

# The Application of Wayground as an Alternative Evaluation Medium to Improve Motivation in Learning Arabic at Cahaya Rancamaya Islamic Boarding School High School

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## ABSTRACT

Motivation to learn Arabic at Cahaya Rancamaya IBS High School is still relatively low, while conventional evaluation methods are ineffective in increasing student interest. This study aims to examine the effectiveness of Wayground as an alternative evaluation medium for increasing motivation to learn Arabic. The method used is a quasi-experiment with a pretest-posttest control group design, involving data collection through motivation questionnaires and evaluation tests, which are then analyzed quantitatively. The results show that the application of Wayground significantly increases student motivation to learn compared to conventional methods. The limitations of this study include its scope, which was limited to only one school, and the limited time frame of its implementation. Thus, Wayground can be used as an effective alternative evaluation medium to increase Arabic learning motivation, which has implications for improving the quality of learning at the high school.

**Keywords:** wayground, learning motivation, evaluation medium, Arabic, Cahaya Rancamaya Islamic Boarding School High School

## 1. INTRODUCTION

Education is the main foundation in the development of quality human resources. In the context of Arabic language learning at Cahaya Rancamaya Islamic Boarding School, the implementation of the Cambridge Curriculum requires the development of language competencies that are not only cognitive-oriented but also include critical and contextual thinking skills. However, the challenge faced is the low motivation to learn Arabic among students, which has the potential to hinder the achievement of optimal learning objectives.

The development of digital technology has brought major changes to the world of education, transforming the way we learn, teach, and access information. Technologies such as computers, tablets, smartphones, and the internet have facilitated access to learning resources from around the world, enabling students to learn anytime and anywhere (Mahmudah & Paramita, 2023). E-

learning platforms, educational applications, and interactive software have made learning more engaging and interactive, encouraging active participation and improving conceptual understanding. One medium that is beginning to be widely used in various schools is Wayground, a digital assessment application that facilitates teachers in providing interactive tests, quizzes, and educational games. This medium not only provides evaluation features but also combines attractive visual elements, a point system, and immediate feedback that can increase student enthusiasm.

The use of conventional evaluation media has not been able to contribute significantly to improving student learning motivation. Therefore, there is an urgent need to develop innovative and interesting evaluation media that can effectively stimulate student interest and learning motivation. In this context, Wayground is seen as a potential solution to be used as an alternative evaluation media.

This study aims to apply and evaluate the effectiveness of Wayground as an alternative evaluation media in increasing Arabic learning motivation at Cahaya Rancamaya IBS High School. With a focus on developing innovative evaluation media, this study seeks to make a practical contribution to improving the quality of the Arabic learning process and overcoming learning motivation problems that occur in the field.

## **2. LITERATURE REVIEW**

### **2.1 Mapping Theory and Key Concepts**

The main concept in this study is gamification, which is the application of game elements in non-game contexts such as learning, to increase student motivation and engagement. The theory underlying the effectiveness of gamification is Self-Determination Theory (SDT), which emphasizes the importance of three aspects of intrinsic motivation—autonomy, competence, and relatedness (Muttaqin, Zuhdi, & Ridwan, 2025).

In the context of Arabic language learning, gamification has been shown to help improve students' vocabulary, language structure, and emotional engagement through fun and competitive learning experiences (Almelhes, 2024). Media such as Wayground, which combines digital game-based evaluation elements, can serve as a more interactive alternative to conventional tests.

Gamification in learning is also rooted in Behaviorism theory through reward systems, as well as Constructivism theory, which emphasizes active and reflective experiences in learning. Elements such as points, levels, instant feedback, and leaderboards increase learning motivation through achievement and healthy competition (Sappaile, 2024).

## 2.2 Synthesis and Comparison of Previous Research

Various studies show the positive impact of gamification on motivation and Arabic language learning outcomes.

