing that cannot be separated in the field of education. Where students' learning outcomes have a significant impact on the success of the learning objectives. Learning outcomes can serve as a barometer for a teacher's success in carrying out teaching and learning activities.

Evaluation is an identification activity that determines whether a planned program was achieved or not, whether it is valuable or not, and the level of implementation efficiency. A nother definition of evaluation is an activity that collects information about how something works and then uses that information to determine the best option when making a decision. Evaluation can also be defined as

¹ Suwarna Pringgawidagda, *Strategi Penguasaan Berbahasa* (Yogyakarta: Adicita Karya Nusa, 2021).

² Sukiman, *Pengembangan Sistem Evaluasi* (Yogyakarta: Insan Mandiri, 2012).

the process of assessing something based on previously established criteria or goals, which is then followed by making decisions about the object being evaluated.³

Assessment is one of the external factors that has a significant impact on student learning outcomes. Assessment is the process of measuring, quantifying, and determining the overall quality of student knowledge. Assessment, in various forms, must be integrated into the learning process.⁴ Assessment aims to assist students in identifying and understanding the difficulties they face during learning activities. One of the assessment principles is comprehensive and continuous assessment, so the teacher must use various assessment techniques that are appropriate and cover all aspects of competence to monitor the development of students' abilities. The competency aspects in question are cognitive (knowledge), psychomotor (skills), and affective (attitudes). A rubric is one of the assessment tools used to evaluate students' psychomotor abilities.⁵

Scoring rubrics are detailed descriptions of specific types of performance and the criteria used to evaluate them.⁶ A rubric is a scoring guide that is used to evaluate student performance based on the total score of several criteria rather than just one score.⁷ According to the rubric's opinions, it can be interpreted as a guideline for assessing students' performance or work, consisting of scores and criteria that must be met to achieve this score. A rubric is another type of assessment tool that can be used to comprehensively measure and assess students. It is said to be comprehensive because student competence is observed not only at the end of the process, but also throughout it. As a result, the rubric can serve two purposes: as a work guide and as an evaluation tool. Furthermore, rubrics are well suited for use in today's highly competitive environment.⁸

There are two types of rubrics in general: holistic rubrics and analytic rubrics. The holistic rubric assesses the overall process without dividing the components separately; the analytic rubric assesses the process separately and the end result is to combine the assessment of each component.

In addition to reviewing the regulations of the Ministry of Education and Culture concerning the Minimum Competency Assessment (AKM), which is used in the assessment of the basic competencies required by students to develop self-capacity and participate positively in society. The AKM-based questions are about the fundamental components, which are reading literacy and numeracy literacy. The goal of AKM is to present complex problems that students can solve in depth, and it does not only refer to mastery of specific content or competencies, but to mastery of a variety of content and contexts at various cognitive levels. As a result, students must be able to solve problems involving reading, literacy, and numeracy. Furthermore, AKM is intended to collect data on students' achievement of expected competencies. In addition, information that can be used to improve the quality of teaching and learning in order to improve student learning outcomes is generated.⁹

This study also draws on prior research, such as Anggun Winata's article on the analysis of numeracy skills in the development of AKM problems in Class XI high school students to solve science problems. The ethnoecology teaching materials module's goal is for students to make direct

³ Pudji Muljono, *Pengukuran Dalam Bidang Pendidikan* (Jakarta: PT. Grasindo, 2018).

⁴ Ngalim Purwanto, *Prinsip-Prinsip Dan Teknik Evaluasi Pengajaran* (Bandung: PT. Rosdakarya, 2014).

⁵ D. Suhardan, *Supervisi Profesional* (Bandung: Alfabeta, 2010).

⁶ Richard I Arends, *Learning to Teach: Belajar Untuk Mengajar (Ed. 7 Jilid 1)* (Yogyakarta: Pustaka Pelajar, 2008).

⁷ Rifah Mahmud, "Evaluasi Penilaian 2: Unjuk Kerja," *Artikel Pendidikan 1* (2013): 3.

⁸ M. Sunardi Djiwandono, *Tes Bahasa Dalam Pengajaran* (Bandung: Penerbit ITB, 2020).

