Optimizing the Assessment of *Qawa'id* Materials by Utilizing Wordwall Media

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Abstract: This research was initiated by the apprehension experienced by students in *qawa'id* material tests and the lack of digital-based media, especially *qawa'id* assessments. The primary objectives of this study were to create an assessment tool based on Wordwall media for evaluating *qawa'id* material, to depict the assessment environment before and after the implementation of this media and to evaluate the feasibility and usability of the product. The data were collected through interviews with Arabic language teachers in MAN 2 Payakumbuh, 35 tenth grade students in the second semester of the 2023/2024 academic year, and questionnaires for expert validation and student responses. The findings of this study indicated that : 1). There was a noticeable contrast in the atmosphere of *qawa'id* test activities before and after the utilization of Wordwall media-based assessment tools, leading to a reduction in students' apprehension; 2) After conducting a structured research stage, according to linguists and media experts, the product was considered feasible with a percentage of 80% and very feasible with 99% and 85%. 3) teachers and students found the product to be highly practical, with an acceptance rate of 85.13%. The integration of Wordwall in the *qawa'id* assessment process served as a strategy to alleviate student apprehension during *qawa'id* assessments. *Qawa'id* assessment based on Wordwall media developed in this study was both feasible and practical to be implemented by Arabic language teachers for tenth-grade students in the second semester.

Introduction

Qawa'id is one of the main materials in Arabic grammatical branch. Arabic grammar is the main feature of the *Fusha* language that does not exist in *'Amiyah* language. With grammatical rules, a language would be well organized and its meaning would be clear and definite. This is due to the specific function of a grammatical

arrangement or it is known as *qawa'id*.[1] The problem in learning *qawa'id* is the students' assumption that *qawa'id* is difficult to learn.[2] The assumption of difficulty often develops into feelings of apprehension of learning *qawa'id* material and frequently avoiding the lesson.

Apprehension and agitation are psychological factors experienced by students that can hinder learning and language acquisition. In the theory of linguistic, it is referred to as the affective filter.[3] This affective filter inhibits language input before it is processed by the LAD (Language Acquisition Device) into output. In other words, feeling anxious, tense, and agitated might affect learning outcomes in assessments or tests. In a research by Syafira showed that there is a negative relationship between anxiety or apprehension factors and learning outcomes.[4] In addition, anxiety or apprehension affects the learning experience with the expected competencies.[5]

In this era of globalization, advanced information and communication technology have changed the educational landscape. It provides various innovations to improve learning effectiveness. One of the learning aspects that continues to develop is learning media. Learning media as one of the assistance of achieving learning objectives is something that must continue to be developed in this era. Media and technology can be the best combination if a teacher is able to utilize them as well as possible to be an effective media that integrates technology.[6]

Based on the results of interviews with Arabic language teachers in MAN 2 Payakumbuh West Sumatra, *Qawa'id* learning has been carried out as effective as possible. However, the assumption that *qawa'id* material is difficult and stressful material makes students experienced apprehension feeling when they are required to

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[1] Kementrian Agama Republik Indonesia, *Keputusan Menteri Agama Nomor 183 Tahun 2019 Tentang Kurikulum PAI dan Bahasa Arab pada Madrasah,* (Jakarta: Direktural Jenderal, 2019).

[2] Jauharotun Nafisah, Chairani Astina, and Rifqi Aulia Rahman, "Semantic Mapping Strategy dan Progres Pemahaman Qawaid Bahasa Arab di Pondok Pesantren Mamba'ul Falah Kudus," *Al-Jawhar: Journal of Arabic Language* 1, no. 1 (2023): 1–13.

[3] Nia Kurniawati, "Understanding Krashen Hypothesis of Second Langauge Acquisition: A Case Study of a Polyglot," *Ijlecr (International Journal of Language Education and Cultural Review)* 7, no. 1 (2021): 83–89.

[4] Ayu Syafira, "Hubungan Antara Kecemasan Menghadapi Tes dengan Hasil Belajar Biologi Siswa di SMAN Kota Depok," (Jakarta: FITK UIN Syarif Hidayatullah Jakarta, 2022).

