Utilization of Gamification in Arabic Language Learning to Increase Student Motivation and Achievement

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ABSTRACT

Technological developments in the current era of globalization are essential in the world of Education. There is much technology that supports learning. In the current digital era, technology and Education have introduced gamification as an innovative method to increase student motivation and learning achievement in higher Education. However, gamification’s negative impact on academics still requires further research. This research aims to determine the effect of using gamification in increasing motivation and achievement. The method used in this research is a quantitative survey method. This method can show that this research is in the form of data containing numbers. This data was obtained by using Google Forms to create a questionnaire containing questions, which were then distributed to respondents who would get the results. So, the researchers will discuss these results in the results and discussion. The results of this research show and explain that gamification in learning Arabic can increase the interest, motivation, and achievement of college students in the Arabic language learning process. The conclusion of this research shows that gamification can increase enthusiasm for learning and student involvement in the learning process. The limitation of this research is that the researcher only focuses on the influence of gamification in increasing student motivation and achievement in higher Education. The researcher's hope for future researchers is that they can further develop and explain in detail the influence of gamification in Arabic language learning to increase student motivation and achievement in higher Education.

Keywords: Arabic Language, Language Learning, Learning Gamification.

INTRODUCTION

Since the 21st century, the world has experienced technological developments that can change all aspects (Patel et al., 2018; Saberi et al., 2019; Zeng et al., 2019) both in aspects of social life, economics, politics, and even Education (Lucas, 1988). These developments can make a person think critically and creatively about existing problems (Etacheri et al., 2011). These problems can be overcome through critical thinking, which can solve problems that arise from various aspects to achieve the goals optimally (Bhatt & Grover, 2005).
emergence of critical thinking is found through the knowledge obtained in the world of Education (Demuyakor, 2020; Murray & Lopez, 1997). Therefore, Education is essential for everyone because by doing this, one’s thinking can overcome existing problems by using ideas or ideas on existing problems so that these problems can be adequately resolved.

One form of technological advancement is the utilization of gamification in learning Arabic, which provides innovations and flexibility in learning strategies. By utilizing gamification in the learning process, students will get a new atmosphere and be more enthusiastic about the learning process because the learning method is no longer too monotonous; besides that, students can learn according to their interests and styles. With each of these needs, students can produce better understanding and achievement. By utilizing various forms of gamification in the learning process, students may become more enthusiastic in the learning process. Using gamification brings many benefits to users, educators, and students. Through the intelligent features available, students will be able to enhance their respective creativity further.

Ordinary people often understand technology as something in the form of machines or things related to machinery (Birrell & Brown, 2000). However, this educational technology has a broader meaning because educational technology is a combination of human elements, machines, ideas, procedures, and management (Venkatesh et al., 2003). Technology serves as a material and tool for learning (Geels, 2002). Technology is no longer a foreign thing in the current era of globalization, not least in the world of Education; it is only natural that Education also utilizes technology to facilitate the implementation of learning (Hinton et al., 2006). So from here, the term educational technology emerged, which can be utilized in learning various skills and creating learning media to process methods to help educators complete various tasks given to students (Mekki et al., 2019; Prior, 2007). This technology also provides various tools educators and students need in the learning process. It has different benefits that positively impact educators and students using various existing technology methods (Goodhue & Thompson, 1995). Technology has become essential to life, especially in education (Barua et al., 1995; Shao et al., 2018). With this swift and rapid progress, technology is a means that is needed in the era of globalization like now (Korpi & Palme, 2003, pp. 1975–95). Technology is one of the tools that is needed because the use of this technology is expected to improve the quality of students learning, increase productivity, efficiency, and access, increase positive learning attitudes and professional development, and increase recognition and mastery of technology (Watson et al., 1988). Technology also consists of any technique or method that can be trusted to involve strategies in cognitive learning and creative thinking skills in learning.

The success of an educator in teaching is undoubtedly driven by the methods educators use when teaching (Ferlay et al., 2019; Rao et al., 2011). The method is an educator’s way of teaching to achieve optimal learning objectives (Bradford, 1976; Wu et al., 2020). With technology, an educator can create an exciting method to foster student enthusiasm for learning (Chomczynski & Sacchi, 1987). With technology, educators can also learn according to the times (Bifet & Gavaldà, 2007). In order to create active learning, educators are also required to understand the characteristics of students in learning, such as creating an innovation in learning that can overcome student problems in learning (Prince, 2004).
Therefore, the challenge for an educator in teaching is innovating a lesson to make students active and creative when the learning process takes place, especially in learning Arabic.

