JURNAL MANAJEMEN PENDIDIKAN
Homepage : https://ejurnal.stkip-pessel.ac.id/index.php/jmp
Email : jmp@stkip-pessel.ac.id

p-ISSN : 2548-4826 ; e-ISSN : 2548-4834
Vol. 11, No. 5, October 2026
Page 11787-11798
© Author
Jurnal Manajemen Pendidikan

NEEDS ANALYSIS FOR THE PRELIMINARY DEVELOPMENT OF AN AUTHENTIC ARABIC LANGUAGE ASSESSMENT INSTRUMENT AT MTSS ANNUR HANDEP HAPAKAT PULANG PISAU

Noorhasanah[1], Nurul Wahdah[2], Rahmadi Nirwanto[3]
[1,2,3]Universitas Islam Negeri Palangka Raya, Indonesia

Email: hasanah.2410170030@uin-palangkaraya.ac.id

Check for updates OPEN ACCESS

DOI: https://doi.org/10.34125/jmp.v11i5.3724

Sections Info

Article history:
Submitted: 9 August 2026
Final Revised: 28 August 2026
Accepted: 26 September 2026
Published: 30 October 2026

Keywords:
Arabic Language Assessment;
Authentic Assessment;
Needs Analysis;
Assessment Instrument;

ABSTRACT

This study analyzes the needs that inform the preliminary development of an authentic Arabic language assessment instrument for Grade VIII students at MTsS Annur Handep Hapakat Pulang Pisau. The study used the needs analysis stage of a Research and Development design. Participants included one Arabic teacher and 37 Grade VIII students. Data were collected through a semi-structured interview, a student questionnaire, classroom observation, and document analysis. Quantitative data were summarized using indicator means, while qualitative data were analyzed thematically. The findings show that assessment remains dominated by written tests, textbook exercises, and vocabulary activities. The teacher reported limited access to structured rubrics for speaking and writing, portfolio guidance, and project assessment. Students reported high needs for clear assessment criteria (M = 3.54), speaking assessment (M = 3.51), project and portfolio assessment (M = 3.49), contextual assessment activities (M = 3.49), and feedback (M = 3.46). The study establishes an empirical basis for developing an instrument that combines performance tasks, analytical rubrics, portfolios, projects, and structured feedback. Its contribution lies in connecting teacher evidence and student perceptions within a junior madrasah context before product development.

ABSTRAK

Penelitian ini menganalisis kebutuhan sebagai dasar pengembangan awal instrumen penilaian autentik Bahasa Arab bagi siswa kelas VIII di MTsS Annur Handep Hapakat Pulang Pisau. Penelitian menggunakan tahap analisis kebutuhan dalam desain Research and Development. Partisipan terdiri atas satu guru Bahasa Arab dan 37 siswa kelas VIII. Data dikumpulkan melalui wawancara semi-terstruktur, angket siswa, observasi pembelajaran, dan analisis dokumen. Data kuantitatif diringkas melalui rata-rata setiap indikator, sedangkan data kualitatif dianalisis secara tematik. Hasil penelitian menunjukkan bahwa penilaian masih didominasi tes tertulis, latihan buku teks, dan aktivitas kosakata. Guru melaporkan keterbatasan rubrik terstruktur untuk berbicara dan menulis, pedoman portofolio, serta penilaian proyek. Siswa menunjukkan kebutuhan tinggi terhadap kejelasan kriteria penilaian (M = 3,54), penilaian berbicara (M = 3,51), penilaian proyek dan portofolio (M = 3,49), aktivitas kontekstual (M = 3,49), dan umpan balik (M = 3,46). Penelitian ini menghasilkan dasar empiris bagi pengembangan instrumen yang menggabungkan tugas performa, rubrik analitik, portofolio, proyek, dan umpan balik terstruktur. Kontribusi penelitian terletak pada penggabungan bukti dari guru dan persepsi siswa dalam konteks madrasah tsanawiyah sebelum tahap pengembangan produk.

