# NEEDS ANALYSIS OF DIGITAL EVALUATION TOOLS: USING QUIZWHIZZER FOR ARABIC TARKIB ASSESSMENT AMONG EIGHTH GRADE STUDENTS MTsN 1 PADANG.

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## Abstract

This study aims to analyze the need for QuizWhizzer as an evaluation tool in the Arabic language tarkib test for eighth-grade students at Madrasah Tsanawiyah Negeri 1 Padang City. This study used a mixed methods approach, combining qualitative and quantitative approaches to obtain a more comprehensive picture of the need for such an evaluation tool. Data collection techniques included observation, interviews, and expert validation of questionnaires. The study subjects consisted of 29 eighth-grade VIII.1 students and one Arabic language teacher. Data were collected over a two-week period through validated questionnaires and semi-structured interviews. The results showed that the learning evaluations currently conducted by teachers still use conventional methods, using paper and pen, which are time-consuming. Meanwhile, students expressed a desire to be able to see the evaluation results directly. Based on the questionnaire data, the need for analysis from teachers reached 85%, while from students it was 80%. These findings indicate that both teachers and students have a high need for the implementation of digital-based evaluation tools, particularly the use of QuizWhizzer in the Arabic language tarkib test.

## INTRODUCTION | مقدمة

Learning Arabic involves the four language skills: listening, reading, speaking, and writing. Furthermore, learning the elements of language encompasses sounds, vocabulary, and structure (grammar) (2019 حنفي)This learning also encompasses the study of sounds, including their characteristics, pronunciation, and the differences between them. Structure (grammar) is an essential element in learning Arabic. The term "structure" or grammar is used in the context of Arabic language use. It is impossible to speak Arabic without understanding its structure. Structure or grammar are the rules that govern the use of Arabic to form meaningful sentences.

Language structure (grammar) refers to grammatical structure (nahwu) and morphology (sharaf). One of the important tasks of Arabic language teachers is to teach their students the rules of the Arabic language, both in terms of morphology and grammar ( 2000) الخول Structure (grammar) is the combination of two or more words. The position of the structure (grammar) is a key point in grammar discussions because it relates to the position of words within a sentence.

This makes the grammatical structure more orderly, meaningful, and able to complement the rules of the sentence. Structure can also be understood as the arrangement that makes words complement each other, thus forming meaningful sentences. Therefore, teaching structure (grammar) requires evaluation While digital assessment tools like Kahoot and Quizizz have been studied in general education, their application in Arabic tarkib a domain requiring precise grammatical judgment remains underexplored. This study addresses that gap by evaluating the suitability of QuizWhizzer, a gamified platform with customizable question types, for Arabic syntactic assessment.

Learning evaluation is a component of the curriculum. It is the process of assessing the extent to which predetermined objectives have been achieved and how this achievement has led to changes in student behavior. Evaluation plays a crucial role in the educational process, as it is an integral part of current learning activities and serves to determine students' grades and abilities in the learning process. Furthermore, through evaluation, teachers can determine the effectiveness and efficiency of the methods and media used in the learning process.

Learning activities, viewed from a process perspective, consist of three stages: planning, implementation, and evaluation. The planning stage involves developing a learning program, which includes setting objectives, materials, learning processes, learning media, and evaluation. The implementation stage is where the learning plan is established. The evaluation stage aims to determine the success of the learning process.(عينين 2006)

Evaluation is a crucial activity in the learning process. Without evaluation, teachers cannot determine students' ability to understand the lesson. Teachers use evaluation to understand students' ability to master the established learning objectives .(لسمان 1982)

When creating questions about structure (Arabic grammar), teachers typically still use traditional methods. They write the questions on the board, and students record the questions and answers on pieces of paper. Sometimes, during learning evaluations, teachers ask students to answer questions from the Arabic textbook and then write the answers on a piece of paper.

There are many technology-based learning media available in Arabic language learning. Similarly, various media such as Kahoot, Quizizz, Wordwall, and others are available for Arabic language learning evaluation. These tools help teachers assess student learning outcomes, and students enjoy participating in the evaluation. In this case, researchers attempted to use QuizWhizzer as an evaluation tool in the Arabic language tarkib test.

