

Non-Test Portfolio Assessment Techniques: Innovation to Improve *Maharah Al-Kitabah*

Muhammad Khotibul Umam

Universitas Islam Negeri Sunan Kalijaga, Indonesia

20204021004@student.uin-suka.ac.id

Adik Laila Fitri Nawangsari

Universitas Islam Negeri Sunan Kalijaga, Indonesia

20204021006@student.uin-suka.ac.id

Isyqie Firdausah

Universitas Islam Negeri Sunan Kalijaga, Indonesia

isyqie.firdausah@uin-suka.ac.id

DOI: <https://doi.org/10.14421/njpi.2023.v3i3-1>

Abstract

Portfolio assessment is an ongoing evaluation based on collecting assignments and information from students to show the progress of competency development over a certain period. The method used in this research is action research, where researchers can be directly involved in improving the quality of lectures, which is reflected in improving students' writing skills. Then the researcher engages in reflection on the problem, collects and analyzes data, and implements changes or an action plan based on the reflection results. The purpose of this study Islam to improve the Arabic writing skills of library science students at UIN Sunan Kalijaga Yogyakarta by using portfolio assessment. The research results show that portfolio assessment innovations can improve the writing skills of Library Science students at UIN Sunan Kalijaga Yogyakarta.

Keywords: *Innovation, Assessment, Portfolio Writing Skill*

Abstrak

Penilaian portofolio adalah evaluasi berkelanjutan yang didasarkan pengumpulan tugas maupun informasi dari pembelajar untuk menunjukkan progres dari perkembangan kompetensi dalam priode tertentu. Tujuan dari penelitian ini untuk meningkatkan kemampuan menulis bahasa Arab mahasiswa Ilmu perpustakaan UIN Sunan kalijaga

Yogyakarta dengan menggunakan penilaian portofolio. Metode yang digunakan pada penelitian ini adalah penelitian tindakan dimana peneliti dapat terlibat secara langsung dalam meningkatkan kualitas perkuliahan yang tercermin dalam peningkatan keterampilan membaca mahasiswa. Selanjutnya peneliti terlibat dalam refleksi tentang masalah, mengumpulkan dan menganalisis data, dan menerapkan perubahan atau sebuah rencana tindakan berdasarkan hasil refleksi.. Hasil dari penelitian bahwasannya inovasi penilaian portofolio dapat meningkatkan *maharah al-kitabah* mahasiswa Ilmu Perpustakaan UIN Sunan Kalijaga Yogyakarta.

Kata kunci: Inovasi, Penilaian, Portofolio, Al-Kitabah

Introduction

Arabic is a scientific discipline that consists of various aspects of primary skills. The main skill aspects include listening skills (*maharah al-istima'*), speaking skills (*maharah al-kalam*), reading skills (*maharah al-qira'ah*), and writing skills (*maharah al-kitabah*). These four skills are sequential and related to each other.¹

The writing skill (*maharah al-kitabah*) is one of the four skills that students must know and learn because *al-kitabah* is a productive and expressive activity.² Writing is an integrated language skill intended to produce something called writing.³ A writing skill (*maharah al-kitabah*) is the ability to describe or express the content of thoughts, ranging from simple aspects such as writing words to complex aspects, namely composing.⁴ Writing

¹ Mohammad Thoha, "Pembelajaran Bahasa Arab Dengan Pendekatan Manajemen Berbasis Sekolah," *Pembelajaran Bahasa Arab* 6, no. 1 (2012): 12.

² Zulfa Amalia Wahidah dan Faiq Ilham Rosyadi, "Mumrasah Extracurricular Learning and Its Effectiveness in Improving Arabic Speaking Skills," *Alsuna: Journal of Arabic and English Language* 4, no. 1 (27 July 2021): 74–91, <https://doi.org/10.31538/alsuna.v4i1.1086>.

³ Fajriah, "Strategi Pembelajaran Maharah Kitabah pada Tingkat Ibtidaiyah," *PIONIR Jurnal Pendidikan* 6, no. 2 (2017): 33–56.

