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Innovation of Cognitive Diagnostic Assessment in Mahārah Istimā' in Class XII Arabic Textbook

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ABSTRACT

This research aimed to create an assessment innovation in the form of a cognitive diagnostic assessment that is in accordance with the language skills that should be possessed by class XII of senior high school students. This study uses a qualitative descriptive research method. The results of this study show that cognitive diagnostic assessment in Mahārah istimā' consists of 10 questions. 2 questions are taken from the subject matter that has been studied in the two classes below in semester 2. 6 questions are from the subject matter in 1 class below in semesters 1 and 2. And 2 questions are from the subject matter to be studied. Types of tests are divided into objective and subjective tests. The objective test used is a multiple-choice, true-false test, and completes a brief description of the various questions heard by the teaching teacher. Meanwhile, the subjective test used is to complete the answers to the questions heard both in the form of discourse and dialogue in long descriptions.

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Keyword

Assessment; Cognitive Diagnostic; Mahārah istimā'; Textbook

مستخلص البحث

الغرض من هذا البحث هو خلق ابتكار تقييمي في شكل تقييم تشخيصي معرفي يتوافق مع المهارات اللغوية التي يجب أن يمتلكها طلاب الصف الثاني عشر مدرسة عليا. يستخدم هذا البحث منهج البحث الوصفي النوعي. أظهرت نتائج هذا البحث أن التقييم التشخيصي المعرفي في مهارة استيما يتكون من عشرة أسئلة. يتم أخذ سؤالين من الموضوع الذي تمت دراسته في الفصلين أدناه في الفصل الدراسي الثاني. ستة أسئلة من الموضوع في فصل واحد أدناه في الفصلين الأول والثاني. ويتم أخذ سؤالين من الموضوع المراد دراسته. تستند جميع الأسئلة إلى أداة تقييم مهارة استيما. أنواع أدوات تقييم ماهارا إستيما المقدمة هي أدوات اختبار موضوعية وذاتية. الاختبار الموضوعي المستخدم هو اختبار متعدد الخيارات ، صواب خطأ ، ويكمل وصفا موجزا للأسئلة المختلفة التي يسمعها معلم التدريس. وفي الوقت نفسه ، فإن الاختبار الذاتي المستخدم هو إكمال الإجابات على الأسئلة المسموعة في شكل خطاب وحوار في أوصاف طويلة.

تقييم; التشخيص المعرفي; مهارة استيما; كتاب مدرسي

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INTRODUCTION

Assessment is one of the important parts of determining learning success (Apriliani, Imam, and Nurhadi 2023). Lambert & Lines, (2000) and Priharsanti & Prijowuntato, (2021), stated that assessment is a response of students to educational tasks and activities interpreted by teachers to show student success in learning. The main function of assessment is to improve the quality of education (Yul et al. 2022). With assessment, students become more active in learning, teaching teachers are encouraged to improve the quality of learning activities, and educational institutions are encouraged to further improve learning facilities (Akmalia et al. 2023).

Assessment can help teaching teachers obtain data related to the development of student learning outcomes (Sumardi, 2020). Assessment can also be used as a step to make decisions related to student achievement during learning (Sari and Setiawan 2020). Therefore, assessments should be made and applied based on learning objectives and targets. Thus, the possibility of various irregularities in an assessment can be avoided (Sujiatmoko 2022). One way that can be done to present assessments that are following with students and learning is based on the curriculum that is built.

The curriculum that is widely used by educational institutions in Indonesia today is the independent curriculum. The independent curriculum is a completion of the previous curriculum which was used as a guideline in organizing learning activities. According to I Kadek Mustika, (2022) with changes in the curriculum used, learning activities in Indonesia will change. Including assessments used in a learning activity (Supriyadi et al. 2022). There are 3 types of assessments used in the independent curriculum, namely: diagnostic assessment, formative assessment, and summative assessment (Ardiansyah, Mawaddah, and Juanda 2023). Of the 3 types of assessments, diagnostic assessment is an assessment that is widely discussed in the world of education (Sigalingging 2022).

