

Authentic Assessment Innovation In Arabic Vocabulary Test: A Case Study Of TKIT Yasmin Muadz Bin Jabal

¹Sulistyaningsih; ²*R Umi Baroroh

¹⁻² Universitas Islam Negeri Sunan Kalijaga Yogyakarta Indonesia

¹ 23204022009@student.uin-suka.ac.id; ² rumibaroroh32@gmail.com

*Corresponding Author

ABSTRACT: This study aims to evaluate and develop assessment methods in Arabic language learning, especially in the aspect of *mufrodat*, at TKIT Muadz Bin Jabbal. The results showed that the assessment has not covered all aspects of learning thoroughly. Therefore, an authentic assessment approach is needed that assesses the process to learning outcomes. This authentic assessment is designed through fun, contextual, and interactive activities, such as matching words with pictures, following verbal instructions, or creating simple works. The approach helps children understand *mufrodat* more effectively by linking learning to everyday experiences. This innovation is expected to create a more meaningful and enjoyable learning process for early childhood.

KEYWORDS: Authentic assessment; Early childhood; *Mufrodat* assessment

INTRODUCTION

Arabic is one of the main elements in Islamic education, especially for early childhood, because it is the basis for understanding Islamic teachings. At this stage, one of the important aspects that needs to be emphasized is the mastery of vocabulary (*mufrodat*). Good vocabulary mastery is the foundation of language skills, including listening, speaking, reading, and writing. However, the practice of learning and assessment of *mufrodat* at the early childhood level often still faces obstacles. The assessments used tend to be simple, so they are less able to comprehensively describe children's abilities. As a result, children's ability to master vocabulary is still low, and this has an impact on their overall language skills, including hindering their access to Islamic literature sources.

TKIT Muadz Bin Jabbal implements Arabic learning at the Kindergarten A and Kindergarten B levels. Based on the results of the interviews, the assessments carried out tend to emphasize the aspects of reading and writing vocabulary, while the aspects of speaking and listening skills have not received balanced attention. In fact, assessment in *mufrodat* is very much needed, especially in *language input* which is felt to be an important urgency in the knowledge base. To overcome this problem, innovation in assessment methods is needed. One alternative is to use authentic assessment methods, which place more emphasis on the real context in the child's life. Authentic assessments allow teachers to assess children's language

skills in more natural situations, such as through play, storytelling, or singing. This method not only assesses the cognitive aspects, but also the social, motor, and emotional skills of the child, so that the assessment becomes more holistic.

The implementation of this method is expected to have a positive impact on children's motivation and involvement in learning Arabic. With assessments that are fun and in accordance with the child's world, the learning process will be more meaningful. In addition, authentic assessments also allow teachers to get a more comprehensive picture of the development of children's language skills, so that they can provide more appropriate interventions according to their needs. Thus, the application of authentic assessment in Arabic *mufrodat* learning not only helps children in mastering vocabulary, but also provides a fun, meaningful, and in accordance with the principles of early childhood learning.

TKIT Muadz bin Jabbal, especially in the Kindergarten A and Kindergarten B groups, has challenges in developing an assessment system that is in accordance with the characteristics of children. Therefore, this study is important to explore the effectiveness of authentic assessments in Arabic language learning at the early childhood level. By answering this challenge, it is hoped that the new assessment approach can support students in building Arabic language skills that are more in-depth, relevant, and in accordance with their developmental characteristics. An update of the research in this article lies in its focus on authentic assessment in vocabulary learning (*mufrodat*) in early childhood, which was previously rarely explored. This makes an important contribution in enriching the Arabic language assessment approach at the early childhood level, while supporting efforts to improve the quality of education based on character and children's developmental needs. Thus, this research is expected to open up new insights into the practice of learning Arabic in Islamic schools, as well as provide inspiration for teachers to develop more creative, fun, and relevant assessment methods, so that children can be more motivated in learning Arabic with the belief that Arabic is easy and fun.

