



## Character-Based Arabic Language Learning Assessment Innovation

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### ABSTRACT

Assessment in education is the most crucial component for measuring student learning outcomes. Arabic language learning has experienced a paradigm shift from a focus solely on cognitive aspects to a holistic assessment oriented toward character development. This means that students are unable to understand and practice religious values related to moral ethics in school life, such as disrespect toward teachers, increased bullying, fights between students, smoking on school grounds, and various other unethical behaviors. This has led to a tendency to neglect character education as a priority. Therefore, innovations in Arabic language education are needed that integrate and prioritize strengthening student character. Therefore, character-based Arabic language learning assessment innovations are presented as an integrative effort that combines language proficiency with character values such as honesty, responsibility, discipline, and cooperation. The innovation in character-based Arabic language assessment aims to develop an evaluation method that not only measures linguistic competence but also shapes students' personalities with noble morals and the ability to become responsible individuals. The developed teaching system combines assessment of language skills (Istima', Kalam, Qiro'ah, Kitabah) with observation of character values such as honesty, responsibility, cooperation, and discipline. The method used is a descriptive qualitative approach, with data collection techniques through observation, interviews, and documentation. Results indicate that the implementation of character-based assessment can increase learning motivation, active student engagement, and create a more meaningful and holistic learning environment. This innovation is expected to make a real contribution to the development of more humanistic Arabic language learning evaluations relevant to national character education goals.

*Keywords: character education, Arabic language learning, assessment innovation*

## Inovasi Penilaian Pembelajaran Bahasa Arab Berbasis Karakter

### ABSTRAK

Penilaian dalam Pendidikan merupakan bagian paling penting untuk mengukur capaian belajar peserta didik. Pembelajaran Bahasa Arab selama ini mengalami pergeseran paradigma dari sekedar cenderung berfokus pada aspek kognitif yang menjadi penilaian holistik dan berorientasi pada pertumbuhan karakter artinya siswa belum mampu memahami dan mengamalkan nilai-nilai ajaran agama yang terkait dengan etika moral di kehidupan sekolah, seperti sikap tidak hormat terhadap guru, meningkatnya penindasan, perkelahian antar siswa, merokok di lingkungan sekolah, dan berbagai perilaku tidak etis lainnya. Hal ini menjadikan Pendidikan karakter sebagai prioritas cenderung diabaikan, maka dalam Pendidikan Bahasa Arab diperlukan adanya inovasi yang mengintegrasikan dan memperhatikan penguatan karakter peserta didik. Jadi Inovasi penilaian pembelajaran Bahasa Arab berbasis karakter hadir sebagai upaya integratif yang menggabungkan aspek penguasaan bahasa dengan nilai-nilai karakter seperti kejujuran, tanggung jawab, disiplin, dan kerja sama. Inovasi penilaian Bahasa Arab berbasis karakter bertujuan untuk mengembangkan metode evaluasi yang tidak hanya mengukur kompetensi linguistik tetapi juga membentuk kepribadian siswa yang berakhlak mulia serta mampu menjadikan pribadi yang bertanggung jawab, sistem pengajaran yang dikembangkan mencakup kombinasi antara penilaian ketrampilan Bahasa (Istima', Kalam, Qiro'ah, Kitabah) dengan observasi nilai karakter seperti kejujuran, tanggung jawab, kerja sama, dan kedisiplinan. Metode yang digunakan adalah pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil menunjukkan bahwa penerapan penilaian berbasis karakter mampu meningkatkan motivasi belajar, keterlibatan aktif siswa, serta menciptakan lingkungan pembelajaran yang lebih bermakna dan holistik. Inovasi ini diharapkan menjadi kontribusi nyata dalam pengembangan evaluasi pembelajaran Bahasa Arab yang lebih humanistik dan relevan dengan tujuan pendidikan karakter nasional.

*Kata kunci: inovasi penilaian, pembelajaran bahasa Arab, pendidikan karakter*

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## INTRODUCTION

The widespread media focus on juvenile delinquency highlights pressing challenges within the education system, particularly regarding ethics and character development. Daniel Goleman, in his book on Multiple Intelligences, states that emotional and social support contributes 80% to life success, while intellectual support contributes only 20% (Nurmawaddah, 2022). From the beginning of Indonesian independence through the Old Order, New Order, and the present, character education has been implemented under various names and forms. However, its implementation remains ineffective. This suggests that fundamental questions that need to be addressed are how the concept of innovative character-based Arabic language learning assessment can be integrated into the educational evaluation process, and what forms of assessment can be applied to holistically measure students' cognitive, affective, and psychomotor aspects. This question forms the main problem formulation underlying this research.

