Developing Technology-Based Authentic Assessment for *Maharah Kitabah* in the Ministry of Religious Affairs' Arabic Textbook

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ENGLISH ABSTRACT

The Arabic textbook for Grade X MA, published by the Ministry of Religious Affairs in 2020, still requires development in its assessment component to align with the demands of the digital era and 21st-century learning needs. This article aims to analyze and develop a technology-based authentic assessment model for *Maharah Kitabah* that can be integrated into the Arabic language textbook for grade X MA published by the Ministry of Religious Affairs in 2020. The study employs the type of Research and Development (R&D) with the ADDIE model to the development phase, with a descriptive method to analyze the components of the *Maharah Kitabah* assessment found in the textbook. The results showed that technology integration in authentic assessment can be done through several platforms: (1) Google Docs for collaborative writing and real-time feedback, (2) Canva for visual presentation development and creative narrative, (3) Augmented Reality for interactive learning, and object-based assessment, (4) Padlet for collaboration and idea sharing, (5) Seesaw for digital portfolios and learning documentation, and (6) Blogger for uploading materials and interacting through the comments column. Each platform has a comprehensive assessment rubric to objectively measure students' writing ability. This development aims to enhance the efficiency of the *Maharah Kitabah* assessment, foster students' engagement in learning, and better prepare them to meet the demands of the digital era.

Keywords: Learning Technology, Authentic Assessment, Arabic Textbook, Arabic Writing Skills

INDONESIAN ABSTRACT

Buku bahasa Arab kelas X MA terbitan Kemenag 2020 masih memerlukan pengembangan dalam aspek penilaian untuk mengikuti perkembangan era digital dan kebutuhan pembelajaran abad 21. Artikel ini difokuskan untuk untuk melakukan analisis dan pengembangan model penilaian autentik berbasis teknologi untuk Maharah Kitabah yang dapat diintegrasikan dengan buku bahasa Arab kelas X MA terbitan Kemenag 2020. Penelitian ini menggunakan jenis Penelitian dan Pengembangan (R&D) dengan model ADDIE hingga tahap pengembangan, dengan metode deskriptif untuk menganalisis elemen-elemen penilaian Maharah Kitabah dalam buku ajar. Hasil penelitian menunjukkan bahwa integrasi teknologi dalam penilaian autentik dapat dilakukan melalui beberapa platform: (1) Google Docs untuk penulisan kolaboratif dan umpan balik real-time, (2) Canva untuk pengembangan presentasi visual dan narasi kreatif, (3) Augmented Reality untuk pembelajaran interaktif dan penilaian berbasis objek, (4) Padlet untuk kolaborasi dan berbagi ide, (5) Seesaw untuk portofolio digital dan dokumentasi pembelajaran, serta (6) Blogger untuk mengunggah materi dan berinteraksi melalui kolom komentar. Setiap platform dilengkapi dengan rubrik penilaian yang komprehensif untuk mengukur kemampuan menulis siswa secara objektif. Inovasi ini diharapkan dapat meningkatkan efektivitas penilaian Maharah Kitabah, mendorong keterlibatan aktif siswa dalam pembelajaran, dan mempersiapkan mereka menghadapi tantangan era digital.

Kata Kunci: *Teknologi Pembelajaran, Penilaian Autentik, Buku Ajar Bahasa Arab, Kemampuan Menulis Arab*

Introduction

Authentic assessment plays a crucial role in language teaching, as it focuses on real-life tasks that reflect meaningful language use (Athina, 2024). Instead of concentrating on isolated grammar exercises or tasks taken out of context, authentic assessment allows learners to demonstrate their communicative skills in context-related situations. This approach is consistent with the communicative language teaching paradigm, which highlights its potential in promoting deeper understanding, learner autonomy, and critical thinking (Gulikers et al., 2004; Aldhafiri & Albasheer, 2021). Authentic assessment becomes very relevant, especially in measuring students' language skills, including writing skills or *Maharah Kitabah* (Maspeke et al., 2024).

Writing skills *(Maharah Kitabah)* are one of the language skills that students are required to master in Arabic language education (Hasanah & Triastuti, 2024). This skill includes the skill to convey ideas and emotions through writing using good and correct Arabic by the principles of Arabic writing (Sriyanta, 2022). Assessment of *Maharah Kitabah* requires a comprehensive approach to be able to accurately measure students' skills.

The advancement of authentic assessment has become essential in line with the progress of technology and information. The implementation of technology in assessment can help teachers carry out assessments more effectively and efficiently (Bahruddin et al., 2021). Technology facilitates more efficient and responsive assessment in writing instruction. Tools such as Google Docs allow teachers to monitor student progress and provide instant feedback (Nabhan & Sa'diyah, 2021). Platforms like Padlet and Seesaw make it easier for teachers to assess students' work in various formats, support peer interaction, and provide personalized responses (Ramadhani et al., 2023; Pujiarto et al., 2023).

Meanwhile, Blogger allows teachers to evaluate students' writing for a real audience over time (Wiharto, 2017). Canva supports visual-based writing tasks that combine language use with creativity and layout design. These tools simplify assessment, enhance feedback, and encourage student independence in learning (El-Sherbiny, 2024). In addition, technology-based assessment can also provide a more engaging and dynamic educational journey for students. Assessment is usually carried out directly or through the intermediary of textbooks.

