



**SYSTEM OF EVALUATION IN TEACHING OF
COMMUNICATIVE ARABIC LANGUAGE AT SULTAN SHARIF
ALI ISLAMIC UNIVERSITY (UNISSA) BRUNEI DARUSSALAM:
FACULTY OF SHARIAH AS A CASE STUDY**

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Abstract:

The goal of this study is to examine the efficacy of the system of evaluation in teaching the communicative Arabic language at the Faculty of Shari'ah of the Sultan Sharif Ali Islamic University (UNISSA) in Brunei Darussalam. Researchers distributed the identification to the 22 first-year students of the Faculty of Shariah at the Sultan Sharif Ali Islamic University (UNISSA), who studied the Arabic subject of communication in 2024 (all students of the first year of the Faculty of Shariah at the Islamic University, who studied the Arabic subject of communication in 2024 were 35 students, a sample of 63% of all students). Having obtained the data needed for this research, they have analysed them evaluatively and quantitatively to obtain the required results. This study found that the positive aspects of the evaluation of the tests for the teaching of the Arabic language at Sultan Sharif Islamic University are reflected in their proportion to the objectives of the curriculum (80 percent). They measure the competence of students in oral communication by 80 percent; they measure the proficiency of students in editorial communication by 78.2 percent; the distribution of grades for both oral and written communication skills by a balanced proportion (75.5%), and the testing system corresponds to the courses and training offered to students in the classroom by 80%, that the test results reflect the true linguistic level of students by 77.3%, that the test results are true by 93.3%, that the test results are comprehensive (75.5%), that the test system contains the theoretical aspect by 73.6%, and that the test system contains the applied aspect by 74.5%. The negative aspect is that the system of tests for the teaching of the Arabic language is not commensurate with the objectives of the curriculum by 20%; it

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does not measure students' competence in oral communication by 20%; it does not measure students' competence in editorial communication by 21.8%; it does not balance the distribution of grades for both oral and written communication skills by 24.5%; the attendance of students in the classroom is underrepresented by 20%; the linguistic level of students is misrepresented by 22.7%; the results are inaccurate by 19.1%; the results are incomplete by 24.5%; it lacks the theoretical aspect by 26.4%; and it lacks the practical aspect by 25.5%.

Keywords: evaluation, system, language, Arabic, communication

1. Introduction

Teaching is an art which includes knowledge, presentation, an art of dissemination and, above all, every aspect of paralinguistics. Teaching demands broad knowledge of the subject matter in all horizons, a complete curriculum with standards, a positive and caring attitude with enthusiasm, a desire for learning and techniques of classroom management and a desire to make a difference in the lives of young people. The existence of materials is totally based on the creativity and innovative ways of teachers. No one can assume even a single material without a teacher because it is a teacher who uses the materials in the classroom effectively, and the effective usage of those materials is reflected by the involvement of the students ([Shravan Kumar](#): 2017).

Teaching Arabic language in Brunei Darussalam soon had a significant amount of development in the sixties of the previous century, when regular Arabic schools for boys and girls were set up, when His Majesty Sultan (Haji 'Omar Sayf al-Din Sa'd al-KhairWa al-Din) laid the first foundation stone of Arab schools in the country on the day Thursday 17 of May in 1384 AH, corresponding to 24 September 1964, and then "Institute of Religious Teachers of Sri Begawan" (KUPUSB) opened in 1972 to produce the teachers of Arabic language and religious materials in religious primary schools. The establishment of these Arabian schools in Brunei Darussalam is counted as one of the important scientific, religious and educational achievements, according to the results given as the great religious and educational goals achieved by these schools in Arab-Islamic aspects, as these schools play an important role in the formation of an educated Muslim society. These Arabic schools have become a basic center of Islamic teaching (Shamsuddin and Sara: 2017).

Abd al-Rahman bin Sheikh in (<http://www.arabtimes.com>) mentioned that the history of Arab education in the Sultanate of Brunei Darussalam dates back to 1941 AD when an Arabic school was established in Busur Uluq, but this school did not last for a long time due to the incursion of Japanese colonialism in country. The Brunei government did not stop at this point but rather continued its efforts to educate its children and provide them with Islamic and Arab cultures by sending the country's citizens abroad, starting in the year 1956 AD, to Al-Azhar University in the Arab Republic of Egypt and