[5] Yosepha Patricia Wua Laja and Justin Eduardo Simarmata, "Pengaruh Kecemasan Matematika Terhadap Persiapan Tes UTBK Siswa SMAN 1 Kefamenanu," *Jurnal Magister Pendidikan Matematika (Jumadika)* 4, no. 2 (2022): 58–64.

[6] Samsul Haq, "Pembelajaran Bahasa Arab di Era Digital: Problematika dan Solusi dalam Pengembangan Media," *Mukadimah: Jurnal Pendidikan, Sejarah, dan Ilmu-Ilmu Sosial* 7, no. 1 (2023): 211–222.

meet the minimum score criteria. Hence, it caused the students obtained less gratifying results. The student's apprehension feeling is also caused by the lack of use of digital media in the assessment of *qawa'id* material. The *qawa'id* material assessment instrument is only presented in plain paper which is monotonous. Therefore, the development of digital media in *qawa'id* assessment instruments is necessary to do. One of the web-based digital media that can be used for assessment is Wordwall media. Wordwall media is a website-based application that can be utilized in Arabic learning such as remembering vocabulary[7] and also the assessment. Wordwall media with various templates and gamification-based can help the students to be relaxed and *qawa'id* assessment activities become enjoyable.

There are several previous researches which discussed about the use of Wordwall media in Arabic learning, one of those stated that this media could extend the vocabulary mastery[8][9] and improve the student learning outcomes in general.[10][11] A previous research about the use of Wordwall media for learning evaluation purposes also had been carried out such as a research by Rahmayanti.[12] However, it is not specific to the assessment of *qawa'id* material but only in the evaluation of Arabic language learning. Research on the use of Wordwall media to improve affective filters is only specific to motivation, not including apprehension and agitation in a monotonous assessment instrument.

Based on the above, this research was conducted to reduce students' apprehension and agitation in the assessment of *qawa'id* material with Wordwall media. In detail, this research aimed to; 1) describe the atmosphere of the implementation of *qawa'id* material

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[7] Hanifah Nur Azizah, "Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall," *Alsuniyat: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* 1, no. 1 (2020): 1–16.

[8] Fauzia Turohmah, Elsa Mayori, and Resna Yuliana Sari, "Media Pembelajaran Word Wall dalam Meningkatkan Kemampuan Mengingat Kosa Kata Bahasa Arab," *Jurnal Pendidikan Luar Sekolah* 14, no. 1 (2020): 13–19.

[9] Alfia Damayanti, *Pengembangan Media Pembelajaran Berbasis Game Edukasi Wordwall dalam Penguasaan Kosakata Bahasa Arab Siswa Kelas III MI Almaarif 02 Singosari*, (Dissertation: UIN Maulana Malik Ibrahim, 2022).

[10] Sahidatul Umam, Langgeng Sutopo, and Angger Putri, "Analisis Penggunaan Media Word Wall untuk Meningkatkan Prestasi Belajar pada Pembelajaran Bahasa Arab pada Siswa Kelas IV SDIT Fitrah Insani Kedamaian Bandar Lampung," *Al Mitsali: Jurnal Penelitian dan Pendidikan Bahasa Arab* 2, no. 1 (2022): 51–56.

[11] Enok Milhah Malihatusolihah, Etri Suryanti, Melin Yulia Hasanah, Fany Farkhatun Nisa, and Dedih Wahyudin, "Utilization of Wordwall Media to Improve Learning Outcomes of Madrasah Aliyah Students in Arabic Language Learning in Cianjur, West Java: Pemanfaatan Media Wordwall untuk Meningkatkan Hasil Belajar Siswa Madrasah Aliyah pada Pembelajaran Bahasa Arab di Cianjur Jawa Barat," *Al Mahara: Jurnal Pendidikan Bahasa Arab* 9, no. 2 (2023): 194–209.

[12] Indah Rahmayanti and Munirul Abidin, "Efektivitas Penggunaan Wordwall Sebagai Media Evaluasi Pembelajaran Bahasa Arab di MAN Kota Batu," *Sustainable Jurnal Kajian Mutu Pendidikan* 6, no. 2 (2023): 349–358.

assessment before and after the utilization of Wordwall media as the assessment instruments, 2) test the feasibility quality of Wordwall as the assessment instruments, and 3) test the practicality or usability of Wordwall media-based assessment instruments.

