

Classroom Assessment as a Diagnostic Tool: Identifying Students' Learning Difficulties in Arabic Language Subjects

Asesmen Kelas Sebagai Alat Diagnostik: Mengidentifikasi Kesulitan Belajar Siswa Pada Mata Pelajaran Bahasa Arab

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Abstract

Classroom assessment plays a crucial role in identifying and addressing student learning difficulties. This enables teachers to design targeted interventions that improve learning outcomes. Classroom assessments, when aligned with the four Arabic language skills (maharah lughawiyah), namely listening (istima'), speaking (kalam), reading (qiraah), and writing (kitabah), allow teachers to identify specific barriers in each skill area and plan targeted pedagogical interventions. This study aims to explore the effectiveness of classroom assessment as a diagnostic tool in identifying students' learning barriers in Arabic language subjects at the secondary school level. Using a qualitative approach, the study involved in-depth interviews with teachers to understand how assessments are used in identifying students' Arabic learning difficulties. The results show that classroom assessments can identify patterns of conceptual errors in grammar and sentence structure, as well as barriers to reading comprehension, and psychological factors such as anxiety and lack of motivation.

Additionally, reflective and feedback-based assessments enable teachers to be more responsive in adjusting their teaching strategies. This study emphasizes that systematic and observation-based classroom assessment can be an effective diagnostic tool in supporting more adaptive Arabic language learning. The implications of this study offer valuable insights and recommendations for educators to integrate classroom assessment into a more responsive and evidence-based pedagogical approach.

Keywords: Classroom Assessment, Diagnostic Tools, Learning Difficulties, Maharah Lughawiyah, Observation, Teaching Strategies

Abstarak

Asesmen kelas memainkan peran penting dalam mendeteksi dan mengidentifikasi kesulitan belajar siswa. Hal ini memungkinkan guru untuk merancang intervensi yang sesuai untuk meningkatkan hasil belajar. Asesmen kelas yang dikaitkan dengan empat keterampilan berbahasa Arab (maharah lughawiyah) yaitu istima', kalam, qiraah, dan kitabah memungkinkan guru mengidentifikasi hambatan spesifik pada setiap aspek keterampilan dan merancang intervensi pembelajaran yang tepat sasaran. Penelitian ini bertujuan untuk mengeksplorasi efektivitas asesmen kelas sebagai alat diagnostik dalam mengidentifikasi hambatan belajar siswa dalam mata pelajaran bahasa Arab pada tingkat sekolah menengah. Dengan menggunakan pendekatan kualitatif, penelitian ini melibatkan wawancara mendalam dengan guru untuk memahami bagaimana asesmen digunakan dalam mengidentifikasi kesulitan belajar bahasa arab pada siswa. Hasil penelitian menunjukkan bahwa asesmen kelas dapat melihat pola kesalahan konseptual dalam tata bahasa dan struktur kalimat, hambatan dalam memahami bacaan, serta faktor-faktor psikologis seperti kecemasan dan kurangnya motivasi. Selain itu, asesmen yang dilakukan secara reflektif dan berbasis umpan balik memungkinkan guru untuk lebih responsif dalam menyesuaikan strategi pengajaran. Studi ini menekankan bahwa asesmen kelas yang sistematis dan berbasis observasi dapat menjadi alat diagnostik yang efektif dalam mendukung pembelajaran bahasa

arab yang lebih adaptif. Implikasi dari penelitian ini menjadi wawasan dan rekomendasi bagi pendidik untuk mengintegrasikan asesmen kelas sebagai bagian dari pendekatan pedagogi yang lebih responsif dan berbasis bukti.

Kata Kunci: Asesmen Kelas, Kesulitan Belajar, Keterampilan Berbahasa, Alat Diagnostik, Observasi, Strategi Pengajaran

Introduction

Assessment is an important part of a curriculum as a series of activities that are carried out systematically and continuously.¹ The quality of learning is determined by the quality of assessment conducted by teachers in the learning process.² Assessment activities can help teachers understand the strengths and weaknesses students experience in their learning. The better the quality of learning assessment activities, the better the teacher's understanding of students' weaknesses and strengths in learning the material. By conducting quality assessments and analyzing the results to identify students' learning weaknesses, teachers have guidelines for making informed decisions in the learning process. Assessment can also provide students with information about their learning progress, allowing them to improve their learning behavior. Arabic is a subject widely taught in Islamic-based schools in Indonesia, spanning from primary to senior secondary levels. Arabic language learning encompasses four main language skills: listening, speaking, reading, and writing.³ In practice, many factors such as different linguistic backgrounds, low learning motivation, and less varied teaching approaches make them experience learning difficulties.⁴

