

Developing Assessment Tools Based on Humanistic Approach to Improve Arabic Vocabulary

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Abstract. This research study investigates the development of assessment tools rooted in a humanistic approach to enhance Arabic vocabulary acquisition. Recognizing the important function of vocabulary in language proficiency, this study seeks to address the need for innovative assessment methods that align with student-centered learning and foster a deeper engagement with the Arabic language. The research aims to design and create assessment tools that are consistent with the principles of the humanistic approach. This study employed research and development methods. This research produced a media evaluation tool for Arabic learning. The Assessment Tools development process is like that of Lee and Owens. This development approach is divided into five steps: analyze, design, develop, implement, and evaluate. The study's findings reveal that the application generates individual assignments, grades student responses, provides students with timely feedback, and tracks student actions. The student activity record sheds light on student learning patterns. It is a reference for assessment. This application fits the criteria for a learning medium. The development outcomes suggest that expert testing and qualifying trials are quite viable after passing through the product revision stage. The evaluation findings of the evaluation tool on the technical quality aspect or display reveal the results of student replies on the technical quality aspect or display for the small group trial, and the criteria are "Very Feasible" with a score of 91.87 percent. The large field trial assessment of the quality aspects of learning materials in application found that the quality features of learning materials in the field trials were "Very Feasible" with an average of 93.31%. From the results of this research, it is recommended that educational institutions implement assessment tools based on a humanistic approach to improve Arabic vocabulary acquisition. The use of quick feedback within the app can increase student motivation, while student activity logs provide insight into their study habits. Additionally, it is important to conduct ongoing evaluation of these assessment tools, involving feedback from students and teachers, so that they can be updated as learning needs evolve.

Keywords: Assessment tools, Humanistic approach, Arabic Vocabulary

INTRODUCTION

Language acquisition is a multifaceted process that encompasses various aspects of linguistic competence, with vocabulary being a fundamental cornerstone of effective communication. According to Wilfong (2021), vocabulary knowledge is integral to reading comprehension and overall language proficiency, as it enables learners to convey and interpret meaning in diverse contexts. Proficiency in a language relies heavily on the breadth and depth of one's vocabulary repertoire, rendering vocabulary acquisition a pivotal endeavor in language learning. Within this context, the development of innovative and engaging assessment tools assumes a critical role in facilitating the enhancement of Arabic vocabulary. According to studies by Schmitt (2020) indicate that effective vocabulary acquisition strategies, such as mnemonic devices and spaced repetition, can significantly enhance retention. These strategies cater to various learning styles, underscoring the necessity of a student-centered approach in vocabulary instruction. The humanistic approach in education, which places learners at the center of the learning process, has gained prominence as an effective pedagogical philosophy. It advocates for personalized learning experiences, autonomy, and meaningful engagement, aligning

seamlessly with the requirements of vocabulary acquisition. By merging the principles of the humanistic approach with the creation of assessment tools, a synergistic platform emerges that holds the potential to transform the way Arabic vocabulary is learned and assessed. Humanistic education is rooted in the belief that learning is most effective when it is centered around the learner. According to Rogers (1996) as cited in Joseph, Murphy, & Holford (2020) posits that creating an empathetic and supportive learning environment fosters greater self-discovery and personal growth. This aligns with the principles of vocabulary acquisition, where personal relevance and contextual understanding enhance retention and application of new words.

This study embarks on a journey to explore the intersection of assessment tools, humanistic educational principles, and Arabic vocabulary improvement. The overarching goal is to bridge the gap between conventional vocabulary assessment methods and the evolving needs of modern learners. By embracing the principles of personalization, motivation, and relevance inherent to the humanistic approach, this research endeavors to contribute to the pedagogical landscape of Arabic language education.