⁹ Yusuf Muhtarom, Suharsono Suharsono, and Fahmi Syaefudin, "Analisis Materi Buku Ajar Bahasa Arab Sekolah Menengah Pertama Terpadu Rabbi Radiyah Rejang Lebong," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 3, no. 1 (2022): 55–61, <https://doi.org/10.35316/lahjah.v3i1.55-61>.

observations in order to analyze scientific questions and scientifically explain the phenomenon. Improved assessment of numeracy skills includes assessing learners' logical skills in the use of mathematical strategies, stages, facts, and tools to deal with relevant life problems in a variety of contexts. Measurement, data, geometry, algebra, and uncertainty are all excluded from the assessment of numeracy skills.¹⁰

In Rosa Rahmawati's article in 2021 with the title development of the assessment rubric for writing poetry at school with the result that the determination assessment tools used to assess the work of poetry learners as well as innovative assessment tools developed in the form of rubric assessment is more specific in assessing learners of poetry, according to indicators and can assess poetry objectively so that learners get a fair assessment. Based on the validation performed by assessment expert, the development of rubric assessment of poetry writing in Grade IV elementary school was declared eligible for use.¹¹

in the research written by Rimtha Zalsalina with the title 21st Century Skills Assessment discusses the creation of rubrics of science process skills assessment and reveals the feasibility and usefulness of rubrics developed as a source of assessment. the development method used through five stages, namely needs analysis, product design, development/ product development, implementation, and evaluation. The research population is students

Class VII of 3 schools namely SMPN 14 Malang. The study population was grade VII students from 3 schools, namely SMPN 14 Malang, SMPIT Insan Permata, and SMP Muhammadiyah 2 Kediri, amounting to 96 students. Smpit Insan Permata, and SMP Muhammadiyah 2 There were 96 students. The result of his research is that the product is very useful, easy to use and interesting. measurement results analysis skills needs, product design, product development, implementation, and evaluation.¹²

The preceding description demonstrates the significance of conducting assessments in learning, particularly in learning Arabic in Maharah Kitabah. As a result, teachers must innovate on assessment, particularly on Maharah Kitabah, in accordance with using a minimal competency assessment-based assessment rubric. Thus, the goal of this study is to implement assessment innovations based on minimum competency assessment (AKM) in Arabic books published by the Ministry of Religion in 2020.

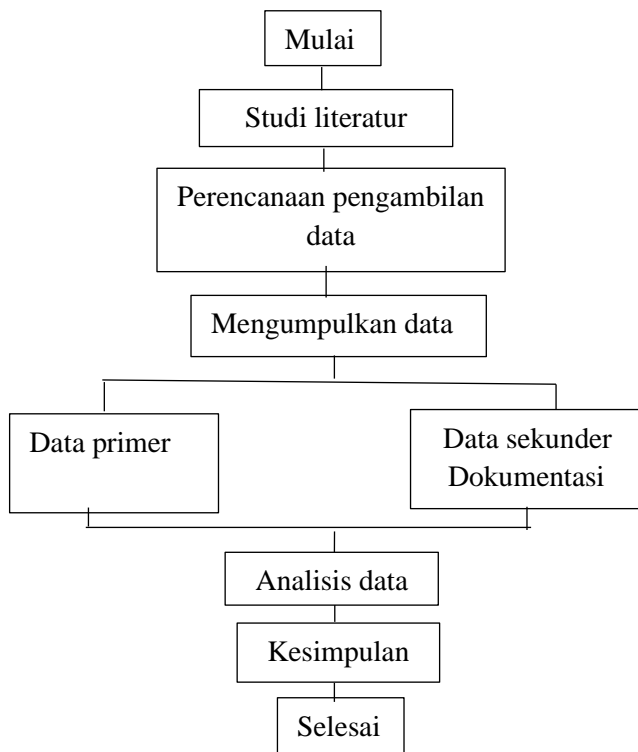
RESEARCH METHOD

This study employs library research and a qualitative descriptive approach. Secondary data is used as the data source, with data collection techniques in the form of documentation. The data is qualitatively described based on the information that is analyzed and studied in order to produce innovations in the AKM-based Maharah Kitabah assessment. However, in the AKM-based assessment rubric innovation, there are still many shortcomings and limitations. However, the results of this study can be used as an illustration for further research on various aspects regarding innovation in assessing Maharah Kitabah based on AKM.