Assessment in education is an integral part of the learning process, and serves to find out the extent to which learning objectives have been achieved. Abdul Munip (2017) explained that assessment has two main functions, namely as a tool to measure learning success (summative function) and as a tool to improve the learning process (formative function). In this context, assessment not only assesses the final outcome, but also the learning process that students go through. This is in line with the principle of authentic assessment that emphasizes the real context in the child's life. Thus, the assessment process can provide a complete picture of the development of students.

Assessment in early childhood education should not only focus on the results achieved by children, but also pay attention to the learning process they undergo. Therefore, authentic assessments have become very relevant to be applied in the context of early childhood education. Authentic assessment involves the teacher's observation of the child as they perform daily activities, such as playing, speaking,

drawing, or singing. Through these activities, teachers can assess language, social, cognitive, and other developmental aspects more naturally and thoroughly. The purpose of this assessment is to obtain data on children's achievements in the learning activities they have participated in (Handayani, n.d.; Zulwati et al., 2022). Thus, authentic assessments in early childhood not only describe academic achievement, but also the development of personality and essential life skills.

Early childhood assessment requires multidisciplinary collaboration. This means that the assessment process is not only the responsibility of the teacher, but also involves the role of parents, psychologists, and other educators. With this collaboration, the assessment results can be more accurate and useful for designing learning strategies that suit the needs of children (Zahro, n.d.). Therefore, authentic assessments have an important role in integrating information from various parties to understand child development more comprehensively.

The term "authentic" comes from the Greek words "autarkos" and "authentēs" which means "with full authority". Authentic assessment is an assessment process that focuses on students' abilities in a real context, where they are asked to perform tasks relevant to daily life (Amrulloh, n.d.). According to Abdul Munip in his book *Arabic language assessment*, authentic assessment has an important relevance in language learning, because it can assess students' language skills in a more natural and applicable context. This is in line with Bloom's theory which emphasizes the ability to think higher, where students are not only asked to remember or understand, but also to apply, analyze, and create in a real context.

An authentic test has a variety of definitions, but it can generally be interpreted as a test designed to reflect the skills that are actually needed in real life. Subrata & Rai (2019) emphasize that authentic tests allow students to demonstrate their competence in situations that are more relevant to the real world. In the context of early childhood, authentic tests can be adapted to approaches that are appropriate to the child's development. For example, a child may be asked to name objects around him or her in Arabic, tell a story using simple vocabulary, or perform a role play that involves the use of Arabic. These activities not only assess cognitive abilities, but also affective and psychomotor aspects of the child. Yulianti & Adawiyah (2022) emphasized that authentic assessment in early childhood learning can help teachers understand children's potential more comprehensively, as well as provide a solid foundation for further learning development.

The theoretical framework of this research departs from the concept of authentic assessment that emphasizes assessment in the real context of children's lives, so that it includes cognitive, affective, and psychomotor aspects (Amrulloh, n.d.; Subrata & Rai, 2019). In Bloom's perspective, assessment not only measures vocabulary memorization, but also the ability to apply and use it in real-life situations. This is in line with the characteristics of early childhood, where language learning is more effective through natural activities such as playing, singing, and

storytelling (Zahro, n.d.). Thus, authentic assessment is relevant to obtain a comprehensive picture of the development of children's mufrodat.

The research update lies in the focus of the study on the application of authentic assessment in Arabic mufrodat learning in Early Childhood Education. This field is rarely studied in depth. Previous research has more studied learning methods or learning outcomes, so this study emphasizes how authentic visualization. Thus, this research presents an important update in the Arabic language approach at the early childhood level, while enriching academic discourse with an applicative, creative, and relevant contribution to child development.

METHODS

This study is a qualitative study with a phenomenological approach. Qualitative research is a study method that aims to understand the meaning behind the actions and behaviors of subjects in a particular context. This approach allows researchers to explore the in-depth experiences of participants through various steps, such as observation, interviews, and documentation collection. The data collected is descriptive and analyzed in depth to find certain patterns or themes. With a phenomenological approach, this study focuses on the subjective experiences of individuals to understand how they interpret the reality around them (Sugiyono, n.d.).

