Evaluation of Portfolio Assessment of Student Work in Arabic Language Learning

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ARTICLE INFO	ABSTRACT
                  *Corresponding author	This research discusses the evaluation of portfolio assessment in Arabic learning, especially related to students' ability to understand *fi'il madhi* and *fi'il mudhari'* in the form of *mabni majhul* and *mabni ma'lum* at Pomdok Pesantern Al-Anwar Muara Jambi. The background of this study focuses on the importance of a comprehensive evaluation that not only measures the final results, but also the overall learning process of students. The purpose of the research is to evaluate work portfolios as an assessment tool in measuring student development related to Arabic grammar. The research used a qualitative approach of case study type, with data collection techniques through semi-structured interviews and documentation analysis. The data analysis technique used is the Miles and Huberman model, which involves collecting, reducing, and presenting data, as well as drawing conclusions. This study used primary data sources and secondary data sources. Primary data sources were obtained from semi-structured interviews with Ustadzah Fitriawati as well as analysis of student portfolios to assess understanding of fi'il madhi and fi'il mudhari' in the form of mabni majhul and mabni ma'lum. Secondary data sources include archived academic grade documents and learning outcome reports, as well as literature related to portfolio assessment in language education to provide a theoretical foundation and comparison with previous research. The results showed that the use of portfolio work assessment was effective in monitoring the continuous development of students' understanding, both in theory and application of concepts. Portfolios encourage collaboration
Keyword	Evaluation; Portofolio; Arabic Learning

مستخلص البحث

يناقش هذا البحث تقويم تقويم الحافظة في تعلم اللغة العربية، وخاصة فيما يتعلق بقدرة الطلاب على فهم فقه اللغة العربية في شكل مبحثي "مبني على المحصول" و"مبني على المعقول" في مدرسة بوندوك بيزنامة الأنوار معرة جمبي. وتركز خلفية هذه الدراسة على أهمية التقييم الشامل الذي لا يقيس النتائج النهائية فحسب، بل يقيس أيضًا عملية التعلم الكلية للطلاب. ويتمثل الغرض من البحث في تقييم حقائب العمل كأداة تقييم في

قياس تطور الطلاب فيما يتعلق بقواعد اللغة العربية. استخدم البحث منهجًا نوعيًا من نوع دراسة الحالة، مع استخدام تقنيات جمع البيانات من خلال المقابلات شبه المنظمة وتحليل الوثائق. أما أسلوب تحليل البيانات المستخدم فهو نموذج مايلز وهوبرمان، والذي يتضمن جمع البيانات واختزالها وعرضها، بالإضافة إلى استخلاص النتائج. استخدمت هذه الدراسة مصادر البيانات الأولية ومصادر البيانات الثانوية. وقد تم الحصول على مصادر البيانات الأولية من المقابلات شبه المنظمة مع الأستاذة الفتريواتي، بالإضافة إلى تحليل حافظات الطلاب لتقييم فهمهم لكتابي "فقه المعاملات" و"فقه العبادات" في شكل "مبني على المحصول" و"مبني على المعاملات". وتتضمن مصادر البيانات الثانوية وثائق الدرجات الأكاديمية المؤرشفة وتقارير نتائج التعلم، بالإضافة إلى الأدبيات المتعلقة بتقييم الحافظة في تعليم اللغات لتوفير أساس نظري ومقارنة مع البحوث السابقة. أظهرت النتائج أن استخدام تقييم عمل الحافظة كان فعّالاً في رصد التطور المستمر لفهم الطلاب، سواء من الناحية النظرية أو التطبيقية للمفاهيم. تشجع المحافظ على التعاون والمناقشة بين الطلاب، وتحسن مهارات التفكير النقدي.

| الكلمات الرئيسية | التقييم؛الحقائب الأعمال؛التعلّم العربي |

INTRODUCTION

Arabic learning in Pondok Pesantren has a central role in equipping students with the ability to understand religious texts, especially through yellow books which are the basis of Islamic scientific literature (Putra, 2022). In Pondok Pesantren, Arabic is taught not only as a means of communication, but also as the main medium for understanding Islamic knowledge (Agustina, 2021). The focus of Arabic teaching usually includes listening, speaking, reading, and writing skills, as well as mastery of grammatical rules such as *nahwu* and *sharaf* (Putria et al., 2021). One important aspect of grammatical Arabic is the mastery of *fi'il* (verbs), including *fi'il madhi* (past verbs) and *fi'il mudhari'* (present/future verbs), both in *mabni majhul* (passive) and *mabni ma'lum* (active) forms. Students should be able to understand the differences in these forms in order to apply them in four components of Arabic language acquisition are listening, speaking, reading, translating and writing Arabic texts (Fakhrin et al., 2023). Proper evaluation of this grammatical mastery becomes very important to ensure students are able to use Arabic correctly, especially in understanding and applying *fi'il* in various contexts.