Arabic language learning contains various variations of material, including vocabulary material, Mahara al Qalam, award, Saqib, and so on (Furnas et al., 1987). The obstacles experienced by students in learning are mainly in the motivation and enthusiasm of their own individuals and learning methods that are too monotonous so that students feel bored quickly in the learning process; besides that, in vocabulary learning, students are less able to pronounce the vocabulary given by educators to students (Perronnin & Dance, 2007). This is due to the lack of media used by educators during the learning process, including educators not providing examples or objects that can improve student memory when learning vocabulary (Huttenlocher et al., 1991; Khalifa & Shaalan, 2019). One of the gamifications or game applications that can help students remember the vocabulary is utilizing the Wizer application as a tool by educators in teaching Arabic (Hamad, 2019; Kaliappen et al., 2021; Russian et al. et al., 2020). In the wizer application, educators can make the image as attractive as possible, increasing students’ memory of vocabulary by utilizing the features in the wizer application so that the material presented can attract students’ attention in learning.

The same research conducted by Sa’diah et al. (2022) concluded that CTL-based LKS had been declared feasible and effective for improving scientific process skills related to temperature and thermal material. Then it was also carried out by Rahmadani & Putri (2021) to develop interactive student worksheets for writing descriptive text using Wizer media. In promoting higher order thinking skills (hots), it explains developing LKS to write descriptive text using Wizer media to promote higher order thinking skills (HOTS) to improve higher order thinking skills. Then it was also conducted by Istianah et al. (2020). Data on the effectiveness of the Wizer comic cycle media from student learning outcomes in pre-test and post-test activities have increased significantly. From the many similar studies on relevant Wizer, the difference between this research and previous researchers is in the Wizer Development section to Improve Vocabulary Skills in Arabic Language Learning, which is more in-depth than previous research.

The reason for conducting this research is to re-examine the utilization of gamification in Arabic language learning to increase student motivation and learning achievement in higher Education. Students can use this Arabic learning media best to achieve learning objectives. Gamification should be used in Arabic language learning. It can be considered for its existence to help the Arabic language learning process in various universities because this wizer platform learning media is presented with interesting features and is not monotonous where students can understand learning well. Based on the explanation above, it is necessary to take action or improve problems in learning, so researchers are trying to develop the Utilization of Gamification in Arabic Language Learning to Increase Student Motivation and Learning Achievement in Higher Education.

RESEARCH METHODOLOGY

Quantitative research methods are part of a systematic study of a phenomenon by collecting data and then calculating or measuring it using mathematical and computational statistical techniques (Boersema et al., 2009). Quantitative research designs are descriptive,
causal-comparative, comparative, experimental, survey, and inferential (Fleischmann et al., 1997). The procedure of quantitative research is to formulate problems, study literature, propose hypotheses, and determine methods (Fleischmann et al., 1997); the subject of quantitative research is that research is used to answer the research to be studied with a large number of population members. Data collection techniques in quantitative research are questionnaires, observations, and interviews (Sankur, 2004). Quantitative research data processing involves editing, coding, data tabulation, data analysis, data interpretation, generalization, and conclusion drawing. The data analysis method in quantitative research is divided into four stages, namely the stages of deception, selection, procedure, and completeness.

This quantitative research uses a survey research design. Survey research design is a method used to collect or obtain research data. Researchers used a research instrument to obtain data regarding the effect of gamification in increasing student motivation and learning achievement in Arabic language lessons at universities. Research instruments are tools used to obtain and collect data in a study to find results and conclusions from research without neglecting the criteria for making a good instrument. The selection of research instruments aims to support data collection methods. With this instrument, the data obtained will be accurate and relevant to justify research results. In this research, the instrument used by researchers is an instrument for filling out a questionnaire containing questions via Google Form, which will be distributed later. The questionnaire contained statements regarding the suitability of gamification media based on the Wizer platform in learning Arabic, the suitability of the language used, and the suitability of the material presented in gamification based on the Wizer platform. Data can be obtained by filling out the questionnaire.

