

Analysis of Summative Assessment and Influencing Factors of The Results on ‘*Ilm Şarf* Among Arabic Education Students at Universitas Muhammadiyah Yogyakarta

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Abstract

This study aims to analyze the summative assessment and influencing factors of the results on ‘ilm şarf among arabic education students at Universitas Muhammadiyah Yogyakarta. This study uses a mixed method, with a quantitative approach with statistical test analysis techniques (normality test, variance homogeneity test and t-independent test) as well as a qualitative approach through interviews and documentation. The research subjects consisted of 53 students from both classes. The results of the study showed that there was an average difference between the two classes, class A had an average score of 82.84 and class B 83.15. The applied statistical tests include normality test, variance homogeneity test and t independent samples test to determine the significance of the difference in values. Statistical analysis concluded that there was no significant difference between the average scores of the two classes. Factors that affect student learning outcomes include study preparation, interests, motivation, family support, methods, facilities and social environment. Family factors and interlocking methods are able to make a large contribution to the assessment results, while campus facilities and social environment have a smaller influence. This research provides insight into the dynamics of learning in ‘ilm şarf courses and the importance of paying

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attention to internal and external factors and the educational process.

Keywords: Assessment, Summative, ‘ilm şarf, Arabic

Introduction

In 1973, Arabic became an international language due to the increase in Arabic speakers in the world and became one of the international languages widely used by humans to communicate (Suroiyah & Zakiyah, 2021). In its development, Arabic is not only used by Arabs, but also by students outside the community, currently there are about 22 countries that make Arabic the mother tongue or official language in their country (Nur & Norkhafifah, 2024). Arabic is one of the famous foreign languages studied by students in Indonesia, in addition to English, Japanese, and Mandarin (Husein et al., 2024). So, it is not an exaggeration if learning Arabic needs attention and emphasis starting from the kindergarten (kindergarten) level to the level of public and private universities (Sakdiah & Sihombing, 2023).

In Arabic learning context, there is a derivative of grammar that is taught, namely ‘ilm şarf (Mujahidah et al., 2022), a science that studies the change of word forms and branches of linguistics or linguistics commonly called morphology (Kesuma & Sari, 2020). An in-depth understanding of ‘ilm şarf very important because the skill of reading or maharah qiraah or the skill of reading, by mastering this skill, learners are able to read various literature in Arabic (Ritonga et al., 2020).

Education in the 21st century is developing rapidly, the real proof is in the development of science and technology where education plays a role in developing the potential of students to reach the optimal level according to its essence which aims to make every human being able to contribute to the process of self-development (Amelia, 2019; Nur & Norkhafifah, 2024). The foundation of education is the basis and starting point for the implementation of educational practices, such as in school management, curriculum development and the learning process have a relationship with the foundation of education. Thus, the design of the curriculum and learning process is based on the foundation of education (Saihu, 2019)

Learning process requires evaluation to ensure the achievement of learning objectives. There is a formative assessment evaluation and a summative assessment evaluation (Adinda et al., 2021). Formative assessment evaluations provide feedback to learners to monitor learners' progress and help learners know how far they have achieved learning

objectives (Izzulhaq et al., 2024). Summative assessment evaluation provides an overview of the extent to which students have achieved the learning goals that have been set within a certain period of time, as well as assessing the readiness of students to continue the next learning stage (Andrian et al. 2024), although summative assessment does not directly affect the learning process but can have a significant impact on decisions that can affect students (Zulkarnain, 2022).

In the context of *'ilm şarf* learning in the Arabic Education study department, Universitas Muhammadiyah Yogyakarta, summative assessment is a very crucial tool to measure the extent to which students understand and apply Arabic morphological concepts. The analysis of summative assessment between both class A and class B can provide insights. This research is interesting to do because it can reveal the dynamics of learning that occurs.

Although the learning process in each class is designed with a similar curriculum and uses relatively similar teaching methods, there are often differences in learning outcomes between different classes. In the learning environment, class differences can be one of the variables that affect the achievement of student learning outcomes. This difference can be caused by various factors, such as the teaching method applied, the learning interests of students, the characteristics of students or the learning environment that exists in each class. Although in some studies there are no gaps in the assessment results, complexity still remains. The challenge is how to realize that this even result really reflects the mastery of the material by students and is not just the result of a uniform evaluation approach. In addition, other factors such as learning motivation, learning environment and academic support must also be taken into account in the analysis to ensure that the learning process runs optimally.

