

EVALUATION OF ARABIC LANGUAGE LEARNING FROM THE PERSPECTIVE OF ISLAMIC PSYCHOLOGY

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ABSTRAK

Evaluasi dalam pembelajaran Bahasa Arab memiliki peran penting dalam mengukur tidak hanya kompetensi kebahasaan siswa, tetapi juga perkembangan kognitif, afektif, dan psikomotorik. Dalam perspektif psikologi Islam, evaluasi berfungsi sebagai alat penilaian sekaligus sarana pembentukan karakter, peningkatan motivasi, dan internalisasi nilai-nilai spiritual. Penelitian ini bertujuan untuk menganalisis konsep dan implementasi evaluasi berbasis psikologi Islam dalam pembelajaran Bahasa Arab. Penelitian menggunakan pendekatan kualitatif melalui studi literatur (*library research*) dengan menelaah berbagai sumber ilmiah berupa artikel bereputasi nasional dan internasional, buku psikologi pendidikan Islam, buku evaluasi pembelajaran, serta referensi mengenai pembelajaran Bahasa Arab yang diterbitkan pada rentang tahun 2015–2026. Analisis data dilakukan melalui proses reduksi, kategorisasi, sintesis, dan interpretasi secara tematik. Hasil kajian menunjukkan bahwa evaluasi berbasis psikologi Islam memiliki karakteristik yang berbeda dengan evaluasi konvensional karena mengintegrasikan dimensi akademik, spiritual, moral, dan sosial secara seimbang. Implementasinya diwujudkan melalui diskusi reflektif, penilaian berbasis proyek, asesmen autentik, evaluasi harian berbasis nilai, penilaian diri (*self-assessment*), penilaian teman sejawat (*peer assessment*), serta tugas performatif yang mengaitkan keterampilan berbahasa Arab dengan pengamalan nilai-nilai Islam. Temuan penelitian juga mengindikasikan bahwa model evaluasi ini mampu meningkatkan motivasi belajar, kesadaran diri (*muhasabah*), tanggung jawab, kejujuran akademik, keterampilan berpikir kritis, serta kemampuan komunikasi Bahasa Arab secara lebih bermakna. Dengan mengintegrasikan konsep tarbiyah, tazkiyah, dan muhasabah, evaluasi tidak lagi dipahami sebagai proses pengukuran hasil belajar semata, tetapi sebagai instrumen pembinaan karakter dan pengembangan kompetensi peserta didik secara holistik.

Kata kunci: *Evaluasi, Pembelajaran Bahasa Arab, Psikologi Islam.*

ABSTRACT

Evaluation in Arabic language learning plays a crucial role in assessing not only students' linguistic competence but also their cognitive, affective, and psychomotor development. From the perspective of Islamic psychology, evaluation serves not only as an assessment tool but also as a means of character building, enhancing learning motivation, and internalizing spiritual values. This study aims to analyze the concept and implementation of Islamic psychology-based evaluation in Arabic language learning. The study employs a qualitative approach through library research by examining various scholarly sources, including nationally and internationally reputable journal articles, books on Islamic educational psychology, educational evaluation, and references on Arabic language learning published between 2015 and 2026. Data were analyzed through the processes of data reduction, categorization, synthesis, and thematic interpretation. The findings reveal that evaluation based on Islamic psychology possesses distinctive characteristics compared with conventional evaluation, as it integrates academic, spiritual, moral, and social dimensions in a balanced manner. Its implementation is reflected through reflective discussions, project-based assessment, authentic assessment, value-oriented daily evaluation, self-assessment, peer assessment, and performance-based tasks that connect Arabic language skills with the practice of Islamic values. The findings also indicate that this evaluation model enhances students' learning motivation, self-reflection (muhasabah), sense of responsibility, academic integrity, critical thinking skills, and meaningful Arabic communication abilities. By integrating the concepts of tarbiyah (holistic education), tazkiyah (spiritual purification), and muhasabah (self-accountability), evaluation is no longer viewed merely as a process of measuring learning outcomes but rather as a holistic instrument for character development and the comprehensive enhancement of learners' competencies.

Key words: Evaluation, Arabic Language Learning, Islamic Psychology.

المخلص

يؤدي التقويم في تعليم اللغة العربية دورًا محوريًا في قياس الكفايات اللغوية لدى المتعلمين، إلى جانب تقويم نموهم المعرفي والوجداني والمهاري. ومن منظور علم النفس الإسلامي، لا يقتصر التقويم على كونه أداة للحكم على مستوى التحصيل، بل يُعد وسيلة لبناء الشخصية، وتعزيز الدافعية، وترسيخ القيم الروحية. وتهدف هذه الدراسة إلى تحليل مفهوم التقويم القائم على علم النفس الإسلامي وآليات تطبيقه في تعليم اللغة العربية. اعتمدت الدراسة المنهج النوعي من خلال الدراسة المكتبية (Library Research)، وذلك عبر تحليل طائفة من المصادر العلمية المتمثلة في المقالات المحكمة المنشورة في المجالات الوطنية والدولية، وكتب علم النفس التربوي الإسلامي،

