The Development of Assessment Rubric of Arabic Language Writing Based on National Qualifications Framework of Indonesia

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Abstract: National qualifications framework of Indonesia needed to be technically elaborated and more operational (KKNI). Academic writing at the university level is difficult to measure without using a rubric. One form of this technique was the creation of an assessment rubric. This article aimed to develop an assessment instrument in the form of a rubric that focused on Arabic academic writing skills for undergraduate students based on the KKNI. The development research method was used with a convergent parallel mixed method model. The data were taken from three tertiary institutions consisting of 1 state university and 2 private universities. Data in the form of needs analysis results, expert analysis, and rubric reliability test results. The results of the trial were compared with the one group pre-test post-test experimental technique to prove that the rubric developed was feasible and reliable for use in teaching Arabic academic writing. The trial process proved that this rubric was feasible to use. Based on the results of the T test, a result of 0.000 (p <0.05) was obtained. The results of the pretest and posttest experienced significant changes. It could be concluded that the Arabic academic writing rubric based on KKNI that was tested in the UHAMKA, UNJ, and UMSIDA. Arabic Education Study Programs was effective in Arabic academic writing tests. The result of the research was a rubric that can be used for Arabic academic writing in universities. This result was significant to be implemented especially for teachers and lecturers in Arabic writing fields.

Introduction

Undergraduate students in the field of Arabic language education are required to be able to deliver a competencies in the form of knowledge, attitudes, general skills and

specific skills.[1] These skills must be owned by students as written in the Indonesian National Qualification Framework (KKNI) in order to achieve a national goals.[2] One of skills that must be mastered by students of the Arabic language undergraduate program is academic writing.[3] Academic writing is one of the special abilities that must be possessed by graduates of foreign language education study programs, including Arabic.[4] Academic writing includes writing papers, essays, research proposals, scientific articles and final assignments/thesis.[5] Foreign Language study program such as Arabic, Chinese, Thai, Japanese and Korean certainly have different characteristics and focuses. Language education with Latin script only focuses on writing, for Latin script it is necessary to pay attention to the writing technique.[6]

The writing foreign languages with different scripts focuses on several things, Arabic is written in different forms. The differences in these forms get worse when applied in Arabic academic writing.[7] Furthermore, Arabic language education students have different backgrounds where Arabic is a language that is less familiar and even relatively new to students.[8] One of the skills that students must master is Arabic academic writing,[9] these skills include how students can construct sentences in paragraphs, as well as how students can utilize technology when they are assigned to collect scientific articles.

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[1] Muhbib Abdul Wahab, "Standarisasi Kurikulum Pendidikan Bahasa Arab di Perguruan Tinggi Keagamaan Islam Negeri," *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 3, no. 1 (2016): 32–51.

[2] Andi Arif Pamessangi, "Analisis Kesulitan Belajar Bahasa Arab Mahasiswa Program Studi Pendidikan Bahasa Arab IAIN Palopo," *Al Ibrah: Journal of Arabic Languange Education* 2, no. 1 (2019): 11-24.

[3] Helaluddin and Awalluddin, Keterampilan Menulis Akademik : Panduan bagi Mahasiswa di Perguruan Tinggi, (Serang, 2020).

[4] Elsa Fernanda González Quintero, Nelly Paulina Trejo Guzmán, and Ruth Roux Guzmán, "Assessing EFL University Students' Writing: A Study of Score Reliability," *Revista Electronica de Investigacion Educativa* 19, no. 2 (2017): 91–103 <https://doi.org/10.24320/REDIE.2017.19.2.928>.

[5] Riadi Sugeng Hikmat Ade, Solihati Nani, *Penulisan Akademik*, 1st edn (Bekasi: Paedea, 2020).

[6] Marije Michel Judit Kormos, Tineke Brunfaut, and Michael Ratajczak, "The Role of Working Memory in Young Second Language Learners' Written Performances," *Journal of Second Language Writing* 45, (2019): 31–45 <https://doi.org/10.1016/j.jslw.2019.03.002>.

[7] Muhammad Kamal Abdul Hakim, "Improving Arabic Academic Writing Skills Through Contextual Teaching And Learning Approach," *Alsinatuna* 3, no. 2 (2018): hlm. 183 <https://doi.org/10.28918/alsinatuna.v3i2.1169>.