Based on the explanation above, the formulation of the study problem can be described as below:

1. Is there a substantial difference in the average summative assessment scores of *'ilm şarf* for classes A and B of the student's Arabic education department?
2. 2. What factors influence assessment results for *'ilm şarf* in classes A and B?

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Meanwhile, the research objective can be mentioned as the following:

1. To know clearly a substantial difference in the average summative assessment scores of *'ilm şarf* for classes A and B of the student's Arabic education department?
2. To know obviously the factors influence assessment results for *'ilm şarf* in classes A and B?

Research Methodology

In this study, the researcher used a mixed method approach. Mixed method is a research approach that integrates quantitative and qualitative methods in one study to gain a deeper understanding (Waruwu, 2023). Quantitative research is an approach that collects information in the form of numbers and makes numerical measurements, this method aims to describe, explain and test the relationship between variables using statistical analysis (Ardiansyah et al., 2023), namely by calculating the average summative score of each class. with data analysis techniques of the Normality Test and Independent Sample t-test or using a NonParametric test, namely the Man Whitney Test if the results of the normality assumption of the data are not normally distributed.

Qualitative research in this study uses interviews, interviews are information collection techniques where researchers ask directly to resource persons to gather the data needed (Fauziah, 2023). In this study, interviews were conducted with students in the 2nd semester of the 2023/2024 academic year. Secondary documentation is data or information that has been collected and stored by another party and is available for reuse by researchers. The data is in the form of documents, reports, archives, books, journals or articles (Johnston, 2014; Basyirah et al., 2023) and the collected data was analyzed using the SPSS for Windows computer

The subjects in this study are lecturers of the *'ilm şarf* course and 2nd semester students of the Arabic Language Education study program class A and class B, Universitas Muhammadiyah Yogyakarta (UMY). This study collected data through observations, interviews, and documentation that included the value of summative assessment. Observation is the activity of observing an object with the intention of feeling and understanding a phenomenon by paying attention to valid ideas and knowledge, which later the data becomes a reference for research data (Hamidah et al., 2023)

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The population of this study is all students enrolled in the *'ilm şarf* course in 2nd semester 2023/2024 in Arabic Education department, Universitas of Muhammadiyah Yogyakarta. This sample consists of two classes, namely class A and class B which totals 53 students.

Literature Review

Pokhrel (2024) conducted research on the effectiveness of summative assessment in measuring student learning outcomes at MIN 19 Bireuen. Their study revealed that summative assessments conducted at the end of the learning period provide a clear picture of students' academic achievements. This study uses experimental methods with pre-test and post-test which show an increase in student scores in various subjects, indicating the impact of structured evaluation on learning progress.

In addition, Fajar (2024) in his research discusses the influence of formative assessment on academic outcomes and student learning independence. This study shows that the more often formative assessments are carried out, the higher the student learning outcomes and the effectiveness of teachers' teaching methods. This study used literature studies and found that formative assessment not only measures academic understanding but also increases students' motivation to learn.

A scientific research which conducted by Susilawati (2023) conducted a scientific study that examined the development of formative fan summative tests in Pancasila Education subjects in grade IV of elementary school based on the Independent curriculum. This research aims to create an effective assessment in measuring the development of students after learning. Using the research and Development (R&D) method with the ADDIE model, this research goes through the stages of analysis, design, development, implementation and evaluation. The results of the validation showed a validity level of 86.45% and practicality of 89.58%, indicating that this assessment is suitable for use in learning.

Kurniawan (2018) examined the factors that affect learning outcomes at SMKN 8 Bandung. The results of the study showed that internal factors (interest, motivation, attention) and external factors (teaching methods, learning media, social environment) had an effect on learning outcomes, with motivation as the dominant factor. The quantitative method was used in this study with a sample of 106 students. The analysis shows that teaching methods and learning media play an important role in improving student understanding and the environment has a smaller impact.

