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DEVELOPMENT OF EVALUATION BASED WORDWALL MEDIA TO IMPROVE ARABIC LANGUAGE LEARNING OF SENIOR HIGH SCHOOL

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Abstract
Learning evaluation is a measure of success in education in this era, this study aims to develop an Arabic learning evaluation media based on educational games in helping the smooth learning process and determine the feasibility of Arabic learning evaluation media through wordwall educational games. This research method uses Research and Development with qualitative and quantitative approaches. The theory used in this research is the ADDIE model theory which consists of 5 stages is the Analyze, Design, development, implementation and evaluation. The research object is students of the 10th grade in Nurul Huda Surabaya. Data collection techniques in this study were observation, interview, documentation and test techniques. The results of the T-test analysis showed an increase in the learning of Evaluation-Based Wordwall Media through small group and large group trials with very good qualifications. The findings obtained are first, Evaluation-based Wordwall Media to Improve Arabic Language Learning. Second, there is a positive influence in the evaluation of Arabic language learning.
Keywords: *Development*, *Wordwall, Learning Evaluation*

Introduction
The advancement of the digital era that develops along with the changing times has gradually played an important role in human life (Aini, Khasanah, and Mudayan 2024). This era is characterised by the widespread use of the internet in various sectors, so that distance is no longer an obstacle (Kurniastuti and Wibawa 2024). The presence of the digital era also brings many conveniences for humans in carrying out various activities. In the digital era, the world of education is also experiencing very rapid development, one of which is the emergence of electronic learning (Aziz et al. 2024). E-learning is an innovation that can be utilised in supporting the learning process.

The use of technology in education is increasing. However, there is still a lack of interactive learning media that can be used in Arabic language education and many teachers still have difficulties in adapting technology for evaluation learning, especially in the context of Arabic language subjects. Wordwall, a platform that offers various types of web-based educational games,

could be an interesting solution to develop interactive evaluation media for high school students. However, not many have fully explored how Wordwall can be used to improve evaluation in Arabic language learning.

Arabic language learning in senior high school is one of the important aspects in developing language competence and cultural understanding(Azizah 2018). However, challenges in learning Arabic often arise, both in terms of student motivation and the limitations of interesting and interactive learning media (Pamungkas et al. 2021). One solution that can be adopted to increase the effectiveness of learning is through the development of technology-based media that utilises the evaluation approach as a fun and interactive learning tool. Interactive learning media can assist teachers in carrying out the learning process in the classroom. The use of this media is beneficial to increase students' learning motivation, which in turn has a positive impact on improving learning outcomes and learning quality (Dinata and Massofia 2022). One of the media that can be developed by teachers to support the teaching and learning process is the Wordwall application.

Wordwall is a digital-based learning platform that provides a variety of educational games that can be integrated into language learning(Fakhruddin, Firdaus, and Mauludiyah 2021). With its interactive and easy-to-use features, Wordwall can be an alternative evaluation media that not only functions as an assessment tool, but also as an interesting learning media for students(Rasyid, Maheswari, and Faizah 2024). The use of Wordwall in the context of Arabic learning evaluation is expected to increase students' active participation, deepen their understanding of the material, and make the learning process more interesting (Puspitasari, Haryanto, and Sofyan 2022). his research aims to develop evaluation-based Wordwall media in order to improve the quality of Arabic language learning in high school.

The use of Wordwall-based evaluation media allows teachers to carry out more interesting and interactive evaluations. With various features such as quizzes, challenges and games, students are not only tested on their understanding of the Arabic material, but also encouraged to actively participate in the evaluation process. This helps teachers get a clearer picture of the extent to which students understand the material being taught, as well as improving the quality of the evaluations conducted more thoroughly and variedly.

