

INNOVATION IN ASSESSMENT OF TARJAMAH LEARNING MIN AL-INDUNĪSIYYAH ILĀ AL -' ARABIYYAH

Ahya Dita Satiarmia L, Zamakhsari Zamakhsari, Azmalia Anastasya Marcella

Sunan Kalijaga State Islamic University Yogyakarta, Indonesia

Email: ahyadita24@gmail.com, zamakhsari@uin-suka.ac.id,
azmaliaanastasya@gmail.com

Abstract

Keywords:

Innovation Assessment,
Translation Arabic
Language,
Learning Arabic,
Research Bibliography,
Evaluation Learning

Development evaluation in learning Arabic language today This demand existence further evaluation meaningful and authentic, esp in skills translation. However, in practice learning, assessment translation from Indonesian to Arabic (Min al- Indunīsiyyah Ilā al -' Arabiyyah) still tend focused on results end, not in the translation process That alone. Condition This show existence gap between draft ideal assessment with practices that occur in the field. Therefore that, research This aim For review and formulate innovation evaluation in learning translation Arabic through approach study library research. Research This done with analyze various relevant literature from books, journals, and research previously in range time ten year last. Data collection techniques are carried out through documentation, whereas data analysis using analysis content analysis. Study results show that innovation evaluation like evaluation based rubric, assessment based projects, portfolios, assessments self and friends colleagues, as well as evaluation digital- based can increase quality evaluation learning translation. Assessment model the capable give more assessment comprehensive Because includes processes and results, more objective, and increase involvement participant educate. With Thus, research This contribute in development system more assessment holistic and relevant in learning translation Arabic.

This is an open access article under the [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) license



INTRODUCTION

Learning Arabic in the contemporary era demand mastery skills speaking in a way integrative, no only on the aspect theory linguistics, but also on skills productive like writing and translating (Hanani & Dodi, 2020) . One of them skills important thing to be indicator ability Arabic language level carry on is translation (translation), especially from Indonesian to Arabic (*min al- Indunīsiyyah ilā al -' Arabiyyah*). Skills This demand



mastery vocabulary, structure grammar and grammar, as well as ability understand meaning contextual in a way appropriate (Nugraha et al., 2025) .

In practice learning, skills translation often made into part from evaluation For measure to what extent participants educate capable control Arabic in general applicable. However, the assessment process applied in many institutions education Still tend results - oriented end translation (Nurzahira et al., 2025) . Assessment model like This Not yet fully give room For assessing thinking processes linguistics that is carried out participant educate in translate text from Language source to target language.

Condition the show existence gap between draft ideal assessment with practices that occur in the field. In general theoretical, assessment modern learning emphasizes principle *authentic assessment*, namely assessment that is not only focused on outcomes, but also processes, contexts, and skills real participant educate (Samsudin et al., 2025) . However in implementation, assessment translation Still Lots use approach traditional in nature results -oriented and less varied.

along with development theory evaluation education, (Nurzahira et al., 2025) have an opinion various form innovation evaluation start introduced For increase quality assessment learning, such as evaluation based rubrics, portfolios, projects, self-assessment, peer assessment, and utilization digital technology. Innovation This considered capable give a clearer picture comprehensive to ability participant educate, good from aspect cognitive, thinking processes, and results end learning (Sudarman et al., 2025) .

Based on problem mentioned, it is necessary studies that are special discuss innovation evaluation in learning translation *min al- Indunīsiyyah ilā al -' Arabiyyah*. This article aim For analyze problem assessment that occurs as well as formulate forms innovation assessment that can implemented to improve quality evaluation learning more Arabic authentic, objective and meaningful.

REVIEW LIBRARY

Study of translation in learning Arabic shows that translation from Indonesian to Arabic (*Min al- Indunīsiyyah Ilā al -' Arabiyyah*) no only understood as a transfer process language, but also as skills productive involving mastery structure grammar, vocabulary, and context meaning. Research on (Drazat et al., 2025) mention that ability translation become indicator important in mastery Arabic language level carry on Because demand accuracy linguistics at a time accuracy meaning contextual.

In learning Arabic, (Zaidan & Alawiyah, 2025) add that translation often used as a medium for strengthen understanding structure sentences and expand mastery mufradat. Meanwhile (Zaidan et al., 2025) also argue that learning This No only focused on results end translation, but also on the thinking process linguistics participant educate in construct meaning from Language source to target language. Therefore that, translation own position strategic in development skills Arabic, especially in the aspects of writing and understanding text.