- a. Increased student motivation and engagement: A study by (Ghofur, Kholis, Sodik, & Shiddiq, 2023) found that the Kahoot! and Wordwall applications increased positive perceptions and motivation to learn Arabic vocabulary among students in Indonesia.
- b. Effectiveness of gamification on academic achievement: A quasi-experimental study by (Jaafar & Yusoff, 2022) showed that the use of gamification modules (MGdPBA) had a significant effect on improving Arabic language learning achievement in elementary schools.
- c. Affective and social factors: A study by (Ismath, Jalil, & Rahman, 2022) found that gamification creates an informal learning environment that strengthens social interaction and increases student confidence.
- d. Web-based and digital applications: Research by (Shiddiq, Zubaidi, Kholis, & Rokhani, 2024) confirms that web-based gamification media combining the Plotagon and Wordwall applications are considered very feasible and effective in increasing interest in learning Arabic in junior high schools.

From these various studies, the consensus that emerges is that gamification plays an important role in creating a more engaging learning experience, increasing active participation, and supporting better learning outcomes (Rezi, Noor, & Nicholas, 2024).

## 2.3 Identification of Knowledge Gaps

Although many studies discuss the effectiveness of gamification in the context of Arabic language learning, there are several gaps in knowledge that need to be filled:

- a. The context of Islamic boarding school-based secondary education: Most studies focus on university students or elementary schools, while the application of gamification at the high school level, especially in Islamic boarding schools, is still very limited.
- b. The function of gamification as an alternative evaluation medium: Many studies focus on the learning process, rather than on gamification-based evaluation functions such as those offered by Wayground.

- c. Integration of Islamic values in gamification: Studies related to the integration of spiritual aspects and Islamic values in Arabic gamification media are still minimal, even though the pesantren context demands a balance between cognitive and affective aspects.

Thus, research on the application of Wayground as a gamification-based evaluation medium to increase motivation to learn Arabic in Islamic boarding school-based high schools such as Cahaya Rancamaya is still rare, so it has the potential to make a significant theoretical and practical contribution.

#### 2.4 Presentation of Theoretical Framework

The theoretical framework of this study combines three main concepts:

- a. Self-Determination Theory (SDT): explains how the elements of autonomy, competence, and relatedness in Wayground can increase students' intrinsic motivation.
- b. Educational Gamification Theory: based on the Octalysis Framework model, which emphasizes eight dimensions of motivation such as achievement, ownership, and social influence, which can be implemented in educational game features (Ismail, Makhtar, Chulan, & Ismail, 2023)
- c. Alternative Evaluation Theory: which emphasizes the importance of formative and summative evaluation based on authentic experiences. In this context, Wayground functions as a platform for assessing Arabic language skills interactively through motivating games.

Conceptually, the application of Wayground is expected to not only improve learning outcomes but also shape meaningful, relevant, and enjoyable evaluative experiences for students at Cahaya Rancamaya Islamic Boarding School.

### 3. METHODS

The type of research applied in this study is qualitative research, which is a research approach that collects descriptive data in the form of written or spoken words from individuals or groups that can be observed. Qualitative research focuses on the aspects of quality, value, and meaning contained in existing phenomena or facts (Hasibuan & Ritonga, 2022). The location of this internship was at Cahaya Rancamaya Islamic Boarding School High School. The subjects of this study were 21 tenth-grade students.

Data collection was conducted through interviews with students and teachers using the application, providing direct insights from users about the benefits and challenges they faced

(Qodir, Mas, & Hasan, 2024). In addition, observing the use of the application in the learning process provided a practical and visual context of how the application was integrated into the classroom. This study uses a qualitative descriptive approach supported by simple quantitative data to reinforce the findings. For data analysis, content analysis techniques were applied to identify themes and patterns from the collected data. This approach helped in understanding the overall user experience and identifying factors that influence the effectiveness of Arabic learning applications (Kastur, Mustaji, & Riyanto, 2020).