The Arabic textbook for Madrasah Aliyah (MA) class X, published by the Ministry of Religious Affairs in 2020, was developed in line with the 2013 curriculum. The book aims to equip students with both a solid foundation in the Arabic language and religious values. The Arabic textbook for Grade X MA (2020) currently includes traditional assessments such as multiple choice, sentence arrangement, fill-in-the-blanks, and basic writing prompts. However, most of these remain decontextualized and do not reflect real-world communication needs. Elements in this book indicate that it seeks to integrate methods relevant to students' experiences and contexts, which is often described as authentic (Ilyas, 2020).

The technology-based authentic assessment used as an innovation in the *Maharah Kitabah* assessment will provide various benefits. First, technology-based assessment facilitates teachers in managing and analyzing student assessment outcomes. Second, the use of technology can help students develop their writing skills through various interactive features. Third, technology-based assessment can provide faster and more accurate feedback to students (Agustien, 2020).

Norhidayah & Priyatmi (2021), Bahrani (2011), and Amanda et al. (2024) found that digital tools can enhance feedback, increase engagement, and support authentic performance-based tasks. This technology allows teachers to provide more interactive assessments and enables students to demonstrate their language skills in meaningful contexts tailored to individual needs.

An analysis of the Arabic language textbook for Grade X MA, published by the Ministry of Religious Affairs in 2020, is essential to evaluate the extent to which the book incorporates technology-based assessment, especially for *Maharah Kitabah*. This analysis can provide an overview of the readiness of textbooks to meet the demands of learning in the digital era. In addition, this study can also provide input for the development of Arabic textbooks in the future. By understanding the strengths and weaknesses of the current book in terms of technology-based authentic assessment, recommendations can be formulated for the improvement of the following textbook (Kamila, 2022).

Technology-based authentic assessment innovations for *Maharah Kitabah* are in line with efforts to improve the quality of Arabic language education in Indonesia. Technology can help overcome challenges such as limited teaching time and difficulties in providing timely and individually tailored feedback (Haq et al., 2024). Tools like Google Docs enable real-time peer review and collaborative editing (Sholihah & Setyandari, 2018). Seesaw helps teachers track individual progress and provide feedback through multimodal tools (Boki et al., 2022). These features increase the depth and efficiency of the writing assessment (Norhidayah & Priyatmi, 2021)

This assessment innovation can encourage the development of students' digital literacy. In the age of the Industrial Revolution 4.0, the ability to use digital technology is becoming increasingly important. By integrating technology in the assessment of *Maharah Kitabah*, students not only develop writing skills in Arabic but also improve their digital competencies.

Methods

This study employed a Research and Development (R&D) using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) because the main objective is to develop an innovative product in the form of a technology-based

authentic assessment model for *Maharah Kitabah* (Hidayat & Nizar, 2021). The ADDIE model was chosen due to its structured yet flexible phases, which are highly applicable to educational product development, especially those involving digital learning innovation (Okpatrioka, 2023).

In this study, the phases implemented are: 1) Analysis: Identifying the problem and needs of users (teachers and students) in evaluating *Maharah Kitabah* based on the Grade X Arabic textbook. 2) Design: Planning the structure of authentic assessments and selecting suitable digital platforms. 3) Development: Creating sample tasks and rubrics using platforms such as Google Docs, Padlet, Seesaw, etc. Due to time limitations, this research was limited to the Development phase, and further research is recommended to implement and evaluate the model in real classroom settings.

This study uses a qualitative-descriptive approach to support the R&D method. While the R&D method guides the systematic development of the assessment model, the descriptive approach helps analyze existing data, such as textbook content and theoretical frameworks of authentic assessment. This approach was essential in interpreting the components of *Maharah Kitabah* in the textbook and in mapping the needs for technology integration in assessment. The needs analysis was conducted through document analysis of the textbook, curriculum documents, and relevant literature (Rozali, 2022).

Developing Technology-Based Authentic Assessment for *Maharah Kitabah* in the Ministry of Religious Affairs' Arabic Textbook

This section elaborates on the findings of the study, organized according to the first three stages of the ADDIE model (Analysis, Design, and Development), which were implemented as part of the Research and Development (R&D) approach. The primary objective of this research is to develop a technology-based authentic assessment model for *Maharah Kitabah,* integrated with the Grade X Arabic language textbook (2020 edition) published by the Ministry of Religious Affairs.

Analysis (Identifying Needs and Problems)

The analysis phase serves as the foundation of the ADDIE model. In this research, the analysis was conducted through a thorough review of the Grade X Arabic textbook,
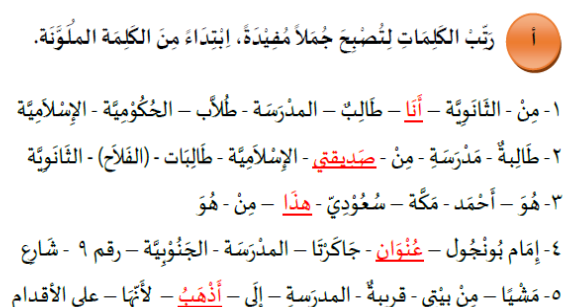
content analysis, and examination of curriculum documents and prior research literature. The goal was to identify the current assessment practices for *Maharah Kitabah* and evaluate their alignment with the principles of authentic assessment and 21st-century learning.