Assessment evaluation is crucial in measuring students' success in understanding the material that has been taught, including in language learning (Muhimmatul Choiroh, 2021). Evaluation in education and teaching is a process of activities to obtain data information about the results of teaching and learning experienced by students and manage or interpret them into qualitative or quantitative values in accordance with certain standards (Rahmawati & Huda, 2022). Evaluation in the context of learning is basically used to measure students' abilities, both before and after learning (Magdalena, Hidayati, et al., 2023). Furthermore, evaluation in learning is a process or activity to measure and assess some of the students' abilities in learning such as knowledge, attitudes, and skills in order to make decisions about the status of these students' abilities (Narsinta et al., 2022). Evaluation of this aspect of student knowledge relates to students' cognitive abilities in reasoning about learning materials. Evaluation of the attitude aspect is related to the affective ability or character of students in participating in the learning process. The

evaluation of the skills aspect is an evaluation related to the psychomotor abilities of students in the learning process that has been carried out (Zainudin & Ubabuddin, 2023).

The evaluation should be able to measure various aspects of language acquisition, ranging from vocabulary mastery, grammatical, to students' ability to use the language in the context of communication and text understanding (Misbahul Munir, 2023). In Arabic learning, evaluation often focuses on the mastery of sentence structure and the use of verbs in various forms, such as *fi'il madhi* and *fi'il mudhari'*. This assessment should be done in a comprehensive and continuous way, which not only focuses on the end result, but also on the process of student development. In this context, portfolio-based assessment is a very relevant method, as it allows teachers to see students' overall development in the use of *fi'il* in *mabni majhul* and *mabni ma'lum* sentences, both orally and in writing.

Portfolios in the context of education are a collection of student work that illustrates their development and achievements over a certain period by teachers and students to monitor the development of not only the knowledge domain, but the skills and attitudes of students (Marzuki, 2023). The main purpose of portfolio assessment is to provide a comprehensive overview of student development during the learning process both in the classroom and outside the classroom in the form of work or documents (Fazilla & Marisa, 2016). In addition, portfolio assessment also aims to encourage students to be more responsible for their own learning process, increase self-confidence, and motivate students to continue to improve and improve the quality of their learning outcomes (Azkia Mafaza, 2015).

Portfolio assessment requires multi-directional interaction between teachers and students, as well as between students. According to Depdiknas (2003), there are several important principles that must be considered: a) Mutual trust, meaning that teachers and students must trust each other, be open, honest, and fair, creating a conducive assessment atmosphere, b) Confidentiality, meaning that student work must be kept confidential until it is exhibited, to protect the feelings of students who may have deficiencies, c) Joint ownership, meaning that the work documents are joint property between teachers and students, so the storage responsibility must also be shared, d) Satisfaction, meaning that all parties, both teachers and students, must be satisfied with the documents produced as evidence of competency achievement, e) Relevance, meaning that documents must be relevant to the competencies to be achieved.

According to Zainal Arifin (2013) portfolios are classified into two types, namely process portfolios and product portfolios. Process portfolios show learning activities to achieve competency standards, basic competencies, and a set of indicators required by the curriculum, and show all results from the beginning to the end within a certain period of time. Teachers use process portfolios to help students identify learning objectives, progress learning outcomes over time, and demonstrate achievement of learning outcomes. One form of process portfolio is the working portfolio. Meanwhile, product portfolios focus on the final results that students have achieved, such as exams or specific projects. Examples of product portfolios are show portfolios and documentary portfolios.

In this study, the portfolio used is a working portfolio which is a type of process portfolio. A working portfolio is a form used to monitor progress and assess students in managing their own learning activities (Magdalena, Aciakatura, et al., 2023). Portfolios of work are useful for providing information on how students organize and manage work, reflect on accomplishments, and set goals and directions (Hakim & Ubabuddin, 2023). One form of student work portfolio used in this study is an assignment related to students'

understanding of *fi'il madhi* and *fi'il mudhari'*, especially in the form of *mabni majhul* and *mabni ma'lum*. Students are asked to submit group assignments such as active and passive sentence exercises in Arabic, which are then analyzed in depth by the teacher.

In the portfolio of work that is assessed is work (organization) and work results. The criteria include (Zainal Arifin, 2013): a) Is there a division of labor among group members? b) Does each member work in accordance with their duties? c) How much does the work of group members contribute to the results achieved by the group? d) Is there evidence of shared responsibility? e) Is the completeness of the data obtained in accordance with the duties of each group member? f) Is the information obtained accurate? g) Has the portfolio been compiled properly?

The use of portfolios in the assessment of learning *fi'il madhi* and *fi'il mudhari'*, both in *mabni majhul* and *mabni ma'lum* forms, allows teachers to conduct a more thorough evaluation of students' understanding of Arabic grammar. Portfolios provide a clear picture of how students understand and apply the concept of *fi'il* in sentences, as well as how they overcome difficulties in learning both forms of *fi'il*. For example, through writing assignments, teachers can assess the extent to which students understand the rules for changing *fi'il* from the *mabni ma'lum* and *mabni majhul* forms and how well they can apply these changes in the context of meaningful sentences. This evaluation not only covers cognitive aspects such as mastery of grammatical theory, but also includes skill aspects, such as students' ability to write and speak using the correct sentence structure. In addition, portfolios also allow teachers to provide more personalized feedback to each student based on the progress seen from the collected assignments, so as to help students to better understand and improve their weaknesses in the use of *fi'il madhi and fi'il mudhari'*.