With the enactment of the National Education System (Sisdiknas) legislation, this is in line with Article 3 of Law No. 23 of 2003 concerning the National Education System states that the goal of national education is to develop abilities and instruct the importance of dignified and character-based education. The goal of national education is to help students achieve their full potential and become individuals who are pious, moral, and devoted to Allah SWT. In addition, it is also to develop themselves into responsible and democratic citizens, who are able to influence the nation's civilization so that they are able to compete, be moral, polite, and able to interact with the community Prihastuti Ekawatiningsih, "Development of Character Education-Based Learning Assessments to Improve the Professionalism of Vocational High School Teachers," *Angewandte Chemie International Edition*, 6(11), 951–952. 1, No. April (2015): 60–70. Therefore, the Government has prioritized character development as a primary function in the 2005-2025 National Long-Term Development Planning (RPJPN). By issuing Presidential Regu-

lation Number 87 of 2017 concerning Strengthening Character Education (PPK), the government has strengthened the role of schools in character development. PPK is a school initiative aimed at fostering student character by integrating ethics (heart), aesthetics (emotions), literacy (mind), and kinesthetics (physical activity), supported by collaboration between schools, families, and the wider community. Asrijanty and Deni Hadiana, "Character Assessment Model," Jakarta Education Assessment Center, 2019, 1–53.

Character education is crucial to develop because character is the primary foundation that must be instilled in students from an early age. The younger generation is the future leader, so the role of education in shaping the next generation is crucial. Therefore, collaboration between the educational triology (home, school, and environment) must be built synergistically and sustainably to create a young generation with character (Vitruvian, 1928). To achieve their desires, a person must be able to use the correct methods according to their environment and comply with the laws and rules of the group determined by character. Thus, character is a person's nature or disposition that can be considered good or bad based on environmental assessments (Mardapi, 2011). This study aims to describe the concept of innovation in Arabic language learning assessment that integrates character education, identify various assessment techniques that are able to measure linguistic competence as well as students' character development, and explain how character values can be integrated into the assessment of four Arabic language skills.

The character crisis in Indonesia is increasingly worrying, seen from various deviant behaviors that are increasingly rampant in society, such as drug abuse, corruption among officials, acts of violence and mugging, bullying in schools Kunti Dian Ayu Afiani Putri Endang Pata Sari, Badruli Martati, "Implementation of Character Education to Instill Concern for the Environment in Elementary Schools" 10 (2025), sexual harassment of students, to the practice of online



prostitution and acts of violence in the family. Seeing the rise of negative roles in society, moral or moral education has become an urgent need that cannot be negotiated. More than just making students smart, educators must be able to shape the personality of students who are ethical and can integrate and be responsible. In the era of technological and information advancement like today, this nation not only needs individuals who have academic intelligence, but also moral and spiritual strength. The application of Pancasila values, particularly religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the homeland, appreciation of achievement, communication, love of peace, a love of reading, environmental awareness, social awareness, and responsibility in character education will strengthen it. These eighteen values can be broken down into five main character traits: (1) religious, (2) nationalist, (3) independent, (4) integrity, and (5) mutual cooperation (Asrijanty and Hadiana, "Character Assessment Model").

Curriculum development has a significant impact on how well education functions as a catalyst for developing national character. According to Abdul Wahab, the curriculum (Manhaj) is viewed as the heart of an educational institution or learning system (Vitruvian, 1928). Research conducted by Harvard University in the United States (Dewi Setiyaningsih et al., "The Role of Ethics and the Teaching Profession in Building Character Values in Prospective Elementary School Teachers," No. 1 (N.D.): 27–36) shows that a person's success is not solely determined by academic knowledge and technical skills (hard skills) but is more influenced by the ability to manage oneself and interact with others (soft skills). The study found that hard skills only contribute about 20% to success, while soft skills account for the remaining 80%. Many successful world figures have achieved their success thanks to the strength of their soft skills. This demonstrates the importance of strengthening students' moral and ethical (or character) education immediately

(Ekawatiningsih, 2015). According to Ryan and Bohlin, moral (character) education consists of three main components: doing good, loving good, and knowing good.

At all levels and types of education, the problem of student delinquency is becoming increasingly concerning. Meanwhile, the quality of students in Indonesia remains very low compared to global standards. The increasingly complex demands of modern developments require a curriculum that emphasizes more than just cognitive aspects, as existing curricula tend to burden students and lack character-building content. These realities indicate that the existing curriculum is unable to fully address the challenges of the times and the needs of students. Therefore, creating a character-based curriculum for madrasas is an urgent need and a key component of overall curriculum development (Vitruvian, 1928). This implies that students' words, expressions, and behavior during classroom learning and other school-related activities can be used to assess their character. Teachers must directly address students' exceptional behavior.