Kata kunci: *Bahasa Arab; penilaian autentik; analisis kebutuhan; instrumen penilaian; madrasah*

INTRODUCTION

Arabic language learning in madrasah requires assessment that captures more than vocabulary and grammar. Students also need to demonstrate listening, speaking, reading, and writing in meaningful situations. Assessment therefore needs to represent actual language use and support decisions about students' competence (Brown & Abeywickrama, 2019; Fulcher, 2021).

Authentic assessment responds to this requirement by asking learners to apply knowledge and skills through realistic tasks, contexts, products, and transparent criteria. Its value depends on the alignment between learning objectives, task demands, performance evidence, and scoring criteria (Gulikers et al., 2004; Villarroel et al., 2018; Hamid et al., 2022; Tri & Wahdah, 2023). Recent work also shows that a clear rubric can make assessment more transparent and support learner-centered teaching (Molloy et al., 2021).

The urgency of this issue is visible in the gap between the competence expected in Arabic learning and the assessment practices identified during the preliminary study. Written tests and textbook exercises provide useful information about recognition and recall, but they provide limited evidence of spontaneous speaking, organized writing, and the ability to use Arabic in context. Research on Arabic assessment in Indonesia also reports a continuing transition from conventional assessment toward more adaptive and technology-supported approaches (Ilmiani et al., 2022).

A needs analysis is necessary before an educational instrument is designed. It identifies the difference between current practice and the desired condition, clarifies users' requirements, and reduces the risk of developing a product that is theoretically sound but difficult to use. Recent instrument-development studies similarly emphasize the importance of identifying user needs and testing the measurement structure before wider implementation (Farozin et al., 2022; Tindle et al., 2022; Nufus et al., 2022).

The preliminary evidence from MTsS Annur Handep Hapakat Pulang Pisau is summarized in Table 1. The data show that the main problem is not the absence of Arabic learning activities, but the limited availability of systematic instruments for assessing performance and giving feedback.

Table 1. Preliminary evidence supporting the urgency of the study

Evidence source	Finding	Implication
Teacher interview	Speaking and writing are assessed without standardized rubrics; portfolio and project assessment are limited.	Teachers need practical criteria and formats that can be used during regular lessons.
Classroom observation	Assessment emphasizes vocabulary, grammar, written exercises, and textbook tasks.	The instrument must provide evidence of productive and contextual language use.
Student questionnaire (n = 37)	Mean needs ranged from 3.08 to 3.54 on a four-point scale.	Students need transparent criteria, speaking opportunities, contextual tasks, and feedback.
Document analysis	Existing learning documents do not provide a complete integrated assessment package.	The product should combine tasks, rubrics, portfolio guidance, project criteria, and feedback forms.

Previous studies have examined Arabic learning strategies, classroom interaction, and assessment transformation. However, empirical studies that combine teacher evidence and student perceptions to guide the preliminary design of an authentic Arabic assessment instrument for Grade VIII students at a junior madrasah remain limited. This study therefore aims to analyze the needs for the preliminary development of such an instrument at MTsS Annur Handep Hapakat Pulang Pisau. Specifically, it identifies current assessment practices, teacher requirements, student needs, and the components that should be included in the next R&D stage.

METHOD

Research Design

This study employed a preliminary Research and Development (R&D) design focusing on the needs analysis stage. The study was conducted as the initial phase before developing an authentic Arabic language assessment instrument for Grade VIII students at MTsS Annur Handep Hapakat Pulang Pisau.

The R&D approach was selected because this study aimed not only to describe existing Arabic language assessment practices but also to provide an empirical foundation for developing an educational assessment product. Borg et al. (2003) and Creswell and Creswell (2023) explained that educational research and development is conducted through systematic stages to produce and validate educational products.

In this study, the research was limited to the preliminary needs analysis stage. This stage focused on identifying current assessment practices, teacher difficulties, student needs, and the assessment components required before the instrument development process. The results of the needs analysis were used as the basis for designing the authentic Arabic language assessment instrument, followed by expert validation, revision, and field testing.

