


New Model of Arabic Language Evaluation and Test System in the Development of 21st-Century Learning Media

Abdul Razak Mursyid¹  IAIN Sultan Amai Gorontalo, Indonesia
abdurrazzaqmursyid@gmail.com¹

Ibnu Rawandhy N. Hula² IAIN Sultan Ami Gorontalo, Indonesia
ibnurawandi@iaingorontalo.ac.id²

 <https://doi.org/10.58194/eloquence.v3i1.1513>

Corresponding Author:  Abdul Razak Mursyid

Article History

Received
25-02-2024
Accepted:
15-03-2024
Published:
12-04-2024

ABSTRACT

Background: This article discusses the Arabic language evaluation and test system using technological media as a goal to help the quality of learning

Purpose: This study aims to discuss the Arabic language evaluation and test system in the development of 21st-century learning media in a systematic and organized manner.

Method: The method used in this research is library research or literature review is the process of conducting research carried out by a researcher to collect some information and data sets based on various available materials such as reference books, previous research, journal articles, notes, and various kinds of magazines that are closely related to the title of the research to be solved.

Results and Discussion: The results of the research and discussion in this study include the development of media based on quizzes, centimeters, and neared applications that can be used in the use of evaluation systems and Arabic language learning tests.

Conclusions and Implications: This study concludes that in carrying out an Arabic language evaluation and test system based on the development of Quiziz, centimeter, and Nearpod media, the three applications are very useful in compiling Arabic evaluation and test questions. Because several features are very complete educators can easily assess and measure the extent of students' ability to master learning material.

Arabic Language; Evaluation; Test System; 21st-Century Learning; Learning Media

Keywords:

ABSTRAK

Latar belakang: Artikel ini membahas tentang sistem evaluasi dan tes bahasa Arab dengan menggunakan media teknologi sebagai tujuan untuk membantu kualitas pembelajaran

Tujuan: Penelitian ini bertujuan untuk membahas sistem evaluasi dan tes bahasa Arab dalam pengembangan media pembelajaran abad ke-21 secara sistematis dan terorganisir

Metode: Metode yang digunakan dalam penelitian ini adalah *library research* atau kajian pustaka yaitu proses pelaksanaan penelitian yang dilakukan oleh seorang peneliti untuk mengumpulkan sejumlah informasi dan kumpulan data berdasarkan berbagai bahan yang tersedia seperti buku-buku referensi, penelitian terdahulu, artikel jurnal, catatan-catatan, dan berbagai macam majalah yang berkaitan erat dengan judul penelitian yang akan dipecahkan.

Hasil dan Pembahasan: Hasil penelitian dan pembahasan dalam penelitian ini meliputi pengembangan media berbasis kuis, centimeter, dan aplikasi neared yang

dapat digunakan dalam penggunaan sistem evaluasi dan tes pembelajaran bahasa Arab.

Kesimpulan dan Implikasi: Penelitian ini menyimpulkan bahwa dalam menjalankan sistem evaluasi dan tes bahasa Arab berbasis pengembangan media Quiziz, centimeter, dan Nearpod, ketiga aplikasi tersebut sangat bermanfaat dalam menyusun soal-soal evaluasi dan tes bahasa Arab. Karena beberapa fitur yang sangat lengkap pendidik dapat dengan mudah menilai dan mengukur sejauh mana kemampuan peserta didik dalam menguasai materi pembelajaran.

Kata Kunci

Bahasa Arab; Evaluasi; Sistem Tes; Pembelajaran Abad 21; Media Pembelajaran



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INTRODUCTION

The evaluation system has many perspectives from experts including the definition put forward by Fitzpatrick, Sanders, & Worthen evaluation: "*Evaluation is the process of identifying, clarifying, and applying criteria to determine the value of an evaluation object (value/benefit) related to the criterion*". Another definition according to the Joint Committee cited by Brinkerhof of evaluation is: "*the systematic investigative activity of a valuable and valuable object*".[1]

Thus, based on these two definitions, it can be understood that the evaluation system is the process of comparing what has been achieved from a program with what must be achieved based on predetermined assessment indicators. What is applied to indicators is the criterion of the success rate in terms of implementation. Relating to Arabic language learning, students can know all the material starting from the four skills, word structure, and so on contained in the Arabic learning material.[2]

The evaluation system is not only important and useful for students, but can find out their development, progress, and learning achievement, but can also be useful for educators in this case lecturers and teachers, parents of students, leaders of educational institutions, and the wider community.[3]

Today it is known as Industry 5.0 where technological developments are increasingly rapid.[4] Therefore, education will be more advanced if it is included with technological capabilities that support the student learning process.[5],[6] One of the technological developments that help students in the learning process is the existence of learning media. As in this study, what was studied was the development of learning media based on *quizzes, centimeters, and neared applications*. These three applications are very useful for teachers and students in carrying out learning activities. Why is that? Because with the achievement of learning goals, teachers must develop teaching strategies by presenting media for students, so that the teaching and learning process looks more fun than using learning methods as usual.[7]