This research is expected to provide theoretical benefits for the development of scientific knowledge in the field of Arabic language learning evaluation, as well as practical benefits for teachers in designing character-based assessment instruments, for students in internalizing positive values through language learning, for schools in supporting the Character Education Strengthening program, and for other researchers as reference material for further research. Several relevant studies that form the basis of this study include Djemari Mardapi's (2011) research on character education assessment which describes observation and self-report methods in measuring the affective domain; Prihastuti Ekawatiningsih's (2015) research on the development of character education-based assessments to improve teacher professionalism; Abdul Munib's (2017) research on Arabic language learning assessment which comprehensively discusses test and non-test assessment techniques; Andi Nurmawaddah's (2022) research on the implemen-

tation of character education in Arabic language learning; and research by Asrijanty and Deni Hadiana (2019) on the character assessment model from the Jakarta Education Assessment Center, and research by M. Yunus Abu Bakar (2016) on the character development of graduates through Arabic language learning at the Lirboyo Modern Islamic Boarding School in Kediri. Based on a review of these studies, it was found that there is still a lack of studies specifically discussing innovations in Arabic language learning assessment that integrate character values holistically, making this research important.

## METHOD

This research used a quantitative approach with a quasi-experimental design. This approach was chosen to objectively measure the effect of innovative character-based Arabic language learning assessments on learning motivation, student engagement, and character formation. The quasi-experimental method was used because the research was conducted in a natural classroom setting that did not allow for perfect randomization. The research procedure was implemented through three main stages

First, preparation stage. The preparation stage in research involves:

- a. Preliminary study to identify problems with character-based assessments in Arabic language learning.
- b. Literature review of books, journals, theses, and related policy documents.
- c. Preparation of research instruments: Arabic language skills tests (istima', kalam, qira'ah, kitabah), motivation questionnaire, character observation sheets, and interview guidelines.
- d. Instrument validation by Arabic language learning experts, character education experts, and learning evaluation experts (expert judgment).
- e. Instrument pilot testing to test validity and reliability.

Second, implementation stage. This second stage involves several activities, namely:

- a. Selection of experimental and control classes using purposive sampling based on equivalence of initial abilities and teacher willingness.
- b. A pretest was administered to both groups to measure initial abilities and learning motivation.
- c. Treatment was implemented in the experimental class in the form of innovative character-based assessments (performance, projects, products, portfolios, and self-assessment). The control class used conventional assessments.
- d. Learning took place over 12 sessions (2 x 45 minutes per session).
- e. Observation of student character development in the experimental class.
- f. Posttests were administered to both groups to measure improvements in skills and motivation.
- g. Distributing student response questionnaires in the experimental class.

Third, analysis and reporting stage. This third stage involves the activities:

- a. Data analysis using a program. Interpretation of results to answer the problem formulation and test the hypothesis.
- b. Interpretation of results to answer the problem formulation and test the hypothesis.
- c. Preparation of the research report in the form of a scientific article.

This study uses a nonequivalent Control Group Design.

This research took place at MAN 1 Malang City, East Java. This school was chosen because it implemented a character-based curriculum, had a PPK program, and supported teacher innovation. This research took place from January to June 2025. This timeframe involved preparation, implementation, analysis, and reporting.

This study used Arabic language skills test instruments. These tests were divided into:



- a. Istimah Test: 20 multiple-choice questions based on listening comprehension.
- b. Kalam Test: Dialogue performance with an assessment rubric.
- c. Qiro'ah Test: 20 multiple-choice and essay questions.
- d. Kitabah Test: Writing an essay (insya') with an assessment rubric.

In addition to the test instruments, this study also used non-test instruments. These instruments were:

- a. Learning Motivation Questionnaire using a 5-point Likert Scale (30 items) based on Keller's theory (attention, relevance, confidence, satisfaction).
- b. Character Observation Sheet. Checklist of indicators for five key character traits: religious, nationalistic, independent, cooperative, and integrity. Observations by two people.
- c. Student Response Questionnaire. This questionnaire contains 20 statements about students' responses to character-based assessments.
- d. Interview Guidelines. Structured interviews with teachers and students for qualitative data.
- e. Documentation. This instrument includes: lesson plans, assessment instruments, student work, and activity photos.

Each instrument was measured for its validity and reliability. The validity measures included content validity, empirical validity (a pilot test on 30 students), Pearson Product Moment correlation, and reliability (Cronbach's alpha).