Diagnostic assessment is an assessment carried out to observe and understand the abilities, strengths, weaknesses, and conditions of students (Sigalingging 2023). Diagnostic assessments are usually carried out before learning activities take place (Sa'adah et al. 2023). Diagnostic assessment is divided into 2 types, namely: cognitive and non-cognitive diagnostic assessment (Aringka 2023). A cognitive diagnostic assessment is a diagnostic assessment used to obtain initial information related to the basic abilities of students toward a subject. This type of diagnostic assessment can be carried out periodically at the beginning of learning activities, the end of the teaching teacher's explanation, and so on (Baruta 2023). Cognitive diagnostic assessments can be both formative and summative assessments (Nasution 2021). Meanwhile, non-cognitive diagnostic assessment is a diagnostic assessment used to obtain additional

information related to profiles, interests, and talents, as well as students' readiness to learn (Labudasari et al. 2023). Another opinion states that noncognitive diagnostic assessments are used to assess the learning activities of students while at home (Baruta 2023).

Assessment can be done using various media, one of which is textbooks (Aini and Amrillah 2023). Yarsela et al., (2021) stated that textbooks can be used as a tool to evaluate students in terms of learning outcomes. Unfortunately, not all textbooks have a form of assessment that suits the learning needs. This was found by researchers in the Arabic textbook class XII of senior high school of the Ministry of Religion Affairs of the Republic of Indonesia, published in 2020. The discrepancy was found in the assessment instrument of *mahārah istimā'*. Where the *mahārah istimā'* assessment instrument presented in the textbook consists of elements of the ability to rewrite the vocabulary and words that are heard as well as the ability to understand discourse. At the cognitive level, the assessment instrument of *mahārah istimā'* in the textbook is found at the cognitive level of C1 for beginners (knowing) and C2 level for intermediate (understanding). Then, the assessment instruments of *mahārah istimā'* presented in this research are limited or less diverse. The diversity of assessments can help students find other potentials they have (Sa'adah et al. 2023).

Based on the explanation above, it can be seen that the level of proficiency of *mahārah istimā'* in the Arabic textbook class XII of senior high school of the Ministry of Religion Affairs of the Republic of Indonesia, published in 2020 is in the category of low order thinking skills (LOTS). Meanwhile, the level of application, analysis, evaluation, and creation included in the Higher Order Thinking Skills (HOTS) is not found in the textbook. In this 21st century era, human life skills are in the category of higher order thinking skills (Ritonga et al. 2021). Therefore, innovations are needed in the cognitive diagnostic assessment of *mahārah istimā'* in the Arabic textbook.

Research related to diagnostic assessment in education has been carried out by many researchers before. Such as research conducted by Lontaan et al., (2023), Nugroho et al., (2023), Supriyadi et al., (2022), Yani et al., (2023), and Aringka, (2023) on the implementation of diagnostic assessments in the independent curriculum. Then, research conducted by I Kadek Mustika, (2022), I Kadek Mustika, (2022), Rafi et al., (2022), and Abdulaal et al., (2022) related to diagnostic assessment in language learning. However, research related to innovations in diagnostic assessment in *mahārah istimā'* is still lacking. It tends to be difficult to find its whereabouts. So, this research is very important to do. In fact, according to Jauhari (in Rachmawati et al., 2023) *mahārah istimā'* is an Arabic skill that is learned first than other Arabic skills.

From the explanation above, it can be seen that this study is different from previous studies. The focus of this research is the innovation of cognitive diagnostic assessment on *mahārah istimā'* in the Arabic textbook class XII of the senior high school published by KEMENAG 2020. The purpose of this study is to make it easier for teachers to evaluate and find out the level of *mahārah istimā'* students before learning activities take place. Then, from these results, teachers can present a learning atmosphere that suits the abilities of each student in the classroom. It is hoped that this research can be a breakthrough in the world of education that can make it easier for teachers to find out the initial ability of *mahārah istimā'* students.

METHOD

The research method used in this study is qualitative descriptive. Qualitative descriptive research is research that describes the results of research. The use of this type of research aims to describe, explain, and validate the phenomena studied (Ramdhan 2021). Data sources in this study are divided into two types, namely: primary data sources and secondary data sources. The primary data source was obtained from the Arabic package book for class XII of senior high school students published by the KEMENAG 2020. Meanwhile, secondary data sources are supporters of primary data. Thus, secondary data in this study are books and journals related to the research topic.