In this pursuit, the study develops assessment tools that resonate with the humanistic approach, fostering a more

dynamic and interactive learning environment. Through a comprehensive investigation, research seeks to determine the effectiveness of these tools in improving Arabic vocabulary acquisition. The study's findings hold the potential to offer new perspectives on language education, where student empowerment and engagement are central to the learning process. By delving into the synthesis of assessment tools, the humanistic approach, and vocabulary enhancement, this research aspires to enrich the strategies employed in teaching and learning Arabic. In doing so, it responds to the evolving needs of language learners while contributing to the broader discourse on effective pedagogy. As we embark on this exploration, the chapters that follow will unravel the intricacies, methodologies, and outcomes of this endeavor, ultimately shedding light on the promising synergy between assessment tools and the humanistic approach in Arabic vocabulary education. Based on the observations of researchers in Arabic classes, it shows that the evaluation tool usually used by teachers is in the form of working on questions in books, besides that there is currently limited development of assessment instruments that integrate interactive media in learning, such that evaluation instruments do not fluctuate in the evaluation process, and the limitations of teachers utilizing online-based evaluation so that the evaluation tools used by teachers are not varied and cause boredom in learning Arabic. So, it requires an evaluation tool that is more interesting and fun in the evaluation process of learning Arabic.

LITERATURE REVIEW

Previous research has explored various aspects of vocabulary acquisition and assessment within the framework of humanistic approaches. For instance, Rabie (2022) investigated vocabulary assessment techniques in the context of Arabic as a foreign language. The study highlighted the limitations of traditional assessment methods and advocated for more contextually relevant and culturally sensitive approaches. Rabie emphasized the importance of integrating humanistic principles such as learner autonomy and meaningful interaction to enhance the effectiveness of vocabulary assessment tools.

The theoretical framework of this study integrates humanistic principles with contemporary theories of language learning and assessment. Humanistic approaches, rooted in the works of Maslow (1970) and Rogers (1961), prioritize the learner's psychological and emotional needs, aiming to create a supportive and empowering learning environment. In the context of vocabulary acquisition, these principles underscore the significance of fostering intrinsic motivation and personal engagement through learner-centered strategies. The theory, based on Krashen's Input Hypothesis (1985), holds Language acquisition is most effective when learners are exposed to intelligible input that is meaningful and contextually relevant. This theory informs the design of assessment tools that provide learners with opportunities to encounter vocabulary in

authentic contexts, thereby facilitating deeper understanding and retention.

Additionally, the framework incorporates principles of formative assessment (Black & Wiliam, 1998), emphasizing ongoing feedback and collaboration between learners and instructors. Formative assessment strategies will be employed to monitor learners' progress continuously, adjust instructional approaches based on their individual needs, and promote a dynamic learning process aligned with humanistic principles.

By synthesizing insights from previous studies and applying a robust theoretical framework that blends humanistic psychology with contemporary language learning theories, this study aims to develop innovative assessment tools tailored to enhance Arabic vocabulary acquisition. These tools will not only address the limitations of traditional assessment methods but also contribute to the broader field of language education by promoting a more holistic and personalized approach to vocabulary learning. Through empirical validation and comparison with existing research, this study seeks to establish its novelty and efficacy in improving Arabic language proficiency within a humanistic framework.

METHOD

This study employs a research and development approach. Research and development is the process of creating and testing certain items to determine their usefulness. To manufacture these items, a needs analysis and testing of the effectiveness of the product must be carried out first to ensure that it performs well in the larger community (Sugiyono, 2018). The product developed in this research is the development of media evaluation tools for Arabic learning. The approach for constructing media evaluation tools for Arabic learning is like the stages taken by Lee and Owens. This development approach is divided into five steps: analysis, design, development, implementation, and evaluation. The Lee & Owens method has systematic development steps that prioritize the results of the user experience (Zumaroh et al., 2020).

This study used the ADDIE model (analysis, design, development, implementation, and evaluation). Dick and Carey (1996) established the ADDIE model, which includes five stages: analysis, design, development, implementation, and evaluation. Regarding the research design, this research was carried out through individual trials and small group trials and field trials. There is one type of data in the development of Arabic learning evaluation media, namely in the form of quantitative data. Quantitative data is an assessment in the form of numbers which are then qualified in the form of a percentage of the results of the assessment of the media component of the development product so that the level of media validity is known. The data is then used as a reference in the improvement and improvement of the development of website-based online evaluation media.