⁴ Luthfi Abdul Manaf, "Performance-Based Strategy on Evaluating to Write for Student at Arabic Literature Faculty of Universitas Negeri Malang," *Alsuna: Journal of Arabic and English Language* 4, no. 1 (27 Juli 2021): 56–73, <https://doi.org/10.31538/alsuna.v4i1.1289>.

skills should be realized because they are an essential part of mastering and improving knowledge.

Various types of assessment techniques are used to evaluate Arabic learning activities. Budiastuti (quoted by Kustiti) states that the appropriate assessment system to measure competence is performance-based or authentic assessment, which is carried out thoroughly and covers cognitive, affective, and psychomotor aspects. Through authentic assessment, it is expected to stimulate students to develop skills.⁵

The implementation of the assessment can be carried out directly when students carry out learning activities or indirectly through evidence of learning outcomes and performance criteria. Therefore, the assessment system can use a portfolio assessment. In this case, the portfolio determines the development of student competencies. The portfolio can be used as an assessment instrument or a component of an assessment instrument to assess student competence or student learning outcomes.⁶

In this case, the portfolio's interest is to understand the relative balance between research areas or approaches. However, we believe that portfolios can be a beneficial tool in research. Based on the description above, research will be conducted on "Innovation of Non-Test Portfolio Assessment Techniques to Improve *Maharah Al-Kitabah* Students of Library Science at UIN Sunan Kalijaga." This study aims to determine how to increase

⁵ Kustitik dan Samsul Hadi, "Pengembangan Perangkat Penilaian Autentik Mata Pelajaran Prakarya Dan Kewirausahaan Di Smk," *Jurnal Pendidikan Vokasi* 6, no. 2 (2016): 184, <https://doi.org/10.21831/jpv.v6i2.9554>.

⁶ Huang-Yao Hong dan Florence R. Sullivan, "Towards an idea-centered, principle-based design approach to support learning as knowledge creation," *Educational Technology Research and Development* 57, no. 5 (29 Oktober 2009): 613-27, <https://doi.org/10.1007/s11423-009-9122-0>.

maharah al-kitabah students of Library Science at UIN Sunan Kalijaga through non-test portfolio assessment techniques.

Research Method

The method used in this research is action research, where researchers can be directly involved in improving the quality of lectures, which is reflected in improving students' writing skills. As per the same opinion expressed by Creswell (quoted by Adrianus), the purpose of action research is to improve educational practice, in which researchers study their problems in the educational environment. Then the researcher reflects on the problem, collects and analyzes data, and implements changes or an action plan based on the reflection results.⁷

Result and Discussion

Definition of Portfolio

Etymologically, a portfolio combines two words: port and folio. Port can be interpreted as a collection of activities or courses, while folio is paper. Portfolios are used a lot these days. Interest in and attention to portfolios as assessment in teaching began in the 1980s.⁸

According to Johnson & Johnson, a portfolio is an organized collection of evidence accumulated over time about a student's or group's academic progress, achievements, skills, and attitudes.⁹ It consists of work samples and a written rationale connecting the separate items into a more complete and holistic view of the students' (or group's) achievement or progress toward learning

⁷ Andrianus Dedy dan Imelda Ratih Ayu, "Metode Portofolio Sebagai Upaya Meningkatkan Pemahaman Mahasiswa Tentang Paradigma Baru PKn SD," *Wahana Didaktika 2* (2019): 305–14.

⁸ Ujang Suparman, *Penilaian dalam Pembelajaran Bahasa* (Yogyakarta: Media Akademi, 2016).