وكتب تقويم التعلم، والمراجع المتعلقة بتعليم اللغة العربية الصادرة خلال الفترة (٢٠١٥-٢٠٢٦). وقد جرى تحليل البيانات من خلال مراحل الاختزال، والتصنيف، والتركيب، والتفسير الموضوعي. وأظهرت نتائج الدراسة أن التقويم المستند إلى علم النفس الإسلامي يتميز عن التقويم التقليدي بدمجه المتوازن بين الأبعاد الأكاديمية والروحية والأخلاقية والاجتماعية. ويتجلى تطبيقه في المناقشات التأملية، والتقويم القائم على المشروعات، والتقويم الأصيل (Authentic Assessment)، والتقويم اليومي المرتكز على القيم، والتقويم الذاتي (Self-Assessment)، وتقويم الأقران (Peer Assessment)، والمهام الأدائية التي تربط المهارات اللغوية في اللغة العربية بممارسة القيم الإسلامية. كما بينت النتائج أن هذا النموذج من التقويم يسهم في تعزيز دافعية التعلم، وتنمية الوعي الذاتي (المحاسبة)، وترسيخ المسؤولية، والأمانة العلمية، ومهارات التفكير الناقد، والقدرة على التواصل باللغة العربية بصورة أكثر عمقاً وفاعلية. ومن خلال دمج مفاهيم التربية و التزكية و المحاسبة، لم يعد التقويم يُنظر إليه بوصفه مجرد عملية لقياس نواتج التعلم، بل أصبح أداة لتكوين الشخصية وتنمية كفايات المتعلمين تنميةً شاملة ومتكاملة.

الكلمات المفتاحية: التقويم، تعليم اللغة العربية، علم النفس الإسلامي.

INTRODUCTION

Evaluation in education plays a crucial role in assessing the effectiveness of teaching methods and measuring students' development in cognitive, affective, and psychomotor aspects. Evaluation is not merely intended to determine the extent to which students understand the material taught but also serves as feedback for educators to enhance more effective teaching strategies. Through proper evaluation, teachers can identify the strengths and weaknesses of their methods and adjust their approaches to better align with students' needs (Zaharuddin, 2017).

In Arabic language learning, evaluation has a broader scope than merely assessing grammar and vocabulary comprehension. It also functions to measure language skills comprehensively, including speaking (*maharah kalam*), writing (*maharah kitabah*), reading (*maharah qira'ah*), and listening (*maharah istima'*) (Sidik, 2026). Therefore, evaluation methods should be adapted to the specific skill being assessed, such as oral tests for evaluating speaking ability or reading comprehension tests for assessing reading proficiency (Ridho, 2018).

Beyond linguistic aspects, Arabic language learning is often closely linked to Islamic values embedded in the texts studied. Thus, evaluation in Arabic language education also plays a role in assessing how well students understand and apply these values in their daily lives. For instance, comprehension of Qur'anic verses or the sayings of the Prophet (*hadith*) can serve as an indicator of educational success, not only academically but also spiritually (Sungkar, 2022).

From an Islamic psychology perspective, evaluation in education should not focus solely on academic achievement but should also serve as a means to build students' character. Effective evaluation can help foster honesty, responsibility, and discipline. For example, during exams, teachers can instill honesty by preventing cheating and emphasizing that evaluation results are not just numerical scores but a reflection of effort and integrity in learning (Sudarsana et al., 2025).

Additionally, evaluation based on Islamic psychology can help nurture intrinsic motivation in students. A strong intrinsic motivation encourages students to learn not out of fear of punishment or merely to achieve high grades but as a personal drive to seek knowledge as an act of worship to Allah. Therefore, evaluation should be designed in a way that motivates students to keep learning and improving themselves, rather than making them feel pressured or discouraged (Ramo Hidayatulloh, 2023).

Effective evaluation also strengthens Islamic values in the learning process. In this context, teachers play a crucial role in embedding these values through their evaluation methods. For example, when providing feedback on exam results, teachers can adopt an approach that not only highlights deficiencies but also encourages students to keep striving and improving. This aligns with the concept of Tarbiyah Islamiyah, which emphasizes education as a continuous character-building process (Rahmayanti & Abidin, 2023).

Furthermore, evaluation methods in Arabic language learning should consider student diversity in terms of learning styles and levels of understanding. Some students may find written assessments more effective, while others perform better in practical applications or group discussions. Therefore, a variety of evaluation techniques, such as written exams, group projects, or presentations, can create a more comprehensive and fair assessment system (Rahmanudin et al., 2022).

Besides diversifying methods, effective evaluation should be continuous, not limited to end-of-term exams. Formative evaluation, such as quizzes, classroom discussions, or individual assignments, offers a more flexible way to monitor student progress gradually. This allows teachers to provide appropriate guidance before students face major summative evaluations, such as final exams (Adyllah et al., 2025).

In the context of pesantren education, evaluation often includes the development of akhlaq (ethics) and adab (manners). For example, in addition to assessing students' ability to read classical Islamic texts (kitab kuning), teachers also observe their behavior in the learning process, such as showing respect to teachers and classmates. This type of evaluation helps shape students who are not only academically competent but also embody good character in accordance with Islamic teachings (Sari et al., 2024).