Draft evaluation learning in context Arabic emphasizes evaluation which is of a qualitative nature. comprehensive, covering aspect cognitive, affective, and psychomotor (Nurzahira et al., 2025) . According to (Munip, 2017) evaluation No only limited to results the end, but also the process that goes through participant educate in finish task language. This is in line with principle evaluation authentic which emphasizes ability real participant educate in context use Language.

Innovation in evaluation learning moment This develop to direction use evaluation based performance (*performance-based assessment*) and evaluation based project. In context translation, innovation evaluation can in the form of more rubrics structured, assessment process -based, as well as use of digital media or game educative For increase motivation and objectivity assessment. With Thus, innovation evaluation expected capable give a clearer picture accurate to ability translation participant educate in a way comprehensive.

METHOD STUDY

Research Design

Study This use approach qualitative with type study literature (*library research*) which focuses on studies literature related innovation evaluation learning translation *min al- Indunīsiyyah ilā al -' Arabiyyah*.

Data source

Data sources in study This originate from literature scientific which includes books, articles journal national and international, as well as results study relevant previous in period time ten year last. Election source done based on its relevance with draft translation, assessment learning and innovation evaluation learning Arabic.

Data collection technique

Data collection was carried out through technique documentation with method browse, read, and identify various relevant literature with focus research. The data obtained Then classified based on theme main study.

Data Analysis Techniques

Data analysis using technique analysis content *analysis* with steps examine, interpret, and synthesize various source literature. Analysis This used For find patterns, concepts, and relatedness between later theory formulated become idea conceptual about innovation evaluation learning translation.

RESULTS AND DISCUSSION

Findings Problems Evaluation Translation

Based on results study to various literature related evaluation learning Arabic, especially in skills translation *Min al- Indunīsiyyah Ilā al -' Arabiyyah*, was found that practice assessment during This implemented Still Not yet fully reflect principle evaluation authentic assessment. Most of evaluation Still results - oriented end translation, so that only evaluate Correct or the mistake answer without considering the cognitive processes that are gone through participant educate in understand text and compose structure target language (Ansyorlah et al., 2024) .

Findings This in line with (Munip, 2017) which confirms that evaluation learning Language should No only focus on products end, but also a process that reflects ability communication and understanding Language in a way comprehensive. However thus, some study latest show that in practice, assessment translation Still tend use approach traditional in nature results -oriented and less give room for process assessment (Syafei et al., 2025) .

In addition, various The study also highlighted that limitations in use rubric evaluation causing the evaluation process tend subjective and less consistent between assessor. In fact, research (Yasni, 2024) show that use rubric in *performance-based assessment* very important For increase objectivity and clarity criteria assessment.

Condition This show existence gap between draft modern assessment that emphasizes assessment authentic and practical assessments that occur in the field.

On the other hand, the difficulty participant educate in control rules nahwu and sharaf also not yet accommodated optimally in system assessment. This is cause error linguistics often only counted as score end, without analyzed as part from the learning process. With thus, it can concluded that there is need urge For develop a more accurate assessment model comprehensive, objective, and process- based in learning translation.

Form Innovation Resulting Assessment

Synthesis Results literature about evaluation learning language, in particular in skills translation *Min al- Indunīsiyyah Ilā al -' Arabiyyah*, was found that an assessment model is needed alternative and process -oriented (*alternative and formative assessment*). Assessment No only focused on results end, but also in development ability participant educate during the learning process ongoing (Aam & Hamdani, 2025) .

One of form innovation that can implemented is evaluation based project (project-based assessment). This method chosen Because allows participant educate For translate text in a way contextual, so that No only evaluate results translation, but also ability understand meaning, structure, and context Language source. According to (Mufti, 2022) , assessment based performance like project capable describe ability real participant educate in situation authentic.

Besides that, evaluation portfolio become alternative important For record development ability translation in a way sustainable. Through portfolio, teachers can see progress ability student from time to time, so that evaluation No nature a moment. (Sani, 2022) explain that portfolio is one of the form assessment effective authenticity in evaluate development competence longitudinally.