Data in the development of learning media was collected using instruments in the form of interview guidelines and questionnaires. Interview guidelines were used to obtain

initial data in the study. While the instrument in the form of a questionnaire was used to obtain data from the trial results. Questionnaires are "a number of written questions that are used to obtain information from respondents in the sense of reports about themselves, or other things that they know" (Arikunto, 2021). The type of questionnaire used is a closed questionnaire using a Likert scale measurement scale. The Likert scale is a type of measurement tool used in surveys and research to assess people's attitudes, opinions, or views on a particular statement or topic. This scale is named after American psychologist Rensis Likert, who developed it in 1932. The Likert scale is commonly employed to gather data across various disciplines such as psychology, sociology, political science, and business. The Likert scale consists of a sequence of statements or items that respondents must answer. Each statement is accompanied with response options indicating whether the respondent agrees or disagrees with the statement. Typically, the response options used in a Likert scale include Very feasible, Feasible, quite dence, not worth it, not feasible. It's important to interpret the results from a Likert scale carefully and in the context of the research. Additionally, crafting clear and neutral statements is a crucial aspect of using the Likert scale effectively to ensure accurate and reliable outcomes.

RESULT AND DISCUSSION

Media Development Results

Based on the results of the potential and problem analysis, which is the initial stage in this study, it shows that teachers need innovative learning media, especially computer-based learning media to be able to attract students' attention to Arabic learning material. And when viewed from the aspect of student conditions, it shows that student enthusiasm for learning is low on the grounds that the learning process carried out tends to be monotonous which results in students becoming bored.

Learning Media Design Results

Researchers make learning media designs based on the data that has been collected. The media product design stage consists of the following preparation steps

No	Type	Description Results
1	Media Design	The media contains material in Arabic The media contains questions about Arabic material The media is equipped with the main menu, material menu and evaluation Media features interactive buttons
2	Learning Design	Create a feasibility test instrument Create a student and teacher response questionnaire

Learning Media Development Results

The third ADDIE step is the development stage. This development stage is a continuation of the design stage. The existing media designs were then developed into learning media that were used as learning evaluation tools based on a humanistic approach.

Initial Product Validation

During the initial product validation stage, the researcher performed a feasibility test by presenting this media product to two specialists in Arabic and information technology. The assessment is based on the media's capacity to accomplish objectives identified in the planning phase. Before making a judgment, the two experts outlined the aim of media development.

The two experts mentioned above gave positive feedback on learning materials and media. In terms of material, this media serves a specific function by presenting the material in an appealing manner, including graphics and mind mapping concepts, as well as clear instructions to assist lecturers in conveying the material and students in understanding it. Furthermore, learning evaluations are measurable, and students may see the results for themselves. Meanwhile, in terms of look, this program has a suitable background and a proportional layout. The letters / fonts are then easily read with the proper text color. Furthermore, the composition, size, and quality of the visual presentation are satisfactory, with animations that complement the material.

Findings and Discussion

Test Result Data

The development of this media through three test phases, namely the individual, small group and large group test stages. Individual trials were conducted on five students. Field trials generated data that would subsequently be used to assess the feasibility of the new product and determine how it benefits its users. Small group trials were conducted on 15 students, including 5 with high achievement, 5 with intermediate achievement, and 5 with low achievement. Field trials were carried out on 45 students.

Field trials generate data that will be used to assess the viability of the product under development as well as to determine the product's benefits to the user. The field experiments yielded the following results:

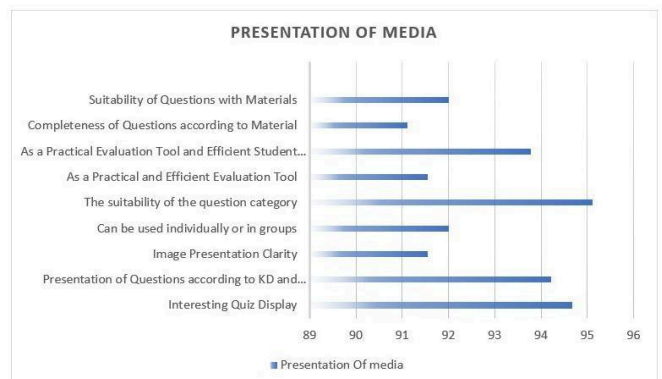


Figure 1. The Presentation of Media

The results of media development is very highly feasible and effective because designed and executed with careful consideration of various aspects. Let's delve into each of the mentioned aspects: Presentation of Questions according to KD and Indicators: By aligning quiz questions with the specific knowledge domain and learning indicators, the quiz becomes a targeted tool for assessing what students have learned and it ensures that the quiz accurately evaluates the intended learning outcomes. Image Presentation Clarity: Clear and well-designed images can enhance understanding and engagement. Visually appealing and relevant images can make the quiz more interesting and memorable for students. Usability for Individual or Group Use: Making the quiz adaptable for both individual and group use increases its versatility and accommodates different learning contexts. In conclusion, by carefully the research has considering these aspects during the development of an Interesting Quiz Display and efficient tool for assessing student knowledge and promoting effective learning outcomes. So that the results of the field trial assessment get very good results as shown in the table above

Discussion

The Arabic language course's teaching and learning process must include the use of multimedia technology. The use of technology-based evaluation tools in Arabic language learning can help students optimize a pleasurable learning experience so that they can understand and master the topic. Interactive multimedia not only makes learning more engaging but also fosters creativity. Studies by Burch et al. (2020) show that when students use multimedia tools, they are more likely to experiment with their ideas and express their understanding in innovative ways. This creative aspect can lead to deeper learning and comprehension.

Technology-Based Assessment Tool refers to a digital or electronic instrument that is designed to evaluate, measure, or gather information about an individual's knowledge, skills, abilities, or characteristics using technology. These tools leverage various technological platforms, such as computers, mobile devices, software applications, and online platforms, to administer assessments and collect data for analysis. Technology-Based assessment tools can range from simple online quizzes and surveys to more complex simulations, interactive scenarios, virtual reality experiences, and automated grading systems.

According to Javier (2022) The technology-based evaluation uses novel approaches and strategies to track language competency growth. This sort of evaluation is useful because it allows language learners to put what they've learned into practice. Technology in educational assessment enables the collection of new data sources for both the assessment process (test design) and the outcome (test results). Computerized adaptive assessment and data processing are two of the most promising educational evaluation fields. The use of process data in computerized

testing is especially effective for assessing competencies requiring interactive tasks and the use of technology. Students must use information and communication technologies to access vocabulary via search engines, use links and tabs, process information from multiple sources, evaluate the quality of information sources, and detect and resolve potential conflicts in the context of vocabulary proficiency assessment, as discussed in this article. Process data, specifically the sequences of actions made by students in response to the test, helps us to learn about the navigation skills that students use while dealing with texts in a digital environment. Students engage with the assignment in the intended way, thereby improving the validity of the interpretations; nevertheless, they could also be utilized with the students' replies to calculate their scores on the competencies examined (Wise et al., 2021).

Based on the validation results of material experts, learning design experts, and software engineering experts, an assessment with the Strongly Agree criterion was obtained, along with several recommendations for improvement. However, media experts suggest explaining the learning system used, whether blended or hybrid learning. In addition, media experts suggest that students are given a theoretical concept map and an adequate understanding of the test evaluation materials made. The data from the material expert's trial through a validation questionnaire, the material expert stated that the online evaluation media is good. However, there are several things that need to be improved, such as the online evaluation instructions and the language used must be easy to understand to make it easier for Arabic language learners in doing online evaluations. Field trial results data through a validation questionnaire, in general, students stated that online exams were interesting and facilitated students in the evaluation process, but there were several things that needed to be improved, namely the font size in the online evaluation blog was enlarged and clarified. This shows that students prefer and are more motivated to take online exams than to carry out conventional exams. Effectiveness of score reporting with online grade reporting, teachers will have no more difficulty in correcting student test results.

