LEARNING EVALUATION OF ARABIC MORFHOPLOGY FOR TSANAWIYAH STUDENTS BASED ON 21ST CENTURY COMPETENCIES USING THE EDUCANDY WEB

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ABSTRAK

Evaluasi merupakan proses akhir dari penilaian sebuah pembelajaran yang masih sering berfokus pada pada ranah kognitif, penelitian ini mencoba mengimplementasikan keterampilan abad 21 sebagai dasar pengukuran meliputi 4 keterampilan yaitu berpikir kritis, berpikir kreatif, berkolaborasi, dan berkomunikasi, tes ini akan menilai hasil belajar siswa dari 3 ranah yaitu kognitif, afektif, dan psikomotorik. Metode penelitian yang digunakan adalah metode Research and Development (R&D). Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara, tes, dan angket. Sedangkan teknik analisis data kualitatif Miles dan Huberman dan uji-t. Evaluasi ini terdiri dari berbagai bentuk soal antara lain pilihan ganda, teka-teki silang, menjodohkan, ingatan, mencari kata, menjodohkan, dan anagram. Hasil validasi ahli materi mendapatkan skor rata-rata 93 dengan kriteria "sangat baik". Hasil validasi ahli media mendapatkan nilai rata-rata 86,66 dengan kriteria "sangat baik". Hasil uji NGain memiliki nilai rata-rata 67,59% yang dinilai cukup efektif untuk meningkatkan kemampuan berpikir kritis, berpikir kreatif, kolaborasi, dan komunikasi siswa.

Kata kunci*:* evaluasi, kemampuan abad 21, morfologi

ABSTRACT

Evaluation is the final process of assessing a lesson that is carried out unfortunately in this process it still refers to the cognitive domain, therefore this research is trying to implement 21st-century skills as a basis for measurement including 4 skills namely critical thinking, creative thinking, collaboration, and communication, this test will assess student learning outcomes from 3 domains, namely cognitive, affective, and psychomotor. The research method used is the Research and Development (R&D) method. Data collection techniques used in this study were observation, interviews, tests, and questionnaires. While the qualitative data analysis techniques Miles and Huberman and t-test. This evaluation consists of various forms of questions including multiple choice, crosswords, match-up, memory, word search, naught and crosses, and anagrams. The results of the validation of material experts get an average score of 93 with the "very good" criterion. The results of the validity of the media experts get an average score of 86.66 with the "very good" criteria. The

results of the NGain test have an average value of 67.59% which is considered quite effective in improving students' critical thinking, creative thinking, collaboration, and communication skills.
***Keywords**: 21st-century competencies, evaluation, morphology*

INTRODUCTION

In learning Arabic there is a dual learning system, the first is the teacher teaches Arabic in an integrated system, and the second is the teacher teaches Arabic separately according to certain competencies(Hidayah et al., 2021). Disintegrated System in learning Arabic is often carried out in Islamic boarding schools, it is because Islamic boarding schools have a longer time to learn Arabic language material compared to Madrasah or schools that do not have dormitories (Hidayah, 2021)

In Islamic boarding schools, Teachers teach Arabic language according to language elements and compentencies which are focused on using Arabic both receptively and productively (Hidayah, Mukmin, & Marfuah, 2023). This is what causes the Arabic language environment in Islamic boarding schools to be more developed than other school(Hidayah, 2022). However, this environment must be maintained in accurate use of the language, so that Arabic remains Arabic, not a local Arabicized language (Mukmin et al., 2024)

This precaution must be taken, seeing that many beginner students studying Arabic are not able to identify the word forms in one root word, so that sometimes students make wrong sentences due to a lack of understanding of the science of word forms(Hidayah & Mukmin, 2021).

For example, when a student says; "*eh, kamu ditunggu tuh*", what the student will say is "*eh, huwa yantaziruka, tuh*". even though the correct sentence is "*Anta muntazor ya akhi"*. It was identified that students were more familiar with verbs and did not understand that these verbs could change to maf'ul bih (object form), to express someone affected by the verb(Hidayah & Muyassaroh, 2023).