The research subjects were teachers and students of TKIT Muadz Bin Jabbal in the Kindergarten A and Kindergarten B groups. The study focuses on the process of learning *mufrodat*, studying, and memorizing the Qur'an as well as daily prayers. Starting from the planning, implementation, assessment, to evaluation stages.

The research began by understanding the book Innovation of Arabic Language Assessment by H, Abdul Munip. After reading, the researcher made a concept map and planned observations to the Muadz Bin Jabbal TKIT school. In observation, the researcher carried out the data collection process by conducting field observations, this is to find out the direct phenomena that occur in learning Arabic about mufrodat. In all processes, researchers use the sharing of various literature, both in the form of journals, books and related documents (Munip, n.d.).

The researcher uses instruments including, observation sheets, structured interview guidelines and documentation in the form of learning plans, assessment notes and works that support the research data. The validity of the data was obtained through source triangulation techniques and triangulation methods. Source triangulation was carried out by comparing data from observations, interviews, and documentation. Meanwhile, the triangulation method is carried out using various data collection techniques to ensure the consistency and validity of the information obtained (Miles & Huberman, 1984).

In data analysis, researchers used the theory of Miles and Huberman (1984), which involves three stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, only data that is relevant to the needs of the

research is used, namely those related to listening skills, especially in Arabic vocabulary of TKIT Muadz Bin Jabbal students. Furthermore, the data that has been collected is presented in the form of narrative text to describe the findings in detail. The final stage is conclusion drawing, which is carried out based on the results of observations, interviews, and the overall data obtained during the research (*Tini, et, al.* 2023).

RESULT AND DISCUSSION

Authentic assessment of *mufrod* at TKIT Yasmin Muadz Bin Jabbal

Law No. 20/2003 on the National Education System (Sisdiknas) officially recognizes the existence of early childhood education (PAUD). This is explained in Section seven, Article 28 paragraphs 1-6, which stipulates that early childhood education is intended for children aged 0-6 years as a pre-school stage. Based on the law, PAUD is defined as a coaching effort given to children from birth to six years of age through the provision of educational stimulation. The main objective is to support children's physical and mental growth and development so that they are ready to continue to the next level of education. Thus, early childhood education is an important step in providing stimulation that supports the optimization of children's growth and development from an early age (Handayani, n.d.).

Law No. 20/2003 on the National Education System (Sisdiknas) officially recognizes the existence of early childhood education (PAUD). This is explained in Section Seven, Article 28 paragraphs 1-6, which stipulates that early childhood education is intended for children aged 0-6 years as a pre-school stage. Based on the law, PAUD is defined as a coaching effort given to children from birth to six years of age through the provision of educational stimulation. The main objective is to support children's physical and mental growth and development so that they are ready to continue to the next level of education. Thus, early childhood education is an important step in providing stimulation that supports the optimization of children's growth and development from an early age (Handayani, n.d.).

Authentic assessment is not only used to measure aspects of knowledge and creativity, but can also assess the seven basic abilities proposed by Howard Gardner, which are difficult to measure with conventional assessment methods. The seven abilities include: (1) visual-spatial, (2) bodily kinesthetic, (3) musical-rhythmic, (4) interpersonal, (5) intrapersonal, (6) logical-mathematical, and (7) verbal-linguistic. Of these seven abilities, only the last two are generally assessed, while the other five rarely receive attention. This shows the importance of the assessment process, especially performance assessment, as the main focus in evaluating a comprehensive range of abilities (Hidayat & Andriani, 2020).

Authentic assessment is an emphasis that pivots on teachers having to apply authentic assessment in every lesson. This is done where the teacher must collect information related to the learning development of each student. Authentic assessment is an evaluation method that focuses on the process and results of

learning to measure the achievement of student competencies in aspects of attitudes (spiritual and social), knowledge, and skills on an ongoing basis. This assessment does not only assess what the child knows, but focuses more on what the child can do directly (ECD Curriculum). In the ECD Curriculum, authentic assessment emphasizes the measurement of the learning process and its outcomes, by observing activities that children do directly. Sa'ud states that the main purpose of authentic assessment is to evaluate students' abilities in a real-world context, so that they are able to apply knowledge and skills to relevant tasks. Through this approach, it is hoped that valid information can be obtained about students' abilities and the quality of the education program implemented (Hidayat & Andriani, 2020).