Therefore, educational institutions must present a good learning system that can support student learning competencies based on predetermined indicators. Technological advances are one of the bridges in achieving the education system in Indonesia to become more qualified to create innovative, creative, and valuable children of the nation to everyone's expectations.[8]

This study has a *critical review*, which is the same research explaining from this study. Among them: is Wahab, "*Development of Standard Arabic Language Tests in Indonesia*", Bambang Subali, "*Principles of Learning Assessment and Evaluation*", and Badriyah, "*Development of Nearpod-Based Online Learning Models in Training Students' Critical Thinking*". The three studies both discuss the evaluation system of Arabic language learning based on media development. The difference is that this study is more focused on media *quizzes, centimeters, and neared*.

In this research, there is a *novelty* or element of novelty, namely; the development of learning media in the Arabic language evaluation and test system based on *quizzes*, *centimeter*, and *nearpod* applications where the results of the application are very useful in implementing an Arabic language evaluation and test system. Because each of these applications provides very complete features to support the learning evaluation system.

The gap analysis in this study is that the development of learning media is very important in implementing an evaluation system. However, based on field facts, there are still many educators who have not mastered media development technology. Even in this day and age, the entire educational community should be able to master science and technology.

The interest of researchers in this study is the availability of several applications that help educational institutions in learning activities. Besides a teacher is very important in achieving learning goals, technology is also very useful in supporting quality learning outcomes.

LITERATURE REVIEW

In the 21st century, educational paradigms have shifted significantly, driven by rapid technological advancements and the need to equip students with skills relevant to the modern world. Language learning, including Arabic, has not been exempt from these changes.[9] Traditional methods of language evaluation and testing are being reconsidered in favor of more dynamic, interactive, and technology-driven approaches. This literature review explores the emerging models of Arabic language evaluation and testing systems in the context of 21st-century learning media development.[10]

1. Evaluation of Language Evaluation and Testing

Language evaluation and testing have traditionally been grounded in written exams, oral tests, and comprehension exercises. However, the static nature of these methods often fails to reflect the interactive and communicative competencies needed in real-world scenarios. In response, educational researchers and technologists have been exploring new models that integrate digital tools and media into language assessment.[11]

2. The Role of Technology in Language Learning

With the advent of digital technology, there has been a significant shift towards incorporating multimedia resources, online platforms, and interactive tools into language learning. Technologies such as Learning Management Systems (LMS), Artificial Intelligence (AI), and gamified learning environments have shown promise in enhancing language proficiency. These tools allow for more personalized learning experiences, catering to the individual needs of students and providing instant feedback, which is crucial for effective language acquisition.[12]

3. New Models of Arabic Language Evaluation

- a. Computer-Assisted Language Testing (CALT): CALT systems leverage computer technology to administer tests, provide immediate feedback, and analyze results. For Arabic, these systems can include adaptive testing mechanisms that adjust the difficulty level based on the student's performance. This allows for a more accurate assessment of a learner's proficiency.[13]
- b. Gamification: Gamified learning environments engage students by incorporating game elements into the learning process.[14] In Arabic language testing, this can involve quizzes, interactive stories, and language challenges that are not only fun but also effective in reinforcing language skills. Gamification also encourages repeated practice, which is essential for language mastery.[15]
- c. AI and Machine Learning in Language Evaluation: AI-driven tools can analyze speech and writing with high accuracy, providing detailed feedback on pronunciation, grammar, and vocabulary usage.[16] For Arabic, which has complex grammatical

structures, AI can be particularly beneficial in providing nuanced evaluations. Machine learning algorithms can also predict a student's learning trajectory, enabling more tailored instruction.

- d. Online Platforms and Mobile Applications: The proliferation of online platforms and mobile apps has made language learning more accessible. These tools often include built-in evaluation systems that track progress and offer certificates or badges upon completion. For Arabic, platforms such as Duolingo, Memrise, and Rosetta Stone have integrated evaluation mechanisms that adapt to the learner's pace and proficiency level.[17]

4. Challenges and Considerations

While these new models offer exciting possibilities, there are challenges to consider. For instance, the cultural nuances of the Arabic language require careful consideration in test design. Additionally, access to technology and digital literacy levels can vary widely among learners, potentially leading to disparities in language assessment outcomes.

Moreover, the effectiveness of these new models depends on their ability to align with educational objectives and accurately measure the intended language competencies. Ongoing research and development are necessary to ensure that these systems are both reliable and valid.

METHOD

In this article, researchers use *the library research* method or literature review. *Library research* is the process of conducting research carried out by a researcher to collect some information and data sets based on various available materials such as reference books, previous research, journal articles, notes, and various magazines that are closely related to the title of the research to be solved. Activities carried out in the *library research* method (literature review) start from the process of collecting, processing, and concluding data using certain methods to find answers to the problems faced.[18]

This study does not require population and sample as the object of study. The researcher took several references from the literature to be used as a topic of discussion related to the researcher's title about the new model of the evaluation system and Arabic language tests in the development of 21st-century learning media. Then this research does not use instruments as a measuring instrument because the focus of this research is only on the study literature.

