

Word Puzzle-Based Formative Assessments Track Student Progress in Arabic Language Learning

Zaharo¹, Dewi Chamidah², Muhammad Jundi³

¹³ Program Studi Pendidikan Bahasa Arab, Pascasarjana UIN Maulana Malik Ibrahim, Indonesia

² Pusat Pengembangan Bahasa, UIN Maulana Malik Ibrahim, Indonesia

Email: zaharoalmunawwaroh10@gmail.com¹, dewimida333@gmail.com², jundijundi10@gmail.com³

Abstrak: Asesmen formatif merupakan evaluasi sistematis terhadap proses pembelajaran yang bertujuan untuk meningkatkan hasil pembelajaran. Studi ini bertujuan untuk mengeksplorasi proses pengembangan instrumen asesmen formatif menggunakan teka-teki kata dan aplikasinya dalam pembelajaran bahasa Arab. Dengan menggunakan kombinasi metode kuantitatif dan kualitatif, pengumpulan data dilakukan melalui observasi, wawancara, dan pengujian, dengan analisis menggunakan pendekatan kualitatif dan kuantitatif. Hasil menunjukkan bahwa instrumen asesmen yang dirancang memiliki validitas konten yang kuat dan sejalan dengan kurikulum. Namun, analisis hasil asesmen mengungkap tingkat penguasaan kosakata yang rendah di kalangan siswa, bersamaan dengan kesalahan dan kelemahan yang teridentifikasi, seperti penggunaan huruf kosakata yang tidak tepat dalam menulis. Instrumen asesmen formatif yang dikembangkan terbukti efisien dan efektif dalam menggambarkan kemampuan siswa dalam pembelajaran bahasa Arab khususnya dalam penguasaan kosakata yang masih perlu ditingkatkan kedepannya. Wawasan yang diperoleh dari analisis asesmen formatif ini diharapkan dapat menjadi dasar untuk peningkatan pembelajaran bahasa Arab di masa depan, khususnya dalam meningkatkan penguasaan kosakata.

Kata Kunci : *Asesmen Formatif, Teka-teki Kata, Pembelajaran Bahasa Arab.*

Abstract: Formative assessment entails the systematic evaluation of instructional progress aimed at enhancing learning outcomes. This study aims to explore the process of developing formative assessment instruments using word puzzle and their application in Arabic language learning. Utilizing a blend of quantitative and qualitative methods, data collection was conducted through observations, interviews, and testing, with analysis employing both qualitative and quantitative approaches. Results indicate that the devised assessment tool exhibits strong content validity and alignment with the curriculum, proving efficient and effective in teaching. However, analysis reveals a prevalent low level of vocabulary proficiency among students, alongside identified errors and weaknesses, such as improper utilization of vocabulary letters in writing. The developed formative assessment instrument has proven to be efficient and effective in depicting students' proficiency in Arabic language learning, particularly in vocabulary mastery, which still needs improvement in the future. The insights garnered from this formative assessment analysis are anticipated to inform future enhancements in Arabic language learning, particularly in bolstering vocabulary mastery.

Keywords : *Formative Assessment, Crossword Puzzle, Arabic Learning.*

Introduction

Assessing learning outcomes is crucial in education, serving as an essential part of the learning process.¹ It provides educators with valuable insights into the effectiveness of their teaching methods, the level of student understanding, and the overall academic progress achieved across different educational settings. Through systematic evaluation of learning outcomes, educators can pinpoint both strengths and areas for improvement, guiding them in adapting instructional approaches to optimize student learning.²

Moreover, assessing learning results provides a comprehensive grasp of individual student advancement and the overall effectiveness of educational programs.³ This enables teachers to customize their teaching methods to cater to the various needs and learning preferences of students, thus fostering a more inclusive and supportive learning atmosphere.⁴ Additionally, through the analysis of assessment data, educators can identify any gaps in curriculum implementation or areas requiring additional assistance, empowering them to make well-informed decisions to optimize learning outcomes.⁵ Furthermore, evaluation acts as a mechanism for ensuring accountability, enabling educational stakeholders to assess the overall effectiveness of educational initiatives and allocate resources appropriately.⁶ Ultimately, by prioritizing the assessment of learning outcomes, educational institutions can continually refine their practices

¹ Zainal Arifin, *Evaluasi Pembelajaran* (Jakarta: Direktorat Jenderal Pendidikan Islam Kementerian Agama RI, 2012); Ibnu Rawandhy Hula, "EVALUASI DAN TES BAHASA ARAB: Tinjauan Teori," *Language Development Center* 12, no. 7 (December 9, 2021), <https://doi.org/10.31219/osf.io/uwt8x>; Muhammad Jundi, "مقارنة تحليل بنود الأسئلة," (masters, Universitas Islam Negeri Maulana Malik Ibrahim, 2023), <http://etheses.uin-malang.ac.id/60055/>.

² Asip Suryadi and Siti Husna, "ASESMEN DIAGNOSTIK MAKRO PERSIAPAN PENERAPAN KURIKULUM MERDEKA MTsN 28 JAKARTA," *JENTRE* 3, no. 2 (December 9, 2022): 74–89, <https://doi.org/10.38075/jen.v3i2.273>.

³ Renni Hasibuan and Muhammad Jundi, "Crafting Success: Creative Management Techniques for Darul Ulum Sipaho Islamic Boarding School's Arabic Language Learning Program Implementation," *Kitaba* 1, no. 3 (November 30, 2023): 135–46, <https://doi.org/10.18860/kitaba.v1i3.24218>.

⁴ Renni Hasibuan, Laily Fitriani, and Abdul Aziz, "Application of Jigsaw Strategy with Crossword Puzzle Media in Reading Skill Learning," *Al-Uslub: Journal of Arabic Linguistic and Literature* 7, no. 02 (July 8, 2023): 207–18, <https://doi.org/10.30631/al-uslub.v7i02.152>; Laura e Pinto, Stephanie Spares, and Laura Driscoll, *95 Strategies for Remodeling Instruction: Ideas for Incorporating CCSS* (Corwin Press, 2012).

⁵ Sedigheh Hajizadeh, Ahmed Rawdhan Salman, and Saman Ebadi, "Evaluating Language Learning Applications from EFL Learners' Perspectives: The Case of Mondly," June 5, 2023, <https://doi.org/10.21203/rs.3.rs-3011332/v1>; Renni Hasibuan, Ira Safira Haerullah, and Laily Fitriani, "Merdeka Curriculum Innovation for Arabic Learning in 5.0 Era," *International Conference on Law, Technology, Spirituality and Society (ICOLESS)* 3 (December 31, 2023): 402–10; Ubaid Ridho, "EVALUASI DALAM PEMBELAJARAN BAHASA ARAB," *An Nabighoh* 20, no. 01 (June 24, 2018): 19–26, <https://doi.org/10.32332/an-nabighoh.v20i01.1124>.

⁶ R. and T. R Ananda, *Pengantar Evaluasi Program Pendidikan* (Perdana Publishing, 2017).

and ensure the delivery of high-quality education that equips students with the knowledge and skills necessary for success in an ever-changing global landscape.⁷

In the domain of learning Arabic, there is a growing need for a reliable assessment tool, especially when it comes to evaluating students' understanding of vocabulary.⁸ As grasping vocabulary is crucial for language learning and skill improvement, the demand for a strong evaluation method is evident.⁹ This tool should effectively measure students' Arabic vocabulary knowledge, thus supporting their language learning process and improving Arabic learning quality.