There are several related studies taken from different sources in this research. first is a research from (Aeni et al. 2023) entitled "Development Of Wordwall Educational Games Application As A Learning Media To Understand Islamic Religious Education For Elementary School Students" the purpose is to find out the effectiveness of applying Word Wall as measured from students' understanding of PAI learning subjects through Word Wall. The research was conducted to support teachers' competency in Technological Pedagogical Content Knowledge (TPACK). The similarity of this research is The similarity in this study is that both discuss word wall, while the difference is that the above research focuses on PAI subjects while this research focuses on evaluating Arabic language learning.

Wordwall has been used in various educational contexts to create quizzes or educational games, its utilization in Arabic language learning in high schools is limited. This research introduces the use of Wordwall specifically for Arabic learning evaluation, integrating elements such as vocabulary, grammar, conversation, as well as writing aspects in an interactive and engaging form. This is a new approach that differentiates from traditional evaluation methods.

Method

This research uses a research and development (R&D) approach by referring to the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation) (Zuhriyah and Muhaimin 2024). This model was chosen because it focuses on systematic steps in designing and developing effective learning media. The research object is students of the 10th grade in Nurul Huda Surabaya. Data collection techniques were carried out through observation, interviews,

documentation, questionnaires and tests (Zuhriyah, Muhaimin, and Al-Am 2024). The stages that will be carried out in this study include: *First*, analysis. At this stage, a needs analysis was conducted to understand the initial conditions of Arabic language learning in senior high schools . The analysis was conducted through observations and interviews with teachers and students to identify problems, learning needs, as well as the potential use of Wordwall media in the Arabic learning evaluation process.

Secondly, Design, this process includes determining learning objectives, preparing Arabic language content in accordance with the curriculum, and selecting the evaluation format to be used. *Third*, Development. Media development is carried out by including Arabic language materials in the form of quizzes, interactive games, or practice questions in accordance with the design that has been compiled. After the media is completed, it will be validated by material experts and media experts. *Fourth*, Implementation. The implementation stage involves the application of Wordwall media in Arabic language learning activities in the classroom. data will be collected through observation and questionnaires to measure students' responses as well as the effectiveness of the media. *Fifth*, evaluation. Evaluation is conducted to assess the quality and effectiveness of the Wordwall media that has been developed. Evaluation is done formatively and summatively.

Results and Discussion

The development in this research is the ADDIE model. The results of the development steps of evaluation based wordwall media in the subject at the school are as follows:

1. **Analysis**

   At this stage, identification of existing problems in the learning process is carried out by defining the requirements needed for development(Aliatunisa and Faridi 2024). This stage aims to analyse the needs in the learning process. The Wordwall application was chosen for development because it has several advantages. Wordwall is available for free for the basic option with a number of templates that can be used(Putri and Anshori 2024). However, to access more additional templates, users need to pay. Another advantage of Wordwall is the ease of access after the game is created, where anyone can open it through a link shared via WhatsApp, Google Classroom, and other platforms(Hasibullah 2023). In addition, the games that have been created can also be printed in PDF format, so they can be accessed offline, which makes them more practical.

   Arabic language learning often faces challenges such as lack of student interest and lack of interesting learning media. Therefore, through this needs analysis, it was found that an interactive and evaluation-based media was needed to increase student engagement. Wordwall media is considered potential because it is able to present interesting game and evaluation elements, and allows repetition of material in a more enjoyable way.

   Some of the problems that have been found are the lack of variety in learning methods, the difficulty of students understanding linguistic concepts, and the low motivation of students to learn because the material is considered monotonous. In addition, teachers also often find it difficult to conduct effective evaluations on a regular basis, especially with a large number of students. This problem indicates the need to develop media that not only functions as an evaluation tool, but is also able to increase students' learning motivation. In this context, Wordwall with its interactive features allows students to engage in the evaluation process actively and dynamically, while at the same time providing convenience for teachers in compiling evaluations systematically and variedly.