QuizWhizzer is an application designed to create practice questions in the form of games. The application offers a variety of options for creating questions. The researcher used the QuizWhizzer application to evaluate the questions. QuizWhizzer is an online game used by teachers as an interactive learning tool to create assessment questions for students.

When creating questions in the app, you can choose a template to suit your needs. The templates provided are generally game-based. QuizWhizzer also offers a variety of question types, including multiple-choice, short answer, and random questions. (Sofyan Iskandar, 2023)

Therefore, researchers chose to use the QuizWhizzer application because it is very interesting to use as an evaluation tool in Arabic language learning, especially in tarkib learning. The advantages of the QuizWhizzer application compared to other applications are as follows: 1). Makes it easier for teachers to create innovative, technology-based questions. 2). Simplifies the evaluation process because when students answer questions or tests correctly, points and rankings will appear automatically. This simplifies the evaluation process because when students

answer questions or tests correctly, points and grades are automatically awarded. 3) If students answer questions incorrectly, the correct answer appears in the discussion, allowing students to self-correct. 4) Selecting random mode when working on questions can reduce cheating and encourage honesty.

Besides the advantages of the QuizWhizzer app, there are also disadvantages, including: 1). Network or internet instability can hinder learning. 2). While working on assignments, students may open new tabs to search for answers online. 3). Students' grades may suffer due to inefficient use of time. 4). Additional obstacles or problems arise if students join late.(Devinta Agung Susanto, 2022)

Based on interviews at MTsN 1 Padang, researchers found that teachers do not use digital-based evaluation tools. Currently, evaluations are still conducted using paper and pen, making it easier for students to cheat from their friends. In addition, using paper and pen evaluation tools requires a long time to check them. This makes the evaluation process less effective. Therefore, evaluation tools are needed to help teachers carry out evaluation activities more systematically. Teachers also stated the need for digital-based evaluation tools that integrate various media, such as images and audio, so that teachers can carry out evaluation activities more efficiently and effectively.(أمريزال 2024)

After the evaluation process, teachers review the answer sheets to determine students' grades and understanding. At the same time, students want to see the assessment results quickly, but traditional assessment methods are time-consuming. This can be addressed by using digital assessment tools, such as Quizwhizzer, which displays evaluation results immediately after completing the test. (التلاميذ 2024)

Quizwhizzer is used as an evaluation tool for Arabic language learning, based on the criteria outlined in Widya Wati Yesni's research, which includes five criteria: validity, reliability, objectivity, economy, and practicality. The advantages of using Quizwhizzer as an evaluation tool for Arabic language learning include training students' independence and increasing their motivation and interest in learning Arabic. (يسني, 2023)

| منهج | METHOD |
|---|---|

This research employs a mixed methods approach, combining qualitative and quantitative approaches within a single research activity. This method was used to gain a more comprehensive understanding of the need for evaluation tools, using Quizwhizzer in Arabic language tarkib tests. Through a mixed methods approach, researchers can integrate the strengths of in-depth and contextual qualitative data with objective and measurable quantitative data, resulting in a more comprehensive understanding of the research problem.(Clark, 2018)

In this study, qualitative data were obtained through initial observations of Arabic language learning activities in grade VIII, as well as through interviews with Arabic language teachers and several students regarding the obstacles they experienced in evaluating tarkib learning. Meanwhile, quantitative data were collected through the distribution of needs analysis questionnaires to students and teachers. This research was conducted in the period may – august 2025. The research instrument was validated by three validators, media expert validation, language expert validation, evaluation validation. The questionnaire used a 4-point Likert Scale, one disagrees, two disagree, three agree, four strongly agree and consisted of 10 statements aimed at measuring perceptions and needs regarding the use of QuizWhizzer as an evaluation

tool. The subjects in this study included 29 grade VIII.1 students at Madrasah Tsanawiyah Negeri 1 Padang as questionnaire respondents, and 1 grade VIII.1 Arabic language teacher who was a respondent for both the questionnaire and the interview. The choice of mixed methods in this study was intended to obtain more in-depth and comprehensive data, as well as to provide a strong foundation in the development of a QuizWhizzer-based evaluation tool that suits real needs in the classroom.