In accordance with the Merdeka Curriculum, modern educational methods include three main assessment types: formative, summative, and diagnostic.¹⁰ Summative assessment evaluates student accomplishments. Diagnostic assessment plays a unique role in education by identifying learning challenges. Formative assessment, on the other hand, strives to enhance student achievement.¹¹

Formative assessment involves systematically evaluating educational progress to improve learning outcomes by gathering feedback during the teaching and learning process.¹² The implementation of formative assessment holds a crucial position and urgency in Arabic language

⁷ Ibadurrahman Ali et al., “تطبيق طريقة Hypnoteaching في تعليم قواعد اللغة العربية,” *Lahjatuna: Jurnal Pendidikan Bahasa Arab* 2, no. 2 (2023): 96–110, <https://doi.org/10.38073/lahjatuna.v2i2.1062>; Rennu Hasibuan, Dewi Chamidah, and Akhsan Akhsan, “TATHBIQU 'DADI BUNUDI AL-IKHTIBARI LI MAHARAH AL-ISTIMA' WA AL-KALAM,” *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 5, no. 1 (February 13, 2024): 15–30, <https://doi.org/10.35316/lahjah.v5i1.15-30>.

⁸ Muhammad Jundi, “Classical Test Theory in Analyzing Arabic Test Questions: A Descriptive Study on Item Analysis Research in Indonesia,” *ATHLA: Journal of Arabic Teaching, Linguistic and Literature* 4, no. 2 (December 2023), <https://doi.org/10.22515/athla.v4i2.7747>; Nabila Nabila and Muhammad Jundi, “Transformational-Generative Theory Perspective in Teaching The Four Language Skills of Arabic,” *Al-Fusha: Arabic Language Education Journal* 5, no. 2 (June 30, 2023): 72–81, <https://doi.org/10.36835/alfusha.v5i2.1193>.

⁹ Esraa Khalid Alobaydi et al., “Context-Aware Ubiquitous Arabic Vocabularies Learning System (U-Arabic): A Framework Design and Implementation,” in *2017 7th IEEE International Conference on Control System, Computing and Engineering (ICCSCE)*, 2017, 23–28, <https://doi.org/10.1109/ICCSCE.2017.8284373>; Mofareh Alqahtani, “The Importance of Vocabulary in Language Learning and How to Be Taught,” *International Journal of Teaching and Education* 3, no. 3 (2015): 21–34; Muhammad Jundi, “تصميم برنامج أندرويد لتعزيز إتقان المفردات لدى طلاب المدرسة العالية,” *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, no. 2 (July 31, 2023): 140–58, <https://doi.org/10.35316/lahjah.v4i2.140-158>; Sahrul Muhamad, Laily Fitriani, and Abdul Aziz, “Teams Games Tournament Method Assisted Quizizz Media in Mufradat Learning for Students of The Islamic Education Management Program,” *Insyirah: Jurnal Ilmu Bahasa Arab Dan Studi Islam* 6, no. 2 (December 28, 2023): 174–85, <https://doi.org/10.26555/insyirah.v6i2.9425>.

¹⁰ Fatmawati Fatmawati, Fahmi Yahya, and I. Made Sentaya, “PELATIHAN PELAKSANAAN ASESMEN DIAGNOSTIK, FORMATIF, DAN SUMATIF BERBANTUAN TIK UNTUK GURU-GURU PASRAMAN WIDYA DHARMA SUMBAWA,” *Jurnal Pendidikan Dan Pengabdian Masyarakat* 6, no. 3 (August 31, 2023): 154–61, <https://doi.org/10.29303/jppm.v6i3.5595>; Pusat Asesmen dan Pembelajaran, “Panduan Pembelajaran Dan Asesmen Jenjang Pendidikan Dasar Dan Menengah (SD/MI, SMP/MTs, SMA/SMK/MA)” (Balitbang dan Perbukuan, Kemdikbudristek, 2021), <https://repositori.kemdikbud.go.id/24921/>.

¹¹ Laxman Ghimire, “Assessment of the Policy,” in *Multilingualism in Education in Nepal*, 1st ed. (London: Routledge India, 2021), 23, <https://doi.org/10.4324/9781003159964>.

¹² Kadek Ayu Astiti, *Evaluasi Pembelajaran* (Yogyakarta: CV.Andi Offset, Andi Anggota IKAPI, 2017).hal.12

instruction. Given the intricacies of mastering Arabic, formative assessment serves as a vital tool to monitor students' progress and understanding throughout the learning process.¹³ Furthermore, in the context of Arabic language instruction, where proficiency is often assessed through complex linguistic tasks, formative assessment enables instructors to tailor their teaching strategies to meet the diverse needs of learners. Ultimately, the systematic implementation of formative assessment enhances the effectiveness of Arabic language instruction by fostering continuous improvement, personalized learning experiences, and ultimately, proficiency in the Arabic language.¹⁴

Previous studies have delved into implementation of formative assessment: formative assessment at the elementary level contributes significantly to academic achievements and the holistic growth of students, fostering critical thinking, self-reliance, and foundational research aptitude.¹⁵ Formative assessment contributes to students' autonomous motivation by enhancing their feelings of autonomy, competence, and relatedness. More perceived use of formative assessment is associated with more feelings of autonomy and competence, and more autonomous motivation.¹⁶ Teachers use various formative assessment methods, including self-assessment, peer-assessment, teacher-feedback, and varied assessment methods, to effectively assess junior high school students' reading comprehension in online learning.¹⁷ On the other hand, word puzzle usage proves effective in enhancing students' vocabulary in language learning.¹⁸ This suggests that instructional approaches involving interactive or game elements like word puzzles can serve as effective alternatives in improving students' vocabulary comprehension.

Based on the background and previous research outlined above, this study aims to explore the process of developing formative assessment instruments and their application in

¹³ Kadek Ayu Astiti.hal.12

¹⁴ Kadek Ayu Astiti.hal.12

¹⁵ N.Y. Priyatikina and N.A. Shornikova, "FORMATIVE ASSESSMENT AS A WAY TO INCREASE THE EDUCATIONAL OUTCOMES OF YOUNGER SCHOOLS," *Современные Проблемы Науки и Образования (Modern Problems of Science and Education)*, no. №1 2021 (2021): 33–33, <https://doi.org/10.17513/spno.30530>.

¹⁶ Martijn Leenknecht et al., "Formative Assessment as Practice: The Role of Students' Motivation," *Assessment & Evaluation in Higher Education* 46, no. 2 (February 17, 2021): 236–55, <https://doi.org/10.1080/02602938.2020.1765228>.

¹⁷ Putu Enik Kristiani, Ni Luh Putu Eka Sulistia Dewi, and Ni Putu Era Marsakawati, "Formative Assessment Practices in Online Learning for Assessing the Junior High School Students' Reading Comprehension," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 1 (June 10, 2022): 356–70, <https://doi.org/10.24256/ideas.v10i1.2665>.