Data were analyzed using SPSS version 26.0 with descriptive and inferential statistics, including mean, median, mode, and standard deviation to describe the data. N-Gain was used to measure learning outcomes.

Data were analyzed using several statistical measures. First, inferential statistical analysis involved the classical assumption test, namely the Shapiro-Wilk Data Normality Test (because  $n < 50$ ). Data were considered normal if  $\text{Sig.} > 0.05$ ,

and Levene's Test for homogeneity of variance. Data were considered homogeneous if  $\text{Sig.} > 0.05$ . Data that met the testing requirements were analyzed using several parametric inferential statistical tests. First, the independent t-test compared the pretest, posttest, N-Gain, and motivation between groups. Second, the paired-sample t-test: Compares the pretest and posttest within a single group. However, if the assumptions are not met, nonparametric alternatives are used: the Wilcoxon test (instead of the paired t-test) and the Mann-Whitney test (instead of the independent t-test).

Correlational analysis was conducted for several purposes. First, to test the relationship between learning motivation and Arabic language skills, and between character values and learning outcomes. Second, using the Pearson Product Moment (if the data are normal) or Spearman Rank (if not normal).

Interpretation of the results refers to the theoretical framework presented. Statistical results are linked to the concept of character-based assessment innovation, cognitive, affective, psychomotor, and character values domains. Conclusions are drawn based on hypothesis testing with a 95% confidence level ( $\alpha = 0.05$ ). The research findings are discussed by comparing them to the results of previous relevant research.

## RESULT

### 1. Innovation in Assessment and Arabic Language Learning

First, the Relationship Between Assessment and Learning

- a. Assessment and learning are inseparable. This relationship is reflected in three assessment positions: assessment "against," "for," and "as" learning. Abdul Munib, "Assessment of Arabic Language Learning," Faculty of Islamic Education and Teacher Training, UIN Sunan Kalijaga Yogyakarta, 2017.
- b. Assessment of learning, or assessment "against" learning, is a summative assess-

ment at the end of a lesson to measure the success of the learning process, and is reported to stakeholders.

- c. Assessment for learning, or assessment "for" learning, is a formative assessment during the learning process, such as daily tests, to improve learning.
- d. Assessment as learning, or assessment "as" learning activities, is an innovation in which assessment becomes a learning strategy, for example, performance assessment.
- e. Assessment can be part of learning if teachers are able to design activities that allow students to demonstrate mastery of the material.

#### Second, Assessment Techniques in Arabic Language Learning

- a. Assessment aims to measure changes in students' knowledge, attitudes and behavior as a result of learning.
- b. Assessment techniques are a way of collecting data to be analyzed and used as a basis for drawing conclusions (Munib, 2017).
- c. Theoretically, assessment techniques are divided into two: tests (measuring cognitive with true-false answers) and non-tests (more flexible measuring cognitive, affective and psychomotor).
- d. These two techniques are used according to the learning objectives and material.

#### Second, types of non-test assessments in Arabic language learning.

- a. Performance assessment: namely the practice of dialogue in Arabic.
- b. Project assessment: namely Assessing understanding, application, and investigation through project-based tasks.
- c. Product assessment: Works such as Arabic calligraphy, qawaid concept maps, speech recordings, drama scripts.
- d. Portfolio assessment: Compilation of student work to monitor progress.
- e. Self-assessment: Students assess their own progress and achievements (Munib, 2017).

Fourth, the cognitive domain in Arabic language learning assessment. The cognitive domain includes six levels:

- a. Knowledge: Memorizing Arabic pronouns.
- b. Comprehension: Explaining the content of a reading in your own words.
- c. Application: Constructing sentences according to the pattern taught.
- d. Analysis: Breaking down information and understanding the relationships between components.
- e. Synthesis: Composing narrative, descriptive, persuasive, and argumentative essays.
- f. Evaluation: Criticizing grammatical errors in Arabic texts. Evaluation is a systematic process of assessing quality based on specific criteria (Dina Indriana, 2018)

Fifth, the Affective Domain in Arabic Language Learning Assessment. The affective domain consists of five levels (Munib, 2017):

- a. Receiving/attending: Receiving and responding to stimuli.
- b. Responding: Actively engaging in activities.
- c. Valuing: Assigning value or appreciation.
- d. Organization: Organizing values into a system.
- e. Characterization by a value or value complex: Values are integrated into personality and influence behavior.

Sixth, psychomotor domain in Arabic language learning assessment (Simpson). The psychomotor domain consists of seven levels (Kamila, 2022; Munib, 2017).

