THE USE OF ARABIC LANGUAGE SUMMATIVE TESTS IN PPL TO MEASURE THE READING COMPETENCE OF GRADE X MA ANNAJAH SESELA MADRASAH STUDENTS

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Abstract

This study aims to analyze the use of summative tests in Arabic language subjects to measure the reading competence of class X students of MA Annajah Sesela during the implementation of the Field Experience Program (PPL). The use of summative tests is considered important to determine students' final achievement in understanding Arabic texts, including vocabulary mastery, sentence comprehension, and the ability to capture factual information. This study uses an experimental method with a quantitative approach. The test instrument is designed based on indicators of reading competence relevant to the curriculum. The results of the study indicate that the use of summative tests is effective in measuring the level of students' reading mastery, indicated by the majority of students being in the sufficient to good category. However, some students still have difficulty in determining the meaning of words in context. This study confirms that summative tests are an appropriate instrument for evaluating reading competence while improving the quality of Arabic language learning in madrasas.

Keywords: Arabic, Recitation Competency, Summative Tests

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INTRODUCTION

Arabic language learning in madrasas plays a crucial role in developing students' ability to comprehend Arabic texts, particularly in reading skills. Reading skills require not only letter recognition and sentence structure, but also the ability to understand the meaning of words and sentences, as well as grasp the implicit and explicit information within the text. Therefore, appropriate and measurable evaluation instruments are needed to determine the level of mastery of these skills.

In the context of learning evaluation, a summative test is an assessment instrument administered at the end of a unit or learning period to determine the extent to which targeted competencies have been achieved. The use of summative tests in Arabic language learning is considered capable of providing an objective picture of students' reading competence, allowing teachers to assess the effectiveness of learning and determine necessary follow-up actions. Several previous studies have shown that summative tests can provide accurate information about students' reading abilities, especially when structured based on clear and measurable competency indicators.

However, the effectiveness of using summative tests in measuring Islamic school students' qira'ah competence still requires further scientific research. Therefore, this study employed an experimental method with a quantitative approach. The experimental method allows researchers to test the effect of summative tests on qira'ah competence achievement in a more controlled manner, while the quantitative approach allows for objective data analysis through numbers, scores, and statistical calculations.

This research was conducted on 10th-grade students at MA Annajah Sesela as part of the Field Experience Program (PPL). Through this experiment, researchers compared summative test results under specific learning conditions to determine the instrument's effectiveness in measuring qira'ah competence. This approach is expected to contribute to the development of a more precise, accurate, and evidence-based evaluation model for Arabic language learning.

RESEARCH METHOD

This study uses a quantitative approach with an experimental design to determine the effectiveness of using summative tests in Arabic to measure qirā'ah (reading) competencies in students in Year 10 at MA Annajah Sesela. The experimental design was chosen because it can demonstrate the effect of the intervention on learning outcomes through a comparison of the pre- and post-intervention scores.

RESULTS AND DISCUSSION

This study aims to determine the effectiveness of using summative Arabic tests in measuring the qirā'ah competency of 10th grade students at MA Annajah Sesela. The test instrument consists of 25 items that have been tested for validity and reliability before being used in pretest and posttest.

a. Instrument Validity Test Results

Validity testing was conducted using the Pearson Product Moment technique. The validity assessment criterion was a Sig. value < 0.05. Based on the analysis results, from 25 questions, the following were obtained;15 valid questions (questions numbered: 2, 3, 4, 8, 10, 12, 16, 17, 19, 20, 21, 22, 23, 24, 25), and 10 invalid items (questions: 1, 5, 6, 7, 9, 11, 13, 14, 15, 18). Some items have a very high correlation, such as questions 2, 17, 19, and 20 with a correlation value of 0.912, which indicates a very strong instrument measurability. Meanwhile, items with a significance value above 0.05 are declared invalid and recommended for revision.

b. Reliability Test Results

The reliability test using Cronbach's Alpha showed a value of; $\alpha = 0.888$. This value is above the minimum threshold of 0.60, indicating that the instrument is highly reliable and has high internal consistency. Thus, the instrument is suitable for use as a measure of students' qirā'ah competence.

The results of the study indicate that the use of a 25-item summative Arabic test provides a clear picture of the qirā'ah competence of 10th grade students at MA Annajah Sesela. The summative test used was able to measure students' ability to understand the meaning of words, interpret sentence structure, and find important information in Arabic reading texts. Based on the validity test results, 15 questions were declared valid and accurately measured the intended qirā'ah competency. The correlation of the questions was in the moderate to very high category, indicating that most of the questions could effectively distinguish between students with high and low abilities. Meanwhile, 10 questions were invalid and recommended for improvement because their significance values did not meet the eligibility criteria.

In addition to validity, the reliability of the instrument also showed excellent quality. A Cronbach's Alpha value of 0.888 indicates that this instrument is in the highly reliable category, so it can be said that the questions as a whole have strong internal consistency and are capable of producing stable measurements. The high reliability of the instrument reinforces the finding that this summative test is suitable for use as an evaluation tool for qirā'ah learning in madrasahs.

The use of summative tests in this study also illustrates that these instruments are capable of providing accurate information about students' abilities at the end of the learning process. Summative tests function not only as a tool for measuring achievement, but also as a diagnostic tool that can identify aspects of qirā'ah that students have mastered and those that still pose challenges for them. Validated questions enable teachers to identify students' weaknesses in specific aspects, such as word meaning, paragraph comprehension, or summarizing the content of a reading passage. Thus, these summative tests help teachers to develop follow-up programs, such as enrichment or remedial programs, in a more targeted manner.

In addition, the strong quality of the instruments shows that tests developed based on qirā'ah competency indicators can produce objective and measurable evaluations. Students responded well during the test because the questions were in line with the material they had previously studied. This shows that summative tests not only provide final scores, but also encourage students to be more thorough and understand the reading text in depth.

Overall, this study proves that the Arabic summative test used has excellent psychometric quality and is relevant as an instrument for evaluating qirā'ah learning. Valid and reliable instruments are very important in the evaluation process because they provide a realistic picture of students' mastery levels and support efforts to improve the quality of Arabic learning at MA Annajah Sesela.

CONCLUSION

Based on the results of the study, it can be concluded that the Arabic summative test instrument used to measure the qirā'ah competence of 10th grade students at MA Annajah Sesela is of good quality and suitable for use. Of the 25 items compiled, 15 items were declared valid and capable of accurately measuring qirā'ah ability, while the other 10 items needed to be revised. The reliability test results showed a Cronbach's Alpha value of 0.888, indicating that the instrument is highly reliable and consistent. Thus, this summative test is effective as an evaluation tool to determine students' qirā'ah abilities and can be used as a basis for developing Arabic language learning evaluations in madrasahs.

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