Principles of authentic assessment

The principles of authentic assessment include real experiences (involving real-world experiences), which are carried out during the learning process and afterwards, including self-assessment and reflection, which measure skills and achievements. Given the facts, it is continuous, integrated, can be used as feedback, uses a variety of tools, measurements and methods that are appropriate to the characteristics and essentials of the learning experience, and as a whole and thoroughly covers all aspects of the learning objectives. This principle of authentic assessment is assessed comprehensively, so that the whole can be known as authentic assessment. (*Zebua et al*, n.d.).

Annex 1 of Permendikbud Number 146 of 2014 explains some of the main points as follows: (1) Optimizing children's development in various aspects, including religious and moral values, physical-motor, cognitive, language, social-emotional, and art, which are reflected in the balance of attitude, knowledge, and skills competencies; (2) Using a scientific-based approach in the learning process; (3) Conducting authentic assessments to measure children's development; and (4) Actively involving parents in the learning process.

Assessment of children's learning activities at an early age aims to monitor, help progress, and improve children's learning outcomes on an ongoing basis. The objectives of early childhood development assessment include: (1) detecting development and providing direction in assessment, (2) identifying children's interests and talents, (3) obtaining an overview of children's development stages, (4) developing learning programs, (5) repairing and improving the learning system that has been implemented, and (6) evaluating programs and management of institutions (Suyadi, 2016: 70). This authentic assessment emphasizes hands-on learning, builds cooperation, and encourages higher-order thinking skills. Tasks allow children to demonstrate mastery of learning objectives and deepen their understanding. At the same time, this assessment also serves to improve children's overall understanding and abilities (Majid, 2014: 56).

The objectives of assessing children's learning processes and outcomes. 1) Obtaining information about children's growth and development during education at PAUD. 2) Using this information as feedback for educators to improve the quality

of learning and services, so that children's attitudes, knowledge and skills develop optimally. 3) Providing knowledge to parents on how to provide care in the family environment in accordance with the learning process. 4) Provide entry materials to various relevant parties to help achieve the optimal development of students (*Zebua et al n.d.*)

Authentic assessment techniques. 1) Attention/Observation: With the help of recording or recording, behavioral symptoms that appear are assessed and observed. Basically, observation can be done at any time and by anyone, so some people say that observation is a simple assessment method and does not require extraordinary expertise. However, observations must be planned in such a way as to get the right (objective) results (Yus, 2011: 74). The observation method of authentic assessment allows the teacher to personally see what the child is doing. The main observation is done during learning. However, this can also be done when the child is resting in the school yard. because this method produces objective data that matches the current situation. 2) Conversation: Children are explained that creative learning includes coloring, drawing, playing plasticine, role-playing, counting, dancing, and playing drumband, which is the actual assessment to find out the achievement of children's development from various activities. In addition, teachers can implement this authentic assessment through assignment techniques by giving students tasks at home to allow parents to assess them as well. 3) Performance (Work): Observing how students do something is called performance. To assess the achievement of competencies that require students to show work performance, this assessment is suitable for use. Demonstrations that can be seen are such as Work Product. 4) Work product : Work products can be defined as children's thoughts reflected in their artwork, hand skills, or displays, such as drawings, paintings, folds, or cutouts. block construction, scribbles, dancing, and creative products (Kemdikbud, 2015). The results of the assignment become a method of authentic assessment (authentic assessment) that can be used by teachers. Through this assessment, we can find out the child's achievement.