RESULT AND DISCUSSION

A. Concept of Evaluation/Learning Test

The learning system implemented in each educational institution is a planned, measurable, and systematic thing. Therefore, a measure that can be seen whether the learning process is well realized, requires an evaluation system. The evaluation in question is a systematic process carried out to determine the level of success and efficiency of the program concerned.

In the past, the evaluation system was more dominant on the extent to which the content/material or teaching materials have been mastered by students, so today the success rate of the learning evaluation program is more oriented to how far educational goals have been achieved and is also accompanied by tracking the role as a determining factor in the actualization of the learning process.

Thus, the concept of evaluation becomes very important because educators can assess and measure the extent to which learning objectives are achieved as much as possible through an evaluation system implemented for students. The impact obtained after the implementation of this

learning evaluation system is that students can re-hone their abilities by improving their skills both from cognitive, affective, and psychomotor aspects.[19]

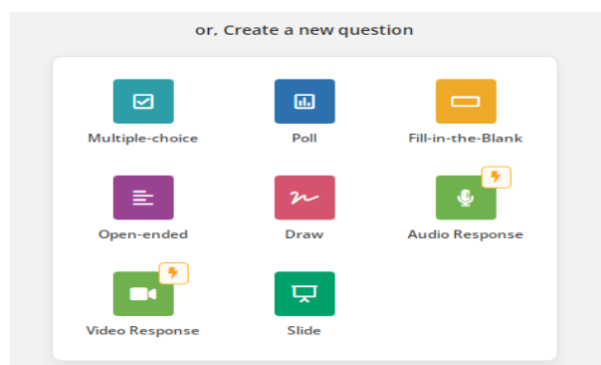
B. Carasteristic and Introduction Applications Quiz, Nearpod, and Mentimeter Quiziz App Introduction

The *Quiziz* application is a media website tool that is used to create an interactive game and it is very suitable to be applied in learning process activities.[20] The *Quiziz* application is not only provided in the form of a website, but users can get the application through the *Play Store*. One of the advantages of the *Quiziz* application is that it is easy to understand and use by users.[21] Especially in this day and age online activities are already in effect, the *Quiziz* application is very suitable for the use of online-based learning. For more details, here is the logo image of the *quiz* application.[22]



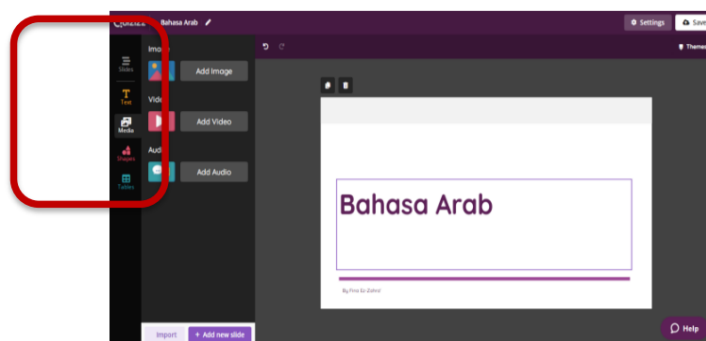
Picture 1. Logo Quiziz

Quiziz always provides some very complete features in terms of making Arabic questions, namely, there are several features in the form of multiple choice, *essays*, completing blank sentences, questions that require audio, video, and many other features as a goal to make it easier for users to play the *quiz* application. More details can be seen in some features in the form of images provided below:



Picture 2. Quiziz Feature as a Learning Evaluation Medium

Quiziz also has several complementary features as an online-based learning media, which contains writing, audio, video, images, tables, and others as shown in the image below: [23]



Picture 3. Features of the Quiz as a Learning Medium

After the user finishes making questions in the form of evaluations or making quiz-based teaching materials, the assignment can be directly forwarded to students by including the code as a condition of entry and contributing to the assignment given. The code or link will appear automatically when students have received the question shared.

