

Development of an Applicative Analysis Evaluation Model for Learning Arabic Morfologi (*Tathbiq Shorfi*) Google form Based



Nurhidayati¹, Laily Maziyah², Nur Anisah Ridwan³

^{1,2,3} Universitas Negeri Malang

ABSTRACT: The purpose of this study is to develop an Applicative Analysis Evaluation Model for Tathbiq Shorfi learning based on Google Forms, and to describe the validity of the Applicative Analysis Evaluation Model for Google Forms based Tathbiq Shorfi learning. The design of this research is a development design that is realized with procedures, (a) the planning stage which includes a preliminary study of basic competencies, SCPL, sub SCPL, descriptions of the themes and materials developed, and the evaluation tool model used by Tathbiq Shorfi course instructors, through dissemination questionnaires to teaching lecturers and students taking Tathbiq Shorfi courses, (b) the implementation stage, namely the development of an evaluation model, (c) the evaluation stage, namely the evaluation expert test and field test. The data in this study consists of preliminary study data and trial data. The results of the study are in the form of an evaluation model in the form of analytical-applicative type questions in the google form application in the form of objective and subjective test questions that have been equipped with answer keys made per topic according to the theme and learning achievement standards (SCPL) in the Semester Lecture Plan (RPS) for the Tathbiq Shorfi course. The product validity test from the Arabic language learning and evaluation expert is 92.85% or very valid, while the field test shows the validity of the product is 72.40 % or valid, and an average score of 84.56 or very decent.

KEYWORDS: Evaluation Model ; Analysis ; Applicative ; Arabic Morfologi ; Tathbiq Shorf ; Google Forms

INTRODUCTION

Evaluation is an important part of the learning process. Evaluation is not only carried out at the end of learning, but also carried out during the learning process. Muchtar's research results (2010) illustrate the importance of evaluation in providing an overview of the quality of education obtained by students and the quality of education nationally.

This opinion is in line with Smith's thinking (in Fadhli, 2016) which states that indicators of educational quality can be seen from the level of achievement of competence as a whole including cognitive, affective, and psychomotor according to their potential. This opinion shows that the quality of education lies in the achievement of learning objectives, which originates from the teacher's ability to prepare appropriate evaluations. This is in accordance with Hall's opinion; Wang; & Khor (2020) which states that the form and quality of the questions greatly determine the quality of language performance of second language learners, both in terms of the sequence of language acquisition, effectiveness, and learning achievement in general.

Evaluation is an integral part of the learning process. Evaluation is often considered as one of the three main pillars that determine learning activities. The three pillars are planning, implementation and evaluation. If the three pillars are synergistic and sustainable, it will greatly determine the quality of learning. Therefore evaluation must be designed and carried out in accordance with the planning and implementation of learning. The evaluation system must be developed in line with the development of learning models and strategies. Salehi & Katsarou (2020) states that feedback techniques, for example in the form of evaluations, can motivate students and increase their activity in the learning process and increase their knowledge and raise their metacognitive awareness.

For the evaluation of learning in tertiary institutions, especially in language and literature study programs, the competency-analytic aspect is something that must be mastered by students, because there are no language skills if it is not applied. Likewise for the Tathbiq Shorfi course, which is a branch of knowledge that discusses the morphology of the Arabic language, these various morphological patterns will not be useful if they are not applied in language activities, both spoken and written.

This applicative-analytic evaluation model implies that students will receive analytical and applicable practice questions. For example, an analysis question is by presenting Arabic sentences, either self-composed sentences, or inscribed from books, the Koran, or the hadith of the Prophet, then students are asked to answer questions based on the morphological patterns in these sentences. The applicable questions mean questions that start from understanding the concept of morphological patterns to then be applied in the form of sentences, as well as the use of word patterns in a sentence.

Development of an Applicative Analysis Evaluation Model for Learning Arabic Morfologi (Tathbiq Shorfi) Google form Based

The preparation of this google form-based application-analytic evaluation model is an evaluation tool model that can be used at any time at the beginning or end of learning without having to take the lecturer's time to make corrections, so that lecturers can immediately find out students' initial understanding of the material to be taught.