Methods

Madrasah Aliyah Negeri 2 Payakumbuh West Sumatra was the place of the research. This school was selected to be the research place due to apprehension that was experienced by students in *qawa'id* material assessment and the lack of digital-based assessment instruments, especially for *qawa'id* material that students are afraid of. For this reason, it is necessary to develop the assessment instruments based on modern media such as Wordwall to reduce students' apprehension in the *qawa'id* material assessment. The product developed in this study was an assessment instrument based on Wordwall for *qawa'id* material for tenth grade students in the even or second semester based on *qawa'id* material in the Arabic language module for tenth grade students of Islamic high school (Phase E) by MGMP Arabic Language, Province of West Sumatra. Wordwall media was chosen in the development of *qawa'id* assessment instrument because this media is gamification-based website and has a variety of templates that can be enjoyable and reduce students' appehension in the *qawa'id* test.

This research is a Research and Development study that aimed to produce a product and determine its effectiveness.[13] Primary data was obtained from interviews with Arabic language teachers and questionnaires distributed to students. At the same time, secondary data was obtained from the results of product feasibility tests and previous relevant tests. The Borg and Gall theory about Research and Development model was used by reducing 9 procedures, namely 1) potential and problems, 2) data collection, 3) product design, 4) design validation, 5) revision, 6) product trial, 7) product revision, 8) usage trial, 9) product revision.

The explanation of the research procedures is as follows: 1) it aimed to find a potential in MAN 2 Payakumbuh that can support the use of products to be developed. The problems encountered were used as a reference to the products developed that can solve them, 2) the data collected was the required data to prepare the product development such as *qawa'id* learning objectives, preparation of question grids, question

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[13] Andi Ibrahim, Asrul Haq Alang, Madi, Baharuddin, Muhammad Aswar Ahmad and Darmawati. *Metodologi Penelitian*, (Makassar: Gunadarma Ilmu, 2018).

writing rules, criteria and questionnaire indicators both for evaluation experts, language, media and the users (the students), 3) compiling *qawa'id* assessment instruments according to existing rules, 4) design validation was carried out by evaluation, language and media experts, 5) design revisions were made if there are suggestions and input from the experts, 6) product trials were tested to Arabic language teachers in the small classes, 7) product revisions were made if there were suggestions from small class users, 8) usage trials were carried out for large classes, 9) product revisions were made if they did not meet the practicality requirements.

Data collection techniques were carried out through interviews and questionnaires. Interviews were conducted online with Arabic language teachers of MAN 2 Payakumbuh and several students of tenth grade students in the second semester of 2023/2024 academic year in one class. Questionnaires were distributed to evaluation, language, and media experts. This questionnaire was used to test the quality of product feasibility based on the opinions of experts. In testing the feasibility of product design of Wordwall media for assessment instruments, researchers asked the opinions of two evaluation experts, two language experts, and two learning media experts. Questionnaires were also distributed to students to test the effectiveness of Wordwall media-based *qawa'id* assessment instruments and also to corroborate interview data to find out the atmosphere of the *qawa'id* material assessment process before and after using Wordwall media-based tests.

Likert scale analysis was used as data analysis[14] with the formula P=f/n x100% both for the feasibility test and the practicality test. The feasibility test was carried out and the average percentage of each expert was found out. Practicality test obtained from the questionnaires and collected by 35 tenth grade students class A was MAN 2 Payakumbuh was defined the average percentage from the data tabulation. After the average percentage was obtained, the result was adjusted with table of result analysis distribution before drawing conclusion.

Results and Discussion

Before the use of Wordwall media for assessment instruments in tenth grade of MAN 2 Payakumbuh, potential and problems were discovered, the potential in MAN 2

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[14] Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2017).