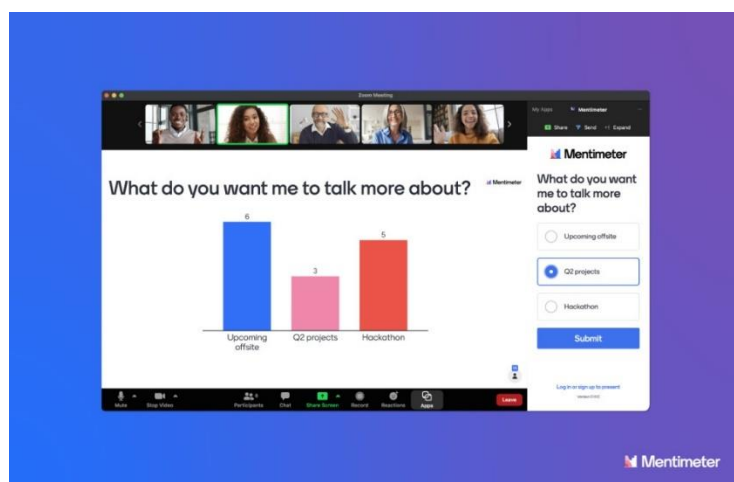
The development of quiz learning media needs to be applied and used continuously so that the use of the quiz application can be one of the innovations in compiling teaching materials in the learning process. Then the use of the quiz application as a learning medium is included in the category of learning pattern innovation number 3, where all components of the quiz media become a component system that is equivalent to other components. The pattern used in the use of this quiz application is an interactive multimedia pattern.

In addition, the quiz also has several advantages that can support success in the implementation or operation as a learning medium and as learning evaluation material. For example, there are data and statistical calculations of student performance, where the results can assess the extent of students' ability to understand the subject matter that has been taught and used as an overall evaluation. Thus, giving a new color to teacher evaluation and fun learning patterns for students.[24]

1. Mentimeter Introduction

In the era of society 5.0 technological development is increasingly rapid and internet connections are expanding, the scope of e-learning is developing towards cellular technology, and in this case, it is smartphones. Especially during the pandemic, a lot of school learning activities are used online where then many students learn through their smartphones. So the a need for some interesting and interactive media or applications, that are easily accessible via smartphones so that online-based learning becomes fun.[25]

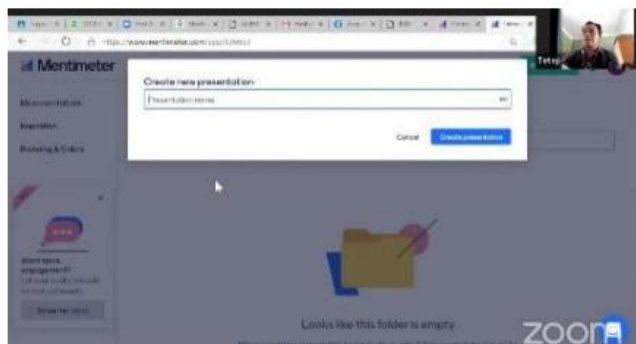
To overcome some of the problems above, the centimeter application is one solution that can be used in the learning process. The centimeter application is an interactive design application so that the presentation of the subject matter becomes interesting and fun. In addition, the centimeter application can also be used in terms of surveys, quiz questions, word clouds, image presentations, and graphs. By using the centimeter application, the interaction between presenters or educators and audiences or students can run easily through present features that can provide feedback via smartphone, tablet, PC, or laptop.[26]



Picture 4. Mentimeter Display

How to use the Mentimeter application, if the presenter or instructor publishes a presentation through www.mentimeter.com, then the Mentimeter immediately generates a PIN code that students must fill in the code first before being used. The ability of students can participate directly by entering the Mentimeter application to start the learning process.[27]

Once learners enter the centimeter, the answers they provide will be immediately reached and generated in real-time by their teachers and peers. All things that are personal information of any students are not listed on the presentation screen so that students can carry out activities without any fear and embarrassment to peers.[28]



Picture 5. The Initial Centimeter Display

2. Introduction to Nearpod

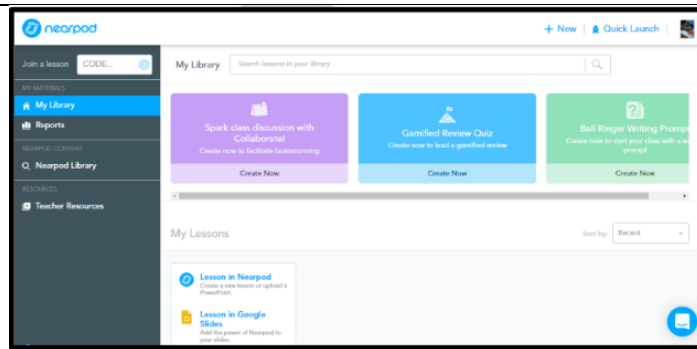
Nerpod is a free application that can be accessed on the Play Store using a mobile phone, computer, tablet, android, IOS, or Windows. The Nerpod application can be reached on all devices and is easier to use everywhere. Thus, the Nearpod application is a web tool application in the form of a learning space between students and teachers so that learning is much more interactive.[29]

In the use of Nearpod, must be used through an adequate internet network because it can support the current learning model that is all digital technology. In the learning process using the neared application, there is a virtual space where educators can make innovations in the form of videos, materials, images, texts, and even questions related to Arabic learning materials. Here's an image of the near pod application.[30]