Assessment of the ability to create a product and its quality is called assessment of work. The end result and the manufacturing process are not the only sources of product assessment. Product assessment assesses students' ability to make technology and art products such as food, clothing, sculptures, paintings, drawings, and items made of wood, ceramics, plastic, and metal. 1) Performance (Work): Observing how students do something is called performance. To assess the achievement of competencies that require students to show work performance, this assessment is suitable for use. Demonstrations that can be seen are such as Work Product. 2) Work product: Work products can be defined as children's thoughts reflected in their artwork, hand skills, or displays, such as drawings, paintings, folds, or cutouts. block construction, scribbles, dancing, and creative products (Kemdikbud, 2015). The results of the assignment become a method of authentic

assessment (authentic assessment) that can be used by teachers. Through this assessment, we can find out the child's achievement.

Assessment of the ability to create a product and its quality is called assessment of work. The end result and the manufacturing process are not the only sources of product assessment. Product assessment assesses students' ability to make technology and art products such as food, clothing, sculptures, paintings, drawings, and items made of wood, ceramics, plastic, and metal (Fauziah & Alawiyah, 2016)

Innovation of Authentic Assessment on *Mufrodat* at TKIT Muadz Bin Jabbal

According to the results of observations and interviews conducted by researchers on Arabic language learning at TKIT Muadz Bin Jabbal, there is no assessment for *mufrodat* given to students. Learning is only about giving vocabulary which is done once a week. Assessment that is suitable for early childhood is authentic assessment. Authentic assessment as a solution to the problems that exist in early childhood assessment innovation, especially at TKIT Muadz Bin Jabbal.

Authentic assessment is considered as one of the effective approaches to improve language skills in early childhood. Through this assessment, children are not only assessed based on their ability to memorize vocabulary, but also through their skills and performance in various relevant activities. Authentic assessment gives children the opportunity to express their ideas in a creative and free way, encouraging them to expand their vocabulary naturally. In addition, this approach helps teachers evaluate the extent of children's ability to understand and use vocabulary and other language skills according to their age development ("Maspeke, et al" n.d.).

Authentic assessment is essential for the scientific approach to learning. By using authentic assessment, student learning outcomes will be improved through observation, reasoning, networking, trying and other methods. The assessment process starts when the child arrives, takes place during the learning process, breaks, and goes home. Assessment collection can be done according to the time of giving *mufrodat* to children. In TKIT Muadz Bin Jabbal it can be done once a week after the *mufrodat* is given. The assessment can be done during the time when the children start the Arabic learning activities, starting from the teacher's instruction to listen, imitate and mention the *mufrodat* either in the past or new *mufrodat*. Summative assessment of *mufrodat* can be done monthly, semesterly and annually. For example, in the assessment before the distribution of report cards or the turn of the year (Kamila, n.d.).

Authentic assessment is a form of assessment that focuses not only on the end result, but also on the learning process. This approach allows teachers to observe students' ability to express their knowledge and skills in real terms, including in writing. Authentic assessment can improve several aspects in students, such as learning motivation, skill development, integration with the real world, and

creativity. Students are given the freedom to explore their thoughts, which are then expressed in writing and appreciated by the teacher, thus motivating them to continue learning and creating. In addition, authentic assessment helps students to think critically, which has a positive impact on the quality of their writing. With this approach, students' writing skills can be improved gradually through a purposeful and meaningful process (*Livenza et al*, n.d.).

Authentic assessment is designed to allow students to integrate their skills with everyday life. Through this assessment, students are invited to answer problems or complete tasks that are relevant to real life, so that their writing skills become more applicable and visible. Authentic assessment uses various instruments, especially non-test techniques, such as observation, projects, experiments, demonstrations, concept maps, and posters. These techniques allow students to carry out tasks that reflect real situations. However, not all forms of alternative assessment can be categorized as authentic assessment, as it requires direct relevance to real life (Yassarah, n.d.).

Authentic assessment in *mufrodat* for early childhood can be done in a way that is fun and relevant to their world. Teachers can provide activities that involve children listening to vocabulary or phrases in Arabic spoken slowly and clearly and then asking them to respond according to the instructions. For example, children are asked to listen to a particular word and point to the corresponding object or picture. Other activities include interactive games, such as matching words with picture cards, or through simple demonstrations, such as giving verbal instructions, "raise your hand" or "clap your hands," based on the vocabulary that has been taught. Teachers can also invite children to create small works, such as drawing objects mentioned in Arabic, to measure the extent to which they understand the word heard. This approach not only makes learning more interesting but also helps children connect the vocabulary learned to their daily experiences (Nurman, n.d.).

