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Development of arabic language tests using wondershare quiz creator at STIT Bustanul Ulum, Central Lampung

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ABSTRACT

The rapid advancement of educational technology has transformed Arabic language testing. This study explores the use of Wondershare Quiz Creator at STIT Bustanul Ulum, offering an efficient, interactive tool for modernizing test creation and improving language proficiency assessment.. The foundation of this research arises from the increasing demand for effective and engaging assessment methods in language education, especially within the realm of higher education, where interactive and dynamic evaluation tools are becoming essential. Traditional paper-based tests often lack the dynamic and engaging elements necessary to effectively assess students' language skills in the modern era. By integrating technology into the assessment process, teachers can offer more comprehensive, diverse, and engaging evaluations. An aims this research to create a test programs that harnesses the power of Wondershare Quiz Creator, an intuitive and interactive platform designed to craft quizzes that evaluate multiple facets of language proficiency, including speaking, reading, and writing skills. This tool allows for multiple question types—ranging from multiple-choice to essay and true/false questions—enabling a more flexible and adaptive evaluation of students' skills. The research methodology involved a developmental approach, which included stages of designing, developing, and implementing the test. Data was collected through a combination of literature review, needs analysis, and practical trials in the classroom. Participants consisted of students from the Arabic language program at STIT Bustanul Ulum, and the tests were administered through the Wondershare Quiz Creator platform. The effectiveness of the test was measured based on student performance and feedback, as well as teacher evaluations of the tool's ease of use and functionality.The findings showed that using Wondershare Quiz Creator greatly enhanced student engagement and performance in Arabic language assessments. The application's interactive features enabled students to comprehend the questions more effectively and respond with greater ease. Further research is recommended to explore the long-term impact of this tool on student achievement and to enhance its effectiveness in diverse educational settings.

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Introduction

Evaluation commonly referred to as testing, serves a much broader purpose than merely determining whether students pass or fail; tests are essential tools that not only assess final outcomes but also guide of the learning process. With comprehensive and structured testing, educators can effectively assess students' level of understanding based on learning objectives, as well as identify areas that require improvement. Exams in Arabic play a crucial role in assessing and fostering the four key skills needed for language mastery. These core competencies are essential and must be consistently evaluated to ensure students attain the required proficiency levels in line with established standards (Aladdin, 2016).

However, in many cases, existing testing systems often do not provide a balanced assessment of these four skills. Traditional approaches tend to place greater emphasis on reading {qira'ah} and writing {kitabah}, while listening {istima'} and speaking {kalam} receive less balanced attention. This imbalance can lead to gaps in language proficiency, where learners may excel in one skill but are weak in others, thus hindering the achievement of holistic learning objectives (Thu'aimah, 1986).

Based on observations at STIT Bustanul Ulum, several students face difficulties in Arabic language instruction. These challenges include understanding the distinct sounds of Arabic and differentiating between similar letters, as they are not yet accustomed to and have not been trained in listening comprehension. The researcher believes that these issues will hinder the achievement of the desired instructional goals. Furthermore, one of the best steps to improve students' competence at STIT Bustanul Ulum is by developing exercises in Arabic language skills. These activities are essential in facilitating the learning activities and assessing the outcomes of that learning.

An aforementioned issues are not solely the fault of Arabic language instructors in teaching the material, but also stem from the fact that many Arabic textbooks are not accompanied by audio recordings or learning files that cover the skills mentioned above, in line with the lesson content and topics. Additionally, some instructors have not yet grasped the appropriate methods or programs to develop Arabic language instruction. Therefore, the researcher intends to develop a digital-based learning test medium for Arabic language instruction, particularly in listening, speaking, reading, and writing skills, while also encouraging educators to plan language exercises. Skilled educators are capable of designing practice activities for both short-term and long-term learning goals.

The urgency for this research lies in the need to develop Arabic language tests that not only measure one aspect of skill but are also capable of comprehensively and integratively evaluating all four skills. In the context of modern education, where language proficiency must be accompanied by critical thinking skills and adaptability to technology, a holistic evaluation approach becomes increasingly important (Rosana, 2012).