¹⁰ dkk Anggun Winata, "Analisis Kemampuan Numerasi Dalam Pengembangan Soal Asesmen Kemampuan Minimal Pada Siswa Kelas XI SMA Untuk Menyelesaikan Permasalahan Science.," *Jurnal Educatio* 2 (2021): 7.

¹¹ Rosa Rahmawati, Seni Apriliya, and Prana Ahmad Mulyadi, "Pengembangan Penilaian Menulis Puisi Di Sekolah Dasar," *PEDADIKTA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 8, no. 2 (2021): 495–507, <https://jurnal.uns.ac.id/jpm/article/view/26028>.

¹² Rimtha Zalsalina, Galuh Palupi, and Dewi Riyaningsih, "Penilaian Keterampilan Abad Ke-21," *Prosiding Seminar Nasional V 2019, 2020*, 340–46.



Picture 1. Research Chart

RESULTS AND DISCUSSION

Writing is a form of language communication that employs language as a medium. The writing is made up of a series of meaningful letters, complete with writing symbols such as spelling and fluctuations. A writer is someone who has the ability to express ideas, ideas, and feelings sequentially in written form. What is written has meaning and benefits that compel others to read and enjoy it.¹³

The highest of the four language skills is writing. Writing is one way for people who are not limited by place or time to communicate with others using the language. As we all know, our Arabic learning is centered on three things: the ability to write correctly, improve khath, and express thoughts clearly and in detail. These three components of our learning cannot be separated because they are interconnected.¹⁴ Several factors must be considered during the learning process, including the organization of sentences into paragraphs, how these paragraphs are combined, and the clear arrangement of ideas into a coherent discourse. This clarity is determined by thought, organization, word choice and usage, and sentence structure.¹⁵

Our Maharah's components, aspects, and elements

The ability to write, like the ability to speak, is dependent on active and productive language skills. However, in everyday language use, speaking outnumbers and outnumbers writing. Aside from the frequency, speaking is generally done spontaneously, with little opportunity to pay attention to the rules for proper language use. As a result, the act of writing this contains at least three components, namely:

¹³ M. R Linur, R., & Mubarak, "Facebook Sebagai Alternatif Media Pengembangan Maharah Kitabah," . . *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 2(1) (2020): 8–18.

¹⁴ N Nulaila and N Nurdiniawati, "MENINGKATKAN KEMAMPUAN MAHARAH KALAM DAN KITABAH PADA MAHASISWA PRODI PBA FAKULTAS TARBIYAH IAI MUHAMMADIYAH BIMA," *Taroa: Jurnal Pengabdian ...*, 2022, <http://ejournal.iainbima.ac.id/index.php/taroa/article/view/739>.

¹⁵ Anwar Efendi, *Bahasa Dan Sastra Dalam Berbagai Prespektif* (Yogyakarta: Tiara Wacana, 2018).

Mastery of written language, including vocabulary, structure, sentences, paragraphs, spelling, pragmatic, mastery of essay content in accordance with the topic to be written, and mastery of writing styles. Specifically, how to assemble writing content using written language to form a desired composition, such as essays, articles, short stories, or papers.

According to the information provided above, the aspects in the maharah kitabah are al-qowaid (nahwu and sharaf), imla', and khot. The kitabah's elements are al-kalimah, al-sum, al-fakroh, and ushlab.

The goal of maharah kitabah in language learning is to be able to understand and express various thoughts, ideas, opinions, and feelings in various writings. Furthermore, learning writing skills aims to improve students' intellectual ability, emotional maturity, and social maturity, as well as their ability to communicate in writing and use language for a variety of purposes and circumstances.¹⁶

This research is focused on developing a maharah kitabah assessment rubric in Arabic learning, and the stages of this research are as follows:

This research is focused on developing a According to the findings of Reddy and Andrade's literacy study, an assessment rubric is a tool used to measure performance based on specific descriptions that describe a student's ability to a certain level in an aspect. Rubrics can be used to assess scientific writing, book/film essays, discussion participation, laboratory reports, portfolios, and working groups, among other things. The assessment rubric is divided into holistic rubrics, which teachers use to measure overall performance or products, rather than detailed aspects.¹⁷ The holistic rubric has only one general aspect, and it is typically used in summative assessments. Furthermore, teachers use the analytic rubric to assess performance or products from various perspectives, and then each value is added up to a total value. Because it contains more detailed criteria, the analytic rubric is more commonly used in formative assessments, where it plays a larger role in providing feedback to lecturers and students.