Google Form can be shared with students or anyone openly or specifically for Google account owners with accessibility options, such as: read only or editable (can edit documents). In addition, Google docs can also be an alternative for users who don't have the funds to buy paid applications to use free programs compared to pirating paid programs such as Microsoft Office (Batubara, 2016). As an application on Google, the Google form has benefits, namely (1) it can make effective use of evaluation time; (2) energy efficiency, especially in the correction process if we have prepared everything related to the correction process and the questions are objective; (3) cost efficiency, no need to print and photocopy it (Arifudin, 2020). In addition, the results of Batubara's research (2016) state that the Google Form is very useful for lecturers and students to collect lecturer performance data. Because this research aims to develop a learning evaluation model, the research design is a development design. The development model used is a procedural model, namely a descriptive research model, which outlines the steps followed to produce a product in the form of an applicative analysis evaluation model for learning Tathbiq Shorfi based on Google Forms. The design of this development research was realized with procedures, namely the planning stage which included (a) a preliminary study of material descriptions, competencies developed, and evaluation tool models used by the lecturers of the Tathbiq Shorfi course, as well as distributing questionnaires to students taking the Tathbiq Shorfi course, (b) the implementation stage, namely prototype development, (c) the evaluation stage, namely model testing, expert testing and model revision. The evaluation tool development model that will be carried out in this study is the model offered by Borg, W & Gall, M (1989) with a few modifications adapted to the characteristics of this study.

The data in this study consisted of preliminary study data and trial data. Preliminary study data includes (a) material descriptions, (b) competencies developed, and (c) evaluation tools used in Tathbiq Shorfi learning. The data was obtained from the MK supervisor Tathbiq Shorfi and the conclusions of the questionnaire which were distributed to the students taking the MK. The trial data includes (a) a prototype evaluation tool, and (b) the format and form of evaluation of MK Tathbiq Shorfi based on Google Forms. The preliminary study and trial data then became the basis for developing an applicative analysis evaluation model for Google Form-based Tathbiq Shorfi learning.

As the main instrument in this development research (human instrument), researchers will collect data, present data, reduce data, organize data, interpret data, and conclude data (Bogdan and Biklen, 1982). The auxiliary instruments that will be used in this study are the instrument development grid, the preliminary study analysis guide.

The technique used in collecting research data is a documentation technique. The working procedure is as follows.

1. Conduct a preliminary study, including:

- a. analyze the test models used in MK Tathbiq Shorfi. This analysis is important to determine the competencies developed with the evaluation model used as a measuring tool.
- b. distributing questionnaires to students taking MK Tathbiq Shorfi to capture the same information as supporting data. .
- c. conclude the results of the questionnaire and document analysis.
- d. make other related research observations or other documents that can be used as a reference in developing an applicative analysis evaluation model for Google Form-based Tathbiq Shorfi learning.

2. Doing planning, namely:

- a. determine the scope and purpose of developing an applicative analysis evaluation model based on Google Forms;
- b. determine the competency and evaluation to be developed;
- c. selecting and sorting evaluation models

3. Developing the initial product, namely designing an applicative analysis evaluation model based on Google Forms.

- a. Expert test, namely an evaluation expert to provide input and constructive criticism for the development of an applicative analysis evaluation model based on Google Forms. At this stage, the researcher makes notes, clarifies and verifies. Each of these models must be tested according to theoretical and scientific standards. This is based on the validation results from experts. A model is said to be valid if the results of the model can be accepted by users and are able to explain the actual implementation.
- b. Revision I, namely reconstructing the draft based on inputs and comments from experts. Then make further improvements if there is follow-up input from experts.
- c. Initial trials were carried out to see the efficiency and effectiveness of the evaluation model with the reality on the ground. Trials were conducted 3 times which included: (1) expert trials; (2) limited testing, which is carried out on a small group of product users; and (3) field testing.
- d. Revision 2. This revision was carried out after the initial trials were carried out. The researcher corrects errors or discrepancies or adds as recommended by experts. At this stage the researchers also conducted FGDs to get final input on the product being developed.

To clarify the implementation stages are described in the following table.