¹⁸ Tira Nur Fitria, "The Effectiveness of Word Search Puzzles Game in Improving Student's Vocabulary," *Pioneer: Journal of Language and Literature* 15, no. 1 (June 30, 2023): 50–67, <https://doi.org/10.36841/pioneer.v15i1.2766>; Syaukani Syaukani and Intan Zulfira Pane, "THE EFFECT OF WORD FIND PUZZLE ON THE STUDENTS' VOCABULARY MASTERY," *VISION* 16, no. 2 (November 11, 2020), <https://doi.org/10.30829/vis.v16i2.811>; Upi Dahlia, "Online Crossword Puzzle on Young Learners Vocabulary Knowledge," *Journal of English Teaching and Linguistics Studies (JET Li)* 5, no. 1 (April 18, 2023): 20–25, <https://doi.org/10.55215/jetli.v5i1.6844>.

Arabic language learning. Unlike previous studies, which primarily focused on general formative assessment techniques, this research specifically investigates the use of word puzzles as a formative assessment tool in the context of Arabic language education. By addressing this gap in the literature, the study aims to contribute new insights to the field and advance our understanding of effective formative assessment practices in Arabic language education. Through rigorous empirical analysis and thoughtful interpretation of the results, this research endeavors to offer valuable insights and practical recommendations to educators seeking to improve Arabic language learning outcomes through innovative assessment strategies.

Method

The main aim of this study is to investigate the process of creating a formative assessment tool using word puzzles and evaluate its effectiveness in Arabic language learning at MTs. N. Batu. By focusing on this aspect, the research aims to provide valuable insights into the development and application of such an assessment tool. To thoroughly examine the development and use of the formative assessment tool, this study employs a quasi-qualitative research approach.¹⁹ Qualitative methods enable a deeper understanding of the intricate factors involved in designing and implementing educational tools, particularly in language learning contexts.²⁰

This study utilizes three primary methods for data collection: observation, interviews, and documentation, aiming to gather comprehensive and insightful information.²¹ Observations involve directly witnessing the application of the formative assessment tool in classrooms with 59 students, enabling researchers to understand how students engage with the tool and its impact on their learning. Additionally, interviews with Arabic language teachers offer deeper insights into their perspectives and experiences regarding the assessment tool's use, providing valuable qualitative data. Documentation, meanwhile, serves as an essential source for analyzing the outcomes of formative assessments, providing tangible evidence to evaluate the tool's effectiveness in assessing students' understanding of Arabic vocabulary.

¹⁹ Mudjia Rahardjo, *Tanya Jawab Metodologi Penelitian Kualitatif, Dari Postpositivistik Hingga Postkualitatif* (Mojokerto: Giri Prapanca Loka, 2023).

²⁰ Afifuddin and Beni Ahmad Saebani, *Metodologi Penelitian Kualitatif* (Bandung: Pustaka Setia, 2012); Moh Ainin, *Metodologi Penelitian Bahasa Arab* (Malang: Bintang Sejahtera, 2016).

²¹ Mudjia Rahardjo, "Metode pengumpulan data penelitian kualitatif," *Pascasarjana UIN Maulana Malik Ibrahim Malang*, 2011, <http://repository.uin-malang.ac.id/1123/>.

In this research, both qualitative and quantitative methods are employed for data analysis.²² Qualitatively, researchers use an interactive analysis approach from the initial data collection stages, allowing them to actively engage with the data, reflect on their findings continuously, and refine their understanding throughout the research process.²³ This method ensures rigor and reliability in the analysis while also promoting ongoing learning and improvement. On the other hand, quantitative analysis is used to analyze formative assessment results using descriptive statistics, providing numerical summaries and insights into student performance, which complement the qualitative findings and enhance overall understanding of the research phenomenon.

Result and Discussion

Formative assessment, as proposed by Scriven, entails the systematic evaluation of educational progress aimed at enhancing learning outcomes. The concept of formative assessment derives from the verb "to form," indicating the process of shaping or molding. Hence, formative assessment focuses on gauging students' development and proficiency following their engagement in educational activities. It serves as a means to gather feedback during the teaching and learning process, facilitating improvements in instructional methods and curriculum delivery. Formative assessments are administered periodically throughout the instructional period, encompassing the material covered during the course. These assessments, conducted while the educational program is ongoing, play a pivotal role in refining the teaching and learning experience. Additionally, formative assessment serves to monitor students' learning trajectories, offer constructive feedback, and pinpoint areas of weakness necessitating remediation. The evaluation encompasses various methods such as class projects, teacher input, written assignments, homework assignments, and informal interactions with students. Overall, formative assessment serves as a fundamental component in the educational journey, aiding in the continual improvement of student learning outcomes and instructional practices.²⁴

Formative assessment in teaching Arabic involves the systematic collection of data aimed at enhancing learners' comprehension of the studied competencies or educational materials. This

²² Darmiyati Darmiyati, "IMPLEMENTASI ASESMEN DIAGNOSTIK DALAM UPAYA MENINGKATKAN HASIL BELAJAR MATEMATIKA DI SD KOTA BANJARBARU KALIMANTAN SELATAN," *Jurnal Pendidikan Dan Kebudayaan* 13, no. 67 (July 10, 2007): 509–31, <https://doi.org/10.24832/jpnk.v13i67.376>.

²³ Rahardjo, *Tanya Jawab Metodologi Penelitian Kualitatif, Dari Postpositivistik Hingga Postkualitatif*, Sugiyono Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, Dan R&D*, Cet. 23 (Bandung: Alfabeta, 2016).

²⁴ Kadek Ayu Astiti, *Evaluasi Pembelajaran*.hal.12

process entails analyzing gathered information to inform decisions regarding the most effective educational strategies for fostering comprehensive understanding among students. Formative assessment, also known as *Assessment for Learning*, serves multiple purposes within the educational framework. Firstly, its primary objective is to enhance the learning process rather than merely²⁵ assessing students' proficiency levels, thereby aligning with criterion-referenced assessment principles. Secondly, it enables instructors to identify students' comprehension levels and areas²⁶ of weakness in the class content. Furthermore, formative tests provide valuable insights into students' learning progress, guiding instructional decisions on future content delivery. They focus on assessing specific topics to gauge students' overall understanding of the material and offer feedback to teachers for refining unsuccessful learning processes and implementing remedial interventions.²⁷

The function of formative assessments encompasses benefits for teachers, students, and the educational program itself. For teachers, the results of formative tests serve several purposes. Firstly, they provide insight into students' mastery of lesson materials, enabling instructors to decide whether topics need revisiting. Secondly, formative assessments reveal which areas of the material students have not yet grasped, allowing teachers to provide additional explanations or alternative teaching methods as needed. Finally, formative assessment results contribute to grading final assessments, as they offer insights into students' progress throughout smaller units of subject matter.

Formative assessments also offer numerous benefits for students. Firstly, they serve as indicators of students' comprehension and mastery of program materials. Secondly, formative tests help students track their progress and understand the hierarchical order of educational content in continuous learning settings. Thirdly, these assessments inform students about which areas they have mastered and which require further review, facilitating targeted self-study efforts. Lastly, formative assessments function as formative tools, helping students identify and address areas of difficulty within the studied material.