2. **Design**

   The design of this Wordwall application is based on the results of a survey conducted in the preliminary study, which aims to identify the needs of teachers related to the design of Arabic learning media that is in accordance with the characteristics of high school students and

relevant to the material being taught**.** After the analysis stage, the next step is to design the learning tool. The first step in designing learning aids is to identify Arabic language topics, especially vocabulary in schools. The next step is to determine the objectives, select the materials and create the tools. These stages are as follows:

1. Material selection, The development stage begins with determining the vocabulary, in one of the chapters is *hiwayah and mihnah*, about the vocabulary of hobbies and professions.
2. Design a product model, The learning media developed is based on games available on the Wordwall web application. There are two types of games that will be used are matching pairs and match a match. Therefore, before designing the game, researchers need to first register an account on the Wordwall website. In compiling the instructions for use and integrating the games into one easily accessible menu, the researcher used Google Site as a platform to collect several games from Wordwall. This media is also equipped with an introductory video before users start the Wordwall game. To incorporate the material into the wordwall application, the researcher designed images, fonts, and graphic elements using Canva to make it more attractive. In addition, the fonts used are also Arabic letters that are easy to read.
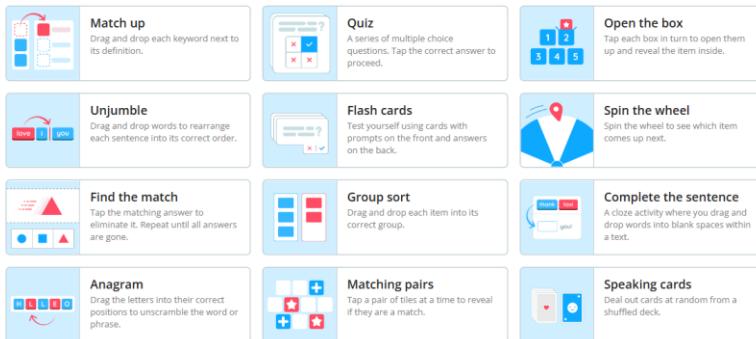
Picture 1: wordwall display

3. **Development**

The next stage in the procedure is the development of products that have previously been designed by realising into a complete product. As in the design stage that the wordwall educational game is packaged into a website using the google site application. Packaging for this media is designed by applying bright colours so that students are more focused on the wordwall. The results of product development in the form of evaluation of educational game-based learning media wordwall are as follows:

a. *Cover Page*
The initial section as the first page of this media contains the name of the media entry button and displays the title of the material.

Picture 2: wordwall cover page

b. *Objective menu page and developer profile*
   The next page contains the developer menu and learning objectives learning objectives. In order to make the menu on the media easier to understand and not missed, the button is not made one with the material and game menu. This page also contains pictures and words of welcome to this media.

Picture 3: wordwall menu page

c. *Menu page*
   On this page there are several Arabic games available as an evaluation wordwall of game-based learning media for students.
   1. Clashcard

Picture 4: flashcard
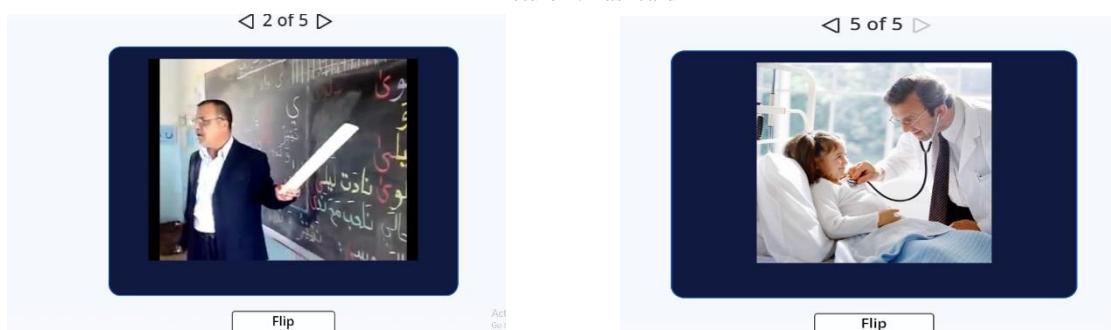
   2. Maching Pairs
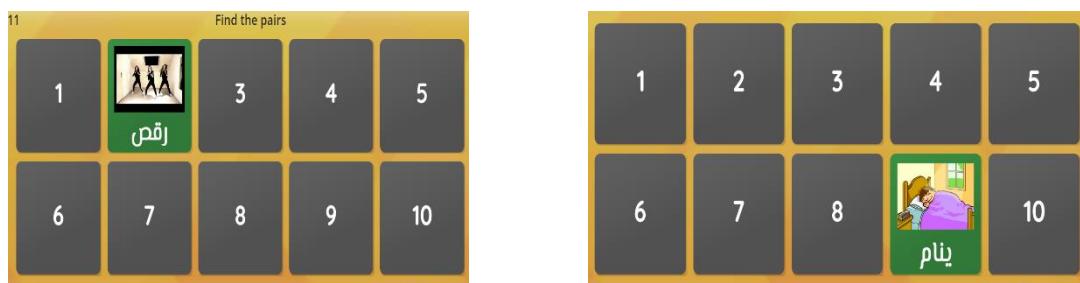
Picture 5: wordwall Maching Pairs