[8] Aziz Fahrurrozi, "Pembelajaran Bahasa Arab: Problematika dan Solusinya," *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 1, no. 2 (2014): 161–179.

[9] Derya Altınmakas and Yasemin Bayyurt, "An Exploratory Study on Factors Influencing Undergraduate Students' Academic Writing Practices in Turkey," *Journal of English for Academic Purposes* 37, (2019): 88–103 <https://doi.org/10.1016/j.jeap.2018.11.006>.

Based on the Indonesian National Qualifications Framework these skills need to be measured to determine their achievement.[10] Some research shows that the form of assessment to measure tho goal of academic writing in Arabic does not have the right format.[11] The facts, there is no standard measuring instrument for assessing and evaluating the ability to write Arabic academic works in teaching academic writing,[12] even though, evaluation in learning is an important element for measuring achievement of objectives (CPL) in Arabic academic writing.[13] One of the measuring tools that is widely used in measuring writing ability is a rubric. Rubrics are used to measure and assess student assignments and performance. In general, the Rubric is a tool that is implemented to see the development of student learning in tertiary institutions.[14] For teachers, an accurate rubric needs to be developed,[15] In his research, Jeong shows that with rubrics, teachers are able to maximize student performance levels more accurately. For performance-based assessments, rubrics are the primary tool for measuring the reliability, validity, and transparency of assessments.

Rubrics are used to increase the level of transparency in assessments and reduce subjectivity in assessments.[16] A well-designed rubric can help students identify their strengths and weaknesses and can increase the objectivity of their work.[17] In learning that

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[10] Ni Putu Kusuma Widiastuti, Ida Bagus Putrayasa, and Komang Surya Adnyana, "Menyusun Instrument Penilaian Keterampilan Menulis Siswa Sekolah Dasar," *Jurnal Pedagogi dan Pembelajaran* 5, no. 1 (2022): 50–56

[11] Nahla N. Bacha, "Developing Learners' Academic Writing Skills in Higher Education: A Study for Educational Reform," *Language and Education* 16, no. 3 (2010): 161–177 <https://doi.org/10.1080/09500780208666826>.

[12] Kathryn I Henderson, "Teacher Language Ideologies Mediating Classroom-Level Language Policy in the Implementation of Dual Language Bilingual Education," *Linguistics and Education* 42, (2017): 21-33, <https://doi.org/10.1016/j.linged.2017.08.003>.

[13] Wardani Rahayu, Muhammad Dwirifqi Kharisma Putra, Faturochman, Meiliasari, Erwin Sulaeman, and Rekha B. Koul, "Development and Validation of Online Classroom Learning Environment Inventory (OCLEI): The Case of Indonesia during the COVID-19 Pandemic," *Learning Environments Research* 25, no. 1 (2022): 97-113, <https://doi.org/10.1007/S10984-021-09352-3/TABLES/6>.

[14] Burhan Ozfidan and Connie Mitchell, "Assessment of Students' Argumentative Writing: A Rubric Development," *Journal of Ethnic and Cultural Studies* 9, no. 2 (2022): 121–33 <https://doi.org/10.29333/EJECS/1064>.

[15] Heejeong Jeong, "Rubrics in the Classroom: Do Teachers Really Follow Them?," *Language Testing in Asia* 5, no. 1 (2015): 1-14, <https://doi.org/10.1186/S40468-015-0013-5>.

[16] Lynette Silvestri and Jeffrey Oescher, "Using Rubrics to Increase the Reliability of Assessment in Health Classes," *International Electronic Journal of Health Education* 9, (2006): 25–30.