⁹ Roger T. Johnson dan David W. Johnson, *Meaningful Assessment* (USA: Allyn & Bacon, 2002).

goals. Meanwhile, P. Johnson Andrew, stated that the portfolio represents a purposeful and systematic collection of student work to showcase skills and accomplishments in one or more areas.¹⁰

Portfolios are not just giving assignments, not just making an essay about something, or presenting skills in drawing, dance, etc. Portfolios are much more complex and cover other aspects. Portfolios can cover the academic progress of the learner or group, learning achievement, skills, and attitudes. Portfolio material can be completed in one year, one semester. It can also be quarterly, depending on the weight and burden of the subject matter.¹¹

Portfolio assessment is the most comprehensive authentic type of assessment because it involves other types of assessments such as performance assessments, self-assessments, projects, essays, and objective tests. If arranged systematically starting from the assessment objectives, all the assessment results follow the implementation steps and contain the three main elements of portfolio assessment (work, assessment criteria, and self-assessment). It is a portfolio assessment practice.¹²

From the above understanding, the researcher means that portfolio assessment is an ongoing evaluation based on collecting assignments and information from students to show the progress of competency development within a certain period.

Functions and Types of Portfolio

Arifin explained that the function of portfolio assessment Islam that (a) Psychologically, it can help learners determine their attitudes and behaviors. By knowing their learning achievement,

¹⁰ P. Johnson Andrew, *Teaching Reading and Writing* (New York: Rowman and Littlefield Education, 2008).

¹¹ Novinda Ayu Rizki, "Model Penugasan Portofolio dalam Pembelajaran Sejarah" (Universitas Negeri Jakarta, 2017).

¹² K S Suardana, I N Natajaya, Dan Ni K Widiartini, "Tipe Analogi Setting Sistem Ngayah Dengan Asesmen Oleh Undang-Undang Sistem Pendidikan" 8, No. 1 (2018): 12–23.

the learner will feel satisfaction and serenity. (b) Sociologically, to find out whether the learners are capable enough to enter the community. The implication is that the curriculum and learning must meet the needs. (c) In a didactic-methodical manner, to assist teachers in placing students in certain groups according to their respective abilities and skills. (d) Administratively, provide reports on learners' progress to parents, the government, schools, and the learners themselves.¹³

Purwanto classifies portfolio assessment functions in learning and teaching evaluation activities as follows: (1) Understanding learners' progress, development, and success after experiencing or being involved in a period of learning activities (2) Determine the level of success of the Learning plan. Learning as a system consists of several interconnected components. The components discussed are objectives, teaching materials, learning methods and activities, learning tools and resources, and evaluation procedures and tools. evaluasi.¹⁴

There are two types of portfolio assessment used in library science at UIN Sunan Kalijaga: process portfolios and reflection portfolios. The process portfolio includes all of the learner's work in a given field over a specific period. This type of portfolio contains the stages of the learner's experience in completing their learning tasks. This type of portfolio can describe the overall process of learner development, the difficulties experienced by the learner, the stages of experience experienced by the learner, and the learner's ability to achieve learning objectives. And this reflective combination focuses on reflection on the learning process and results. This type of portfolio includes a collection of processes and

¹³ Kusaeri dan Suprananto, *Pengukuran dan Penilaian Pendidikan*, Graha Ilmu (Yogyakarta, 2012).

¹⁴ M. Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*, ed. oleh Remaja Rosdakarya (Bandung, 2010).

learning outcomes in a particular field within a certain period, a learner's self-evaluation of the work produced, a teacher's evaluation of the learner's work, and conclusions about quality and results. Teachers use Portfolios as an assessment tool and can also help learners reflect on what they have learned.¹⁵

Characteristics of Portfolio

There are various types of approaches to portfolio development, and there are several principal characteristics that describe the effectiveness of using portfolios¹⁶:

1. Reflect the learner's learning outcomes identified in the core curriculum, which the learner is expected to learn.
2. Focus on the learner's performance-based learning experience and the acquisition of key knowledge, skills, and attitudes.
3. Contains examples of work covering all jobs in a certain period.
4. It contains specific jobs that represent a variety of different measurement tools.
5. Contains various examples of work and evaluations of the work by students, friends, teachers, and even possible reactions from parents.