Furthermore, formative assessments yield benefits for the educational program itself. Analysis of formative test results allows program administrators to assess the program's alignment with students' abilities, identify any overlooked prerequisite knowledge, and evaluate

²⁵ Tim Pusat Penilaian Pendidikan., *Model Penilaian Formatif Pada Pembelajaran Abad Ke-21 Untuk Sekolah Dasar*. (Jakarta: Pusat Penilaian Pendidikan., 2019).

²⁶Zainal Arifin, *Evaluasi Pembelajaran* (jakarta: Direktorat Jendral Pendidikan Islam Kementerian Agama RI, 2012).hal 33

²⁷ Kadek Ayu Astiti, *Evaluasi Pembelajaran*.hal.12

the adequacy of resources, facilities, and instructional methods. Additionally, program evaluation based on formative assessment outcomes enables adjustments to be made to enhance learning outcomes and ensure alignment with program objectives.²⁸

There are four types of formative tests concerning their function and timing within the educational process. First, the Entry-behaviour test is administered prior to the commencement of an educational program to assess the existing knowledge and skills of students, serving as a baseline for the forthcoming teaching activities. Second, the Pretest is conducted at the outset of teaching to evaluate students' proficiency in the subject matter intended for instruction. Third, the Post-test is administered upon the completion of each teaching unit to assess students' acquisition of the educational content and skills covered during the instructional period. Lastly, the embedded test is conducted intermittently throughout the teaching process, immediately following a unit of instruction, to provide ongoing feedback on students' progress and understanding, thus serving as a valuable formative assessment tool.²⁹

Development of Formative Assessment Instrument Using Word Puzzle

Developing a language assessment tool involves a series of crucial steps aimed at ensuring its validity and reliability. This method provides a structured framework for creating test instruments, ensuring adherence to established standards. Additionally, considering the proficiency levels of the target language is essential, as emphasized in.³⁰ Raising awareness among researchers about the importance of documenting and controlling for participants' proficiency helps establish robust proficiency assessment criteria. Moreover, the validation process plays a crucial role in ensuring the instrument's reliability. Pinheiro et al. emphasized the significance of validation through expert review and practical application, involving input from linguists and language specialists.³¹ This thorough validation process enhances the overall quality and credibility of the language assessment tool.

The creation of the formative assessment tool begins with analyzing the study materials. This assessment is designed to enhance student performance, so the content examined to generate questions in the assessment tool includes current study materials and recently covered

²⁸ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi 3* (Jakarta: PT Bumi Aksara, 2018).hal. 52

²⁹ Ngalim Purwanto, *Prinsip-Prinsip Dan Teknik Evaluasi Pengajaran* (Bandung: PT Remaja Rosdakarya, 2002).

³⁰ Annie Tremblay, "PROFICIENCY ASSESSMENT STANDARDS IN SECOND LANGUAGE ACQUISITION RESEARCH: 'Clozing' the Gap," *Studies in Second Language Acquisition* 33, no. 3 (September 2011): 339–72, <https://doi.org/10.1017/S0272263111000015>.

³¹ Lorena Adami da Cruz Pinheiro, Anilton Pinheiro da Silva, and Simone Rocha de Vasconcellos Hage, "Morphosyntactic Evaluation Protocol (MEP): Validation of Content," *CoDAS* 32 (November 20, 2020): e20190148, <https://doi.org/10.1590/2317-1782/20202019148>.

topics. The chosen materials for the assessment tool align with the existing competencies and learning objectives, similar to the formative assessment's development process.³² Next, the questions are crafted into word puzzles, which are manually produced using Microsoft Word. Each question is presented horizontally, with a single letter clue provided in each answer column.

The researcher chose word puzzles as a media for designing formative assessment because there have been numerous studies showing positive evidence regarding its utilization, particularly in Arabic language learning.³³ Utilized as an instructional tool, word puzzles have demonstrated significant positive impacts on Arabic language learning. In vocabulary acquisition, word puzzles contribute to enhancing students' mastery of vocabulary.³⁴ Additionally, they serve as a suitable active learning strategy for Arabic language instruction, boosting motivation, improving focus, and offering an enjoyable, game-like learning experience for students.³⁵ Additionally, formative assessment at the elementary level contributes significantly to academic achievements and the holistic growth of students, fostering critical thinking, self-reliance, and foundational research aptitude.³⁶

After the creation of the instrument, it is passed to the Arabic language teacher for evaluation to ensure it aligns with the taught material. Moreover, peer researchers also assess the instrument. Hence, it is anticipated that the tool is valid and aligned with the curriculum. In some cases, especially in research and development (R&D), the designed tool is then reviewed by

³² Muhammad Zikran Adam et al., "Studi Komparatif Kompetensi Dasar KMA 183 Dan KMA 164 Pada Mata Pelajaran Bahasa Arab Kelas VII MTs Pada Kompetensi Ranah Kognitif," *Assutbur: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (July 2023), <https://doi.org/10.58194/as.v2i1.262>; Ibadurrahman Ali et al., "Implementasi KMA 183 Dalam Penyajian Materi Bahasa Arab Berbasis E-Learning Di MAN 1 Kabupaten Gorontalo," *PIWULANG Jurnal Pendidikan Agama Islam* 4, no. 2 (2022), <https://doi.org/10.32478/piwulang.v4i2.969>; Muhammad Jundi and Najamudin Petta Solong, "Conformity Analysis of Arabic Basic Competencies and Indicators in KMA 183," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (January 28, 2021): 61–70, <https://doi.org/10.30997/tjpb.v2i1.3642>.

³³ Renni Hasibuan and Laily Fitriani, "Innovative Approach to Reading Skill Development: Jigsaw Strategy and Crossword Puzzle Media," *Journal of Arabic Language Learning and Teaching (JALLT)* 1, no. 2 (December 12, 2023), <https://doi.org/10.23971/jallt.v1i2.98>; Apri Wardana Ritonga et al., "Crossword Puzzle as a Learning Media during the Covid-19 Pandemic: HOTS, MOTS or LOTS?," *Journal of Physics: Conference Series* 1933, no. 1 (June 2021): 012126, <https://doi.org/10.1088/1742-6596/1933/1/012126>; Peyman Zamani, Somayeh Biparva Haghighi, and Majid Ravanbakhsh, "The Use of Crossword Puzzles as an Educational Tool," *Journal of Advances in Medical Education & Professionalism* 9, no. 2 (2021): 102–102.

³⁴ Siti Naharul Maskanah et al., "Development Of Educational Crossword Puzzle Games In Arabic Vocabulary Learning For Madrasah Aliyah Students," *Jurnal Al-Maqayis* 10, no. 1 (May 15, 2023): 22–35, <https://doi.org/10.18592/jams.v10i1.5999>; Mutia Khaira, "The Effectiveness of Crossword Puzzle in Improving Mufradat Skills," *Tamvir Arabiyyah: Arabic As Foreign Language Journal* 1, no. 2 (December 10, 2021): 55–62, <https://doi.org/10.31869/afj.v1i2.2864>.

³⁵ Taufikin Taufikin, "Strategi Pembelajaran Aktif Crossword Puzzle Sebagai Permainan Dalam Pembelajaran Bahasa Arab" 10 (2018), <https://doi.org/10.21043/arabia.v9i1.2441>.