[17] Faieza Chowdhury, "Application of Rubrics in the Classroom: A Vital Tool for Improvement in Assessment, Feedback and Learning," *International Education Studies* 12, no. 1 (2018): 61-68, <https://doi.org/10.5539/IES.V12N1P61>.

emphasizes skills requires an assessment rubric that can maximize excellence in Arabic writing skills.[18]

Much research has been conducted on the development of rubrics, but not much has focused on the Indonesian National Qualifications Framework (KKNI). KKNI is a higher education curriculum published by the Government of the Republic of Indonesia in 2012.[19] KKNI focuses on tertiary education graduates to be able to have attitudes, knowledge, general skills, and special skills.[20] The application of KKNI in learning is not without obstacles. Assignments that arise as a result of implementing the KKNI are felt among undergraduate students.[21] Especially in assignments that require academic writing.[22]

The term academic writing was first conducted by Bailey. Academic writing in every university has always been a requirement in completing the final project. Students at the University use the results of academic writing in various models, methods, and forms.[23] The fact that academic writing at the university student level begins with a paraphrase,[24] and can be developed by any models of learning such as contextual learning model,[25] also by developing the participation of fellow students in academic

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[18] Mashlihatul Umami, "Enhancing Students Motivation and Achievement in Learning Grammar through Contextual Teaching and Learning through Relating, Experiencing, Applying, Cooperating and Transferring (React) Strategy," *UNNES International Conference on ELTLT (English Language Teaching, Literature and Translation* 4, (2015): 490–502.

[19] Susilawati Susilawati, Jamalludin Rahmat, and Agus Riyan Oktori, "Implementasi Kurikulum Berbasis KKNI dalam Upaya Penguatan Mutu Lulusan pada Program Studi PGMI IAIN Curup," *Ar-Riayah : Jurnal Pendidikan Dasar* 6, no. 1 (2022): 105 <https://doi.org/10.29240/jpd.v6i1.4427>.

[20] Susilawati Susilawati, Jamalludin Rahmat, and Agus Riyan Oktori, "Implementasi Kurikulum Berbasis KKNI dalam Upaya Penguatan Mutu Lulusan pada Program Studi PGMI IAIN Curup," *Ar-Riayah : Jurnal Pendidikan Dasar* 6, no. 1 (2022): 105 <https://doi.org/10.29240/jpd.v6i1.4427>.

[21] Wahyuni Apriliani Dasopang Muhammad Alpin Hascan, Dita Ayu, and R Pratiwi, "Problematika Mahasiswa terhadap Tugas Perkuliahan Berbasis Kurikulum KKNI (Studi Kasus Prodi PAI UIN Sumatera Utara)," *Risalah: Jurnal Pendidikan dan Studi Islam* 8, no. 1 (2022): 20–34 <https://doi.org/10.31943/Jurnal_Risalah.V8I1.194>.

[22] Zamri Arifin and Zainuddin Ismail, "Arabic Speaking Skills as a PBJJ Course: Between Objectives and Reality," *Procedia - Social and Behavioral Sciences* 18, (2011): 534–536 <https://doi.org/10.1016/j.sbspro.2011.05.078>.

[23] Zakiyah Arifa, "Strategi Sukses Atasi Problem Menulis Akademik Bahasa Arab," *Gontornews*, 2019.

[24] Thao Trinh Thi Tran, and Huan Buu Nguyen, "The Effects of Paraphrasing on EFL Students' Academic Writing," *Journal of Language Aand Linguistic Studies* 18, no. 1 (2022): 976–987 <https://doi.org/10.52462/jlls.233>.

[25] Muhammad Kamal Abdul Hakim, "Improving Arabic Academic Writing Skills through Contextual Teaching and Learning Approach," *Alsinatuna* 3, no. 2 (2018): 183-199 <https://doi.org/10.28918/alsinatuna.v3i2.1169>.

writing in the form of peer review.[26] In this study, the focus and phenomenon discussed is the Arabic academic writing assessment rubric which tends to not have clear assessment guidelines. This topic is very important for two reasons; academic writing that does not yet have a concrete rubric assessment guide and measuring the criteria for Arabic academic writing has not been widely studied.

Many studies on the development of assessments, rubric, academic writing have been carried out, as bacha researched; improve academic writing skills.[27] Faieza Chodwury, using an assessment rubric in the classroom.[28] Hartik, HOTS-based assessment.[29] Jeong, Rubric in class.[30] Silvestri, using a rubric to increase test reliability.[31] But none have focused on the development of National Qualifications Framework of Indonesia (KKNI)-Based Arabic Language Writing Assessment Rubric For Graduate Program Students. Some of the research above focuses on developing language proficiency rubrics, namely writing. There are some limited studies related to the development of applicable curriculum-based rubrics, therefore, this study intends to obtain a rubric that is in accordance with the IQF (KKNI) for Arabic academic writing.