Development of an Applicative Analysis Evaluation Model for Learning Arabic Morfologi (Tathbiq Shorfi) Google form Based

Table 1 Stages, Indicators and Research Achievements

Number	Activity Stages	Indicators	Achievement
1	Preliminary Study	1. The needs of lecturers and students in learning the Tathbiq Shorfi course. Study of Curriculum and RPS in the Department of Arabic Literature FS UM	1. Classification of needs 2. Identification of basic competencies and learning objectives
2	Design and Development	1. Analysis of Arabic morphological patterns 2. Giving examples and explanations 3. Making practice questions for later input into the Google application form 1. Identifying various types of morphological patterns	1. Identifying various types of morphological patterns 2. Presentation of morphological patterns based on theme classification 3. Presentation of examples of practice questions 4. It contains ready-to-use practice questions
3	Expert test	Obtain input from Arabic language experts and learning experts from the Department of Arabic Literature FS UM	Obtain input for product revision materials
4	Field Test	Obtain input from lecturers and students from the Department of Arabic Literature FS UM	Obtain input for product revision materials
5	Report Writing	Compiled final report and product results	Reports and ready-to-print products
5	Dissemination and training	Product socialization	Product utilization and mentoring

Based on the type of data collected, this research uses descriptive qualitative analysis as stated by Milles and Huberman (1992) which includes four stages, namely (1) data presentation, (2) data reduction, (3) data verification, and (4) drawing conclusions.

To find out the validity of the findings, a triangulation method was used, namely checking the truth of the findings by conducting a careful and comprehensive study of data sources and then discussing them with colleagues and experts. Triangulation is carried out based on the point of view of researchers and colleagues, and experts observing research products.

The scores obtained from each expert are then processed using the following formula:

Result = (Total score obtained)/(Maximum score) x 100%

The results of the scores calculated using the formula above are then adjusted to the eligibility category <21% = very unfit, 21-40% = not feasible, 41-60% = moderately feasible, 61-80% = feasible, and 81-100% = very feasible. The calculation is based on opinion (Arikunto, 2011). This quantitative data is then processed into qualitative data by means of description.

RESEARCH RESULT

Development of an Applicative Analysis Evaluation Model for Google Form-Based Tathbiq Shorfi Learning

Preliminary Study

The results of the needs analysis show that training is needed which has characteristics according to the course being taught, namely Tathbiq Shorfi which means the application of concepts or theories of shorof or Arabic morphology. Based on the results of the study of the Curriculum and RPS in the Department of Arabic Literature Faculty of Letters, State University of Malang, the learning outcomes and learning sub-outcomes are classified as described below.

Course Name : *TATHBIQ SHARFI TSANAWI /Morfologi*

Learning achievement

Student is able

Development of an Applicative Analysis Evaluation Model for Learning Arabic Morfologi (Tathbiq Shorfi) Google form Based

- (1) understand the derivation of BA verbs,
- (2) understand the derivation of BA nouns
- (3) understand the taukidul behavior
- (4) understand the concept of lineage
- (5) understand the concept of at tashghir
- (6) understand the concept of I'lal ibdal

sub-achievement of course learning

- 1.1 Explaining, identifying, classifying, analyzing, deriving fiil shohih verbs and applying them in Arabic.
- 1.2 Explaining, identifying, classifying, analyzing, deriving fiil mudhoaf verbs and applying them in Arabic.
- 1.3 Explaining, identifying, classifying, analyzing, deriving fiil mahmuz verbs and applying them in Arabic.
- 1.4 Explaining, identifying, classifying, analyzing, deriving fiil mitsal verbs and applying them in Arabic.
- 1.5 Explaining, identifying, classifying, analyzing, deriving fiil ajwaf verbs and applying them in Arabic.
- 1.6 Explaining, identifying, classifying, analyzing, deriving fiil naqish and fiil lafif verbs and applying them in Arabic.
- 2.1 Explaining, identifying, classifying, analyzing, deriving isim maqshur and applying it in Arabic
- 2.2 Explaining, identifying, classifying, analyzing, deriving mamdud isim and applying it in Arabic
- 2.3 Explaining, identifying, classifying, analyzing, deriving the ism of manqush and applying it in Arabic
- 3.1 Explaining, identifying, classifying, analyzing, taukidul deed and applying it in Arabic
- 4.1 Explain, identify, classify, analyze, concept an lineage and apply it in Arabic
- 5.1 Explain, identify, classify, analyze, the concept of at tashghir and apply it in Arabic
- 6.1 Explain, identify, classify, analyze, the concepts of I'lal and ibdal and apply them in Arabic.