to some Islamic institutes in Kelantan, and an Islamic college in Klang Selangor Malaysia, and Al-Junaid School in Singapore. There are currently three Arab secondary schools in Brunei: "Hassan Al-Bulqiah Arabic Secondary School for Boys," which opened in 1966 AD, and "Raj Astri Fengiran Ang Damit Arabic Secondary School for Girls," which opened in 1967 AD, and the Brunei Islamic Institute, Tutong. The Arabic School aims to take care of teaching Islamic and Arabic subjects in addition to modern subjects that qualify its graduates to continue their studies at the higher educational level in Islamic and Arabic studies at the University of Brunei, Arab universities or Malaysian universities. The duration of the study in the Arab school lasts nine years for the junior and secondary stages, and this is after the student completes the primary education in public primary schools. The curriculum followed by the Arabic Secondary School was the same as that followed by the Islamic Foundation Schools in Kelantan, Malaysia. As for higher institutes and universities, there were two institutes and a university where the Arabic language was taught: the Institute of Religious Teachers (Office of Verkorwan Akam Seri Bekaun), which was established in 1972 AD, to graduate teachers of religious subjects and the Arabic language, and the Higher Institute for Islamic Studies, which was established in 1989 AD, and the University of Brunei Dar al-Salam, which houses the Sultan Hasan al-Balqiyah Institute for Education, and the College of Islamic Studies, where Islamic studies and the Arabic language are taught, which were changed to the Sultan Hajj Omar Ali Saif al-Din Institute in 2000 AD, and it contains the department of Arabic Language with the Departments of Sharia and Fundamentals of Religion.

Abd al-Rahman bin Sheikh said (<http://www.arabtimes.com>), the Sultanate of Brunei Darussalam in 2007 witnessed a new educational development, as the Institute of Religious Teachers was upgraded to the University Teachers College (KUPBSB), as well as the Sultan Haji Omar Ali Saifuddin Institute at the University of Brunei Darussalam to become the Sultan Sharif Ali Islamic University (UNISSA). These two new educational institutions are among the most important landmarks and strongholds for spreading Islam and the Arabic language in this Accordingly, the Islamic educational centres in Brunei Darussalam are as follows:

- a) Sultan Sharif Ali Islamic University (UNISSA),
- b) University Teachers College, Bandar Seri Begaon (KUPBSB),
- c) University of Brunei Darussalam (UBD),
- d) Hassanal Balkiah Arabic Secondary School,
- e) Raj Estri Fanjiran Ang Damit Arabic Secondary School for Girls,
- f) Brunei Islamic Institute, Tutong.

2. Literature Review

2.1 Teaching Arabic Language

Arabic language is like any other language in the world. It has characteristics and features that distinguish it from other languages. These features and characteristics make it

attractive to many people among scholars and philosophers from Arabs and non-Arabs. This interest has been translated to publications and researches that investigate the basis of the language, its rules and its roles in the development of human civilization in various aspects of sciences and Arts. In the present time, there is a major issue that many people among Arabic language Scholars show concern for, and that is the relevance of teaching languages to non-speakers. Teaching Arabic to non-Arabic speakers has become an independent educational practice that has programs, methods, and reference books. It presents the Arabic language by describing it as foreign to those who are not familiar with Arabic civilization and can neither write nor read in Arabic. This is because there is a need of guidelines, curriculum, syllabus and teaching styles different from the one presented to those whose first language is Arabic. The profession of teaching Arabic to non-Arabic speakers is a noticeable activity in many Islamic countries that aims to spread it in different ways in an accepted educational way to service the Arabic language better and in response to an increase in the population of those interested in learning it in different corners of the world and in actualizing the Islamic aims, civilizations and economy. Educational foundations, institutes of learning and Islamic and Arabic learning centers have strived to develop learning programs with specific educational curriculum and syllabus in this field (Taimah, 1989).

The concept of curriculum (and what it contains in terms of teaching aids) is rated as one of the most important elements required for teaching Arabic to non-Arabic speakers. Despite the increased interest in teaching and learning Arabic by non-Arabs, whether it is described as the language of the Qur'an and religion or as the language of the world and knowledge, interest in this language, as studies revealed, has begun to diminish in the absence of complete guide and supports that can be relied upon in actualizing requirements of teaching Arabic to non-speakers of the language in the best form. One of the most important things to note is that the curriculum of Arabic language teaching for non-Arabic speakers is devoid of a comprehensive syllabus and modern teaching methods. In addition, it is still in the implementation stage and not implemented by qualified teachers technically and professionally (Taimah, 1989).

2.2 Evaluation System in Teaching of Arabic Language

Taimah (1986) also mentioned that evaluation is considered an important element in the teaching of the Arabic language to non-Arabic speakers, and to make sure that the teaching process is successful, the learning institutes must evaluate its students to investigate the extent to which the students have acquired knowledge and the targeted skills. The concept of evaluation varies with differences in opinion in teaching processes. The view that restricts education to the provision of information to students restricts the concept of evaluation to examinations and the extent of the students' acquisition of knowledge. The view that extends the concept of education extends concepts of evaluation to the following. It transcends ordinary examination depending on various forms of change in students' behaviors, knowledge, emotional and skill.