The data collection technique used by researchers is documentation. The use of these data collection techniques to obtain data related to deficiencies in a textbook. In this case, the shortcomings found by the researcher are found in the assessment of *mahārah istimā'*. Then from these shortcomings, researchers are looking for solutions to improve the textbooks used. The data analysis technique used in this study is the qualitative data analysis technique. These analysis techniques include data reduction, data presentation, and conclusion drawing (Lutfiana 2022).

RESULTS & DISCUSSION

Innovation of Cognitive Diagnostic Assessment in *Mahārah Istimā'* Arabic Textbook KEMENAG 2020 Class XII

The innovation of cognitive diagnostic assessment in the Arabic textbook of the Ministry of Religion 2020 class XII is contained in the sub-chapter *mahārah istimā'*. The questions presented in this study are questions related to the Arabic

subject matter of students who have been and will be learning. According to Sigalingging, (2022), a cognitive diagnostic assessment consists of 10 questions. The questions are made with paying attention to the planning, implementation, and follow-up stages. In this study, the questions are arranged with the following formula: 2 questions related to the material to be studied. That 2 questions are obtained from the subject matter of the Arabic textbook KEMENAG 2020 class 10 semester 2. Furthermore, 6 questions related to the material that has been studied in the lower grades in semesters 1 and 2. That 6 questions are obtained from the subject matter of the 2020 KEMENAG Arabic textbook class 11 semesters 1 and 2. Then, 2 questions related to the material that has been studied in the two classes below in semester 2. That 2 questions are obtained from the subject matter of the Arabic textbook KEMENAG 2020 class XII semester 1.

These questions are made by paying attention to several things, such as: the difficulty level of the question, the content of the scope of the question with the material studied, and the type of question used in the form of short questions, dialogues, and lectures. The cognitive diagnostic assessment in this study uses 1 stage, namely the planning stage. In this case, the researcher asks various kinds of questions according to the assessment instruments in the *mahārah istimā'*. The assessment instruments consist of 1) identifying and distinguishing the sounds of *hijaiyyah* letters, 2) dictation and imla, 3) understanding a discourse in the form of simple or complex dialogues, 4) understanding and determining responses to the content of the discourse (Munip 2017). The following is a form of cognitive diagnostic assessment instrument in *mahārah istimā'*, namely:

a. Identify and distinguish the sounds of *hijaiyyah* letters

The questions at this point consist of 2 questions taken from 2 chapters of the final material of class 10 Arabic lessons. Focusing on knowledge and understanding, the questions at this point fall into the C1 and C2 categories.

a) Identify *hijaiyyah* sounds

Command

(١) إستمع جيّدًا إلى الكلمات الأتية ثم عيّن كلمة واحدة التي فيها حركة طويلة بوضع علامة (✓) في الأجوبة!

Table 1. Questions for identifying *hijaiyyah* letters

الرقم	أ	ب	ج	د
١	كُتِبَ	كِتَابَةٌ	مَكْتَبَةٌ	يَكْتُبُ

صُورَةٌ	مُصَوِّرٌ	تَصَوَّرَ	صُورَةٌ	٢
رَسَمٌ	رَسَمَ	يَرَسُمُ	رَسَمِيٌّ	٣
قَرَأَ	قِرَاءَةٌ	قَرِئٌ	يَقْرَأُ	٤
لَوْحٌ	لَوْحَةٌ	يَلَوْحُ	لَأَيْحَةٌ	٥

Table 2. Answers for identifying hijaiyyah letters

الرقم	أ	ب	ج	د
١				
٢				
٣				
٤				
٥				

b) Distinguishing the sounds of *hijaiyyah* letters

Command

٢) إستمع جيِّدا ثمَّ اختر إجابة صحيحة مما تسمعه بوضع علامة (✓) في الأجوبة!

