



Innovation of Project Assessment Instruments for Maharatul Qiro'ah in Grade IX Arabic Textbooks

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Article Info

Article History

Received:

Revised:

Accepted:

Published:

Keyword:
Innovation,
Project
Assessment
Instrument,
Maharah
Qiro'ah,

Abstract

This study aims to develop innovative project assessment instruments that are relevant to improving reading skills in Arabic language learning. The focus of this study is on the Grade IX Arabic Textbook published by the Ministry of Religious Affairs of the Republic of Indonesia. The background of this research is based on the need for assessment methods that can encourage students to understand texts deeply, critically, and contextually, in accordance with the demands of today's learning. This study used library research method strengthened by content analysis to explore the optimal strategies and approaches in developing project-based assessment instruments. The findings show that the instrument can be designed through activities such as text analysis, summarization, and interpretive discussion. The instrument is accompanied by an evaluation rubric that covers vocabulary understanding, text structure, content analysis, and the ability to reflect the meaning of the text in the context of daily life. This innovation is expected to improve students' reading ability while honing critical thinking skills and appreciation of Arabic texts. In addition, this instrument provides teachers with a comprehensive and measurable evaluation tool to objectively monitor student progress. This research makes a significant contribution to the development of Arabic language learning in Indonesia through an interactive and applicable approach, so that it can meet the needs of modern education in improving maharatul qiro'ah effectively and continuously.

المخلص

تركّز هذه الدراسة على كتاب اللغة العربية للصف التاسع الصادر عن وزارة الشؤون الدينية بجمهورية إندونيسيا. وتستند خلفية هذا البحث إلى الحاجة إلى أساليب تقييم تشجع الطلاب على فهم النصوص بعمق ونقد وسياق، بما يتماشى مع متطلبات التعلم في العصر الحديث. وقد استخدمت هذه الدراسة منهج البحث المكتبي مدعوماً بتحليل المحتوى لاستكشاف الاستراتيجيات والأساليب المثلى في تطوير أدوات التقييم القائمة على المشاريع. وتُظهر النتائج أن الأداة يمكن تصميمها من خلال أنشطة مثل تحليل النصوص، والتلخيص، والمناقشة التفسيرية. وتُرفّق الأداة بمقياس تقييم يشمل فهم المفردات، وبنية النص، وتحليل المحتوى، والقدرة على عكس معنى النص في سياق الحياة اليومية. ومن المتوقع أن تسهم هذه الابتكارات في تحسين قدرة الطلاب على القراءة، مع تعزيز مهارات التفكير النقدي وتقدير النصوص العربية. بالإضافة إلى ذلك، توفر هذه الأداة للمعلمين وسيلة تقييم شاملة وقابلة للقياس لمتابعة تقدم الطلاب بشكل موضوعي. ويُعدّ هذا البحث مساهمة مهمة في تطوير تعليم اللغة العربية في إندونيسيا من خلال منهج تفاعلي وتطبيقي، بحيث يلبي احتياجات التعليم الحديث في تحسين مهارة القراءة (مهارة القراءة) بشكل فعال ومستمر

Introduction

Assessment is an integral part of the learning process, serving as a tool to measure the achievement of student competencies while evaluating the effectiveness of the teaching methods used. In Arabic language learning, especially in reading skills (*maharatul qiro'ah*), it is important to develop assessment instruments that not only measure cognitive abilities but also support the mastery of skills in an applicative and sustainable manner. Assessment is a systematic process that includes the collection of information in the form of numerical data or verbal descriptions, followed by evaluation and interpretation to support decision making. In the context of education, assessment refers to efforts to measure the extent to which learning objectives have been achieved.¹

Through this assessment, it can be seen to what extent students have successfully mastered the competencies or material that has been taught by the teacher. In addition, the assessment of learning outcomes can also be used as a benchmark to assess the level of success or effectiveness of the teacher in carrying out learning. Assessment is a continuation of measurement, aiming to give meaning to numbers as a value. This process is carried out through various methods, such as performance, attitude, written, project, collection of students' work, and self-assessment. Evaluation of learning outcomes, both formal and informal, should be carried out in a pleasant atmosphere to give learners the opportunity to demonstrate their understanding and skills.²

The ninth grade Arabic textbook published by the Ministry of Religious Affairs of the Republic of Indonesia has been designed to support the learning of reading

¹ Sukenti, D. (2021). *Buku Ajar Penilaian Pembelajaran Dalam Bahasa Indonesia*. Mitra Cendekia Media.