This excessive use of verbs could be the result of the intensity of memorizing a lot of vocabulary but not accompanied by corrections to the use of the language itself (Hidayah, Mukmin, & Eltika, 2023), even the knowledge of word forms is almost evaluated by memorizing the many different forms with

additional letters in each vocabulary word that has the same root word (Sulaikho, 2021)

Considering the importance of the knowledge of word forms, the researcher tried to develop an interesting form of evaluation in a game, but in each phase of the game the students' ability to communicate both creatively, critically, collaboratively and communicatively or what is commonly called century skills will be measured. 21 (Choiroh, 2021)

This development is important to do, because the current direction of learning Arabic is not always to read books or understand religion comprehensively, but Arabic should also be taught like a foreign language or other second language, Arabic must be communicative and can be used in the process of interacting with others. other people (Mukmin et al., 2023)

For this reason, researchers will try to create written questions that cover 3 domains, namely cognitive, affective and psychomotor, based on 21st century skills.

With questions created based on critical thinking skills, students can digest and analyze something new. With creative skills, students can create something new. With communication skills, students can get used to communicating with other people. And with collaboration skills, students can work together and respect other people's opinions during the learning process (Redhana, 2019).

Researchers used Educandy web media in this research as a question media facilitator. This media has been widely used in various learning areas. Indonesian language learning (Ulya, 2021), learning for early childhood (Nurjanah et al., 2022), learning for elementary schools (Nurhikmah et al., 2023) and increasing students' understanding of Arabic vocabulary (Fitria & Roziqi, 2022). With the variety of research using educational media, this research will contribute to learning that is not always about memorizing but can also be played, but the games can improve 21st century skills which are expected to be present as output for learning Arabic as a foreign language.

RESEARCH METHOD

This research uses qualitative and quantitative approaches. A qualitative approach is used to describe how the questions for this material are constructed, while a quantitative approach is used to measure how effective the questions are when used in the research process.

For both approaches, the researcher used the RND method in the data collection process, this is because this research is developing shorof questions which initially only had one focus, namely the cognitive domain, for this reason the researcher used 21st century skills theory as the basic theory in developing the questions. questions, so it is hoped that these questions will be able to cover the 3 learning domains that must be achieved, namely the cognitive, affective and psychomotor domains.

The steps in this development are as follows; Firstly define: Researchers conduct interviews with teachers to collect data. This aims to find out the problems that exist in the Sharaf Science learning process at Pondok Modern Nurussalam in order to find the right solution to these problems.

Secondly is design: In designing 21st century skills-based Sharaf science questions using the Educandy game media, researchers developed Sharaf questions based on 21st century skills. After that, the researchers entered the questions into the Educandy game according to the form of the game such as multiple choice, crosswords, mathc-up, choosing answers in a specified order, and many other forms of games found in educandy games.

Thirdly is development: After the Educandy game media were completed, the researcher submitted the game to the validator and do the revision from the validator.

Fourth, dissemination, or distributing the product. At this stage, researchers directly applied the development Question to students at the Nurussalam Modern Islamic Boarding School Then compare the students competencies before and after the student answer the question.

This research uses a purposive sample. The sample from this research was the second class of SPM-KMI Wustha Nurussalam Modern Islamic Boarding School. Researchers took 30 students to be used as research samples. This sample

was chosen by researchers because these students have studied shorof science for at least a year, so shorof matter had studied by student in almost one year.

Researchers need data collection techniques to support the data taken. The data collection techniques that researchers used in this research were:

a. Observation at shorof learning process to see how teachers evaluate this matter
b. Interview with the teacher to know how the teacher prepare the evaluation
c. Questionnaire was addressed to sample students to find out the students' responses before and after using the develop question
d. Test comparison of students before and after using the develop Sharaf's question so there is 2 test; pre test and post test.

In analyzing qualitative data, researchers used triangulation. The researcher used mile and hubermen, while for quantitative data the researcher carried out normality and homogeneity tests, followed by the t test and ngain test as a measure of the effectiveness of the questions given.

DISCUSSION

Shorof learning in Islamic boarding schools is used to protect the spoken language from errors and mistakes in forming Arabic language structures, so that students are able to understand the meaning of words and use vocabulary in the correct form. Shorof can also help students identify original letters and additional letters, so that errors in using words in sentences, both written and spoken, can be avoided. Among the materials studied by students at Islamic boarding schools include *shighoh, fi'il, auzanul af'al, tasrif lughowi, al-mazidat fil af'al*.