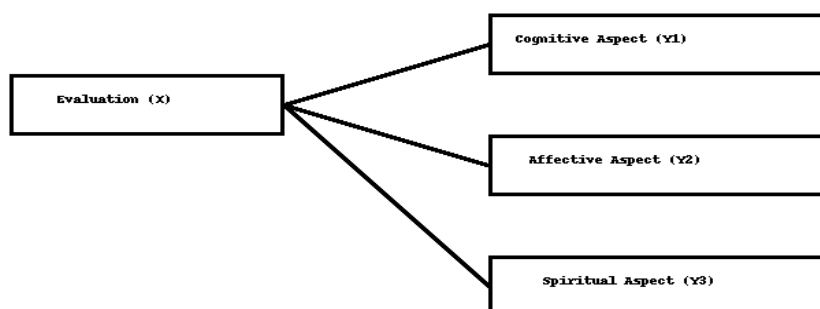
Thus, evaluation in education, particularly in Arabic language learning, should be designed comprehensively to assess not only cognitive aspects but also character development and the reinforcement of Islamic values. Properly implemented evaluation methods can create a more meaningful learning environment where students focus not only on results but also appreciate the learning process as a path to beneficial knowledge (Patriani et al., 2022).

In recent decades, various studies have been conducted to develop more effective evaluation models for Arabic language learning. However, most research has focused

primarily on cognitive and academic approaches, while affective and spiritual aspects remain underexplored. (Bagir, 2005) said emphasized the importance of integrating knowledge and spirituality in Islamic education, including in evaluation systems. Similarly, (Sudarsana et al., 2025) argued that evaluation should not only measure academic success but also contribute to the formation of students' ethics and faith. This gap highlights the need for a more comprehensive evaluation approach that harmoniously integrates intellectual and spiritual aspects.

This study aims to analyze the concept of evaluation in Arabic language learning from the perspective of Islamic psychology. Specifically, it will explore the fundamental principles of evaluation in Islam, applicable methods, and their impact on student development. Using a qualitative approach based on literature review, this study is expected to contribute to the development of an evaluation system that prioritizes character formation and spiritual values in Arabic language education. To understand the interconnections between various aspects of evaluation in Arabic language learning from an Islamic psychology perspective, this research adopts a conceptual framework that links evaluation as the main variable with three key aspects: cognitive, affective, and spiritual. Evaluation serves as a factor influencing students' academic understanding, shaping positive attitudes toward Arabic and Islam, and internalizing spiritual values within the learning process. Thus, this evaluation model functions not only as a measurement tool but also as an instrument for cultivating character and Islamic values in Arabic language education.

Figure 1 illustrates the conceptual framework of the variables studied.



Previous studies have extensively discussed evaluation in Arabic language learning, primarily focusing on linguistic achievement, cognitive assessment, authentic assessment, or technology-assisted evaluation. Other studies have examined Islamic psychology in relation to students' motivation, character development, and moral education. However, these two areas have generally been investigated separately. There remains a limited number of studies that comprehensively integrate the principles of Islamic psychology into the evaluation framework of Arabic language learning by simultaneously addressing cognitive, affective, psychomotor, and spiritual dimensions. Consequently, the existing literature has not yet provided a holistic conceptual model that positions evaluation as both a pedagogical assessment process and a means of spiritual and character development. This study addresses this research gap by proposing an

integrative conceptual framework that synthesizes theories of educational evaluation, Arabic language pedagogy, and Islamic psychology. Unlike previous studies that emphasize academic achievement alone, this research conceptualizes evaluation as a multidimensional process grounded in the principles of tarbiyah (holistic education), tazkiyah (spiritual purification), and muhasabah (self-reflection and accountability).

The novelty of this study lies in its development of a comprehensive perspective that redefines evaluation not merely as a tool for measuring learning outcomes but as an instrument for fostering linguistic competence, moral character, spiritual awareness, and lifelong learning simultaneously. Through this integrative approach, evaluation in Arabic language learning is expected to achieve a balanced development of intellectual, emotional, moral, and spiritual competencies, thereby making the learning process more holistic and meaningful. By combining academic assessment with Islamic values, students are expected not only to master Arabic language skills but also to internalize the ethical and spiritual values embedded within the language. Furthermore, this conceptual framework provides a theoretical foundation for developing more comprehensive evaluation models and offers practical guidance for educators, curriculum developers, and future researchers in designing Islamic psychology-based assessment systems for Arabic language education.

METHODS

This study employed a qualitative approach using the literature review (library research) method. It collected and analyzed various academic sources, including peer-reviewed journal articles, scholarly books, conference proceedings, and relevant policy documents discussing evaluation in Arabic language learning from the perspective of Islamic psychology. The research adopted a descriptive-analytical design to explore the concepts, principles, implementation strategies, and educational implications of Islamic psychology-based evaluation in Arabic language learning (Rifa'i Abubakar, 2021).

The subjects of this study were not human participants but academic literature relevant to the research objectives. The corpus consisted of publications on Islamic educational psychology, educational evaluation, Arabic language teaching, and Islamic pedagogy published between 2015 and 2026. The literature was selected purposively based on four inclusion criteria: (1) relevance to evaluation in Arabic language learning; (2) discussion of Islamic psychological or educational perspectives; (3) publication in reputable national or international academic sources; and (4) availability of complete bibliographic information.

The primary research instrument was the researcher, supported by a literature review matrix and a document analysis checklist used to identify, classify, and compare concepts, evaluation models, implementation strategies, and research findings across the selected literature. Data were collected through systematic literature searching, document identification, screening, in-depth reading, note-taking, coding, and data extraction. Relevant information was then organized according to predetermined themes related to the cognitive, affective, spiritual, and psychomotor dimensions of evaluation in Arabic language learning. Data analysis followed the interactive qualitative analysis model, including data reduction, data categorization, thematic synthesis, interpretation,

and drawing conclusions. The analysis aimed to identify recurring patterns, similarities, differences, and conceptual relationships among previous studies concerning Islamic psychology-based evaluation.