³⁶ Priyatkina and Shornikova, "FORMATIVE ASSESSMENT AS A WAY TO INCREASE THE EDUCATIONAL OUTCOMES OF YOUNGER SCHOOLS."

relevant experts in the field to gather qualitative feedback.³⁷ This process aims to gather assessments and insights from knowledgeable professionals, facilitating valuable analysis. Additionally, apart from qualitative examination of the assessment questions, quantitative analysis can also be conducted.

Utilizing Formative Assessment Instruments with Word Puzzle

Implementing formative assessments requires teachers to follow specific steps closely linked with the learning journey. Formative assessment comprises three main stages. Firstly, teachers gather information by collecting evidence of students' competency mastery using diverse techniques tailored to different domains such as behavior, knowledge, or skills.³⁸ Once the assessment tool is prepared, the subsequent step involves its implementation during formative assessment sessions. Students receive the assessment in the form of answer sheets where they provide direct responses. Throughout this process, observations are conducted to evaluate the practicality of the developed formative assessment instrument.³⁹

The process of implementing formative assessments in classrooms typically begins with the teacher introducing the activity. Instead of explicitly stating it as an assessment, the teacher informs students that they will be given a word puzzle related to the previous lessons. The teacher then hands out the puzzles and explains how to fill them out, giving an example. Clear guidelines are provided to prevent cheating. After completing the puzzles, the teacher collects them and reviews the answers while revisiting the related material. Feedback on the puzzle completion is given to the students, followed by a review of the previous material before starting the new lesson.

In the second phase of formative assessment, the collected data undergoes swift processing and interpretation to gauge students' overall proficiency in the assessed skills.⁴⁰ The results of the formative evaluation showed that the average score obtained was only 57.17 out of 59 participants. This outcome suggests a relatively low level of achievement, falling short of the designated proficiency standard set at 70. Only 6 participants, or approximately 10.34% of the total, managed to exceed the specified standard threshold. These findings indicate that a significant portion of the participants, about 89.66% comprising 53 students, still exhibit a somewhat fragile understanding of the previously covered material.

³⁷ Camila Lovendra and Aisiah Aisiah, "Pengembangan Instrumen Asesmen Diagnostik Kognitif Pembelajaran Sejarah," *Jurnal Kronologi* 5, no. 4 (December 22, 2023): 44–55, <https://doi.org/10.24036/jk.v5i4.764>.

³⁸ Ade Hera Adinda et al., "Penilaian Sumatif Dan Penilaian Formatif Pembelajaran Online," *Report Of Biology Education* 2, no. 1 (2021): 1–10.

³⁹ Lovendra and Aisiah, "Pengembangan Instrumen Asesmen Diagnostik Kognitif Pembelajaran Sejarah."

⁴⁰ Adinda et al., "Penilaian Sumatif Dan Penilaian Formatif Pembelajaran Online."

Upon analyzing the collected data, the subsequent step involves devising follow-up actions. Based on the assessment results' interpretation, instructors take steps by delivering feedback to students regarding their proficiency levels and addressing areas of confusion, thereby guiding future learning endeavors.⁴¹ In the context of this study, planning follow-up actions falls outside the research scope; thus, the study's findings serve as a resource for instructors in decision-making and formulating follow-up strategies.⁴² Instructors will employ the assessment outcomes to customize instruction to each student's comprehension level as determined by the assessments conducted.⁴³ They can also offer guidance to students with initial below-average comprehension levels and decide on areas requiring improvement. Adapting instruction to cater to individual student needs is paramount for achieving optimal learning results.⁴⁴ Consequently, there is a pressing need for the development of more innovative and adaptive learning approaches that incorporate technology, interactive techniques, captivating media, and personalized methodologies.⁴⁵ Considering vocabulary is crucial for language learning and skill improvement.⁴⁶

⁴¹ Adinda et al.

⁴² Leanne R. Ketterlin-Geller et al., "Considerations for Using Mathematical Learning Progressions to Design Diagnostic Assessments," *Measurement: Interdisciplinary Research and Perspectives* 17, no. 1 (January 2, 2019): 1–22, <https://doi.org/10.1080/15366367.2018.1479087>.

⁴³ Ary Forniawan and Dwi Retno Wati, "Analisis Dan Tindak Lanjut Hasil Asesmen Diagnostik Kognitif Mata Pelajaran Ilmu Pengetahuan Alam Dan Sosial Sekolah Dasar," *Al Jahiz: Journal of Biology Education Research* 4, no. 2 (January 10, 2024), <https://doi.org/10.32332/al-jahiz.v4i2.7962>.

⁴⁴ Laine Bradshaw and Roy Levy, "Interpreting Probabilistic Classifications From Diagnostic Psychometric Models," *Educational Measurement: Issues and Practice* 38, no. 2 (2019): 79–88, <https://doi.org/10.1111/emip.12247>; Justin Paulsen and Dubravka Svetina Valdivia, "Examining Cognitive Diagnostic Modeling in Classroom Assessment Conditions," *The Journal of Experimental Education* 90, no. 4 (July 13, 2022): 916–33, <https://doi.org/10.1080/00220973.2021.1891008>; Pingky Sukma Melati, "Implementasi Kurikulum Merdeka Belajar Pada Sekolah Dasar Mempengaruhi Pada Hasil Evaluasi Belajar Peserta Didik," *Proceedings Series of Educational Studies*, May 27, 2023, <https://doi.org/10.17977/um083.7893>; Xudong Zhu and Jing Liu, "Education in and After Covid-19: Immediate Responses and Long-Term Visions," *Postdigital Science and Education* 2, no. 3 (2020): 695–99, <https://doi.org/10.1007/s42438-020-00126-3>.

⁴⁵ Muhammad Amirul Amin, Renni Hasibuan, and Muhammad Jundi, "Optimizing Student's Reading Skill: An Experimental Study on The Influence of Comic Media on Arabic Language Learning," *El-Mahara* 1, no. 2 (December 29, 2023): 55–68, <https://doi.org/10.62086/ej.v1i2.500>; Renni Hasibuan and Muhammad Jundi, "إدارة البيئة العربية: تحليل تنفيذ الترغيب والترهيب في معهد دار العلوم الإسلامية الحديثة سيهاو," *Islamic Manuscript of Linguistics and Humanity* 5, no. 2 (December 13, 2023): 76–95; Anwar Habibi Siregar, Renni Hasibuan, and Muhammad Jundi, "Exploring the Characteristics of Arabic Learning Content on Tiktok and Instagram: A Qualitative Analysis," *INTERNATIONAL CONFERENCE ON EDUCATIONAL THEORIES, PRACTICES, AND RESEARCH* 1, no. 01 (October 18, 2023): 11–27; Jundi, "Tashmim Barnamaj Android Li Ta'ziz Itqan al-Mufradat Lada Thullab al-Madrasah al-'Aliyah."