The form of evaluation given is in the form of verbal questions and answers and memorizing the forms of the words studied. Of course, this only measures the real of knowledge without knowing whether the students can make sentences from the form of the words they are learning.

This ability cannot only be measured through the memorization process but there must be opportunities given to the students to be able to make these words in sentence form. If this is not done, then the students will certainly not be

able to achieve the goals of the shorof lessons that the school expects, and will certainly be far from the skills of the 21st century, namely being able to communicate well using a foreign language.

To find out the level of students' needs for questions that can make students have 21st century skills, the results of the questionnaire show that

1. 63.33% of students stated that learning shorof was boring
2. 62% stated that shorof was a difficult lesson
3. 66.66% stated that the shorof rules were confusing
4. 66% stated that the short story material was monotonous and boring
5. 60% of students stated that shorof was just a confusing rote description

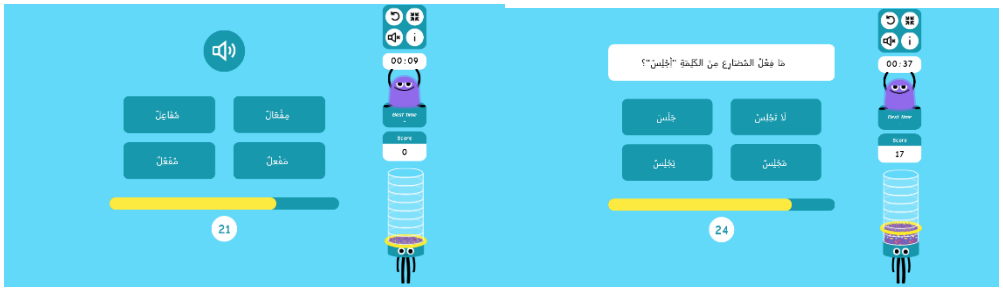
These results show that Shorof material is far from being applicable and communicative, for this reason it is necessary to have an innovation in the form of questions that are used in a game so that the difficulties faced by students can be overcome and the material to be studied can be understood.

Design

The questions developed by the researchers were questions from the 2nd class SPM-KMI Wustha Islamic Science book at the Nurussalam Sidogede Belitang Modern Islamic Boarding School. The questions in the Science Sharaf book were developed by researchers and then put into a game called the Educandy game. There are 7 types of questions that have been developed by researchers, namely:

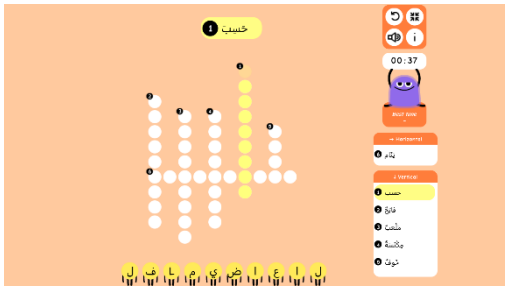
1) Multipel Choice

In this type of question, working on it is by choosing one of the 4 answer choices that the player considers correct. There are 2 types of questions in this game, namely questions that include written questions and questions that include audible questions in the form of questions. Students are required to work on questions quickly, because there is time to work on this game. The following is an image of the type question *Multipel Choice.*



2) Crosswords

On this type of problem, working on it is by searching *Shigot* from a word. After finding *Shigot* Then the player arranges letter by letter into a column until it forms the name of something *Shigot*. Students must pay attention to time, because in this game there is time. The following is an image of the type question *Crosswords.*



3) Match-up

In this type of problem, working on it is by matching between *fi'il* with *dhomir* Players must know *fiil madhi* which matches *dhomir*s. In solving this problem, students must pay attention to the time. The following is an image of the type *Match-up* question.

4) Memory

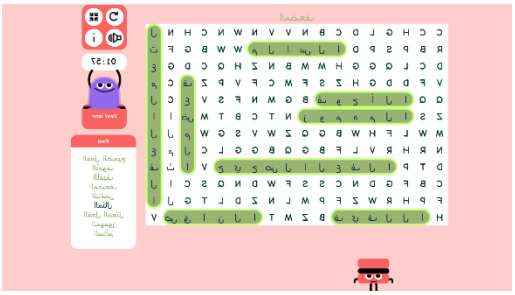
In this type of problem, to do it students must know and match between *fi'il* with *dhomir* In this question the verb is *fi'il mudhari'*. Students must open the columns one by one and remember where the columns are *fi'il mudhari'* that fits with *dhomir* and columns *dhomir* that fits with*fi'il mudhari'*. There is time in this

game, so students must pay attention to it. The following is a picture of the type Memory questions.