Previous studies have shown that portfolio-based assessment is very effective in evaluating language learning. A study conducted by Ningrum (2024) showed that in portfolio assessment, the implications of portfolio assessment that refers to criteria can affect students, teachers, and parents. Another study by Magdalena, Inayah, et al. (2023) showed that the use of portfolio assessment in Indonesian language learning is more comprehensive than assessment with tests because portfolios allow teachers to track cognitive development, attitudes, interests, and variations in student activities. A study by Rukmini (2023) also showed that portfolio assessment makes it easier for teachers to know the level of participants' ability in writing short stories. In addition, teachers can find out students' abilities through data sources obtained gradually and structured through portfolio assessment.

This study has significant differences with previous studies because of its focus on Arabic learning in Pondok Pesantren, which have different learning characteristics from other educational institutions. In Pondok Pesantren Al-Anwar Muara Jambi, Arabic learning emphasizes mastery of Islamic texts that require a deep understanding of grammatical terms, including *fi'il madhi* and *fi'il mudhari'*. In addition, this study also focuses more on the use of process portfolios in evaluating students' ability to apply *fi'il* in the form of *mabni majhul* and *mabni ma'lum*, both in written and oral contexts. Another difference is that in this study, the portfolio not only serves as an evaluation tool, but also as a reflection tool for students, where they can see their own development and identify areas that need improvement. This provides a new dimension in the use of portfolios as an evaluation tool in Arabic learning.

This study aims to evaluate portfolio assessment in measuring students' abilities in learning *fi'il madhi* and *fi'il mudhari'* in the form of *mabni majhul* and *mabni ma'lum* at Pondok

Pesantren Al-Anwar Muara Jambi, as well as to understand the extent to which portfolios can provide a comprehensive picture of students' mastery of grammatical Arabic.

METHOD

The approach used in this study is a qualitative approach with a case study research type, focusing on a specific phenomenon that is analyzed and understood in depth. A qualitative approach is employed to explain and reveal the facts that occur in the field regarding the role of portfolio assessment in learning activities. According to Denzin and Lincoln, qualitative research is conducted in a natural context with the aim of interpreting the phenomenon that occurs(Dr. Umar Sidiq, M.Ag Dr. Moh. Miftachul Choiri, 2019). The subject of this research is one of the teachers at the Al-Anwar Islamic boarding school in Muara Jambi, namely Ustadzah Fitriawati.

The data collection techniques used are semi-structured interviews and document analysis. This study utilizes two types of data sources, namely primary and secondary data. Primary data is obtained directly from interviews with one of the teachers to gain direct insights related to portfolio assessment, as well as from student portfolios produced by the students themselves and analyzed in the study. Secondary data is gathered from academic results, derived from archived grades or student learning reports, and from relevant sources related to portfolio assessment that support the theoretical analysis of portfolio use in education. Data analysis techniques follow the Miles and Huberman model, involving steps such as data reduction, data display, and conclusion drawing/verification. Data validity is ensured through source triangulation.

RESULTS&DISCUSSION

In the context of learning, there are several types of portfolios that can be used , namely process portfolios and product portfolios. This research uses a process portfolio with a type of work portfolio, which prioritizes observation of student development according to a predetermined period of time. The research focused on how work portfolios are used as an assessment tool and how students participate in group tasks given by the teacher.

The design of student work portfolios designed by teachers has several factors that affect the effectiveness and purpose of the portfolio itself (Ali Thomthowi Jauhari, 2018). As stated by Moch Abduh (Abduh, 2019), there are several aspects that must be considered in compiling a portfolio, including the purpose of the portfolio as an important aspect that will determine the direction of success to be achieved from student assessment such as the purpose of assessment used for the purpose of monitoring the learning process formatively or assessment of learning outcomes summatively or maybe a combination of both. Assessment as the purpose of preparing a portfolio greatly influences the approach as well as the focus of assessment in portfolio preparation.

The contents of the portfolio should be related to the assessment objectives and have assessment competencies. Not only that, the process of managing portfolios is also important and students should be involved in selecting content as a driver for self-evaluation and reflection. Teachers can also conduct discussions with students in agreeing on portfolio documentation such as how to collect it, criteria and assessment weight, by conducting discussions the teacher is able to find out more about the difficulties faced by

students in the process of collecting portfolios. Not only that, the discussion process also helps to foster a sense of student responsibility in doing a task and the purpose of the portfolio should focus on student development, self-assessment, reflection as well as progress discussions between teachers and students, so that teachers can help and know the competencies that students want to achieve (Anam & Balqis Fauzatul Rohmah, 2022).

Assessment of learning outcomes can use various methods, one of which is portfolio. Potofolio also has several advantages and disadvantages (Anam & Balqis Fauzatul Rohmah, 2022). Therefore, it is important for teachers to understand in depth about the characteristics of each form of assessment and choose an instrument that suits the needs of students so that learning objectives can be achieved optimally. One of the advantages of the portfolio is that it provides a broad opportunity for students to be able to conduct individual self-assessment, reflection and a sense of responsibility for the process and progress of individual student learning such as understanding weaknesses and strengths while thinking about strategies or student efforts in achieving the expected competencies. That way portfolios not only help students develop their cognitive abilities but also help develop non-cognitive skills.