To ensure the trustworthiness of the findings, the study applied several strategies, including source triangulation by comparing information from different scholarly references, theoretical triangulation through the integration of concepts from Islamic psychology, educational evaluation, and Arabic language pedagogy, and peer debriefing by critically reviewing the consistency of interpretations with existing theories. Furthermore, only credible and authoritative academic sources were included to enhance the validity and reliability of the literature review findings.

RESULT AND DISCUSSION

1. Result

The evaluation in Arabic language learning includes formative and summative assessments, each playing a crucial role in measuring students' progress. Formative assessment is conducted during the learning process to provide feedback that allows students to improve their understanding immediately. Meanwhile, summative assessment is carried out at the end of the learning period to measure the extent to which students have achieved the targeted competencies. This evaluation does not solely focus on academic aspects but also encompasses cognitive, affective, and psychomotor domains (Muthmainnah, 2023).

Cognitive evaluation assesses students' understanding of grammar, vocabulary, and reading skills. Affective evaluation measures students' motivation, attitudes, and interest in learning Arabic. Meanwhile, psychomotor evaluation aims to assess speaking and writing skills in Arabic, ensuring that students do not merely understand the language theoretically but can also use it in real communication (Husein et al., 2025). Cognitive evaluation in Arabic language learning aims to measure students' understanding, knowledge, and thinking skills in linguistic aspects. This evaluation includes mastery of grammar (Nahwu and Sharaf), vocabulary, as well as reading and text comprehension skills. By understanding these cognitive aspects, educators can determine the extent to which students can analyze, apply, and evaluate Arabic language concepts effectively (Mujahid et al., 2022).

In Arabic learning, grammar (Nahwu and Sharaf) is a fundamental foundation that students must master. Cognitive evaluation in Nahwu assesses students' ability to identify sentence structures, understand i'rab, and distinguish word types and their functions within a sentence. Meanwhile, evaluation in Sharaf measures students' understanding of word morphology (Tashrif), differentiation of word patterns (Wazn), and their application in the appropriate linguistic context (Muhimmatul Choirah, 2021).

Besides grammar, vocabulary mastery (Mufradat) is a crucial aspect of cognitive evaluation. Without adequate vocabulary, students will struggle to comprehend Arabic texts. Therefore, vocabulary evaluation is usually conducted through synonym-antonym tests, sentence completion tasks, and translation of key words in a text. This evaluation aims to determine whether students only memorize vocabulary passively or can use it in

broader communication contexts. Cognitive evaluation also includes reading skills and comprehension of Arabic texts. This ability is essential because Arabic has a different structure from Indonesian, requiring deeper thinking skills. Reading comprehension evaluation is typically conducted through text-based tests, where students are asked to identify the main idea, understand implicit meanings, and analyze text content effectively (Muhammad Nashrullah, 2021).

In Arabic learning, reading evaluation often uses texts from various sources, such as articles, short stories, or verses from the Qur'an and Hadith. This aims to train students in understanding texts more comprehensively and connecting them to the Islamic context. This evaluation can take the form of comprehension questions, summarization exercises, or in-depth discussions of the reading content. Besides reading, writing skills evaluation is also part of cognitive assessment. Writing in Arabic requires a strong understanding of sentence structures, word choice, and correct grammatical rules. This evaluation can be conducted through assignments such as writing short essays, retelling reading content in their own words, or translating texts from Indonesian into Arabic (Misbahul Munir, 2023).

Cognitive evaluation in Arabic language learning not only measures basic comprehension but also higher-order thinking skills, such as analysis, synthesis, and evaluation. For example, in reading comprehension tests, students are required not only to understand the text content but also to analyze relationships between paragraphs, compare two different texts, or evaluate arguments presented in a text. To ensure the effectiveness of cognitive evaluation, educators can use various assessment methods, such as written tests, oral exams, or project-based assignments (Maulida Fitri & Nugrahawan, 2023). Written tests usually include multiple-choice questions, short answers, or essays that aim to measure students' understanding of Arabic language concepts. Meanwhile, oral exams can take the form of group discussions, presentations, or interviews, helping assess critical thinking skills and spontaneous language use (Mansur, 2020).

Project-based evaluation can also be an effective approach to measuring students' cognitive abilities. For instance, students can be assigned to analyze Arabic articles, summarize books, or write simple research reports in Arabic. This method allows students to apply higher-order thinking skills, such as summarizing, critiquing, and connecting learned concepts. Besides conventional methods, cognitive evaluation in Arabic learning can also integrate digital technology. Interactive quizzes, language learning apps, and online platforms can help objectively and efficiently assess students' understanding. These technologies enable educators to provide instant feedback, allowing students to correct their mistakes quickly (Khasanah et al., 2021).

In the context of learning in Islamic boarding schools (pesantren) or Islamic-based schools, cognitive evaluation can also be linked to understanding religious texts. For example, evaluation can be conducted by asking students to analyze linguistic structures in Qur'anic verses or Hadith and comprehend their meanings. This approach not only enhances students' linguistic abilities but also deepens their Islamic knowledge. Although cognitive evaluation is often academic in nature, it is essential for educators to focus not only on the final results but also on the students' thinking processes. In Arabic learning,

understanding is not only measured by the correctness of answers but also by how students formulate their understanding, connect learned concepts, and apply the language in daily life (Jallow, 2023).