The findings show that the textbook includes various writing tasks such as fill-in-the-blank, sentence arrangement, word translation, family descriptions, and short paragraph writing. While a few tasks have the potential to be considered authentic (e.g., writing personal data or daily routines), the majority remain conventional, focusing more on form than function. These tasks lack real-world context, practical application, and performance-based evaluation.

Furthermore, the textbook does not include structured rubrics, competency-based assessment criteria, or elements of digital engagement. This poses challenges for teachers in evaluating students objectively and efficiently, and limits students' opportunities to engage in meaningful, personalized, and technology-supported writing tasks. Literature review findings suggest that authentic assessment involves real-life tasks that promote creativity and incorporate self-assessment, peer feedback, and teacher evaluation (Ajjawi et al., 2024) (Hu & Liu, 2023). Based on the gap between the textbook's practices and contemporary educational expectations, this study identifies the need to develop a technology-based authentic assessment model for *Maharah Kitabah*. The goal is to enhance curriculum achievement, improve student writing skills, and adapt to a digital learning environment.

In the Arabic language textbook published by the Ministry of Religious Affairs in 2020 for grade XI MA students, several types of assessments were found in writing skills (*Maharah Kitabah*), such as multiple choice, translating, composing random sentences, making mufidah sentences, answering daily questions, making paragraphs, filling in personal information (Ilyas, 2020).

Figure 1. Writing Skills Test - Composing Randomized Scrambled Sentences

أ - رَتِّبُ الكَلِمَاتِ لِتُصْبِحَ جُمَلاً مُفِيْدَةً، ابْتِدَاءً مِنَ الكَلِمَة المُلَوَّنَة.

١- مِنْ - الثَّانَوِيَّة – أَنَا – طَالِبٌ – المدْرَسَة - طُلَّاب – الحُكُومِيَّة - الإسْلَامِيَّة

٢- طَالِبةٌ - مَدْرَسَةٍ - مِنْ - صَدِيقَتِي - الإسْلَامِيَّة - طَالِبَات - (الفَلَاح) - الثَّانَوِيَّة

٣- هُوَ – أَحْمَد - مَكَّة - سُعُوْدِيّ - هَذَا – مِنْ - هُوَ

٤- إمَام بُونْجُول – عُنْوَان – جَاكَرْتَا – المدْرَسَة - الجَنُوْبِيَّة – رقم ٩ - شَارِع

٥- مَشْيًا – مِنْ بيْتِي - قريبةٌ - المدَرَسةٍ – إِلَى – أَذْهَبُ – لِأَنَّهَا – على الأقدام

The 1st task type in the picture above is a writing skills test that aims to assess students' ability to string words into complete and correct sentences.

In this type of question, which includes an objective assessment, students are tasked with arranging words into a sentence that begins with the underlined vocabulary. This question is designed to help improve students' vocabulary, as well as train their ability to think logically in a language context and improve their accuracy. By working on this kind of problem, students not only enrich their vocabulary but also hone their ability to understand sentence structure more deeply and systematically. In addition, this exercise encourages students to be more careful in paying attention to language details, which in turn can improve overall writing skills.

Figure 2. Writing Skills Test - Filling in Personal Information

ب عَرِّفْ بِنَفْسِكَ أَنْتَ بِإِمْلَاءِ الِاسْتِمَارَةِ الآتِيَة.

١- الِاسْم بِالكَامِل   : _____

٢- الجِنْس   : _____

٣- مَكَان وَتَارِيْخ المِيْلَاد   : _____

٤- العُنْوَان   : _____

٥- عُنْوَانُ المدْرَسَة   : _____

The 2nd task type in the picture above is a writing skills assessment designed to assess students' ability to describe the words in filling out students' personal information.

The type of question above is categorized as the authentic assessment type because it asks students to fill in personal information, such as name, gender, place and date of birth, address, and school address. This exercise illustrates a real situation that requires students to fill in personal data in Arabic, thus assessing their ability to apply the language in everyday contexts.

**Figure 3.** Writing Skills Test - Answering Questions

ب أَجِبْ لِتُصْبِحَ الأَجْوِبَة فِقْرَةً كَامِلَة.

١- مَتَى تَقُوْمُوْنَ مِنَ النَّوْم ؟

٢- أَيْنَ تُصَلُّوْنَ ؟ وَكَيْفَ تُصَلُّوْن ؟

٣- مَاذَا تَفْعَلُوْنَ بَعْدَ الصَّلَاة ؟

٤- هَلْ تَرْتَدُوْنَ مَلَابِسَ المَدْرَسَة ؟

٥- مَاذَا تَفْعَلُوْنَ بَعْدَ ذلِكَ ؟

The 3rd type of task in the picture above is a writing skills test that aims to assess students' ability to answer the questions given with the right delivery of words in filling out the questions.
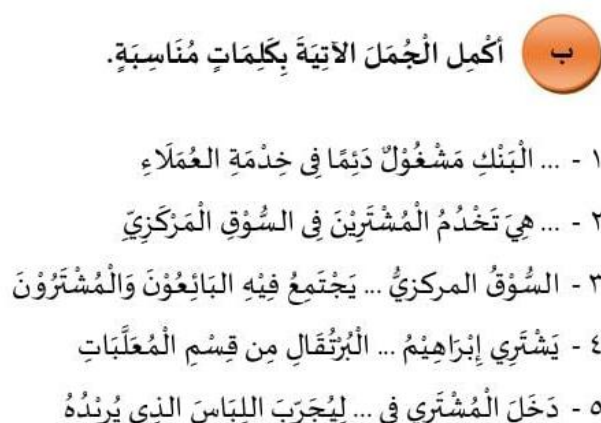
The above question type includes an alternative assessment, as this prompt asks students to answer questions about their daily routines, such as wake-up time, location of prayer, activities after prayer, and so on. Students need to provide answers that reflect their personal experiences, which demonstrate their understanding in a real-world context. It is an alternative assessment, as it uses open-ended questions that allow students to express their answers in depth, rather than just choosing from the answers already provided.