Picture 6. The Nearpod Logo

In using the neared application, educators or teachers can see directly the work of students so that teachers can easily assess. The principles in starting interactive learning through neared.[29] First, direct learning is that teachers can share links (live participation + Zoom, live participation and student-paced), then students must enter a code and learning can be synchronized to all devices. Second, the choice of student speed is that the teacher distributes a lesson code containing material for students to complete in time based on their abilities. Thus, learners can create new learning experiences that are more flexible and engaging. Here's an image of the main part of the neared application.[31]



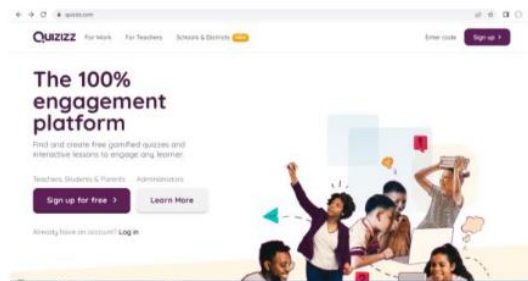
Picture 7. The Near Pod Initial View

C. How to Use the Quiziz, Nearpod, and Mentimeter Applications

1. Quiziz app

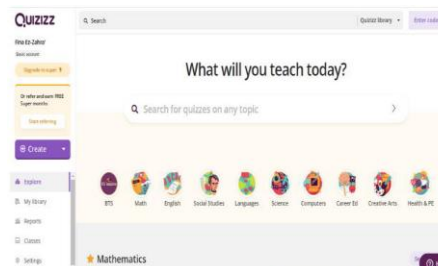
The procedure for using the *quiziz* application is as follows:

- a. To get a website from *quiziz*, please type <http://www.quiziz.com> on the Google website



Picture 8. The Initial View of the Quiz

- b. Click *sign up* to do the registration step, then select *sign in with Google*
- c. Type or enter the email address, then select *Next*, enter the email, and then select *next*
- d. Click *at school*, then click *teacher* if the user wants to log in as a teacher
- e. After doing some of the steps above, you will be directed to the *Quizizz dashboard page*
- f. Click *Create* when you want to create a question or learning material, then select the type of question you want to make, when you want to make a multiple-choice question, write the correct answer in the "*answer option*" column after that put a checkmark and then save
- g. When you have finished making all kinds of questions, click "*finish quiz*" then will display "*quiz detail*" set the class then "*save*"
- h. After that, several choices will appear whether the quiz is a form of homework or can be done directly and monitored by the teacher from a computer "*play live*"
- i. Then set the deadline (date and time) then click "*Proceed*"
- j. After that, a code display will appear for working on assignments, you can also press the "link section" button so that students can read and do the assignments given.

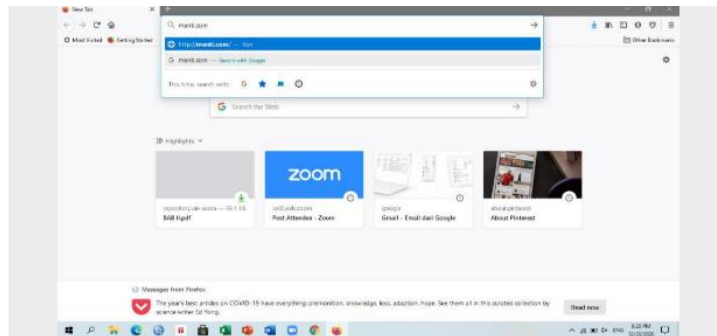


Picture 9. Task Work View

2. Mentimeter App

The steps for using *Mentimeter* are as follows:

- a. The first step is to access *the Mentimeter* through *Google Chrome*



Picture 10. Mentimeter Initial Display

- b. Students must enter the keyword "mention.com" or it can also be with access to the link that has been shared



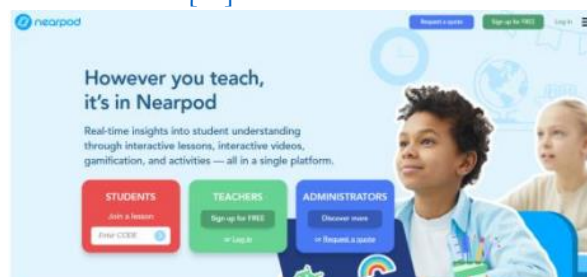
Picture 11. Mentimeter Code display

- c. After students enter the *mentioned website*, they will be asked to re-enter the code that has been shared by the teacher
- d. Then the initial display of the material to be presented will appear
- e. Finally, students can contribute directly to learning by using *a multimeter*

3. Nearpod Application

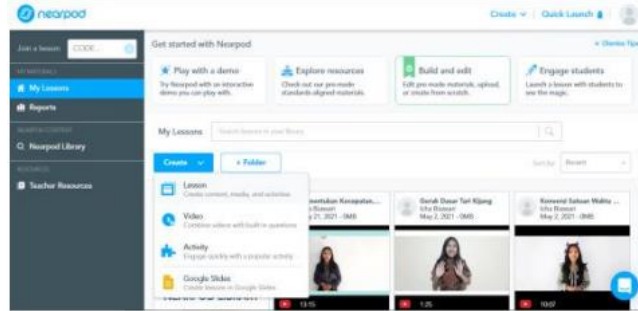
The steps in using the *Nearpod* application are as follows:

- a. First, the teacher must make an Arabic learning video with a predetermined topic
- b. Then the learning video is operated until it looks attractive and fun
- c. After the operation, uploaded on the *YouTube application*
- d. The next step is for the teacher to open the *nearpod application*
- e. Click the *sign up for free* menu (if you want to register) or *log in* (if you already have an account) on the teacher's menu.[31]



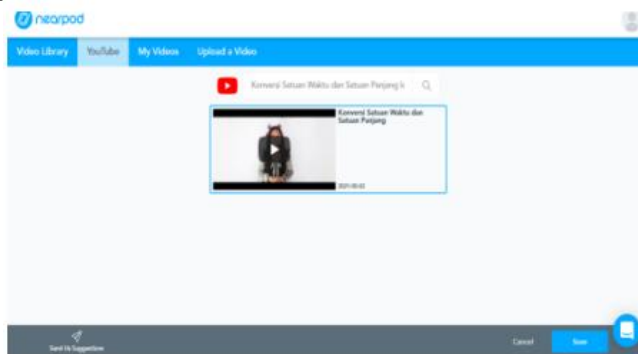
Picture 12. The Near Pod Initial View

- f. After that click the *Create* icon on the *My Lesson menu*, then select the video option



Picture 13. The Near Pod Video Display

- g. The video menu box appears, then select the *YouTube* menu on the top taskbar and look for the learning video that has been created before. After that, click the *save* menu in the lower right corner.[32]



Picture 14. Video Working View

- h. Select the *add activity menu* to add questions/discussion topics in the form of *open-ended questions* or *multiple choice questions* at the desired minute. When you're done, select the *save* menu in the lower right corner.[33]



Picture 15. Video Result Display

- i. Hover over the interactive learning video media that has been completed in the process, then click the *student-paced menu*. After that, share the class code that appears with students.[34]

Join with this CODE at join.nearpod.com or in the app

A8FML

Require student responses and prevent skipping

Valid from Thu, Aug 12th 2021 until Sat, Sep 11th 2021
29 days remaining



Picture 16. Nearpod Code Display

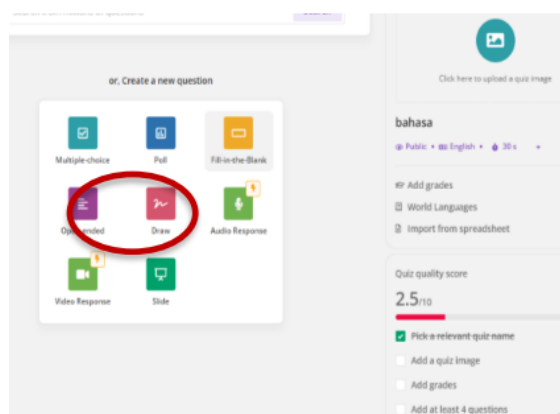
D. Arabic Language Evaluation and Test Based on Quiziz, Nearpod, and Mentimeter

1. Quiziz application-based Arabic Evaluation and Test

The process of implementing Arabic learning evaluation activities, of course, will contain four main skills in improving specific language competence, then from these four skills the extent of students' ability to understand Arabic learning material. The four skills are; *istima'* (listening), [35] *qira'ah* (reading), *kitabab* (writing), and *kalam* (speaking). [36] Each of these skills has an indicator of language test achievement.

From the evaluation description above, the *Quiziz application* is very supportive and relevant to be applied to the process of Arabic learning evaluation activities, especially during the COVID-19 pandemic where all teaching and learning activities are carried out *online*.

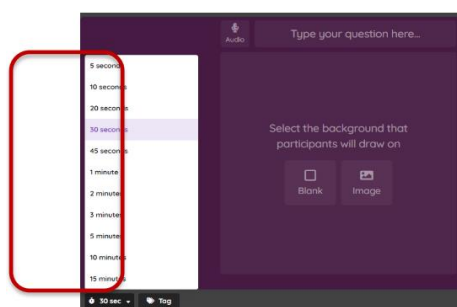
Some examples applied in quiz application-based learning evaluation activities as *maharah istima'* (listening skills) such as imitating words, phrases, short sentences heard, and finding information or facts that are linked, finding implied information, identifying, and applying question commands according to oral discourse, comparing, finding themes, and analyzing, and many more. This indicator can be applied through the Quiziz application in the add voice or audio recording or response sections, which can be seen in the Picture below: [37]



Picture 17. Quiziz Question Display

Other examples of *maharah qira'ah* (reading skills) assessment indicators such as matching words, sentences, images, and sentences, determining the meaning of vocabulary in the context of certain sentences, finding facts expressed in the text, implied meanings in the text, finding the main idea of ideas, combining ideas contained in the reading, summing up the entire reading text, correcting the reading results and others.