There in lies the novelty of this study. Based on this novelty, in this study it is necessary to ask two research questions; First, what are the students' needs for the development of IQF-based (KKNI) assessment rubrics? This research question can be answered using a survey method based on the results of a needs analysis at the 3 Universities where the trial was conducted. Second, how was the Arabic language academic writing assessment rubric based on the IQF (KKNI) developed? This can be generated from the trial process and expert review.

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[26] Syamsi Setiadi, "Peningkatan Keterampilan Kitabah Arabiyah Mahasiswa melalui Metode Tutor Sebaya," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 9, no. 1 (2017): 31-39 <https://doi.org/10.24042/albayan.v9i1.1094>.

[27] Nahla N. Bacha, "Developing Learners' Academic Writing Skills in Higher Education: A Study for Educational Reform," *Language and Education* 16, no. 3 (2010): 161–177 <https://doi.org/10.1080/09500780208666826>.

[28] Faieza Chowdhury, "Application of Rubrics in the Classroom: A Vital Tool for Improvement in Assessment, Feedback and Learning," *International Education Studies* 12, no. 1 (2018): 61-68, <https://doi.org/10.5539/IES.V12N1P61>.

[29] S. Hartik, Sri Utaminingsih, and Ahmad Hilal Madjdi, "A Need Assessment of Integrated Science Teaching Material Based Higher Order Thinking Skills (HOTS)," *Journal of Physics: Conference Series* 1823, no. 1 (2021): 012078 <https://doi.org/10.1088/1742-6596/1823/1/012078>.

[30] Heejeong Jeong, "Rubrics in the Classroom: Do Teachers Really Follow Them?," *Language Testing in Asia* 5, no. 1 (2015): 1-14, <https://doi.org/10.1186/S40468-015-0013-5>.

[31] Lynette Silvestri and Jeffrey Oescher, "Using Rubrics to Increase the Reliability of Assessment in Health Classes," *International Electronic Journal of Health Education* 9, (2006): 25–30.

Methods

The method used in this research is a Dick and Carey development research which focuses on developing assessment rubrics. The development technique used a convergent parallel mixed method where researchers combine qualitative data with quantitative data together.[32] Research development begins with exploring the needs analysis[33] for the preparation of a rubric which is derived from the KKNI which adapts to the needs of undergraduate students in Indonesia, especially in Arabic language education study programs. Researchers use this type of research because of the level of complexity of research that requires a lot of data. This development research requires a lot of data such as; results of needs analysis surveys, expert review results, and trial results in tertiary institutions.

There are three types of research data, the first of which is in the form of numerical results of the rubric-based assessment instrument needs analysis. The data was generated from 93 respondents. The second is in the form of the results of expert analysis of the developed rubric.[34] There are two experts involved in this development, material experts and evaluation experts. The third is the data from the instrument reliability test results for use. Reliability tests were conducted in three tertiary institutions; two private universities and one public university. One state University is; Jakarta State University which is located in DKI Jakarta, the two private Universities are; Muhammadiyah Sidoarjo University, and Muhammadiyah University Prof. Dr. Hamka. Demographically, the location selection has represented the island of Java, and there has been an independent learning collaboration (MBKM) so that it makes it easier for researchers to carry out this research process.

In the development research stage, various instruments are needed. instrument to get accurate data the researcher made a needs analysis to explore the initial data.[35] This needs analysis is aimed at students taking Arabic Academic Writing lessons. This need is focused on the assessment of Arabic academic writing. This needs analysis instrument is

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[32] Muhammad Sabri Sahrir and Nor Aziah Alias, "A Design and Development Approach to Researching Online Arabic Vocabulary Games Learning in IIUM," *Procedia - Social and Behavioral Sciences* 67, (2012): 360–369 <https://doi.org/10.1016/j.sbspro.2012.11.339>.

[33] S. Hartik, Sri Utaminingsih, and Ahmad Hilal Madjdi, "A Need Assessment of Integrated Science Teaching Material Based Higher Order Thinking Skills (HOTS)," *Journal of Physics: Conference Series* 1823, no. 1 (2021): 012078 <https://doi.org/10.1088/1742-6596/1823/1/012078>.