Research Setting and Participants

This research was conducted at MTsS Annur Handep Hapakat Pulang Pisau, Central Kalimantan, Indonesia. The participants consisted of one Arabic language teacher and 37 Grade VIII students.

The Arabic language teacher was selected as the key informant because the teacher was directly involved in planning, implementing, and evaluating Arabic language learning activities. The teacher provided information regarding current assessment practices, the implementation of speaking and writing assessments, the availability of assessment rubrics, and the difficulties encountered in applying authentic assessment.

The 37 Grade VIII students participated as questionnaire respondents. They were selected because the assessment instrument developed in the subsequent R&D stages was intended for Grade VIII Arabic language learning. The students' responses were used to identify their perceptions and needs regarding authentic Arabic language assessment.

Research Procedure

The research procedure consisted of five main stages: identifying the assessment problem, collecting data from the teacher and classroom observation, distributing questionnaires to students, analyzing the data, and formulating the preliminary design of the authentic Arabic language assessment instrument.

The first stage involved identifying the gap between the expected implementation of authentic Arabic language assessment and the assessment practices currently applied at the research site. The second stage involved collecting qualitative data through interviews with

the Arabic language teacher and classroom observations. The third stage involved distributing a needs analysis questionnaire to 37 Grade VIII students. The fourth stage involved analyzing the qualitative and quantitative data. The final stage involved formulating the preliminary components of the authentic Arabic language assessment instrument based on the findings.

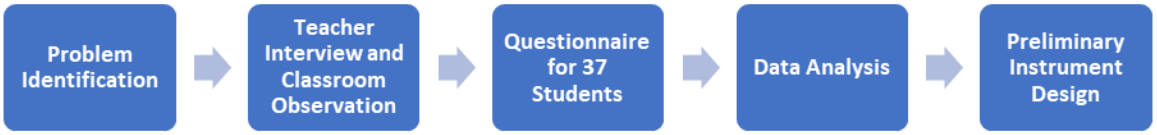


Figure 1. Research procedure for the needs analysis stage

The flowchart shows that the research began with the identification of existing assessment problems. The researchers then collected information through teacher interviews and classroom observations. After that, the researchers distributed a questionnaire to 37 Grade VIII students to identify their perceptions and assessment needs. The collected data were analyzed using quantitative and qualitative techniques. The results of the analysis were then used to formulate the preliminary design of the authentic Arabic language assessment instrument.

Research Instruments

Four instruments were used to collect the research data: a semi-structured interview guide, a student needs questionnaire, a classroom observation sheet, and a document analysis guide.

1. Semi-Structured Interview Guide

A semi-structured interview was conducted with one Arabic language teacher. The interview focused on current Arabic language assessment practices, assessment techniques commonly used in the classroom, the availability of assessment rubrics, the implementation of speaking and writing assessments, the use of portfolio and project assessment, and the challenges faced by the teacher when implementing authentic assessment.

The semi-structured interview was selected because it provided flexibility for the researcher to explore the teacher's experiences while maintaining consistency with the research objectives.

2. Student Needs Questionnaire

A questionnaire was administered to 37 Grade VIII students. The questionnaire was designed to identify students' needs and perceptions regarding authentic Arabic language assessment.

The questionnaire consisted of eight indicators:

1. Assessment related to real-life situations.
2. Arabic speaking assessment.
3. Clear assessment criteria.
4. Practical Arabic language tasks.
5. Writing activities for expressing ideas.
6. Teacher feedback after assessment.
7. Project and portfolio assessment.
8. Contextual assessment to increase learning motivation.

The questionnaire used a four-point Likert scale. The response categories were as follows:

Score	Category

1	Strongly disagree
2	Disagree
3	Agree
4	Strongly agree

The Likert scale was used to obtain quantitative information regarding the level of students' needs for authentic Arabic language assessment.

3. Classroom Observation

Classroom observation was conducted to examine the actual implementation of Arabic language assessment. The observation focused on the assessment techniques used by the teacher, the learning activities related to Arabic language skills, the assessment of speaking and writing skills, the availability of assessment criteria, and the implementation of authentic assessment activities.