Table 3. Questions for distinguishing the sounds of hijaiyyah letters

الرقم	السؤال
١	صِحَّةٌ
٢	أَطْعِمَةٌ
٣	مَوْزٌ
٤	مَطْبِخٌ
٥	يَشْرَبُ

Table 4. Answers for distinguishing of the sound of hijaiyyah letters

الرقم	الأجوبة			
١	أ. سِحَّةٌ	ب. صِحَّةٌ	ج. نِحَّةٌ	د. شِحَّةٌ
٢	أ. أَنْعِمَةٌ	ب. أَنْعِمَةٌ	ج. أَوْعِمَةٌ	د. أَطْعِمَةٌ

٣	أ. مَوْجٌ	ب. مَوْزٌ	ج. مَوْزٌ	د. مَوْذٌ
٤	أ. مَطْبِخٌ	ب. مَطْبِخٌ	ج. مَطْبَهُ	د. مَطْبِغٌ
٥	أ. يَسْرَبُ	ب. يَأْرَبُ	ج. يَصْرَبُ	د. يَشْرَبُ

b. Dictation dan *imla*

The questions at this point consist of 3 questions taken from the subject matter of the Arabic textbook KEMENAG 2020 class 11 semester 1. Focusing on the application of what has been heard, the question at this point falls into the C1 and C3 categories.

Command

٣) إستمع جيِّدا ثمَّ أكتب الكلمات أو الجمل التي سمعتها!

(سيتم تكرير الكلمات أو الجمل مرتين)

بَصَلٌ / مِلْحٌ / مِيزَانٌ / أَيُّ خِدْمَةٍ / قَبْلَ الدِّهَابِ

Table 5. Answers for dictation and *imla*

Command

٤) إستمع جيِّدا ثمَّ أكتب الكلمات أو الجمل التي سمعتها!

(سيتم تكرير الكلمات أو الجمل ثلاث مرّات)

أَذْهَبُ إِلَى الْمُسْتَشْفَى / أَشْعُرُ بِالْأَلَمِ فِي الْحَلْقِ / أَنَامُ فِي غُرْفَةٍ / مَا عِنْدِي مَوْعِدٌ / الْكِتَابُ عَلَى الْمَكْتَبِ

Table 6. Answers for dictation and *imla*

Command

٥) استمع إلى الحوار ثمَّ اكتب الصَّحيح (✓) أو الخطأ (X) بين القوسين!

الحوار

أَحْمَدُ : يَا حَسَنُ، كَيْفَ كَانَتْ الْعُطْلَةُ الصَّيْفِيَّةُ فِي الشَّهْرِ الْمَاضِي

حَسَنُ : سَافَرْتُ إِلَى مِصْرٍ مَعَ عَائِلَتِي لِمِيزَانَةِ عَيْي

أَحْمَدُ : هَلْ زُرْتِ أَمَاكِنَ السِّيَاحَةِ

حَسَنُ : نَعَمْ، زُرْتُ نَهْرَ الْبَيْلِ وَالْأَهْرَمَاتِ الْكَبِيرَةَ

أَحْمَدُ : كَمْ يَوْمًا قَضَيْتِ فِي مِصْرٍ

حَسَنٌ : قَضَيْتُ سَبْعَةَ أَيَّامٍ فِي مِصْرَ
 أَحْمَدُ : مَا شَاءَ اللَّهُ، عَطَّلْتُ رَابِعَةً وَمُمْتِعَةً
 حَسَنٌ : عَطَّلْتُ سَعِيدَةً، عَفْوًا

Questions

١. (.....) سَافَرَ حَسَنٌ إِلَى إندونيسيا فِي الشَّهْرِ الْمَاضِي
٢. (.....) زَارَ حَسَنٌ عَمَّهُ فِي مِصْرَ مَعَ أَخِيهِ
٣. (.....) فِي مِصْرَ، ذَهَبَ حَسَنٌ إِلَى الْجِبَالِ وَالْأَهْرَامَاتِ
٤. (.....) قَضَى حَسَنٌ فِي مِصْرَ خَمْسَةَ أَيَّامٍ
٥. (.....) شَعَرَ حَسَنٌ بِالسَّعْدَةِ أَثْنَاءَ رِحْلَتِهِ إِلَى مِصْرَ

c. Understand a discourse in the form of both simple and complex dialogues

The questions at this point consist of 3 questions taken from the subject matter of the Arabic textbook KEMENAG 2020 class 11 semester 2. Focusing on understanding and analysis, the questions in this point falls into the C4 category.

Command

٦) إستمع النصّ الآتي ثمّ أجب الأسئلة بعده!