Furthermore, peer assessment (assessment) Friend colleagues) And self assessment (assessment) self) implemented as form involvement active participant educate in the evaluation process. Second method This No only functioning as tool assessment, but also as means reflection metacognitive that helps student realize strengths and weaknesses they in the translation process (Fauzan, 2022) . With Thus, learning become more reflective and participatory.

In context development technology education, evaluation digital- based also become innovation important. The use of digital platforms enables the assessment process more efficient, interactive, and flexible, all at once support learning 21st century based technology (Andani et al., 2025) .

So that all method the walk in a way objective and standardized, used rubric assessment rubric as instrument main. Rubric functions For set clear criteria in evaluate aspect accuracy meaning, structure nahwu-sharaf, and suitability context. According to (Yasni, 2024) , rubric increase validity and reliability evaluation Because give transparent standards for teachers and students.

With Thus, innovation evaluation in learning translation can understood as something assessment model integrative, which combines evaluation process -based, product-based, reflection-based self, collaboration, and digital technology in One system complete evaluation. This model in line with principle *authentic assessment* which emphasizes integration between the learning process and the results Study in a way comprehensive.

Characteristics Evaluation Innovative

Based on results synthesis literature about evaluation learning language, in particular in skills translation *Min al- Indunīsiyyah Ilā al -' Arabiyyah*, judgment innovative own more characteristics comprehensive compared to with evaluation conventional. Characteristics This No only nature descriptive, but can also be operationalized in practice evaluation learning (Syafei, 2025) .

First, comprehensive, namely evaluation No only focused on results end translation, but also includes the translation process, such as understanding meaning, selection vocabulary (*mufradāt*), as well as accuracy structure grammar and grammar (Afifa, 2024) . With Thus, the assessment covers three aspect main, namely process, product and skills think student.

Second, objective, namely evaluation done based on clear and standardized rubric. The rubric load indicator like accuracy meaning, suitability structure language, and accuracy grammatical, so that reduce subjectivity assessor. This is in line with principle validity and reliability in assessment education (Kristiyani, 2023) .

Third, it is varied, namely use various technique evaluation like projects, portfolios, self-assessment, and peer assessment. Variations This allows participant educate show ability translation in various form, no only through test written. This is in accordance with draft *alternative assessment* that emphasizes diversity form evaluation (Mauludiyah, 2025) .

Fourth, participatory and active. Research (Fauzan, 2022) show that involvement participant educate in the assessment process through reflection self and assessment Friend colleagues capable increase awareness metacognitive and responsibility answer Study.

When compared with evaluation conventional, the difference can seen as following :

- Evaluation conventional : focused on results end, dominant test written, of a nature subjective, and minimal involvement student.
- Evaluation innovative : focused on process and results, using various technique assessment, based on standardized rubrics, as well as involving student in a way active in evaluation.

With Thus, the characteristics evaluation innovative in learning translation show existence shift paradigm from evaluation traditional in nature results -oriented towards evaluation authenticity that emphasizes process, involvement, and meaningfulness learning.

Impact and Implications of Implementation

Implementation innovation evaluation in learning translation *Min al- Indunīsiyyah ilā al -' Arabiyyah* give significant impact to improvement quality evaluation learning. Based on results synthesis literature, integrated assessment approach process, product and reflection based self capable give a clearer picture comprehensive to ability participant educate in translate text (Syafei, 2025) .

From the side participant educate, implement evaluation innovative like evaluation based projects, portfolios, and *self* And *peer assessment*, contribute to improvement greater understanding deep towards the translation process. Participants educate No only focused on results translation, but also on the process of understanding meaning, choose appropriate vocabulary, as well as compile structure sentence Arabic in general true. This is in line with draft *formative assessment* which emphasizes the

importance of the learning process as part from evaluation (Nailurrahmi & Syafei, 2025)

In addition, involvement active participant educate in the assessment process through reflection self and assessment Friend colleagues has implications for the development ability think critical and awareness metacognitive. Some studies indicates that participant educate become more capable identify error linguistics, in particular in aspect grammar and grammar, as well as do repair in a way independent to results translation they (Al-Kaosari, 2025) .

From the teacher's perspective, innovation evaluation give convenience in do further evaluation objective and structured. Use rubric clear assessment allows teachers to assess aspect accuracy meaning, structure language, and suitability context in a way more systematic. This is impact on increasing validity and reliability evaluation in learning Language (Nurgiantoro, 2018a) .