From these data, information was obtained that there were 6 major themes that were developed into evaluation models, namely the themes derivation of Arabic Language (BA) verbs, BA noun derivations, *taukidul afal*, *an nasab*, *at tashghir*, and *I'lal ibdal*. The 6 major themes were then translated into 13 sub course learning outcomes (CPMK), from which 13 sub course learning outcomes (CPMK) an applicative analysis evaluation model was made.

Based on the results of interviews with lecturers and students, data was obtained that students preferred to work on objective questions rather than subjective questions, and students did not like questions in the form of memorizing grammatical rules, because there were so many concepts of sharfi rules and they were difficult to memorize. In addition, memorizing concepts is not in accordance with the objectives of the course, namely Tathbiq Shorfi which means applying the rules of shorfi science in language activities, both spoken and written.

APPLICABLE-ANALYSIS EVALUATION MODEL CATEGORIES OF VERBS

This theme includes the following elements : (1) Analysis of *fiil salim*, *mudzaaf*, *mahmuz*, *mitsal*, *ajwaf*, *naqish*, and *lafif*. (2) Application or implementation of the use of *fiil salim*, *mudzaaf*, *mahmuz*, *mitsal*, *ajwaf*, *naqish*, and *lafif*. Dan (3) Analysis of *taukidul afal bi nun tsaqilah* and *khofifah*.

APPLICATION-ANALYSIS EVALUATION MODEL NOUN CATEGORY

This theme includes the following elements : (1) Analysis and Application of Use of *isim maqshur*, *isim manqush*, and *isim mamdud* ; and (2) Analysis and application of the use of *isim an nasab ilal muannats bit ta'*, *an nasab ilal maqshur*, *an nasab ilal*.

Evaluation Model Development

From the design that has been determined, an applicative analysis evaluation model for the Tathbiq Shorfi Tsanawi course is developed which is presented to students.

in the second semester. The first evaluation model developed was for the fiil theme which included *fiil salim*, *mudzaaf*, *mahmuz*, *mitsal*, *ajwaf*, *naqish*, and *lafif*, and the application or application of *fiil salim*, *mudzaaf*, *mahmuz*, *mitsal*, *ajwaf*, *naqish*, and *lafif*.

In the first question, an analysis question was developed, namely students were asked to analyze the presence of fiil salim in the answer sentence. Through these questions, students must identify fiil-fiil or verbs that fall into the fiil salim category. In the second question, students analyze the existing verb or fiil elements, related to the category of fiil shohih salim, from other fiil shohih, namely fiil mahmuz and mudhoaf.

Question three shows that students are asked to identify the presence of fiil salim in a short text, for this reason it is necessary to apply knowledge about the characteristics of fiil salim, so that the correct answer can be chosen. In question 4 there are two aspects, namely the analytical aspect and also the applicable aspect. First, students are asked to determine the fiil salim, then they are asked to determine its application to the sentence structure or the number of existing fi'liyah and ismiyah.

The development of an applicative analysis evaluation model for Tathbiq Shorfi learning based on Google formular is an evaluation model designed with the background of the difficulty for students to understand and apply the concept of Shorfi science in language

Development of an Applicative Analysis Evaluation Model for Learning Arabic Morfologi (Tathbiq Shorfi) Google form Based

activities, both spoken and written. This is very contradictory to the aim and name of the Tathbiq Shorfi course which means "application of the concept of shorfi science".

This evaluation model was developed and applied on a Google form which is easy to use and operate with various question models, starting from multiple choice tests, true false, short entries, long entries. Google form is a tool that can be used for various quizzes that are fun, and do not make students bored when doing them. However, this Google form-based question model can also be used to measure and evaluate material from both cognitive, psychomotor and affective aspects.

The advantages of this Google form, as stated by Fadillah (2019), are (a) easy to use, including in making and using it. With its convenience, this Google Form is very suitable for use by beginners; (b) Free. people can enjoy Google Forms services without spending money to buy applications or services such as creating forms; (c) The program is quite light. Unlike other programs, Google Forms is a lightweight program, so it can be used without any problems, (d) it can be shared. to various platforms. This advantage is very useful because by sharing it, users can enable everyone to fill out quizzes or questionnaires that have been created to collect information; (d) Has a SpreadSheets feature. Users can view survey responses that have been collected on the form neatly and automatically. Apart from that, users can also see information about time responses and also graphs with this SpreadSheets feature.