Rofiudin explained the critical characteristics of portfolio assessment: (1) Portfolio is a form of assessment in which the learner cooperates with the teacher. (2) The portfolio is not only a collection of student work; the choice of learners should also be involved in selecting and deciding which sections to include. (3) Portfolios provide examples of student work showing more growth. By reflecting on their learning outcomes (personal assessment), learners begin to identify strengths and weaknesses in their work. These weaknesses then become the goal of improvement. (4)

¹⁵ Supriyadi, *Evaluasi Pembelajaran Bahasa Indonesia*, UNG Press (Gorontalo, 2013).

¹⁶ Yuliani Nurani Sujiono, *Mengajar dengan Portofolio* (Jakarta: PT Indeks, 2009).

Standards for selecting and assessing pool content should be explained to teachers and learners at the start of the process.¹⁷

Advantages and Disadvantages of Portfolio

Each assessment has advantages and disadvantages; likewise, portfolio assessments. The advantages of portfolio assessment are: (1) You can see the growth and development of learner abilities from time to time based on feedback and self-reflection; (2) Inviting learners to learn to be responsible for what they have done, both in class and outside the classroom, in implementing learning programs; (3) Provide opportunities for learners to improve their abilities; (4) Allowing learners to do self-assessment, reflect and develop critical thinking skills.

The weaknesses of portfolio assessment are: (1) It requires extra time and work; (2) The unavailability of clear assessment criteria. (3) The analysis of portfolio assessment is rather challenging due to the lack of use of numbers. (4) Portfolio assessment is considered less reliable than other assessment forms.

Maharah Al-Kitabah

According to language, the meaning of *maharah al-kitabah* is a collection of words that are arranged and ordered. And the epistemological meaning is a collection of words that are structured and contain meaning because the book will not be formed unless there are common words. By writing, humans can express their hearts freely according to what they think. Using written expressions, it is hoped that readers can understand what the author wants to express.¹⁸

¹⁷ Salma Sunaiyah, "Portofolio Sebagai Model Pembelajaran Aktif" 9, no. 43 (2011): 13–26.

¹⁸ Ahmad Fuad Mahmud 'Ulyan, *al-Maharah al-Lughawiyah, Mahiyatuha wa Turuqu Tadrisuha* (Riyadh: Darul Muslim, 1992).

Writing is a communication activity carried out without being supported by voice pressure, tone, mimicry, gestures, or situations, as occurs in oral communication activities. Thus, the writer must be good at using words, expressions, sentences, and punctuation to convey, inform, describe, and suggest something to others.¹⁹

Learning Arabic includes four aspects of language skills or proficiency that are the same for all abilities: listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). The four aspects of these skills are interrelated. For example, listening skills contribute to speaking skills. These abilities will be strengthened by students' reading skills. The ability to speak is closely related to listening. The ability to speak and listen refers to all ways to communicate orally.

Writing skills refer to all ways of creating, compiling, editing, and publishing text, including word processing and multimedia software. The ability to write is closely related to reading skills, which refer to all ways of constructing meaning, from texts in the form of printed materials to non-printed materials. Reading texts include books, magazines, posters, diagrams, internet sites, and displayed texts such as films, videos, and television shows.²⁰

As for the shortcomings and weaknesses of the proficiency aspect of *maharah al-kitabah*, sometimes those who prefer the language in pronunciation don't like written delivery. This may be because they don't know anything about writing, or it could also be because they don't like written language, maybe it's too complicated and tedious. On the other hand, those who are happy with the world of writing may underestimate the spoken language.

¹⁹ Aziz Fakhrurozi dan Erta Mahyudi, *Pembelajaran Bahasa Arab* (Jakarta: Direktorat Jendral Pendidikan Islam Kementerian Agama, 2012).

²⁰ Nurul Huda, "Komponen-Komponen Pembelajaran Al-Kitâbah Bahasa Arab," *al Mahâra: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (2016): 1-26, <https://doi.org/10.14421/almahara.2016.021-01>.