This indicator can be used in the quiz application in the multiple-choice section or fill in the blanks or open slides. The above indicators also apply to the ability of *kitabab* (writing) where teachers can add voice, video, questions, and others. More details can be seen in the picture below:

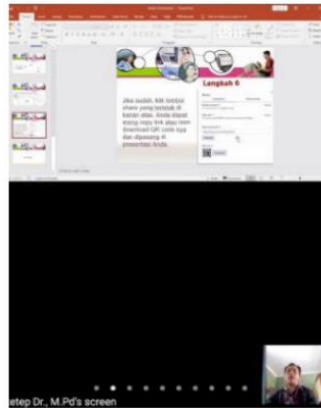


Picture 18. Quiziz Question Display

2. Mentimeter Application-Based Arabic Evaluation and Test

Evaluation and Arabic language tests are the same as evaluations using the Quiziz application where there are indicators of four Arabic skills that can be used in the Mentimeter application. Mentimeter application based on its features, students can contribute directly to learning through links that have been shared by teachers.

In *mabarab istima'* skills, there are indicators of imitating words, phrases, short sentences heard, and others, the Mentimeter application provides direct features by communicating with teachers through the presentation display that is being displayed. For example, the teacher provides exercises in the form of short sentences in Arabic text, and then students can follow what is heard through the presentation display of learning materials as shown below:



Picture 19. The Initial Mentimeter Display

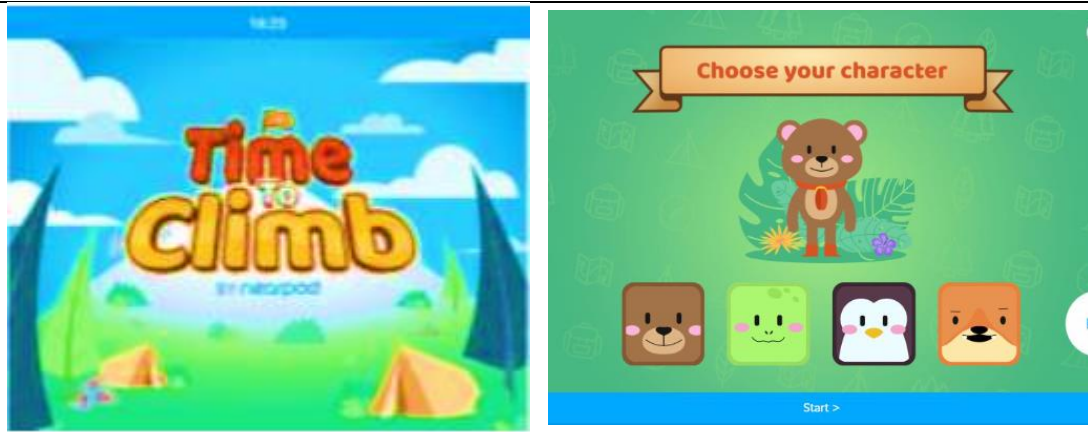
In the *mabarab kitabab* section, where teachers can add voice, video, questions, and others. For example, for material on *tarakib*, students can follow the grammatical structure of the Arabic language by directly imitating what the teacher does through the presentation display, which is then assessed how far their level of understanding in understanding the Arabic subject matter.

Likewise, with *qiraah*, and *kalam*, each has an assessment indicator which the Mentimeter application can help in compiling learning evaluation activities and Arabic language tests that can be used both by students and teachers.

3. Nearpod application-based Arabic Evaluation and Test

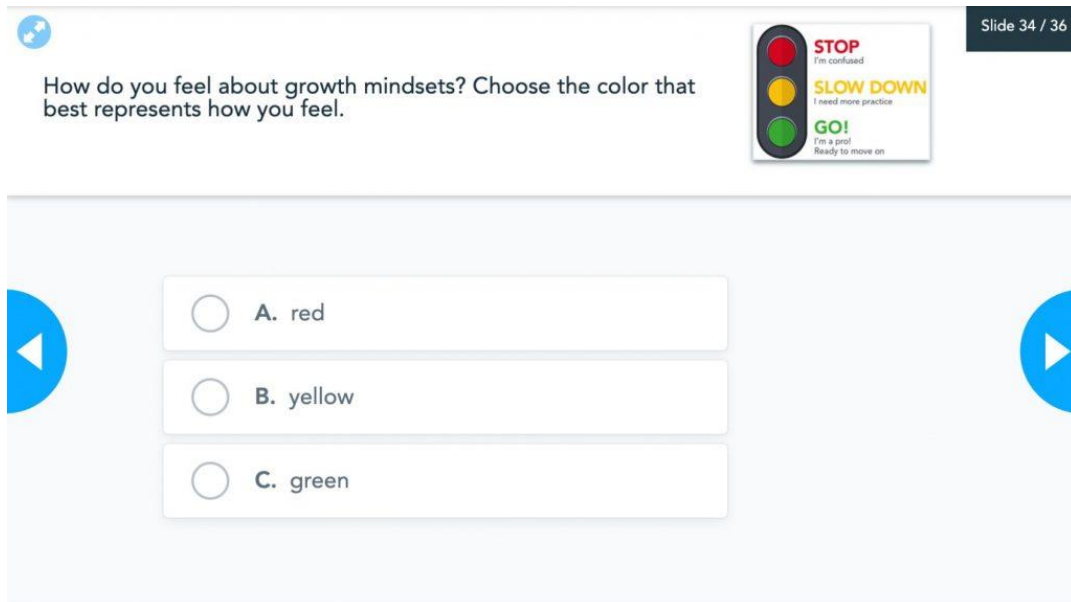
In using the neared application, several features support the evaluation of Arabic language learning. First, the user uses the Open-Ended Question activity. In this activity, teachers who apply the neared system can provide one question that must be answered by students with answers in written form. For example, in *mabarab qira'ah* or reading skills, users can add questions related to the understanding of biographical texts, and then from the results of the answers will be obtained which student answers are most appropriate.[38]