Payakumbuh is the available internet access and almost all students have smartphones.[15] It should be utilized as much as possible in Arabic language learning in this modern era.[16] Smartphones owned by students can be used in the assessment process including the assessment of *qawa'id* material in the form of formative assessments, quizzes, daily assessments, midterm assessments, end-of-semester assessments, and doing exercises independently outside of school. In relation to the use of Wordwall media to be developed, smartphones owned by students can be utilized to access the Wordwall media website. This is an opportunity that must be utilized by teachers to increase student activeness to utilize digital transformation anytime and anywhere.[17]

The problem that was mentioned from the interviews with Arabic language teachers at MAN 2 Payakumbuh is the students' mindset towards the *qawa'id* material itself. Students considered that *qawa'id* material which is integrated into *istima', kalam, qira'ah,* and *kitabah* material as difficult material.[18] This difficult assumption develops into apprehension and tension in the exams or tests on the *qawa'id* material. This is a common thing that happens to second language learners,[19] in this case in Arabic learning. In addition, the need for students to meet the standard score is also the cause of this apprehension. This feeling will affect the learning process[20] including assessment. To overcome student anxiety in learning, a solution must be found either through strategies[21] or learning media.

After conducting product trials with the tenth grade students of MAN 2 Payakumbuh which is the 6th stage of this research procedure, the online interviews were conducted with teachers and distributed questionnaires to students. This interview and questionnaire aimed to find out the state of the implementation of the assessment of

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[15] Siti Fatimah, Yusuf Mufti, and Umi Mahmudah, "Analisis Kebutuhan Pengembangan Aplikasi Android Berbasis Potensi Lokal Sebagai Media Pembelajaran Sains," *Prosiding SEMAI: Seminar Nasional PGMI* 1, (2021): 224–237.

[16] Nur Afni Azizah, Ahmad Hutami, and Norlita Norlita, "Kecanggihan Smartphone Sebagai Media Pembelajaran di Era Modern," *Borneo Journal of Islamic Education* 3, no. 1 (2023): 65–73.

[17] Desty Endrawati Subroto, Supriandi Supriandi, Rio Wirawan, and Arief Yanto Rukmana, "Implementasi Teknologi dalam Pembelajaran di Era Digital: Tantangan dan Peluang Bagi Dunia Pendidikan di Indonesia," *Jurnal Pendidikan West Science* 1, no. 07 (2023): 473–480.

[18] Ridwan Effendi, "Pengajaran Qawa'id Lijar (Arab Lima Jari) Bagi Disabilitas Netra di Pondok Pesantren Sam'an Netra Mulia Bandung," *Al-Afkar, Journal for Islamic Studies* (2022): 252–267.

[19] Luke Plonsky, Ekaterina Sudina, and Yasser Teimouri, "Language Learning and Emotion," *Language Teaching* 55, no. 3 (2022): 346–362.

[20] Fathma Zahara Sholeha and Safiruddin Al Baqi, "Kecemasan Peserta Didik dalam Pembelajaran Bahasa Arab," *Mahira: Journal of Arabic Studies* 2, no. 1 (2022): 1–12.

[21] Bufen Hu, "The Effect of Foreign Language Learning Strategies on Alleviating Cross-Cultural Social Anxiety," *CNS Spectrums* 28, no. S2 (2023): S95–S95.

qawa'id material after using the Wordwall media as the assessment instrument. The interview guideline and questionnaires contained the use of assessment instruments. Based on the results of the interview, it was concluded that the process of conducting tests with Wordwall media as the assessment instruments were carried out well and the activities were enjoyable for the students. Most of the students admitted that their apprehension disappeared because the Wordwall media in this assessment is gamification-based, and has a varied and interesting template. In addition, they are also motivated to carry out the test because of the time limit on digital-based Wordwall media. In other words, digital-based media can motivate students to learn both formally and informally[22] including foreign language learning because digital media can be accessed anywhere and anytime. Motivation in learning has an effect on foreign language proficiency.[23]

Gamification-based learning media can eliminate apprehension because it is fun, this is in accordance with a research by Lutfi, et al.[24] The use of varied media can also increase student interest in learning, this is in accordance with a research by Adam[25][26] and Tulung[27] that discussed about technology-based media.[28] When motivation in learning increases significantly through the application of Wordwall media,[29][30][31] in the assessment stage, the anxiety or apprehension will gradually disappear, including in

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[22] Guangxiang Leon Liu, Yue Zhang, and Rui Zhang, "Examining the Relationships among Motivation, Informal Digital Learning of English, and Foreign Language Enjoyment: An Explanatory Mixed-Method Study," *ReCALL* 31, no. 1 (2023): 72–88.