Minimum Competency Assessment

Minimum Competency Assessment (AKM) is an evaluation of the fundamental competencies required of all students in order for them to develop their own capacities and positively participate in society.¹⁸ AKM's broad goal is to assess students' reading literacy and literacy so that later teachers can develop learning methods and strategies that are appropriate to students' competency levels. AKM measures two competencies: reading literacy (the ability to understand, use, evaluate, and reflect on various types of written texts in order to develop capacities and contribute productively) and numeracy. Literacy is defined as the ability to solve problems by thinking about concepts, procedures, facts, and tools. -everyday issues in various contexts that are relevant to individuals.¹⁹

Components of the AKM Test

a. Personality Konteks

¹⁶ A Ramadhani, *PENGGUNAAN MEDIA APLIKASI INSTAGRAM DALAM MEDIA PEMBELAJARAN KETERAMPILAN MENULIS KARANGAN DESKRIPTIF BAHASA PERANCIS* (repository.upi.edu, 2018), <http://repository.upi.edu/id/eprint/34299>.

¹⁷ Nehru Nio Awandha, "Sesmen Kompetensi Sebagai Bentuk Perubahan Ujian Nasional Pendidikan Indonesia: Analisis Dampak Dan Problem Solving Menurut Kebijakan Merdeka Belajar," *Journal of Chemical Information and Modeling* 2 (2019): 21.

¹⁸ Wisnu, "Pengembangan Instrumen Tes Literasi Sains Berbasis Kearifan Lokal Di Trenggalek," *ORBITA. Jurnal Hasil Kajian, Inovasi, Dan Aplikasi Pendidikan Fisika* 1 (2021): 33–34.

¹⁹ Marhaeni, *Asesmen Kompetensi Minimum (AKM)* (Bandung: Ganesha, 2020).

Reading in a personal context is a text that contains personal events, settings, actions, characters, situations, views, ideas, or knowledge that contains text in a personal context consisting of hobbies, ideals, kejian or individual knowledge, determining culture, work, and others. In this context, it is preferable for students to have reading literacy skills in order to develop their personalities by encouraging critical and creative thinking skills in their daily lives.

b. Social culture

Texts in socio-cultural contexts are those that describe people's insights as they emerge from socio-cultural situations. For example, information about a people's or country's cultural situation. A person is expected to be able to search for and study socio-cultural situations and clues inside and outside the country using the text contained in the information by describing socio-cultural values. Traditional games, Public Transportation, Public Policy, economy, dances, dances, typical foods and habits of the community, and others that encompass social or cultural content comprise the text's content in the socio-cultural context. It is desirable for students to have reading literacy skills in this context in order to solve various social, cultural, and academic problems.

c. Saintific

In this context, students are expected to have reading literacy skills by studying learning related to kitabah issues, after which the skills to use the Maharah kitabah thinking so that they can reflect. The context component consists of personal, socio-cultural, scientific. Personal related in the interests of individuals, socio-cultural related in the interests of inter-individual. Summary of the above explanation of the literacy context component The personal context, which is a text in the form of events, backgrounds, actions, characters, moods, feelings, and individual ideas, is the first component of AKM questions. Second, there is socio-cultural, which is a text about people's perspectives on existing socio-cultural. Keiga, Scientific is a reading text about science and technology knowledge.²⁰

d. Learning Progression

It is a linked learning process. Each level of education has aspects of characteristics, mastery, and sharpness of learning theory. The scope of the theory must be formulated in accordance with student growth and development; thus, the scientific theory studied is equivalent to student improvement. Learning implementation should be equated with students' ability to deepen multilevel competence. In the context of AKM implementation, learning progression from one level to the next is continuous. There are aspects of text content, cognitive level (competence), and indicators that will be asked in the AKM questions that are assessed. That is, there must be differences in the content and context of reading, cognitive level, and indicators assessed, beginning at the lowest level (level 1) and progressing to the highest level (level 5). (level 6). The difficulty of reading reflected the difference (stimulus). There is no content environment in Reading Literacy, and learning progression is based on cognitive levels for assessed competencies. Following that, the assessed competencies are re-elaborated into several sub competencies. Sub competencies are then summarized into a competence summary, which is the desired competence to be realized by students at each level. As an example, in the AKM, competencies and sub competencies are assessed and included in the Learning Progression.