A. Use of Process Portofolio in Arabic Language Learning

A portfolio of work is a type of assessment that emphasizes students' continuous development during the learning process (Setiamiharja, 2016). In this study, work portfolios are used as a tool to monitor students' understanding of important concepts in Arabic, such as *fi'il madhi, fi'il mudhari '* in the form of *mabni ma'lum* and *mabni majhul*. Students are not only given the task of memorizing these terms, but must also be able to apply these concepts in the form of sentences that are appropriate and in accordance with the rules of Arabic grammar.

The portfolio of work used is a portfolio that is done in groups. Each group consists of five students, where each group member has the responsibility to complete a certain part of the material provided. This division of tasks allows each student to contribute in their group directly to the shared understanding. In this way, the portfolio of work not only assesses individual ability, but also collaboration and teamwork in solving problems. The tasks in the portfolio are also designed so that students are able to exchange understandings, build discussions and compile a final product that is the result of the collective understanding of the students.

The assessment process using portfolios provides greater space for teachers to observe how each student develops in terms of understanding the theory and its application in the form of sentences. In this case, students are asked to create a portfolio that includes an explanation of the theory, such as the difference between *fi'il madhi* and *fi'il mudhari'*, as well as composing example sentences from the material in the form of *mabni majhul* and *mabni ma'lum*. The portfolio also serves as tangible evidence of student involvement in the learning process, providing an opportunity for teachers to identify the weaknesses and strengths of each student in understanding and applying some of the concepts that have been taught. In addition, the portfolio used is also a reflection tool for students, where they can look back at their work, explore and evaluate their own understanding of the learning material.

The success of portfolio work also lies in its ability to provide more in-depth feedback compared to conventional assessment methods. Teachers can see in more detail how students process in composing sentences, understanding grammar rules, and presenting more accurate final results. Thus, the portfolio used by teachers at Pondok

Pesaantren Al-Anwar Muara Jambi is not just an assessment tool, but also a learning tool that develops critical thinking skills, as well as cooperation and reflection for students on the material that has been studied together in the classroom.

Based on theory, the portfolio design made by Arabic language teachers at the Al-Anwar Islamic Boarding School in Muara Jambi is in accordance with the theory of portfolio making steps. Making a portfolio begins with setting the purpose of the work portfolio as a tool to monitor or see the extent of the development of students' understanding of the material formatively. The portfolio is also designed by adjusting the content based on the assessed competencies which not only include memorization of basic concepts but also their application in Arabic sentences correctly and well in accordance with Arabic language rules.

The division of tasks in groups represents student involvement in portfolio management. Students are invited to reflect, evaluate and collaborate with peers, this is in line with the theory that mentions the importance of discussion between teachers and students (Anam & Balqis Fauzatul Rohmah, 2022). Not only that, the portfolio used also provides an opportunity for teachers to find out the strengths or strengths and weaknesses of students, provide detailed feedback and monitor the progress made by students in cognitive and non-cognitive aspects (Anam & Balqis Fauzatul Rohmah, 2022).

B. Division and Implementation of Group Tasks

Based on the results of interviews with teachers, the division of groups has clear responsibilities for different parts of the material, so that the learning process can run effectively.

"Of course there is, each group member gets their own part of the task, which in one group consists of 5 members. So the division of group tasks in the material about fi'il, namely fi'il madhi, fi'il mudhari', fi'il ma'lum, and fi'il majhul and their examples, namely 1 child explaining the meaning of fi'il, 2 children explaining about fi'il ma'lum and majhul and 2 children who make examples of each of these fi'il." Said Ustadzah Fitriawati, teacher of Arabic class X at Pondok Pesaantren Al-Anwar Muara Jambi (Portfolio Assessment, 25/09/2024).

A clear division of tasks within the group not only helps students understand the material better, but also encourages students to participate more actively in group discussions. With each student having an important role in portfolio construction, students can focus more on their assigned responsibilities, which in turn contributes to a collective understanding of the material. Through this division, it is expected that each student can support each other, so as to achieve better results in completing the portfolio.

The clear division of group tasks, as carried out by Ustadzah Fitriawati, is in line with the theory of Anam & Balqis Fauzatul Rohmah (2022) which states that collaboration and division of roles in groups can increase students' individual and collective understanding of the material. In addition to facilitating student focus on specific responsibilities, this approach also encourages active participation which is important in group discussions. However, lingering individual comprehension barriers suggest that additional mentoring is needed, as suggested by Moch Abduh (2019), so that students are better prepared to understand concepts before contributing to group tasks. Thus, reflection sessions or accompanying discussions could be a solution to ensure each student truly understands the piece of material they are presenting.

Although the division of tasks has been done well, the teacher also said that the teacher found that not all students were able to master the material well.

