

AI ASSISTED RUBRIC ASSESSMENT FOR BASIC ARABIC LINGUISTICS LEARNING

Hosniati ¹, Ainur Rofiq Sofa², Muhammad Ichsan ³

^{1,2}Universitas Islam Zainul Hasan Genggong Probolinggo

³Universitas Hafshawaty Zainul Hasan

Email: ¹hosnieaa@gmail.com, ²bungaaklirik@gmail.com, ³ichsan29061997@gmail.com

Keywords:

Mobile Learning,
Portfolio Assessment,
Arabic Linguistics,
Student Reflection,
Digital Evaluation

Abstract

This study analyzes mobile-based portfolio assessment in introductory Arabic linguistics learning as an alternative evaluation model that documents students' learning progress over time. The background of the study is the limitation of conventional tests that often measure final achievement without capturing the process of conceptual development in Muqaddimah Ilm al-Lughah. This research uses a qualitative descriptive method through literature review and conceptual analysis of digital portfolio practices. The findings reveal that mobile-based portfolios enable students to collect phonological exercises, morphological analyses, syntactic diagrams, semantic reflections, and lecturer feedback in one digital space. This model supports process-oriented assessment because lecturers can observe students' progress, error correction, and reflective awareness. Mobile portfolios also encourage students to take responsibility for their own learning by revising tasks and documenting improvement. However, implementation requires clear portfolio guidelines, assessment rubrics, digital discipline, and institutional support. The study concludes that mobile-based portfolio assessment is suitable for Muqaddimah Ilm al-Lughah because it integrates evaluation, reflection, feedback, and learning documentation.

INTRODUCTION

Muqaddimah Ilm al-Lughah introduces students to broad and interconnected linguistic concepts (Khomsiyah & Sofa, 2026). A single written test is often insufficient to represent students' gradual learning process. Students may improve significantly after feedback, but this development is not visible in final-score-oriented evaluation. Therefore, portfolio assessment is needed to document learning progress and reflection (Sholihah et al., 2026).

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 (Fillah & Sofa, 2026).

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 (Saputra & Sofa, 2026).

This article aims to analyze the practice and dynamics of technology use in learning evaluation with a specific focus on mobile-based portfolio assessment in introductory arabic linguistics. 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.

LITERATURE REVIEW

Conceptual foundation

Portfolio assessment emphasizes the collection of learning evidence over a period of time. It is particularly relevant for language learning because linguistic competence develops gradually through practice, correction, and reflection (Husnia & Sofa, 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 (Bukhori et al., 2026).

Technology and assessment practice

Mobile learning allows students to document tasks through smartphones, upload work, receive feedback, and revise assignments flexibly. This flexibility is important for students who learn Arabic linguistics outside formal classroom hours (Wulandari et al., 2026).

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Feedback and learning improvement

Reflective assessment encourages students to explain what they have learned, what difficulties they encountered, and how they improved their work. Reflection transforms evaluation from judgment into learning (Subianto et al., 2026).

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RESEARCH METHODS

This research used a qualitative descriptive approach with a literature study design. The study analyzed the concept of mobile-based portfolio assessment in Muqaddimah Ilm al-Lughah learning. The main data were collected from theoretical sources on portfolio assessment, mobile learning, language evaluation, and Arabic linguistic instruction. Data analysis was conducted by identifying themes related to learning documentation, feedback, reflection, and assessment validity (Mh et al., 2026).

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

Portfolio as learning documentation

The results show that mobile-based portfolios can document various student works, including sound classification exercises, morphological pattern tables, syntactic analysis, and semantic reflections. This documentation gives lecturers a more comprehensive view of student progress (Efendi et al., 2026).

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.

Reflection and revision culture

Portfolio assessment encourages students to revise their work after receiving feedback. Through reflection notes, students can explain their misunderstandings and learning strategies. This process strengthens metacognitive awareness (Sofa & Qamariyah, 2026).

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 (Efendi et al., 2026).

Flexibility of mobile technology

Mobile platforms allow students to submit tasks, receive comments, and access previous work anytime. This flexibility supports continuous learning and makes evaluation more integrated with daily academic practice (Putri et al., 2026).

This finding confirms that technology-based evaluation should be interpreted as a pedagogical system (Hosniati & Sofa, 2026). 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 (Qomariah et al., 2026).

Implementation challenges

Challenges include inconsistent student uploads, unclear portfolio organization, limited digital storage, and the need for detailed rubrics. Lecturers must design portfolio structures carefully to maintain assessment validity (Hawa & Sofa, 2026).

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 (Fillah & Sofa, 2026; Hawa & Sofa, 2026).

Synthesis of discussion

Overall, the discussion shows that technology has the potential to make evaluation more flexible, transparent, and responsive to student needs. 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
Learning evidence	Mobile portfolio collection	Documents student progress
Feedback	Digital lecturer comments	Supports revision
Reflection	Student learning notes	Develops metacognition
Final evaluation	Portfolio review rubric	Measures process and achievement

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 mobile-based portfolio assessment in introductory arabic linguistics 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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