In the questionnaire results, the scores are obtained by converting respondents' answers using a specific scale or criteria to evaluate each item. Further explanation can be seen in the following table:(Sudjana, 2003)

**Table 1.** Student and Teacher Needs Analysis Questionnaire Degree

| No | | Provisions |
|----|---|------------|
| 1 | 4 | Strongly Agree |
| 2 | 3 | Agree |
| 3 | 2 | less agree |
| 4 | 1 | Disagree |

When processing quantitative data from a needs analysis questionnaire, a Likert scale is used to convert respondents' responses into numerical scores. These scores are then used to calculate the average value. The Likert scale formula can be seen in the following explanation.(Ridwan, 2015)

$$P = \frac{\sum x}{\sum x_1} \times 100\%$$

P            : Persentase yang dicari

$\sum x$        : Jumlah skor jawaban responden secara keseluruhan

$\sum x_1$       : Jumlah skor maksimal secara keseluruhan

100%      : Konstanta[45]

**Figure 1.** Forms of Data Analysis

## RESULT | نتائج

This needs analysis was conducted to obtain information regarding the problems encountered in tarkib learning. Through this analysis, the causes of the problems were identified by examining various aspects, such as student needs, the independent curriculum, the Arabic textbooks used by students, the format of the evaluation questions, and their strengths and weaknesses. The findings from this needs analysis served as the basis for formulating alternative solutions and developing recommendations regarding the specifications of the teaching materials to be developed. The aspects analyzed included the independent curriculum, student Arabic textbooks, the format of the questions used, and the needs of teachers and students.

Based on initial classroom observations, Arabic language learning is not yet technology-based. The evaluation tools teachers use are still paper and pen, which can take a long time to review. Meanwhile, interviews with students revealed that many were dissatisfied with the evaluation method used in Tarkib learning, as it still relies on paper and pen. This method requires a long time to review and can lead to disagreements between students. In such circumstances, students expect to receive their evaluation results quickly. "I want to know my grades right away, miss. If I wait until tomorrow, I'll forget what I did wrong," said Muhammad Aqil, an eighth-grade student. Furthermore, an eighth-grade Arabic teacher also revealed that teaching Tarkib is a major challenge in the teaching and learning process. Therefore, teachers

feel the need for a digital-based evaluation tool that can simplify evaluations while increasing the efficiency and accuracy of assessments.

The researcher distributed the questionnaire on Saturday, May 17, 2025. The questionnaire was distributed to students, with a sample taken from 29 eighth grade students. However, at that time there was 0 student who was absent, so the questionnaire was filled out by 29 students. The needs analysis questionnaire for students and teachers consisted of 10 items. Statements about the need for an evaluation tool using Quizwhizzer in the Arabic language tarkib test. The following table shows the results of the student needs analysis questionnaire:

**Table 2.** Student Needs Analysis Questionnaire Results

| NO. | ASSESSMENT COMPONENTS | VALUE WEIGHTS | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1. | I need an interesting evaluation tool to increase enthusiasm in answering the tarkib test questions. | 0 | 1 | 18 | 10 |
| 2. | I need an evaluation tool in a technology-based tarkib test. | 0 | 0 | 14 | 16 |
| 3. | Arabic language teachers have conducted tests using the application | 15 | 12 | 0 | 0 |
| 4. | The tarkib test questions are presented according to the material that has been provided. | 4 | 3 | 17 | 5 |
| 5. | the implementation of tests or presentation of tarkib material at my school still uses pencil and paper media | 0 | 0 | 19 | 10 |
| 6. | I need a more interesting and fun evaluation tool | 0 | 0 | 10 | 19 |
| 7. | The evaluation tools used so far need to be developed | 0 | 0 | 12 | 17 |
| 8. | I am used to using the quizwhizzer application | 15 | 14 | 0 | 0 |
| 9. | I need an evaluation tool in the tarkib test like quizwhizzer because quizwhizzer is an evaluation tool that has a game board (can display the student's name and the number of questions to be worked on) and quizwhizzer has a question display that will appear on a cellphone/computer. | 0 | 0 | 11 | 18 |
| 10. | I need an evaluation tool in the tarkib test like quizwhizzer because quizwhizzer can display student scores automatically | 0 | 0 | 10 | 19 |
| | | 34 | 30 | 113 | 125 |
| | Strongly Agree | 125×4=500 | | | |
| | Agree | 113×3=339 | | | |
| | Somewhat Disagree | 30×2=60 | | | |
| | Disagree | 34×1=34 | | | |