² Qodir, A. (2017). *Evaluasi Dan Penilaian Pembelajaran*. K-Media.

skills (*maharatul qiro'ah*), but the implementation of the assessment is often less able to evaluate reading skills in depth and application. The assessment instruments used tend to be oriented towards measuring end results, such as literal comprehension of texts, without providing sufficient space to explore aspects of the reading process, such as analysis, interpretation and application in real contexts. Therefore, innovations are needed in assessment instruments, such as project-based assessment, which not only measures results, but also assesses students' reading skills through applicative and process-based tasks, so that Arabic language learning becomes more relevant and effective. As Rahim stated, reading is a complex process because it involves various aspects. This process is not only limited to the pronunciation of written words, but also includes visual activities, thinking, and metacognitive abilities.³ Tarigan also reinforces that reading is also related to psycholinguistic aspects, which makes it a multidimensional process.⁴

Reading skills (*maharatul qiro'ah*) are a key element in Arabic language learning, as they play an important role not only in understanding texts but also in supporting the mastery of other language skills, such as speaking and writing. As one of the four main competencies in language learning, reading ability plays a strategic role in building students' literacy. Reading can be understood as a method of communication that aims to convey meaning, both explicit and implicit, through written symbols. Thus, reading involves the ability to recognize written symbols and convert them into oral form (oral reading).⁵ However, success in learning to read is not only determined by the quality of the textbooks used, but also by the effectiveness of the assessment instruments applied to assess and develop these skills in a maximized way.

To measure students' ability to understand Arabic learning materials, exercises are needed at the end of each lesson designed in accordance with the aspects of language skills that are the focus of development. Based on this, researchers are interested in developing *maharah qiro'ah* reading skills by creating innovations in project assessment instruments in the Grade IX Arabic Language Textbook published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020. Project assessment is an appropriate evaluation for a task that must be completed within a certain period of time. This task is usually in the form of investigative or inquiry activities, which require a long duration for implementation. The process of completing project tasks includes several stages, from planning, collecting data, organizing information, to processing and presenting data results.⁶

Research Method

The implementation of this research was carried out by applying the library research method. to collect data relevant to the concepts, approaches, procedures, and data analysis in library research in the field of innovation in project assessment instruments for *maharatul qiro'ah*, sourced from literature such as books and scientific journals. In qualitative research methods, researchers are required to

³ Elvi Susanti. (2022). *Keterampilan Membaca*. iN-Media.

⁴ Tarigan, H. G. (2015). *Berbicara Sebagai Suatu Kemampuan Berbahasa*. CV Angkasa.

⁵ Hardiyanti, P. (2022). Mafhum Maharah Qiraah dan Maharah Kitabah. *Islamic Education*, 2(2), 2.

⁶ Ansori, A. Z. (2017). Teknik Penilaian Proyek Dalam Pembelajaran Biologi Di Madrasah Aliyah. *Jurnal Diklat Keagamaan*.

collect and analyze information and data from relevant literature or documents in order to understand research issues and develop them into a solid theoretical foundation.⁷

Library research is a form of research activity carried out through the collection of information and data using various types of sources available in the library, such as reference books, similar previous research results, articles, notes, and journals related to the problem to be solved. This whole process is carried out in an organized and systematic manner, with the aim of collecting, processing, and concluding data using certain methods or techniques in order to find solutions to the problems studied.⁸

Based on the description of the method and the problems encountered, the researcher will try to detail the relationship between the variables of the project assessment instrument on Arabic reading ability and explain the theoretical basis of the research by collecting and analyzing data using a systematic and critical approach.⁹ In this case, the researcher will ensure that this research is based on a solid theoretical foundation, and strengthened by conducting a review and analysis of literature data relevant to the research theme, in order to produce optimal findings.

The process of carrying out this research will begin by collecting sources of information related to project assessment instruments in Arabic language learning, especially *maharatul qiro'ah*, as well as the theories that will underlie the innovation of assessment in this study. The researcher will also assess the relevance of the assessment instrument to the learning context and how the instrument can help measure students' reading skills more effectively.

So, in general, this research aims to develop or provide innovations in the form of assessment instruments that can be used to assess Arabic reading skills in grade IX students, as well as to assess the extent to which these textbooks have provided effective instruments in measuring *maharatul qiro'ah* competencies. Through a structured literature study method and based on valid and relevant data, this research is expected to make a significant contribution in understanding the innovation of project assessment instruments for *maharatul qiro'ah* in Arabic language learning, especially in textbooks issued by the Ministry of Religious Affairs of the Republic of Indonesia.