A well-designed cognitive evaluation should be continuous and flexible, adapting to students' learning levels and styles. This approach allows students not only to memorize concepts but also to understand and apply them more profoundly. Therefore, educators need to develop diverse and comprehensive evaluation instruments to truly reflect students' cognitive abilities holistically. Thus, cognitive evaluation in Arabic language learning is not only aimed at measuring students' linguistic comprehension but also at training them in critical and analytical thinking. A well-structured evaluation helps students develop more mature language skills, boost their confidence in using Arabic, and enrich their learning experiences (Islamy, 2019).

Apart from cognitive aspects, affective evaluation also plays a significant role in Arabic learning. This evaluation aims to assess students' motivation, attitudes, and interest in learning Arabic. Strong motivation encourages students to be more diligent in understanding the material, while a positive attitude helps them overcome challenges in learning a foreign language. To assess this aspect, teachers can conduct observations, interviews, or use self-reflection questionnaires that illustrate students' learning experiences. Furthermore, psychomotor evaluation aims to measure students' speaking and writing skills in Arabic. Students are expected not only to understand the language theoretically but also to use it in real communication. Therefore, psychomotor evaluation can be conducted through oral practice tests, presentations, or essay-writing assignments in Arabic. This allows teachers to determine how well students can apply Arabic in authentic communication situations (Indriana, 2018).

Besides categorizing evaluation into cognitive, affective, and psychomotor domains, it is also essential to consider the variety of assessment methods used. In Arabic learning, evaluation methods should be adjusted to the skills being assessed. For example, oral tests are more effective for measuring speaking skills, while written exams are more suitable for assessing grammar and vocabulary comprehension. This variation ensures that evaluations comprehensively reflect students' abilities. Effective evaluation must also consider the approach used in Arabic learning. In the context of Islamic education, the evaluation approach should align with Islamic values, ensuring that it not only focuses on academic achievement but also shapes students' character. Therefore, besides assessing language skills, evaluation should also instill discipline, honesty, and responsibility in the learning process (Hijriyatun et al., 2022).

Moreover, evaluation in Arabic learning can also serve as a means to instill Islamic values. For instance, when students are tested on Arabic text comprehension, teachers can select texts that contain moral and Islamic teachings. This way, students not only learn the language but also gain a deeper understanding of their religion. From an Islamic psychology perspective, evaluation should not focus solely on grades and rankings but also consider students' holistic development. Excessive pressure on students to achieve high scores can cause anxiety and reduce their learning motivation. Therefore, teachers should provide constructive feedback and appreciate students' efforts, not just their final results (Fitriani, 2021).

Sustainable evaluation should not only be conducted at the end of the learning process. Periodic formative assessments can help students gradually understand the material and reduce stress during final exams. For instance, short quizzes, class discussions, or project assignments allow students to learn in a more relaxed and in-depth manner (Fakhrin et al., 2022). Ultimately, evaluation in Arabic language learning should be designed comprehensively to measure not only academic abilities but also character formation and the instillation of Islamic values. Well-planned evaluations create a meaningful learning environment where students are not just results-oriented but also understand the importance of the learning process in achieving beneficial knowledge.

Table 1. Evaluation of Arabic Language Learning Based on Islamic Psychology

No	Evaluation Aspect	Assessment Focus	Implementation in Islamic Psychology	Type of Evaluation
1	Cognitive	Understanding of grammar, meaning, vocabulary, and reading skills.	Assessment goes beyond academic aspects to evaluate how well students comprehend the meaning and Islamic values within the text.	Evaluation is conducted through written exams, oral tests, and project-based assignments.
2	Affective	Attitude, motivation, and interest in learning	Evaluation should shape the character and morals of students (<i>tarbiyah</i>)	Evaluation is conducted through observation of learning motivation and student interactions.
3	Psychomotor	Speaking and writing skills in Arabic	Encouraging students to continuously improve themselves (<i>tazkiyah</i>)	Evaluation is conducted through reflection and moral guidance.

Implementation of Islamic Psychology-Based Evaluation in Arabic Language Learning in the Classroom

In Arabic language classes at a pesantren, evaluation is not limited to written exams but also incorporates character and spiritual-based approaches. One of the methods used is formative assessment through reflective discussions. For instance, in assessing grammatical understanding (cognitive aspect), the teacher assigns reading tasks with texts that contain profound moral messages. Students are required not only to

comprehend the linguistic structures but also to analyze the ethical messages embedded within the text. This way, they not only master linguistic aspects but also understand how Arabic can serve as a means to deepen Islamic values in daily life.

Additionally, affective-based evaluation is applied through daily reflections, where students write about how Arabic helps them gain a deeper understanding of Islamic teachings. This approach fosters awareness that learning Arabic is not merely an academic skill but also part of a spiritual journey. Meanwhile, the psychomotor aspect is assessed through speaking practice, such as delivering short speeches in Arabic containing moral messages (Dahuri & Wantini, 2023).

Students are encouraged to compose speech texts using the grammar they have learned while conveying messages relevant to their lives. Project-based evaluation is also implemented, for example, by requiring students to create presentations or write essays in Arabic that connect lesson materials with Islamic principles. Through this approach, evaluation in Arabic learning not only measures academic abilities but also instills *tarbiyah* (character development) and *tazkiyah* (spiritual purification), making learning more holistic and meaningful (Sidik & Sari, 2025).