Several studies have confirmed that classroom assessments can serve as an effective diagnostic tool for detecting student learning difficulties. Classroom assessments enable teachers to identify patterns of errors, weaknesses in conceptual understanding, as well as non-cognitive aspects such as language anxiety or lack of participation.⁵ Assessment is an ongoing process and covers a broad domain. When students respond to questions, make

¹ Hasmawati Hasmawati and Ahmad Muktamar, "Asesmen Dalam Kurikulum Merdeka Perspektif Pendidikan Agama Islam," *Indonesian Journal of Innovation Multidiscipliner Research* 1, no. 3 (September 7, 2023): 197–211, doi:10.31004/ijim.v1i3.20.

² Sentot Kusairi, "Analisis Asesmen Formatif Fisika SMA Berbantuan Komputer," *Jurnal Penelitian Dan Evaluasi Pendidikan* 16 (January 14, 2013): 68–87, doi:10.21831/pep.v16i0.1106.

³ Miftachul Taubah, "Maharah Dan Kafa'ah Dalam Pembelajaran Bahasa Arab," *Studi Arab* 10, no. 1 (June 2019): 31–38, doi:10.35891/sa.v10i1.1765.

⁴ Faturahman Fuad, "Analisis Kesulitan Belajar Bahasa Arab (Studi Di MTs. N. 1 Bandar Lampung)," *Jurnal Bahasa (e-Journal) IAIN Sultan Amai Gorontalo* 4, no. 2 (2019), <http://journal.iaingorontalo.ac.id/index.php/al>.

⁵ Binti Azizatun Nafi'ah and Nabilla Chesa Putri Hartonoa, "Asesmen Kompetensi Minimum (Akm) Kelas Sekolah Dasar Sebagai Sarana Evaluasi Kemampuan Literasi Dan Numerasi Siswa," *Jurnal Pendidikan Dasar* 12, no. 2 (2022).

comments, or try out new structures, that is when the teacher is actually assessing the learners' performance.⁶ Therefore, a good teacher never stops assessing, either programmatically or incidentally. The importance of assessment in learning has been emphasized explicitly in the Permendiknas or Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) Number 17 of 2021 concerning National Assessment. Assessment of learning outcomes by educators must be carried out on an ongoing basis, aiming to monitor the process and progress of students, and improve the effectiveness of learning activities. In addition, assessments carried out reflectively and continuously can help teachers develop targeted learning interventions that align with the individual needs of students. Although Permendikbudristek Number 21 of 2022 has mandated diagnostic assessment as part of learning assessment, its implementation in the field still faces various challenges. The results of observations and interviews indicate that some teachers do not fully comprehend the concept and technical implementation of diagnostic assessments, resulting in classroom assessments often serving as the primary alternative for identifying students' learning difficulties. This finding aligns with the research of Fadlillah & Kusaeri, who noted that the use of diagnostic assessments in schools remains suboptimal due to teachers' limited understanding and training, as well as insufficient time and resources.⁷

In the modern constructivist approach, assessment is seen as an integral part of the learning process. A good formative assessment not only provides information to the teacher, but also to students, so that they can understand where their weaknesses lie and work to improve them.⁸ This principle is known as *assessment for learning*, which emphasizes that assessment should provide direction and motivation in the learning process, not just a means of measuring achievement.⁹ The latest policy, as outlined in Permendikbudristek No. 17 of 2021 on the Merdeka Curriculum, emphasizes the importance of assessment as part of student-centered learning. Teachers are expected to be able to conduct holistic diagnostic assessments that encompass cognitive, affective, and psychomotor aspects. This requires teachers to rely not only on written tests, but also to use various forms of alternative

⁶ Didi Sudrajat, "Asesmen Pembelajaran Bahasa Inggris: Model dan Pengukurannya," *Jurnal Intelegensia*, 2019.

⁷ Nilna Fadlillah and Kusaeri Kusaeri, "Optimizing Assessment for Learning in Islamic Education through Authentic and Diagnostic Assessment: A Systematic Literature Review," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 10, no. 2 (June 22, 2024): 654, doi:10.33394/jk.v10i2.11555.

⁸ Kusairi, "Analisis Asesmen Formatif Fisika SMA Berbantuan Komputer."

