

AI ASSISTED RUBRIC ASSESSMENT FOR BASIC ARABIC LINGUISTICS LEARNING

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Abstract

This article discusses AI-assisted rubric assessment in Muqaddimah Ilm al-Lughah learning as a strategy to improve the objectivity, transparency, and depth of evaluation in introductory Arabic linguistics. The study is motivated by the frequent use of conventional evaluation that assesses final answers without providing sufficient criteria for linguistic reasoning. Using a qualitative descriptive method based on literature review and conceptual analysis, this study examines how artificial intelligence can support rubric-based assessment for tasks related to phonological classification, morphological analysis, syntactic description, and semantic interpretation. The findings show that AI-assisted rubrics can help lecturers formulate clearer performance indicators, provide structured feedback, and identify patterns of student errors. AI can also support the analysis of student responses by highlighting incomplete explanations, inconsistent terminology, and weak argumentation. Nevertheless, the role of lecturers remains essential in validating AI-generated feedback and ensuring that assessment reflects pedagogical and ethical considerations. The study concludes that AI-assisted rubric assessment can strengthen evaluation practices in Muqaddimah Ilm al-Lughah when it is used as an academic assistant rather than as an autonomous judge.

INTRODUCTION

Evaluation in Muqaddimah Ilm al-Lughah should measure not only students' ability to remember definitions, but also their ability to reason linguistically. Students need to classify sounds, analyze word patterns, explain sentence structures, and interpret meaning in context. Conventional scoring often does not show clear criteria for these complex abilities. As a result, students may not understand why their answers are considered strong or weak (Parawansah & Sofa, 2025).

The dynamics of technology use in learning evaluation indicate a shift from paper-based assessment toward more flexible, interactive, and data-informed assessment. Technology enables lecturers to design various instruments, collect responses faster, provide feedback more efficiently, and document student development over time. Nevertheless, the use of technology does not automatically improve evaluation quality. It must be guided by clear learning outcomes, valid indicators, and pedagogical consideration (Sofa et al., 2025).

In introductory Arabic-related courses, evaluation should measure conceptual mastery, analytical skill, reflective awareness, and the ability to apply concepts in authentic learning tasks. Students should not only memorize definitions, but also demonstrate understanding through explanation, classification, comparison, and contextual application. Therefore, technology-based evaluation must be designed to support deeper learning rather than merely accelerate scoring (R. Sholihah & Sofa, 2025).

This article aims to analyze the practice and dynamics of technology use in learning evaluation with a specific focus on ai-assisted rubric assessment for basic arabic linguistics learning. The significance of this study lies in its attempt to provide a conceptual evaluation model that is adaptive to modern learning needs while remaining grounded in sound assessment principles (Sofa et al., 2025).

LITERATURE REVIEW

Conceptual foundation

Rubric assessment provides explicit criteria that describe levels of performance. In language and linguistics learning, rubrics help assess accuracy, clarity of explanation, use of terminology, evidence, and coherence of analysis (N. Sholihah et al., 2026).

The literature suggests that effective technology-supported assessment must connect assessment tasks, learning objectives, and feedback mechanisms. When these elements are aligned, evaluation becomes a learning process rather than a separate administrative activity. This alignment is especially important in language and Islamic education contexts because learning outcomes include knowledge, skills, attitudes, and communicative competence.

Technology and assessment practice

Artificial intelligence can support assessment by organizing criteria, detecting recurring patterns in responses, and producing preliminary feedback. However, AI-generated feedback must be interpreted critically because linguistic learning contains contextual and pedagogical dimensions (Sholeha & Sofa, 2025).

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Feedback and learning improvement

Ethical assessment requires transparency, fairness, privacy protection, and lecturer supervision. Technology should support human judgment, not replace the academic responsibility of the teacher (N. Sholihah et al., 2026).