Observation data were used to complement the information obtained through the teacher interview. The observation also enabled the researcher to compare the teacher's explanation with the actual assessment practices in the classroom.

4. Document Analysis

Document analysis was conducted to examine supporting documents related to Arabic language learning and assessment. The documents included learning materials, assessment formats, student assignments, and other relevant assessment documents used by the teacher.

Document analysis was conducted to determine whether the existing documents contained assessment criteria for speaking, writing, portfolio, project, and feedback activities.

Data Analysis

The data were analyzed using quantitative and qualitative approaches.

Quantitative data were obtained from the student needs questionnaire. The data were analyzed using descriptive statistics by calculating the mean score for each indicator. The mean score was calculated using the following formula:

$$Mean = \frac{\sum X}{N}$$

Where:

- **M** = mean score;
- **ΣX** = total score obtained from all respondents;
- **N** = total number of respondents.

The mean scores were used to identify the level of students' needs for authentic Arabic language assessment. Higher mean scores indicated stronger student needs for the related assessment component.

Qualitative data were obtained from the teacher interview, classroom observation, and document analysis. The qualitative data were analyzed thematically through three stages: data condensation, data display, and conclusion drawing (Miles et al., 2020).

During the data condensation stage, the researcher selected and summarized information relevant to the research objectives. During the data display stage, the information was organized into themes related to current assessment practices, teacher difficulties, student needs, and required instrument components. During the conclusion drawing stage, the researcher interpreted the findings and formulated the preliminary design of the authentic Arabic language assessment instrument.

The findings from the interview, questionnaire, observation, and document analysis were compared to identify consistent patterns. This comparison was used to strengthen the

interpretation of the research findings and to determine the components that should be included in the next stage of instrument development.

RESULTS AND DISCUSSION

Current Arabic Language Assessment Practices

The findings were obtained from a semi-structured interview with one Arabic language teacher, classroom observation, and document analysis. The results show that Arabic language assessment at MTsS Annur Handep Hapakat Pulang Pisau is still dominated by conventional assessment practices.

The teacher explained that written tests, textbook exercises, vocabulary memorization, and grammar exercises were the most frequently used assessment activities. Speaking and writing activities were occasionally conducted, but they were not supported by systematic scoring rubrics. The teacher generally assessed students' performance based on an overall impression.

The classroom observation results support the interview findings. Most assessment activities focused on students' ability to recognize vocabulary, understand grammar, translate sentences, and complete written exercises. Meanwhile, speaking and writing skills were not assessed using detailed indicators. Portfolio and project assessment were also not implemented systematically.

Table 2 presents the main findings related to the current Arabic language assessment practices.

Table 2. Current Arabic Language Assessment Practices

Assessment aspect	Findings from the preliminary study	Identified problem
Written assessment	Written tests and textbook exercises were frequently used.	Assessment mainly measured knowledge and recall.
Vocabulary assessment	Vocabulary memorization and translation exercises were commonly applied.	Students' ability to use vocabulary in communication was not fully measured.
Speaking assessment	Speaking activities were conducted occasionally.	No standardized speaking rubric was available.
Writing assessment	Students completed several writing tasks.	Writing performance was generally assessed without analytical criteria.
Portfolio assessment	Portfolio activities were not conducted systematically.	Student progress was not documented continuously.
Project assessment	Project activities were limited.	No clear project assessment criteria were available.
Feedback	The teacher provided general feedback.	Feedback was not systematically connected to assessment indicators.

The results indicate a gap between the objectives of Arabic language learning and the assessment practices implemented in the classroom. Arabic language learning requires students to understand and use the language through listening, speaking, reading, and writing. However, assessment practices that focus mainly on written exercises and vocabulary may provide limited evidence of students' communicative competence.

This finding is consistent with Ilmiani et al. (2022) and Raswan (2022), who explained that Arabic language assessment in Indonesia has experienced a transition from conventional assessment toward more adaptive assessment approaches. The present findings strengthen the need for an assessment instrument that can measure language performance through meaningful and contextual activities.