Figure 4. Writing Skills Test - Writing Descriptive Texts

ج اكْتُبْ نصًّا وَصْفِيًّا عَن "الأسْرَة".
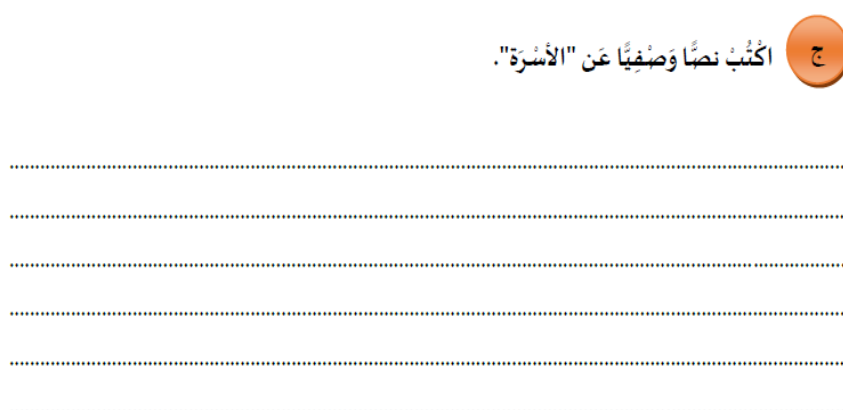
The 4th task type in the picture above is a writing skills test that aims to assess students' ability to answer the questions given with the right delivery of words when writing descriptive text about family.

Command C asks students to write a descriptive text about family (أسرة), which requires students to describe something real and possibly from their own lives. It tests students' ability to convey authentic or original information based on their understanding of the concept of family. An alternative form of assessment as students are required to write a descriptive paragraph, which is different from the multiple-choice or true-false assessment format.

Figure 5. Writing Skills Test - Complete the Overlapping Sentence

<div dir="rtl">

ب   أَكْمِلِ الْجُمَلَ الآتِيَةَ بِكَلِمَاتٍ مُنَاسِبَةٍ.

١ - ... الْبَنْكِ مَشْغُولٌ دَئِمًا فِى خِدْمَةِ الْعُمَلَاءِ

٢ - ... هِيَ تَخْدُمُ الْمُشْتَرِينَ فِى السُّوقِ الْمَرْكَزِيَ

٣ - السُّوقُ المركزيُّ ... يَجْتَمِعُ فِيهِ الْبَائِعُونَ وَالْمُشْتَرُونَ

٤ - يَشْتَرِي إِبْرَاهِيمُ ... الْبُرْتُقَالِ مِن قِسْمِ الْمُعَلَّبَاتِ

٥ - دَخَلَ الْمُشْتَرِي فِى ... لِيُجَرِّبَ اللِّبَاسَ الذِي يُرِيدُهُ

</div>

The 5th task type in the picture above is a writing skills test that aims to measure students' understanding of sentence structure and mastery of Arabic vocabulary, especially in the context of the theme of services in shopping centers.

Command B is an example of objective assessment in the form of fill-in-the-blank questions in Arabic language learning. The question consists of 5 overlapping sentences that must be completed with the appropriate words, starting with the instruction "أكمل الجمل الآتية بكلمات مناسبة". This type of assessment was chosen because it has clear and measurable characteristics, with definite answers that can be assessed objectively. The advantages of this assessment format lie in the ease of scoring, its practical nature, and the lack of subjectivity in assessment, making it effective for evaluating students' language skills.

Figure 6. Writing Skills Test - Making Sentences

<div dir="rtl">

ج   ضَعِ الْكَلِمَاتِ الآتِيَةَ فِى جُمَلٍ مُفِيدَةٍ.

١- شَخْصِيَّة   = ...

٢- بِطَاقَة   = ...

٣- تَسْجِيل   = ...

٤- عُنْوَانٌ   = ...

٥- مَدْرَسَة   = ...

</div>

The 6th task type in the image above is a writing skills test that asks students to create sentences using predetermined words.

In the question above, students are asked to create meaningful sentences (جمل مفيدة) using five given keywords: شخصية (personality), بطاقة (card), تسجيل (registration), عنوان (address), and مدرسة (school). This question aims to measure students' capacity to apply vocabulary appropriately in context and form meaningful sentences in Arabic. The format of this question requires students to produce words independently and demands students' creativity in constructing sentences while testing their understanding of the use of these words in the correct sentence structure, so this question is called productive assessment (Hardiyanto, 2020).

Figure 7. Writing Skills Test - Creating Paragraphs

The 7th task type in the picture above is a writing skills test that asks students to create a paragraph that aims to measure students' writing skills in Arabic by utilizing a guide in the form of structured questions.