[23] Janina Iwaniec, "Exploring the Relationship Between Second Language Learning Motivation and Proficiency," *Studies in Second Language Acquisition* 44, no. 4 (2022): 967-997.

[24] Achmad Lutfi, Nur Qurrotur Aini, Nurul Amalia, Putri Amiratul Umah, and Maissy Diana Rukmana, "Gamifikasi untuk Pendidikan: Pembelajaran Kimia yang Menyenangkan pada Masa Pandemic Covid-19," *Jurnal Pendidikan Kimia Indonesia* 5, no. 2 (2021): 94-101.

[25] Adiyana Adam, "Pengaruh Media Pembelajaran Audio Visual Terhadap Minat Belajar Siswa Sekolah Dasar," *Journal of Contemporary Issue in Elementary Education* 1, no. 1 (2023): 29–37.

[26] Try Indah Wijayanti and Ratnasari Dyah Utami, "Mengembangkan Keterampilan Membaca dan Menulis Melalui Berbagai Metode dan Media Pembelajaran yang Bervariasi," *Jurnal Basicedu* 6, no. 3 (2022): 5104–5114.

[27] Jeane Tulung and Orient Christianty, "Penggunaan Media Bervariasi dalam Meningkatkan Minat Belajar Siswa," *Jurnal Ilmiah Wahana Pendidikan* 8, no. 6 (2022): 179–183.

[28] Sri Latifah, Yuberti Yuberti, and Vina Agestiana, "Pengembangan Media Pembelajaran Interaktif Berbasis Hots Menggunakan Aplikasi Lectora Inspire," *Jurnal Penelitian Pembelajaran Fisika* 11, no. 1 (2020): 9–16.

[29] Imam Hizbullah, Muhammad Anwar, and Fatkhul Ulum. "Pengaruh Pemanfaatan Media Wordwall dalam Pembelajaran Bahasa Arab Terhadap Motivasi Belajar Siswa Kelas VI SD IT Alfadiyah Gowa." *Jurnal Inovasi Pendidikan* 6, no. 2 (2024): 621-636.

[30] Andrias Pujiono, "Media Sosial Sebagai Media Pembelajaran Bagi Generasi Z," *Didache: Journal of Christian Education* 2, no. 1 (2021): 1-19.

[31] Hamzah Pagarra, Ahmad Syawaluddin, Wawan Krismanto, and Sayidiman. *Media Pembelajaran*. Makassar: *Badan Penerbit UNM*, 2022.

taking the *qawa'id* exam. As an affective filter,[32] apprehension should be overcomed so the assessment results are effective and efficient.

Another factor is that the effect of slow rhythmic music and sound can relieve students' tension in doing the *qawa'id* test. This is in accordance with Arini's research[33] and also classical music can improve focus in doing tasks[34] and reduce anxiety[35] in addition, they are attracted to this media because a template can be changed into other interesting templete as they prefer. The following is an overview of the template display in the Wordwall application:
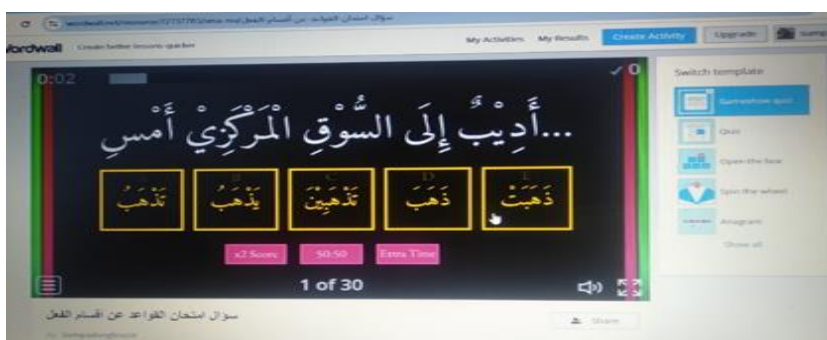