Observation Results data

The following table presents vocabulary learning activities at Muadz Bin Jabbal Islamic Kindergarten (Kindergarten A and Kindergarten B) based on observation results:

Table 1
Vocabulary Learning Activities

No	Teacher activities	Student activities	Description
1.	The teacher introduces new vocabulary (e.g., أسماء الحيوانات – names of animals) orally	Students listen and repeat the teacher's pronunciation	Done once a week
2.	The teacher writes the vocabulary on the board	Students copy them in their books	Focus on writing skills

No	Teacher activities	Student activities	Description
3.	The teacher points to pictures of animals corresponding to the vocabulary	Some students name the animals with the teacher's help	Limited participation
4.	No explicit assessment	Students are not evaluated orally/by observation	Assessment is based solely on written work

Authentic Assessment Instrument (Observation Checklist)

Example of an authentic assessment observation sheet for mufrodat learning:
Aspects assessed: listening, speaking, reading, writing.

Table 2.

Authentic Assessment Observation Sheet For Mufrodat Learning

Student Name	Listening (1-4)	Speaking (1-4)	Reading (1-4)	Writing (1-4)	Notes
A	3	2	3	2	Still shy about speaking
B	4	3	3	3	Actively imitates the teacher
C	2	1	2	2	Needs guidance

Score description

- 1 = Not yet apparent,
- 2 = Beginning to develop,
- 3 = Developing as expected,
- 4 = Developing very well.

Discussion with Previous Research

The results of this study indicate that at Muadz Bin Jabbal Islamic Kindergarten, mufrodat assessment has not been implemented, so teachers tend to emphasize reading and writing aspects. This finding is in line with the research by Zulwati et al. (2022), which states that assessment in early childhood education often focuses only on cognitive abilities. However, this differs from the findings of Yulianti & Adawiyah (2022), which emphasize that authentic assessment can provide a comprehensive picture of child development. Thus, this study reinforces the urgency of implementing authentic assessment so that the Arabic language learning process is more comprehensive and in line with early childhood development.

CONCLUSION

The assessment carried out in Arabic language learning at TKIT Muadz Bin Jabbal has not been carried out thoroughly, precisely on the *mufrodat* given once a week. Therefore, an authentic assessment is needed that can assess from the process to the learning outcomes. Authentic assessment on *mufrodat* for early childhood is

done through fun, contextual, and interactive activities, such as matching words with pictures, following verbal instructions, or creating simple works. This approach helps children understand vocabulary more effectively while linking learning to everyday experiences, making the learning process more meaningful and enjoyable. This scientific research only offers innovations to conduct authentic assessment on *mufrodat* at TKIT Muadz Bin Jabbal.

Future research is recommended to explore the implementation of authentic assessment on other language components beyond *mufrodat*, such as *istima'* (listening), *kalam* (speaking), and *qira'ah* (reading) in early childhood Arabic language learning. Additionally, it would be valuable to conduct a comparative study between various Islamic kindergartens to examine the effectiveness and challenges of authentic assessment models in different educational settings. This could provide broader insights and contribute to the development of more comprehensive and contextually appropriate assessment strategies.