Results and Discussion

1. Project Assessment

Various definitions of assessment from experts suggest that assessment encompasses the various means used to assess individual or group performance. The process involves collecting evidence that demonstrates learners' learning achievements. In general, assessment is a statement based on certain facts that aims to describe the characteristics of someone or something. Assessment also includes the process of making a decision about

⁷ Alvesson, Mats., D. K. (2011). *Qualitative research and theory development: Mystery as Method*. Sage Publications.

⁸ Sari, M., & Asmendri, A. (2020). Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA. *Natural Science*, 6(1), 41–53. <https://doi.org/10.15548/nsc.v6i1.1555>

⁹ Creswell, J. W. (2012). *Planning, conducting, and evaluating quantitative and qualitative research*. MA: Pearson.

something based on good or bad criteria, with a qualitative approach. Assessment, or assessment as it is often called, encompasses a variety of methods and tools for assessing the performance of individuals or groups. The purpose of assessment is to obtain a variety of information about the extent of the achievement of learner learning outcomes or information related to the achievement of learner competencies.

Project assessment in Indonesian language learning includes the evaluation of specific tasks or projects given to students within a certain period of time. Some of the aspects that are the focus of Indonesian project assessment include the use of appropriate vocabulary, the ability to construct sentences effectively, and skills in presenting written text and visual elements. Project assessment is one type of authentic assessment that provides significant support to the learning process, especially in achieving a balance between the cognitive, affective and psychomotor aspects of students. Project assessment is considered a real step in implementing authentic assessment with the aim of increasing motivation in the learning process.¹⁰

Project assessment is fundamentally different from project-based learning. Project assessment focuses on evaluating a specific task, while project-based learning is a learning model that encourages learners to actively solve problems, both individually and in groups, through scientific steps within a certain period of time. The result of this process is realized in the form of a product that is then presented to other parties. Project-based learning has a broader scope, involving interaction between educators and learners with a scientific approach throughout the process of student investigation of a problem, which is finally answered through a work or report. On the other hand, project skills in this context focus on abilities that can be evaluated through various aspects, such as planning, collecting data, organizing, processing, presenting data, and preparing reports.¹¹(Fikri, 2020) Project assessment can be carried out throughout the planning stage, during the implementation of the task, to the final result of the project.¹²

2. Characteristics of Project Assessment

Every learning assessment model must have assessment criteria so that the applied assessment can effectively assess and measure students' abilities, not only from one aspect such as cognitive, but also from several other aspects. It is also important to ensure that the assessment is objective. To assess the quality of project assessment, it is necessary to pay attention to at least seven criteria involving several aspects, there are:

a. Generability

Generability refers to the extent to which the tasks learners work on in the project can be applied or adapted to other tasks. The greater the

¹⁰ Kaygu, A. F. (2019). *Penerapan Penilaian Proyek Pada Pembelajaran Menyajikan Teks Narasi Kelas VII Di SMP Negeri 2 Gorontalo*. Universitas Negeri Gorontalo.

¹¹ Fikri, H. (2020). Penilaian Keterampilan Proyek. *Journal of Islamic Studies*, 3(2), 156–166.

¹² Sulastriningsih Djumingin, M., & Syamsudduha, R. (2022). *Penilaian Pembelajaran Bahasa & Sastra Indonesia Teori Dan Penerapannya*. CV. Cahaya Bintang Cemerlang.

suitability of the task to other tasks, the higher its quality. This is based on the assumption that the task is of equivalent value to other types of tasks

b. Authenticity

Authenticity refers to the degree to which a given task corresponds to real situations that are often encountered in everyday life. For example, when students learn about jama' and qashar prayers, they may understand the theory, but the practical application can be challenging. Therefore, teacher guidance is needed to help students do hands-on practice.

c. Multiple Foci

Multiple foci refer to the extent to which the tasks given to learners include measurement of a range of expected abilities. For example, a student may excel in memorizing and analyzing material, but be less skilled in the application aspect. In this case, teachers can help address students' weaknesses in the psychomotor domain while still considering their strengths in cognitive abilities.

d. Teachability

Teachability means that the assignment will yield better results due to the teacher's teaching efforts in the classroom. In other words, the tasks in the project work or project assessment should be relevantly related to the material taught by the teacher in the classroom.