More further, implications term long from implementation evaluation innovative This is increasing quality learning translation in a way overall. Assessment No Again only functioning as tool measuring results learning, but also as means For develop competence Arabic in general sustainable. With Thus, innovation evaluation contribute to creation system further evaluation authentic, participatory, and relevant with need learning 21st century.

Example Implementation Evaluation

Implementation innovation evaluation in learning tarjamah min al- Indunisiyyah ilā al -' Arabiyyah can formulated as results synthesis from various draft evaluation authentic, assessment based performance, as well as evaluation process -based. In context this, assessment No only understood as measurement results end translation, but also as a reflecting process ability think linguistics participant educate (Nurgiantoro, 2018b) .

Stages implementation started with giving text speak Indonesian to student as source translation. Assignment This designed as form evaluation based demanding projects student For No only translate literally, but also understanding meaning contextual text. Approach This in line with principle evaluation authentic that emphasizes relatedness between task learning and situations real (Aam & Hamdani, 2025) .

Next, the results translation student evaluated through a multi- faceted approach that includes evaluation based rubric, assessment Friend peers (peer assessment), as well evaluation self (self-assessment). Use rubric in matter This functioning For increase objectivity and consistency assessment, as emphasized in principles of assessment for learning (Judijanto et al., 2025) .

In addition, involvement student in peer assessment and self-assessment show existence shift paradigm from assessment of a nature One direction become more participatory. This is in line with draft evaluation formative which emphasizes reflection and engagement active participant educate in the evaluation process (Prayoga et al., 2025).

Stage end in the form of giving bait feedback (feedback) by a functioning teacher as means repair sustainable (feedforward). With Thus, the implementation evaluation No only functioning as tool measuring results learning, but also as mechanism improvement competence translation in a way sustainable.

CONCLUSION

Based on studies that have been done through approach study library research, can concluded that evaluation in learning translation *Min al- Indunīsiyyah Ilā al -' Arabiyyah* Still face a number of problem main, namely trend outcome - focused assessment end, lack variation method assessment, not yet availability rubric structured assessment, as well as lack of involvement student in the evaluation process learning. Conditions This show that system assessment used Not yet fully capable describe ability translation student in a way comprehensive.

As response to problem said, research This formulate form innovation more assessment varied and holistic, including evaluation based projects, portfolios, assessments self (*self assessment*), assessment Friend peers (*peer assessment*), use of digital media, as well as implementation rubric clear and measurable assessment. Innovation This No only emphasize on results end translation, but also on the thinking process, accuracy meaning, and development ability student in a way sustainable.

The results of the study also show that evaluation innovative own more characteristics comprehensive, objective, and participatory. In addition, its implementation give impact positive in the form of improvement understanding student to material translation, strengthening ability think critical and analytical, as well as improvement motivation learning. For teachers, innovation This help create a more efficient evaluation process fair, structured, and meaningful.

With thus, it can confirmed that innovation evaluation in learning translation is step important in increase quality evaluation learning Arabic, so that capable produce more assessment authentic, thorough, and appropriate with need learning 21st century.

BIBLIOGRAPHY

- Aam, A., & Hamdani, A. (2025). Alternative Assessment in Language Learning. *JIIIP-Scientific Journal of Educational Sciences*, 8 (12), 13444–13450.
- Afifa, N. (2024). *Implementation of the Qawaid wa Tarjamah and Mauqiul I'rab Methods in Qiraatul Kutub Learning for Students at the Al-Risalah Batetangnga Polman Islamic Boarding School*. IAIN Parepare.
- Al-Kaosari, M. (2025). Analysis of Language Errors in Arabic Language Learning (Literature Review). *Al-Afkar, Journal For Islamic Studies*, 8 (2), 2090–2102.
- Andani, SN, Hanik, EU, Ifana, SL, & Kusumastuti, R. (2025). Utilization of Digital Learning in Learning. *PENDASI Indonesian Journal of Elementary Education*, 9 (1), 67–77.
- Ansyorlah, S., Boeriswati, E., & Asep Supriyana, SS (2024). *Language Learning Evaluation*. Adab Publisher.
- Drazat, Z., Hamidah, SM, Latief, AR, Auni, FR, Humairah, S., Akbar, MR, & Edidarmo, T. (2025). The Effectiveness of Translation in Arabic Language Education in the Digital Era: A Study of Linguistic and Cultural Factors. *Lisan An Nathiq: Journal of Arabic Language and Education*, 7 (2), 324–336.
- Fauzan, A. (2022). Peer Assessment and Self-Assessment to Improve Learning Outcomes. *Gugusan Aksara Edukasi*, 115.
- Hanani, N., & Dodi, L. (2020). *Contemporary Arabic language learning: Methodological construction of communicative-sociolinguistic-based Arabic language learning*. CV Cendekia Press.