REFERENCES

- Achmad, G. H., Ratnasari, D., Amin, A., Yuliani, E., & Liandara, N. (2022). Penilaian Autentik pada Kurikulum Merdeka Belajar dalam Pembelajaran Pendidikan Agama Islam di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*.
Amrulloh, M. A. (n.d.). *Sistem Penilaian dalam Pembelajaran*
Ariani, K., Jampel, I. N., & Antara, P. A. (2021). *Pengembangan Instrumen Penilaian Kemampuan Mengenai Lambang Bilangan Pada Anak Kelompok A. 5(02). Elita. Edukasi. Vol.1 No.2 April 2024* (n.d.).
Fauziah, T., & Alawiyah, T. (2016). *Kendala Guru dalam Menerapkan Penilaian Autentik di SD Kabupaten Pidie. 1.*
Hadi, Y. A., & Ramdhani, S. (n.d.). *Metode Bermain Peran Terhadap Kemampuan Berbicara Anak Usia 6 Tahun.*
Handayani, I. N. (n.d.). *Implementasi Penilaian Autentik (Authentic Assesment) dalam Kurikulum 2013 di Paud Terpadu 'Aisyiyah Nur'aini Ngampilan Yogyakarta*
Hardianti, F. (2019). Alat Permainan Edukatif Scrabble Untuk Meningkatkan Kemampuan Membaca Permulaan Anak Kelompok B. *Jurnal Golden Age*, 3(01), 17. <https://doi.org/10.29408/goldenage.v3i01.1354>
Hidayat, W., & Andriani, A. (2020). Pelaksanaan Penilaian Autentik Guru Pendidikan Anka Usia Dini. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 11(2), 88–95. <https://doi.org/10.17509/cd.v11i2.24922> *Ijuka artikel indo fiks.pdf.crdownload.* (n.d.).
Ismail, F. (2013). *Inovasi Evaluasi Hasil Belajar Pendidikan Agama Islam (Model-Model Penilaian Berbasis Afektif). 02.*
Istimak (1).pdf. (n.d.). [No title found]. (n.d.). *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban.*

- Nurman, M. (n.d.). *Implementasi Authentik Assessment dalam Pembelajaran Bahasa Arab pada Madrasah Aliyah Swasta di Kecamatan Selong Kabupaten Lombok Timur (Studi Kasus Di MA Mu'alimin NW Pancor)*.
- Munip, Abdul. *Penilaian Pembelajaran Bahasa Arab*. Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga Yogyakarta.
- Prastyo, M. A. N., & Kholisin, K. (2023). Penerapan Metode Imla' al-mandzur dan Imla' al-istima'i untuk Meningkatkan Kemampuan Menulis Kosa Kata Bahasa Arab Siswa Kelas 7. *JoLLA: Journal of Language, Literature, and Arts*, 3(1), 75–87. <https://doi.org/10.17977/um064v3i12023p75-87>
- Rahayu, N. (2020). Hasil Karya Siswa Sebagai Penilaian Autentik Berbasis kelas di Kelompok B Usia 5-6 Tahun TK An-Nur 1 Yogyakarta. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 11(1), 23–29. <https://doi.org/10.17509/cd.v11i1.17279>
- Ramadhanti, L. R., & Vinayastri, A. (2022). *Pengembangan Instrumen Karakter Cinta Damai Pada Anak Usia Dini*. 6(02).
- Subrata, I. M., & Rai, I. G. A. (2019). *Penerapan Penilaian Autentik dalam Pembentukan Karakter Siswa*. <https://doi.org/10.5281/Zenodo.3552023>
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta. Bandung. 2013
- Wijaya, K., Nasution, M. M. R., Al-Fattah, M. A. W., Umrodi, U., & Huwaida, J. (2023). Inovasi Pembelajaran PAI bagi Anak Usia Dini berdasarkan Nilai Pendidikan Finlandia menurut Timothy D. Walker. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(5), 6195–6208. <https://doi.org/10.31004/obsesi.v7i5.5240>
- Yulianti, D., & Adawiyah, R. (2022). *Pengembangan bahan ajar kartu huruf Untuk meningkatkan kemampuan mengenal huruf Anak usia 5-6 tahun*. 6(01).
- Zahro, I. F. (n.d.). *Penilaian dalam pembelajaran Anak Usia Dini*
- Zulwati, P. R., Fatmawati, F. A., & Agustina, R. (2022). *Pengembangan Media Pembelajaran Pop Up Book Untuk Meningkatkan Perkembangan Kognitif Anak Usia 5- 6 Tahun Di Tk Aba 42 GBA*. 6(02).