Also, not all can expose themselves to writing in the print world or print media. It is also very possible not to get information in written form due to time, place, information, and economic limitations.

Innovation Steps of Portfolio

In line with the development of the concept of learning, which emphasizes the learner as the focus (student-centered learning) in learning activities and the teacher as a facilitator and motivator, learners must be invited and motivated to create something new or construct something new. Related to this, the portfolio is one form that can be used.

Some steps to consider in portfolio innovation are:

1. Decide with the students what portfolio samples to make. This is very necessary because the primary purpose of learning is to teach students so they can learn and continue to learn. Portfolio assessment is an integral part of the learning process. Whatever the form of the portfolio sample, it is always directed toward learning. Student participation, the teacher's appreciation for the existence of the learner, while on the other hand, in giving assignments, it is necessary to pay attention to the characteristics of the learner with all their aspects, so that the task is engaging, fun, and challenging for students to do. As in the Department of Library Science at UIN Sunan Kalijaga Yogyakarta, the teacher has innovated in portfolio assessment for collecting assignments using Google Classroom in the Arabic language course. Each student is given assignments according to the material.
2. Collect individual student portfolios on the web or in Google Classroom. If this activity is intended, then students' portfolios are straightforward, organized, and can be retrieved quickly when needed.

3. Determine the aspects to be assessed in the portfolio and their weighting. Openness and accountability in the assessment need to be developed. It is no longer the time for "Only teachers know what to judge from their students' work." Openness about the assessed aspects will indirectly help students complete portfolio work in a better direction because they know what aspects will be assessed. In addition, if teachers are more careful, precise, and severe in assessing students' work, the validity of the assessment can be trusted more.
4. In addition, students need to be asked to evaluate their work continuously (continuous self-assessment). Teachers can guide students on how to assess. If it has not reached the competency standard, the learner is allowed to improve but must meet a deadline when the portfolio is submitted.
5. If deemed necessary for assessing student work, hold a performance by inviting parents and members of the community.

Teachers need to pay attention to the preparation of the portfolio submitted to the learner to ensure that the work is concerned and authentic. If there is any doubt, use another assessment technique: simulation, demonstration, or performance assessment.

Assessment Format of the Portfolio

Students always get attention and become the focus of their development; the assessment criteria are prepared by involving students according to their capacities. The aspects are assessed, and the demands of each aspect and the priority of each aspect in work (written work) should be considered. An example of the assessment format is:

Table 1. an Example of Portfolio Assessment

Subject	: Arabic
Major	: Library Science at UIN Sunan Kalijaga
Time Allocation	: one semester
Name	:
NIM	:

No	Competence	Information			Description
		Word Selection	Contents of Writing	Grammar	
1	Write an example of Isim				
2	Write an example of Fi'il				
3	Write an example of jumlah fi'liyyah by fi'il madhi, fi'il mudhari', and fi'il amar				
4	Write an example of Jumlah Ismiyyah by Isim Dhomir, Isim Isyaroh, Al, Idhofah				
5	Write Arabic sentences by the theme Ta'aruf				

The rating system is 4: Very good, 3: Good, 2: Fair, 1: Poor.

Description:

Each competency standard listed in the portfolio is collected in one file as proof of assignment for each lesson.

Portfolio Evaluation Innovation

A portfolio as an assessment model can be classified as a method of assigning assignments, not just learning outcomes.²¹ The assignment technique consists of four stages:

1. Stages of assigning tasks

The activity is that the teacher gives assignments to Library Science students through online lectures using the Zoom meeting platform, including various information about work procedures to be carried out. At this stage, it is expected that Library Science students will be able to understand the intent, purpose, and benefits of assignments given by the teacher. The steps that need to be considered are: (a) Listening to the explanation from the teacher about the task and its implementation and collection. (b) Select and define a theme that will be studied together through online learning. (c) Determine the schedule for collecting assignments. (d) Assignments are submitted using the Google Classroom, either in the form of handwritten photos or directly typed in the column provided.

