DEVELOPMENT OF INTERACTIVE ARABIC LANGUAGE LEARNING EVALUATION MEDIA USING THE WORDWALL PLATFORM FOR STUDENTS AT MIN 1 MALANG

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Abstract

Evaluation is one of the essential components in the learning process. It aims to obtain accurate information regarding students' achievements based on predetermined indicators. To facilitate the implementation of evaluation for teachers, an assessment tool that is accurate, efficient, and interactive is required. However, the evaluation tools commonly used are still conventional in nature, making the process appear monotonous and often causing students to feel bored and less engaged. As a result, student participation in the evaluation process tends to be low. To address this issue, the researcher aims to develop and describe the feasibility of an Arabic language learning evaluation media based on the Wordwall platform for fifth-grade students at MIN 1 Malang City. The research employed a Research and Development (R&D) approach using the ADDIE model. Data were collected through observation, interviews, documentation, and questionnaires, and were analyzed both qualitatively and quantitatively. The research findings indicate that the Wordwall-based evaluation media is highly valid, with validation scores of 84% from media experts, 93% from material experts, and 100% from the classroom teacher. Student responses were also highly positive, with an interest level of 100%. Therefore, this media is considered feasible and engaging for use in Arabic language learning evaluation.

Keywords: Arabic Language Learning, Wordwall Platform, Interactive Evaluation Media, ADDIE Model, Gamification in Education

INTRODUCTION | مقدمة

The process of learning Arabic involves multiple components. These components are interrelated and collectively influence the success of the learning process. They include the teacher, the learners, learning objectives, instructional media, subject matter, teaching methods, and evaluation (Rohman, 2018). Evaluation is one of the crucial components in the Arabic language learning process. It serves to measure the effectiveness of Arabic language instruction and to assess the alignment of the program with classroom needs (Ridho, 2018). In order to obtain evaluation results that are effective, efficient, and valid, teachers require appropriate evaluation tools to ensure that student learning outcomes can be assessed accurately, measurably, and in accordance with the predetermined instructional objectives.

An evaluation tool is an instrument used to facilitate individuals in carrying out tasks or achieving specific objectives more effectively and efficiently. Such tools must meet certain criteria, including validity, reliability, and appropriate levels of difficulty (Arifin, 2017). Evaluations are typically conducted through quizzes and practice questions in the form of essays or multiple-

choice items, which are still commonly administered using paper-based media. This method often appears monotonous to students, potentially leading to boredom that may negatively impact their evaluation outcomes. Therefore, there is a need for a creative and interactive evaluation tool to reduce students' boredom and enhance their engagement during the learning assessment process.

Based on the initial observation conducted by the researcher at MIN 1 in Malang, through interviews with Arabic language teachers, it was found that the Arabic language teachers have not yet utilized technology as a medium for learning evaluation, such as daily tests. The Arabic language teachers at MIN 1 Malang still rely on paper-based evaluation tools for daily assessments. The teachers only depend on the practice exercises found in Arabic language textbooks. Although the school's infrastructure to support technology-based learning evaluations, such as daily tests, is quite supportive, with the school already having internet access, and nearly all students possessing laptops that are capable of facilitating technology-based learning evaluations, there remains a gap between the availability of technology and its utilization in the practice of learning evaluation.

Therefore, further efforts are needed to enhance digital literacy in order to optimally integrate digital media into learning evaluation activities, utilizing technology as a medium for learning assessment, one of which is through the use of the Wordwall media. Wordwall is an application that can be used as a learning tool, learning resource, or an engaging online evaluation medium for students (Savira & Gunawan, 2022). This application offers a variety of free game templates, facilitating educators in creating evaluation media. According to Khoriyah, this platform does not require any special application to run; it only requires a browser available on Android, iOS, or computer (Khoriyah & Muhid, 2022).

Research on the utilization of the Wordwall platform as a support tool for learning evaluation has previously been conducted by Furliana. The researcher stated that the use of Wordwall as an evaluation medium can enhance students' engagement in IPAS (Science and Social Studies) learning (Furliana et al., 2023). Similar research was also conducted by Resa, who reported that Wordwall possesses a validity rate of 88.75% as a learning evaluation medium (Resa & Nopiyad, 2022). Based on these findings, the researchers concluded that Wordwall is a valid and effective medium for increasing student engagement in IPAS learning. Its high validity indicates that it is suitable for use, while the observed increase in student engagement reflects its positive impact on the learning evaluation process. Based on the existing issues and the aforementioned studies, the researcher is motivated to develop learning evaluation media from conventional to unconventional approaches by utilizing the Wordwall platform.