[34] Judy Mckimm, Carol Jollie, and Peter Cantillon, *ABC of Learning and Teaching Web Based Learning*, 2003.

in the form of a statement with a Likert scale of 1-5. The data obtained is then processed with a tabulation process so that it is found which indicators are strong and become the reason for researchers to form indicators in the rubric to be developed.

Table 1. Need Analysis Instrument

No	Necessity Criteria
1.	Able to understand Academic Writing theory
2.	Able to make words (*Al-Kalimah*) properly and correctly both in Indonesian and Arabic
3.	Able to make sentences (*Al Jumlah*) correctly both in Indonesian and Arabic
4.	Able to make written text with three parts; introduction, discussion, and conclusion in Arabic
5.	Able to make abstracts in Arabic
6.	Able to operate the Rapid Typing program to launch Arabic Typing with
7.	Understand digital Arabic learning applications on Android, Windows, and IOS operating systems
8.	Understand the use of Mendeley Citation Software to perfection in every academic writing assignment
9.	Have an understanding of using google translate

The table 1, is a reference for researchers to formulate rubric indicators and determine the brown analytic score. In addition to the needs analysis instrument, the authors created an expert test instrument to test the reliability of the developed Arabic academic writing assessment rubric. These two instruments became data collection tools to answer the first research question, namely, what is the Arabic academic writing rubric? After the data was collected, data analysis was carried out using a tabulation process to find out which indicators were very strong to be used as points in the Arabic academic writing assessment rubric.

Results and Discussion

This research produced several findings. Based on the research questions, the first is how the rubric was developed. Analysis of students' needs for learning Arabic academic writing is one of the powerfull foundations for developing an assessment rubric. The results of the needs analysis are as follows;

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[35] Walter Dick, Lou Carey, and James O. Carey, *The Systematic Design of Instruction*, Eighth Edi (Boston: Pearson Education, 2015).

Table 2. The Result of Need Analysis Arabic Academic Writing

No	Necessity Criteria	Score	Category
1.	Able to understand Academic Writing theory	66%	Really needed
		34%	Needed
		0%	Not needed
2.	Able to make words (*Al-Kalimah*) properly and correctly both in Indonesian and Arabic	63.8%	Really needed
		35.1%	Needed
		1.1%	Not needed
3.	Able to make sentences (*Al Jumlah*) correctly both in Indonesian and Arabic	73.4%	Really needed
		26.6%	Needed
		0.0%	Not needed
4.	Able to make written text with three parts; introduction, discussion, and conclusion in Arabic	64.9%	Really needed
		35.1%	Needed
		0.0%	Not needed
5.	Able to make abstracts in Arabic	53.2%	Really needed
		45.7%	Needed
		1.1%	Not needed
6.	Able to operate the Rapid Typing program to launch Arabic Typing with	57.4%	Really needed
		40.4%	Needed
		2.1%	Not needed
7.	Understand digital Arabic learning applications on Android, Windows, and IOS operating systems	64.9%	Really needed
		35.1%	Needed
		0.0%	Not needed
8.	Understand the use of Mendeley Citation Software to perfection in every academic writing assignment	63.8%	Really needed
		35.1%	Needed
		1.1%	Not needed
9.	Have an understanding of using google translate	67%	Really needed
		2.1%	Needed
		30.9%	Not needed

Based on the results of the needs analysis based on the table 2. The result of need analysis Arabic academic writing, it is clearly noticed that students need an understanding of academic writing that focuses on technical skills such as writing sentences and developing them in paragraphs.[36] Some of these findings are outlined in the form of an Arabic academic writing assessment in the form of a rubric in order to accurately measure students' ability to write Arabic academic writing. The theory about the assessment of academic writing is conducted by several experts, Brown's theory says that there are three methods of assessing writing: 1) using holistic scoring, 2) using analytic score and 3) using triat based scoring methode.[37][38]

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[36] Ari Khairurrijal Fahmi, "Analisis Kesalahan Gramatikal Teks Terjemah (Indonesia-Arab) dalam Pendidikan Bahasa Arab," *Kordinat*: *Jurnal Komunikasi antar Perguruan Tinggi Agama Islam* 15, no. 1 (2016): 105–116.

[37] H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, *Teaching by Principles An Interactive Approach to Language Pedagogy* (Pearson ESL, 2000).