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Findings & Discussion

The finding of this study can be shown by tables of summative assessment score from both class A and class B and also from average scores as the following:

Table 1. Recapitulation of '*ilm şarf*' on Summative Assessment Scores for Class A

No	Kelas A
1	85,49
2	84,98
3	94,32
4	83,71
5	88,34
6	84,3
7	58,66
8	89,13
9	87,61
10	56,2
11	89,97
12	84,27
13	75,12
14	89,12
15	87,89
16	80,62
17	85,92
18	85,48
19	88,88
20	90,74
21	86,08
22	70,2
23	83,62
24	74,42
25	86,05

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Table 2. Recapitulation of *'ilm şarf* on Summative Assessment Scores for Class B

No	Value
1	77,74
2	77,07
3	91,34
4	83,65
5	87,95
6	80,84
7	89,34
8	84,21
9	30,94
10	75,73
11	82,7
12	91,76
13	90,97
14	78,76
15	90,84
16	90,28
17	84,18
18	76,15
19	97,71
20	89,63
21	82,18
22	85,01
23	93,71
24	88,5
25	65,47
26	77,03
27	92,05
28	92,55

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Table 3. Recapitulation of '*ilm şarf* on Average Scores for Class A and B

Class	Number of Students	Highest Scores	Lowest Rate	Average Score
A	25	94,32	56,20	82,8448
B	28	93,71	30,94	83,15321

The number of students in class A is 25 students which we call n_1 and class B is 28 students which we call n_2 , with an average of class A = 82.8448 and an average of class B = 83.15321 and standard deviation results (standard deviation) $S_1 = 9.316166$ and $S_2 = 12.49183$. The hypothesis in this study is

H_0 = the result of the summative assessment of '*ilm şarf* class A and class B have significant differences

H_{01} = the result of the summative assesment of '*ilm şarf* class A and class B there is no significant difference

Data Analysis Techniques

This study requires several statistical tests to analyze the data. The following are some of the tests used in this study:

1. Normality Test

The normality test is a test that aims to assess whether the distribution of data in a group or variable follows a normal distribution pattern or not (Fahmeyzan et al., 2018). This test is useful to determine whether the data collected comes from a normally distributed population, the normality test is also a prerequisite for conducting a single-sample t-test, an independent t-test, and an ANOVA test and if the normality test is not met or not normally distributed, then another alternative is to use the Man Whitney test (Sari et al., 2017). The classic approach to data normality tests is relatively simple and based on the experience of statisticians, if the amount of data is more than 30 ($n > 30$) the data is often considered to be normally distributed, but to ensure the distribution of data, normality tests are still carried out. Because data with a number of more than 30 is not necessarily normally distributed, while data with a number of less than 30 is not necessarily abnormally distributed. The basis for making a decision on this test is:

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- a. If Sig. (significance) is >0.05 , the research data is normally distributed
- b. If Sig. (significance) is <0.05 , the research data is not normally distributed

Table 4. Kolmogorov Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		53
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	1,27146673
Most Extreme Differences	Absolute	,117
	Positive	,117
	Negative	-,105
Test Statistic		,117
Asymp. Sig. (2-tailed)		,067 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

The number of samples in this study is less than 53, the researcher took Kolmogorov-Smirnov, in the table above, it can be seen that the value of Sig. <0.067 is more than 0.05, then the value data of the Summative assessment of class A and Class B is normally distributed, from the analysis of the Sig. value is less than 0.067 in other words assuming the normality test of the data is normally distributed.

2. Variance Homogeneity Test

The Variance Homogeneity Test aims to find out whether the variances of various populations have similarities. This test was carried out by comparing the variance of each group to ensure that the data was homogeneous (Usmadi, 2020). If the variance of two or more data groups turns out to be the same, then the

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homogeneity test does not need to be done anymore, because the data is already considered to meet the homogeneity assumption. However, this test can only be performed if the data from each group is normally distributed. Homogeneity tests also help to prove that differences in results in parametric statistical analyses such as t-tests, ANOVA, or ANCOVA are caused by differences between groups, rather than by variations in each group itself (Sari et al., 2017) .

Before conducting group comparisons, this test is necessary to ensure that the differences found are not caused by inhomogeneity of the initial data. Some of the methods that can be used for the variance homogeneity test include the Harley Test, the Cochran Test, the Levene Test and the Bartlett Test (Sianturi, 2022) .