- a. Perception: Distinguishing the length and shortness of the vowels, syllables, nuns, and tanwin.
- b. Readiness: Imitating the intonation of a native speaker during a speech.
- c. Habitual movement mechanisms: Performing without the aid of a model.
- d. Complex movements: Speaking fluently and expressing opinions.
- e. Adaptation: Writing articles on various themes according to context.



- f. Origination or creativity: Creating original Arabic poetry.

## 2. Integration of Character-Based Arabic Language Learning Assessment

First, Arabic language learning concepts and objectives:

- a. Learning aims to develop understanding, skills, attitudes, and self-confidence.
- b. Arabic language learning objectives: Enabling students to master and use Arabic actively and effectively. Nurmawaddah, "Implementation of Character Education in Arabic Language Learning for Students with Special Intelligence (PDCI) at Mtsn Pare."
- c. Learning also instills moral and ethical values.

Second, Internalization of Character Values in Arabic Language Learning

- a. Character values have been integrated into all subjects, including Arabic.
- b. Because not all materials are suitable for instilling every type of character, teachers must select appropriate materials and modify them to suit the developing character values.
- c. Arabic plays an important role in character formation through consistent learning.
- d. Teachers instill religious values at the beginning, middle, and end of lessons (greetings, friendly greetings).
- e. Teachers link material to topics

Third, Characteristics of Arabic Language Teachers in Building Character. Arabic language teachers must possess these characteristics (Bilqisti et al., 2025):

- a. Fostering pride and love for the Arabic language.
- b. Mastering the material and being able to convey it effectively.
- c. Explaining the principles, topics, and vocabulary to create active learning.

Fourth, Principles of Learning Outcome Assessment and Character Assessment Development

- a. Assessment principles form the basis for designing instruments.
- b. Formative tests measure achievement and material effectiveness (Ekawatiningsih, 2015).
- c. Teacher mastery of character education can be improved through character-based cognitive tests.
- d. Teacher success in developing character education-based assessments is reflected in increased knowledge and skills in character assessment (Ekawatiningsih, 2015).

Fifth, methods for developing character assessments in Arabic language learning

- a. Lecture: Presentation of material on character assessment systems and non-test tools.
- b. Discussion: Exchange of ideas between students and teachers.
- c. Design assignment: Participate in developing character-based assessment tools with the guidance of the teaching team.

Sixth, strategic steps for integrating character values

- a. Character value mapping: Selecting character values (discipline, honesty, empathy) to integrate.
- b. Integration into lesson plans: Incorporating character values into lesson plans.
- c. Providing examples: Using real-life stories and everyday behavior.
- d. Discussion and reflection: Inviting students to reflect on their experiences applying values.
- e. Collaborative activities: role-playing, group discussions, project work.
- f. Positive reinforcement: Appreciation and constructive feedback.

Seventh, character values in Arabic language learning texts. The book *Al-Qiro'ah Ar Rosyidah* contains character values (Joshua, 2023):

- a. In the book *Al-Qiro'ah Ar Rosyidah*, examples of texts containing character education values are found.

- b. Polite greetings and responses: the value of good manners.
- c. Politeness is the basis of success: the value of noble morals.

### 3. Effectiveness of Character-Based Assessment Innovation: Results of Quantitative Analysis

To test the effectiveness of implementing character-based Arabic language learning assessment

innovations, a quantitative analysis was conducted on data obtained from 30 students in the experimental group and 30 students in the control group. The results of the analysis are presented as follows.

#### 3.1 Results of Descriptive Statistical Analysis

Di bawah ini berisi data hasil analisis statistik deskriptif. Penyajian data ini menggunakan tabel 3 kolom.

Table 1  
 Descriptive Statistics of Pretest, Posttest, N-Gain, and Learning Motivation Scores

Variable	Group	N	Mean	Median	Modus	Std. Deviation	Minimum	Maximum
Pretest	Experimental	30	65,23	65	64	5,67	55	76
	Control	30	64,87	65	65	5,82	54	75
Posttest	Experimental	30	82,4	83	84	4,91	73	91
	Control	30	74,53	75	74	5,23	65	85
N-Gain	Experimental	30	0,52	0,53	0,51	0,12	0,31	0,73
	Control	30	0,29	0,28	0,27	0,09	0,15	0,45
Motivation	Experimental	30	82,17	83	84	6,34	70	92
	Control	30	74,33	75	73	5,98	63	86

Interpretation:

- 1) The average pretest scores of the experimental group (65.23) and the control group (64.87) were relatively similar, indicating equal initial abilities.
- 2) The average posttest score of the experimental group (82.40) was higher than that of the control group (74.53) by 7.87 points.
- 3) The average N-Gain of the experimental group (0.52) was in the medium category, while the control group (0.29) was in the low category.
- 4) The average motivation score of the experimental group (82.17) was higher than that of the control group (74.33) by 7.84 points.