5) Word Search

In this type of question, students collaborate and work together with other friends to find the answer to this question. Students are divided into 2 groups, then the students work on the questions that have been given.

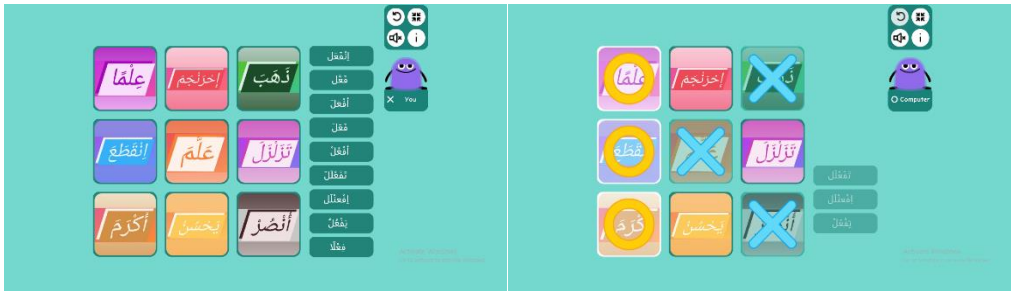
After completing the questions, the student representatives look for the answers to the questions in the column *word search.* The group who completes the questions first is the winner. The following is a picture of the type questions *Word Search.*



6) Nought & Crosses

In this type of question, students are divided into 2 groups. Then each group works together to play the X and O game. Each group discusses *wazan* that fits with *fi'il*.

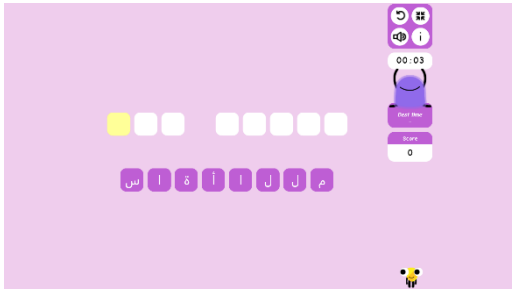
The group that successfully places their 3 marks on a horizontal, vertical or diagonal line, that group wins the game. The following is an illustration of the types of questions*Nought & Crosses*.



7) Anagrams

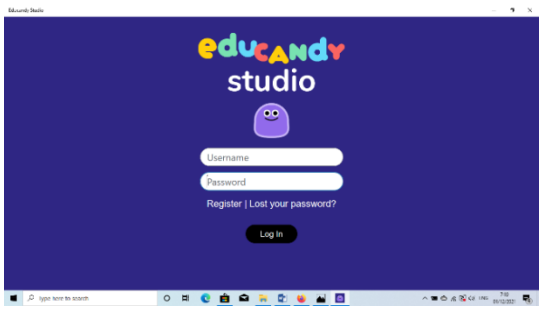
In this type of question, students are divided into 2 groups. Then each group works on the questions that have been given. Students discuss names *Shigot*. After finishing working on the questions, each group arranges letter by letter in a column.

The group that finishes the game first wins the game. The following is a picture of the type *Anagrams* questions.

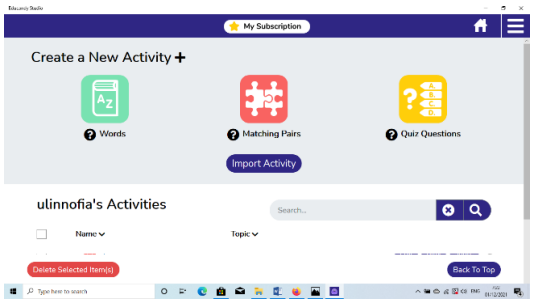


The steps for creating questions in the Educandy game application are as follows:

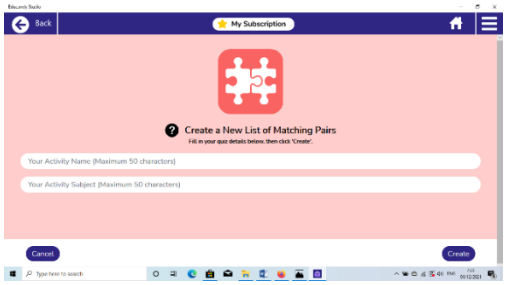
1. Do "Log In" first to get into the application



2. Select the type of activity to create: *Wards*, *Matching Pairs*, or *Quiz Questions.*



3. Enter the title or topic of the lesson and add the name of the lesson.

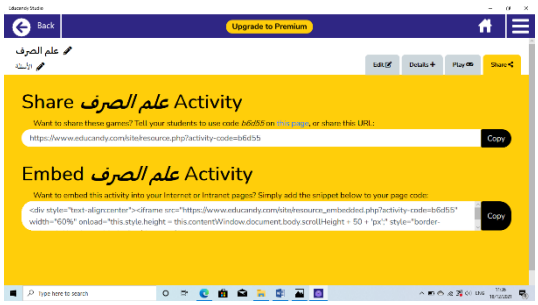


4. Add questions and answer keys. Questions can be images or sounds.

5. Repeat step no.4 until all questions are sufficient. Then click "Add Question".

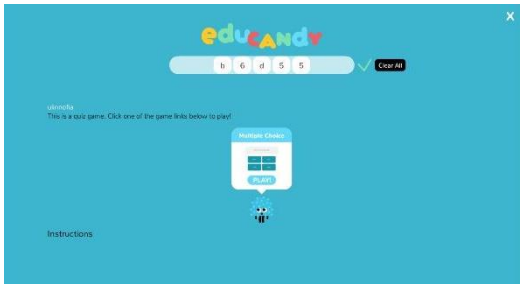
The steps that students take to work on the game are as follows:

1. Share the game code with students.

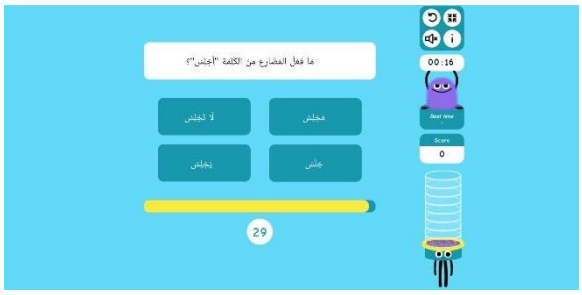


2. Students enter code into the application.

3. Select the type of game to play.



4. Educandy games are ready to play.



Development

a. Expert Question Validation Results

The expert validation questionnaire contains 20 assessment items. From the validation test results, an average value of 93 (very valid) was obtained. So the product is worth testing according to the recommendations.

b. Media Expert Validation Results.

From the validation test results, an average value of 86.66 (very valid) was obtained. So the product is worth testing according to the recommendations.

Dissemination

1. Field Trial Results and Test Trial Results

1) Field Trial Results

The results of the field trial were obtained from the researcher's analysis using a questionnaire filled out by 30 class 2 students of SPM-KMI Wustha at the Nurussalam Sidogede Belitang Modern Islamic Boarding School. The assessment is given The questionnaire which filled out by students can be seen in the following table:

No	Question
1	I enjoyed working on the questions presented
2	My friends and I worked together to solve the problems contained in the questions
3	I prefer an interactive teaching and learning process (using media) because it is quicker to understand the subject matter
4	I like doing questions with friends because it's more fun
5	Learning while playing can improve my memory
6	Learning to use the Educandy game is very exciting and fun because there is a time target for solving the questions
7	My speaking skills improved because when working on questions I had to discuss them with my friends
8	This media is easy to use
9	The questions presented trained me to think critically and creatively
10	The questions presented in the Educandy game are easy to understand

The average value of the results of field trials for developing questions in the Sharaf Science book using the Educandy game media received an average value of 84.93% (very valid). So from the results of the field trial it can be concluded that students' critical thinking, creativity, collaboration and communication skills have increased, and this is proven by the percentage getting more than 80%. Apart

from that, the results of developing this question are also useful for teachers in evaluating students' cognitive, affective and psychomotor skills.