METHOD | منهج

The research method employed in this study is Research and Development (R&D). According to Sugiyono, the R&D method is a research approach used to produce a specific product and to test the effectiveness of that product. The objective of this research and development is to design and develop instructional tools by utilizing technology, specifically the Wordwall.net platform, as well as to assess the validity level of the developed product. The product is designed in accordance with user needs so that it can be effectively utilized and serve as a reference. The development process of the Arabic language learning evaluation media through the Wordwall platform adopts the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) as proposed by Branch (Sugiyono, 2023). The following is an illustration of the ADDIE Model:
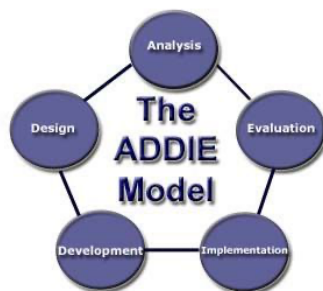
Figure 1. ADDIE Development Model

The data sources in this study consist of both qualitative and quantitative data. Qualitative data were obtained through interviews, observations, and documentation, while quantitative data were collected through questionnaires administered by expert validators. The data collection techniques employed in this research include observation, interviews, documentation, and questionnaires. The data analysis techniques utilized in this study involve both qualitative and quantitative approaches. Qualitative data analysis was conducted through the stages of data reduction, data display, and conclusion drawing. Meanwhile, quantitative data analysis was performed using a Likert scale to measure the validity of the developed product. The criteria for the Likert scale are as follows:

Table 1. Likert Scale

Criteria	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

To calculate the average percentage score of the questionnaire, the following formula is used (Suharsimi, 2006):

$$The\ average = \frac{The\ total\ score\ obtained\ from\ the\ validator}{the\ total\ score} \ x\ 100\ \%$$

Subsequently, the obtained percentage is interpreted into feasibility categories based on the following table:

Table 2. Scoring Interval Categories

Percentage	Validty level
81%-100%	Highly valid
61%-80%	Valid
41%-60%	Moderately valid
21%-40%	Less valid
0%-20%	Not valid

RESULT نتائج

The process of developing the evaluation media in this study employed the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. In the analysis stage, the researcher examined the problems and students' needs related to learning evaluation activities through observation and interviews with the Arabic language teacher. During the observation, it was found that students demonstrated low enthusiasm and appeared passive when completing evaluation tasks.

Furthermore, interviews with the Arabic teacher revealed that learning evaluation was still conducted using conventional methods and was generally limited to the types of questions available in the Arabic textbook. There had been no significant efforts to develop more varied evaluation instruments, such as the use of interactive quizzes, digital-based vocabulary games, or other forms of alternative assessment that could stimulate active student engagement.
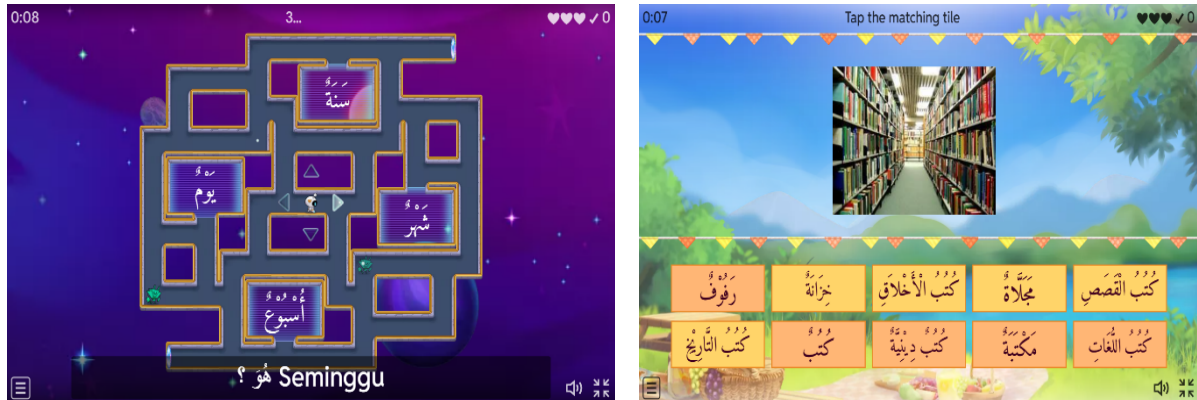