There are several points that must be measured in assessing the results of academic writing. In his research he stated that academic writing should be assessed from the following points: 1) quality and scope of content, 2) organization and presentation of content, 3) style and form of language, and 4) mechanics and grammar.[39] These assessment components can be formulated in digital form. As with Mahmudi's research, he developed a G-Form-based assessment of Arabic learning. The results of his research concluded that the G-Form can be an alternative measurement tool in learning Arabic.[40]

In general, it can be concluded that the things that are needed by students of the Arabic language education study program in Arabic academic writing need an emphasis on sentence-making exercises as the basis for compiling paragraphs in both Indonesian and Arabic with support in the form of platforms and detailed guides and utilizing various media to be able to create a learning atmosphere and a good learning environment. Based on this needs analysis study, it is necessary to develop an academic writing assessment rubric that is in accordance with the Indonesian national qualifications framework.[41]

Below is a table which is the result of the needs analysis that was carried out in the early part of this study. The criteria column shows a focus on what will be assessed, such as; make sentences in Indonesian and in Arabic, be able to understand Arabic academic writing, be able to understand reading results from articles and draw conclusions, be able to implement paraphrases, be able to manage reference sources with tables, and be able to organize these reference sources in an application. The indicator section is an elaboration of an analytic score that measures exactly how many points students will get under conditions that match their weight.

[38] Kathy Tuchman Glass, *Curiculum Design for Writing Instruction* (London: Sage Publication, 2005)

[39] Nafri Yanti, Suhartono, and Fina Hiasa, "Keterampilan Menulis Akademik Mahasiswa S-1 Program Studi Pendidikan Bahasa dan Sastra Indonesia FKIP Universitas Bengkulu," *Silampari Bisa Jurnal Penelitian Pendidikan Bahasa Indonesia* 1, (2018) <https://doi.org/10.31540/silamparibisa.v1i1.4>)

[40] Arifka Mahmudi, "The Use of G-Form as an Assessment Instrument in Arabic Language Teaching Based on HOTS," *At-Tarbawi: Jurnal Kajian Kependidikan Islam* 3, no. 2 (2018) <https://doi.org/10.22515/attarbawi.v3i2.1481>.

Table 3. Rubric of Arabic Academic Writing

No	Criteria	Indicator
1	Students can make sentences in Arabic and Indonesian as the basis for forming paragraphs.	Making sentences in Bahasa Indonesia
		Making sentences in Arabic Language
		Make scientific paragraphs in Bahasa Indonesia
		Make scientific paragraphs in Arabic Language
2	Students can understand the assigned academic writing criteria	Student understanding of writing guidelines
3	Students can understand reading texts in Arabic which are the basis and main reference in academic writing.	Number of articles readed by students
		Student understanding of the number of articles's they read
4	Students can paraphrase in Indonesian and Arabic.	Students' ability in paraphrasing and restructuring theoretical results / research results
5	Students can do summarizing techniques.	Student's ability to make conclusions
6	Students can organize the results of other people's research in the Annotated Bibliography technique. This technique requires students to tabulate their reading results and identify their methodology and research results.	Skills in operating a reference management system
7	Students are able to operate and organize referrals in digital form by utilizing reference management programs	Skills in operating a reference management system

After the academic writing rubric table was compiled based on needs analysis, experiments were conducted at three universities and obtained results in the form of a pre-test and post-test as shown in table 4. In the table 4 explained that the difference in the highest increase is in UHAMKA. This happened because the starting point value in UHAMKA was very low. The table 4 shows that the use of rubrics has a high significance value in improving the measurement of Arabic academic writing.

Table 4. Difference of Pre-test-Pos- Test Using Rubric

Universities	Pre-test average	Post-test average	Difference of development average
UHAMKA	68,47	83,34	13.87
UNJ	76,74	83,09	6.35
UMSIDA	72,43	82,14	9.7

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[41] Muhammad Rajab Najjar, Al-Kitabah al-'Arabiyyah Maharatiha wa Fununaha (Kuwait: Maktabah

The significance of these measurements is strengthened by the table 5, namely the Paired sample t-test table for rubric effectiveness. In the data below (table 5), a significance value (2-tailed) is obtained at 0.000 (p <0.05). So that the pretest and posttest results experienced significant changes. Thus it can be concluded that the IQF-based Arabic academic writing assessment rubric that was tested in the UHAMKA, UNJ, and UMSIDA Arabic Language Education Study Programs was effective in improving students' Arabic academic writing skills.