Using Technology-Based Assessment Tools offers several advantages, making them a popular choice in various fields. Here are some of the key advantages: Efficiency and Time Savings, Instant Feedback, Accessibility and Convenience, Scalability, Adaptive Testing, Data Analysis and Reporting, Reduced Bias, Engagement and Interactivity, Security and Integrity, Environmental Considerations, Real-time Monitoring, Remote Assessments. Despite these advantages, it's important to approach the implementation of technology-based assessments thoughtfully. Adequate training for administrators and participants, ensuring accessibility for all users, addressing potential biases in digital assessments, and maintaining the security of data are critical considerations when using these tools.

Furthermore, the data on the results of trials done on students, which comprised individual trials, small group trials, and field trials, yielded the assessment result of very

strongly agreeing. Overall, the trial validation of the development of interactive learning media received a very good rating, indicating that the evaluation media on Arabic language material is extremely appropriate for use in improving the quality of the learning process and student competency.

In line with the research that has been done (Pernatasari & Ellianawati, 2019) By the title "Online Web-Based Learning and Assessment Tool". The findings revealed that the application generates personalized assignments, grades student responses, provides students with immediate feedback, and tracks student activity.

Interactive elements, multimedia, and simulations can enhance engagement and provide a more engaging assessment experience. This is particularly valuable for younger learners or individuals with diverse learning styles. Previous research investigations have found that the intranet-based learning evaluation tool produced is very possible, fascinating, and successful. Student responses are used to improve learning outcomes gained through feasibility tests to experts and student trials.

The similarity of the previous research with the current research lies in the object of research, namely an intranet-based learning test tool, while the difference lies in the purpose of the research. Previous research analyzed the results of previous studies related to the development of an intranet-based learning evaluation tool, while the current study developed a learning evaluation tool.

The Arabic and media expert validators tested the media and material's practicality using an individual trial, a small group trial with 15 students, and a large group trial with 45 students. The study found that the application generates personalized assignments, marks student responses, provides students with immediate feedback, and tracks student activity. The student activity log gives information on students' learning patterns. It is a reference for assessment. This app meets the requirements for a learning medium. The development outcomes suggest that expert testing and qualifying trials are quite viable after passing through the product revision stage. The evaluation findings of the evaluation tool on the technical quality aspect or display reveal the results of student replies on the technical quality aspect or display for the small group trial, and the criteria are "Very Feasible" with a score of 91.87 percent. The results of the large/field trial assessment of the quality elements of learning materials in application revealed that the quality features of learning materials in the field trials were "Very Feasible" with an average of 93.31%.

CONCLUSION AND RECOMMENDATION

The outcomes of this research include the validation of assessment tools that effectively align with the humanistic approach, leading to improved Arabic vocabulary acquisition. The findings are expected to reveal increased motivation, engagement, and vocabulary retention among learners who are exposed to these innovative tools. Furthermore, this research contributes to the broader

understanding of how humanistic principles can be applied effectively in language education. In conclusion, this study represents a significant step toward enhancing Arabic vocabulary acquisition through the development of assessment tools grounded in the humanistic approach. By incorporating principles of individualization, interactivity, and personal relevance, these tools offer a promising avenue for promoting engaging and effective language learning experiences.

The findings of student responses on the technical quality element or display for the small group trial are "Very Feasible" with 91.87 percent. The findings of the large/field trial assessment of the quality elements of learning materials in application revealed that the quality features of learning materials in the field trials were "very feasible" with an average of 93.31%.

Based on the results of this research, it is recommended that educational institutions apply assessment tools developed in the context of Arabic language learning to improve students' vocabulary acquisition. This assessment tool, which is based on a humanistic approach, not only facilitates vocabulary comprehension, but also encourages students' deeper engagement with the Arabic language. Furthermore, it is recommended that teachers integrate rapid feedback from applications in the teaching and learning process to increase students' motivation and awareness of their progress. Additionally, the use of student activity logs can provide valuable insight into student study habits, which can be leveraged to design more effective teaching strategies.

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