النصّ

فِي يَوْمِ الْخَمِيسِ الْمَاضِي سَافَرْتُ مَعَ أُسْرَتِي إِلَى مَكَّةَ الْمُكَرَّمَةِ لِأَدَاءِ الْعُمْرَةِ. رَكِبْنَا الطَّائِرَةَ لِمُدَّةٍ إِحْدَى عَشْرَةَ سَاعَةً. بَعْدَ أَنْ وَصَلْنَا إِلَى مَكَانٍ يُسَمَّى الْمَيْقَاتِ خَلَعْنَا ثِيَابَنَا وَلبَسْنَا ثِيَابَ الْإِحْرَامِ وَتَوَيْنَا الْعُمْرَةَ. ثُمَّ صَلَّيْنَا رُكْعَتَيْنِ. وَعِنْدَمَا وَصَلْنَا إِلَى مَكَّةَ، اتَّجَهْنَا إِلَى بَيْتِ اللَّهِ الْحَرَامِ وَطُفْنَا حَوْلَ الْكَعْبَةِ أَشْوَاطٍ.

Questions

١. مَتَى ذَهَبَ الْكَاتِبُ ؟
٢. إِلَى أَيَّنَ ذَهَبَ الْكَاتِبُ ؟
٣. مَعَ مَنْ يَذْهَبُ الْكَاتِبُ ؟
٤. كَمْ سَاعَةً سَافَرَ الْكَاتِبُ ؟
٥. مَاذَا فَعَلَ الْكَاتِبُ مَعَ أُسْرَتِهِ بَعْدَ وُصُولِهِمَا إِلَى مَكَانِ يُسَمَّى الْمَيْقَاتِ ؟

Command

(٧) إستمع الحوار الآتي ثم أجب الأسئلة بعده!

الحوار

المُدْرِسُ : مَا أَضْرَارُ الْأَلْعَابِ الْإِلِكْتُرُونِيَّةِ فِي الْإِنْتِرْنِتِ عَلَى الْأَطْفَالِ
 سَلَمَى : قَدْ تَكُونُ الْأَلْعَابُ الْإِلِكْتُرُونِيَّةُ أَضْرَارُ عَلَى الْأَطْفَالِ إِذَا لَعِبُوهَا كَثِيرًا وَبِاسْتِمْرَارٍ. وَمِنْ
 تِلْكَ الْأَضْرَارِ: إِهْمَالُ مَسْئُولِيَّاتِهِمْ الشَّخْصِيَّةِ أَوْ الْعَائِلِيَّةِ وَالتَّعْلِيمِيَّةِ.
 رَفِيقٌ : وَمِنْ جَانِبِ الصِّحِيِّ أَنَّهُا تُؤَثِّرُ فِي الصِّحَّةِ الْبَدَنِيَّةِ وَالْعَقْلِيَّةِ، كَالسُّمْنَةِ بِسَبَبِ كَثْرَةِ
 الْأَكْلِ وَقِلَّةِ الْحَرَكَةِ. وَأَمْرَاضُ الْعُيُونِ بِسَبَبِ كَثْرَةِ النَّظَرِ إِلَى شَاشَةِ الْجَوَّالِ الدَّكِّيِّ
 لِفَتْرَاتٍ طَوِيلَةٍ أَثْنَاءَ اللَّعِبِ الْمُتَوَاصِلِ لِسَاعَاتٍ طَوِيلَةٍ.

Questions

١. أَيُّ شَخْصٍ لَدَيْهِ الْحَوَارِ ؟
٢. مَا الَّذِي يَجْعَلُ الْأَلْعَابَ الْإِلِكْتُرُونِيَّةَ أَضْرَارًا عَلَى الْأَطْفَالِ ؟
٣. مَا هِيَ أَضْرَارُ لَعِبِ الْأَطْفَالِ لِإِلِكْتُرُونِيَّةٍ كَثِيرًا وَاسْتِمْرَارًا ؟
٤. مَاذَا سَبَبُ سُمْنَةٍ ؟
٥. مَاذَا سَبَبُ أَمْرَاضِ الْعُيُونِ ؟

Command

(٨) إستمع النصّ الآتي ثم أجب الأسئلة بعده!