Authentic assessment is relevant to address this problem because it allows students to demonstrate their knowledge and skills through realistic tasks. In language learning, authentic tasks may include conversations, presentations, written products, role plays, projects, and portfolios. These activities provide broader evidence of students' actual language competence than written tests alone.

Teachers' Needs for an Authentic Arabic Language Assessment Instrument

The interview with the Arabic language teacher revealed several needs related to the development of an authentic Arabic language assessment instrument. The teacher explained that the main difficulty was the limited availability of practical assessment tools that could be used during regular classroom activities.

The teacher particularly needed assessment rubrics for speaking and writing. Speaking assessment requires clear indicators because students' oral performance involves several aspects, including pronunciation, fluency, vocabulary, grammar, and interaction. Writing assessment also requires specific criteria because students' written products involve content, organization, grammatical accuracy, vocabulary, and expression of ideas.

The teacher also reported the need for portfolio and project assessment guidelines. Portfolio assessment can help teachers document students' learning progress over time. Project assessment can provide opportunities for students to apply Arabic in meaningful situations. However, both types of assessment require clear procedures and scoring criteria.

The teacher's needs are summarized in Table 3.

Table 3. Teacher's Needs for an Authentic Arabic Language Assessment Instrument

Assessment component	**Current condition**	**Required instrument feature**
Speaking assessment	Speaking performance was assessed without standardized criteria.	Performance tasks and an analytical speaking rubric.
Writing assessment	Writing was assessed generally based on correctness.	Writing tasks and a structured writing rubric.
Portfolio assessment	Portfolio activities were not implemented systematically.	Portfolio guidelines and progress documentation.
Project assessment	Project activities were implemented to a limited extent.	Contextual project tasks and scoring criteria.
Feedback	Feedback was mostly general.	Structured feedback form connected to rubric indicators.

The findings show that the teacher requires an instrument that is practical, structured, and easy to apply. The instrument should not only provide scores but also help the teacher identify students' strengths and weaknesses.

The need for structured rubrics is supported by Brookhart (2013), Panadero and Jönsson (2020), and Nang et al. (2022), who stated that rubrics can improve transparency and support the assessment of complex performance. Rubrics also help students understand the criteria used to evaluate their work. Molloy et al. (2021) further emphasized that clear assessment criteria can support feedback literacy and encourage students to use feedback for learning improvement.

The results also show that the instrument should integrate several assessment techniques. A single written test would not be sufficient to assess Arabic language competence comprehensively. The instrument should combine performance assessment, writing assessment, project assessment, portfolio assessment, and structured feedback.

Students' Needs for Authentic Arabic Language Assessment

A questionnaire was administered to 37 Grade VIII students. The questionnaire measured students' needs across eight indicators related to authentic Arabic language assessment.

The questionnaire used a four-point Likert scale. A score of 1 represented strongly disagree, while a score of 4 represented strongly agree. The mean scores were used to identify the level of student needs.

The results are presented in Table 4.

Table 4. Students' Needs for Authentic Arabic Language Assessment

No.	Indicator	Mean score	Category
1	Assessment related to real-life situations	3.24	High need
2	Arabic speaking assessment	3.51	High need
3	Clear assessment criteria	3.54	High need
4	Practical Arabic language tasks	3.08	High need
5	Writing activities for expressing ideas	3.32	High need
6	Teacher feedback after assessment	3.46	High need
7	Project and portfolio assessment	3.49	High need
8	Contextual assessment to increase learning motivation	3.49	High need

The highest mean score was found in the indicator of clear assessment criteria, with a mean score of 3.54. This finding indicates that students need to understand the standards used to evaluate their work. Clear criteria can help students recognize the expected performance and identify areas that need improvement.

The second highest mean score was related to Arabic speaking assessment, with a mean score of 3.51. This result shows that students need more opportunities to demonstrate their ability to use Arabic orally. Speaking assessment is important because written tests cannot fully measure pronunciation, fluency, interaction, and spontaneous language production.