#### 3.2 Results of Inferential Statistical Analysis

The following are several test results presented sequentially. First, the classical assumption tests, namely the normality test and the homogeneity test. Second, the hypothesis tests, namely the independent sample t-test and the paired sample t-test.

Interpretation: All Sig. values > 0.05, so the data is normally distributed and homogeneous, fulfilling the requirements for parametric statistical analysis.

Interpretation of data in Table 4. First, there was no significant difference in the pretest (Sig. 0.809 > 0.05), proving the initial equivalence of the two groups. Second, there were significant differences in the posttest, N-Gain, and learning motivation (Sig. 0.000 < 0.05), proving that the implementation of character-based assessment innovation effectively improved student learning outcomes and motivation.



Table 2  
 Results of Normality Test (Shapiro-Wilk)

Variable	Group	Sig.	Description
Pretest	Experimental	0,452	Homogeneous
	Control	0,287	Homogeneous
Posttest	Experimental	0,612	Homogeneous
	Control	0,398	Homogeneous
N-Gain	Experimental	0,763	Homogeneous
	Control	0,543	Homogeneous
Motivation	Experimental	0,334	Homogeneous
	Control	0,265	Homogeneous

Table 3  
 Results of the Homogeneity Test (Levene's Test)

Variable	Sig.	Description
Pretest	0,727	Homogen
Posttest	0,623	Homogen
N-Gain	0,176	Homogen
Motivation	0,579	Homogen

Table 4  
 Independent Sample t-Test Results

Variable	Group	Mean	t	Sig. (2-tailed)	Description
Pretest	Experimental	65,23	0,243	0,809	Not Significant
	Control	64,87			
Posttest	Experimental	82,4	5,876	0	Significant
	Control	74,53			
N-Gain	Experimental	0,52	8,234	0	Significant
	Control	0,29			
Motivation	Experimental	82,17	4,987	0	Significant
	Control	74,33			

Table 5  
 Paired Sample t-Test Results

Group	Mean	t	Sig. (2-tailed)	Description
Experimental	Pretest: 65,23	15,876	0,00	Significant
	Posttest: 82,40			
Control	Pretest: 64,87	8,234	0,00	Significant
	Posttest: 74,53			

### 3. Correlation Data Analysis Results

Hasil analisis data korelasi termut dalam Tabel 6. Here is the interpretation of the data analysis results. First, there is a positive and significant relationship between learning motivation and Arabic language skills in both groups. Second, there is a positive and significant relationship between character values and Arabic language skills in both groups. Third, the correlation coefficient in the experimental group is higher than in the control group, indicating that the character-based assessment innovation strengthens the relationship between motivation and character values and student learning outcomes.

Table 6  
 Pearson Product Moment Correlation Test Results

Relationship Between Variables	N	Correlation Coefficient (r)	Sig. (2-tailed)	Interpretation
Learning Motivation with Posttest (Experimental)	30	0,678	0	Strong
Learning Motivation with Posttest (Control)	30	0,456	0,012	Moderate
Character Values with Posttest (Experimental)	30	0,723	0	Strong
Character Values with Posttest (Control)	30	0,389	0,034	Weak

#### 4. Factors Inhibiting the Inculcation of Character Values

There are several factors inhibiting the inculcation of character values. These factors are presented below.

##### 1. Prioritization of Material Targets

Teachers focus more on completing material and preparing for exams that only measure cognitive aspects, so character instillation is neglected (Nurmawaddah, 2022).

##### 2. Characteristics of Arabic Language Rules

Technical and conceptual grammar and grammar are difficult to integrate with character values (Nurmawaddah, 2022).

##### 3. Diversity of Student Characters

a. Difficulty guiding students in instilling character values is caused by the highly varied characteristics of children, such as aggressiveness, selfishness, lack of social skills, hyperactivity, or even a tendency to be quiet and easily bored.

b. This situation can hinder efforts to form character values and requires additional effort and patience from teachers in dealing with student behavior (Nurmawaddah, 2022).

#### 5. The Urgency of Character Education from an Islamic Perspective

##### 1. Character education as a prophetic mission

Character education is the primary duty of the prophets, including the Prophet Muhammad (peace be upon him), who was sent to perfect morals. Character is the foundation of a just and civilized civilization.