⁹ Nafi'ah and Hartonoa, "Asesmen Kompetensi Minimum (Akm) Kelas Sekolah Dasar Sebagai Sarana Evaluasi Kemampuan Literasi Dan Numerasi Siswa."

assessments, such as observation, portfolios, projects, and oral assessments. Regarding the implementation of diagnostic assessments, it is evident that teachers continue to experience problems related to the implementation of the independent curriculum. Data shows that 59.09% of teachers are still hesitant to implement the independent curriculum. The application of diagnostic assessments in reality confuses teachers, both in terms of preparation, implementation, and follow-up.¹⁰ In the context of Arabic language learning at the SMA/SMK level, classroom assessment has its own urgency. Arabic as a second foreign language (L2) for Indonesian students demands an adaptive and context-based learning approach.¹¹ However, the reality in the field shows that assessments are often still normative and focus on mastery of grammar and vocabulary memorization. This hampers early diagnosis of students' learning difficulties, which should be the primary basis for designing effective and inclusive learning.

In language learning, specifically in Arabic, assessment is a tool that teachers use to evaluate students' progress and help them improve their learning through diagnostic assessments or learning outcome tests. In Arabic language learning, teachers not only need to assess students' knowledge of syntax and vocabulary, as well as their ability to use Arabic as a means of communication, but also how students create and interpret meaning, considering not only their language skills but also their knowledge and experiences. We also need to assess students' ability to analyze text and context. Assessment does not need to wait until the middle or end of the semester; instead, during the learning process, the teacher begins to monitor students' progress continuously by using observation formats. Throughout the process, teachers can observe students' knowledge, the way they complete tasks, and the final results. Through continuous observation, the teacher can immediately identify which students are fast and which are slow, and thus require special attention. The results of these continuous observations can be conveyed to students, enabling them to identify their strengths and weaknesses and subsequently use this information to improve their performance, including addressing any learning difficulties they may encounter.

Previous studies have also shown that implementing practical classroom assessments can help identify various student learning difficulties in Arabic language learning. A systematic study by Fadlillah and Kusaeri revealed that diagnostic assessment has great

¹⁰ Dennis Nugroho, Putri Febriantania, and Ida Ridaningsih, "A Sistematic Literature Review: Implementasi Asesmen Diagnostik Pada Kurikulum Merdeka," *Annaba: Jurnal Pendidikan Islam* 9, no. 2 (2023).

¹¹ Rizal Maulana, "Analisis Capaian Pembelajaran Bahasa Arab Dengan Taksonomi Bloom Revisi," *Jurnal PTK Dan Pendidikan* 8, no. 2 (December 30, 2022), doi:10.18592/ptk.v8i2.7621.

potential in identifying students' specific strengths and weaknesses, as well as serving as the basis for teachers to design more appropriate and meaningful learning experiences. They found that integrating diagnostic assessment into Islamic education allows teachers to intervene early in students' learning difficulties, both in cognitive and affective aspects. However, the utilization of diagnostic assessments remains suboptimal, primarily due to a lack of understanding and training among teachers, as well as limited resources and time in schools.¹² This research also emphasizes that technology-integrated diagnostic assessment can provide quick, personalized, and in-depth feedback on students' learning processes. In the context of Arabic language learning, the application of this kind of assessment can help teachers identify students' weaknesses in language structure, reading comprehension, and communication skills more effectively. Therefore, optimizing diagnostic assessment is considered important to realize adaptive and evidence-based Arabic learning.

The study by Arta emphasizes that assessment has a function that is not only limited to measuring learning outcomes, but also as a broader process of diagnosing students' learning needs. This study highlights the importance of diagnostic assessment as an initial strategy to understand students' initial understanding and knowledge gaps before the learning process begins. This type of assessment helps teachers design learning that is more targeted and effective in addressing students' individual needs.¹³ This research also emphasizes that practical assessment must consider the principles of validity, reliability, fairness, and practicality. These four principles are the foundation for assessment to be truly used as a tool for instructional improvement and decision-making. However, the main challenges encountered in implementing assessments in schools include teachers' limited understanding of assessment concepts, a lack of professional training, and societal expectations that focus solely on final grades. This causes many assessment practices in schools not to be used optimally as a tool for in-depth diagnosis of the student learning process.¹⁴

Research by Budiono and Hatip emphasizes the importance of diagnostic assessment in the context of the Merdeka Curriculum as an initial strategy to identify students' learning readiness, both cognitively and non-cognitively. In this study, it is explained that diagnostic assessment helps teachers understand students' initial competency achievements,

¹² Fadlillah and Kusaeri, "Optimizing Assessment for Learning in Islamic Education through Authentic and Diagnostic Assessment : A Systematic Literature Review."