#### 4. FINDINGS

Wayground is an interactive learning platform resulting from the rebranding of Quizizz, which was officially announced in mid-2025. Various features have also evolved along with this name change. According to Kelly (2024), the interactive quiz provider, which has been around since 2017, provides various updates, including interactive learning resources in the form of quizzes, reading materials, flashcards, and so on. To date, more than 20 million educators have been helped by the features provided by Wayground (Supriadi & Isro, 2021). The implementation of evaluations using Wayground has shown very positive results, mainly because teachers and students are already familiar with using the application in learning activities. At the beginning of the evaluation session, students can quickly enter the digital quiz room without the need for additional technical explanations. Their mastery of the application makes the evaluation process effective and efficient. Teachers can start activities immediately without any obstacles, while students appear enthusiastic and wait for the next instructions.

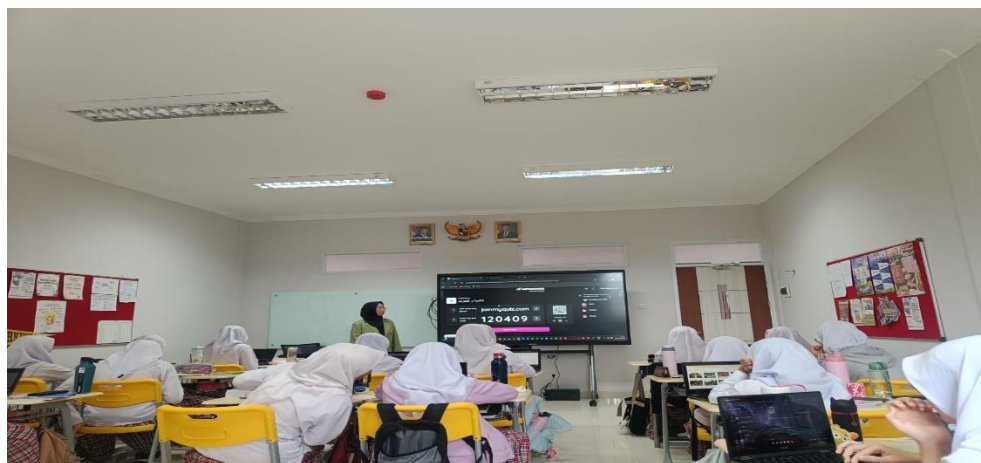
The evaluation of *fa'il* and *la an-nahiyah* material was conducted through several types of questions provided by Wayground, such as multiple choice, word matching, and interactive games. During the activity, students showed a high level of engagement. They focused on their respective devices, occasionally showing expressions of joy when they answered questions correctly or earned extra points. Statistics from Wayground show that most students were able to complete the evaluation with good grades, with 87% of students scoring above 70. This success shows that students are not only familiar with the application, but also have a good understanding of the material being taught.

Student response to the use of Wayground has been very positive. Based on observations and brief interviews, students feel that evaluation with Wayground is more enjoyable than written methods. Positive reviews from students reflect the application's success in meeting students' learning needs and improving their Arabic language skills (Agustin, Nurharini, & Hasan, 2023). Gamification elements such as leaderboards, achievement badges, and visual animations challenge

them to get the highest scores. Even students who are usually passive in learning activities appear more confident and enthusiastic in completing the questions presented. They admit that evaluation through Wayground does not put excessive pressure on them as when facing conventional tests, but rather provides a more relaxed yet competitive learning experience.

On the teacher side, the use of Wayground provides significant convenience in preparing and assessing evaluations. Teachers can organize questions, upload evaluation content, and monitor student progress in real-time through the automatic analysis feature. Teachers also utilize the data provided by the application to identify material that students still find difficult to understand. Thus, teachers can provide follow-up in the form of re-explanations, enrichment, or remedial assignments as needed. Previous experience in using digital media helps teachers conduct evaluations without technical obstacles and strengthens the integration of Wayground as part of routine learning.

#### 4.1 Figures



*Figure 1. Teachers use Wayground as an evaluation tool*



*Figure 2. Students taking a quiz under the supervision of a teacher*

#### 4.2 Formatting of Mathematical Components

Simple quantitative analysis in this study is used to describe students' learning outcomes after the implementation of Wayground as an alternative evaluation medium. The mathematical components applied are descriptive in nature, primarily in the form of percentage calculations to illustrate the distribution of students' achievement levels.