e. Test

²⁰ Ahmadi Muhammadiyah and Akhsan, "Model Belajar Dan Pembelajaran Bahasa Arab Generasi Milenial," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 2 (2020): 105–19.

The test is a question or task designed to collect information about educational or psychological instructions, with each item of the question or question having a choice option or rule that is thought to be appropriate. The test is a tool or step that is used in the assessment's implementation. The test is a model of assessment tools used to determine how far the goal of teaching and learning has been realized, with the evaluation serving as an assessment of student learning.²¹ In summary, the understanding of the test is a tool used as an assessment of the extent to which the objectives that have been realized can be used for learning evaluation.

Assessment Innovation Maharah Kitabah based on Minimum Competency Assessment

This study was carried out in Palembang City MAN, and the researcher will go over each stage of the development process, including:

a) Needs Analysis

Needs analysis is used to collect data by comparing actual conditions to ideal conditions that should occur to the extent necessary assessment rubric developed in the school. Interviews and direct observation of teachers and students are used to assess needs.

The results of the observation needs analysis on the assessment instrument psychomotor realm are only available on the grid, worksheets, and observation sheet. There are already writing skills assessment instruments available, but the aspects assessed do not fully cover all aspects of writing skills. Finally, the maharah kitabah assessment rubric is not yet available.

Based on these observations, the assessment rubric is not yet available at the school. This assessment rubric is a type of psychomotor assessment tool. Only instruments for psychomotor assessment are available in schools. There is no assessment rubric for student worksheets and observation sheets, and the assessment does not yet lead to process skills.

According to the findings of interviews, most teachers continue to focus solely on assessment in the Cognitive Realm, while assessment in the Psychomotor Realm is limited to what is seen without knowledge of the assessment guidelines in accordance with existing assessment standards. The difficulty for teachers in assessing the skills of the first process is that they must memorize their students one by one. The second issue is the lack of assessment rubrics as guidelines for evaluating skills. As a result, assessment rubrics that are in accordance with educational assessment standards are required to supplement psychomotor assessment instruments and serve as a guide to student performance assessment.

b) Initial Product Design

An assessment rubric on maharah kitabah was developed during the initial product design stage based on the results of previous needs analysis. Initially, stage product design as an attempt to: (a) Determine the skills or performance to be assessed in the development of this rubric is writing skills; (b) formulate skills into formulations that describe aspects of performance that include writing skills are observation skills, hypothesis formulation skills, planning skills experiment, experiment skills, skills to interpret data, predicting skills, skills to apply concepts, and communication skills; At the initial product design stage, an assessment rubric on maharah was developed based on the results of a previous needs analysis. (c) develop a grid rubric that includes the most important skills in the task (task) to be assessed; (d) choose the scale to be used in the assessment rubric; and (e) describe the performance, ranging from expected to unexpected (gradually). Following the description of the

²¹ Hamid Soleh, *Standar Mutu Penilaian Dalam Kelas* (Yogyakarta: DNA Press, 2011).

concept or skill of the performance, assign a number to each gradation or provide a description of the gradation.

c) Implementation and field trials

Product trials are field tests with the goal of determining the results of reliability tests, usefulness, and maharah kitabah measurement using the rubric as an assessment guide. This field trial consists of four stages, which are as follows: First and foremost, the product trial is the result of expert test revisions and improvements at MAN Palembang. Twenty students participated in the experiment. With tahan uci, try learning Arabic with maharah kitabah material first, using practicum methods geared toward maharah kitabah. Second, use the maharah kitabah assessment rubric to evaluate student performance. Third, the assessor performs an evaluation on each student who practices.