2.3 Concept of Evaluation

According to Saadat (2018), Sarhan (1988), Abdur (1977), Khalil (2007), Taimah (1986) and Hindam (1978), a number of definitions have been presented for evaluation, some of them are mentioned as follows:

- Bloom defines it, in his words, as *“organized set of guides that brings changes to a group of learners when received and caused specific changes in each of the students”*,
- Nedred defines it, in his words, as *“an integrated process in which the goals of an aspect of education are defined and the degree to which these goals are achieved is assessed”*,
- Sanders defines it as *“the determination of determining the value of something including obtaining information used to judge the value of a particular program goals, method, result or outcome or possible use of alternative method designed to achieve a specific goal”*.
- Dermirtas defined it as *“the determination of the extent to which we have achieved success in achieving the goals that we seek to achieve as it helps us to identify problems, diagnose conditions, and identify obstacles and difficulties with the aim of improving the education process uplifting its level and helping it to attain its goals”*.

It is also defined as the writing of grades that express the assessment of the student's work in relation to his ability, or it is the arrangement of the student's relatives to his classmates. Nevertheless, the definition we considered comprehensive is *“it is the sum total of the procedures through which data related to an individual, a project or a phenomenon is collected, and this data is studied in a scientific manner to identify the extent to which the predetermined goals are achieved in order to make a certain decision”*.

2.4 Importance of Evaluation

Referred to Taimah (1986), evaluation helps in the field of teaching the Arabic language as a second language to achieve the following:

- Identify students' levels before the program so that it will be easy to place the student in the appropriate language level.
- It assists the students in selecting the appropriate program and endows them with continuous self-guidance in light of what they know about their language level periodically.
- Motivate students and teachers to continue working: there is no doubt that when a person stands on the result of his strength continuously and his area of strength and weakness to get what is known as feedback, it will go a long way to stimulate workers to exert effort.
- It assists in decision making: the main aims of evaluation are to improve the teaching process and to enable it to achieve its aims as a whole so that decisions can be taken by it. The decision may be administrative or academic which is related to the teaching process as a whole. Therefore, evaluation aids decision making.
- Educating the public on the relevance of the program and encouraging them to join it. The public that is opportune to know the result of efforts of the institute

that teaches Arabic will be more interested and will strongly participate in rendering service to it and ready to join it.

2.5 Qualities of Evaluating

Taimah (1986) also said that evaluation in respect to the above concepts has certain features. The following constitute the characteristics of evaluation in the field of Teaching Arabic to its non-speakers:

- Connection of evaluation with objectives of the curriculum: the evaluation should be connected to objective analysis of the Arabic curriculum, whether the general or specific goals in respect of main or subtopics.
- Comprehensiveness of the evaluation process: teaching Arabic language does not only aim to impact the students with a set of linguistic facts. Its aims are beyond that and include attaining comprehensive, integrated growth by students mentally, emotionally and skillfully.
- Respect for humanity: A good evaluation is based on respect for the personality of the teacher and students since they are partners in the teaching-learning process
- Evaluation is scientific: A good evaluation must adopt a method and instruments in a scientific way and system.
- Evaluation is economical: A good evaluation process helps to manage stress, time and money while preparing and applying it.

2.6 Language Test

Taimah (1986) also reminded us that the Language Test is referred to as one of the most important instruments in the field of teaching the Arabic language since it is possible to determine the level of the students in the four language skills and their improvement. Language tests have specifications to ensure their quality, just as they are of various forms. Specification of a good language test:

- **Validity:** This means that a test must measure what it is meant to measure. An Arabic grammar Test that is full of difficult words that students must understand is not considered valid because it requires knowing the vocabulary in addition to the grammatical rules
- **Reliability:** This means it should give similar results when administered to another similar group of samples when used at the same time or after a short period.
- **Objectivity:** This means that the personality of the one carrying out the test should not interfere with grading the student in the test.
- **Practicality:** This means that a test does not require much stress from the teacher during formation, application or correction
- **Discrimination:** A test should be able to discriminate between ranks among students

3. Research Methodology

The goal of this study is to examine the efficacy of the system of evaluation in teaching the communicative Arabic language at the Faculty of Shariah of the Sultan Sharif Ali Islamic University (UNISSA) in Brunei Darussalam. Researchers distributed the identification to the 22 first-year students of the Faculty of Shariah at the Sultan Sharif Ali Islamic University who studied the Arabic subject of communication in 2024 (all students of the first year of the Faculty of Shariah at the Islamic University who studied the Arabic subject of communication in 2024 were 35 students, a sample of 63% of all students). Having obtained the data needed for this research, they have analysed them evaluatively and quantitatively to obtain the required results.