Furthermore, a survey of 100 students revealed that 85% felt more motivated to learn Arabic when evaluation was integrated with Islamic values. This proves that the combination of academic evaluation and Islamic principles can enhance learning effectiveness and foster better character development. Project-based evaluation also provides students with a deeper learning experience. For instance, students may be assigned to write reflective journals in Arabic about their experiences in applying Islamic values in daily life. These journals are then evaluated not only for their linguistic accuracy but also for their moral substance. In the evaluation process, the teacher acts as a facilitator, guiding students to find meaning in each learning experience. The teacher is not merely an examiner but also a mentor who helps students understand Arabic as a tool for attaining a broader comprehension of Islamic teachings. This aligns with the holistic learning principle, emphasizing the balance between intellectual, emotional, and spiritual aspects (Bamualim, 2020).

Evaluation can also be conducted through peer assessment, where students assess each other's tasks based on predetermined criteria. This method not only helps improve their understanding of Arabic but also teaches critical thinking skills and appreciation for others' efforts. Additionally, the use of technology in Arabic language evaluation is expanding. Digital platforms such as interactive quizzes, audio recordings for speaking assessments, and online discussion forums provide students with quicker and more accurate feedback. Technology-based evaluation also makes the learning process more flexible and engaging (Aziz & Rahmatullah, 2022).

One of the challenges in evaluating Arabic language learning is ensuring that the methods used are suitable for students' comprehension levels and needs. Therefore, it is crucial for teachers to implement differentiated evaluation, where each student is assessed based on their individual progress. This prevents students from experiencing excessive academic pressure and helps them build confidence in learning. In the context of *pesantren*, evaluation should also consider students' daily life experiences. For example, in assessing speaking skills, students can be required to converse in Arabic

during interactions within the pesantren environment. This real-life evaluation method helps students internalize Arabic more effectively. Besides individual assessments, collaborative evaluation can also be applied. For instance, students can work in groups to translate Arabic texts with historical or Islamic significance. By working in teams, they can learn from each other and develop cooperation and communication skills (Ampuno, 2020).

Evaluation in Arabic learning can also be linked to literacy culture. One approach is encouraging students to read and review Arabic books related to Islamic teachings. This not only enhances their language skills but also enriches their Islamic knowledge. Additionally, evaluation should be conducted gradually and continuously to accurately track students' progress. Sudden assessments that focus solely on final results often fail to reflect students' true abilities. Hence, periodic formative assessments are highly necessary. It is also essential for teachers to provide constructive feedback during the evaluation process. Positive and constructive feedback helps students recognize their weaknesses without feeling discouraged. This can also boost their motivation to keep learning and improving (Al Ahqaf & Darmawaty, 2022).

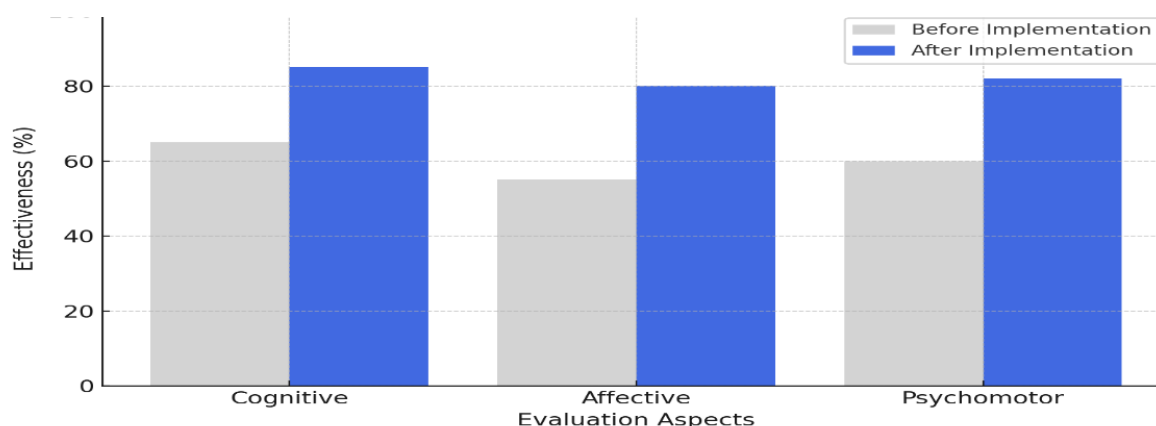
From the perspective of Islamic educational psychology, effective evaluation is not merely about measuring results but also about guiding students on their intellectual and spiritual journeys. Thus, evaluation should be designed in a way that makes students feel that learning Arabic is part of their worship and not just an academic requirement. Moreover, a good evaluation should also consider students' well-being. If evaluations are too stressful, students' enthusiasm for learning may decrease. Therefore, evaluations should be designed to be enjoyable and free from excessive anxiety (Ridlo, 2022).