¹³ Grisma Yuli Arta, "Asesmen Dalam Pendidikan: Konsep, Pendekatan, Prinsip, Jenis, Dan Fungsi," *Jurnal Pendidikan, Bahasa Dan Budaya* 3, no. 3 (July 10, 2024): 170-90, doi:10.55606/jpbb.v3i3.3925.

¹⁴ Ibid.

psychological backgrounds, and personal factors that can affect learning, such as interest, motivation, and family conditions.¹⁵ The research also outlines two types of diagnostic assessments: cognitive and non-cognitive. Cognitive assessments are used to measure students' initial mastery of subject matter and form the basis for designing remedial or enrichment activities. Meanwhile, non-cognitive assessments play a role in uncovering students' social-emotional aspects, including readiness to learn, home activities, and psychological well-being. This approach provides a comprehensive picture of students' learning needs and reinforces adaptive and individualized learning.¹⁶ This finding is highly relevant to the practice of classroom assessment in Arabic, which also requires a diagnostic approach to understand students' learning difficulties, both in linguistic and affective aspects. The use of assessment as the basis for adaptive learning planning is a crucial step in building an education system that is responsive to the diverse needs of learners.

Research by Wulandari, Putrayasa, and Martha found that diagnostic assessment is efficient in differentiated learning, especially in Indonesian language lessons at SMA Negeri 1 Kuta Utara.¹⁷ This assessment is conducted in two forms, namely cognitive and non-cognitive. Cognitive assessment is used to identify students' initial understanding of the material. In contrast, non-cognitive assessment is designed to explore students' socio-emotional aspects, learning styles, interests, and readiness for learning. The results show that after the diagnostic assessment is conducted, teachers can design learning according to students' characteristics, abilities, and preferences.¹⁸ Differentiated learning strategies implemented include adjustments to content, process, product, and learning environment. Additionally, teachers develop various assessment instruments, such as worksheets, observations, and interviews, and utilize technology to support the implementation of these assessments. This research underscores the importance of diagnostic assessment as a vital initial step in developing effective and adaptable learning strategies. This finding is particularly relevant in the context of Arabic language learning, which has its own unique complexity and necessitates a personalized approach to mapping students' learning needs.

¹⁵ Arif Nur Budiono and Mochammad Hatip, "Learning Assesment in the Independent Curriculum," *Jurnal Axioma: Jurnal Matematika Dan Pembelajaran* 8, no. 1 (2023).

¹⁶ Ibid.

¹⁷ Gusti Ayu Putu Trisna Wulandari Wulandari, Ida Bagus Putrayasa, and I Nengah Martha, "Efektivitas Asesmen Diagnostik Dalam Pembelajaran Berdiferensiasi Pada Pelajaran Bahasa Indonesia," *Nusantara: Jurnal Pendidikan Indonesia* 3, no. 3 (September 30, 2023): 433–48, doi:10.14421/njpi.2023.v3i3-5.

¹⁸ Ibid.

In relation to language learning difficulties in students, research conducted by Al Ghozali and Mathoriyah at MAN 1 Jombang revealed that several internal and external factors caused students' difficulties in learning Arabic.¹⁹ Internal factors include students' limited awareness of the importance of Arabic lessons and less effective and unsustainable learning methods. While from the external side, conventional and less contextualized learning methods also contribute to exacerbating the difficulties experienced by students. Teachers in this study identified students' difficulties through low academic performance and weak understanding of the material taught. In response, teachers took several concrete steps to overcome learning difficulties, including providing exceptional guidance, organizing memorization of mufrodat (Arabic vocabulary), and conducting periodic evaluations both orally and in writing. These strategies show that classroom assessment, although not explicitly referred to as diagnostic assessment, has been used as a tool to identify learning difficulties and determine appropriate interventions. This reinforces the urgency of strengthening classroom assessment as a formal instrument for systematic and sustainable diagnosis of Arabic language learning.²⁰

Language learning difficulties are a challenge faced by many students in the educational process. Early identification of these barriers is crucial so that appropriate interventions can be implemented. Classroom assessment, as part of the learning process, can be an effective diagnostic tool in identifying students' language learning difficulties. However, there are still a few studies that specifically explore the practice of classroom assessment as a diagnostic tool used by Arabic language teachers at the SMA/SMK level. This gap highlights the need for more in-depth research on how Arabic language teachers interpret and implement classroom assessment to identify students' learning difficulties.