The percentage of students who achieved scores above the minimum passing grade is calculated using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Where:

$P$  = Percentage of students

$f$  = Number of students who meet the criteria

$N$  = Total number of students

Based on Equation (1), the results indicate that the majority of students achieved scores above the minimum passing grade, demonstrating the effectiveness of Wayground in supporting Arabic language learning evaluation.

Furthermore, the final score obtained by each student in Wayground-based evaluation is the accumulation of several assessment components, which can be conceptually expressed as follows:

$$S = a + b + c$$

Where:

$S$  = Final student score

$a$  = Accuracy score

$b$  = Completion speed score

$c$  = Bonus or additional points

The scoring calculation shown in Equation (2) is automatically generated by the Wayground system, allowing teachers to obtain evaluation results efficiently without manual data processing.

Interview 1.

“I feel that evaluation using Wayground is more enjoyable and less stressful compared to written tests,” (Grade X student).

Interview 1 indicates that the use of Wayground not only influences students’ academic performance but also positively affects their psychological comfort during the evaluation process.

## 5. DISCUSSION

The results of the study show that Wayground is very effective as an alternative evaluation medium in Arabic language learning, especially in classes that are accustomed to using technology. The familiarity of students and teachers in operating this application makes the evaluation process fast, efficient, and focused on learning outcomes. This condition reinforces the view that technological readiness is one of the important factors in the successful integration of digital media into learning. Students can choose the time and place that is most convenient for them, making learning more personalized and structured according to individual needs. Interactivity is one of the main advantages of Arabic language learning applications (Musyafa'ah, Hardika, & A., 2022).

From the aspect of learning motivation, the use of Wayground shows a significant positive impact. Students appear to be more motivated to complete evaluations because the atmosphere created by the application feels like an educational game, rather than a formal test. This motivation arises from healthy competition through leaderboards, the awarding of points, and instant

feedback that makes students feel appreciated every time they successfully answer a question. Modern learning motivation theory explains that an interactive learning environment can increase students' intrinsic motivation, and these findings are in line with that theory.

The habit of students and teachers using Wayground also has an impact on increasing digital literacy in the learning process. Students become more skilled at accessing, reading instructions, and processing digital-based information, while teachers have the opportunity to enrich their evaluation strategies by utilizing the available analysis features. This situation not only improves the quality of evaluation but also strengthens the sustainability of technology use in Arabic language learning in the future.

In addition, the role of teachers is very important in maximizing the use of Wayground. Teachers' ability to prepare varied questions that are in line with basic competencies makes evaluation not only a means of measurement, but also encourages a deeper understanding of the material. Teachers also act as facilitators who ensure that each student receives constructive feedback through the results report feature available on the application.

Overall, the results of this study reinforce that Wayground is not only an alternative evaluation medium, but also a tool that can increase student motivation and the quality of their learning experience. The integrity of Wayground in Arabic language learning has been proven to provide added value, especially when teachers and students are accustomed to utilizing technology as part of the learning process. With a holistic approach and continuous support, Arabic language learning applications can be a very effective tool in improving Arabic language proficiency among high school students (Maghfiroh, 2022).

## 6. CONCLUSION

The implementation of Wayground as an alternative evaluation medium in Arabic language learning has proven to be effective and has had a positive impact on student motivation. The readiness of teachers and students who are familiar with the application makes the evaluation process run smoothly, interestingly, and efficiently. The interactive and gamification features in Wayground increase student enthusiasm, foster healthy competition, and strengthen their confidence during evaluations.

For teachers, Wayground simplifies the process of creating questions, conducting evaluations, and analyzing learning outcomes through its automatic reporting feature. This medium not only supports more varied evaluations but also helps teachers make more informed

pedagogical decisions. Overall, Wayground is worthy of use as an evaluation innovation that can improve the quality of Arabic language learning in high schools.

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