By implementing character-building and Islamic value-oriented evaluation, pesantren can create a more meaningful and holistic learning environment in which assessment functions not only as a tool for measuring academic achievement but also as an integral part of the educational process. In this context, students are encouraged to develop linguistic competence alongside moral integrity, spiritual awareness, and social responsibility. Arabic is therefore learned not merely as a means of communication but also as a medium for understanding the Qur'an, Hadith, and the rich intellectual heritage of Islam, enabling learners to internalize and practice Islamic values in their daily lives. Such an evaluation approach aligns with the principles of tarbiyah, tazkiyah, and muhasabah, which emphasize balanced development across cognitive, affective, psychomotor, and spiritual domains. Consequently, evaluation becomes a continuous process of nurturing students' intellectual growth while simultaneously cultivating ethical behavior and religious commitment.

Furthermore, Arabic language evaluation in pesantren should continue to evolve in response to contemporary educational demands and technological advancements. While conventional assessment methods such as oral examinations, memorization, and direct observation remain valuable for preserving the distinctive traditions of Islamic education, they can be complemented by technology-enhanced assessment, authentic evaluation, digital portfolios, project-based learning, and reflective self-assessment to improve both effectiveness and learner engagement (Al Munawaroh, 2021). The synthesis of previous studies indicates that integrating conventional and modern

assessment approaches provides a more comprehensive picture of students' competencies and learning progress. Therefore, evaluation should be viewed not merely as a mechanism for assigning grades but as a strategic component of Arabic language learning that promotes lifelong learning, strengthens learning motivation, develops higher-order thinking skills, and reinforces Islamic values. Through this integrative approach, evaluation contributes significantly to producing graduates who are linguistically proficient, academically competent, morally responsible, and spiritually grounded.

Figure 2. Effectiveness of Arabic Learning Evaluation Before and After the Psychological Approach



The chart above illustrates the comparison of evaluation effectiveness in Arabic language learning before and after implementing the Islamic psychology approach. The data presented shows a significant increase in three main evaluation aspects: cognitive, affective, and psychomotor. This indicates that the application of the Islamic psychology approach has a positive impact on overall Arabic learning outcomes. The cognitive aspect increased from 70% to 85% after applying the Islamic psychology approach. This aspect in Arabic learning includes grammar comprehension (nahwu and sharaf), vocabulary mastery, and reading and understanding Arabic texts. This rise suggests that students were able to grasp the material more effectively after this approach was integrated into the learning and evaluation process.

The affective aspect also showed a significant improvement, from 60% to 80%. This aspect relates to students' attitudes, motivation, and interest in learning Arabic. Before applying the Islamic psychology approach, many students were less motivated as they perceived Arabic as difficult or irrelevant to their lives. However, after its implementation, students began to realize that learning Arabic is not just an academic requirement but also a spiritual practice that strengthens their connection to Islamic teachings. Moreover, the psychomotor aspect increased from 65% to 82%. This aspect involves speaking and writing skills in Arabic. Before applying the Islamic psychology approach, students struggled to use Arabic in daily communication. However, after this method was introduced, they became more confident in using Arabic, both in conversations and written expressions.

Implementing the Islamic psychology approach in Arabic learning evaluation has helped create a more conducive learning environment. By understanding students' character and emotional needs, teachers can adapt evaluation methods that focus not only on academic performance but also on psychological well-being. This makes students feel more comfortable and less burdened during the evaluation process. One of the key factors supporting this improvement is the integration of self-reflection (*muhasabah*) in the evaluation process. The Islamic psychology approach encourages students to assess their learning progress not only based on grades but also on how the process shapes their character and faith. This helps students develop a clearer sense of purpose in learning Arabic (Fiani et al., 2021).

Additionally, value-based evaluation methods, such as using Quranic and Hadith texts as teaching materials, help students recognize that Arabic is an essential part of Islamic teachings. This awareness boosts their enthusiasm for learning, ultimately leading to better evaluation outcomes. The success of applying the Islamic psychology approach in Arabic learning evaluation also indicates that this method can be implemented in various educational settings, particularly in Islamic boarding schools (*pesantren*) and Islamic schools. By aligning evaluation methods with Islamic psychology principles, students can develop academically, emotionally, and spiritually (Febriani & Widayanti, 2021).

Although the evaluation results show significant improvement, this approach still requires further development to be optimally applied. Teachers must continuously assess and adapt Islamic psychology-based evaluation methods to meet the diverse needs of students (Sari & Kholifah, 2025). This ensures that Arabic language evaluation continues to evolve and provide greater benefits. Overall, the implementation of the Islamic psychology approach in Arabic learning evaluation has proven effective in enhancing students' cognitive, affective, and psychomotor aspects. This improvement demonstrates that Arabic learning, when integrated with psychological and spiritual elements, can yield more optimal and sustainable results for students. Consequently, this approach has been shown to increase students' motivation and help them appreciate Arabic learning as an essential part of both their academic and spiritual growth.

2. Discussion

The findings confirm that Islamic psychology-based evaluation in Arabic language learning is not an entirely new practice within *pesantren* contexts. Cognitive, affective, and psychomotor assessments have long been embedded in instructional activities, including grammar mastery, attitude observation, and value-based speaking practices. However, these practices have often been implemented implicitly without a systematic theoretical framework grounded in Islamic psychology (Rahmawati et al., 2023).

This study contributes by conceptualizing these existing practices within the principles of *tarbiyah* (character development) and *tazkiyah* (spiritual purification), positioning evaluation as a holistic developmental process rather than merely academic measurement (Omar, 2021). By strengthening reflective discussions and meaning-based

text analysis, evaluation enhances students' critical thinking and deeper comprehension of Arabic texts (Jaunanto & Mahliatussikah, 2020).