> *"Not all students mastered the material provided, so some group members had difficulty filling out their portfolios correctly." Explained the teacher in the interview (Potofolio Assessment, 25/09/2024).*

This shows that although the structure of the division of group tasks has been clearly established, individual understanding of the material remains a challenge that must be faced by this class X students. Based on the results of the interviews that have been presented, it appears that although the division of group tasks has been carried out, there are still students who have difficulty understanding the material, causing overlap in portfolio completion. This is in accordance with what was stated by Anam & Balqis Fauzatul Rohmah (2022), which states that although collaboration can improve understanding and non-cognitive skills, additional support from teachers is still needed to ensure individual student understanding.

The teacher's actions of observing and providing feedback were in line with Moch Abduh's (2019) theory that emphasizes the importance of discussion to identify student difficulties, but were not fully effective because student involvement in the selection and evaluation of portfolio content, as recommended by Ali Thomthowi Jauhari (2018), was not optimized. As a practical solution, teachers can provide opportunities for individual reflection before group work begins, or organize discussion sessions between group members with teacher guidance, so that each student can understand the material better.

The results of the portfolio documentation show that although the portfolio is well organized and includes parts that are in accordance with the material that has been learned, there are still some shortcomings.

> *"The portfolios are compiled based on the initiative of the teachers who teach Arabic, but not all groups fill in the portfolios completely and correctly." Explained the teacher in the interview (Portfolio Assessment, 25/09/2024).*

In addition, the teacher also encountered gaps in students' understanding of the material being tested. Some students still look confused in completing the portfolio, especially in composing the right sentences according to the rules of Arabic grammar. This can be seen from the portfolio documents which show that although the remaining students are able to make sentences, not all sentences are grammatically and structurally correct according to the instructions requested in the portfolio provided.
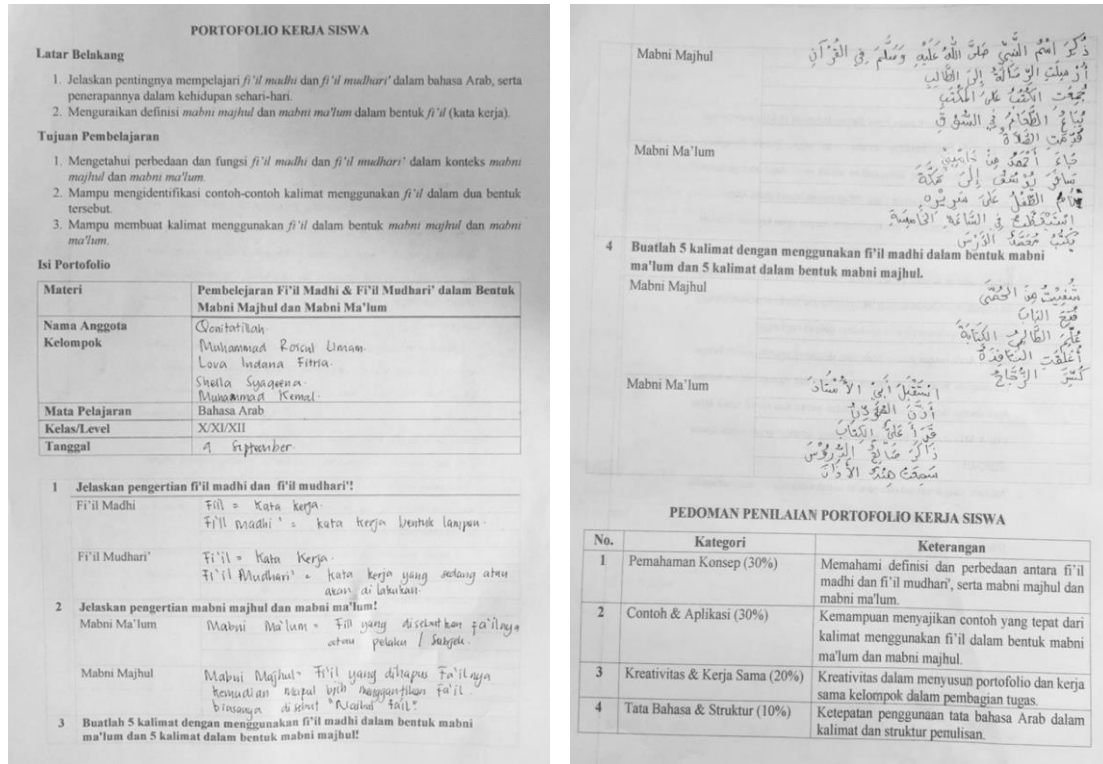
Figure 1. Group 1 Portofolio

However, the cooperation in the group will still go well, each student showed effort to complete the task despite some abstacle. The teacher also took notes:

"All group members have worked according to their respective tasks, but some are still confused in filling out the portfolio." (Potofolio research, 25/09/2024).

Thus, despite the shortcomings in understanding the material, cooperation and support among peers in the group became one of the important factors in the process of the completing student'a portofolio. This shows that good collaboration can help overcome various difficulties faced in learning (Hasanah & Himami, 2021).