4. Research Findings and Discussion

4.1 Investigating the Alignment of the Arabic Language Teaching Assessment System at the Sultan Sharif Islamic University with the Curriculum Objectives

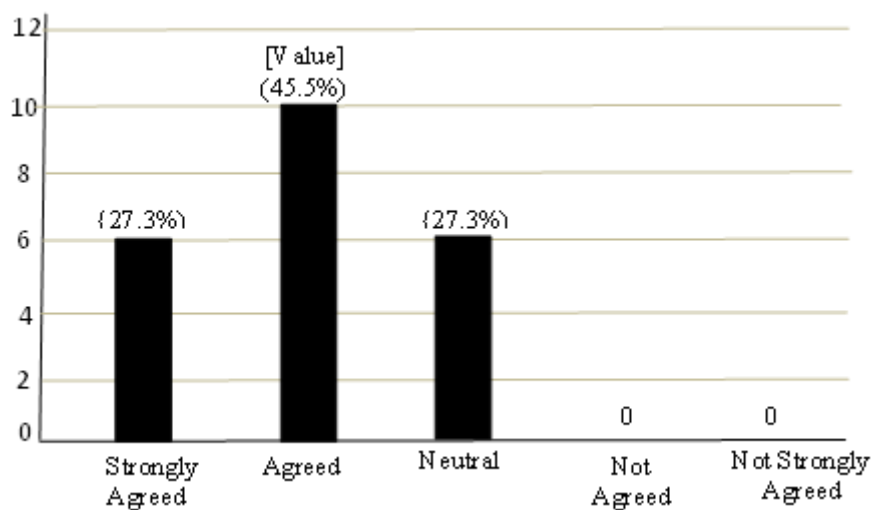


Figure 1: Evaluation of the alignment between the Arabic language communication tests at the Sultan Sharif Islamic University and the curriculum objectives

Based on the data presented in the chart, it is evident that 27.3% of the sample strongly supported the adaptation of the Arabic language teaching tests to align with the curriculum objectives at Sultan Sharif Islamic University. Additionally, 45.5% of respondents agreed with this proposal, while 27.3% expressed reluctance towards it. This breakdown illustrates the varying perspectives on the matter.

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(6 \times 5) + (10 \times 4) + (6 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(80\%) = \frac{30 + 40 + 18 = 88}{110} \times 100$$

This indicates that the testing system for Arabic language instruction at the Sultan Sharif Islamic University is suitable for achieving the curriculum's goals. When those who said otherwise are taken into account, the percentage of samplers who agreed to this was 80% and their proportion (20%).

The system of exams used at the Islamic University to assess Arabic language proficiency is relevant to the curriculum objectives in 80% of cases, which is a positive reflection of this point. The negative seems out of proportion (20%).

4.2 The Extent to Which Tests Measure Students' Competence in Oral Communication

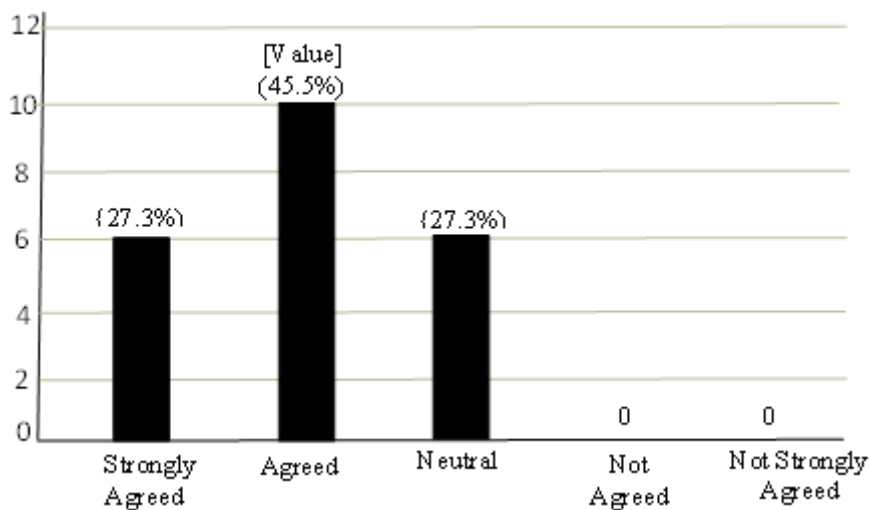


Figure 2: Measurement of student proficiency in oral communication

According to the previous figure, 27.3% of the sample strongly agreed that the tests should be measured; 45.5% of the students agreed, while 27.3% disagreed. A closer look at this percentage looks like this:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(6 \times 5) + (10 \times 4) + (6 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(80\%) = \frac{30 + 40 + 18 = 88}{110} \times 100$$

This indicates that the assessments gauge students' oral communication skills; of the sample, 80% agreed with this, with the remaining 20% indicating otherwise.

The tests that gauge students' proficiency in oral communication show that this point is beneficial by an average of 80%. The negative value indicates that 20% is not used to measure it.