Furthermore, teachers' understanding of the concept of formative assessment and their ability to analyze assessment data are key factors in the effectiveness of learning diagnosis. Teachers must possess the competence to interpret assessment results and follow up on them by implementing differentiated teaching strategies that cater to individual student needs. Thus, strengthening teachers' capacity in this aspect is an urgent need in the development of Arabic language teachers' professionalism.

This study aims to address this need by exploring the experiences and practices of Arabic language teachers in using classroom assessment as a tool to identify students' learning

¹⁹ Dzikrul Hakim Al Ghozali and Lailatul Mathoriyah, "Upaya Guru Mengatasi Kesulitan Belajar Bahasa Arab Siswa Man 1 Jombang," *Jurnal Education and Development* 8, no. 4 (n.d.).

²⁰ Ibid.

difficulties. This research focuses on teachers at the senior secondary and vocational school levels who have a strategic role in shaping students' cognitive and non-cognitive abilities. Specifically, this study aims to describe Arabic teachers' understanding of classroom assessment as a diagnostic tool, identify students' learning difficulties, and describe the actions or interventions taken by teachers based on the assessment results.

The research method is a scientific approach to collecting data with specific purposes and functions.²¹ This research employs a qualitative method with an exploratory case study design to gain a deeper understanding of the practice of classroom assessment in identifying students' language learning difficulties. The qualitative approach was chosen because it allows researchers to explore teachers' subjective experiences in implementing assessments within their specific contexts.²² The subjects of the study consisted of four Arabic language subject teachers from four secondary schools, who were purposively selected based on their active implementation of formative assessment in the classroom. General information about the participants is presented in Table 1.

No	Name Initials	School	Level	Teaching Experience
1	WD	MA MBS Yogyakarta	MA	> 5 years
2	SN	SMA Muhammadiyah 2 Muntilan	SMA	> 5 years
3	UH	SMK Muhammadiyah 1 Yogyakarta	SMK	> 5 years
4	SA	SMA Muhammadiyah Mungkid	SMA	> 5 years

Table 1 Research Respondent Profile

Data were collected through in-depth interviews using a semi-structured guide. This interview explored the forms and strategies of assessment used, how teachers recognize students' learning difficulties, and the follow-up or customization of learning based on assessment results. Data were analyzed using thematic analysis techniques, which included data reduction, coding, categorization, and conclusion drawing.²³ Data validity was strengthened by the member check technique, which confirms the findings with informants to ensure accuracy and consistency.²⁴

²¹ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D* (Bandung: Alfabeta, 2017).

²² John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (SAGE Publications, 2016).

²³ M.B Miles, A.M Huberman, and J Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (SAGE Publications, 2014).

²⁴ M.Q Patton, *Qualitative Research & Evaluation Methods*, 3rd ed. (SAGE Publications, 2002).

Results and Discussion

This study aims to explore how secondary school Arabic teachers use classroom assessment to identify students' learning difficulties. Based on in-depth interviews with four teachers from senior high schools and vocational high schools, several key discussion points emerged regarding the understanding of classroom assessment, indicators of learning difficulties, and assessment follow-up strategies.

Teachers' Understanding of Classroom Assessment

All teachers interviewed had relatively similar perceptions of classroom assessment. WD, a teacher from SMA Muhammadiyah Boarding School, Yogyakarta, emphasized that classroom assessment should refer to the four Arabic language skills (*maharah lughawiyah*), namely listening (*istima'*), speaking (*kalam*), reading (*qiraah*), and writing (*kitabah*). According to him, 'a good assessment is not only written, because it will not be able to measure *kalam* and *istima*. 'There should be a form of oral exam as well.' UH from SMK Muhammadiyah 1 Yogyakarta also defined assessment as "the process of evaluating students' understanding, skills, and competence in Arabic." SA from SMA Muhammadiyah Mungkid conveyed the importance of assessment as part of the learning reflection process. He explained that there are several types of assessment, namely formative, summative, authentic, portfolio, and attitude observation. SN from SMA Muhammadiyah 2 Muntilan added that she conducts assessments after delivering each chapter through quizzes, written questions, translating Arabic texts, or simple conversations.