The question above includes a structured assessment with authentic elements. This is because students are asked to create a paragraph based on a series of clear guiding questions, making it structured. However, this task also resembles a real situation, such as describing daily activities, and it contains elements of authenticity. The emphasis is on practicing writing skills with relevant guidance.

Design (Planning the Innovation)

The design phase focuses on planning the structure, content, and format of an authentic technology-based assessment model. This includes selecting the appropriate digital platforms, formulating task types, and developing detailed assessment rubrics.

To support the objectives of this model, six digital platforms were selected for integration, each offering unique features aligned with authentic assessment strategies. Google Docs was chosen to facilitate collaborative report writing and enable real-time peer feedback, allowing students to work together while receiving constructive input simultaneously. Canva was chosen for its ability to support visual narratives and creative expression, enabling students to combine images with Arabic text in dynamic and personalized presentations.

Additionally, Padlet provides a platform for short posts and social writing interactions, ideal for tasks involving quick sharing and peer responses. Seesaw facilitates the creation of digital portfolios and the submission of multimedia-based responses, encouraging reflection and diverse modes of expression. Blogger is integrated for essay writing, peer commenting, and publication, introducing students to writing for a real audience. Finally, Augmented Reality (AR) is integrated for object description tasks that combine visual and textual elements, enriching contextual understanding through interactive experiences.

Each platform is tailored to the specific theme of the textbook and adapted for the targeted *Maharah Kitabah* objectives. For example, the topic "Daily Activities" is transformed into a narrative writing task using Google Docs, complete with tables and visuals. The family description task is transformed into a Canva slide project using simple Arabic sentences with visual illustrations.

Each task is accompanied by a rubric covering five core components: 1) Linguistic Accuracy: evaluates grammar, vocabulary, and sentence structure. 2) Content Completeness: assesses the inclusion of all required task elements. 3) Creativity: recognizes originality, personalization, and aesthetic value. 4) Digital Literacy: measures the effective use of platform features. 5) Timeliness: assessment based on timely submission.

These rubrics are designed to be transparent, objective, and teacher-friendly, while encouraging student self-reflection. This model supports differentiated instruction

by allowing students to choose platforms and formats based on their strengths and preferences.

Development (Creating the Prototype)

During the development stage, the initial design was transformed into concrete prototypes, including task instructions, sample outputs, and complete assessment rubrics for each platform. These prototypes were designed to be ready for use in Arabic language classes.

In the growing digital era, Arabic language learning requires a more dynamic and relevant assessment approach. Technology-based authentic assessment becomes the right solution to comprehensively measure students' competencies, while considering the 21st-century skills they need. Here are some technology-based authentic assessment innovations that can be applied in grade X Arabic learning, referring to a book issued by the Ministry of Religious Affairs in 2020:

Using Google Docs

Google Docs is an online word-processing tool created by Google as part of the Google Workspace suite. It enables users to create, edit, and collaborate on documents in real time using a web browser and an internet connection (NurSodiq et al., 2023). The main advantage of Google Docs lies in its collaboration capabilities that allow multiple users to work collaboratively on the same document at the same time, with changes automatically saved in the cloud (Ashadevi & Selvi, 2017)

In the context of learning, Google Docs has proven to be a very effective tool for improving students' writing skills. The platform allows students to review each other's work anytime and anywhere, not limited to the classroom (Sholihah & Setyandari, 2018). This collaborative feature supports project-based learning and enables teachers to track student progress and offer instant feedback on documents (Ashadevi & Selvi, 2017). Google Docs can be utilized as a way to apply authentic assessment to make it more interesting and in accordance with the themes in the grade X Arabic language book.

Working steps: 1) Launch Google Docs and start a new document with the name: "Daily Activity Report - Your Name." 2) Start by organizing the report according to the following format:

Title: الحياة اليومية

Introduction: Briefly describe what will be written.

Content: Describe your activities in narrative and tabular form.

Closing: Your conclusion or feelings about your activity.

Narrative Example:

في يوم الاثنين، استيقظت الساعة السادسة صباحًا. صليت الفجر ثم تناولت الإفطار. ذهبت إلى المدرسة الساعة السابعة. درست اللغة العربية والرياضيات. رجعت إلى البيت الساعة الثانية بعد الظهر.

النشاط	الوقت
استيقظت	٦:٠٠ صباحًا
ذهبت إلى المدرسة	٧:٠٠ صباحًا
رجعت إلى البيت	٢:٠٠ ظهرًا

Table 1. Rubric for the Assessment of the Daily Activity Report Writing Task

Assessment Aspect	Description	Maximum Score
1. Correctness of Language	- Grammar and sentence structure are correct. - There are no errors in the use of sums (jumlah ismiyyah/jumlah fi'liyyah).	25
2. Completeness of Content	- The report includes a title, introduction, body, and conclusion. - The table contains times and activities as directed.	25
3. Creativity	- The text is presented attractively. - Illustrations or pictures relevant to the content of the report are used well.	20
4. Use of Technology	- Able to utilize Google Docs features correctly (text settings, tables, adding images). - The file is saved with the name according to the format.	20
5. Timeliness	- Reports are submitted on time according to the deadline given.	10

Using Canva

Canva is an extremely useful tool for both individuals and educational institutions. With its ability to simplify the design process and enhance collaboration, Canva is not only beneficial for visual content creation but also as an effective learning tool. The use of this technology in an educational context shows positive results and is worth considering by educators to improve their teaching methods (Noor & Karani, 2023) . Canva, as a means to develop various designs easily, can be utilized in conducting assessments that refer to the topics covered in the Grade X Arabic language textbook published by the Ministry of Religious Affairs in 2020.