The time and place of research for researchers to collect data is at universities. The object of this research is the suitability of the media, the suitability of the material, and the suitability of the language on the Wizer platform used to increase student motivation and achievement in learning Arabic. After collecting the data, the researcher analyzed the data obtained from filling out the questionnaire. Data analysis was carried out to show the relationship between variables. The data that has been analyzed is processed and analyzed using statistical testing tools. The next step is to conclude. After the data has been successfully processed and analyzed, conclusions can be drawn from the data that has been obtained. Through conclusions, the problem formulation and hypothesis proposed will be answered and can be proven true. Making conclusions is essential in conducting research because the conclusions contain the information in the research.
In the chart above, learning Arabic using gamification based on the Wizer platform can positively influence students. The learning process by utilizing gamification based on the Wizer platform can use a smartphone. They are learning by utilizing gamification based on the Wizer platform in the Arabic language learning process, which can be accessed anywhere and anytime. The Wizer platform provides various Arabic learning materials, making it easier for students to understand learning in depth. Apart from the material presented, Wizer provides a variety of interactive learning materials, such as flashcards, word puzzles, and practice questions that can help students learn vocabulary, grammar, and speaking skills. By using an online learning platform, students can increase motivation and achievement, enthusiasm for learning, and interest in learning. Learning by utilizing gamification based on the Wizer platform is implemented in educational units at the educational unit level.

RESULT AND DISCUSSION

Gamification is an approach that utilizes games in the context of Education, which has become a highlight in improving students’ academic performance, no exception in Arabic language studies. Applying gamification in learning Arabic can increase the motivation and involvement of students in their learning process. With gamification, students become more motivated to develop their Arabic language skills. Gamification can provide benefits such as increased engagement, motivation, user retention, and employee productivity and performance. However, there is also a note that gamification should be applied wisely so as not to be counterproductive or create unwanted perceptions. Thus, gamification can improve students’ academic performance in understanding and mastering the Arabic language more effectively. The influence of gamification on Arabic students’ academic performance was examined using a quantitative research survey. One of the examples of quantitative survey research is the influence of the use of wizer on learning Arabic on the influence of gamification in higher Education.

One of the uses of gamification in Arabic language learning is using the Wizer platform to improve students’ motivation and performance in the learning process. The Wizer
platform is an online education platform allowing educators to create, organize, and share quizzes and interactive learning exercises. By using the Wizer platform, educators can create multiple-choice questions, short questions, project-based tasks, and even game-based learning, which students can access and work on online to make the learning process more enjoyable with new innovations and creativity. This platform also provides instruments to analyze the results of quizzes and student tasks so that educators can monitor student learning progress more efficiently and effectively. In addition, Wizer also provides a variety of ready-to-use quizzes and learning exercises, which educators can use as a reference or directly give to students as additional exercises. This platform allows educators to personalize students’ learning experiences by providing learning materials that suit the needs of each student. With the support of various interactive features, Wizer can help improve students’ motivation, performance, and involvement in the online and offline learning process.

The researcher collected data on students’ responses to the effect of gamification in increasing students’ motivation to learn Arabic in higher Education through the distribution of questionnaires. The purpose of disseminating the questionnaire is to obtain results and to know the benefits arising from the use of gamification. The said questionnaire/questionnaire contains 30 statements consisting of 10 statements about media qualifications, ten about material qualifications, and ten about language qualifications used in wizer-based gamification. The questionnaire was made through Google Forms. In addition, it is essential to plan the questionnaire well, including choosing relevant statements and maintaining confidentiality from the respondents if necessary. This questionnaire is used in statistical research to collect data about the desired variables. This data can then be processed and analyzed using statistical methods to identify patterns, relationships, or trends in the data.

At this level of research, the researcher did not directly go to the university unit level to conduct research. The researchers collect data by distributing questionnaires. A validation process is required to obtain a product suitable for use in the field. Validation of qualifications is seen from 3 aspects, namely 1). Validation of media qualifications, 2). Validation of material qualifications, and 3). Validation of language qualifications. Validation of this qualification is expected to reveal the shortcomings of the media. Validation of eligibility is done by filling in a questionnaire or questionnaire that Arabic language education students can fill out as respondents. Validation of this qualification is essential to obtain concrete data about the number of students, the character or behavior of students, and so on. Each validation sheet that has been made is filled in by students with answers that match the actual situation.