The development of the evaluation model begins with needs analysis activities, namely the need for learning tools that are appropriate to the characteristics and level of thinking of students which are not only evaluated with memory and understanding level questions, but must be trained at a higher level of evaluation, namely the analytical and applicable level. Questions with an applied analysis model are indeed more difficult to do, but students stated that these questions were a challenge in themselves to be motivated to do them.

The analytical-applicative question model developed is adapted to the themes in the semester lecture plan for the Tathbiq Shorfi Tsanawi course which consists of 6 major themes which were developed into an evaluation model, namely the themes of BA verb derivation, BA noun derivation, taucidul afal, an nasab, at tashghir, and l'al ibdal.. Which consists of 10 elements, 5 isim elements and l'al ibdal rules. The development of this evaluation model adapts an evaluation model that includes aspects: (1) word formation test, (2) phrase formation test, and (3) sentence formation test. Meanwhile, it specifically refers to the concept of Munir (2017), which divides grammar tests into 17 types of questions in the form of: (a) showing the origin of the word, (b) forming derivative words, (c) substituting words (الاستبدال), (d) completing sentence structure (تكملة), (e) combining sentences (الدمج), (f) transformation (التحويل) or changing (التصريف) forms of words, (g) changing sentences (تحويل صيغة الجملة), (h) constructing sentences (ترتيب الجمل) with a certain pattern, (i) giving shakal (ضبط بالشكل) some or all words, (j) completing the sentence (التكملة), (k) lengthening the sentence, (l) mentioning the form of the word, (m) applying i'rab, (n) choose a word or sentence structure that is in accordance with the rules, (o) determine what is wrong, (p) recognize the sentence, (q) make a sentence, and (r) show the function of the word.

Validation Results of the Development of an Applicative Analysis Evaluation Model for Tathbiq Shorfi Learning Based on Google Forms

Validation of Arabic Language Evaluation and Learning Experts

The validation of the applicative analysis evaluation model for learning tathbiq shorfi based on Google forms was carried out by two lecturers from the Arabic Language Study Program, namely lecturers from the State University of Malang and from UIN Maulana Malik Ibrahim Malang. From the validation results, the total score for very good answers was 71.4% and good answers 28.6%, with an average level of validity of 92.85%. Thus, it shows that this evaluation model is very suitable for use as independent training or structured training for the Tathbiq Shorfi Tsanawi course.

In detail, the contents of the evaluation model or questions developed describe the involvement of students in learning through an active evaluation process, receiving a score of 100%, thus it can be said that this evaluation model can increase student activity in the Tathbiq Shorfi learning process. This is in accordance with the basic competency of this course, which emphasizes the practical aspect of applying the shorfi science concepts studied.

Regarding the ease of the questions, there are still some questions that are quite difficult to understand, especially for students whose initial abilities are lacking. For this reason, the author revised questions that were considered difficult, both in terms of meaning and structure, and translated some of them into Indonesian.

Regarding the training and independence stages, it is stated to be 100% very good, because through this evaluation model students can learn independently through the mistakes they make when answering questions for the first time and then study again the material they are not able to answer. Regarding the analytically applicable competency aspect of this question model, it is stated to be 100% very good, because in this evaluation model there are no questions that are theoretical and rote.

The suitability of the evaluation model with the objectives or competencies of the course and the theme of the material is stated to be 100%, because indeed all the questions in the evaluation model are explained from the objectives and learning material of the Tathbiq Shorfi Tsanawi course. As for the ease of the questions, it is stated that it is not optimal, because the analytical-applicative questions are included in the high level category above the memory and understanding categories in the cognitive aspects category according to Bloom's Taxonomy.

Development of an Applicative Analysis Evaluation Model for Learning Arabic Morfologi (Tathbiq Shorfi) Google form Based

As for the questionnaire regarding the clarity of illustrations or examples of shallow patterns contained in the evaluation model being developed that can support students' understanding of answering questions, they were responded to 100% well, this can be interpreted as the need for examples of questions that are easier to understand and answer by course participants. Meanwhile, the accuracy of the evaluation model developed in describing the achievement of learning outcomes received a score of 100%, this is a positive aspect of this evaluation model, because learning achievement is the main goal that must be achieved.

Regarding the variations in question forms and conceptual correctness in the evaluation model developed and the challenge of answering correctly to get a score of 100%, this is the basis for the suitability of this model to be used as a learning tool for the Tathbiq Shorfi Tsanawi course.