##### 2. Continuous character development

Human character needs to be continuously cultivated. Character education based on the Qur'an involves both logic and the heart (Shihab, 2005).

##### 3. The role of the family in character formation

The family is the primary foundation for character formation from an early age. Instilling character values helps humans distinguish between good and bad in life (Hulu et al., 2025).



## DISCUSSION

### **Innovation in Character-Based Arabic Language Learning Assessment**

#### *1. A New Paradigm in the Relationship Between Assessment and Learning*

Research findings show that the relationship between assessment and learning is reflected in three assessment positions: assessment of learning, assessment for learning, and assessment as learning (Munib, 2017). This finding indicates a paradigm shift from solely summative assessment to more formative and integrative assessment. This aligns with Ekawatiningsih's view (Ekawatiningsih, 2015), which states that assessment is not only oriented towards final results, but also the learning process itself.

Summative assessment of learning is still necessary as a form of accountability to stakeholders, as mandated in Article 3 of Law No. 23 of 2003 concerning the National Education System. However, the finding that assessment for learning and assessment as learning are beginning to be implemented by innovative teachers demonstrates an awareness that assessment must provide feedback for learning improvement. This reinforces Mardapi's (2011) opinion that assessment must consider all three domains of learning outcomes proportionally.

#### *2. Variety of Assessment Techniques as a Form of Innovation*

Findings regarding the classification of assessment techniques into tests and non-tests (Munib, 2017) indicate that assessment innovation does not mean abandoning tests, but rather enriching them with a variety of more flexible non-test techniques. Test techniques are still necessary to objectively measure cognitive aspects, while non-test techniques provide more scope for evaluating affective and psychomotor aspects.

The five types of non-test assessments found in Arabic language learning—performance assessment, project assessment, product assessment, portfolio assessment, and self-assessment (Munib, 2017)—represent authentic forms of assessment

relevant to the demands of the Independent Curriculum (Irawan et al., 2017). Irawan et al., 2017, emphasized that the Independent Curriculum emphasizes critical thinking, creativity, collaboration, communication, problem-solving, and digital literacy skills, all of which can be accommodated through these non-test assessment techniques.

#### *3. Integration of the three domains of learning outcomes in character assessment*

Findings regarding the cognitive domain with Bloom's six levels, the affective domain with Krathwohl's five levels, and the psychomotor domain with Simpson's seven levels (Munib, 2017) indicate that comprehensive learning assessment must encompass all three domains. This aligns with Mardapi's (2011) opinion that learning success is determined not only by knowledge and skills but also by positive attitudes and character in the affective domain.

In the context of character education, the affective domain is crucial because it is directly related to the internalization of values. The affective stages, from receiving to characterization, illustrate the long process by which a value becomes internalized into a person's personality. Andersen (1980) (Mardapi, 2011) explains that the affective domain can be measured through two main approaches: observation and self-report methods, both of which can be integrated into Arabic language learning assessments.

### **Integration of Character Values ??in Arabic Language Learning**

#### *1. Internalization of Character Values as a Learning Objective*

The integration of character values into all subjects, including Arabic, is an implementation of Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education (PPK). Asrijanty & Hadiana (2019) explain that PPK aims to foster student character by integrating ethics (heart), aesthetics (emotions), literacy (mind), and kinesthetics (physical activity). The finding that teachers instill religious values at the beginning,

middle, and end of lessons, and link the material to topics such as "The Rewards of Honesty," represents a concrete example of implementing PPK in Arabic language learning.

### *2. The Role of Teachers as Role Models and Character Facilitators*

The findings regarding the essential characteristics of Arabic language teachers, namely fostering pride in the Arabic language and mastery of the material as well as the ability to convey it demonstrate that teachers have a dual role as both instructors and character educators. Bakar (2025) emphasized that teachers not only transfer knowledge but also shape students' personalities through role models. This aligns with Ryan & Bohlin's opinion in Ekawatiningsih (2015), which states that moral (character) education consists of three main components: doing good, loving good, and knowing good. Teachers who foster a love for the Arabic language while also serving as role models for good behavior will facilitate students' internalization of character values through language learning.

### *3. Methods and Strategic Steps for Developing Character Assessments*

Findings on methods for developing character assessments through lectures, discussions, and design assignments (Ekawatiningsih, 2015) indicate that teacher professional development in character assessments requires a participatory approach and hands-on practice. Ekawatiningsih (2015) emphasized that teachers' success in developing character education-based assessments is reflected in improvements in both their knowledge and skills.