4.3 Assessment of Students' Test Scores and Editorial Communication Proficiency

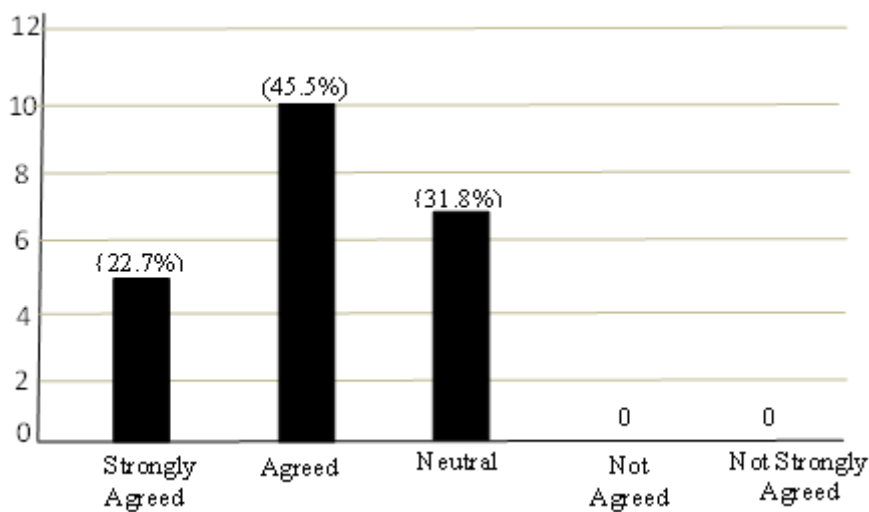


Figure 3: Assessment of students' test scores and editorial communication proficiency

According to the previous figure, 22.7 percent of the sample strongly agreed that students' editorial communication proficiency should be tested, and 45.5% of them agreed to do so, while 31.8% disagreed. A look at this percentage in the manner described below:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (10 \times 4) + (7 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(78.2\%) = \frac{25 + 40 + 21 = 86}{110} \times 100$$

This indicates that the exams gauge students' proficiency in editorial communication, and 78.2% of samplers agreed with this, even after taking into account the 21.8% who disagreed.

The positive aspect of this point is demonstrated by the 78.2% score on tests that gauge students' proficiency in editorial communication. There is a 21.8% negative.

4.4 The Extent to Which Each of the Oral and Written Communication Skills Is Distributed at a Balanced Rate

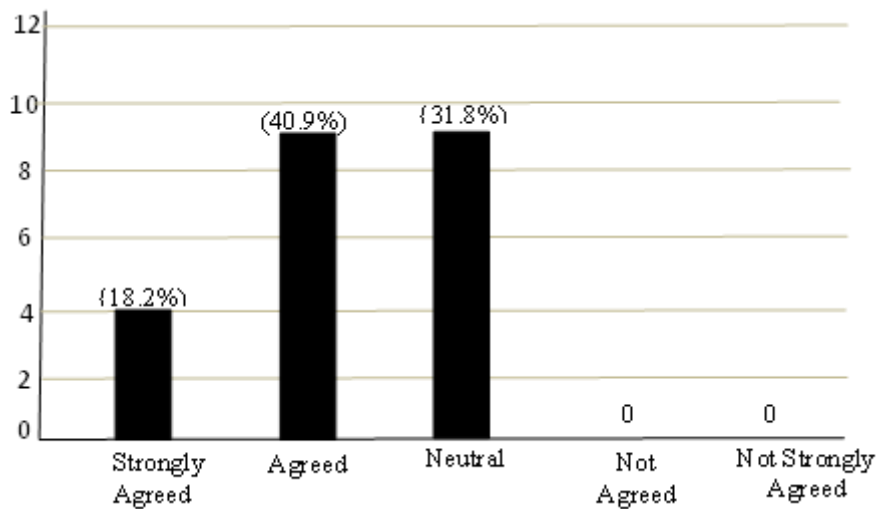


Figure 4: Degree distribution of both oral and written communication skills in a balanced ratio

From the above graph, it can be seen that 18.2% of the sample strongly agreed to assign grades at a balanced rate for both oral and editorial communication skills and that 40.9% of them agreed to do so, and 40.9% of them were reluctant to do so. The following is an analysis of this percentage:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (9 \times 4) + (9 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(75.5\%) = \frac{20 + 36 + 27}{110} \times 100$$

This indicates that there is a balanced distribution of grades for both written and oral communication skills and that 75.5% of samplers -including those who have indicated otherwise—have agreed to this. The remaining 25.5% disagree.

The distribution of grades for both oral and editorial communication skills at a balanced rate (75.5%) reflects the positive aspect of this point. The imbalance on the negative side is 24.5%.