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RESEARCH METHODS

This study applied a qualitative descriptive library research method. The data consisted of scholarly discussions on rubric assessment, AI in education, language assessment, and Arabic linguistics learning (Fillah & Sofa, 2026). The analysis focused on the conceptual possibility of integrating AI assistance into rubric-based evaluation for Muqaddimah Ilm al-Lughah. Data were categorized into rubric design, AI feedback function, lecturer validation, and ethical challenges (Sholeha & Sofa, 2025).

The validity of the analysis was strengthened through source triangulation by comparing ideas from assessment theory, educational technology, and language or Islamic education pedagogy. The study does not aim to test statistical hypotheses, but to formulate a conceptual and practical understanding of how technology can be used responsibly in learning evaluation.

RESULTS AND DISCUSSION

Rubric criteria for linguistic reasoning

The findings indicate that rubric assessment can clarify the quality of student work in Arabic linguistics. For example, an answer on morphology can be assessed based on correct identification of root, pattern, meaning, and example. This clarity helps students understand the expected standard (Hasanah & Sofa, 2025).

This finding confirms that technology-based evaluation should be interpreted as a pedagogical system. The lecturer needs to design assessment tasks that are valid, provide feedback that is understandable, and use the resulting data for follow-up learning. Without this pedagogical orientation, technology may only change the medium of assessment without improving its academic quality (Saputra & Sofa, 2026).

AI support for feedback generation

AI can assist lecturers in generating initial feedback on student explanations. It can identify whether students use relevant terminology, whether their reasoning is coherent, and whether their examples match the concept being discussed. This support can reduce repetitive correction tasks (Ramadani & Sofa, 2025).

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Lecturer validation as academic control

Although AI is useful, lecturer validation is necessary. Arabic linguistic concepts require contextual interpretation, and AI may not always recognize local curriculum goals or the lecturer's intended emphasis. Therefore, final assessment decisions must remain with the lecturer (Firdausiyah & Sofa, 2025).

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Ethical and practical challenges

Challenges include data privacy, overreliance on AI, inaccurate feedback, and limited student understanding of AI use (Wulandari et al., 2026). Clear guidelines are needed so that AI becomes a tool for learning improvement, not a source of academic dependency (Ramadani & Sofa, 2025).

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Synthesis of discussion

Overall, the discussion shows that technology has the potential to make evaluation more flexible, transparent, and responsive to student needs (Husnia & Sofa, 2026). However, technology must be integrated with assessment literacy. Lecturers should determine what competence is being assessed, how evidence is collected, how feedback is delivered, and how students use the feedback to improve their learning.

Table 1. Technology-based evaluation framework

Evaluation Focus	Technology Practice	Learning Contribution
Phonological analysis	AI-assisted rubric for sound classification	Improves accuracy and explanation
Morphological task	Rubric for root and pattern analysis	Clarifies scoring criteria
Syntax description	AI-supported feedback on sentence analysis	Develops linguistic reasoning
Semantic interpretation	Rubric for contextual meaning	Encourages deeper analysis

The novelty of this article lies in the emphasis on a specific evaluation model rather than a general discussion of educational technology. By focusing on a distinct assessment practice, the article demonstrates that technology can support different dimensions of learning evaluation, including diagnosis, reflection, feedback, documentation, motivation, and data-informed decision making.

CONCLUSION

This study concludes that ai-assisted rubric assessment for basic arabic linguistics learning offers a relevant approach for improving the quality of learning evaluation in contemporary education. The use of technology can support more timely feedback, richer learning evidence, and more active student participation. It also helps lecturers identify learning difficulties and design appropriate follow-up actions.

The implication of this study is that lecturers need to develop assessment instruments that are technologically adaptive and pedagogically meaningful. Technology should be used to strengthen validity, transparency, feedback, and student reflection. The limitation of this study is its conceptual nature; therefore, future research should conduct

empirical studies using classroom experiments, student response analysis, or mixed-method designs to measure the effectiveness of the proposed evaluation model.

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