- Judijanto, L., Haryani, H., Sari, N., Pranata, A., Mutoharoh, M., Lumbu, A., Tumober, RT, Prisuna, BF, & Wiradika, INI (2025). *Assessment, Testing and Evaluation*. PT. Sonpedia Publishing Indonesia.
- Kristiyani, A. (2023). Active Productive Assessment of Writing Competence in Language Learning: A Descriptive Study. *Proceedings of the 44th PIBSI National Seminar Yogyakarta*, 1 (1).
- Mauludiyah, L. (2025). *EVALUATION AND TESTING OF ARABIC LANGUAGE LEARNING*. UMMPress.
- Mufti, A. (2022). Project-Based Learning to Improve Higher-Order Thinking Skills in Arabic Language Subjects. *Al-Ma'rifah*, 19 (1), 13–22.
- Munip, A. (2017). Assessment of Arabic language learning. *Yogyakarta: FITK UIN Sunan Kalijaga*.
- Nailurrahmi, F., & Syafei, I. (2025). Implementation of Authentic Evaluation in Arabic Language Learning at the Madrasah Tsanawiyah Level. *Journal of Progressive Learning Innovation*, 6 (4).
- Nugraha, RS, Arifuddin, A., Luthfi, KM, & Arummi, A. (2025). Improving Indonesian-Arabic Academic Text Translation Skills for Beginner Translators. *Journal of Research Innovation and Community Service*, 5 (1), 24–38.
- Nurgiantoro, B. (2018a). *Authentic assessment in language learning*. UGM PRESS.
- Nurgiantoro, B. (2018b). *Authentic assessment in language learning*. UGM PRESS.
- Nurzahira, F., Jayadi, MI, & Ridlo, U. (2025). THE CONCEPT OF ARABIC LANGUAGE LEARNING EVALUATION. *Ihya Al-Arabiyyah: Journal of Arabic Language and Literature Education*, 11 (3), 467–484.
- Prayoga, MD, Sasmita, W., & Mahendra, A. (2025). Deep Learning: Emphasis on the Learning Process to Improve Student Learning Assessment Outcomes. *Philosophiamundi*, 3 (3), 548–554.
- Samsudin, M., Abidin, Z., & Basaruddin, M. (2025). Educational evaluation as a basis for developing competency-based assessment instruments. *Journal of Accounting, Management and Educational Sciences*, 1–12.
- Sani, RA (2022). *Authentic assessment*. Bumi Aksara.
- Sudarman, S., Listiani, H., Judijanto, L., Warikar, A., & Ridwan, R. (2025). *Evaluation of 21st Century Education: Innovation, Spirituality, and Relevance*. PT. Sonpedia Publishing Indonesia.
- Syafei, I. (2025). *Development of Arabic language learning methods*. Widina Publisher.
- Syafei, I., Ardiansyah, AA, & Nugraha, D. (2025). Comparison Between Traditional and Modern Approaches in Arabic Language Teaching. *Gunung Djati Conference Series*, 55 (1), 505–520.
- Yasni, D. (2024). Portfolio assessment as an instrument for measuring student competency. *Celebes Journal of Elementary Education*, 2 (1), 1–23.
- Zaidan, M., & Alawiyah, NL (2025). Conceptual Analysis of the Grammar Translation Method in Teaching Arabic in the Digital Era. *TADRIS AL-ARABIYAT: Journal of Arabic Language Education Studies*, 5 (2), 282–300.
- Zaidan, M., Rivaldy, DA, Tsaniya, SB, & Edidarmo, T. (2025). The Concept of Arabic-Indonesian Translation and Its Contribution to Arabic Language Learning. *Ihtimam: Journal of Arabic Language Education*, 8 (01), 152–168.