The development of an applicative analysis evaluation model for Tathbiq Shorfi learning based on Google form is an evaluation model designed with the background of the difficulty for students to understand and apply the concept of Shorfi science in language activities, both spoken and written. This is very contradictory to the aim and name of the Tathbiq Shorfi course which means "application of the concept of shorfi science".

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Student Validation of the Evaluation Model

The student validation process was carried out on 75 JSA FS UM students on June 2 2021. In this process, researchers first provided the question link to the students as a test. Next, the researchers explained the form of the questions they would work on. The questions are done for one and a half hours online via the Gform application. After completing all the questions, testees are asked to submit their results and they can see directly the scores they obtained.

After testing the model via working on development model questions, students are also asked to fill out a validation questionnaire online via the Gform link. The questionnaire contains fourteen descriptors with four answer choices, namely: strongly agree (SS), agree (S), quite (C) and insufficient (K). Through this questionnaire, students were also asked to write comments and suggestions regarding the product.

From the validation test, this model obtained a score of 3041 out of a maximum total score of 4200. After that, the total score of all student questionnaires was converted into a percentage with the results obtained being 72.40%. With this total percentage, it can be concluded that the model developed is categorized as suitable for use as an instrument for evaluating learning in Tathbiq Sharfi Tsanawu courses.

Development of an Applicative Analysis Evaluation Model for Learning Arabic Morfologi (Tathbiq Shorfi) Google form Based

Regarding the validation of aspects of the evaluation question model, the highest percentage for choice S was obtained from the aspect that the content of the evaluation model or questions developed illustrates the involvement of students in learning through an active evaluation process (72%). For this aspect, it was also found that there were no students who chose answer K (0%). This means that all respondents gave a positive response to this aspect.

Apart from the aspects mentioned above, the lowest percentage (0%) was also obtained from choice K for five other aspects, namely (1) the questions developed describe the competencies that students must have and are relevant to the topic/subject matter, namely those contained in the RPS for the Tathbiq course Shorfi, (2) the exercises related to the evaluation model developed are relevant to the objectives and teaching materials, (3) the evaluation model is in the form of questions that apply theory, for example making sentences that comply with the Shorfi rules being studied are easier to do, (4) The material in the evaluation questions is more practical and applicable and covers all elements of the material, (5) I like the questions developed for the Tathbiq Shorfi course, but find them difficult to answer. This means that the development model received positive appreciation from all respondents for these aspects.

Apart from the six aspects above, the remaining eight aspects/descriptors received varying assessments from students, namely S, SS, C and K. However, for the selection of K only obtained percentages of 1.3% and 2.7%. The five aspects with a gain of 1.3% are; (1) the contents of the evaluation model developed present stages for measuring abilities which encourage students to practice analyzing and applying their abilities and understanding to the Tathbiq Shorfi course, independently (2) the evaluation model in the form of analysis questions developed in the form of analysis of word form patterns is knowledge input through exercises and questions that are easy to understand and answer (comprehensible input), (3) the evaluation model developed is appropriate in describing the achievement of learning outcomes, (4) the form of the evaluation model exercise developed is difficult and needs to be made easier, (5) the form of questions in the evaluation model The ones developed are varied and a challenge to answer correctly. The remaining three aspects which received a K rating of 2.7% were: (6) The command sentences in the questions developed are easy to understand, (7) The learning objectives developed in the evaluation model describe practical-application and analytical competence rather than theoretical and rote memorization. , (8) illustrations or examples of shallow patterns contained in the evaluation model developed are clear and support students' understanding of answering questions.

Based on the results obtained above, it is known that the majority of respondents gave positive responses to all aspects of the results of the evaluation model developed. In fact, the 1st and 5th aspects of the questionnaire given are the most prominent aspects with percentage indicators above 90% of the total. This aspect is the aspect of the content of the evaluation model or questions developed, which is felt to illustrate the involvement of students in learning through an active evaluation process; and aspects of the suitability of the questions to the competency to be measured as well as the suitability of the questions to the RPS, which are deemed relevant. However, 92% of students agreed that they found it difficult to answer the questions.

Based on the results of the questionnaire in the form of students' written responses, in general it can be classified into four things, (1) suggestions for improvements to the questions, (2) testimonials related to the questions, (3) obstacles faced, and (4) expectations regarding the evaluation of shared learning.