Working Steps: 1) Use the Canva app to create presentations. 2) Choose a simple and attractive template. 3) Write a story on each slide with short sentences (at least 2 sentences per slide). 4) Add images, icons, or illustrations that match the story. 5) Save the results in PDF or PPT format and upload them to the teacher's designated platform (e.g., Google Classroom or WhatsApp).

Table 2. Hobby-Themed Canva Slide Narration Example

Slide	Text	Illustration
1. Title and Name	اسمي أحمد. هوايتي المفضلة هي قراءة الكتب.	A picture of someone reading a book or a stack of books.
2. The Beginning of the Story	أحب قراءة الكتب في وقت فراغي. أقرأ كتبًا عن التاريخ والقصص القصيرة. أبدأ القراءة في الصباح عندما أشرب كوبًا من الشاي.	Draw a teacup next to an open book.
3. Main Activities	أذهب أحيانًا إلى المكتبة لشراء كتب جديدة. القراءة تجعلني سعيدًا وتساعدني على تعلم أشياء جديدة.	An image of a library or someone choosing a book from a shelf.
4. Cover	هواية القراءة مفيدة وممتعة. أنصح الجميع بتخصيص وقت للقراءة كل يوم.	A picture of someone smiling while holding a book.

Table 3. Hobby-Themed Story Slide Assignment Assessment Rubric

Assessment Aspect	Description	Maximum Score
1. Arabic	- The sentences in the slides are written with correct grammar. - The structure of the sum (sum ismiyyah/sum fi'liyyah) is appropriate. - There are no spelling mistakes.	25
2. Story Content	- The story fits the theme (hobbies) and includes opening, content, and closing sections. - Describe hobbies clearly and coherently (at least 4 slides).	25
3. Creativity	- The slide design is attractive and aesthetically pleasing. - Illustrations or images support the text well. - The slide layout is neat and pleasing to the eye.	20
4. Use of Technology	- Make good use of Canva features (text, illustration, and color settings). - Fonts support Arabic letters, and slide formats are as directed by the teacher.	20
5. Timeliness	- Slides are collected on time according to the deadline.	10

Using Augmented Reality

Augmented reality is a technology that connects the physical and digital realms, providing interactive experiences that can enhance understanding and user engagement (Arena et al., 2022). The use of augmented reality (AR) in education is a technology that combines digital elements with the real world to create an interactive and immersive learning process. AR in education has been shown to increase student engagement and material understanding and create a more interesting learning atmosphere (Darmawan & Komaro, 2023). Augmented reality, as an interactive medium, can serve as an innovative tool in the learning process within Grade X Arabic language textbooks to arouse student motivation in learning.

Working steps: 1) Prepare a barcode scanner available on the smartphone. 2) Point the phone camera at the barcode provided. 3) Scan the barcode. 4) Observe the object that appears, namely الفاكهة, through the *AR* website that will open. 5) Listen to the commands that appear in the object, namely: صف صورة الفاكهة

أدناه!, The description should include: Fruit name (اسم الفاكهة), Color (اللون), Taste (الطعم: حلو، حامض، أو مر), Health benefits (الفوائد الصحية). 6) Type the description through Google Docs or handwrite it, and submit it to the teacher.

Figure 8. Barcode AR   **Figure 9**. Object AR

Table 4. Rubric for Assessment of Description Task

Assessment Aspect	Criteria	Maximum Score
1. Correctness of Language	- Correct Arabic grammar (sum *ismiyyah*/sum *fi'liyyah*). - Spelling of Arabic letters is appropriate, and there are no errors.	25
2. Completeness of Content	- All description points are met: name, color, taste, and health benefits - Information is relevant and clear.	25
3. Creativity	- Descriptions are interesting and not monotonous. - The text shows an attempt at personalization, for example, with the use of unique words.	20
4. Technology Utilization	- Barcodes were scanned successfully, and AR objects were observed properly. - Assignment writing utilizes technology (Google Docs, PDF, etc.).	20
5. Timeliness	- Assignments are collected by the specified deadline.	10

Using Padlet

Padlet is an online collaboration platform that acts as an interactive digital bulletin board, allowing users to create, share, and organize content in various formats (Suryani & Daulay, 2022). Padlet has proven to be an effective tool in supporting modern learning processes, especially in improving student

collaboration and engagement in learning, both face-to-face and online (Ramadhani et al., 2023). Padlet can be utilized as a medium for conducting authentic assessments in grade X Arabic language books. Through this media, it is able to increase student participation in learning.