C. Quality of Contribution and Cooperation

Each member of the group has an important role to play in the process of working through the portfolio, and evaluation focuses on how well they contribute to the shared tasks and how collaborative they are in completing the portfolio as a whole. So the quality of contribution and cooperation in a group can be seen from the results obtained. As in this study regarding the evaluation of portfolio assessment on student performance in groups and the material they have to present in the portfolio regarding the Arabic language methods of sharaf , namely fi'il madhi, fi'il mudhari', mabni ma'lum, mabni majhul and examples. So it can be seen and observed from the results of the interview, namely the statement conveyed by the teacher or Ustadzah Fitriawati as follows:

"*For the contribution of each group member, everyone worked well together. However, the results achieved still need evaluation because not all group members mastered the material in the portfolio and not all could answer the contents of the portfolio completely and correctly"* (Portfolio assessment, 25/09/2024).

From the above statement, it can be concluded that all group members have done their respective tasks well. However, the results achieved have not been maximized because the level of contribution from each member is different. Which, not all group members have good and correct mastery and understanding of the material so that it has an impact on the portfolio results. And this means that the results obtained by each group have not met the standard assessment guidelines stated in the portfolio. So here what must be evaluated is to make all students understand the Arabic learning material that will be presented by them through portfolios so that it will make students' group assignments more optimal and the contribution of each group member becomes quality because it has a good and precise understanding. Therefore, cooperation will be formed more compact and balanced from each group member.

Contribution in the KBBI means contribution. Contribution in this sense can be given meaning as what can be given in real terms, generally to the nation and state. Thus, contribution can be interpreted as contribution, support or support for an activity (Wahdi et al., 2019).

So from the above understanding, it can also be harmonized with the contributions that exist in a group task using a portfolio, namely that each group will present material based on their respective tasks that have been distributed so that the portfolio will show the process and work of each member or student, where in the group each member will contribute or support material according to their respective knowledge and understanding. However, the results of the portfolio in this study show that the level of contribution of each group member is not the same because not all group members have good, precise, and accurate mastery of the material. So a contribution becomes less qualified due to uneven understanding and mastery of the material from each student.

The quality of contribution in this portfolio work refers to how significant and effective the task is for each group member. Ideally, each group member contributes according to the tasks assigned, provides valuable input, and takes responsibility for his or her part. Quality contributions involve a deep understanding of the material, thoroughness in carrying out the task, and creativity in presenting information that is relevant and useful to the group.

Cooperation is intended as a joint effort between individuals or groups of people to achieve one or more common goals. Cooperation is an effort or work to achieve a result (Robert Baron, 2000). Cooperation is the personal involvement between the two parties and the achievement of optimal problem solving (Sunarto, 2002). From this understanding, it can be seen from student group work on the use of portfolios, namely mutual cooperation to complete the tasks of each group member. And cooperation involves team dynamics in coordinating tasks, sharing responsibilities, and supporting each other in completing the portfolio. Good cooperation means effective communication, clear divions of taks and synergy in bringing together various ideas and solution.In group work, it is not just individual results that matter, but how members help each other to achievea common goal.

The following is a portfolio of student work in groups as evidence of the quality of contribution and cooperation of each group member who has completed their respective tasks according to their division.
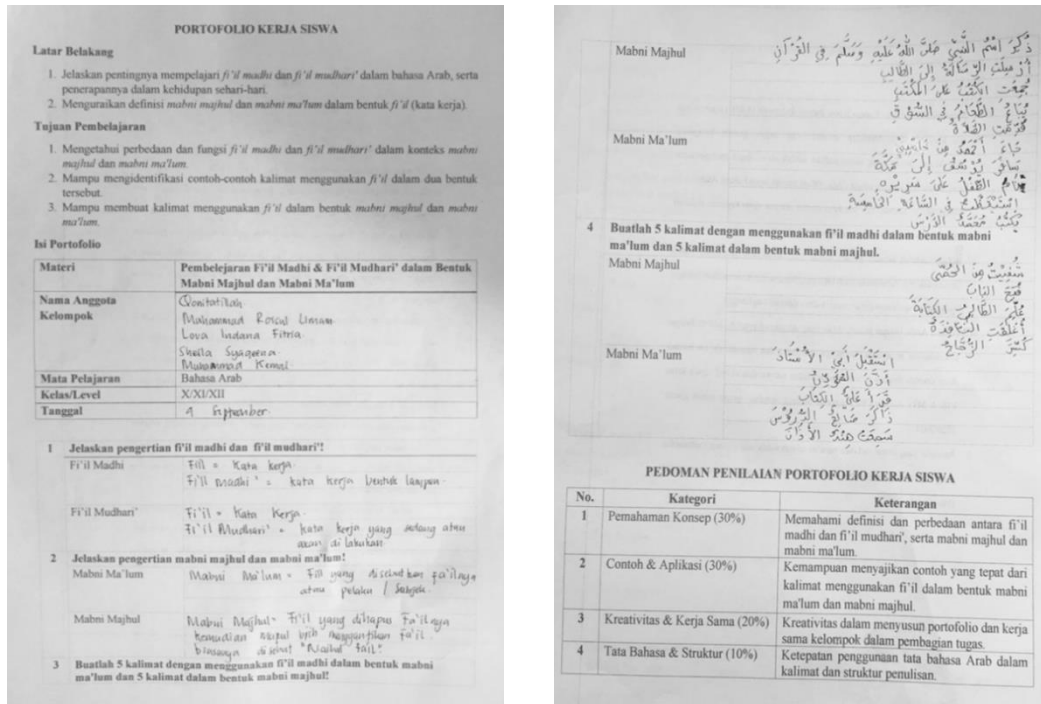
Figure 2. Group I Portfolio