4.5 The Relevance of the Testing System to the Classes and Training Offered to Students in the Classroom

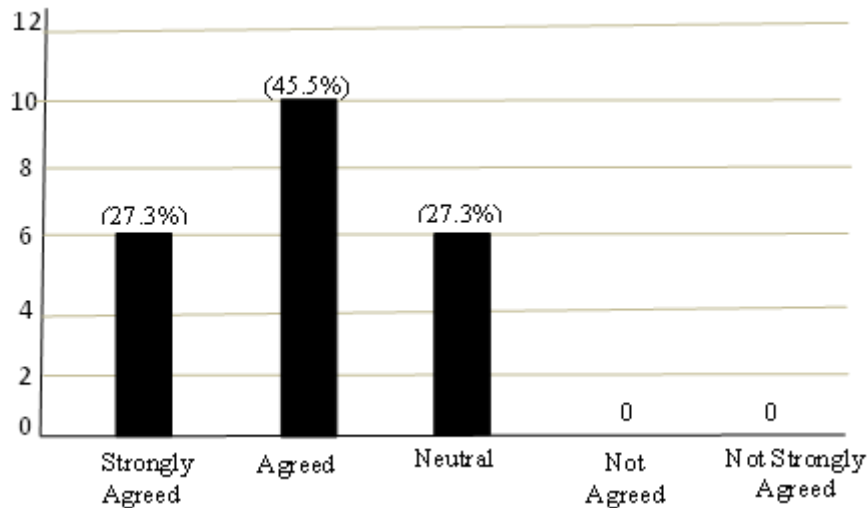


Figure 5: Suitability of the testing system to classroom courses and training

According to the preceding figure, 45.5% of the sample agreed to match the test system with the classes and training provided to students in the classroom, while 27.3% disagreed. Of the sample, 27.3% strongly agreed. An examination of this percentage as follows:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(6 \times 5) + (10 \times 4) + (6 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(80\%) = \frac{30 + 40 + 18 = 88}{110} \times 100$$

This indicates that the test system is appropriate for the instruction and training provided to students in the classroom; additionally, 80% of samplers agreed with this, with the remaining 20% indicating otherwise.

The system of tests is currently 80% commensurate with the classes and training provided to students in the classroom, which is a positive aspect. The negative seems out of proportion (20%).

4.6 Test Results Reflect the True Linguistic Level of Students

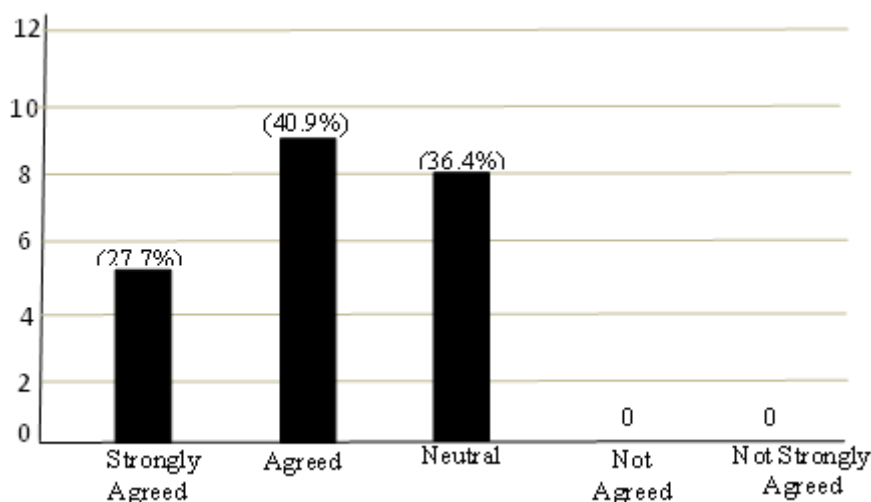


Figure 6: Test results reflect the actual linguistic level of students

The above graph shows that 22.7 percent of the sample strongly agreed, 40.9 percent agreed, and 36.4% disagreed with the test results that indicated the students' actual language proficiency. An analysis of this proportion looks like this:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (9 \times 4) + (8 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(77.3\%) = \frac{25 + 36 + 24 = 85}{110} \times 100$$

The number of samplers who agreed to this was 77.3%, of whom the corresponding figure was 22.7%. This indicates that the test results accurately reflect the linguistic proficiency of the students.

This point's positive aspect is demonstrated by the test results, which show that students' actual language proficiency is 77.3%. There is a 22.7% drop.