Project and portfolio assessment received a mean score of 3.49. This result indicates that students need assessment activities that document their learning process and provide opportunities to produce meaningful work. Portfolio activities can show changes in students' performance over time, while project activities can connect Arabic learning with practical communication.

The contextual assessment indicator also received a mean score of 3.49. This finding suggests that students prefer assessment activities related to meaningful situations. Contextual tasks may include introducing oneself, describing daily activities, conducting short conversations, writing simple messages, presenting information, or completing a project related to students' lives.

Teacher feedback received a mean score of 3.46. This result shows that students expect feedback after completing assessment activities. Feedback is important because it helps students understand their strengths and weaknesses. Carless and Boud (2018) and Winstone and Carless (2020) explained that students need the ability to understand and use feedback to improve their learning.

The lowest mean score was found in the indicator of practical Arabic language tasks, with a mean score of 3.08. Although it was the lowest score, it was still categorized as a high need. This result shows that students still require opportunities to apply Arabic through practical tasks.

Overall, all indicators were categorized as high needs. The results demonstrate that students require a more transparent, contextual, and performance-oriented assessment system.

Comparison of Teacher and Student Needs

The interview findings and questionnaire results show a similar pattern between teacher needs

and student needs. The teacher needs practical assessment tools, while students need clear criteria, speaking activities, contextual tasks, projects, portfolios, and feedback.

Table 5 presents the comparison between teacher needs and student needs.

Table 5. Comparison of Teacher and Student Needs

Assessment requirement	Evidence from the teacher	Evidence from the students
Clear assessment criteria	The teacher needed standardized rubrics.	Clear criteria received the highest mean score of 3.54.
Speaking assessment	The teacher needed a speaking rubric.	Speaking assessment received a mean score of 3.51.
Writing assessment	The teacher needed structured writing criteria.	Writing activities received a mean score of 3.32.
Project and portfolio assessment	The teacher reported limited implementation.	Project and portfolio assessment received a mean score of 3.49.
Contextual assessment	The teacher needed practical assessment formats.	Contextual assessment received a mean score of 3.49.
Feedback	The teacher needed a structured feedback form.	Teacher feedback received a mean score of 3.46.

The comparison demonstrates that the needs identified by the teacher are consistent with the needs reported by students. Both groups indicated the importance of clear criteria and performance-based assessment. This consistency strengthens the empirical basis for developing the assessment instrument.

The results also indicate that the assessment instrument should be designed from the perspective of both users and learners. Teachers need an instrument that is practical and manageable. Students need an instrument that is transparent, meaningful, and connected to their learning experiences.

Preliminary Design of the Authentic Arabic Language Assessment Instrument

Based on the findings from the interview, questionnaire, classroom observation, and document analysis, the preliminary assessment instrument should contain five main components: speaking assessment, writing assessment, portfolio assessment, project assessment, and structured feedback.

The proposed components are presented in Table 6.

Table 6. Preliminary Design of the Authentic Arabic Language Assessment Instrument

Component	Proposed instrument feature
Speaking assessment	Performance task with indicators for pronunciation, fluency, vocabulary, grammar, and interaction.
Writing assessment	Writing task with criteria for content, organization, vocabulary, grammar, and expression.
Portfolio assessment	Collection of students' Arabic learning products with progress records and reflection.
Project assessment	Contextual Arabic language project related to a meaningful communication purpose.
Feedback	Structured teacher feedback form connected to the assessment rubric.

The speaking component should provide opportunities for students to use Arabic in oral communication. The rubric should include pronunciation, fluency, vocabulary, grammar, and