**Media Eligibility Validation Sheet**

The results obtained from media suitability by media experts concluded that the resulting learning media was suitable for use. Media validation aims to detect media deficiencies on the Wizer platform. The researcher created the learning media in the form of the Wizer platform as a medium for learning Arabic in higher Education. Students in the form of a completed questionnaire validate the assessment. Evaluate the suitability of learning media by filling out a questionnaire. This research aims to apply learning media using the Wizer platform to the learning system and to obtain data to improve understanding of learning. This application is in the form of an educational worksheet to assess student abilities; the Wizer platform
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The data from the media suitability trial results can be described as follows: Describes that 30 students were used as examiners or assessors in this research, and the results of the highest student assessment were on validating the suitability of the material for learning on the development of the Wizer Platform to measure that the vocabulary used was vocabulary. These are commonly used in everyday life and received the highest presentation of 46.7%, based on the presentation of validation achievements regarding the suitability of the material, including in the Strongly Agree (SS) category. The second highest assessment result regarding the validation of the feasibility of the learning media material developed by the Wizer Platform to measure the vocabulary used was correct, obtaining the highest presentation of 61.3%, based on the presentation of validation achievements regarding the appropriateness of the material, including in the agree (S) category. The results of the third highest student assessment regarding the validation of the feasibility of the learning material developed by the Wizer Platform to measure students’ abilities in learning Arabic obtained a presentation of 6.7%, based on the presentation of validation achievements regarding the appropriateness of

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Table 1. Media Eligibility Validation Sheet

<table>
<thead>
<tr>
<th>No</th>
<th>Assessment Aspects</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does the Wizer platform help students understand Arabic language learning?</td>
<td>43.3%</td>
<td>56.7%</td>
<td>-</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>2</td>
<td>Wizer platform as a medium to measure students’ ability to memorize vocabulary?</td>
<td>40%</td>
<td>56.7%</td>
<td>3.3%</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>The Wizer platform is a form of technological development in the world of Education</td>
<td>46.7%</td>
<td>53.3%</td>
<td>-</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>The advantage of the Wizer platform is that it is straightforward to access anywhere, anytime, and by anyone</td>
<td>37.0%</td>
<td>58.6%</td>
<td>3.4%</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Wizer platform as a medium for student learning motivation</td>
<td>40%</td>
<td>56.7%</td>
<td>3.3%</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>6</td>
<td>The Wizer platform is very suitable for use in Arabic language learning media</td>
<td>46.7%</td>
<td>45%</td>
<td>6.7%</td>
<td>-</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>7</td>
<td>The Wizer platform is very effective in improving student learning outcomes</td>
<td>46.7%</td>
<td>53.3%</td>
<td>-</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>8</td>
<td>The appearance of the Wizer platform is beautiful</td>
<td>46.7%</td>
<td>50%</td>
<td>3.3%</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>9</td>
<td>The language used in the Wizer Platform application is easy to understand</td>
<td>43.3%</td>
<td>56.7%</td>
<td>-</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>10</td>
<td>The Wizer platform is a media in the form of educational games</td>
<td>38.7%</td>
<td>61.3%</td>
<td>-</td>
<td>-</td>
<td>Agree</td>
</tr>
</tbody>
</table>

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the material, including in the disagree category (TS). The lowest research results for students regarding the validation of the feasibility of the learning media material developed by the Wizer Platform to measure students’ abilities in learning Arabic obtained a presentation of 0%, based on the presentation of validation achievements regarding the suitability of the material, including in the strongly disagree (STS) category.