4.7 Test Results Are True

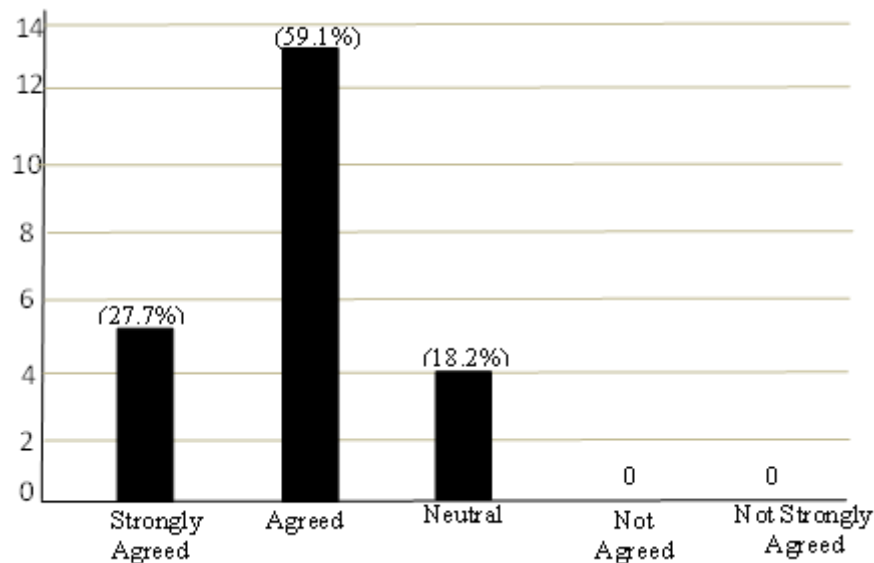


Figure 7: Test results are true

Based on the preceding data, it can be inferred that 22.7% of the sample strongly agreed with the test results, 59.1% agreed, and 18.2% disagreed. An examination of this percentage is as follows:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (13 \times 4) + (4 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(80.9\%) = \frac{25 + 52 + 12 = 89}{110} \times 100$$

This indicates that the test results are accurate and that 80.9% of samplers—including those who said otherwise—agreed with this, with 19.1% disagreeing.

As of now, 80.9% of the test results seem to support the positive aspect. 19.1% seems to be the unbelievable downside.

4.8 Test Results Are Comprehensive

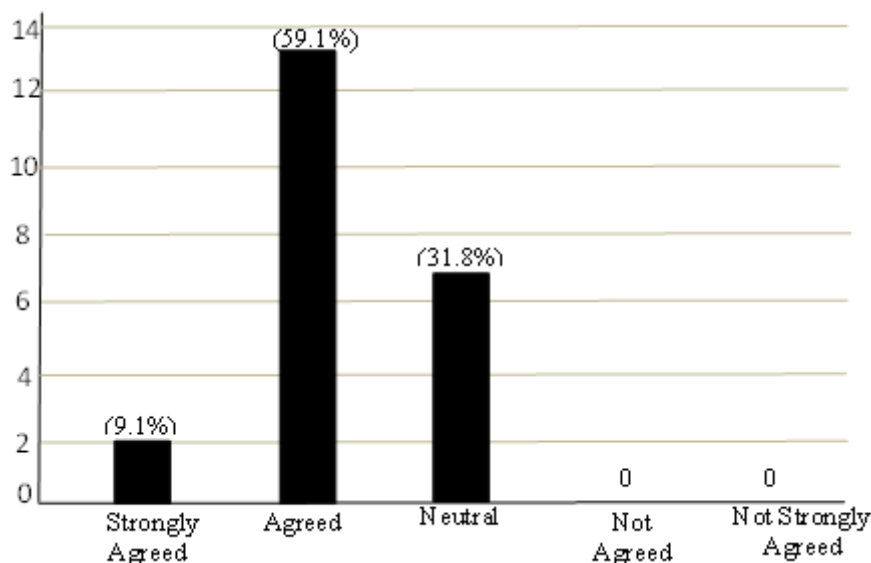


Figure 8: Test results are comprehensive

It appears from the previous figure that (9.1%) of the sample strongly agreed to the test results, and 59.1% of them agreed to it, while 31.8% disagreed. Analysis of this percentage in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(2 \times 5) + (13 \times 4) + (7 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(75.5\%) = \frac{10 + 52 + 21 = 83}{110} \times 100$$

This indicates that the test results are thorough and that 75.5% of samplers—including those who said otherwise, agreed to this, with the remaining 25.5% disagreeing.

The comprehensive (75.5%) test results at this point demonstrate the positive aspect. The negative side demonstrates that 24.5% does not cover it.

4.9 The Test System Contains the Theoretical Aspect

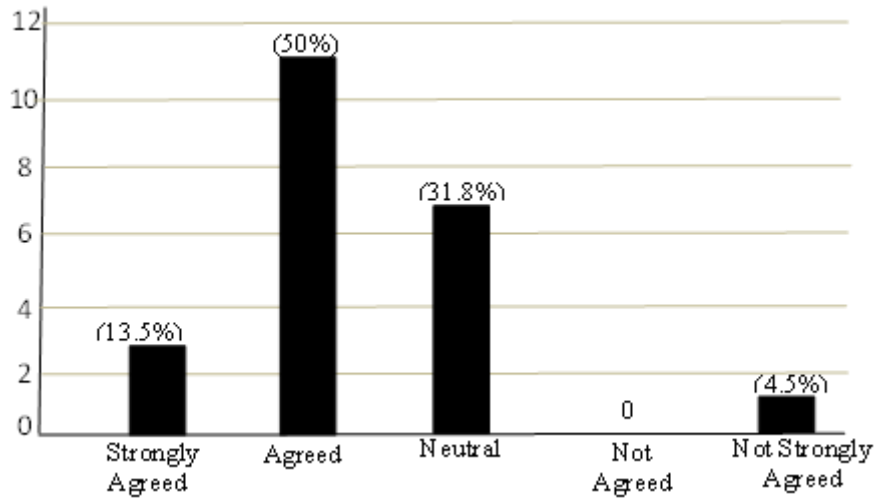


Figure 9: The test system contains the theoretical aspect.