Working steps: 1) Prepare the barcode scanner available in the smartphone, 2) Point the phone camera at the barcode provided, 3) Scan the barcode, 4) Select the task board with the title "التعريف بالنفس باللغة العربية" (Self-introduction in Arabic), 5) Pay close attention to the instructions listed in the Description section. These instructions will help you to do the questions correctly, Instructions: " اكتب ثلاث جمل تعرف فيها عن نفسك باللغة العربية. اذكر اسمك، صفك، وهواياتك أو الأنشطة المفضلة لديك" ,6) After opening the board, find an empty column or click the "+" sign to start creating a new post, 7) Select the "Text" option to start typing your answer, 8) When you have finished typing your answer, click the "Post" button to post your answer to the Padlet board.
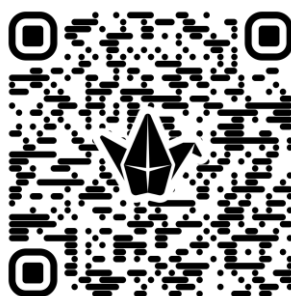
Figure 10. Barcode Padlet

Figure 11. Board View

Table 5. Arabic Self-Recognition Assessment Rubric

Assessment Aspect	Criteria	Maximum Score
1. Language Accuracy	- Use of correct grammar (nahwu and sharaf). - Complete sentences according to Arabic language structure.	25
2. Conformance to Instructions	- Mention name, class, and hobbies as requested by the question. - The minimum number of sentences is met (three sentences).	25
3. Readability of writing	- The writing can be read easily (both in terms of vocalization and spelling).	20
4. Creativity	- Adding creative elements, such as images or additional descriptive sentences.	15
5. Timeliness	- Assignments are collected by the specified deadline.	15

Using Seesaw

Seesaw is an interactive digital learning platform designed to foster a collaborative and secure educational environment for students. It serves as a digital learning journal that allows students to demonstrate their understanding, develop creativity, and reflect on their learning. Through *Seesaw*, students can build their digital portfolios by uploading various types of content, including text, pictures, videos, and links that can be accessed through various electronic devices (Boki et al., 2022).

The platform offers various benefits to the educational process for both educators and learners. For educators, *Seesaw* makes it easier to organize and create learning activities, document student work, and provide more efficient digital assessments. For students, the platform increases engagement in learning, supports creativity and self-expression, and allows them to reflect on their own learning process. *Seesaw*'s collaborative features also facilitate interaction between teachers, students, and parents, creating a more connected and effective learning community (Pujiarto et al., 2023). This platform can be used to conduct assessments that refer to the themes in the grade X Arabic language textbook published by the Ministry of Religious Affairs in 2020.

Working steps: 1) Use the Seesaw app on your device or go to Seesaw Web, 2) Login using the account already registered in the class, 3) Click on the

class name given by the teacher, for example; Arabic Class X, 4) Find the assignment titled وصف الفاكهة المفضلة (Description of Favorite Fruit) and read the instructions, 5) Press the Add Response button to start working, 6) Make sure the writing is correct and click submit to send the assignment.
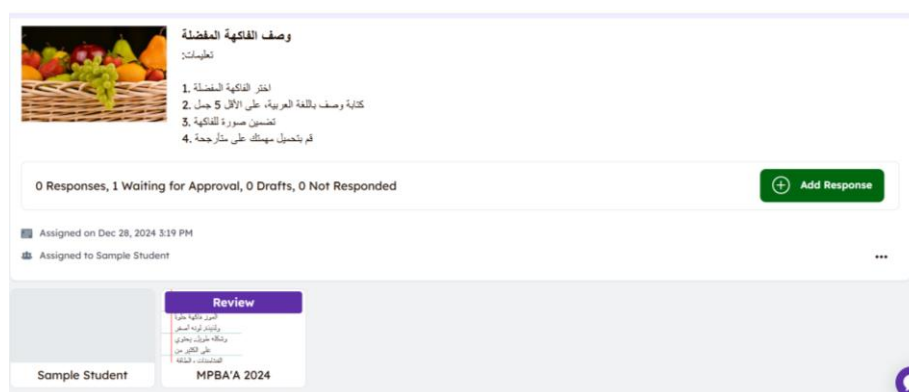
Figure 12. Task View in *Seesaw*

Table 6. Rubric for Describing Favorite Fruits in *Seesaw*

Assessment Aspect	Criteria	Maximum Score
1. Grammatical Correctness	- Sentences are correctly constructed according to Arabic rules (naḥwu and ṣarf). - The use of adjectives and nouns follows grammar.	25
2. Completeness of Content	- The description includes all of the following elements: fruit name, color, shape, taste, benefits, and reason for choosing. - The number of sentences should be at least 5-7.	20
3. Creativity	- The description writing is interesting and uses varied vocabulary. - There is an attempt to use additional expressions, such as proverbs or light-hearted phrases.	20
4. Image Suitability	- The picture attached matches the description of the fruit. - Image quality is clear and neat.	15
5. Neatness and Technique	- Assignments are neatly organized on Seesaw in an easy-to-read format. - There are no technical errors, such as missing images or unorganized text.	10
6. Timeliness	- Assignments are collected on time according to the specified deadline.	10

Using Blogger

Blogs are an effective digital learning medium in modern education. As a learning platform, blogs allow teachers to upload materials, assign tasks, and interact with students through the comments section. Students can access learning materials anytime and anywhere, creating flexibility in learning (Sartono, 2016)

The advantage of blogs in learning lies in their ability to increase student engagement and motivation. Teachers can easily manage learning materials and conduct online assessments. The implementation begins with the creation of a blog by the teacher filled with learning materials, followed by the creation of blogs by students as a forum for their creativity (Wiharto, 2017)

The use of blogs has shown positive impacts in increasing student participation, developing digital skills, and creating a more interactive learning environment. Blogs also help students develop critical thinking skills while staying focused on the learning material (Rangkuti et al., 2019). To create *Maharah Kitabah* (writing) questions for authentic assessment in the grade X Arabic language textbook published by the Ministry of Religious Affairs 2020, by utilizing *Blogger.*

The working steps: 1) Access the barcode that has been provided, 2) Read the instructions and questions in the blog post carefully, making sure you understand the theme and the type of writing required, such as an essay, letter or description, 3) Use paper or your device to write the answers first. Make sure you write using correct Arabic, according to the question instructions, 4) Once you've finished preparing your answers, return to the blog and scroll down until you find the comments section below the question post, 5) Once you are sure of your answer, click the *"Publish"* button to submit your comment.