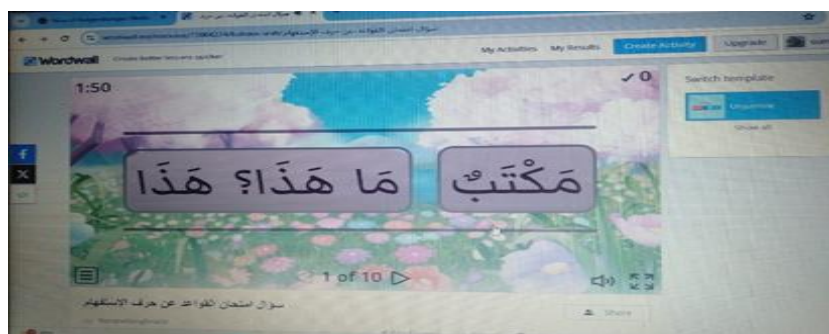**Figure 1.** Display of *Qawa'id* Assessment Instrument with Gameshow Quiz Template

Figure 2. Display of *Qawa'id* Assessment Instrument with Unjumble Template

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[32] Tiara Wuri Cahyanti, "Perspektif Umum Tentang Usia dan Akuisisi dalam Pemerolehan Bahasa Kedua Pembelajar Muda," *Dharma Pendidikan* 16, no. 1 (2021): 69–79.

[33] Crismonalita Dwi Arini, "Musik Klasik Sebagai Solusi Kecemasan Belajar Matematika," *Prosiding Seminar Nasional Matematika dan Pendidikan Matematika FKIP UMP Purwokerto 2021* 3, no. 1 (2020): 190-197.

[34] Febby Febriyani Kharisma and Wilda Yulia Rusyida, "Analisis Pengaruh Mendengarkan Musik Terhadap Tingkat Fokus dan Produktivitas Mahasiswa dalam Mengerjakan Tugas," *Sahmiyya: Jurnal Sahmiyya* 3, no. 1 (2024): 91–97.

[35] Ainoer Roffiq, Ikhwanul Qiram, and Gatut Rubiono, "Media Musik dan Lagu pada Proses Pembelajaran," *JPDI (Jurnal Pendidikan Dasar Indonesia)* 2, no. 2 (2017): 35–40.

Figure 3. Display Of *Qawa'id* Assessment Instrument with Group Sort Template

Figure 1 is the display of the *qawa'id* assessment instrument with the Gameshow Quiz template. Students chose the right answer and this template can be changed into other templates such as quiz, open the box, match up, speaking card, spin the wheel, wordsearch, anagram, flash cards, and flip tiles. Figure 2 is the display of the *qawa'id* assessment instrument with the Unjumble template. Students arranged random sentences and this template can be converted into flip tiles, matching pairs and speaking cards. Figure 3 is a view of the *qawa'id* assessment instrument with the Group Sort template. Students dragged words based on group boxes and this template can also be converted into gameshow quiz, anagram, hangman, quiz, open the box, speaking cards, spin the wheel, and whack a mole template.

The feasibility test of product design was carried out in two stages. The first stage was carried out without distributing questionnaires but only asking for the opinions of experts in general. In this stage, the product design received input and suggestions from linguists and media experts. Linguists provided input in the form of revision of assessment instruments in terms of correct Arabic language rules. The *qawa'id* assessment instrument for tenth grade was arranged with scale so that the accuracy of the final line of a word is clear. This is in accordance with the rules for preparing questions that must be in accordance with Arabic grammar language.[36][37][38][39] Media experts provided input which is a reduction in the items in the multiple choice form that should

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[36] Arief Aulia Rahman and Cut Eva Nasryah, *Evaluasi Pembelajaran,* (Ponorogo: Uwais Inspirasi Indonesia, 2019).

[37] Erlina, "Kaidah Penyusunan Tes Bahasa Arab (Pilihan Ganda)," *El Jaudah: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2022): 82–98.