This aligns with the concept of assessment as a systematic and sustainable process for collecting information about student processes and learning outcomes, enabling informed decisions based on specific indicators and considerations.²⁵ Assessment and evaluation are often conflated, but they have distinct differences. Howel & Nolet (2008) state unequivocally that there is a principal difference between *assessment* and *evaluation*, namely, *assessment is the process of collecting a behavior sample (data), while evaluation is the process of using information to make reasoned decisions*.²⁶ In the Assessment and Learning guideline module, it is explained that there are three principles of equitable, objective, and educative assessment. Each has a purpose in its implementation. Equitable means that the assessment is carried out without bias due to the background, identity, or special needs of the learners. Objective assessment is based on factual information on the achievement of student development or learning

²⁵ Budiono and Hatip, "Learning Assesment in the Independent Curriculum."

²⁶ A Muri Yusuf, *Asesmen Dan Evaluasi Pendidikan* (Jakarta: Kencana, 2015).

outcomes. Educational assessment involves conducting an evaluation whose results are used as feedback for educators, students, and parents to enhance the learning process and improve learning outcomes. Therefore, if the teacher wants to know the *progress* of their students in learning, they can do several things; one of which is to conduct a class assessment of students' achievement of the material presented.²⁷

Indicators of Learning Difficulties

Teachers use a combination of observation, task assessment, and classroom interaction to detect students' learning difficulties. WD identifies students' weaknesses through the results of their answers to reading texts and understanding of nahwu and shorof structures. According to him, "students who do not understand reading texts usually do not answer correctly and have many structural errors." Meanwhile, SN noted that students with learning difficulties often exhibit a lack of confidence when asked to read Arabic texts aloud in front of the class. Similarly, UH added that lack of enthusiasm, difficulty following the flow of learning, and taking longer to understand the material are common indicators of learning difficulties. SA gave a concrete example: "Students are wrong in changing *fi'il madhi* to *fi'il mudhori*, even though it is basic. That means he does not understand basic sentence structure."

Learning difficulties are referred to as a *learning disability*, which means that the learner is not able to learn, despite an optimistic impression that the learner is essentially capable of learning.²⁸ It can also be referred to as *learning difficulties*. Learning difficulties include several things, ranging from learning chaos, where learning outcomes are lower than their potential, learning disabilities so that learning outcomes are below their intellectual potential, learning dysfunctions characterized by sensory, psychological, or mental disorders, low achievement, which has normal potential but low achievement results, and finally, slow learning, so that it takes a long time.²⁹ Learning difficulties are conditions in which students are unable to learn as they should, thereby hindering their learning progress, such as chaos, dysfunction, inability, low achievement, and slow learning.

Follow-Up Strategy for Assessment Results

After identifying students' difficulties, participants reported that they took follow-up steps. WD employs a personal approach by engaging in direct dialogue to identify the source of difficulties. He also evaluated his teaching approach, "I tried to self-reflect; maybe the way

²⁷ Ibid.

²⁸ Abid Nurhuda, "Analisis Kesulitan Belajar Bahasa Arab Pada Santri Nurul Huda Kartasura," *Al-Fusha: Arabic Language Education Journal* 4, no. 1 (January 27, 2022): 23–29, doi:10.62097/alfusha.v4i1.749.

²⁹ Ibid.

I delivered the lesson was not right." SA adjusts teaching methods and materials to be more focused and provides additional practice. She uses the assessment as the basis for designing the next teaching strategy. UH mentioned differentiated strategies and peer mentors as solutions for students who fall behind. SN emphasizes re-explanation to students individually, although she admits to not using a systematic learning strategy.

In terms of providing feedback, teachers generally give immediate and informal responses. SN puts small notes or positive comments on students' assignment sheets. UH prefers to conduct personal discussions so that students are more aware of where they went wrong. SA and WD also provide motivational encouragement to students, especially those who repeatedly experience difficulties. Regarding assessment documents, all participants stated that they archive quizzes, writing assignments, and evaluation sheets. WD added the use of apps such as Wordwall and Kahoot to provide variety to the assessment process. This means that assessments should be digitally aware in order to increase efficiency and contextualization—for example, through the use of *Artificial Intelligence* (AI) in learning assessments. AI is considered to help improve the assessment process, provide more accurate feedback, and enhance the student learning experience.³⁰ Several teachers mentioned the use of quiz-based applications (Wordwall, Kahoot) and expressed interest in the potential of AI for rapid analysis. However, in the sample, there was no integrated use of AI for automatic analysis of open-ended answers. References to 'AI' were more aspirational/projective in nature. Therefore, this study recommends the development of an automatic text analysis prototype to detect patterns of nahwu/shorof errors and provide adaptive feedback—an area for further research. SAs routinely reanalyze student writing assignment documents to identify recurring patterns of errors in sentence structure. All participants agreed that classroom assessment is effective in helping them identify students' learning difficulties. However, they also face challenges. SN mentioned that students who have never learned Arabic or cannot read the Hijaiyah letters are a challenge. SA stated that it is difficult to assess students who are passive or too shy. WD faced the problem of time constraints and student absenteeism, which made the assessment uneven. Meanwhile, UH highlighted the challenges in dealing with the diversity of students' abilities and motivations.