e. Fairness

Fairness refers to the degree to which a task is fair to all learners. This includes considering whether each student has an equal chance of completing the task, taking into account differences in ability between them. Sometimes, a task given to a group may seem easy for some students, difficult for others, or even impossible for some. Therefore, teachers need to evaluate students' abilities thoroughly to ensure the tasks given are in line with their potential.

f. Feasibility

Feasibility means that the tasks given in the project assessment are suitable to be carried out, considering factors such as cost, space, time, or available equipment. Each school has different capabilities, both in terms of human resources and physical facilities.

g. Scorability

Scorability in assessment is a very fundamental aspect because it determines the validity of an assessment. This means whether the given task can be assessed accurately and reliably so that the results become valid. In project assessment, teachers need to be careful in scoring because one of the most sensitive parts of project assessment is the scoring process.¹³

3. *Maharatul Qiro'ah* Characteristic

In Arabic language learning, there are four main skills that need to be mastered, one of which is reading skills (*maharatul qiro'ah*). *Maharatul qiro'ah* refers to the ability to understand the content or meaning of the text being

¹³ Iftika Wuri, K. (2022). Penilaian Keterampilan Proyek Dalam Pembelajaran Pendidikan Agama Islam. *Educatioanl Journal: General and Specific Research*, 2(3), 412–418.

read. Therefore, reading training is very important for students in Madrasah, starting from Madrasah Ibtidaiyah to Madrasah Aliyah. Reading skills can help learners understand Arabic vocabulary better, so they can master the vocabulary more quickly.¹⁴ *Maharatul qiro'ah* or reading skill is a process carried out by the reader to understand the message conveyed by the author through the medium of writing or words.¹⁵

Reading proficiency is the language ability a person has to read and understand the meaning contained in a writing deftly, accurately, and fluently, so that the message conveyed by the author through writing can be understood clearly and precisely by the reader. The aspects that must be considered by Arabic language teachers in learning qiro'ah are the ability to read texts and obtain information from written discourse.¹⁶ In reading skills, there are specific characteristics for each type. Likewise, in the ability to read Arabic reading, there are several characteristics that need to be considered, including clear and correct pronunciation.

Reading ability (*maharatul qiro'ah*) is the ability to analyze and understand the meaning of what is written. The ability to read Arabic texts is highly dependent on the reader's understanding of the grammatical rules in Arabic, which include *nahwu* (syntax) and *sharaf* (morphology). This ability will greatly affect the reader's understanding of the content or meaning of the text being read. Therefore, the sequence in reading skills does not start with reading for understanding, but first with understanding grammar in order to read the text correctly.¹⁷

Maharah qiro'ah or the skill of understanding written discourse (text) is also tiered or gradual from the lowest to the highest ability. Classify reading skills as follows.¹⁸ The first stage of reading skills test (initial stages of reading) which includes tests (a) word matching (the testee is told to choose one of the words that best matches the word next to it), (b) sentence matching (the testee is asked to choose one of the sentences that best matches the stem (sentence statement), (c) matching pictures and sentences or picture and sentence matching (the testee is asked to choose one of the pictures that best matches the picture), 2) reading skills test which Heaton calls intermediate and advanced stages of reading.

Students' ability to read Arabic text can be measured through several indicators, according to Amin Santos in Ahmad Rathomy, namely: (1) pronunciation of letters, words, and sentences in the qiro'ah text; (2)

¹⁴ Munir, Fajar, F. (2023). Pelatihan Keterampilan Membaca Untuk Meningkatkan Kemampuan Kosakata Bahasa Arab Di Pengajian Anak-Anak Kampung Cukang Lemah Cihanjawa Purwakarta. *Jurnal Pengabdian Masyarakat: Pemberdayaan, Inovasi Dan Perubahan*.

¹⁵ Hardiyanti, P. (2022). Mafhum Maharah Qiraah dan Maharah Kitabah. *Islamic Education*, 2(2), 2.

¹⁶ Ishak, D. M., Fitriyanti, E. N., & Azizah, I. (2020). Pengaruh Pembelajaran Bahasa Arab Maharah Qira'ah Untuk Siswa Madrasah Aliyah Terhadap Pemahaman Budaya Arab. *Prosiding Semnabama IV UM JILID 1, 1*, 62–67.

¹⁷ Ni'mah, D. and. (n.d.). *Pendekatan Contextual Teaching and Learning dalam Pembelajaran Maharah Qira'ah*.