⁴⁶ Muhammad Jundi and Renni Hasibuan, "Enhancing Arabic Language Proficiency among Students: A Case Study of Language Matriculation Strategies at Al-Hasyimiyah Darul Ulum Sipaho Islamic Boarding School," *Kilmatuna: Journal Of Arabic Education* 3, no. 2 (October 31, 2023): 114–29, <https://doi.org/10.55352/pba.v3i2.619>; Jundi, "Tashmim Barnamaj Android Li Ta'ziz Itqan al-Mufradat Lada Thullab al-Madrasah al-'Aliyah"; Muhammad Jundi et al., "Students Association Involvement in Arabic Matriculation Program for New Students," *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 4, no. 1 (April 28, 2022), <https://doi.org/10.47435/naskhi.v4i1.798>; Muhammad Jundi and Mohommed Ali, "Assessing The Classroom Learning in Arabic Matriculation Program: Tutor and Student Perspective," *Jurnal Al-Maqayis* 10, no. 2 (November 29, 2023): 21–36; Suleman D. Kadir, Renni

Conclusion

From the presentation and discussion of the findings, two primary conclusions emerge. Firstly, the development of the formative assessment tool begins with a thorough analysis of the material to ensure alignment with learning objectives and content. Collaboration with subject teachers and colleagues enhances the instrument's validity and alignment. Secondly, the implementation of formative assessments using word puzzles in the classroom requires careful introduction and administration by the teacher. Integrating the assessment seamlessly into lessons allows teachers to effectively assess students' comprehension and provide specific feedback for improvement. The results of the formative assessment indicate a concerning pattern of low achievement among participants, with only a minority meeting proficiency standards. Common vocabulary application errors, such as incorrect letter writing, highlight areas for improvement in Arabic language learning. Moving forward, teachers can use these findings to customize instruction and provide targeted support to address individual student needs, ultimately improving learning outcomes. The use of formative assessment results emphasizes the importance of personalized instruction in optimizing student learning experiences and academic success in educational settings.

Bibliography

- Adam, Muhammad Zikran, Muhammad Jundi, Ibadurrahman Ali, Siti Aliyya Laubaha, and Suleman D. Kadir. "Studi Komparatif Kompetensi Dasar KMA 183 Dan KMA 164 Pada Mata Pelajaran Bahasa Arab Kelas VII MTs Pada Kompetensi Ranah Kognitif." *Assuthur: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (July 2023). <https://doi.org/10.58194/as.v2i1.262>.
- Adinda, Ade Hera, Hossiana Ekklesia Siahaan, Inas Fawaz Raihani, Naurah Aprida, Niken Fitri, and Ade Suryanda. "Penilaian Sumatif Dan Penilaian Formatif Pembelajaran Online." *Report Of Biology Education* 2, no. 1 (2021): 1–10.
- Afifuddin, and Beni Ahmad Saebani. *Metodologi Penelitian Kualitatif*. Bandung: Pustaka Setia, 2012.
- Ainin, Moh. *Metodologi Penelitian Bahasa Arab*. Malang: Bintang Sejahtera, 2016.
- Ali, Ibadurrahman, Laily Fitriani, Rennu Hasibuan, and Nandalawi. "في تعليم قواعد اللغة العربية." *Hypnoteaching تطبيق طريقة*. *Lahjatuna: Jurnal Pendidikan Bahasa Arab* 2, no. 2 (2023): 96–110. <https://doi.org/10.38073/lahjatuna.v2i2.1062>.
- Ali, Ibadurrahman, Muhammad Jundi, Muhammad Zikran Adam, Siti Aliyya Laubaha, and Suleman D. Kadir. "Implementasi KMA 183 Dalam Penyajian Materi Bahasa Arab Berbasis E-Learning Di MAN 1 Kabupaten Gorontalo." *PIWULANG Jurnal Pendidikan Agama Islam* 4, no. 2 (2022). <https://doi.org/10.32478/piwulang.v4i2.969>.
- Alobaydi, Esraa Khalid, Rayan Yousif Alkhayat, Muhammad Rafie Mohd. Arshad, and Essia Ries Ahmed. "Context-Aware Ubiquitous Arabic Vocabularies Learning System (U-Arabic): A

Hasibuan, and Muhammad Jundi, "Probing the Fusion of Arabic and Gorontalo Dialect in the Daily Linguistic Landscape of Students at Al-Falah Islamic Boarding School," *Kitabina: Jurnal Bahasa & Sastra Arab* 4, no. 02 (December 8, 2023): 34–46, <https://doi.org/10.2345/kitabina.v4i02.20255>.

- Framework Design and Implementation.” In *2017 7th IEEE International Conference on Control System, Computing and Engineering (ICCSCE)*, 23–28, 2017. <https://doi.org/10.1109/ICCSCE.2017.8284373>.
- Alqahtani, Mofareh. “The Importance of Vocabulary in Language Learning and How to Be Taught.” *International Journal of Teaching and Education* 3, no. 3 (2015): 21–34.
- Amin, Muhammad Amirul, Renni Hasibuan, and Muhammad Jundi. “Optimizing Student’s Reading Skill: An Experimental Study on The Influence of Comic Media on Arabic Language Learning.” *El-Mahara* 1, no. 2 (December 29, 2023): 55–68. <https://doi.org/10.62086/ej.v1i2.500>.
- Ananda, R. and T. R. *Pengantar Evaluasi Program Pendidikan*. Perdana Publishing, 2017.
- Arifin, Zainal. *Evaluasi Pembelajaran*. Jakarta: Direktorat Jenderal Pendidikan Islam Kementerian Agama RI, 2012.
- Bradshaw, Laine, and Roy Levy. “Interpreting Probabilistic Classifications From Diagnostic Psychometric Models.” *Educational Measurement: Issues and Practice* 38, no. 2 (2019): 79–88. <https://doi.org/10.1111/emip.12247>.
- Dahlia, Upi. “Online Crossword Puzzle on Young Learners Vocabulary Knowledge.” *Journal of English Teaching and Linguistics Studies (JET Li)* 5, no. 1 (April 18, 2023): 20–25. <https://doi.org/10.55215/jetli.v5i1.6844>.
- Darmiyati, Darmiyati. “IMPLEMENTASI ASESMEN DIAGNOSTIK DALAM UPAYA MENINGKATKAN HASIL BELAJAR MATEMATIKA DI SD KOTA BANJARBARU KALIMANTAN SELATAN.” *Jurnal Pendidikan Dan Kebudayaan* 13, no. 67 (July 10, 2007): 509–31. <https://doi.org/10.24832/jpnk.v13i67.376>.
- Fatmawati, Fatmawati, Fahmi Yahya, and I. Made Sentaya. “PELATIHAN PELAKSANAAN ASESMEN DIAGNOSTIK, FORMATIF, DAN SUMATIF BERBANTUAN TIK UNTUK GURU-GURU PASRAMAN WIDYA DHARMA SUMBAWA.” *Jurnal Pendidikan Dan Pengabdian Masyarakat* 6, no. 3 (August 31, 2023): 154–61. <https://doi.org/10.29303/jppm.v6i3.5595>.
- Fitria, Tira Nur. “The Effectiveness of Word Search Puzzles Game in Improving Student’s Vocabulary.” *Pioneer: Journal of Language and Literature* 15, no. 1 (June 30, 2023): 50–67. <https://doi.org/10.36841/pioneer.v15i1.2766>.
- Forniawan, Ary, and Dwi Retno Wati. “Analisis Dan Tindak Lanjut Hasil Asesmen Diagnostik Kognitif Mata Pelajaran Ilmu Pengetahuan Alam Dan Sosial Sekolah Dasar.” *Al Jahiz: Journal of Biology Education Research* 4, no. 2 (January 10, 2024). <https://doi.org/10.32332/al-jahiz.v4i2.7962>.
- Ghimire, Laxman. “Assessment of the Policy.” In *Multilingualism in Education in Nepal*, 1st ed., 23. London: Routledge India, 2021. <https://doi.org/10.4324/9781003159964>.
- Hajizadeh, Sedigheh, Ahmed Rawdhan Salman, and Saman Ebadi. “Evaluating Language Learning Applications from EFL Learners’ Perspectives: The Case of Mondly,” June 5, 2023. <https://doi.org/10.21203/rs.3.rs-3011332/v1>.
- Hasibuan, Renni, Dewi Chamidah, and Akhsan Akhsan. “TATHBIQU P’DADI BUNUDI AL- IKHTIBARI LI MAHARAH AL-ISTIMA’ WA AL-KALAM.” *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 5, no. 1 (February 13, 2024): 15–30. <https://doi.org/10.35316/lahjah.v5i1.15-30>.
- Hasibuan, Renni, and Laily Fitriani. “Innovative Approach to Reading Skill Development: Jigsaw Strategy and Crossword Puzzle Media.” *Journal of Arabic Language Learning and Teaching (JALLT)* 1, no. 2 (December 12, 2023). <https://doi.org/10.23971/jallt.v1i2.98>.
- Hasibuan, Renni, Laily Fitriani, and Abdul Aziz. “Application of Jigsaw Strategy with Crossword Puzzle Media in Reading Skill Learning.” *Al-Uslub: Journal of Arabic Linguistic and Literature* 7, no. 02 (July 8, 2023): 207–18. <https://doi.org/10.30631/al-uslub.v7i02.152>.