The purpose of diagnosis in classroom assessment is to identify the cause of a problem and seek a solution to address it. Furthermore, there is an identification of the location and

³⁰ Arnolus Juantri E. Oktavianus, Lamhot Naibaho, and Djoys Anneke Rantung, "Pemanfaatan Artificial Intelligence Pada Pembelajaran Dan Asesmen di Era Digitalisasi," JURNAL KRIDATAMA SAINS DAN TEKNOLOGI 5, no. 02 (December 2, 2023): 473–86, doi:10.53863/kst.v5i02.975.

type of learning difficulties experienced by students. Therefore, the implementation of class assessments can help teachers determine follow-up strategies for identifying whether students require participation in remedial or enrichment programs. Not only teachers, but students can also understand their mistakes, improve, master lessons, and enhance their achievements by determining the diagnosis of difficulties.³¹

Name initials	Cognitive Assessment	Non-cognitive Assessment	Documentation	Follow up	Use of Technology
WD	Nahwu quiz, text reading	Motivation observation	Unstructural	Remidial	Wordwall, Kahoot
SN	Translation, mufrodat	Activity, notes	Daily notes	Mentoring	none
UH	written questions and translation	direct observation and informal interventions	None	Peer tutoring	Quizizz
SA	Reading practice	Interest notes	None	Individual remedial	none

Table 2 Assessment Implementation

This finding confirms that classroom assessment in Arabic language learning has been used as a tool to identify students' learning difficulties. However, it is not yet fully referred to as a formal diagnostic assessment. Although classroom assessments do not fully meet the criteria for formal diagnostic assessments, this practice remains relevant and practical as an initial diagnostic tool, especially in schools with limited resources. Reflective and adaptive classroom assessments can provide an initial picture of students' learning barriers, enabling teachers to adjust their teaching strategies immediately. Teachers' practices demonstrate that assessment is conducted with a reflective, holistic, and adaptive approach tailored to the context of students and their learning needs. The results of this case study support the concept of assessment, which plays a crucial role in promoting learning by facilitating the early detection of difficulties and the refinement of teaching strategies. This research aligns with Fadlillah and Kusaeri's findings on diagnostic assessment in Islamic education, which emphasize the importance of reflective and personalized assessment in identifying students' strengths and weaknesses.³² In accordance with the principle of assessment as an educational

³¹ Supratiwi and Suyadi, "Trampolin Asesmen Kelas Perspektif Guru," *TADBIR MUWAHHID* 8, no. 1 (April 30, 2024), doi:10.30997/jtm.v8i1.12049.

³² Fadlillah and Kusaeri, "Optimizing Assessment for Learning in Islamic Education through Authentic and Diagnostic Assessment: A Systematic Literature Review."

tool, the results of the assessment can be used as feedback for teachers, students, and parents to evaluate and improve the learning process and learning outcomes.

The assessments conducted by SA and WD show a more advanced application of formative assessment, as they use written instruments and portfolio evaluation. This provides evidence that effective feedback requires assessment data that can be reviewed reflectively.³³ Meanwhile, SN and UH's approach relied more on direct observation and informal interventions. Although their approach is adaptive and potentially less systematic, it is supported by consistent documentation. This research also reinforces the results of previous studies, which highlight the importance of cognitive and non-cognitive diagnostic assessments in differentiated learning.³⁴ In the context of Arabic language learning, assessments that take into account affective aspects, such as motivation, self-confidence, and anxiety, also play a crucial role, as reflected in teachers' strategies for overcoming students' communication barriers.