2. Stages of task implementation

The activity requires that Library Science students carry out tasks that must be done independently and completed. At this stage, students are invited to work on tasks according to the steps that have been studied and carried out according to a predetermined schedule. The tasks are carried out according to the patterns of making sentences, both in the form of *jumlah ismiyyah* and *jumlah fi'liyyah*, through online learning. The things that need to be considered are: (a) Finding your references from various learning sources related to the theme; (b) preparing draft assignments according to the specified theme; and (c) compiling

²¹ Sunaiyah, "Portofolio Sebagai Model Pembelajaran Aktif."

assignment files that can be typed or handwritten in Arabic with the pronunciation and punctuation marks.

3. Recess stages (structured tasks and self-study)

The activity is to carry out tasks outside of the online lecture schedule. The learning task activities are deliberately designed and developed by the teacher, and monitoring of learning activities is also carried out on the progress of the implementation of student assignments in stages. At this stage, students are expected to be able to compile a complete assignment and send it within a predetermined period of one week. As for things that need attention and are still unclear: (a) You can consult directly with the teacher via WhatsApp Group or private chat according to a predetermined schedule; (b) consult references with the themes discussed; (c) Consult the content of the task; (d) Arrange tasks according to the terms and mutual agreement.

4. Learning activities

Library Science students will carry out five primary activities in the context of assignments: (a) Carry out individual tasks according to specific themes in each meeting. (b) Finding and reviewing their references for learning resources (c) Compile content and writing by mutual agreement. (d) Presenting the contents of the assignment file in handwriting or typed directly in the column provided in Google Classroom (e) Collecting assignments via the Google Classroom Web in the form of files, typed directly or handwritten.

Table 2. Portfolio Assignment Techniques

No	Stages	Teaching Activities	Learner Activities
1	Giving Assignment	Introduction of assignment information	Selection of theme or title

2	Task execution	As a weekly monitoring facilitator	Assignment
3	Recess (structured and independent)	Monitoring of learning activities	Finding reading resources, compiling, and preparing assignments
4	Study activities	As moderator and evaluation	Discussion, improvement, refinement, and assignment collection

A good portfolio requires a design that can answer the following questions on an ongoing basis: (1) What is the purpose of the portfolio assignment? (2) What tasks should be included in the portfolio collection? (3) What standards and criteria will be used? (4) How to ensure the stability of scoring and judging? (5) Are the results valid for the intended purpose? (6) How are the results used?

Innovation in Arabic Portfolio Assessment in Improving *Maharah Al-Kitabah*

In an innovation process, there must be a purpose behind it. According to Santoso, the primary purpose of innovation is to increase energy sources, money, and facilities, including organizational structures and procedures, and improve efficiency, relevance, quality, and efficiency. The effectiveness of the facilities and the number of students as much as possible, with the measurement results as significant as possible (according to the criteria for the needs of learners, the community, and development), using the smallest possible amount of human resources, money, tools, and time.²²

²² Santoso Hamijoyo, *Inovasi Pendidikan: Meninjau Beberapa Kerangka Analisa untuk Penelitian dan Pelaksanaannya* (Yogyakarta: IKIP Yogyakarta, 1975).

The theory about the basic principles of implementing innovation In Hasbullah's book, he writes down the basic principles of innovation, which are: 1) development of science and technology; 2) population growth; and 3) increasing public interest in getting better teaching. 4) declining quality of teaching 5) Lack of relevance between teaching and the needs of a developing society 6) Effective organizational tools haven't developed yet and haven't created a fertile atmosphere in society to make the changes demanded by current and future conditions.

Departing from these theories, the results of the web-based portfolio design as an assessment medium used in Library Science at UIN Sunan Kalijaga Yogyakarta are worthy of being called an innovation. The facts on the ground that we found are also in line with the theory's functions, objectives, and principles of innovation. The Library Science department at UIN Sunan Kalijaga Yogyakarta carried out innovations in the realm of media assessment in Arabic learning, especially during the COVID-19 pandemic, because Arabic learning in Library Science was carried out entirely online using the Zoom platform and Google Classroom as learning support.