The Levene test is a method used to test the similarity of variance of several populations. This test is considered an alternative to the Bartlett test. If the data is proven to have a normal distribution or close to normal, then the Bartlett test is more recommended to be used. The Levene test utilizes one-way variance analysis by transforming data through the calculation of the difference between each score and the average of the group (Aprilina et al., 2018) . The basis for making Levene test decisions is

- a. If the p-value > 0.05, the homogeneity test is considered to have passed
- b. If the p-value < 0.05, the homogeneity test is considered not to pass

Table 5. Levene Test

		Independent Samples Test							95% Confidence Interval of the Difference	
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	.333	.566	-1.01	51	.920	-.30841	3.05734	-6.44628	5.82945
	Equal variances not assumed			-1.03	49.504	.919	-.30841	3.00744	-6.35054	5.73371

In table 3 of the Homogeneity Test, it can be seen that the value of Levene's test for equality of variances obtained is 0.566, the value is greater than 0.05. Therefore, it can be concluded that the variance is considered homogeneous or the assumption of the homogeneity test is fulfilled.

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Independent Sample T Test

The Independent Sample T Test is a parametric statistical analysis that functions to compare two different independent samples with each other to find out if there is a difference between the two (Siahaan et al., 2021). This test is used because the normality test shows that the results of data absorption are not normally distributed, which is an alternative to the t-test (parametric statistical test). The advantages of the Mann Whitney Test compared to the t-test do not require normal distribution assumptions and can be used for ordinal data or ranking data. The basis for the decision is:

- a. Assymp values. Sig (2-tailed) <0.05 there is a significant difference
- b. Assymp values. Sig. (2-tailed) >0.05 no significant difference

Table 6. Independent Sample T Test

		Independent Samples Test					Levene's Test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
Nilai	Equal variances assumed	.333	.566	-.101	51	.920	-.30841	3,05734	-6,44628	5,82945	
	Equal variances not assumed			-.103	49,504	.919	-.30841	3,00744	-6,35054	5,73371	

In table 4 of the Independent Sample T Test above, it can be seen that the Asymp value. Sig. (2-tailed) 0.920 the value >0.05. Therefore, it can be concluded that there is no significant difference between the scores between the 2 classes that dianalisis.mm

1. Factors affecting the difference in summative assessment results

According to Slamet (as cited in Kurniawan et al., 2018) Factors that affect the results of student assessments are grouped into two categories, namely internal factors and external factors. Internal factors refer to aspects of each self, while external factors are related to the influences that arise from the surrounding environment.

1. Internal factors

a. Health

Refers to the condition of the body that is in prime condition and free from disease. Poor health conditions can interfere with the learning process, making students easily feel tired and lose their enthusiasm for learning.

b. Interest

It is a person's interest in a certain activity or field. If the subject matter is not in sync with their interests, they tend to learn less optimally.

c. Talent

Talent is a person's innate ability to learn or do something. Students who have talents according to a particular field tend to achieve better learning outcomes because they are more motivated and enthusiastic

d. Motivation

Motivation is related to the drive that makes students strive to achieve their goals. This motivation can appear consciously or unconsciously and plays an important role in encouraging students to be more active in learning.

2. External factors

a. Family

Family influences such as parenting, family member relationships, atmosphere at home and family economic situation.

b. School

School factors include teaching methods, curriculum, teacher-student relationships, discipline, building conditions, and learning methods

c. Community

The community also influences students' morale through social activities, friends and the lives of the surrounding community.

From the factors mentioned above, the researcher used interview data to find out what factors affect the difference in summative assessment results in this 'ilm şarf course. Interviews were conducted with

Table 5. Interview results data

No	Question	Answer
1	What do you prepare for a lecture or exam? Does it affect the results of your summative assessment?	<ul style="list-style-type: none"> - I review the material, memorize the rules that have been learned and summarize the material. This activity is very influential with the results of the summative assessment of <i>'ilm şarf</i>. (E.A. Filmawati, I. Taimiyah, 2025) - For this course, I did not study in advance but d-2 hours or d-1 hour because for the material I had studied first in the cottage. I think it has a little influence (M. Yusuf Chasani, 2025)
2	Does interest affect learning in <i>'ilm şarf</i> courses? How do you deal with material that is not interesting to you?	<ul style="list-style-type: none"> - My interest was very influential for me, because it made me understand the <i>'ilm şarf</i> course well. To overcome this, I pay attention to the lecturers and create opportunities for interaction or question and answer. (E.A. Filmawati, I. Taimiyah 2025) - At the beginning of the lecture my interest was quite high, but as time went by the interest began to decline because I felt that my friends' knowledge was much broader than mine (M. Yusuf Chasani, 2025)
3	How does motivation affect your level of understanding and achievement in the <i>'ilm şarf</i> course?	<ul style="list-style-type: none"> - It's very important because I think motivation also affects my level of achievement. (E.A. Filmawati, I. Taimiyah, 2025) - Even though my interest has decreased, I still have motivation in this subject by actively participating in lectures. (M. Yusuf Chasani, 2025)