النصّ

يُصَلِّي الْمُسْلِمُونَ فِي الْمَسْجِدِ، وَأَشْهُرُ الْمَسَاجِدِ فِي إِنْدُونِيْسِيَا هُوَ مَسْجِدُ الْإِسْتِقْلَالِ فِي جَاكْرْتَا.
 وَيَتَعَبَّدُ الْمَسِيْحِيُّونَ الْبُرُوتَسْتَنْتَ وَالْكَاتُولِيْكَ فِي الْكَنِيسَةِ. وَالْكَانِسَةُ الْمَشْهُورَةُ فِي إِنْدُونِيْسِيَا هِيَ
 كَنِيسَةُ كَاتِيرَال. وَيَتَعَبَّدُ الْهِنْدُوسِيُّونَ وَالْبُودِيْئُونَ وَالْكَونْفُوسِيُّونَ فِي الْمَعْبَدِ.

Questions

١. كَمْ عَدَدُ الْأَدْيَانِ فِي إِنْدُونِيْسِيَا ؟
٢. فِي أَيِّنَ يُصَلِّي الْمُسْلِمُونَ ؟
٣. مَا أَشْهُرُ الْمَسَاجِدِ فِي إِنْدُونِيْسِيَا ؟
٤. مَا أَشْهُرُ الْكَنِيسَةِ فِي إِنْدُونِيْسِيَا ؟
٥. مَا الْأَدْيَانِ تَعَبَّدُ فِي الْمَعْبَدِ ؟

d. Understand and determine response to the content of discourse

The questions at this point consist of 2 questions taken from 2 chapters of the initial material for class XII Arabic lessons. Focus on supporting and designing answers to each question from the conversation that has been heard. The questions in this point fall into the C5 and C6 categories.

Command

٩) إستمع الحوار الآتي ثم أجب الأسئلة بعده!

الحوار

أديب : مَاذَا تَعْمَلُ هُنَا مُنْفَرِدًا ؟
فضيل : أَنَا أَنْتَظِرُ أُنَيْسَةَ، سَأَذْهَبُ مَعَهَا إِلَى الْمَيْدَانِ الْمَدْرَسَةِ لِلرِّيَاضَةِ
أديب : أَنَا أَيْضًا، سَأُمَارِسُ كُرَّةَ الْقَدَمِ مَعَ أَصْدِقَائِي فِي سَاحَةِ الْمَدْرَسَةِ

Questions

١. أَيْنَ مَكَانُ الْحَوَارِ ؟
٢. مَتَى تَمَّ الْحَوَارِ ؟
٣. مَاذَا تَعْمَلُ فَضِيلُ مُنْفَرِدًا ؟
٤. أَيْنَ سَيَذْهَبُ فَضِيلُ وَأُنَيْسَةَ ؟
٥. مَاذَا سَتَفْعَلُ أديب مَعَ أَصْدِقَائِهِ فِي سَاحَةِ الْمَدْرَسَةِ ؟

Command

١٠) إستمع إلى النصّ ثمّ إملا الفراغات بالكلمات المناسبة!

النصّ

- لِيَكُونَ الشَّابُّ مُتَفَانًا فَإِنَّهُ مِنَ الْمُنَاسِبِ أَنْ يَتَّبِعَ النَّصَائِحَ الْآتِيَةَ:
- أ. كُنْ مُتَفَانًا دَائِمًا. لِأَنَّ التَّفَاوُلَ يُؤَدِّي إِلَى التَّفْكِيرِ الْإِجَابِي وَحُسْنِ الْأَمَالِ
 - ب. كُنْ سَعِيدًا شُكُورًا: لِأَنَّهُ كُلَّمَا زَادَ الشُّكْرُ زَادَتِ السَّعَادَةُ
 - ت. كُنْ وَائِقًا مِنْ نَفْسِكَ لِأَنَّ مَنْ يَثِقُ فِي نَفْسِهِ فَهُوَ قَادِرٌ عَلَى مُوَاجَهَةِ التَّحَدِّيَاتِ فِي حَيَاتِهِ
 - ث. كُنْ شُجَاعًا فِي تَحْقِيقِ الْأَمَلِ بِالْعِلْمِ
 - ج. كُنْ صَابِرًا: لِأَنَّ الصَّبْرَ مُفِيدٌ لِحَلِّ الْمَشْكَلاتِ فِي حَيَاةِ الْمُجْتَمَعِ
 - ح. كُنْ صَادِقًا: لِأَنَّ الصِّدْقَ يُؤَدِّي إِلَى الْأَمَانَةِ، وَالْإِنْسَانَ يَصِلُ بِالْأَمَانَةِ إِلَى مَا يَرْضَاهُ اللَّهُ