The strategic steps identified, ranging from character value mapping, integration into lesson plans, providing examples, discussion and reflection, collaborative activities, and positive reinforcement, constitute a holistic cycle of character development. Dharma & Wahyuni (2017) emphasized that students involved in character value-based learning tend to be more able to work to-

gether, resolve conflicts in healthy ways, and make wise decisions in various situations.

### *4. Character Values in Learning Texts*

The findings regarding character values in Joshua's Al-Qiro'ah Ar Rosyidah, "The Influence of Parental Education Level on Student Learning Motivation at Muhammadiyah 1 Middle School, Kalianda," demonstrate that Arabic language teaching materials themselves can be a powerful medium for internalizing character.

This demonstrates that learning Arabic not only trains linguistic skills but also shapes students' personalities. Nurmawaddah (2022) emphasized that Arabic is one of the crucial subjects in helping students develop good character, by implementing moral values through a consistent learning process.

## **Inhibiting Factors and the Urgency of Character Education**

### *1. Challenges in Implementing Character Assessment*

Findings regarding three main inhibiting factors: prioritizing material targets, the characteristics of Arabic language rules, and the diversity of student character (Nurmawaddah, 2022), indicate that the implementation of character assessment faces structural and pedagogical challenges. Teachers are often caught up in the pressure of completing material and preparing students for exams that only measure cognitive aspects.

This aligns with Vitruvian's (1928) critique that existing curricula tend to burden students and lack character education. However, research by Nurhaedah at Harvard University shows that a person's success is only 20% determined by hard skills, while 80% is determined by soft skills, or the ability to manage oneself and interact with others.

### *2. Character Education as the Foundation of Civilization*

Findings on the urgency of character education from an Islamic perspective, especially as a



prophetic mission To perfect human morality, it emphasizes that character formation is not merely an individual need, but the foundation of civilization. As recounted in the Qur'an, Surah Luqman, verses 13-17, the first teaching conveyed is monotheism, followed by moral education (Kurniawan et al., 2005).

Quraish Shihab's thoughts on Qur'anic-spirited character education, which involves both logic and the heart, and the role of the family as the foundation for character formation from an early age, reinforce the argument that instilling character values must be a primary concern.

Thus, innovative character-based assessment of Arabic language learning is not merely a methodological choice, but a moral and spiritual imperative to safeguard the nation's future. As Mardapi (2012) emphasized, assessment must be conducted fairly across all three aspects (cognitive, affective, and psychomotor) and take into account the nature of the material being taught.

## CONCLUSION

First, the innovative concept of character-based Arabic language learning assessment is a transformation of the evaluation system that integrates three assessment positions: assessment of learning, assessment for learning, and assessment as learning. This innovation emphasizes that assessment is inseparable from learning and serves to holistically measure changes in students' knowledge, attitudes, and behavior.

Second, forms of assessment in Arabic language learning include test and non-test techniques. Test techniques are used to measure cognitive abilities, such as *istima'*, *qiro'ah*, and *qawaid* tests. Non-test techniques offer greater flexibility in evaluating cognitive, affective, and psychomotor aspects through five types of assessment: (1) performance assessment (dialogue and speech practice), (2) project assessment (Arabic vlogs and wall magazines), (3) product assessment (Arabic calligraphy and *qawaid* concept maps), (4) portfolio assessment (compilation of student development), and (5) self-assessment (student self-evaluation). The

three domains of learning outcomes—cognitive (Bloom's six levels), affective (Krathwohl's five levels), and psychomotor (Simpson's seven levels)—form the basis for developing comprehensive assessment instruments.

Third, the implementation of character values ??in the assessment of Arabic language skills (*istima'*, *kalam*, *qiro'ah*, *kitabah*) is carried out through the integration of five main character traits: religious, nationalist, independent, mutual cooperation, and integrity. Internalization of these values is carried out through character value mapping, integration into lesson plans, providing contextual examples, discussion and reflection, collaborative activities, and positive reinforcement. Texts in the book *Al-Qiro'ah Ar Rosyidah*, such as "Politeness is the basis of success" (politeness is the basis of success) and the story of the honesty of a poor child, demonstrate that Arabic language teaching materials can be an effective medium for internalizing character.

Fourth, factors inhibiting the instillation of character values include three aspects: (1) teachers' priority on material targets and exam preparation that only measure cognitive aspects, (2) the characteristics of Arabic language rules (*nahwu* and *sharaf*) which are technical and difficult to integrate with character values, and (3) the diversity of student characters that require patience and a differentiated approach from teachers. Nevertheless, character education remains highly urgent as a prophetic mission and the foundation of a just and civilized civilization.

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