The questionnaire results were processed in the following format:

$$P = \frac{\sum \text{x}}{\sum \text{x}_1} \times 100\%$$

$$P = \frac{(500 + 339 + 60 + 34)}{1.160} \times 100\%$$

$$P = 80\%$$

Based on the table of student needs analysis questionnaire results above, it can be seen that 80% of students require an evaluation tool using Quizwhizzer in Arabic language lessons, to facilitate students in instantly assessing their grades.

Along with the teacher needs analysis questionnaire prepared by the researcher, this questionnaire was distributed on Monday, May 19, 2025, to the 8th-grade Arabic teacher, Mr. Amrizal. The following table shows the results of the teacher needs analysis questionnaire:

**Table 3.** Teacher Needs Analysis Questionnaire Results

| NO. | ASSESSMENT COMPONENTS | VALUE WEIGHTS | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1. | The Arabic tarkib tests that I use vary in their level of difficulty. | 0 | 0 | 0 | 1 |
| 2. | I feel the need to increase the variety of difficulty levels of the questions in the Arabic tarkib test so that I can know the students' overall level of understanding. | 0 | 0 | 1 | 0 |
| 3. | I feel that the Arabic tarkib test that I am currently using is effective. | 0 | 0 | 1 | 0 |
| 4. | The implementation of the Arabic language tarkib test at MTsN 1 Padang is still traditional (pencil and paper) | 0 | 0 | 1 | 0 |
| 5. | The test implementation that I am currently using attracts students' interest in working on the questions. | 0 | 0 | 1 | 0 |
| 6. | I need a more practical implementation of the Arabic tarkib test for students to work on the questions. | 0 | 0 | 0 | 1 |
| 7. | I know about the Quizwhizzer app | 0 | 1 | 0 | 0 |
| 8. | I feel that innovation in developing evaluation tools using Quizwhizzer in Arabic language tarkib tests is very important. | 0 | 0 | 0 | 1 |
| 9. | The Quizwhizzer application is very suitable for use as an evaluation tool for Arabic language tarkib tests. | 0 | 0 | 0 | 1 |
| 10. | Quizwhizzer has an attractive question display for students. | 0 | 0 | 0 | 1 |
| | | 0 | 1 | 5 | 5 |
| | Strongly Agree | | 5×4=20 | | |
| | Agree | | 5×3=15 | | |
| | Somewhat Disagree | | 1×2=2 | | |
| | Disagree | | 0×1=0 | | |

The questionnaire results were processed in the following format:

$$P = \frac{\sum x}{\sum x_1} \times 100\%$$

$$P = \frac{(20 + 15 + 2 + 0)}{40} \times 100\%$$

$$P = 85\%$$

Based on the results of the teacher needs analysis survey above, it can be seen that 85% of teachers require an evaluation tool using Quizwhizzer in the Arabic language tarkib test.

The difference between this study and a previous study conducted by Widia Wati Yusni in 2023, entitled "Using Quizwhizzer in Arabic Language Tests," is that this study presents qualitative data. While the previous study only presented qualitative data, it did not support this with questionnaire results. (Rahmah et al., 2024).