**Material Feasibility Validation Sheet**

The results obtained from media suitability by media experts concluded that the resulting learning media was suitable for use. Media validation aims to detect media deficiencies on the Wizer platform. The researcher created the learning media in the form of the Wizer platform as a medium for learning Arabic in higher Education. Students in the form of a completed questionnaire validate the assessment. Evaluate the suitability of learning media by filling out a questionnaire. This research aims to apply learning media using the Wizer platform for the learning system and to obtain data to improve learning understanding. This application is in the form of an educational worksheet to assess student abilities; the Wizer platform learning media research data on the Media Feasibility Validation Sheet can be seen in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Assessment Aspects</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Wizer platform is a student worksheet in the form of a game</td>
<td>48,4%</td>
<td>47%</td>
<td>3,2%</td>
<td>-</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>2</td>
<td>The Wizer platform is equipped with attractive images</td>
<td>45,2%</td>
<td>54,8%</td>
<td>-</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>The Wizer platform is suitable for use as a medium for learning Arabic</td>
<td>45,2%</td>
<td>51,6%</td>
<td>3,2%</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>The aim of the Wizer Platform is as a medium to increase students’ interest in learning Arabic</td>
<td>48,4%</td>
<td>51,6%</td>
<td>-</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>The Wizer platform is used for distance learning media</td>
<td>35,5%</td>
<td>64,5%</td>
<td>-</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>6</td>
<td>Learning media with the Wizer platform is needed in learning Arabic</td>
<td>40%</td>
<td>60%</td>
<td>-</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>7</td>
<td>Suitability of material for Arabic language learning</td>
<td>35,5%</td>
<td>58,1%</td>
<td>3,2%</td>
<td>3,2%</td>
<td>Agree</td>
</tr>
<tr>
<td>8</td>
<td>Color harmony with</td>
<td>50,4%</td>
<td>45,4%</td>
<td>-</td>
<td>-</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
Utilization of Gamification in Arabic Language Learning to Increase Student Motivation and Achievement

The data from the material feasibility trial results can be described as follows: Of the 30 students who were used as examiners or assessors in this research, the results of the students’ highest assessment of the validation of material suitability for learning on the development of the Wizer Platform were to measure that the vocabulary used was vocabulary. These are commonly used in everyday life and received the highest presentation of 50.4%, based on the presentation of validation achievements regarding the suitability of the material, including in the Strongly Agree (SS) category. The second highest assessment result regarding the validation of the feasibility of the learning media material developed by the Wizer Platform to measure the vocabulary used was correct, obtaining the highest presentation of 64.5%, based on the presentation of validation achievements regarding the appropriateness of the material, including in the agree (S) category. The results of the third highest student assessment regarding the validation of the feasibility of learning materials developed by the Wizer Platform to measure students’ abilities in learning Arabic obtained a presentation of 3.2%, based on the presentation of validation achievements regarding the appropriateness of the material, including in the disagree (TS) category. The lowest research results for students regarding the validation of the feasibility of the learning media material developed by the Wizer Platform to measure students’ abilities in learning Arabic obtained a presentation of 3.2%, based on the presentation of validation achievements regarding the appropriateness of the material, including in the strongly disagree (STS) category.

**Language Eligibility Validation Sheet**

The results obtained from media suitability by media experts concluded that the resulting learning media was suitable for use. Media validation aims to detect media deficiencies on the Wizer platform. The researcher created the learning media in the form of the Wizer platform as a medium for learning Arabic in universities. The assessment validation is done using a completed questionnaire. Evaluate the suitability of learning media by filling out a questionnaire. This research aims to apply learning media using the Wizer platform for the learning system and to obtain data to improve learning understanding. This application is in the form of an educational worksheet to assess student abilities; the Wizer platform learning media research data on the Media Feasibility Validation Sheet can be seen in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Assessment Aspects</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>vocabulary used commonly in everyday life</td>
<td>64,5%</td>
<td>32,3%</td>
<td>3,2%</td>
<td>-</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>2</td>
<td>the vocabulary is correct</td>
<td>28,1%</td>
<td>68,8%</td>
<td>3,1%</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>proper use of Arabic vocabulary</td>
<td>39,4%</td>
<td>54,5%</td>
<td>6,1%</td>
<td>-</td>
<td>Agree</td>
</tr>
</tbody>
</table>
Data from the results of the language suitability trial can be described as follows: Describes that the 30 students who were used as examiners or assessors in this research, the highest student assessment results for validating the language suitability of the Wizer Platform development learning media for measuring students’ abilities in learning Arabic were obtained. The highest presentation was 64.5%, based on the presentation of the validation achievement of language suitability, included in the strongly agree (SS) category. The second highest assessment result for validating language suitability for learning media developed by the Wizer Platform for measuring students’ abilities in learning Arabic obtained the highest presentation of 68.8%, based on the presentation of the validation achievement for language suitability, including in the agree (S) category. The results of the third highest student assessment of validation of language suitability for learning on the development of the Wizer Platform to measure students’ abilities in learning Arabic obtained a presentation of 15.2%, based on the presentation of the validation achievement of language suitability, including in the disagree (TS) category. The results of student research on validation of language suitability for the learning media developed by the Wizer Platform to measure students’ abilities in learning Arabic obtained a presentation of 0%, based on the presentation of validation achievements on language suitability, included in the strongly disagree (STS) category.