Table 7. Answers to complete the points below

الْأَمَانَةُ	يُؤَدِّي	مُفِيدٌ
الشُّكْرُ	الْإِنْسَانُ	تَحْقِيقُ
الْمُجْتَمَعُ	السَّعَادَةُ	الْمُشْكَلَاتُ

Questions

١. التَّفَاؤُلُ إِلَى التَّفَكِيرِ الْإِجَابِيِّ وَحُسْنِ الْأَمَالِ
٢. كُنْ شُجَاعًا فِي الْأَمَلِ بِالْعِلْمِ
٣. كُنْ سَعِيدًا شُكُورًا: لِأَنَّهُ كَلَّمَآ زَادَ زَادَتِ السَّعَادَةُ
٤. كُنْ صَابِرًا: لِأَنَّ الصَّبْرَ مُفِيدٌ لِحَلِّ فِي حَيَاةِ الْمُجْتَمَعِ
٥. كُنْ صَادِقًا: لِأَنَّ الصِّدْقَ يُؤَدِّي إِلَى

From the explanation above, it can be seen that the questions in this study consist of several levels of categories. Starting from the category of remembering or C1 to the category of creating or C6. Thus, it can be seen that the innovations in cognitive diagnostic assessment in *mahārah istimā'* in this study is included in the HOTS assessment. This is done to help students think and analyze a fact, problem, or opinion. So that the students can find solutions based on various existing facts, problems, and opinions. The HOTS assessment is in accordance with the assessment level for the high school level. This is in accordance with the research presented by Erdiana and Panjaitan (2023) that HOTS assessments can help train students in thinking and can develop students' high-level abilities in analyzing various problems so that they can find solutions.

The use of innovations in cognitive diagnostic assessment in *mahārah istimā'* assessment is not mandatory. This innovation can be used as a consideration for teachers to find out the initial skills of *mahārah istimā'* students in class XII of senior high school. This innovation can also be used as an example for Arabic teachers in other classes who want to know the level of *mahārah istimā'* students in the classroom. Meng, Wang, and Zhao (2023) stated that this innovation could be used as a step to see *mahārah istimā'* students. Various forms of assessment instruments in this study are provided to be able to train *mahārah istimā'* students. Of course, the assessment is prepared based on the analysis of language difficulties. This is in accordance with the opinion of Handriawan and Nurman (2021) who stated that the preparation of the listening assessment must be based on the analysis of language difficulties, especially those related to the sound of hijaiyyah letters.

CONCLUSIONS

The Innovation of Cognitive Diagnostic Assessment in this study is compiled to determine the *mahārah istimā'* of students. The innovation of cognitive diagnostic assessment is an innovation of the *mahārah istimā'* assessment in the 2020 Ministry of Religion *mahārah istimā'* Arabic Language Textbook Class XII. Where the assessment of *mahārah istimā'* in that book is not in accordance with the assessment of *mahārah istimā'* at the high school level. The innovation assessment of *mahārah istimā'* in this study consisted of 10 questions with the following divisions: 2 questions related to the material to be studied, 6 questions related to the material that has been studied in the lower grades in semesters 1 and 2, then 2 questions related to the material that has been studied in the two classes below in semester 2. The assessment instruments used in this study consisted of 1) identifying and distinguishing the sounds of hijaiyyah letters, 2) dictation and imla, 3) understanding a discourse in the form of simple or complex dialogues, 4) understanding and determining responses to the content of the discourse.

The innovation of cognitive diagnostic assessment in *mahārah istimā'* in this study is prepared by the researcher based on the analysis of the difficulty of the question. Therefore, the innovations of assessment available today consist of various forms of questions. These various questions then contain various categories in terms of students' thinking skills. Starting from category C1 or remembering to category C6 or creating. It is hoped that this innovation of cognitive diagnostic assessment can make it easier for students to master their *mahārah istimā'*. Of course, this study has limitations. therefore, researchers can further innovate assessments in other forms of Arabic language skills. In addition, further researchers can also innovate the forms of questions that are already available to be more in line with learning objectives.

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