## DISCUSSION | مناقشة

The results of the needs analysis conducted through observation, interviews, and questionnaires indicate that the evaluation tools used by students are still paper and pen. This makes it easy for students to cheat on their friends. However, students want to know their scores

directly. Likewise, teachers have difficulty checking student exam questions because the evaluation tools used by teachers are still paper and pen. and it takes a very long time to check them. Ismail also emphasized the importance of technology-based evaluation tools in tarkib learning. (2017 ,دحجي). Thus, the results of the study indicate that the development of an evaluation tool using Quizwhizzer in the Arabic tarkib test is an urgent need that is in line with the requirements of the Merdeka curriculum. because the Quizwhizzer app has the advantge that it doesn't require teachers to download it, can be used directly, has a variety of questions, including multiple choice, essay, and random, has a time limit, and each question carries a point value. While the Kahoot application is an online game developed to answer all challenges in the learning process, because Kahoot is an educational online game because it provides features that can be used as a learning medium. The Quizwhizzer application requires a stable network connection, and it is highly suitable for teachers to use because it reduces cheating when students are working on exam questions. The potential for cheating on this application is very unlikely because it has a time limit for completing the questions and the question numbers are not displayed. The following is a more detailed discussion of each research result:

**The Need for Interactive Media Based on Observations and Interviews**

Based on initial observations, researchers found that many digital facilities, including computer laboratories and internet connections, already exist. This opens up opportunities for development, particularly in the area of evaluation tools. It is hoped that these evaluation tools will improve Arabic language learning, particularly in the field of tarkib (Islamic teaching). (دحدي, 2017)

Interviews with Arabic language teachers revealed that the evaluation tools currently used are still paper and pen. This results in teachers having to review exam questions one by one, which takes a significant amount of time. Therefore, teachers need digital-based evaluation tools to facilitate student assessments. Students themselves want their grades to be immediately visible upon completion.

**Findings from the Student Questionnaire**

Questionnaire data showed that students felt the need for a QuizWhizzer-based evaluation tool for the Arabic language tarkib test, as it allowed them to immediately see their scores after completing the questions. Students also expressed high interest in using QuizWhizzer because the system provided instant feedback—each correct answer allowed them to advance one step in the game. The attractive layout and template design also increased student enthusiasm for the assessment.

These findings align with the principles of Multimedia Learning Theory, which states that the use of technology-based learning media that combine text, images, and interactions can help improve student understanding and strengthen retention of learned material.(Mayer, 2009).

In addition, the use of technology such as QuizWhizzer in Arabic language learning is also in line with the 21st-century learning approach, which emphasizes mastery of information and communication technology (ICT), and encourages the creation of a collaborative and participatory learning process.(Wardhani, 2024).

Gamified learning approaches focus on augmenting or altering an existing learning process to create a revised version of this process that users experience as game-like. Thus, gamification is not a product in the way that a (serious) game is; gamification in the context of

learning is a design process of adding game elements in order to change existing learning processes.(Sailer, M., & Homner, 2020).

**Findings from the Teacher Questionnaire**

Based on the results of a questionnaire completed by Arabic language teachers, it was found that teachers support the use of QuizWhizzer as an evaluation tool in the tarkib test learning. Teachers considered this tool very appropriate for use because it offers various features that support the evaluation process, and provides scores immediately after the exam is completed. However, teachers also recognized that using QuizWhizzer requires a primary device, namely a mobile phone, for each student, which has the potential to cause disruption for other students if some still have to use the computer lab. This obstacle can be overcome if teachers have good technical mastery and control in implementing the evaluation.(Devinta Agung Susanto, 2022)

| خاتمة | CONCLUSSION |
|---|---|

Based on the research findings, it can be concluded that both students and teachers demonstrated a high need for the use of QuizWhizzer as an evaluation tool in learning. Responses from both parties after the needs analysis demonstrated great potential for developing a QuizWhizzer-based evaluation tool, particularly in Arabic tarkib tests. For further research, it is recommended that the scope of the study be expanded to include other language skills, such as listening, reading, and speaking, so that a needs analysis for Arabic learning evaluation media can be conducted more comprehensively. The researcher also acknowledges that the scope of this study is still limited to one group of students (grade VIII in one school). Therefore, similar research can be developed in the future at a wider educational level, including other secondary levels, to test the extent to which applications such as QuizWhizzer are appropriate and effective for use as evaluation tools in the context of Arabic language learning. This study is limited to one class in a single school; future research should pilot QuizWhizzer across multiple madrasahs and measure its impact on long-term grammar retention." "We recommend that the Directorate of Islamic Education include digital assessment literacy in teacher training programs.

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