¹⁸ J B Heaton, *Writing English Language Tests: New Edition*, Longman Handbooks for Language Teachers (Longman, 1990), <https://books.google.co.id/books?id=WNeQtwAACAAJ>

recognition of sentence structure by giving punctuation marks to letters, words, and sentences in the qiro'ah text; and (3) understanding the meaning of the text read. Conversely, if students have not been able to fulfill these three indicators, then they have not achieved reading skills in accordance with the learning objectives.¹⁹ To develop Arabic reading skills, there are several abilities that need to be possessed, including:

- a) Able to distinguish letters and understand the relationship between symbols and their sounds.
- b) Able to recognize words, both in the context of a sentence and out of context.
- c) Understand the meaning of words according to the context in which they are used.
- d) Understand the literal meaning (dzahir) of a word.
- e) Recognize logical relationships and the use of conjunctions in sentences.
- f) Being able to summarize the content of discourse quickly.
- g) Read critically.
- h) Understand the language style used by the writer.
- i) Finding explicit and implied information in accordance with the author's intentions.
- j) Read quickly.
- k) Demonstrate accuracy and fluency in reading.
- l) Determine the theme or title of the reading.
- m) Finding the main idea and supporting ideas.

Project Assessment Instrument for *Maharah Qiro'ah*

The innovation in the project assessment instrument in the Grade IX Arabic Textbook published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020 was carried out with the aim of obtaining an appropriate measuring tool in assessing students' Arabic reading skills (*maharatul qiro'ah*). The selection of text-based project assessment was chosen because this type of assessment is considered to be able to increase students' creativity, activity, and learning outcomes.

Table 1. Identity of the Textbook

Title	: Arabic Language Class IX Madrasah Tsanawiyah
Author	: Yushi M. Mahmudah
Printing	: 1st
Publication	: Ministry of Religious Affairs of the Republic of Indonesia 2020

Basic Competencies

3.5 Understand the social functions, text structures and linguistic elements (sounds, words, and meanings) of simple texts related to the theme: نزل القرآن والعیدان	4.5 Demonstrate the speech act of prohibiting to do a job by paying attention to the form, meaning and function of the grammatical structure.
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¹⁹ Rathomi, A. (2019). Pembelajaran Bahasa Arab Maharah Qira'Ah Melalui Pendekatan Saintifik. *Ta'dib: Jurnal Pendidikan Islam*, 8(1), 558–565. <https://doi.org/10.29313/tjpi.v8i1.4315>

Basic Competencies

which involves the speech act of prohibiting to do a job by paying attention to the grammatical structure.	لا الناهية/لم + الفعل المضارع - المزيد من الفعل الثالثي (ماض ومضارع ومصدر)
both orally and in writing	
3.6 Analyze ideas from simple narrative texts related to a theme:	4.6 Present the results of analyzing ideas from simple narrative texts related to a theme:
نزل القرآن والعيدان	نزل القرآن والعيدان
by paying attention to the form, meaning and function of the grammatical structure.	by paying attention to the form, meaning and function of grammatical structure.
لا الناهية/لم + الفعل المضارع - المزيد من الفعل الثالثي (ماض ومضارع ومصدر)	لا الناهية/لم + الفعل المضارع - المزيد من الفعل الثالثي (ماض ومضارع ومصدر)

Expression

(استقبل أهل المدينة المهاجرين)

(بعث الله محمدا نبيا ورسولا وكان عمره أربعين سنة)

(لا تصم يوم العيد!)

In this lesson, learners understand the social function, text structure and linguistic elements (sound, word, and meaning) and analyze ideas from simple narrative text related to a theme:

نزل القرآن والعيدان

which involves the speech act of forbidding to do a job by paying attention to the grammatical structure

لا الناهية/لم + الفعل المضارع - المزيد من الفعل الثالثي (ماض ومضارع ومصدر)

As well as skillfully demonstrate the speech acts of prohibiting doing a job and present the results of analyzing ideas from simple narrative texts related to the theme by paying attention to the form, meaning and function of the grammatical structure

لا الناهية/لم + الفعل المضارع - المزيد من الفعل الثالثي (ماض ومضارع ومصدر)

both orally and writing²⁰

The project-based assessment instrument designed for reading skills (*maharatul qiro'ah*) in Arabic has been adapted to the distinctive characteristics of maharatul qiro'ah. This adjustment aims to achieve the expected results, namely improving students' abilities in reading skills. The following presents a project-based assessment instrument that covers aspects of Arabic language skills (*maharatul qiro'ah*).