Theoretically, this research demonstrates that assessment serves not only an evaluative function, but also a regulative function. This is interpreted by helping teachers adjust the learning process in real-time. This aligns with the concept of "assessment for learning," which posits that assessments conducted during the learning process can provide direct feedback to inform and improve instructional approaches.³⁵ On the practical implementation side, this research also identifies challenges faced by teachers in optimizing classroom assessments as diagnostic tools. Some teachers lack standardized instruments, such as rubrics and systematic observation sheets. Therefore, the information gathered from assessments cannot be used optimally. This finding is consistent with previous research, which has stated that many teachers still require capacity building in the areas of instrument development and the interpretation of assessment data.³⁶

Furthermore, this study also highlights the gap between teachers' conceptual understanding of assessment and their actual classroom practice. Although some teachers have implemented diagnostic approaches intuitively, not all of them realize that this practice is part of systematic formative assessment. Therefore, it is necessary to strengthen teachers' conceptual understanding so that they can design assessment strategies that align with

³³ Rosnaeni Rosnaeni, "Karakteristik Dan Asesmen Pembelajaran Abad 21," *Jurnal Basicedu* 5, no. 5 (October 9, 2021): 4341–50, doi:10.31004/basicedu.v5i5.1548.

³⁴ Budiono and Hatip, "Learning Assesment in the Independent Curriculum."

³⁵ David Carless, "Prospects for the Implementation of Assessment for Learning," *Assessment in Education: Principles, Policy & Practice* 12, no. 1 (January 2005): 39–54, doi:10.1080/0969594042000333904.

³⁶ Arta, "Asesmen Dalam Pendidikan: Konsep, Pendekatan, Prinsip, Jenis, Dan Fungsi."

learning objectives and students' needs. As a case study, this research provides additional value in the development of Arabic pedagogy at the secondary level. By illustrating real classroom practices, this study demonstrates that classroom assessment can be a valuable tool in bridging the gap between learning materials and students' understanding. Practices such as those of WD and SA provide concrete examples of how practical assessment can play a role in instructional decision-making.

This research also shows that classroom assessment serves as a professional reflection tool for teachers. When teachers use assessment results to evaluate the effectiveness of their teaching strategies, the assessment process also contributes to the development of teachers' professional competencies. This expands the role of assessment from simply assessing students to a continuous development tool for educators.³⁷ From a policy perspective, the findings can also serve as a basis for school-level decision makers to develop diagnostic assessment training programs. Such training should not only focus on the technicalities of item preparation, but also on the interpretation of results, the preparation of follow-up, and the use of assessments as a basis for differentiated learning.

This research not only provides insights and identifies literature needs related to diagnostic assessment in Arabic language learning, but also offers practical suggestions that can be applied in curriculum development and the improvement of learning quality. This research also opens space for further research, for example, in the form of developing digital-based assessment models or integrating diagnostic assessments with technology. Furthermore, although this study has limitations in terms of the number of participants and regional representation, its main strength lies in the depth of analysis and its narrative contribution to the understanding of classroom assessment practices in the field. The theoretical and practical implications of this study are expected to form a foundation for the development of formative assessment as a learning strategy aimed at improving the quality of Arabic language education in Indonesia.

Conclusion

This study reveals that classroom assessment has a strategic function as a diagnostic tool in identifying student learning difficulties in Arabic language subjects at the secondary education level. Through a qualitative case study approach involving four teachers from different educational institutions, it was found that classroom assessment is not only

³⁷ Carol Evans, "Making Sense of Assessment Feedback in Higher Education," *Review of Educational Research* 83, no. 1 (March 1, 2013): 70–120, doi:10.3102/0034654312474350.

understood as an evaluative instrument, but also as a reflective mechanism for thoroughly understanding students' learning achievements and obstacles. The teachers who were the research subjects have practiced various forms of assessment, both formative and informal, to detect indicators of student learning difficulties, such as errors in grammatical structures (nahwu and shorof), weak mastery of mufrodat, as well as affective barriers, including a lack of motivation and self-confidence in language. Based on the assessment results, teachers conduct follow-up in the form of remediation, personal guidance, differentiated learning, and adjustments to instructional strategies. Although some teachers have not fully utilized systematically documented assessment instruments, this finding indicates that classroom assessment practices have led to the effective use of assessment as a learning diagnosis tool. This aligns with the concept of *assessment for learning*, where assessment is used as an integral part of the learning process, oriented towards improving the quality of student learning, rather than merely measuring final achievements. However, there are still significant challenges, including limited learning time, the disparity of student abilities in one class, and the lack of professional training related to the development of diagnostic assessments. Therefore, efforts are needed to enhance teachers' capacity in terms of instrument development, interpreting assessment results, and implementing follow-up strategies based on assessment data. Thus, this study makes theoretical and practical contributions in strengthening the role of classroom assessment as an adaptive and contextual diagnostic tool in Arabic language learning. The results of this study also open space for further studies in the development of technology-based diagnostic assessment models, as well as their integration in curriculum design and educational policies that are oriented towards equitable and learner needs-based learning.

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