Figure 2. Display of the Evaluation Tool Using the Wordwall Platform

After the analysis phase was completed, the researcher proceeded to design a product prototype in the form of an evaluation medium, developed based on the previously identified problems and needs. This stage began with the selection of the type of media to be developed, in which the researcher chose the Wordwall platform to be used as an interactive learning evaluation tool. The next stage was development, which involved inputting questions and answers into Wordwall.

After the product was fully developed, a validation process was carried out prior to conducting trials with students in order to assess the feasibility of the developed instructional media. The validation was performed by media experts, subject matter experts, and Arabic language teachers. During the validation process, the validators also provided suggestions for improving the product to enhance its quality. The following is an illustration of the test items that were developed by the researcher.

Subsequently, the validated and revised product was implemented with students. The trial was conducted in class 5B, consisting of 28 students, on March 10, 2025. Prior to the implementation, an introduction and orientation to the use of the Wordwall platform were provided. After completing the exercises, the researcher distributed a questionnaire to the students to gather their opinions regarding the use of the Wordwall platform as a tool for evaluating Arabic language learning. The final stage of the ADDIE model is the evaluation phase. In this stage, product revisions were carried out following the validation process. The revisions were based on feedback and suggestions provided by media experts, subject matter experts, and Arabic language teachers.

The results of the product validity

The media validation stage was conducted on March 3, 2025, by Dr. Abdul Muntaqim Al Anshory, S.Hum., M.Pd. Below is the evaluation table of the media validation results.

Based on the questionnaire results from the media expert, the Wordwall-based evaluation media obtained a score of 84%, which falls into the 'very valid' category. On March 4, 2025, content validation was carried out by Dr. Faisol, M.Pd. The following table presents the results of the content validation assessment.

Table 3. Media validation results

No	Indicator	Score				
		5	4	3	2	1
Display aspect						
1	The interface of Wordwall is visually appealing.	√				
2	The practicality of Wordwall.	√				
3	optimal readability level.		√			
4	The accuracy of navigation button placement.			√		
5	Capable of integrating multimedia elements.		√			
Usage aspect						
6	Can be accessed flexibly.		√			
7	Easy to operate.		√			
8	Providing immediate feedback following students' responses.		√			
9	Easily accessible to students.	√				
10	Effective in its application.		√			
		15	24	3		
		42				
		84%				
		Sangat valid				

Table 4. Material validation results

No	Indicator	Score				
		5	4	3	2	1
Evaluation aspect						
1	The type of questions is aligned with the learning objectives of vocabulary.	√				
2	The questions are in accordance with the material that has been taught.	√				
3	The difficulty level of the questions is in accordance with the students' abilities.	√				
4	The vocabulary questions are formulated comprehensively and clearly.	√				
5	The instructions for solving the problems are provided clearly.		√			
6	The questions are varied.	√				
7	The provided answer key is presented in accordance with the established guidelines.		√			
8	The questions support students in learning independently.	√				
Language aspect						
9	The ease of understanding the language used.		√			
10	The accuracy of the language used.		√			
		30	16			
		46				
		92%				
		Sangat valid				

Based on the questionnaire results from the subject matter expert, the Wordwall-based evaluation media obtained a score of 92%, categorized as highly valid. The validation was conducted by the Arabic language teacher on March 10, 2025. The following table presents the assessment results from the Arabic language teacher's validation.

Based on the questionnaire results table from the Arabic language teacher at MIN 1 Kota Malang, the Wordwall-based evaluation media received a score of 100%, indicating a classification of highly valid.