²⁰ Mahmudah, Y. M. (2020). Bahasa Arab MTs Kelas IX. In W. Dariyadi (Ed.), *Jakarta: Direktorat KSKK Madrasah, Direktorat Jenderal Pendidikan Islam. Kementerian Agama RI.*

Table 2. Project Assessment Instrument for Reading Skills (*Maharatul Qiro'ah*)

No	Aspects Assessed	Score	Description
1	Reading Fluency	5	Very good in the use of intonation during presentation.
		4	Good in the use of intonation during presentation.
		3	Quite good in the use of intonation during presentation.
		2	Poor in the use of intonation during presentation.
		1	Not good in the use of intonation during presentation.
2	<i>Mahorijul Khuruf and qowaid</i>	5	The words used in the video are very suitable for maharijul khuruf qawaid.
		4	The words used in the video are suitable for maharijul khuruf and qawaid.
		3	The words used in the video are quite suitable for maharijul khuruf and qawaid.
		2	The words used in the video are less suitable for maharijul khuruf and qawaid.
		1	The words used in the video do not match the maharijul khuruf qawaid.
3	Language Style	5	The language style used is not good.
		4	The language style used is good.
		3	The language style used is quite good.
		2	The language style used is not good.
		1	The language style used is not good.
4	Fluency of Speech	5	The delivery of the reading in the video is very smooth.
		4	The delivery of the reading in the video is smooth.
		3	The delivery of the reading in the video is quite smooth.
		2	The delivery of the reading in the video is less fluent.
		1	The reading delivery in the video is not fluent.

The aspects that must be assessed from the project produced by researchers in innovating project assessment instruments for speaking skills (*maharatul kalam*), as follows:

Table 3. Project Assessment Instruments for Speaking Skills (*Maharatul Kalam*)

No	Aspects Assessed	Score	Description
1	Video Concept	5	The video concept used is very interesting.
		4	The video concept used is interesting.
		3	The video concept used is quite interesting.
		2	The video concept used is less interesting.
		1	The video concept used is not interesting.
2	Color Contrast (between text and background)	5	The selection of text and background in the video is very appropriate.
		4	The selection of text and background in the video is appropriate.
		3	The selection of text and background in the video is quite appropriate.
		2	The selection of text and background in the video is less appropriate.
		1	The selection of text and background in the video is very inappropriate.
3	Color integration	5	The colors used in the video are very harmonious.
		4	The colors used in the video are harmonious.
		3	The colors used in the video are quite harmonious.
		2	The colors used in the video are less harmonious.
		1	The colors used in the video are very contrasting.
4	Harmony between sound and image	5	The use of sound and images in the video is very balanced.
		4	The use of sound and image in the video is balanced.
		3	The use of sound and image in the video is quite balanced.
		2	The use of sound and image in the video is less balanced.
		1	The use of sound and image in the video is very unbalanced.

Assessment Sheet

Name :

Project Theme :

No	Aspect Assessed	Score				
		1	2	3	4	5
1	Maharatul Qiroah					
	Reading Fluency					
	Makharijul Khuruf and Qowaid					
	Language Style					
2	Video Project					
	Video Concept					
	Color Contrast (between text and background)					
	Color Coherence					
	Harmony between Sound and Image					
Total						

Description

The value column is filled in by checking the column

1 = No

2 = Less

3 = Fair

4 = Good

5 = Very Good

Conclusion

From the results and discussion above, it can be concluded that in the 9th grade Arabic textbook published by the Ministry of Religion of the Republic of Indonesia in 2020 there is still a lack of exercises that lead to the ability of students to maharatul qiro'ah (reading skills). So the researcher innovates the assessment in the textbook for reading skills (*maharatul qiro'ah*) using a project assessment in which the researcher innovates an instrument that produces Arabic language learning videos with themes that already exist in the textbook.

In research on the innovation of project assessment instruments, there are two categories that must be assessed, namely reading skills and video projects made by students. Both categories have their own assessment aspects. The aspects of assessment in reading skills (*maharatul qiro'ah*) are in terms of reading fluency, *Makharijul Khuruf* and *Qowaid*, language style and fluency of speech. While the aspects assessed from the video project are the video concept, Color Contrast (between text and background), Color Alignment and Harmony between Sound and Image.

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