4. Implementation

This stage can only be done after the media is validated by a team of validators. After that, the trial was conducted on grade 10 students at Nurul Huda Surabaya. Product implementation was carried out on 20 students in one of the 10th grade classes, who had previously taken the pre-test. Learning media based on Wordwall educational game was applied in a computer laboratory with internet connection. At this stage, students were also given a post-test after using Wordwall media to measure the effectiveness of the developed media.

This study uses a pretest-posttest type of research with a single group data model, where the same sample is analysed in two different periods. Through this treatment, two types of data will be obtained, namely pre-test and post-test data. The pre-test was conducted to determine the initial ability of students before learning practices and the use wordwall of evaluation media, while the post-test was conducted at the end of the semester after the use of learning media in the learning process. Both tests consisted of 10 multiple choice questions. This study took a sample 20 of students of MA Nurul Huda Surabaya as an experimental group.

5. Evaluation

In the evaluation stage, The relationship between TPACK (Technological Pedagogical Content Knowledge) and the Development of Wordwall Evaluation Media to Improve Arabic Language Learning in Senior High School is very relevant because TPACK is a framework that integrates knowledge of technology, pedagogy (teaching methods), and content (subject matter). In this context, the development of Wordwall Evaluation Media for Arabic Language Learning involves the three main dimensions of TPACK, which interact with each other to create an effective and enjoyable learning experience for students.

TPACK emphasizes the importance of using technology in education, which serves to support and enhance the learning process, Wordwall enables the creation of interactive quizzes, educational games, and technology-based evaluations that can be accessed by students through various devices (computers, tablets, mobile phones) and It provides instant feedback to students, which makes it easier for them to understand mistakes and correct them. Pedagogical Knowledge in TRACK focuses on knowledge of effective teaching methods and strategies for students. In this case, Wordwall is used as a tool to support a pedagogical approach that focuses on game-based evaluation and interactivity. The use of Wordwall allows teachers to apply several pedagogical strategies such as scaffolding and active learning.

Assessment is conducted to measure the extent to which the learning media developed has been effective and on target after being trialled to students. The purpose of this evaluation is to assess the impact and results of learning media wordwall-based quizzes. The evaluation results showed that both media successfully increased students' interest in learning, which can be seen from their activeness, enthusiasm, and spirit during the trial. The assessment was conducted through student behaviour observation and questionnaire filling. The questionnaire results showed the students' positive response to the use of Wordwall media. Therefore, the use of Wordwall proved to be very helpful in increasing students' engagement and focus during the learning process.