Analysis of trial results in the form of field tests, namely reliability analysis performed to determine the level of confidence in measurement results. The following table shows the reliability data item criteria rubric maharah kitabah for 20 items of criteria that have been tested using SPSS:

Table.1. Reliability Statistic

Kuder Ricchardson	N of Items
.702	20

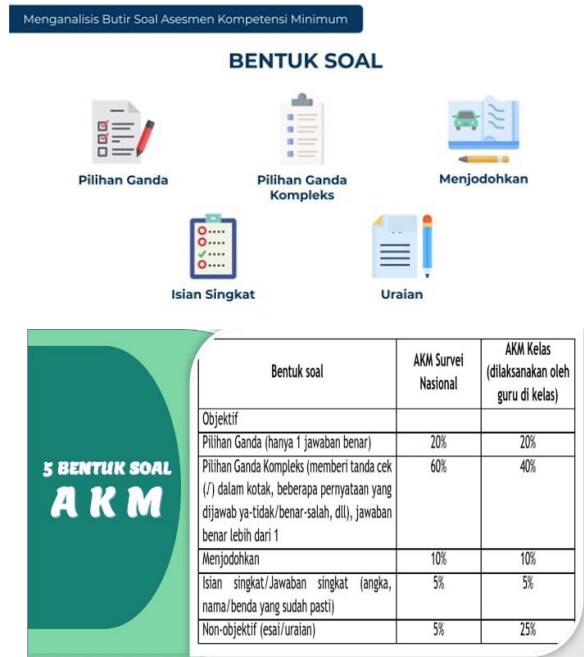
The reliability coefficient of the rubric instrument is 0.702, indicating that the instrument is very reliable because the data interval reliability coefficient ranges from 0.70 to 1. This demonstrates that the assessment rubric instrument has a high level of confidence.

Table. 2. Determination of Assessment Aspects in AKM

Aspect	Evaluation
The thing that is measured	Achievement of competence in reading literacy and numeracy, student character, description of the learning environment
Measurement Targets	All educational units with a sample of class XII students
Assessment Mode	Computer
Assessment Method	Multistage adaptive stage
Reporting	Education units and educational aggregates
Report Focus	Improved learning and increased conducive learning environment
The need for recognition of individual competence	Class XII students who need will register for individual/student AKM

The forms of questions in the Minimum Competency Assessment (AKM) are objective, multiple choice (only one correct answer), complex multiple choice (more than one correct answer), matchmaking, short entries (numbers, fixed names/objects), and non-objective or essays.

assessment sheet used as a form of innovation in maharah kitabah and its relation in the form of AKM





Picture 2. AKM

Table.3. Form Innovation in Maharah Kitabah Based AKM

Forms Of Innovation In Maharah Kitabah	form of AKM
Multiple choice	Multiple choice
Complex multiple choice	Complex multiple choice
Matchmaking	Matchmaking
Brief stuffing	Brief stuffing
Description / essay	