This portfolio assessment is used to see how students' understanding of Arabic learning has been carried out in each meeting. This portfolio assessment innovation is a breakthrough evaluation carried out by teachers to address the lagging behind in science and technology, which is increasingly rapidly developing, as a form of improving the quality of teaching, especially in learning Arabic, as well as for media specifications that will be used to measure the extent to which the success level of learners in obtaining and understanding teaching materials that have been taught previously, as well as the extent to which the success of the teaching staff in transferring their knowledge, to get the best results from the implementation of the assessment, innovate or update the

evaluation medium with a web-based portfolio assessment, like Google Classroom.

Can the results of the innovation process be used as an assessment medium? If we pay attention to the theory that says what is meant by an instrument is a tool that meets academic requirements, then it can be used to measure an object or collect data on a variable.

In teaching, the instrument is also called a tool to assess or measure student learning achievement. These factors are suspected of having a relationship with or influence on learning outcomes, the development of student learning outcomes, the success of teachers' teaching and learning processes, and the achievement of a particular program. So the results of the assessment innovation using this portfolio have met the requirements to be used as a medium in an evaluation implementation. What needs to be known is also whether or not the innovative design results in their usefulness as an assessment medium. Here we describe the characteristics of a good assessment medium: (1) authenticity (validity), (2) consistency (reliability), (3) objectivity, (4) practicality, (5) economics, (6) level of difficulty, and (7) discriminatory power.

After paying attention to the facts on the ground from the implementation and use of the portfolio assessment, according to the researcher, the assessment deserves to be said to be a suitable assessment medium for the following reasons: First, because of the validity of the results obtained when measuring the level of the learner's *maharah* and *qawaid* abilities, it means that the results of the assessment using the media in the form of a portfolio assessment are very much based on the facts of the learner's ability and can be accounted for. Second, the Google Classroom is very consistent because it is only one-eyed, meaning that all students in

the class (one level) are tested and assessed using the same questions as each other. So the ability of all learners at that level is measured by the same measuring instrument. This has a positive impact on the consistency of the results obtained. Third, fourth, and fifth. Not only is this measuring tool consistent, but it is also objective, practical, and economical because the value that will be obtained depends on the learner's ability to complete the daily tasks carried out at each meeting. Practical because it doesn't require a lot of things to implement, especially during a pandemic where lectures are turned off and everything is entirely online, and economical because it saves money and energy just doing assignments and uploading them to Google Classroom. And lastly, this portfolio using Google Classroom also has a distinguishing power by maximizing its function. So each student has the freedom to collect assignments at any time with a predetermined schedule. So based on these facts and theories, the authors can conclude that this portfolio assessment innovation is an innovation of an assessment instrument that is of good quality, even excellent, and worthy of attention or even imitating by teaching organizers in general, primarily Arabic learning organizers.

Conclusion

This portfolio assessment innovation is a breakthrough evaluation carried out by teachers to address the lagging behind in science and technology, which is increasingly rapidly developing, as a form of improving the quality of teaching, especially in learning Arabic, as well as for media specifications that will be used to measure the extent to which the success level of learners in obtaining and understanding teaching materials that have been taught previously, as well as the extent to which the success of the teaching staff in transferring their knowledge, So based on facts and theory, it can be concluded that portfolio assessment innovation is an innovation of an assessment instrument that's of good or even

outstanding quality and worthy of attention or even imitating by teaching administrators in general, mainly Arabic learning providers.