Validity

Validity is one of the important steps to test or evaluate the accuracy of the instruments and measuring instruments to be used. Validity refers to the feasibility, meaning, and benefits of the conclusions that can be drawn based on the test score. After the learning media has been developed, the next step is to validate it before the product is tested. Wordwall media will be validated by material experts and media experts to assess the feasibility and suitability of the media in learning grade 10 MA Nurul Huda Surabaya students. Wordwall media is declared

valid by the validator if the validation results show that the media is suitable for testing in the field. The evaluation results from media experts and material experts are presented as follows:

a. The validation design is carried out by testing the product that has been developed. This validation test uses a questionnaire that covers various aspects of assessment, and provides space for comments, suggestions, and input that are useful as evaluation and improvement materials. After the product has been made, the validation test is carried out using a questionnaire that contains aspects of assessment and input to improve product quality. The product design was validated by Mr MZ, a lecturer at Institut Islam Faqih Asy'ari, as he has deep expertise in product evaluation. Therefore, his constructive suggestions and inputs were needed in this research and development. The validation process was conducted on 25 August 2024. The assessment criteria were obtained from various sources and adjusted to the aspects of the product being developed as well as the need for analysis in that field. The data from the validation will be analysed descriptively. Based on the results of design validation by material experts, the Wordwall learning evaluation media developed still requires improvement. The media expert suggested adding more vocabulary in the learning evaluation using Wordwall.

No	Criteria	$\sum x$	$\sum xi$	Description
1.	Media wordwall reveals the nature of things in everyday life	5	5	Very Good
2.	The appearance of the media wordwall cover attracts students' attention	5	5	Very Good
3.	The relevance of the media to students' needs	4	5	Very Good
4.	The images presented are clear and appealing	5	5	Very Good
5.	Attractive placement of pictures and illustrations	5	5	Very Good
6.	The media worwall describes the contents/educational materials according to illustrations of everyday life	5	5	Very Good
7.	Appropriateness of font/type size	4	5	Very Good
8.	The color of the media title contrasts with the background color	4	5	Very Good
9.	The media wordwall is easy to use	5	5	Very Good
10.	The media presentation is able to develop students' interest in learning	4	5	Very Good
	Total	46	50	
	Average	90%		
	Category	Very Good		

Picture 6: Design validation

b. Content Validation: Content validation is an evaluation of the learning material content contained in the media product. Mrs NK, a lecturer who acted as a material expert in this study, conducted the validation on 26 August 2024. The validation process was carried out through a questionnaire that included criteria for evaluating the content of the material and providing space for suggestions and comments as material for evaluation and improvement. The validation results consist of quantitative data in the form of scores to assess the feasibility of the tool, as well as qualitative data containing suggestions for improving the developed product.

No	Criteria	$\sum x$	$\sum xi$	Description
1.	Media wordwall alignment with Learning Objectives	5	5	Very Good
2.	Visual display quality	4	5	Very Good
3.	Ease of access and use	4	5	Very Good
4.	engagement and motivation	4	5	Very Good
5.	Relevance of content to material	4	5	Very Good
6.	concept correctness	4	5	Very Good
7.	suitability of the material	4	5	Very Good
8.	The language used is appropriate for the students' level of thinking	4	5	Very Good
9.	language and spelling rules	4	5	Very Good

10	Student interest in the use of media	4	5	Very Good
	Total	46	50	
	Average	84%		
	Category	Good		

Picture 7: content validation with material experts

Conclusion

The results of the development of wordwall evaluation media for enhancing arabic learning in high schools are that this media is effective in improving students' engagement and learning outcomes. The use of Wordwall in Arabic learning evaluation can significantly increase student engagement. Features such as interactive quizzes, educational games and instant feedback can make students feel more motivated to learn and actively participate in learning. The gamification approach applied also reduces boredom and increases students' interest in Arabic subjects which are often considered difficult and Wordwall-based evaluation media allows teachers to conduct more effective and varied assessments as well as flexibility in the evaluation of Arabic learning. In addition, this media makes it easier for teachers to measure students' understanding directly and in real-time. The trial results show an increase in students' interest and enthusiasm in learning Arabic, which is reflected in their activeness in participating in learning activities. The assessment results from media expert validation get a percentage of 90%. In the validation of material experts, the development of evaluation media gets a percentage of 84% with a very feasible category. So it can be concluded that the evaluation media for learning Arabic through wordwall educational games is feasible to use.

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