Furthermore, users use the time to climb educational games which are contained in the neared application.[39] Time to climb is a form of quiz that is provided simultaneously to participants and in the game, the results of the answers from the quiz given to students will see scores ranging from the highest to the lowest. For example, *mufrodat* assessment indicators (vocabulary), namely by identifying the meaning of the vocabulary or looking for vocabulary that matches another vocabulary.[40] So the evaluation of the application of neared becomes very fun because students can take part in Arabic learning evaluation activities while playing a knowledge-based game.[41]



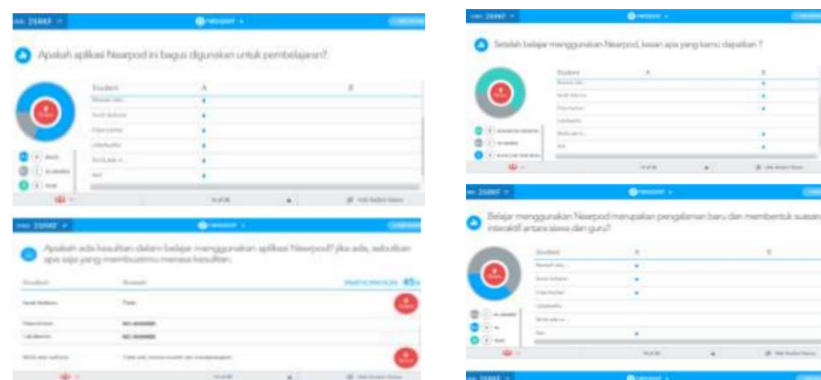
Picture 20: The Near Pod Game View

The third evaluation in Arabic learning activities is the text comprehension that has been provided in *maharah qira'ah* (reading skills) which is carried out with fill-in-the-blank activities.[42]



Picture 21. The Near-Pod Evaluation Question Display

After that, enter the last stage, which is to conduct a poll to see the assessment and an evaluation of the use of the Nearpod application.[43]



Picture 22. The Near-Pod Evaluation Question Display

CONCLUSION AND IMPLICATIONS

Quiziz, Mentimeter, and Nearpod applications have great potential to enhance the Arabic language evaluation and learning process, especially in the context of online learning. These three applications offer a variety of interactive features that can be used to assess the four main Arabic language skills, namely *istimā'*, *qira'ah*, *kitabab* and *kalam*.

Quiziz is particularly well-suited for creating interactive quizzes that can be used to assess comprehension of material, vocabulary, and grammar. Audio and video features allow for the assessment of listening and speaking skills. Mentimeter enables direct interaction between teachers and students through polls, word clouds, and interactive presentations. This can be used to assess student understanding of the material and encourage active participation in class. Nearpod offers a variety of interactive activities, including quizzes, videos, and games, which can be used to create a more engaging and effective learning experience. Built-in assessment features allow teachers to monitor student progress and provide valuable feedback.

It is important to note that these three applications have their own strengths and weaknesses. The choice of the right application will depend on the needs and preferences of both teachers and students. However, overall, these applications can be valuable tools for improving the quality of Arabic language learning and evaluation in the digital age.

This research highlights the significant potential of Quiziz, Mentimeter, and Nearpod to enhance Arabic language learning and evaluation, particularly in online settings. These interactive applications offer engaging features that cater to diverse learning styles, making learning more effective and relevant to the digital age. They allow for a comprehensive assessment of all four core Arabic language skills, fostering active student participation and providing valuable feedback for teachers. The flexibility of choosing the most suitable application based on individual needs and preferences further enhances the effectiveness of these tools. This research suggests that these applications can be instrumental in developing innovative and technology-driven Arabic language curricula and teaching methods.

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