[38] Indah Rahmi Nur Fauziah, Syihabudin Syihabudin, and Asep Sopian, "Analisis Kualitas Tes Bahasa Arab Berbasis Higher Order Thinking Skill (Hots)," *(Lisanuna): Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 10, no. 1 (2020): 45–54.

[39] Sarifah Hanum Gea, "Analisis Kompetensi Guru Agama Terhadap Pembuatan Soal UAS pada Kelas Tinggi SD IT Khairul Imam," *All Fields of Science Journal Liaison Academia and Sosiety* 3, no. 1 (2023): 45–50.

be made so the students do not feel bored. From the input of these two experts, it was revised before distributing the questionnaire.

After the revision stage, the questionnaires were distributed with the results of the assessment which is 80% as a percentage obtained from expert at the first and second evaluation. Based on the feasibility table, 80% is included in the feasible category. So it can be concluded that the assessment instrument based on Wordwall media is feasible to use to measure students' abilities in *qawa'id* material in the tenth grade of the second semester on MAN 2 Payakumbuh. This feasibility is based on the rules of writing multiple-choice tests, sorting, and grouping. The rules of multiple choice test material, namely questions must be in accordance with indicators and competencies, the multiple choices must be homogeneous, and each question has only one correct answer[40]. However, the question construction has several rules such as the subject matter must be formulated clearly and straightforward, the question is not supposed to give some clues towards the correct answer, the question does not contain ambiguous meaning, the length of the answer formulation must be relatively the same, the answer choices do not contain statements "all answers are correct or all answers are wrong" and others. This rule is outlined in a questionnaire for evaluation expert validation.

The results of linguist validation from the first linguist evaluation is 100%. Meanwhile, the second linguist gave 98%. Based on the feasibility table, 99% is considered as the very feasible category. It means that the language used in the preparation of assessment instruments for *qawa'id* material based on Wordwall media is classified as very good or very feasible to use.

The results of the validation of learning media experts, it was obtained 90% from the first media expert evaluation and 80% from the second media expert. Based on the feasibility table, the percentage of both is 85%, including the very feasible category. So it can be concluded that Wordwall media is very feasible to use for assessing *qawa'id* material in the tenth grade of the second semester in MAN 2 Payakumbuh. This feasibility is based on indicators of good learning media criteria such as the suitability of the media for learning objectives[41] The language used in the media is understandable, the media is attractive, practical, the font used is clear, so are the other rules. Based on the

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[40] Aulia Akbar, "Kemampuan Mahasiswa dalam Penyusunan Soal Pilihan Ganda," *Attadib: Journal of Elementary Education* 4, no. 1 (2020): 44–53.

[41] Afiffah Vinda Prananingrum, Ikhwan Nur Rois, and Anna Sholikhah, "Kajian Teoritis Media Pembelajaran Bahasa Arab," *Prosiding Konferensi Nasional Bahasa Arab* 6, no. 6 (2020): 303–319.

results of the validation of evaluation experts, language, and learning media as a whole, it can be concluded that *qawa'id* material assessment instrument based on Wordwall media for the tenth grade in the second semester material is classified as feasible to use.

After the product trial on 35 tenth grade students in MAN 2 Payakumbuh, a practicality test analysis was conducted. Practicality analysis was based on a questionnaire distributed to teachers and students. The questionnaire data was tested by finding the average score, namely the number of scores divided by the number of items, then using the practicality formula as follows:

$$P = f/n \times 100\%$$

Notes:

P = Percentage of practicality score

f = Score acquisition

n = Ideal score

Based on the calculation of the data obtained from the questionnaire answers of students and teachers, the percentage of the practicality of Wordwall media for assessment instruments for *qawa'id* material is 85,31%. Furthermore, this percentage is adjusted to the criteria for practicality according to Sugiono as follows:

Table. 1 Distribution of Practicality Analysis Results

Score Acquisition	Criteria
85%-100%	Very Practical
70%-84%	Practical
55%-69%	Practical Enough
40%-54%	Less Practical
0%-39%	Not Practical

Based on the table above, it can be concluded that the 85% practicality percentage of Wordwall media as *qawa'id* material assessment instruments for the tenth grade students MAN 2 Payakumbuh is classified as very practical. The results of this study are in line with the results of Faradayanti's research which stated that web-based media is very practical to use in learning[42][43][44] included in the assessment process. Practical is

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[42] Kiki Ayu Faradayanti, Joko Endryansyah, Achmad Imam Agung, "Kepraktisan Media Pembelajaran Berbasis Web untuk Menunjang E-Learning pada Mata Pelajaran Instalasi Motor Listrik di SMK," *Jurnal Pendidikan Teknik Elektro* 9, no. 1 (2020): 675-683.