The portfolio picture above is evidence of the contribution and cooperation of each group member, from these results it can be observed as a whole that each group member has done their job well, but there are errors, inaccuracies, inaccuracies in the example sentences written in the portfolio. This shows that not all group members have understood and mastered the material. For example, distinguishing madhi and mudhari ' *fi'il* is still wrong and erroneous. As in the portfolio above the sentence (يَكْتُبُ مُحَمْدٌ الدَّرْسَ) in the column *fi'il madhi mabni ma'lum*, this is *fi'il mudhari' ma'lum* not *madhi ma'lum*.
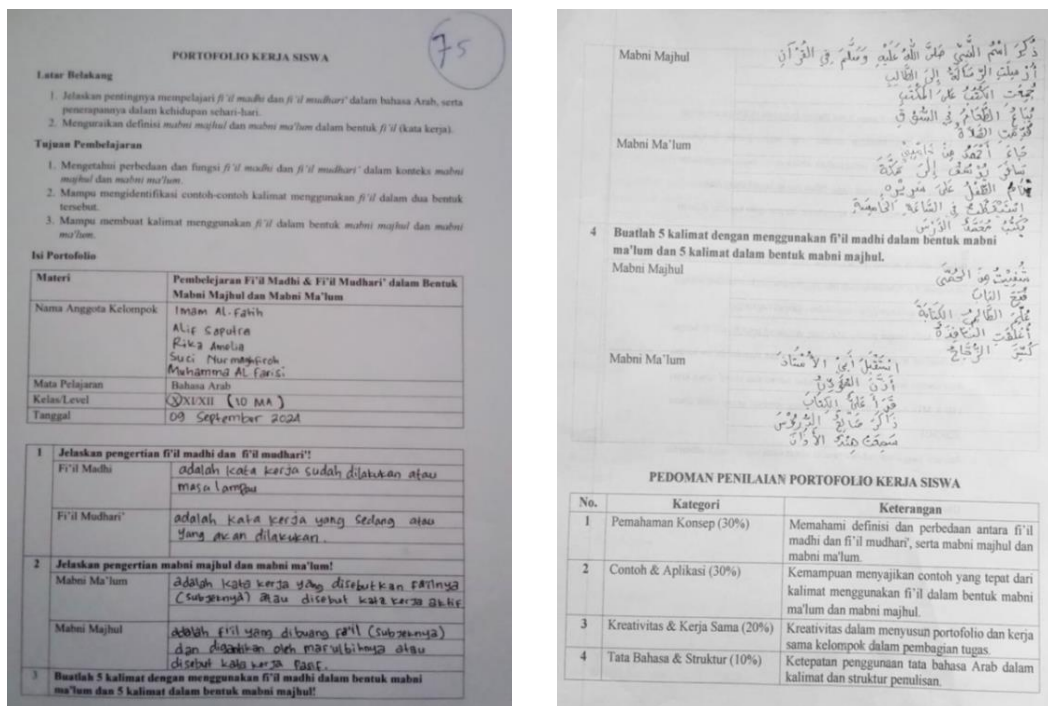

Figure 3. Group 2 Portofolio

And in the picture of the group work portfolio above is evidence of the contribution and cooperation of each group member, from these results it can be observed as a whole that each group member has done their job well, but there are errors, inaccuracies, inaccuracies in the example sentences written in the portfolio. This shows that not all members of the group have understood and mastered the material. And the results of this group ' s portfolio are so wrong and mistaken in distinguishing and making fi'il madhi mabni ma'lum, mabni majhul and fi'il mudhari mabni ma'lum, mabni majhul sentences. As in the column fi'il madhi mabni majhul filled with mabni ma'lum and vice versa. And in making mabni majhul sentences are also still wrong and mistaken (كُتِبَ أَحْمَدُ) should be (فُتِحَ الفُرْآنُ) or sentence (فُتِحَ أَحْمَدُ الفُرْآنُ) should be (كُتِبَ القِصَّةُ) (القِصَّةَ).

From the results of the student performance portfolio, the teacher can assess and evaluate the strengthening of mastery and understanding of the material before assessing group work using portfolios because the lack of mastery and understanding of the material will have an impact on the results of work on the portfolio, which makes a contribution and cooperation of less quality so that the data written in the portfolio is not precise and inaccurate. So in portfolio evaluation, if all members contribute evenly and work well together, the results produced will be more comprehensive and representative of the group's abilities. However, if there are members who are less active or uneven understanding of the material, this can hinder the quality of the resulting portfolio. Therefore, the quality of contribution and cooperation are important indicators in assessing the success of group assignments, especially in the context of collaborative learning.