Table 4. Arabic Language Teacher validation results

No	Indicator	Score				
		5	4	3	2	1
Evaluation aspect						
1	The alignment of the questions with the material.	√				
2	The alignment of the questions with the learning objectives.	√				
3	The decoy truly functions.	√				
Display aspect						
4	Provides a variety of interactive and engaging evaluations.	√				
5	It contains interesting supporting objects.	√				
6	Facilitating students in completing evaluation tasks.	√				
7	Facilitating the analysis of evaluation results.	√				
Language aspect						
8	The usage instructions are easy to understand.	√				
9	The language used is easily understood.	√				
10	The terms used in the questions can be understood and comprehended.	√				
		50				
		50				
		100%				
		Very valid				

DISCUSSION | مناقشة

The development of Arabic language learning evaluation media through the Wordwall platform in this study employs the ADDIE model, which consists of five stages, namely:

Analysis Phase

At this stage, the findings indicate that the media or tools used by teachers in conducting learning evaluations remain conventional. Teachers rely solely on exercise questions found in Arabic language textbooks. As a result, students tend to lack enthusiasm and motivation in completing the evaluation tasks. This statement is supported by Pramita, who asserts that evaluation tools based solely on writing instruments tend to be monotonous, thereby causing student fatigue (Pramita et al., 2021). This is also reinforced by Durisa, who states that traditional evaluation methods may lead to decreased student engagement and passive participation in learning activities (Durisa et al., 2022).

Therefore, it is necessary to introduce innovations in the use of learning evaluation media or tools to make them more varied, interactive, and engaging for students. Such innovation in evaluation can be achieved through the utilization of digital technology, such as the Wordwall platform, which offers various engaging features including interactive quizzes and others.

Design Phase

At this stage, the researcher selected the type of media to be developed, namely the Wordwall platform. The reason for choosing Wordwall as the evaluation medium in this study is due to its nature as a digital platform that offers a variety of engaging features, such as interactive quizzes. In addition, the platform supports multiple languages, which facilitates user operation. Therefore, it is highly suitable for use in cross-regional and cross-cultural learning contexts.

Rohmatin also stated that Wordwall is a website that provides various educational games designed to serve as engaging tools for both learning support and assessment (ROHMATIN, 2023). Therefore, this platform is highly suitable to be used as an attractive and interactive medium for learning evaluation.

Development Phase

At this stage, the researcher created an evaluation media using Wordwall and inputted questions and answers into Wordwall based on the material that had already been taught, specifically vocabulary related to the themes of living room, study room, laboratory, and school library as outlined in the fifth-grade Arabic language textbook. The developed media was then validated by validators to produce an evaluation media product that is more relevant, engaging, and aligned with the learning needs.

Implementation Phase

At this stage, the developed product was subjected to a trial implementation. The trial was conducted in Class 5B, which consisted of 28 students, on March 10, 2025. The learning evaluation was carried out using an objective test in the form of multiple-choice questions, image-vocabulary matching, and vocabulary-meaning matching, all implemented through the Wordwall platform. Based on the results of the student response questionnaire, the use of the Wordwall platform as an evaluation medium in Arabic language learning was found to enhance students' enthusiasm and motivation in completing the evaluation tasks. This finding is supported by a study conducted by Naily, which states that Wordwall-based evaluation media can improve students' learning motivation and outcomes, as well as assist educators in automatically assessing learning results (Naily Inayah, 2024).

Evaluation Phase

At this stage, product revision is carried out after undergoing a thorough validation process. The revision is based on feedback, critiques, and suggestions obtained from validators, including media experts, subject matter experts, and Arabic language teachers through the completion of questionnaires. According to Rustandi, this evaluation stage is crucial as it involves the refinement of the product based on comprehensive feedback from both experts and practitioners (Andi Rustandi & Rismayanti, 2021).

The questionnaire results from the media expert, material expert, and Arabic language teacher were obtained based on calculations using the Likert scale. The Wordwall platform received a score of 84% from the media expert, 92% from the material expert, and 100% from the Arabic language teacher, all falling under the 'very valid' criteria. In addition, the questionnaire results from student responses reached 100%. Based on the validation results from all respondents, the Arabic language learning evaluation media based on the Wordwall platform achieved an average score of 94%, which is categorized as 'highly feasible.' Therefore, this media is deemed appropriate for use as an evaluation tool in Arabic language learning.

CONCLUSSION | خاتمة

Based on the results of the conducted study, it can be concluded that the Arabic language learning evaluation media developed through the ADDIE model using the Wordwall platform is proven to be highly valid, engaging, and effective. This is evidenced by the validation results, which were very high: 84% by media experts, 92% by content experts, and 100% by teachers. Therefore, this evaluation media is considered feasible and is recommended for use as an evaluation tool in Arabic language learning within formal educational settings, serving as an interactive, innovative, and motivating support medium for students.

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