It shows from the preceding figure that 13.6 percent of the sample strongly approved of the test system with the theoretical component, and 50% agreed with it, compared to 31.8 percent who disagreed and 4.5 percent who agreed. An examination of this percentage is as follows:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(3 \times 5) + (11 \times 4) + (7 \times 3) + (1 \times 1)}{22 \times 5 = 110} \times 100$$

$$P(73.6\%) = \frac{15 + 44 + 21 + 1 = 81}{110} \times 100$$

As a result, the test system includes the theoretical component. Of the samplers, 73.6% agreed to this, while 26.4% disagreed.

At this point, 73.6% of the positive aspect is present in the test system, which also contains the theoretical aspect. There is a 26.4% downside.

4.10 The Testing System Contains the Application Side

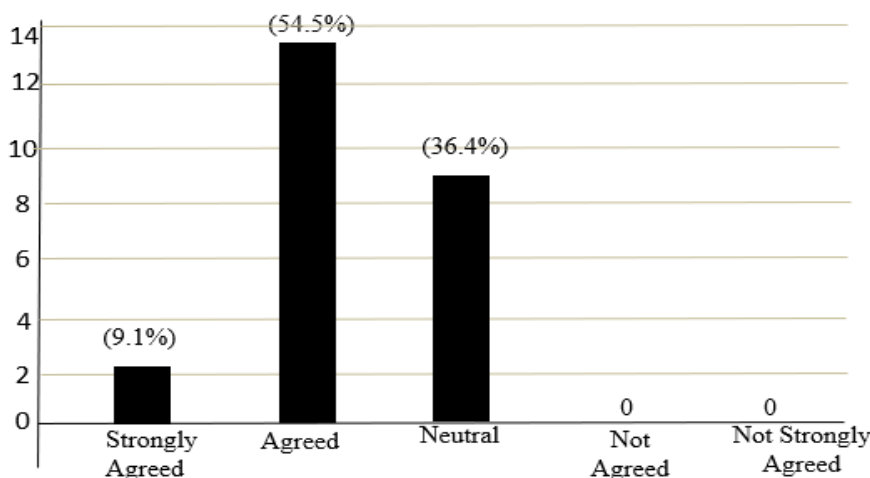


Figure 10: The test system has the application side

The above figure suggests that 9.1% of the sample strongly approved of the application-side test system 54.5% of them agreed with it, and 36.4% disagreed. An analysis of this percentage looks like this:

$$P(\text{Percentage}) = \frac{\sum f_i(\text{Nos of Repetition}) \cdot x_i(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(2 \times 5) + (12 \times 4) + (8 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(74.5\%) = \frac{10 + 48 + 24 = 82}{110} \times 100$$

The application side is included in the test system, as indicated by the fact that 74.5% of samplers have consented to it, with 25.5% indicating otherwise.

At this point, the test system, which has the application aspect, exhibits a positive aspect of 74.5%. A 25.5% absence of availability is displayed on the negative side.

5. Conclusion

This study has discovered that the assessments of the Arabic language instruction at the Islamic University of Sultan Al-Sharif have been found to have positive aspects that include an 80% correspondence to curriculum objectives, an 80% assessment of student's competency in oral communication, a 78.2% assessment of student's competency in editorial communication, a 75.5% balanced distribution of grades for both oral and

written communication skills, and an 80% system of tests that align with the courses and training provided to students in the classroom. that the test results are true (93.3%), that they reflect the students' actual language proficiency (77.3%), that they are comprehensive (75.5%), that the test system includes the theoretical component (73.6%), and that the test system includes the applied component (74.5%). The assessment system for teaching Arabic has a negative aspect: it does not measure students' oral communication competency by 20%, their editorial communication competence by 21.8%, or the distribution of grades for both oral and written communication skills by 24.5%. The tests are also not commensurate with the curriculum's objectives by 20%.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Achmad Yani bin Imam Subari is a Senior Assistant Professor in Faculty of Arabic Language, Sultan Sharif Ali Islamic University (UNISSA), Brunei Darussalam, where he currently serves as the Head of Undergraduate Programme, Faculti of Arabic Language, UNISSA. His scholarly pursuits primarily focus on Teaching Arabic to non-Arabic Speakers, Arabic Morphology, Arabic Syntax, Translation, and Arabic for Specific Purposes, demonstrating his commitment to advancing knowledge in these fields. Dr. Achmad Yani has authored over 100 publications spanning books, book chapters, and articles, showcasing his dedication to scholarly dissemination.

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