D. Portofolio Completeness and Accuracy

The portfolio should cover all aspects of the assignment or task, including explanations, examples and relevant data, as per the learning objectives or group project. In addition, the portfolio should present accurate and precise information, with no errors in the completion, interpretation or presentation of the material. In the context of evaluating a portfolio of student work, completeness means that each member of the group has completed his or her part and that all elements requested in the assignment have been included. Accuracy means that the answer or information provided is in accordance with the truth of the material and is able to answer the question or task order precisely and correctly. So in this study, the results of the interview with ustadzah can be observed:

> *"It is in* accordance *with the duties of each group member, but some group members are still incorrect and incomplete in filling out the portfolio because there are still group members who have not mastered the material to be filled in the portfolio" (Portfolio Assessment, 25/092024).*

The teacher's expression can be described that each group member has worked according to their respective tasks. However, some group members filled in the portfolio with incompleteness and inaccuracies in sentence construction. This shows that they have not fully understood the instructions or materials. As for the completeness and accuracy of the portfolio, there are aspects according to the teacher (Barrett, 2007). Aspects assessed in the completeness and accuracy of the portfolio include:

1. **Completeness of Content**. The completeness of the contents of the portfolio used by the Xth grade Arabic teacher at the Al-Anwar Muara Jambi Islamic boarding school is categorized as complete because it is arranged in accordance with Arabic language learning that students have learned with separate subtitles such as in the portfolio in this study is discussing fi'il in general and specifically.

2. **Data Accuracy.** The information or material presented can be said to be inaccurate because the results of the contents of the portfolio by each group member are still many mistakes and inaccuracies and errors in compiling sentence structure or language. So that the data from the portfolio is not correct and accurate. This can be seen from the portfolio picture above.

3. **Proper Structure**. The portfolio is filled in by students or group members in accordance with a clear and logical sequence, but there are still mistakes in filling in several points in the portfolio, namely the sentence structure that is not correct. This can be seen from the portfolio picture above.

4. **Alignment with Instructions**. There are errors in the instructions presented in the portfolio that make students confused in filling it out and make the information or material written in the portfolio not suitable or not aligned with the instructions.

From these aspects, it can be concluded that overall, the portfolio in this study is not precise and accurate so it requires further evaluation such as improving and strengthening students' understanding of the material and guiding students how to organize information quickly. Teachers should provide clearer guidance on expectations for each section of the portfolio, including correct structure, content, and examples. Before final submission, teachers can conduct a draft review to provide initial feedback. And more detailed instructions on the expected structure should be given, as well as possibly providing examples of finished portfolios as a guide. Students can also be taught how to better organize information.

Overall, process portfolios have great potential as learning and evaluation tools, but their effectiveness depends heavily on individual understanding and even-handed collaboration within the group. As a portfolio is a collection of evidence of student or group progress, evidence of student achievement, skills and attitudes (Santoso, 2014). And the purpose of this work portfolio is to provide information on how students organize and manage work, reflect on their achievements, and set goals and directions (Farida, 2017).

In addition to the results and discussion above, there are self-reflections on students after portfolio work. Among the self-reflections on students are:

1. After completing the portfolio, students feel more understanding about the use of fi'il madhi, fi'il mudhari', and fi'il majhul in the context of Arabic. This learning process helped students recognize the difference between past, present, and passive verb forms, as well as their application in sentences.

2. Some of the challenges that students experience are distinguishing between the forms of fi'il madhi and fi'il mudhari' when used in sentences, as well as difficulties in converting active sentences into passive (majhul). However, through group discussions and teacher guidance, students began to better understand this concept.

3. In working on this portfolio, cooperation with friends was very helpful. Each group member shared knowledge and helped each other understand the material, which made learning more fun and effective. Students felt that this collaboration strengthened their understanding of the material.

4. In the future, students want to explore the differences in the use of fi'il majhul in various sentence contexts and practice more to improve their ability to form correct sentences according to Arabic rules.

CONCLUSIONS

Research on the evaluation of student performance portfolio assessment with the type of portfolio used is a process portfolio in Arabic language learning for grade X students at Al-Anwar Islamic Boarding School in Muara Jambi shows that this method is effective in monitoring the development of students' understanding on an ongoing basis, both in theory and application of concepts. Portfolios encourage collaboration and discussion between students, and improve critical thinking skills. However, this study also found that understanding of the material was uneven among students, thus affecting the quality of the portfolios produced. Although the division of tasks in the groups went well, not all members had a deep understanding of the material, especially in the application of Arabic grammar such as fi'il madhi, fi'il mudhari', mabni ma'lum, and mabni majhul. This led to some groups producing portfolios with errors in sentence construction and concept application. The main challenge lay in the different levels of individual understanding of the material, which impacted on the quality of group contributions and work.

The overall quality of the portfolios shows that although there is good cooperation, the completeness and accuracy of the materials in the portfolios still need to be improved. Teachers need to provide further guidance to ensure that all students understand the material well before compiling the portfolio. Overall, process portfolios have great potential as a learning and evaluation tool, but their effectiveness depends heavily on individual understanding and even collaboration within the group. Based on the research conclusions, the evaluation of the use of portfolios in Arabic language learning class X at Pondok Pesantren Al-Anwar Muara Jambi includes several important aspects that need to be improved, namely strengthening the material, monitoring individual contributions, emphasizing accuracy and completeness, and structured reflection. Continuous evaluation and improvement are needed so that the portfolio can function optimally as a learning and evaluation tool.

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