Table. 4. Form Innovation in Maharah Kitabah Based AKM

Forms of AKM	Forms Of Maharah Kitabah	Answer options
Multiple choice	<p>اختر الإجابة الصحيحة من الأسئلة الآتية</p> <p>١- اشتملت الحضارة الإسلامية على ... أ. جميع العصور ب. كل مجالات الحياة ج. جميع المجالات د. كل العلوم ه. كل المعارف</p> <p>٢- كانت الحضارة الإسلامية تستعمل على ما اشتملت عليه ... أ. الحضارة العالمية ج. الحضارة البشرية ه. الحضارة القديمة ب. الحضارة السامية د. الحضارة الشاملة</p> <p>٣- بداية الحضارة الإسلامية ظهرت في ... أ. العصر الأموي ب. العصر العباسي ج. عصر الرسول د. عصر المماليك ه. العصر الحديث</p> <p>٤- أسس المسلمون في بداية هجرة الرسول صلى الله عليه وسلم ... أ. دولة المسلمين ج. الدعوة الإسلامية ه. الحضارة الشاملة ب. الحضارة الإسلامية د. المنهج النبوي</p> <p>٥- يؤسس المسلمون للحضارة الإسلامية في عصر الرسول بـ أ. تحقيق السلام وترك الظلم ج. تحقيق العدالة وتأسيس الحضارة ه. إزالة الظلم ب. تحقيق العدل ونشر السلام د. نشر السلام وإزالة العدل</p> <p>٦- يحافظ المسلمون على السلام والعدل في ... أ. دعوتهم ب. نشرهم الإسلام ج. حضارتهم د. حياتهم الاجتماعية ه. مجالاتهم</p>	
Complex multiple choice	<p>أ</p> <p>اقرأ الجمل التالية، ثم ضع (ص) إذا كانت الجملة صحيحة أو (خ) إذا كانت خاطئة، وصرح الخطأ.</p> <p>١- الحضارة الإسلامية تستعمل على المجال العلمي والديني والاقتصادي فقط (...) </p> <p>٢- الحضارة الإسلامية في عهد الخلفاء الراشدين من العام ١٢٠٤ هـ (...) </p> <p>٣- توسعت الحضارة الإسلامية إلى الأندلس في عصر الدولة العويبة (...) </p> <p>٤- محمد بن موسى الخوارزمي هو من العلماء المشهورين في مجال الطب (...) </p> <p>٥- ابن إسحاق الكلبي من العلماء المسلمين المشهورين في مجال الفيزياء (...) </p>	

<p>Matchmaking</p>	<div style="text-align: center;">  <p>أ</p> <p>صِلْ بَيْنَ الْكَلِمَتَيْنِ الْمُتَضَادَّتَيْنِ كَمَا فِي الْمِثَالِ.</p> <table border="1" data-bbox="477 427 887 808"> <tr> <td>الشَّيَابُ</td> <td>○</td> <td>الْكَمَلَانُ</td> <td>○</td> </tr> <tr> <td>النَّوْطُ</td> <td>○</td> <td>مُتَمَسِّمٌ</td> <td>○</td> </tr> <tr> <td>أَخٌ</td> <td>○</td> <td>الشُّيُوخُ</td> <td>○</td> </tr> <tr> <td>مُتَقَابِلٌ</td> <td>○</td> <td>الْكِبَارُ</td> <td>○</td> </tr> <tr> <td>الصِّغَارُ</td> <td>○</td> <td>أُخْتٌ</td> <td>○</td> </tr> <tr> <td>الْحَزْنُ</td> <td>○</td> <td>السَّعَادَةُ</td> <td>○</td> </tr> <tr> <td>صَادِقًا</td> <td>○</td> <td>كَاذِبًا</td> <td>○</td> </tr> </table> </div>	الشَّيَابُ	○	الْكَمَلَانُ	○	النَّوْطُ	○	مُتَمَسِّمٌ	○	أَخٌ	○	الشُّيُوخُ	○	مُتَقَابِلٌ	○	الْكِبَارُ	○	الصِّغَارُ	○	أُخْتٌ	○	الْحَزْنُ	○	السَّعَادَةُ	○	صَادِقًا	○	كَاذِبًا	○	
الشَّيَابُ	○	الْكَمَلَانُ	○																											
النَّوْطُ	○	مُتَمَسِّمٌ	○																											
أَخٌ	○	الشُّيُوخُ	○																											
مُتَقَابِلٌ	○	الْكِبَارُ	○																											
الصِّغَارُ	○	أُخْتٌ	○																											
الْحَزْنُ	○	السَّعَادَةُ	○																											
صَادِقًا	○	كَاذِبًا	○																											
<p>Brief stuffing</p>	<div style="text-align: center;">  <p>أ</p> <p>رَتِّبِ الْكَلِمَاتِ الْآتِيَةَ لِتُصَبِّحَ جُمْلًا مُفِيدَةً.</p> <p>١- الرياضة الجماعية - نوعان - الرياضة - الرياضة الفردية - هُما</p> <p>.....</p> <p>٢- في - يمارس - الميدان - الطائرة - الكرة - الأطفال</p> <p>.....</p> <p>٣- كرة - في - هي - رياضة - إنجليزيًا - مشهورة - القدم</p> <p>.....</p> <p>٤- محمد - كرة - في - اشترك - مسابقة - الطاولة</p> <p>.....</p> <p>٥- الرياضة الفردية - الرفاية - من - الرياضة الجماعية - و- كرة السلة - من</p> <p>.....</p> </div>																													
<p>essay</p>	<div style="text-align: center;"> <p>ب</p> <p>اكتب فقرة عن "الشعر العربي" مستعينًا بالموضوعات الآتية.</p> <p>١- أسلوب الشعر العربي</p> <p>٢- القصيدة في الشعر العربي</p> <p>٣- المدح في الشعر العربي</p> <p>٤- الشاعر العربي المشهور</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>																													