- Hasibuan, Renni, Ira Safira Haerullah, and Laily Fitriani. "Merdeka Curriculum Innovation for Arabic Learning in 5.0 Era." *International Conference on Law, Technology, Spirituality and Society (ICOLESS)* 3 (December 31, 2023): 402–10.
- Hasibuan, Renni, and Muhammad Jundi. "Crafting Success: Creative Management Techniques for Darul Ulum Sipaho Islamic Boarding School's Arabic Language Learning Program Implementation." *Kitaba* 1, no. 3 (November 30, 2023): 135–46. <https://doi.org/10.18860/kitaba.v1i3.24218>.
- . "إدارة البيئة العربية: تحليل تنفيذ الترغيب والترهيب في معهد دار العلوم الإسلامية الحديثة سيهاو." *Islamic Manuscript of Linguistics and Humanity* 5, no. 2 (December 13, 2023): 76–95.
- Hula, Ibnu Rawandhy. "EVALUASI DAN TES BAHASA ARAB: Tinjauan Teori." *Language Development Center* 12, no. 7 (December 9, 2021). <https://doi.org/10.31219/osf.io/uwt8x>.
- Jundi, Muhammad. "Classical Test Theory in Analyzing Arabic Test Questions: A Descriptive Study on Item Analysis Research in Indonesia." *ATHLA: Journal of Arabic Teaching, Linguistic and Literature* 4, no. 2 (December 2023). <https://doi.org/10.22515/athla.v4i2.7747>.
- . "تصميم برنامج أندرويد لتعزيز إتقان المفردات لدى طلاب المدرسة العالية." *Lahjah Arabiyah: Jurnal Babasa Arab Dan Pendidikan Babasa Arab* 4, no. 2 (July 31, 2023): 140–58. <https://doi.org/10.35316/lahjah.v4i2.140-158>.
- . مقارنة تحليل بنود الأسئلة باستخدام نظرية الاختبار التقليدية ونظرية استجابة البنود لدرس اللغة العربية في المدرسة المتوسطة الإسلامية "الحكومية باتو Masters, Universitas Islam Negeri Maulana Malik Ibrahim, 2023. <http://etheses.uin-malang.ac.id/60055/>.
- Jundi, Muhammad, Muhammad Zikran Adam, Ibadurrahman Ali, Suleman D. Kadir, and Siti Aliyya Laubaha. "Students Association Involvement in Arabic Matriculation Program for New Students." *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Babasa Arab* 4, no. 1 (April 28, 2022). <https://doi.org/10.47435/naskhi.v4i1.798>.
- Jundi, Muhammad, and Mohommed Ali. "Assessing The Classroom Learning in Arabic Matriculation Program: Tutor and Student Perspective." *Jurnal Al-Maqayis* 10, no. 2 (November 29, 2023): 21–36.
- Jundi, Muhammad, and Renni Hasibuan. "Enhancing Arabic Language Proficiency among Students: A Case Study of Language Matriculation Strategies at Al-Hasyimiyah Darul Ulum Sipaho Islamic Boarding School." *Kilmatus: Journal Of Arabic Education* 3, no. 2 (October 31, 2023): 114–29. <https://doi.org/10.55352/pba.v3i2.619>.
- Jundi, Muhammad, and Najamudin Petta Solong. "Conformity Analysis of Arabic Basic Competencies and Indicators in KMA 183." *Tatsqifiy: Jurnal Pendidikan Babasa Arab* 2, no. 1 (January 28, 2021): 61–70. <https://doi.org/10.30997/tjpb.v2i1.3642>.
- Kadek Ayu Astiti. *Evaluasi Pembelajaran*. Yogyakarta: CV.Andi Offset, Andi Anggota IKAPI, 2017.
- Kadir, Suleman D., Renni Hasibuan, and Muhammad Jundi. "Probing the Fusion of Arabic and Gorontalo Dialect in the Daily Linguistic Landscape of Students at Al-Falah Islamic Boarding School." *Kitabina: Jurnal Babasa ة Sastra Arab* 4, no. 02 (December 8, 2023): 34–46. <https://doi.org/10.2345/kitabina.v4i02.20255>.
- Ketterlin-Geller, Leanne R., Pooja Shivraj, Deni Basaraba, and Paul Yovanoff. "Considerations for Using Mathematical Learning Progressions to Design Diagnostic Assessments." *Measurement: Interdisciplinary Research and Perspectives* 17, no. 1 (January 2, 2019): 1–22. <https://doi.org/10.1080/15366367.2018.1479087>.
- Khaira, Mutia. "The Effectiveness of Crossword Puzzle in Improving Mufradat Skills." *Tanwir Arabiyah: Arabic As Foreign Language Journal* 1, no. 2 (December 10, 2021): 55–62. <https://doi.org/10.31869/aflj.v1i2.2864>.