[43] Muh Ali Safwan Benda, Dewi Diana Paramata, and Trisnawaty Junus Buhungo, "Analisis Kepraktisan Media Pembelajaran Google Sites Berbasis Web pada Materi Elastisitas dan Hukum Hooke Di MAN 1 Kota Gorontalo," *Jurnal Pendidikan Fisika Undiksha* 12, no. 2 (2022): 211–217.

[44] Kiki Ayu Faradayanti, Joko Endryansyah, Achmad Imam Agung, "Kepraktisan Media Pembelajaran Berbasis Web untuk Menunjang E-Learning pada Mata Pelajaran Instalasi Motor Listrik di SMK," *Jurnal Pendidikan Teknik Elektro* 9, no. 1 (2020): 675-683.

easy to use anytime and anywhere in the sense that web-based media is classified as efficient to use.

Based on the results of this article, the Wordwall media that is used for *qawa'id* material assessment instrument can reduce student apprehension in taking the tests after the application of this media. Wordwall media is feasible and very practical to use as assessment instrument. Hence, this product is suitable for teachers as an instrument that helps in *qawa'id* assessment both formative and summative assessments. The product can be accessed on https://Wordwall.net/resource/72737783, https://Wordwall.net/resource/73804224 and https://Wordwall.net/resource/73808331. This assessment instrument can also be applied to practice questions before the actual assessment. It aimed to reduce students apprehension in taking the tests which met the objectives of this study. In the implementation of Arabic material assessment which includes the assessment of language elements and *maharah lughawiyyah,* the *qawa'id* assessment instrument can be integrated into the assessment as an instrument that has been tested through evaluation expert validation.

The weakness of the Wordwall media in this *qawa'id* assessment is that the validity of the questions and the effectiveness of the media cannot be tested. The validity of the questions cannot be tested because the Wordwall media does not detect the correct and incorrect answers of the students. Effectiveness also cannot be tested because the final score on the Wordwall media is a mixture of the original score with the bonus score because this media is gamification-based. If the effectiveness test is carried out, the elements of balance and comparability between the pre-test and post-test scores are not fulfilled.

Based on the above, researchers do not recommend further research to test effectiveness but to examine other aspects such as feasibility and practicality tests for *maharah kitabah* tests with anagrams template in Wordwall applications. In addition, research to test the effect of Wordwall media on student learning outcomes can also be done experimentally.

Conclusion

The findings of this study confirmed that the development of *qawa'id* material assessment instruments with Wordwall media that is gamification-based and has varied templates proved its ability as the media that can reduce students' apprehension in taking

qawa'id tests. These findings implied that *qawa'id* assessment instrument based on Wordwall is feasible and practical to use. It is considered as feasible based on the assessment of evaluation, language, and media experts. Meanwhile, this media is considered as practical to use based on the responses of students and teachers as the users. These results provided a strong basis for increasing the integration of technology-based media in education, especially in Arabic language learning. However, the shortcoming of Wordwall media for *qawai'd* assessment is the validity of the questions and the effectiveness of the media that cannot be tested. For this reason, future researchers are recommended to examine other aspects such as feasibility and practicality tests for the *maharah kitabah* test with anagrams template in the Wordwall media. In addition, research to test the effect of Wordwall media on student learning outcomes can also be done experimentally.

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Author Contributions Statement

EE was the first researcher in this study, she researched and developed the product according to the steps in RnD research. As the first researcher in this study, she designed and carried out this study with a Research and Development model that contributed to the performance of product design, data analysis, and theorizing. MA, AW, ZZ and NS were the colleagues in this study and their guidance and direction were instrumental in analyzing the data.

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