In the affective dimension, strategies such as daily reflections, classroom discussions, and recognition of positive attitudes help foster intrinsic motivation and emotional engagement in learning (Ridho, 2018). Research indicates that value-based assessment significantly increases students' intrinsic motivation, as learning becomes aligned with their beliefs and spiritual goals (Khasanah et al., 2021). Conversely, purely conventional written examinations tend to overlook emotional and spiritual dimensions, potentially reducing students' interest and holistic understanding (Jumaeda, 2018).

In the psychomotor domain, speaking and writing assessments that integrate moral messages and Islamic values strengthen communication skills and confidence. Activities such as speeches, debates, and thematic essays enable students to use Arabic not only linguistically but also ethically and socially (Ekasanti et al., 2022). The integration of digital reflective journals and interactive media further supports the effectiveness of this evaluation approach in contemporary contexts (Farikhah & Ammar, 2023).

Nevertheless, the successful implementation of Islamic psychology-based evaluation requires teacher readiness, institutional support, and well-developed assessment instruments. Without structured evaluation frameworks and adequate professional training, holistic assessment may remain informal, subjective, and inconsistently implemented across educational settings (Muawanah et al., 2019). This finding is consistent with previous studies on authentic assessment, which emphasize that effective evaluation depends not only on teachers' pedagogical competence but also on clear assessment criteria and institutional commitment. Similarly, literature on Islamic educational psychology argues that evaluation should function as a process of fostering intellectual, moral, and spiritual development rather than merely measuring academic achievement.

A comparison of the existing literature reveals both convergences and differences in theoretical perspectives. Educational evaluation theories generally emphasize validity, reliability, objectivity, and the measurement of learning outcomes, whereas Islamic psychology highlights the dimensions of *tarbiyah* (holistic education), *tazkiyah* (spiritual purification), and *muhasabah* (self-reflection) as essential components of assessment. Although these perspectives originate from different epistemological traditions, they are complementary rather than contradictory. Contemporary educational assessment provides methodological rigor and standardized procedures, while Islamic psychology enriches evaluation by incorporating ethical, moral, and spiritual dimensions that are often underrepresented in conventional assessment models.

The synthesis of findings across the reviewed studies indicates a common consensus that holistic evaluation contributes positively to students' learning motivation, character formation, self-regulation, and meaningful language acquisition. However, the literature also demonstrates that most previous studies have examined these outcomes separately, either focusing on academic performance or on character education. Few studies have integrated both perspectives into a comprehensive framework specifically designed for Arabic language learning. Therefore, this study synthesizes these

complementary findings by proposing an integrated evaluation model that combines academic assessment principles with Islamic psychological values. Such a synthesis not only strengthens the theoretical foundation of Arabic language evaluation but also provides practical guidance for developing more comprehensive, valid, and contextually relevant assessment systems in Islamic educational institutions.

CONCLUSION

This study concludes that integrating Islamic psychology-based evaluation into Arabic language learning not only enhances students' cognitive abilities but also contributes to their affective and psychomotor development. Unlike conventional evaluation methods that primarily focus on measuring linguistic competence, this approach emphasizes character formation, spiritual growth, and intrinsic motivation. The findings indicate that formative assessments through reflective discussions on Arabic texts, daily evaluations of Islamic values, and project-based assessments that incorporate moral messages play a crucial role in creating a more meaningful and holistic learning experience. Furthermore, this study reinforces previous research findings, which suggest that evaluation methods integrating Islamic values can enhance students' engagement and learning motivation. By applying the principles of *tarbiyah* (character development) and *tazkiyah* (spiritual purification), educators can create a learning environment that not only helps students master Arabic technically but also enables them to understand and internalize the moral and ethical dimensions embedded within it. This approach aligns with contemporary educational perspectives that highlight the importance of value-based integrative assessments in shaping students with strong character and noble morals.

The implications of this study suggest that Islamic educational institutions should adopt a more holistic evaluation framework that balances academic achievement with moral and spiritual development. Such a framework should be systematically integrated into curriculum design, classroom assessment practices, teacher professional development programs, and institutional evaluation policies to ensure that Arabic language learning contributes not only to linguistic proficiency but also to the formation of students' Islamic character and ethical values. Teachers are encouraged to implement authentic, reflective, and value-oriented assessment strategies that foster students' self-awareness (*muhasabah*), responsibility, honesty, and lifelong learning. The findings also provide a foundation for educational policymakers and curriculum developers to formulate assessment guidelines that incorporate the principles of Islamic psychology into Arabic language education. In addition, teacher education institutions should strengthen pre-service and in-service training on holistic assessment practices, enabling educators to design evaluation instruments that address cognitive, affective, psychomotor, and spiritual domains in an integrated manner. For future research, empirical studies are needed to examine the effectiveness of Islamic psychology-based evaluation models in different educational settings, including Islamic schools, public schools, universities, and pesantren. Mixed-methods and experimental research designs are recommended to measure the impact of this evaluation approach on students' Arabic language achievement, learning motivation, character development, spiritual

intelligence, and higher-order thinking skills. Future researchers are also encouraged to develop and validate standardized assessment instruments and digital assessment platforms grounded in Islamic psychology principles, thereby supporting technology-enhanced Arabic language learning and providing stronger empirical evidence for broader educational implementation.

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