In general, the written suggestions given by students are that: (1) the questions are numbered, (2) the questions are given meaning, (3) the number of essay questions is reduced, (4) the number of question variations is increased. Regarding the number of questions, there are also suggestions (5) for increasing processing time. There are also those who suggest that (6) the number of multiple choice and true/false questions be increased.

From the testimonials given, it is known that (1) the questions are in accordance with the material being taught, (2) students feel that the questions are not easy and need to be clarified, (3) the questions require precision and understanding. Apart from that, there was a critical response that although the questions were appropriate to the material being taught, the questions tested did not represent the entire material being taught.

Based on student responses, it is known that there are two obstacles, the obstacles are related to the internet and the rest are related to the vocabulary in the questions. Meanwhile, the hope regarding Sharaf's learning evaluation is that there will be a grid of questions given to students before taking the test.

The development of an applicative analysis evaluation model for Tathbiq Shorfi learning based on Google formular is an evaluation model designed with the background of the difficulty for students to understand and apply the concept of Shorfi science in language activities, both spoken and written. This is very contradictory to the aim and name of the Tathbiq Shorfi course which means "application of the concept of shorfi science".

This evaluation model was developed and applied on a Google form which is easy to use and operate with various question models, starting from multiple choice tests, true false, short entries, long entries. Google form is a tool that can be used for various quizzes that are fun, and do not make students bored when doing them. However, this Google form-based question model can also be used to measure and evaluate material from both cognitive, psychomotor and affective aspects.

The advantages of this Google form, as stated by Fadillah (2019), are (a) easy to use, including in making and using it. With its convenience, this Google Form is very suitable for use by beginners; (b) Free. people can enjoy Google Forms services without

Development of an Applicative Analysis Evaluation Model for Learning Arabic Morfologi (Tathbiq Shorfi) Google form Based

spending money to buy applications or services such as creating forms; (c) The program is quite light. Unlike other programs, Google Forms is a lightweight program, so it can be used without any problems, (d) it can be shared. to various platforms. This advantage is very useful because by sharing it, users can enable everyone to fill out quizzes or questionnaires that have been created to collect information; (d) Has a SpreadSheets feature. Users can view survey responses that have been collected on the form neatly and automatically. Apart from that, users can also see information about time responses and also graphs with this Spreadsheets feature.

The development of the evaluation model begins with needs analysis activities, namely the need for learning tools that are appropriate to the characteristics and level of thinking of students which are not only evaluated with memory and understanding level questions, but must be trained at a higher level of evaluation, namely the analytical and applicable level. Questions with an applied analysis model are indeed more difficult to do, but students stated that these questions were a challenge in themselves to be motivated to do them.

The analytical-applicative question model developed is adapted to the themes in the semester lecture plan for the Tathbiq Shorfi Tsanawi course which consists of 6 major themes which were developed into an evaluation model, namely the themes of BA verb derivation, BA noun derivation, taucidul afal, an nasab, at tashghir, and l'al ibdal.. Which consists of 10 elements, 5 isim elements and l'al ibdal rules. The development of this evaluation model adapts an evaluation model that includes aspects: (1) word formation test, (2) phrase formation test, and (3) sentence formation test. Meanwhile, it specifically refers to the concept of Munir (2017), which divides grammar tests into 17 types of questions in the form of: (a) showing the origin of the word, (b) forming derivative words, (c) substituting words (الاستبدال), (d) completing sentence structure (تكملة), (e) combining sentences (الدمج), (f) transformation (التحويل) or changing (التصريف) forms of words, (g) changing sentences (تحويل صيغة الجملة), (h) constructing sentences (ترتيب الجمل) with a certain pattern, (i) giving shakal (ضبط بالشكل) some or all words, (j) completing the sentence (التكملة), (k) lengthening the sentence, (l) mentioning the form of the word, (m) applying i'rab, (n) choose a word or sentence structure that is in accordance with the rules, (o) determine what is wrong, (p) recognize the sentence, (q) make a sentence, and (r) show the function of the word.