Table 5. Paired sampel T-test for rubric effectivity

				Paired Differences			t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	PreTest - PostTest	-10.057	8.177	1.123	-12.310	-7.803	-8.954	52	.000

Based on Dick and Carey's development theory[42] in the evaluation development section, a step is needed to test the validity and reliability of an assessment rubric that is developed. The validity test of this rubric is carried out with a review process by experts judgement to ensure that each item correctly measures each component of Arabic academic writing. The results of the validity test stated that this assessment rubric could be used and entered into the trial phase as part of the development of the learning model. In the process of reliability testing, the authors conducted repeated trials at universities in academic writing courses. There are 3 universities used in the trial process; Muhammadiyah University Prof. Dr. Hamka, Jakarta State University, and Muhammadiyah University of Sidoarjo.

This reliability test process uses the final assignment as the object assessed by the assessment rubric. Based on the reliability test, after being used in the 3 tertiary institutions it can be concluded that the Arabic academic writing assessment rubric is declared reliable and can be used to measure academic writing in tertiary institutions which have writing courses. In terms of academic writing, it is necessary to build the

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Darul Uruubah Linnasyri wat Tauzi', 2001).
    [42] Walter Dick, Lou Carey, and James O. Carey, *The Systematic Design of Instruction*, Eighth Edi (Boston: Pearson Education, 2015)

confidence of a writer, especially if the writer is an undergraduate student. In his research, Shen explained that an effective form of assessment is using peer assessment.[43] However, this peer assessment is hindered by accurate measuring instruments so that the writing component that will be assessed by peer assessment will be hampered. This was explained in Syamsi's research,[44] that to maximize the process of peer assessment of writing. So we need a mechanism in the form of a rubric.[45]

Rubric is one of the supports for successful writing. In his research, Ting believes that in addition to measuring instruments, it is closely related to digital literacy. The higher the student's digital literacy rate, the better the product they write will be.[46] Academic writing for undergraduate students is an obligation and a necessity, moreover the State has described it in the form of the Indonesian national qualifications framework (KKNI).[47] Arabic academic writing ability is a special skill that must be mastered by students who study Arabic. Its not easy to assess the academic writing product.[48] The complexity of academic writing is illustrated by the components that accompany academic writing, such as mastery of digital literacy, mastery of reference management systems, how to quote, how to paraphrase, how to summarize, and give arguments.[49]

Based on the several studies above, the results of the development of the Arabic academic writing assessment rubric are expected to fill the gaps in the field of assessment in learning Arabic, especially for undergraduate programs in Indonesia. The findings of this study strongly support, strengthen and complement research on how to improve

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[43] Bin Shen, Barry Bai, and Weihe Xue, "The Effects of Peer Assessment on Learner Autonomy: An Empirical Study in a Chinese College English Writing Class," *Studies in Educational Evaluation* 64, (2020): 1–10 <https://doi.org/10.1016/j.stueduc.2019.100821>.

[44] Syamsi Setiadi, "Peningkatan Keterampilan Kitabah Arabiyah Mahasiswa melalui Metode Tutor Sebaya," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 9, no. 1 (2017): 31-39 <https://doi.org/10.24042/albayan.v9i1.1094>.

[45] Endry Boeriswati, "The Implementing Model of Empowering Eight for Information Literacy," *US-China Education Review* 7, (2012): 650–661.

[46] Yu Liang Ting, "Tapping into Students' Digital Literacy and Designing Negotiated Learning to Promote Learner Autonomy," *The Internet and Higher Education* 26, (2015): 25–32 <https://doi.org/10.1016/j.iheduc.2015.04.004>.

[47] Muhbib Abdul Wahab, Aziz Fahrurrozi, Tulus Musthafa, and Syamsul Arifin, "Standarisasi Kompetensi Bahasa Arab bagi Calon Sarjana Perguruan Tinggi Keagamaan Islam Negeri," *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 5, no. 1 (2018) <https://doi.org/10.15408/a.v5i1.6691>.