2) Test Trial Results

The results of the pre-test and post-test in the experimental class obtained the following values:

No	Pre-test	Post-test
1	80	89
2	70	91
3	50	88
4	80	91
5	70	91
6	55	87
7	70	92
8	60	93
9	60	86
10	40	91
11	40	92
12	50	90
13	65	91
14	80	88
15	80	88
Total	**950**	**1348**
Mean	**63,33**	**89,86**

Based on the data in the table above which are the pre-test and post-test results of class 2 students of SPM-KMI Wustha Nurussalam Sidogede Belitang Modern Islamic Boarding School, it can be seen that the average pre-test result of the experimental class is 63.33, and the average result is 63.33. the experimental class post-test average was 89.86.

2. Results of Data Analysis and Hypothesis Testing

a. Validity and Reliability Test

Researchers conducted validity and reliability tests on 30 students who were the samples of this research.

By using a distribution (table r) and a significance r of 0.05, the researcher compared the product moment value obtained from the SPSS results with the value *corrected item*, then the visible results are as follows:

TableReliability Statistics

Cronbach's Alpha	N of Items
.841	10

Table Item Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
question 1	48.83	540.833	.446	.835
solution 2	50.33	532.644	.495	.831
solution3	49.00	524.828	.514	.829
question 4	49.50	533.362	.596	.822
question 5	48.83	528.764	.602	.821
question 6	48.83	525.316	.536	.827
solution7	48.67	524.023	.573	.823
question 8	49.83	545.661	.400	.840
solution9	49.67	501.609	.676	.813
question 10	50.00	522.414	.550	.825

Researchers use the distribution (r table) for an error level of 0.05 and then compare it with the value*corrected-item-Total Correlation.*

Table Comparison of R tables on pre-test scores

No. Item	R count	R table	Decision
1	0,446	0,374	Valid
2	0,495	0,374	Valid
3	0,514	0,374	Valid
4	0,596	0,374	Valid
5	0,602	0,374	Valid
6	0,536	0,374	Valid
7	0,573	0,374	Valid
8	0,400	0,374	Valid
9	0,676	0,374	Valid
10	0,550	0,374	Valid

From the table above, it can be stated that the pre-test carried out used valid questions, because **The calculated r for each question is greater than the r table**namely 0.374. If we look at the calculations using the Cornbach Alpha method, the researcher obtained an r of **This 0.841 r is compared to the previous r product moment, namely the r table of 0.374 is clearly bigger**. So it can be stated that the pre-test questions carried out are also reliable.

Validity and reliability tests were also carried out for the post-test, the test results were:

Table Reliability Statistics

Cronbach's Alpha	N of Items
.803	7

Table Item Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
question 1	33.83	261.523	.469	.790
solution2	35.33	258.506	.497	.785
solution3	34.00	235.172	.674	.750
soal4	34.50	257.500	.625	.764
soal5	33.83	259.799	.575	.771
question 6	33.83	259.799	.484	.787
solution7	33.67	267.126	.448	.793

Researchers use the distribution (r table) for an error level of 0.05 and then compare it with the value*corrected-item-Total Correlation.*

TableComparison of r tables on pre-test scores

No. Item	R count	R table	Decision
1	0,469	0,374	Valid
2	0,497	0,374	Valid
3	0,674	0,374	Valid
4	0,625	0,374	Valid

5	0,575	0,374	Valid
6	0,484	0,374	Valid
7	0,448	0,374	Valid

From the table above, it can be stated that the pre-test carried out used valid questions, because **The calculated r for each question is greater than the r table** namely 0.374. If we look at the calculations using the Cornbach Alpha method, the researcher obtained an r of **This 0.803 r is compared to the previous r product moment, namely the r table of 0.374 is clearly bigger**. So it can be stated that the pre-test questions carried out are also reliable.

b. Normality test

The normality test was carried out with the help of SPSS. Testing was carried out on the pre-test and post-test of class 2 of SPM-KMI Wustha Pondok Pesantren Modern Nurussalam Sidogede Belitang as the experimental class and control class. The normality test can be carried out using the Kolmogrov-Smirnov test. The normality test is carried out to determine whether the data is normally distributed or not. Provided that the data is normally distributed if it meets the criteria for a value of sig>0.05.