References

- Andrew, P. Johnson. *Teaching Reading and Writing*. New York: Rowman and Littlefield Education, 2008.
- Ayu Rizki, Novinda. "Model Penugasan Portofolio dalam Pembelajaran Sejarah." Universitas Negeri Jakarta, 2017.
- Dedy, Andrianus, dan Imelda Ratih Ayu. "Metode Portofolio Sebagai Upaya Meningkatkan Pemahaman Mahasiswa Tentang Paradigma Baru PKn SD." *Wahana Didaktika* 2 (2019): 305-14.
- Fajriah. "Strategi Pembelajaran Maharah Kitabah pada Tingkat Ibtidaiyah." *PIONIR Jurnal Pendidikan* 6, no. 2 (2017): 33-56.
- Fakhrurrozi, Aziz, dan Erta Mahyudi. *Pembelajaran Bahasa Arab*. Jakarta: Direktorat Jendral Pendidikan Islam Kementerian Agama, 2012.
- Hamijoyo, Santoso. *Inovasi Pendidikan: Meninjau Beberapa Kerangka Analisa untuk Penelitian dan Pelaksanaannya*. Yogyakarta: IKIP Yogyakarta, 1975.
- Hong, Huang-Yao, dan Florence R. Sullivan. "Towards an idea-centered, principle-based design approach to support learning as knowledge creation." *Educational Technology Research and Development* 57, no. 5 (29 Oktober 2009): 613-27. <https://doi.org/10.1007/s11423-009-9122-0>.
- Huda, Nurul. "Komponen-Komponen Pembelajaran Al-Kitâbah Bahasa Arab." *al Mahâra: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (2016): 1-26. <https://doi.org/10.14421/almahara.2016.021-01>.
- Johnson, Roger T, dan David W Johnson. *Meaningfull Assesment*. USA: Allyn & Bacon, 2002.
- Kusaeri, dan Suprananto. *Pengukuran dan Penilaian Pendidikan*. Graha Ilmu. Yogyakarta, 2012.

- Kustitik, Kustitik, dan Samsul Hadi. "Pengembangan Perangkat Penilaian Autentik Mata Pelajaran Prakarya Dan Kewirausahaan Di Smk." *Jurnal Pendidikan Vokasi* 6, no. 2 (2016): 184. <https://doi.org/10.21831/jpv.v6i2.9554>.
- Mahmud 'Ulyan, Ahmad Fuad. *al-Maharah al-Lughawiyah, Mahiyatuha wa Turuqu Tadrisuha*. Riyadh: Darul Muslim, 1992.
- Manaf, Luthfi Abdul. "Performance-Based Strategy on Evaluating to Write for Student at Arabic Literature Faculty of Universitas Negeri Malang." *Alsuna: Journal of Arabic and English Language* 4, no. 1 (27 Juli 2021): 56-73. <https://doi.org/10.31538/alsuna.v4i1.1289>.
- Purwanto, M Ngalm. *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*. Diedit oleh Remaja Rosdakarya. Bandung, 2010.
- Suardana, K S, I N Natajaya, dan Ni K Widiartini. "Tipe Analogi Setting Sistem Ngayah dengan Asesmen Oleh Undang-Undang Sistem Pendidikan" 8, No. 1 (2018): 12-23.
- Sujiono, Yuliani Nurani. *Mengajar dengan Portofolio*. Jakarta: PT Indeks, 2009.
- Sunaiyah, Salma. "Portofolio Sebagai Model Pembelajaran Aktif" 9, no. 43 (2011): 13-26.
- Suparman, Ujang. *Penilaian dalam Pembelajaran Bahasa*. Yogyakarta: Media Akademi, 2016.
- Supriyadi. *Evaluasi Pembelajaran Bahasa Indonesia*. UNG Press. Gorontalo, 2013.
- Toha, Mohammad. "Pembelajaran Bahasa Arab Dengan Pendekatan Manajemen Berbasis Sekolah." *Pembelajaran Bahasa Arab* 6, no. 1 (2012): 12.
- Wahidah, Zulfa Amalia, dan Faiq Ilham Rosyadi. "Mumrasah Extracurricular Learning and Its Effectiveness in Improving Arabic Speaking Skills." *Alsuna: Journal of Arabic and English Language* 4, no. 1 (27 Juli 2021): 74-91. <https://doi.org/10.31538/alsuna.v4i1.1086>.