This study advances the creation of an innovative Arabic language assessment system that equally integrates the core four skills fostering a balanced and comprehensive approach to language evaluation. The proposed testing system not only functions as an evaluation tool but also serves as an instrument that stimulates critical thinking, enriches the learning experience, and motivates students to achieve superior competence. Therefore, this research not only addresses the shortcomings in Arabic language learning evaluation but also offers practical solutions by utilizing current digital technology to meet the demands of a more competitive education (Yuniar et al., 2020).

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Based on these issues, the researcher will develop a test in Arabic language learning using one of the computer programs, Wondershare Quiz Creator (WQC), with recordings designed by the researcher in accordance with the materials and topics found in the book "Baina Yadaik," which is highly popular among Arabic language learners worldwide. This computer program is one of the tools that aids in learning and meets the students' educational needs. Learning media can attract students' interest, desires, and enthusiasm, as well as fulfill their needs for learning.

An Arabic curriculum outlines the main objectives of Arabic language teaching, with an emphasis on developing students' proficiency in effectively communicating in Arabic. This proficiency includes both active and receptive communication skills. The curriculum specifically focuses on developing competence in the four language skills within the context of Arabic. The goal is to equip students with a comprehensive set of language skills, enabling them to engage in various forms of communication and expression in Arabic (Ahmad Fuad Effendy, 2005; Masturoh & Mahmudi, 2023). Furthermore, in acquiring language proficiency, an appropriate teaching method is necessary to promote the achievement of Arabic learning. That education and teaching method serves as one of the tools—specifically, a tool to present instructional materials with the aim of achieving educational objectives (Abu Ahmadi, 1997).

Training or testing is an activity systematically designed to achieve specific goals. This process involves the significant gathering of efforts and the development of participants' or training groups' knowledge, expertise, information, and mindset. The primary objective of training is to encourage positive changes in behavior, particularly in terms of skills and abilities, and to enhance job performance. Thus, training aims to produce positive changes in work practices by altering the overall direction and existing behavior patterns (Abd Syakur Ibrahim, 2012). Evaluation is the process of identification aimed at determining whether a planned program has been successful, holds value, and assessing the efficiency of its implementation. Evaluation can also be understood as the effort to gather information regarding the performance of a given matter, which is then utilized to select the most appropriate alternative when making decisions (Gunawan et al., 2022).

Assessment is an essential element that significantly influences the entire Arabic learning process. Evaluation encompasses measurement and assessment; measurement focuses on quantitative aspects, while assessment emphasizes qualitative aspects (Setiawan et al., 2021). This evaluation process is always directed towards a specific goal, which is to find ways to improve teaching. Evaluation of Arabic language learning can be carried out through tests, which serve as measuring tools. These tests provide numerical interpretations that are used to assess whether a learner has adequately met a particular objective (Miladya, 2015). Therefore, when a teacher designs evaluation instruments in the form of Arabic language tests, they need to pay attention to these three criteria (roviin, 2018). Learning evaluation assesses achievement through stages such as goal setting, design, tool development, analysis, result interpretation, and follow-up (Djiwandono, 1996; Irfandi & Murwindra, 2022).

Arabic language proficiency refers to the skill of using Arabic as a tool for communication in real everyday life. This ability enables students to interact with others in Arabic. It is crucial to be able to speak the language even without knowing the theoretical knowledge about the language, whether in concept or application, including in the context of Arabic language tests. Arabic language tests should focus more on language proficiency rather than just knowledge about the language (Ibnu Rawandhy N. Hula, 2021).

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Method

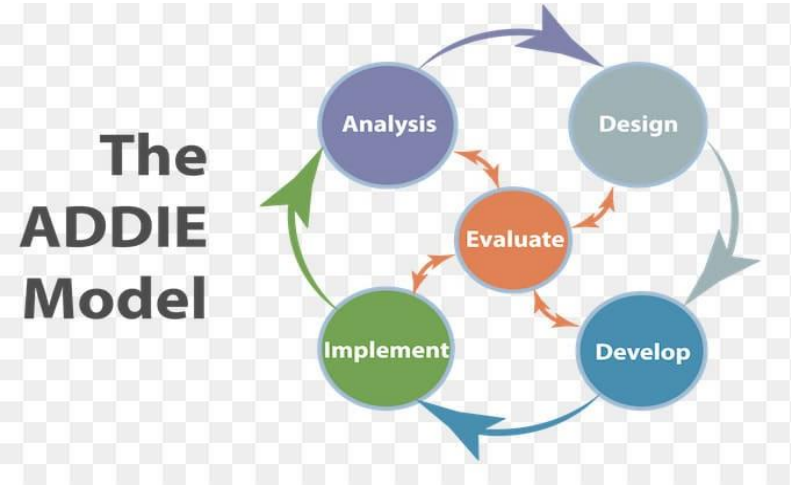
The process of innovating and development of Arabic tests, the author utilizes R&D (Research & Development), a systematic process aimed at generating new innovations or improving existing products, services, or processes. This research focuses on the development of knowledge and the application of technology to create new solutions or optimize existing ones. The objective of this development research is to design a new innovation by producing an Arabic language test application integrated into the Learning Assessment System (Sugiyono, 2012).