[48] Zakiyah Arifa, "Strategi Sukses Atasi Problem Menulis Akademik Bahasa Arab," *Gontornews*, 2019.

[49] Ursula Wingate, "Using Academic Literacies and Genre-Based Models for Academic Writing Instruction: A "literacy" Journey," *Journal of English for Academic Purposes* 11, no. 1 (2012): 26–37 <https://doi.org/10.1016/j.jeap.2011.11.006>.

academic writing skills, one of which is using a rubric for assessment. As Bacha[50] researched; improve academic writing skills. This study also proves that the use of rubrics in the classroom can make it easier for lecturers to accurately assess academic writing, as researched by Faieza;[51] using a scoring rubric in the classroom, in line with Jeong's[52] research which implemented a digital rubric in the classroom. The development of this digital rubric needs further research.

The results of this study prove that Arabic language academic writing must be assessed using HOTS. This study complements Hartik's[53] research which focuses on HOTS-based language learning assessment. At the end of this discussion section, the researcher stated that the formation of the Arabic academic writing assessment rubric was to increase the reliability of the assessment. As Silvestri's[54] research uses rubrics to increase test reliability. As an implication of this finding, if this rubric is used, it will make it easier for lecturers who teach IQF-based Arabic writing courses in Indonesia, considering that there has not been any development of IQF-based Arabic writing rubrics in Indonesia. As a limitation, this study requires a broader testing process to strengthen the reliability of the scoring rubric. the trial process that has been carried out has only focused on 3 tertiary institutions. Furthermore, this research will be developed into a web-based assessment application development.

Conclusion

The most important thing found in this study is the phenomenon of the needs of students and lecturers regarding the IQF-based (KKNI) Arabic academic writing assessment rubric. Based on need analysys report, it is clearly noticed that students need an understanding of academic writing that focuses on technical skills such as writing sentences and developing them in paragraphs. Some of these findings are outlined in the

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[50] Nahla N. Bacha, "Developing Learners' Academic Writing Skills in Higher Education: A Study for Educational Reform," *Language and Education* 16, no. 3 (2010): 161–177 <https://doi.org/10.1080/09500780208666826>.

[51] Faieza Chowdhury, "Application of Rubrics in the Classroom: A Vital Tool for Improvement in Assessment, Feedback and Learning," *International Education Studies* 12, no. 1 (2018): 61-68, <https://doi.org/10.5539/IES.V12N1P61>.

[52] Heejeong Jeong, "Rubrics in the Classroom: Do Teachers Really Follow Them?," *Language Testing in Asia* 5, no. 1 (2015): 1-14, <https://doi.org/10.1186/S40468-015-0013-5>.

[53] S. Hartik, Sri Utaminingsih, and Ahmad Hilal Madjdi, "A Need Assessment of Integrated Science Teaching Material Based Higher Order Thinking Skills (HOTS)," *Journal of Physics: Conference Series* 1823, no. 1 (2021): 012078 <https://doi.org/10.1088/1742-6596/1823/1/012078>.

[54] Lynette Silvestri and Jeffrey Oescher, "Using Rubrics to Increase the Reliability of Assessment in Health Classes," *International Electronic Journal of Health Education* 9, (2006): 25–30.

form of an Arabic academic writing assessment in the form of a rubric in order to accurately measure students' ability to write Arabic academic writing. These findings are in accordance with the theory of assessment in learning to write a foreign language (brown, jeong, etc). Rubrics have been developed through a dick and carey instructional development mechanism. Where the rubric focuses on students' special abilities in developing paragraphs in two languages (Arabic-Indonesian). The development process was followed by needs analysis, expert review analysis to test the validity and reliability of the developed rubric. This rubric that has been developed puts forward the objectivity of assessment of the results of Arabic academic writing for undergraduate students. Using a range of numbers as a reference for the assessment of Arabic academic writing. Furthermore, rubrics that had been developed and declared reliable were tried out in three universities. The results of these trials resulted that each tertiary institution has different characteristics in assessment. The drawbacks of this study are that it takes a long time and requires trials at more universities to further reassure the reliability of this rubric.

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In this research article, EB, KS and IM contributes to carrying out all of the research, especially in preparing instruments, choosing the experts Judgements, and AK contributes on reporting research results into an interesting article to read.

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