- Kristiani, Putu Enik, Ni Luh Putu Eka Sulistia Dewi, and Ni Putu Era Marsakawati. "Formative Assessment Practices in Online Learning for Assessing the Junior High School Students' Reading Comprehension." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 1 (June 10, 2022): 356–70. <https://doi.org/10.24256/ideas.v10i1.2665>.
- Leenknecht, Martijn, Lisette Wijnia, Martine Köhler, Luke Fryer, Remy Rikers, and Sofie Loyens. "Formative Assessment as Practice: The Role of Students' Motivation." *Assessment & Evaluation in Higher Education* 46, no. 2 (February 17, 2021): 236–55. <https://doi.org/10.1080/02602938.2020.1765228>.
- Lovendra, Camila, and Aisiah Aisiah. "Pengembangan Instrumen Asesmen Diagnostik Kognitif Pembelajaran Sejarah." *Jurnal Kronologi* 5, no. 4 (December 22, 2023): 44–55. <https://doi.org/10.24036/jk.v5i4.764>.
- Maskanah, Siti Naharul, Jepri Nugrawiyati, Lailatul Qomariyah, Wildan Nafi'i, Dahlina Dahlina, and Faishol Mahmud Adam Ibrahim. "Development Of Educational Crossword Puzzle Games In Arabic Vocabulary Learning For Madrasah Aliyah Students." *Jurnal Al-Maqayis* 10, no. 1 (May 15, 2023): 22–35. <https://doi.org/10.18592/jams.v10i1.5999>.
- Melati, Pingky Sukma. "Implementasi Kurikulum Merdeka Belajar Pada Sekolah Dasar Mempengaruhi Pada Hasil Evaluasi Belajar Peserta Didik." *Proceedings Series of Educational Studies*, May 27, 2023. <https://doi.org/10.17977/um083.7893>.
- Muhamad, Sahrul, Laily Fitriani, and Abdul Aziz. "Teams Games Tournament Method Assisted Quizizz Media in Mufradat Learning for Students of The Islamic Education Management Program." *Insyirah: Jurnal Ilmu Bahasa Arab Dan Studi Islam* 6, no. 2 (December 28, 2023): 174–85. <https://doi.org/10.26555/insyirah.v6i2.9425>.
- Nabila, Nabila, and Muhammad Jundi. "Transformational-Generative Theory Perspective in Teaching The Four Language Skills of Arabic." *Al-Fusha: Arabic Language Education Journal* 5, no. 2 (June 30, 2023): 72–81. <https://doi.org/10.36835/alfusha.v5i2.1193>.
- Ngalim Purwanto. *Prinsip-Prinsip Dan Teknik Evaluasi Pengajaran*. Bandung: PT Remaja Rosdakarya, 2002.
- Paulsen, Justin, and Dubravka Svetina Valdivia. "Examining Cognitive Diagnostic Modeling in Classroom Assessment Conditions." *The Journal of Experimental Education* 90, no. 4 (July 13, 2022): 916–33. <https://doi.org/10.1080/00220973.2021.1891008>.
- Pinheiro, Lorena Adami da Cruz, Anilton Pinheiro da Silva, and Simone Rocha de Vasconcellos Hage. "Morphosyntactic Evaluation Protocol (MEP): Validation of Content." *CoDAS* 32 (November 20, 2020): e20190148. <https://doi.org/10.1590/2317-1782/20202019148>.
- Pinto, Laura e, Stephanie Spares, and Laura Driscoll. *95 Strategies for Remodeling Instruction: Ideas for Incorporating CCSS*. Corwin Press, 2012.
- Priyatkina, N.Y., and N.A. Shornikova. "FORMATIVE ASSESSMENT AS A WAY TO INCREASE THE EDUCATIONAL OUTCOMES OF YOUNGER SCHOOLS." *Современные Проблемы Науки и Образования (Modern Problems of Science and Education)*, no. №1 2021 (2021): 33–33. <https://doi.org/10.17513/spno.30530>.
- Pusat Asesmen dan Pembelajaran. "Panduan Pembelajaran Dan Asesmen Jenjang Pendidikan Dasar Dan Menengah (SD/MI, SMP/MTs, SMA/SMK/MA)." Balitbang dan Perbukuan, Kemdikbudristek, 2021. <https://repositori.kemdikbud.go.id/24921/>.
- Rahardjo, Mudjia. "Metode pengumpulan data penelitian kualitatif." *Pascasarjana UIN Maulana Malik Ibrahim Malang*, 2011. <http://repository.uin-malang.ac.id/1123/>.
- . *Tanya Jawab Metodologi Penelitian Kualitatif, Dari Postpositivistik Hingga Postkualitatif*. Mojokerto: Giri Prapanca Loka, 2023.
- Ridho, Ubaid. "EVALUASI DALAM PEMBELAJARAN BAHASA ARAB." *An Nabighoh* 20, no. 01 (June 24, 2018): 19–26. <https://doi.org/10.32332/an-nabighoh.v20i01.1124>.

- Ritonga, Apri Wardana, Mahyudin Ritonga, Vini Wela Septiana, and Mahmud. "Crossword Puzzle as a Learning Media during the Covid-19 Pandemic: HOTS, MOTS or LOTS?" *Journal of Physics: Conference Series* 1933, no. 1 (June 2021): 012126. <https://doi.org/10.1088/1742-6596/1933/1/012126>.
- Siregar, Anwar Habibi, Rennu Hasibuan, and Muhammad Jundi. "Exploring the Characteristics of Arabic Learning Content on Tiktok and Instagram: A Qualitative Analysis." *INTERNATIONAL CONFERENCE ON EDUCATIONAL THEORIES, PRACTICES, AND RESEARCH* 1, no. 01 (October 18, 2023): 11–27.
- Sugiyono, Sugiyono. *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, Dan R&D*. Cet. 23. Bandung: Alfabeta, 2016.
- Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan, Edisi 3*. Jakarta: PT Bumi Aksara, 2018.
- Suryadi, Asip, and Siti Husna. "ASESMEN DIAGNOSTIK MAKRO PERSIAPAN PENERAPAN KURIKULUM MERDEKA MTsN 28 JAKARTA." *JENTRE* 3, no. 2 (December 9, 2022): 74–89. <https://doi.org/10.38075/jen.v3i2.273>.
- Syaukani, Syaukani, and Intan Zulfira Pane. "THE EFFECT OF WORD FIND PUZZLE ON THE STUDENTS' VOCABULARY MASTERY." *VISION* 16, no. 2 (November 11, 2020). <https://doi.org/10.30829/vis.v16i2.811>.
- Taufikin, Taufikin. "Strategi Pembelajaran Aktif Crossword Puzzle Sebagai Permainan Dalam Pembelajaran Bahasa Arab" 10 (2018). <https://doi.org/10.21043/arabia.v9i1.2441>.
- Tim Pusat Penilaian Pendidikan. *Model Penilaian Formatif Pada Pembelajaran Abad Ke-21 Untuk Sekolah Dasar*. Jakarta: Pusat Penilaian Pendidikan., 2019.
- Tremblay, Annie. "PROFICIENCY ASSESSMENT STANDARDS IN SECOND LANGUAGE ACQUISITION RESEARCH: 'Clozing' the Gap." *Studies in Second Language Acquisition* 33, no. 3 (September 2011): 339–72. <https://doi.org/10.1017/S0272263111000015>.
- Zainal Arifin. *Evaluasi Pembelajaran*. Jakarta: Direktorat Jendral Pendidikan Islam Kementerian Agama RI, 2012.
- Zamani, Peyman, Somayeh Biparva Haghghi, and Majid Ravanbakhsh. "The Use of Crossword Puzzles as an Educational Tool." *Journal of Advances in Medical Education & Professionalism* 9, no. 2 (2021): 102–102.
- Zhu, Xudong, and Jing Liu. "Education in and After Covid-19: Immediate Responses and Long-Term Visions." *Postdigital Science and Education* 2, no. 3 (2020): 695–99. <https://doi.org/10.1007/s42438-020-00126-3>.