Tabel. 5. Examples Of Assessment Rubrics

Indicator	Scala score				
	Sangat Kurang	Kurang	Cukup	Baik	Sangat Baik
Aspek yang dinilai	<20	(21-40)	(41-60)	(61-80)	>80
Kemampuan menulis karangan pendek					
Kemampuan menulis potongan kata					
Tes imla (menyatukan kata)					
Kemampuan menulis surat					
Kemampuan menulis laporan					

The first step in the planning stage is to develop specifications for the test to be performed, which are developed by researchers and include a description of the entire must-have characteristics of a test. The following activities are included in the preparation of test specifications: (a) determining test objectives (b) arrange the test grid, (c) select the test form, and (d) determine test length.

The second step in this planning stage is to write the items about the assessment instrument's minimum competency of reading literacy level 2. The test had one item for each minimal indicator, which was adjusted with sub-sub-indicators of ability to measure reading literacy. Every there is a rubric for scoring the questions. questions raised in this study takes the form of a written test with description questions, matching questions, and complex multiple choice questions for overall learning material.²²

The following stage of planning is an activity review of the items carried out by experts using panel techniques. The purpose of this activity is to obtain content validity from judges. This was accompanied by a grand award theory of competency assessment minimum reading literacy, grids, answer key, and scoring rubric during the test review process. The content validity of this AKM instrument is determined by expert judgment, the results of which are calculated and determined using Gregory's formula. In addition to providing an assessment of the product instruments, judges may provide written suggestions and comments in an effort to improve the quality of the AKM instrument developed.²³

Researchers revised and corrected the results of each test item that was analyzed by the judges. After all of the test items have been revised and declared valid, they are combined into a single test package that is ready to be tested on students.

An instrument is said to be valid if it can precisely measure what is to be measured. In other words, validity is linked to "accuracy" when using a measuring device. Valid data will be produced

²² Kristianti, "Literasi Sekolah Pada Pembelajaran Tematik Integratif," *Sinektik* 3, no. 2 (2020): 197.

²³ Ibda, "Penguatan Literasi Baru Pada Guru Madrasah Ibtidaiyah Dalam Menjawab Tantangan," *Journal of Research and Thought of Islamic Education*, 1, no. 1 (2019): 19.

by a valid instrument. It could also be stated that if data is generated by a valid instrument, then the instrument itself is valid. Instrument development for AKM.²⁴

This reading literacy consists of three cognitive levels. On a cognitive level, find information by (1) accessing and searching for information in the text; and (2) searching for and selecting relevant information. At the cognitive level, understand: (1) the text literally; (2) drawing inferences, making connections, and making predictions for both single and plural text. On a cognitive level, evaluate and reflect on the following: (1) the quality and credibility of the content on a single information text as well as plural; (2) the presentation format in text; and (3) reflecting on the contents of the discourse for decision making, making choices, and associating content text with personal experience.

CONCLUSION

The conclusion in the article is to discuss the assessment of learning Arabic, especially Maharah Kitabah. Assessment is carried out to determine the ability of students regarding Maharah Kitabah. Where the assessment on Maharah Kitabah is innovated using an assessment rubric adhering to a minimum competency assessment. Where the Maharah Kitabah assessment is innovated by using an assessment rubric that adheres to a minimum competency assessment. The trial results show that the instrument reliability coefficient rubric is 0.702, indicating that the instrument is very reliable because the data interval reliability coefficient ranges from 0.70 to 1. This demonstrates that the assessment rubric instrument has a high level of confidence.

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²⁴ Ramadhan, "Literasi Baca Tulis Dan Inovasi Kurikulum Bahasa," *Keilmuan Bahasa* 1 (2019): 108.

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