This study centers on creating multimedia-based educational tools using Wondershare Quiz Creator, aimed at designing and validating test items for evaluating Arabic language proficiency. The product validation process begins with the development of the instrument, which is then tested on a selected group of students (Wahyuni et al., 2021).

The supporting design in this research utilizes the ADDIE model (Analysis, Design, Develop, Implement, and Evaluate) as the foundation to guide the overall process. This model is more comprehensive and logical compared to others, such as the 4DIE model (Define, Design, Develop, Deploy), making it the most appropriate choice for developing educational products. The ADDIE model is applied to various types of projects, ranging from designing instructional models and learning strategies to teaching methods, pedagogical media, and learning materials.

According to Al-Dawi (Nada, 2015) and Molenda (2003), the ADDIE model is an integrated cycle for developing educational applications, where the project goes through the stages of analyzing educational needs, designing appropriate solutions, developing the product, implementing it, and finally evaluating its effectiveness. This sequence allows researchers to optimize each stage based on feedback, resulting in a more accurate and effective educational product that meets the learning objectives. The following is the pattern of the ADDIE research model.

Figure 2 : The ADDIE model



This research follows a design methodology based on the ADDIE model, a globally recognized methodological model for test design and test product development. The model consists of five interrelated phases, each playing a vital role in the optimization and development of a comprehensive learning assessment system. This model is specifically applied to the development of Arabic language tests, focusing on improving the effectiveness and accuracy of the assessment tools to meet the needs of learners and educational environments. The stages of the ADDIE model are as follows (Branch, 2009; ISMAIL WALID, 2017).

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The instrument or tool used for data collection in this research consists of two types of questionnaires. The first questionnaire is used to collect qualitative data based on a Likert scale with five response options, as follows:

1. Score 1, if very inappropriate, very inaccurate, very unappealing, very unclear, very difficult.
2. Score 2, if somewhat inappropriate, somewhat inaccurate, somewhat unappealing, somewhat unclear, somewhat difficult.
3. Score 3, if moderately appropriate, moderately accurate, moderately appealing, moderately clear, moderately easy.
4. Score 4, if appropriate, accurate, appealing, clear, easy.
5. Score 5, if very appropriate, very accurate, very appealing, very clear, very easy.

Meanwhile, the second questionnaire is used as an instrument for collecting qualitative data in the form of a feedback and suggestion form from the validators. Quantitative data comes from the results of expert validation questionnaires and validator feedback, providing objective information about the validity and effectiveness of the product. The data analysis process is carried out as follows:

Table 1 : Product Validity Level Qualification Based on Percentage

score percentage	Validity criteria	Eligibility Criteria
85-100 %	Highly valid	No revisions needed
69-84 %	Valid	Appropriate, no revisions needed
53-68 %	Moderately valid	Partial revision
37-52 %	Less valid	Needs revision
21-36 %	Highly invalid	Total overhaul

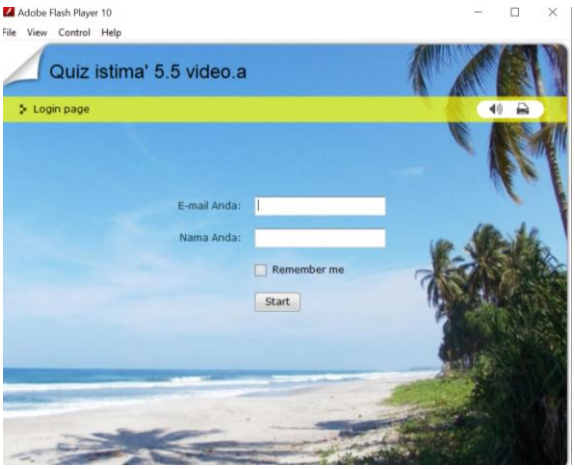
Result

At the outset, the researchers crafted an Arabic language test utilizing the WQC application. The data gathered in this study consists of an Arabic test model, which will subsequently be refined using the same tool. The design and development of the Arabic test product followed a systematic approach using Wondershare Quiz Creator. The development process included the following steps:

1. Creating the Cover to Login Page

   One of the cover designs to Login Page for the Arabic language test using the Wondershare application is as follows:

Figure 3 : The Cover to Login Page



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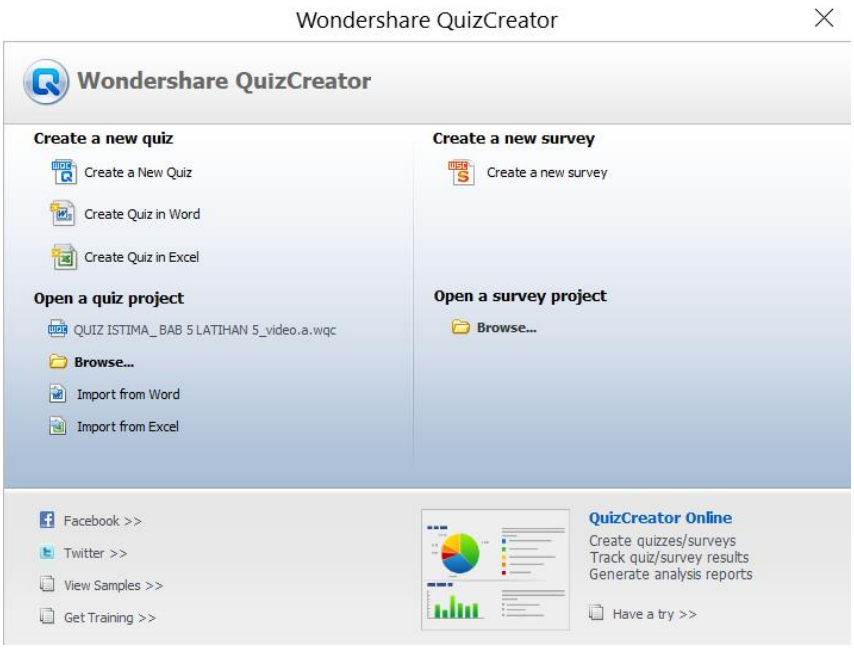
2. Creating the Quiz

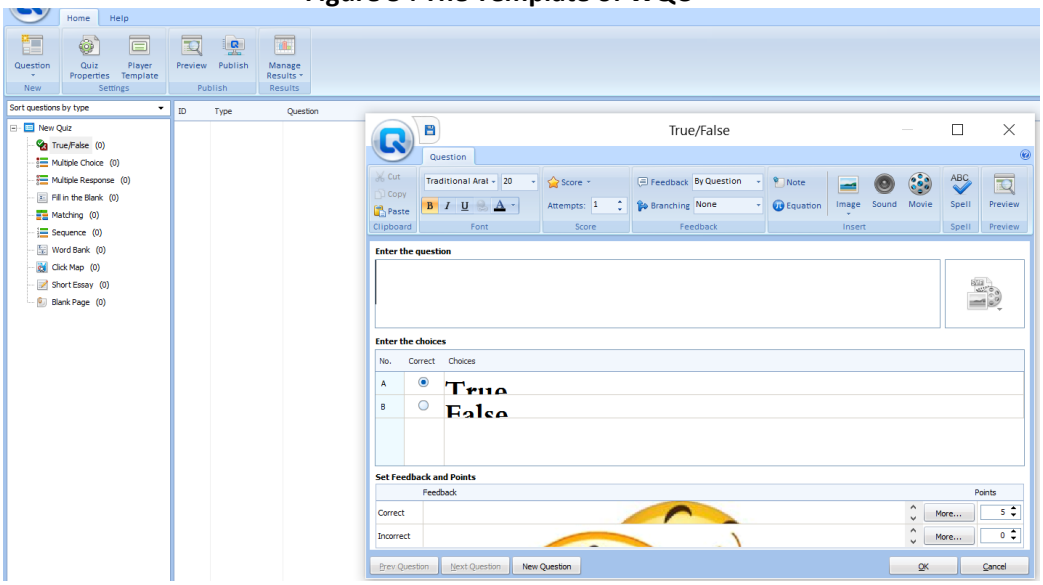
Creating a quiz is a structured process that involves several key steps to ensure both the content's effectiveness and the learner's engagement. First, you need to define the purpose of the quiz, determining whether it aims to assess knowledge, reinforce learning, or simply serve as a review tool. Once the objective is clear, the next step is to design the questions. These can range from multiple-choice, true/false, matching, or short-answer formats, depending on the content and learning goals.