Figure 13. Barcode of Assignments on the Blog

Figure 14. Task View on the Blog

مهارة الكتابة - الصف العاشر

Desember 29, 2024

الدرس: مهارة الكتابة - الصف العاشر

التعليمات:

١. قم بكتابة إجابتك باللغة العربية.
٢. استخدم المفردات والتراكيب التي تعلمتها في هذا الدرس.
٣. احرص على استخدام قواعد اللغة العربية بشكل صحيح.
٤. يمكنك كتابة إجابتك في التعليقات أسفل هذا الموضوع.

السؤال الأول:
اكتب مقالًا قصيرًا (١٥٠-٢٠٠ كلمة) عن "حياة اليومية في المنزل". يجب أن يتضمن المقال:

• الأنشطة اليومية التي تقوم بها في المنزل.
• الأشخاص الذين يشاركونك في هذه الأنشطة.
• كيف تقضي وقتك في المنزل خلال عطلة نهاية الأسبوع.

Table 7. Rubric for a Task for Writing Skills in the Blog

Assessment Aspect	Criteria	Maximum Score
1. Conformity to Theme	Answers are relevant to the theme and cover all the required points.	10
2. Structure and Organization	The writing is well structured (clear opening, body, closing).	10
3. Vocabulary Usage	Vocabulary is appropriate, varied, and appropriate for the grade level.	10
4. Grammar and Spelling	There are no grammatical or spelling errors.	10
5. Clarity and Readability	The writing is very clear and easy to read, with no distracting errors.	10
6. Creativity and Originality	Answers are creative and original and show deep thinking.	10

Each prototype includes visual examples and sample answers, as well as implementation guidelines suitable for online and hybrid learning environments. Emphasis is placed on practicality, accessibility, and student engagement. These prototypes represent a shift from monotonous language exercises to communicative, performance-based, technology-supported writing experiences.

Technical aspects are also considered, ensuring that tasks can be completed using commonly available devices (smartphones, tablets, laptops) and accessible or free platforms. Instructions for teachers and students are written simply and flexibly.

The integration of technology-based authentic assessments into *Maharah Kitabah* lessons shows clear potential for improving both the learning experience and the assessment process. In contrast to traditional textbook assessments from 2020, the developed model introduces modernized approaches that emphasize real-world relevance, student engagement, and digital literacy.

One of the most important benefits observed is increased student motivation. Digital platforms that are familiar to students and often enjoyable for them transform assessments into interactive and meaningful tasks. The use of tools such as Canva and Padlet encourages students to be creative and expressive, while Blogger and Google Docs promote structured writing and collaboration. These tools also provide space for peer reviews and formative feedback, which are important components of authentic assessment.

In addition, the model supports contextual and experiential learning. When students describe their hobbies, daily routines, or favorite objects using authentic language in a technology-supported format, they connect their language skills to their personal lives. This not only improves learning performance but also boosts self-confidence and a sense of ownership over their language production.

From an educational perspective, the model promotes the integration of multiple competencies: language skills, critical thinking, creativity, and digital literacy. Teachers benefit from structured rubrics and customizable templates that make the assessment process more objective, transparent, and clear.

Despite these strengths, it is important to recognize the limitations of the study. Since the research focused exclusively on the design and development phase, further investigation is needed to evaluate the model's effectiveness in real classroom situations. Future research should include expert validation, pilot implementation, and feedback analysis to refine and optimize the model's application.

In summary, this study makes an important contribution to Arabic language teaching by presenting a practical and forward-looking approach to authentic assessment. The model not only addresses the limitations of existing textbook-based

assessments, but also aligns with modern pedagogical trends and technological integration. It promises broader adaptation to different language proficiency levels and educational contexts.

Conclusion

The integration of technology-based authentic assessment for Arabic writing skills (*Maharah Kitabah*) is a significant advancement in Arabic language education. This research shows that Arabic textbooks for Grade X MA issued by the Ministry of Religious Affairs in 2020, can be enhanced through various technological innovations, including platforms such as Google Docs, Canva, Augmented Reality, Padlet, Seesaw, and bloggers that provide more comprehensive and objective evaluation methods while overcoming challenges in traditional Arabic writing teaching such as time constraints, feedback delivery, and student motivation. This article reveals that authentic assessment through technology is aligned with the needs of 21st-century learning, which promotes digital literacy and the development of Arabic writing skills.

This integration not only facilitates a better assessment process but also improves student engagement and learning outcomes, preparing them for future academic success and professional challenges. For future improvements, it is recommended to develop specialized Arabic learning apps that integrate authentic assessment features, conduct research on the long-term impact of technology-based assessment on students' writing proficiency, and enhance teacher training programs in implementing technology-based authentic assessment methods. In addition, educational institutions should focus on creating more comprehensive digital resources and tools specifically designed for Arabic language teaching, while ensuring continuous professional development for educators to utilize these technological innovations in their teaching practices effectively.

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