Tabel One-Sample Kolmogorov-Smirnov Test

		Pre_test	Post_test
N		30	30
Normal Parameters[a,b]	Mean	66.17	88.70
	Std. Deviation	13.626	2.307
Most Extreme Differences	Absolute	.177	.107
	Positive	.155	.086
	Negative	-.177	-.107
Test Statistic		.177	.107
Asymp. Sig. (2-tailed)		.017[c]	.200[c,d]
Exact Sig. (2-tailed)		.268	.844
Point Probability		.000	.000

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

In the table above it can be concluded that the pre-test and post-test data show a sig value. Kolmogrov-Smirnov > 0.05 (i.e. the data in the sig is more than 0.05), where in this data the Kolmogrov-Smirnov formula means the significance of the pre-test data is 0.268 > 0.05 and the post-test data is 0.844 > 0.05 . So it can be concluded that the pre-test and post-test data in this study are normally distributed.

c. **Homogeneity Test**

The homogeneity test calculation uses pre-test and post-test data samples. The homogeneity test is carried out to determine whether the data is the same or not. The sample is declared homogeneous if the sig value is > 0.05.

Tabel Test of Homogeneity of Variances

Pre_test

Levene Statistic	df1	df2	Say.
.322	6	20	.918

Based on the homogeneity test results in the table, the sig value is 0.918 > 0.05. So it can be concluded that the variables from the data are homogeneous.

d. Uji T

The next test is the double sample T test. This test is useful for testing the same sample containing correlative data. The T test uses pre-test and post-test data samples for class 2 of SPM-KMI Wustha Nurussalam Modern Islamic Boarding School from the experimental class and control class.

Based on the results of the T test, it can be seen that the sig. (2-tailed) 0.000 < 0.05. So it can be concluded that there are significant differences and influences. Therefore it was decided to accept Ha and Ho was rejected. So it can be said that there is effectiveness in learning neurological sciences by using physical science questions that have been developed based on 21st century skills

using educational game media at the Nurussalam Sidogede Belitang Modern Islamic Boarding School.

e. N-Gain Score Test

To find out the effectiveness of using a treatment in this research, researchers will continue testing *Normalized Gain (N-Gain).* This test is carried out by looking at the DIFFERENCE BETWEEN PRE TEST AND POST TEST VALUE. The reference in this N-Gain assessment is:

If g > 0.7 height

0,3<=g<=0,7 currently

g < 0,3 low

N-gain effectiveness interpretation category < 40 ineffective

40 - 55 less effective

56 - 75 effective enough

>76 effective

Based on the NGain test results, it can be seen that the Ngain score for the experimental class is the class that received treatment has an average NGain value of 67.59% with a minimum NGain value of 40.00% and a maximum NGain value of 86.67%. Meanwhile, the control class has an average NGain value of 53.30% with a minimum NGain value of 15.00% and a maximum NGain value of 81.67%.

If viewed from Ngain's rules, the average score of the Experiment class, namely 67.59%, is considered QUITE EFFECTIVE in improving the critical thinking, creative thinking, collaboration and communication skills of Nurussalam Modern Islamic Boarding School students. Meanwhile, the questions used in the control class were less effective in improving the critical thinking, creative thinking, collaboration and communication skills of Nurussalam Modern Islamic Boarding School students.

CONCLUSION

Researchers developed Sharaf Science questions based on 21st century skills using the Educandy game media. There are 4 skills in 21st century skills,

namely creative thinking, critical thinking, collaboration and communication skills. Researchers developed creative thinking skills with the Multiple Choice game which consisted of 10 questions and the Crosswords game which consisted of 6 questions. Researchers develop critical thinking skills with the Match-up game which consists of 8 questions and the Memory game which consists of 10 questions. Researchers develop collaboration skills and communication skills with the Word Search game which consists of 9 questions, the Noughts & Crosses game which consists of 9 questions, and the Anagrams game which consists of 10 questions. The steps in playing the game are by giving the code for the game that will be played to the students, then the students enter using the code that has been given and choose the game that will be played. The physical science questions that have been developed based on 21st century skills using Educandy game media are thought to be effective, this is because the neurological science questions that have been developed based on 21st century skills using Educandy game media can improve critical, creative, communication and thinking skills. student collaboration. Evaluation of Sharaf Science learning with questions in the Sharaf Science book which has been developed based on 21st century skills using educational game media. Educators can see and assess the cognitive, affective and psychomotor aspects of students in Sharaf Science learning.

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