Figure 4 : The Template of WQC



When designing questions, ensure that they are aligned with the learning outcomes and challenge the students appropriately. It's important to vary the difficulty level to maintain engagement. After creating the questions, organize them in a logical order, starting with easier ones to build confidence, then gradually increasing the difficulty.

Figure 5 : The Template of WQC



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Next, choose a platform to host your quiz. Tools like Wondershare Quiz Creator, Google Forms, or online learning management systems can help you format and distribute the quiz efficiently. Make sure the platform you choose allows for easy navigation and offers instant feedback, which is essential for student learning.

Finally, test the quiz yourself or with a small group to identify any potential issues before launching it to the broader audience. With these steps, you can create a quiz that not only evaluates student understanding but also enhances their learning experience.

The data collected in this study consists of two types: qualitative and quantitative. These data were obtained throughout the research process, including expert validation tests and field trials. The validation data came from assessments conducted by three expert validators who evaluated the Wondershare Quiz Creator, which operates on Windows. Teachers were also engaged as key informants during the research, while students participated as validation subjects for the media they used.

The qualitative and quantitative data gathered comes from different sources: qualitative data is derived from feedback and suggestions provided by the validators, while the quantitative data is collected through evaluation questionnaires based on the Likert scale. The scoring guidelines for the questionnaires completed by both expert validators and students are as follows:

Table 2 : Scoring Criteria for Expert & Student Validation Questionnaire

Score	Explaination
1	Strongly disagreement
2	disagreement
3	Adequate
4	Agreement
5	Strongly agreement

The next stage after the test development process using the Wondershare Quiz Creator application involved the researcher seeking input from a team of expert validators to evaluate the overall design of the application. These experts were tasked with reviewing various aspects of the test, including the content accuracy, interface functionality, and the effectiveness of the test in assessing Arabic language skills. Their feedback played a crucial role in ensuring that the test was both reliable and valid, offering constructive suggestions to enhance its design and usability for the intended purpose. This rigorous evaluation process helped refine the test before it was implemented in a broader field trial.

The first validator, an expert in evaluation, assessed the test based on 20 criterias. The quantitative data from the expert validation evaluation is presented in the following table:

Table 4 : The first validator expert validation evaluation

Assessment Criteria	$\sum x$	$\sum x\,i$	Validity Criteria	Explaination
The total overall results of media expert validators, consisting of 20 assessment criteria.	79	100	Valid	Appropriate, no revisions needed

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According to the calculations , the overall percentage score achieved is 79%, which, when matched with the eligibility criteria table, falls into the 'Valid' category.

The second validator is the expert validator in instructional material based on 20 criterias. The quantitative data from the expert validator in instructional material is presented in the following table:

Table 5 : The second validator expert validator in instructional material

Assessment Criteria	$\sum x$	$\sum x\,i$	Validity Criteria	Explaination
The total overall results of instructional material criteria, consisting of 20 assessment criteria	85	100	High Valid	Appropriate, no revisions needed

According to the calculations, the overall percentage score achieved is 85%, which, when matched with the eligibility criteria table, falls into the 'High Valid' category.

The third validator; an expert in Arabic language media, with the following assessment criteria for the Arabic language media expert based on 15 criterias. The quantitative data from the expert validator in instructional material is presented in the following table:

Table 6 : The third validator expert in Arabic language media

Assessment Criteria	$\sum x$	$\sum x\,i$	Validity Criteria	Explaination
The total overall results of Arabic language media expert validator, comprising 15 evaluation criteria.	65	75	High Valid	Appropriate, no revisions needed

According to the calculations, the overall percentage score achieved is 86,67%, which, when matched with the eligibility criteria table, falls into the 'High Valid' category.