interaction. These indicators can help the teacher assess speaking performance more objectively.
The writing component should assess students' ability to express ideas in written Arabic. The rubric should include content, organization, vocabulary, grammatical accuracy, and clarity of expression. These criteria can help students understand the specific aspects of writing that need improvement.
The portfolio component should contain selected student work collected during the learning process. The portfolio may include written assignments, speaking recordings, project products, reflection sheets, and teacher feedback. This component can provide information about students' progress rather than only their final achievement.
The project component should connect Arabic learning with meaningful situations. For example, students may complete a dialogue project, create a short Arabic presentation, write a description of their daily activities, or prepare a simple Arabic poster. The project rubric should include task completion, language use, creativity, accuracy, and presentation.
The feedback component should help the teacher provide specific information after assessment. Feedback should identify what students have done well, what needs improvement, and what steps they should take next.
The proposed design is consistent with the principles of authentic assessment. Authentic assessment requires alignment between learning objectives, assessment tasks, performance evidence, and scoring criteria (Gulikers et al., 2004; Villarroel et al., 2018; Purnomo, 2025). The proposed instrument also supports the development of Arabic language competence because it assesses students' ability to use Arabic in meaningful contexts.

Discussion of the Findings

The findings demonstrate that the current assessment practices at MTsS Annur Handep Hapakat Pulang Pisau do not yet fully represent the communicative nature of Arabic language learning. Written tests and vocabulary exercises remain useful for assessing knowledge, but they cannot provide complete information about students' ability to communicate in Arabic.
The findings also confirm that authentic assessment should be supported by clear instruments. Without rubrics, teachers may experience difficulty assessing speaking and writing consistently. Students may also have difficulty understanding the standards expected from them.
The high student need for clear assessment criteria is important because assessment transparency influences students' understanding of quality performance. Students who understand the criteria can prepare their work more effectively and respond to feedback more appropriately (Tai et al., 2018).
The high need for speaking assessment also indicates that students require more opportunities to practice Arabic communication. Hidayah et al. (2024), Sya'diah et al. (2024), and Mubarak et al. (2023) emphasized that Arabic speaking skills develop through active communication and regular opportunities to use the language. Therefore, speaking assessment should be integrated into classroom learning rather than applied only as a final test.
The high need for project and portfolio assessment indicates that students require assessment activities that document their learning process. Project and portfolio assessment can provide broader evidence of competence because they capture students' performance, products, reflection, and progress.
The findings provide a strong basis for the next stage of the R&D process. However, the results only describe the needs analysis stage. The proposed instrument still needs to be designed, reviewed by experts, revised, tested with students, and evaluated for validity, reliability, practicality, and effectiveness.

Because this study focuses on assessment needs rather than a specific geographical location, software application, or particular event, an additional location or application image is not essential. The research setting has already been explained in the **Research Setting and Participants** section. The most relevant visual evidence for this study is therefore the research procedure flowchart and the result tables presented in this section.

CONCLUSION

The needs analysis shows a clear requirement for an authentic Arabic language assessment instrument at MTsS Annur Handep Hapakat Pulang Pisau. Current assessment relies mainly on written tests, textbook exercises, and vocabulary activities, while speaking and writing are not yet supported by systematic rubrics. The teacher needs practical tools for speaking, writing, portfolio, project, and feedback assessment. Students also report high needs for clear criteria (M = 3.54), speaking assessment (M = 3.51), project and portfolio assessment (M = 3.49), contextual activities (M = 3.49), and feedback (M = 3.46). Accordingly, the preliminary product should integrate performance tasks, analytical rubrics, portfolio guidance, contextual projects, and structured feedback. The study provides an empirical foundation for the next R&D stages, namely product design, expert validation, revision, and field testing. Because the study involved one teacher and one madrasah, future research should test the instrument with larger and more diverse samples and examine its validity, reliability, practicality, and effectiveness.

ACKNOWLEDGMENT

The authors would like to express their gratitude to the Arabic language teacher and Grade VIII students of MTsS Annur Handep Hapakat Pulang Pisau for their valuable participation and contribution during the data collection process.

The authors also acknowledge the support provided by the Postgraduate Program of Arabic Language Education, Universitas Islam Negeri Palangka Raya, in supporting academic research activities.

REFERENCES

Borg, W. R., Gall, M. D., & Gall, J. P. (2003). *Educational research: An introduction* (7th ed.). Boston, MA: Allyn & Bacon.

Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. Alexandria, VA: ASCD.

Brown, H. D., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices* (3rd ed.). New York, NY: Pearson Education.

Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education, 43*(8), 1315–1325. https://doi.org/10.1080/02602938.2018.1463354

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Thousand Oaks, CA: SAGE Publications.

Fulcher, G. (2021). *Practical language testing* (2nd ed.). London: Hodder Education.

Gulikers, J. T. M., Bastiaens, T. J., & Kirschner, P. A. (2004). A five-dimensional framework for authentic assessment. *Educational Technology Research and Development, 52*(3), 67–86. https://doi.org/10.1007/BF02504676

Hidayah, S. N., Ilmiani, A. M., & Samdouni, S. (2024). Peer tutoring activities implementation in Arabic language development at Indonesian Islamic universities. *Journal of Arabic Language Learning and Teaching, 2*(1), 25–32. https://doi.org/10.23971/jallt.v2i1.159

Ilmiani, A. M., Masdar, M. I., Rahman, N. F., Habibie, F., & Samdouni, S. (2022). Transformation of Arabic assessment in Indonesia: Conventional assessment toward digital assessment. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab, 10*(2), 189–204. https://doi.org/10.23971/altarib.v10i2.4510

Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). Thousand Oaks, CA: SAGE Publications.

Mubarak, M. R., Audina, N. A., & Bimaghfirlana, M. (2023). Enhancing Arabic speaking skills: A societal approach at an Indonesian Islamic boarding school university: Implementation challenges and remedies. *Journal of Arabic Language Learning and Teaching, 1*(2), 89–102. https://doi.org/10.23971/jallt.v1i2.148

Panadero, E., & Jönsson, A. (2020). A critical review of the arguments against the use of rubrics. *Educational Research Review, 30*, Article 100329. https://doi.org/10.1016/j.edurev.2020.100329

Sya'diah, M., Hamidah, & Anshari, M. R. (2024). Motivating children to learn the Arabic language through classic Arabic books. *Journal of Arabic Language Learning and Teaching, 2*(2), 71–88.

Tai, J., Ajjawi, R., Boud, D., Dawson, P., & Panadero, E. (2018). Developing evaluative judgement: Enabling students to make decisions about the quality of work. *Higher Education, 76*(3), 467–481. https://doi.org/10.1007/s10734-017-0220-3

Tri, T. P., & Wahdah, N. (2023). A feasibility analysis of Arabic textbooks in Indonesia based on the National Education Standards Agency (BSNP). *Journal of Arabic Language Learning and Teaching, 1*(1), 13–24. https://doi.org/10.23971/jallt.v1i1.69

Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018). Authentic assessment: Creating a blueprint for course design. *Assessment & Evaluation in Higher Education, 43*(5), 840–854. https://doi.org/10.1080/02602938.2017.1412396

Winstone, N. E., & Carless, D. (2020). *Designing effective feedback processes in higher education: A learning-focused approach*. London: Routledge.

Hamid, M. A., Sutaman, S., Natsir, M., & Salih, I. O. M. (2022). The development of an evaluation instrument for the implementation of the Arabic language curriculum in Islamic high school. Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab, 14(1), 242–257. https://doi.org/10.24042/albayan.v14i1.10303

Nufus, H., Erlina, E., Koderi, K., Ramadhan, M. U. C., & Nopiyanti, N. (2022). Development of tarkib teaching materials based on motion graphic in Islamic junior high school. Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab, 14(1), 40–57. https://doi.org/10.24042/albayan.v14i1.7145

Raswan, R. (2022). National Arabic test based on higher order thinking skills. Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab, 14(2). https://doi.org/10.24042/albayan.v14i2.13713

Nang, A. F. M., Maat, S. M., & Mahmud, M. S. (2022). Validity and reliability of the needs analysis instrument for the mathematics problem-solving module. Cypriot Journal of Educational Sciences, 17(12), 4518–4529. https://doi.org/10.18844/cjes.v17i12.7836

Purnomo, A. (2025). Development of Arabic language exam questions based on CEFR and SKKNI through the LMS website. Tarbiyah: Jurnal Ilmiah Kependidikan, 14(2). https://doi.org/10.18592/tarbiyah.v14i2.17696