The word formation test (sharf) in Arabic can be in the form of the teste's understanding of the word formation process (tashrif) and can also be in the form of its use, namely how the teste can interpret words in Arabic and can use them in sentences (Asrori, Thohir & Ainin, 2017: 96) . Currently, apart from being required to meet good test criteria, assessment of learning outcomes in language learning needs to be oriented towards increasing high-level thinking competencies (HOTS) in order to prepare students to face the challenges of globalization where competition is increasingly fierce.

In the evaluation model developed, the two types of indicators above are presented in the form of multiple choice, true false and essay questions. The test is also oriented towards HOTS ability-based assessment, in the form of practical, applicable questions and analysis. Practical-applicative questions are at level 3 (application), while analytical questions are at level 2 (understanding) and level 4 (analysis), also at level 5 (evaluation) & level 6 (creation).

Ainin (2020) explains that among the principles of assessment are the objective conditions of students' initial abilities. This principle is the main variable that must be used as a reference in developing the curriculum and preparing questions (tests). In this regard, in the question model developed, the questions are only at level 3 (application) and level 4 (analysis) considering that the test is in the first year of college with different educational backgrounds, some have even never studied Arabic before.

The difficulty in answering due to the teste discovering new vocabulary is understandable because the teste is at the first year level of learning so their vocabulary is not large. Including suggestions for giving harakat to the questions makes it even stronger if the teste cannot understand the question well unless the question is given harakat. Ainin (2017) explains the stages of language development, that there is a stage that chronologically the learner will experience in mastering the target language.

The achievement of the highest percentage of positive responses above is reinforced by the teste's testimony that they felt challenged by the questions because of the descriptors, which they thought were deceptive, so carefulness and thoroughness were needed to answer correctly. Regarding the level of difficulty of the questions, Asrori et al (2017) explained that a good test should ideally be neither too easy nor too difficult. This means that if an item in a test is answered correctly by all testees or all testees answer an item incorrectly, then the item is not a good item. For this reason, developers need to review the test content.

Validation was carried out twice, namely first, validation by Arabic language learning and evaluation experts, and field validation which was carried out by giving questionnaires to students participating in the Tathbiq Shorfi Tsanawi course. The results of expert and field validation show that the average results are very valid. Expert validation results show very good or very valid results, while student validation results show good or valid results.

The difference in validation results shows that students are still not used to analytical-applicative questions, which are more difficult and have a higher level category, compared to memory and comprehension questions alone. However, students must be accustomed to working on applied analysis questions so that they are in accordance with the competencies that are expected by achieving maximum competency up to the highest stage, namely creativity.

Hall's research results; Wang; & Khor (2020) stated that the form of evaluation questions really determines students' linguistic performance, language effectiveness and ability to improve their learning achievement. Because of this, how important this

Development of an Applicative Analysis Evaluation Model for Learning Arabic Morfologi (Tathbiq Shorfi) Google Form Based

evaluation model is for the success of learning. Teachers must pay attention to this evaluation model as an important part of learning tools. Several things that need to be revised based on student suggestions are to make the questions easier. This cannot be done totally because this question is at the level of applied analysis, which needs to be practiced immediately and perfectly so that students become familiar with the question. However, what can be done is to give examples that can help students to work on the questions more easily and translate some questions that are considered difficult for them to understand.

CONCLUSION

The development of this evaluation model begins with a preliminary study or needs analysis. The result of this activity is that information is obtained that there are 6 major themes which have been developed into an evaluation model, namely the themes of BA verb derivation, BA noun derivation, taukidul afal, an nasab, at tashghir, and I'lal ibdal. The 6 major themes were then translated into 13 sub-CPMKs, and then from these 13 sub-CPMKs an applicative analysis evaluation model was created.

Based on the results of interviews with lecturers and students, data was obtained that students preferred working on objective questions rather than subjective questions, and students did not like questions that consisted of memorizing grammatical rules, because the number of Sharfi rule concepts was so large and difficult to memorize. Apart from that, memorizing concepts is not in accordance with the aim of the course, namely Tathbiq Shorfi, which means applying the rules of shorfi science in language activities, both oral and written. This applicative analysis evaluation model was developed on Google Form, making it easier for lecturers to use it, and easing the correction process, especially for objective questions. The majority of this evaluation model uses objective questions, and only a small part uses subjective questions. This evaluation model has been tested on Arabic language evaluation and learning experts, and also tested on Tathbiq Shorfi Tsanawi's Tathbiq course class, and obtained a very valid qualification level.

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