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4	How much influence does the role of the family have? Are there any supports or obstacles that affect your learning process?	<ul style="list-style-type: none"> - There are no obstacles, because the family supports financially and emotionally (E.A. Filmawati, 2025) - Family support is very influential and so far there are no obstacles from the family (M. Yusuf Chasani, I. Taimiyah 2025)
5	Does the learning method in the ' <i>ilm şarf</i> ' course affect your understanding and summative assessment results?	<ul style="list-style-type: none"> - In my opinion, the explanation of the material will be conveyed to students if the teaching lecturer is able to provide good and interactive methods such as discussions and questions and answers. (E.A. Filmawati, 2025) - For the explanation of the material of '<i>ilm şarf</i>', I think it is quite good because I have also previously understood some of the material presented (I.Taimiyah, M.Yusuf Chasani, 2025)
6	Do you think campus facilities such as buildings and classrooms affect your learning comfort and your learning outcomes?	<ul style="list-style-type: none"> - For campus facilities, it is good, but I don't think it affects because this course uses the lecture method, so it is not too influential. (E.A. Filmawati, I.Taimiyah, 2025) - I think the facilities are comfortable and good for learning activities. (M. Yusuf Chasani, 2025)
7	How does the influence of your secular environment support the learning process of sharaf? Like the influence of friendship	<ul style="list-style-type: none"> - No, because just making ordinary friends with everyone does not hinder you from studying in this course (E.A. Filmawati, 2025) - For this course, the influence of friends is very helpful to do and complete assignments (I. Taimiyah, M. Yusuf Chasani, 2025)

Table 5 of the interview data above contains an explanation of several factors that affect the results of summative assessments in the 2023/2024

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Preparation and interests, preparation before the exam, such as reviewing the material, memorizing the rules and summarizing, has a significant impact on the results of the summative assessment

Interest and motivation, interest in *'ilm şarf* courses are important factors to understand the material for the average student. Although some students experience a decline in interest over time because they feel that their abilities are not comparable to those of their peers. Motivation plays an important role in achieving summative assessments and learning even though interest decreases. Family support, both financially and emotionally, has a positive impact without significant obstacles.

Learning methods, interactive methods such as discussions and question and answer sessions are very helpful for students' understanding of learning in the learning of *'ilm şarf* lectures. Students who have a background in previous education in this field feel that the existing methods are adequate.

Facilities and environment, comfortable campus facilities are considered adequate and quite good, although they do not have a direct influence on teaching activities in *'ilm şarf* courses because they dominantly use the lecture method. On the other hand, the friendship environment is a supporting factor for the post, especially in completing tasks.

Conclusion

The statistical analysis test was carried out on the results of the summative assessment of the *'ilm şarf* course for class A students and class B students of Arabic Language Education, University of Muhammadiyah Yogyakarta which showed the results of the Independent Samples Asymp T Test. Sig. (2-tailed) is 0.920 (>0.05), which shows that the understanding of students in both classes is similar and does not have significant differences related to the material of *'ilm şarf*, which means that H₀ is accepted. In addition, this study identifies several factors that affect student learning outcomes. Internal factors such as study preparation, interest and motivation have a great influence on the achievement of grades. External factors such as family support and learning methods also play an important role in

improving students' understanding in the conclusion of this study, there is no significant difference between campus factors and social environment have a smaller influence on the results of summative assessment.

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Conflict of Interests

The authors declare no competing interests, such as financial or personal relationships, in the writing of this article.

Authors' Contribution

Widia Nabawi designed the study and gathered the literatur, and wrote the article. Talqis Nurdianto compiled the instruments and made validation. Muh. Naim Madjid analyzed the data and overviewed the arcticle. Muhamad Zaidi bin Zakaria determined the used method.

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