The next step for the researcher is to conduct product trials, which will be carried out at STIT Bustanul Ulum, specifically with first-semester Arabic language students. The trial will involve 30 students. The data produced will consist of two types: student learning outcomes and a student evaluation sheet of the media used. The results of the trial will be displayed in the following eight categories: This media is very interesting; This media has an appealing design and content; This media increases my enthusiasm for answering questions; The content and material in this media are easy to understand; The evaluation process with this media aligns with my interests; This media has a simple way of answering questions, making it easier for me to respond; The evaluation process using this media is more enjoyable than the media I have used before; While using this media, I did not need help from others, such as friends or teachers.

The subsequent step involves analyzing the data using the Paired Sample T-Test at a 0.05 significance level. This method is employed to assess the impact of the treatment given to the research subjects. The procedure is as follows: **Step 1**: *Formulate Ho and Ha in sentence form.* **Step 2:** *Calculate the t-value using the formula*. **Step 3:** *Determining the criteria for the T-test*. **Step 4:** *Calculating the pre-test and post-test values.* **Step 5:** *Comparing t-table with t-calculated.*

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By measuring the level of significance (α) with the number of respondents in STIT Bustanul Ulum totaling 30 students, it is found that the t-table value is 1.69. In STIT Bustanul Ulum, t-calculated > t-table, which is 3.79 > 1.69.

Discussion

The drawing from the development process and trials, the researcher gathered data on students' Arabic language test results using the WQC application. This testing tool was built following the ADDIE model, a structured approach to instructional design. Through validation and revisions based on expert feedback, the final version of the test emerged as a refined product. Initially, areas like writing, language usage, and interface design required improvements.

The test was thoroughly evaluated by experts specializing in content, media, and language, with the final version meeting the criteria for trial implementation, albeit with some revisions. A small-scale trial was also conducted, where a group of students provided feedback via a questionnaire after using the Arabic language test on Wondershare Quiz Creator. Their responses confirmed the strong validity of the test media.

While the Wondershare Quiz Creator is not necessarily the go-to solution for all learning evaluations, It serves as a beneficial option for Arabic language educators. It offers a creative and game-based approach to assessments, though its successful implementation depends on educators' proficiency in merging the tool with their expertise in instructional design, lesson planning, and content development.

This study not only illustrates the application of Wondershare Quiz Creator in crafting Arabic language tests but also adds empirical evidence of its effectiveness in evaluation processes, particularly through comparative analysis of student scores, reports, and teacher feedback. Instructors involved in this study considered learners' needs, learning environments, and previous performance when designing the evaluation, thereby creating an innovative learning experience.

At STIT Bustanul Ulum Lampung Tengah, Arabic language educators have underscored the significance of identifying students' learning needs and designing assessments that align with the broader educational system. Their ability to embrace computer-based tools like Wondershare Quiz Creator reflects their commitment to fostering dynamic, engaging, and innovative learning environments. The decision to incorporate such technology not only highlights a dedication to continuous professional growth but also demonstrates how educators can create tailored assessments that meet both classroom realities and student needs. The teachers' choice of this platform illustrates a forward-thinking approach to integrating technology into the learning process.

Conclusion

The creation of the Arabic language test using the WQC application was carried out by following the stages of the ADDIE model. The researcher applied the ADDIE model through five phases: (a) analysis, which includes task analysis and the analysis of the essential test material to be designed; (b) design, which involves the preparation of questions and the concept of the Arabic language test, including the creation questions; (c) development, which includes validation by experts and product testing of the test application; (d) implementation, which involves testing the product in a small classroom setting; and (e) evaluation, which includes providing Arabic language test questions to students as feedback. The development of the Arabic language test product using the ADDIE model, through a series of trials and validations by expert evaluators, was deemed "suitable" for use and the model was applied in a small classroom trial.

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Based on the evaluations from media, instructional material, and Arabic language media experts, the overall percentage scores achieved were 79%, 85%, and 86.67%, respectively, placing them in the "Valid" and "High Valid" categories. Additionally, the significance level (α) was measured with 30 students at STIT Bustanul Ulum, showing that the t-calculated value (3.79) is higher than t-table value (1.69). So, this indicates this test results are statistically significant, supporting the validity and reliability of the developed test media.

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