In this day and age, the use of gamification based on the Wizer platform is very necessary because students are now more inclined to use the internet rather than answering questions on paper manuals; by using Android, students are helped more, especially lecturers, who are greatly helped by the Wizer platform. The characteristics of this learning media are that the material on the influence of Wizer gamification is presented without being long-winded, the objectives of Wizer learning are clear, the instructions for using the tool are clear, and the learning flow is clear. Using the Wizer application has a unique attraction for Arabic language students. The positive impact of the Wizer application is that it makes it easier for students to access learning and keep up with developments in the current modern era. Therefore, students must be

<table>
<thead>
<tr>
<th></th>
<th>The vocabulary used is practical for learning Arabic</th>
<th>48.5%</th>
<th>45.5%</th>
<th>6.1%</th>
<th>-</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Vocabulary accuracy in Arabic</td>
<td>48.5%</td>
<td>45.5%</td>
<td>6.1%</td>
<td>-</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>6</td>
<td>The usage in Arabic is correct</td>
<td>40.6%</td>
<td>56.3%</td>
<td>3.1%</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>7</td>
<td>The language used is straightforward to understand</td>
<td>36.4%</td>
<td>60.6%</td>
<td>3%</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>8</td>
<td>Accuracy in the use of terms</td>
<td>33.3%</td>
<td>66.7%</td>
<td>-</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>9</td>
<td>The language used is appropriate for students’ intellectual development</td>
<td>39.4%</td>
<td>51.5%</td>
<td>9.1%</td>
<td>-</td>
<td>Agree</td>
</tr>
<tr>
<td>10</td>
<td>The vocabulary used is appropriate to the student’s emotional level</td>
<td>54.5%</td>
<td>30.3%</td>
<td>15.2%</td>
<td>-</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
able to use Wizer online properly and correctly. So that Arabic language students can make our nation proud.

The result of this research is the development of the Wizer Platform as a medium for learning Arabic in tertiary institutions. The use of the Wizer Platform helps assist in the online collection of assignments made by educators, which will certainly shorten the time in creating assignments in the Arabic language learning process in higher education so that students can save time in collecting assignments as a medium for measuring students’ abilities to achieve learning goals. Can be achieved. The Wizer platform is an online-based learning media platform that supports learning activities in higher Education. The advantage of the Wizer platform is that the material can be accessed anytime, anywhere, and by anyone. It is equipped with various interesting features so that students do not feel bored, and it is a medium for evaluating student learning.

The results of this research are the use of gamification in Arabic language learning to increase student motivation and learning achievement in higher Education. The use or utilization of gamification, one of which is the Wizer Platform, helps the Arabic language learning process so that students gain innovation and creativity. It can also serve as a medium for measuring students’ abilities to achieve learning goals. The Wizer platform is an online-based learning media platform that supports learning activities in higher education. The advantage of the Wizer platform is that the material can be accessed anytime, anywhere, and by anyone. It is equipped with various exciting features so that students do not feel bored, and it is a medium for evaluating student learning.

Research examining the effect of Wizer gamification on student academic performance shows that many students like learning using the Wizer platform. The method used in this research is a quantitative method that uses numbers in the research. This quantitative research method is obtained by collecting large amounts of data obtained by researchers by visiting the research site directly to find research data that comes from the source and is valid. Using quantitative methods, researchers can explain in detail how many people or how much data has been researched in the field. This method also makes it easier for researchers to create scientific work using tables, bar charts, pie charts, line charts, or graphs. Scientific work uses data with transparent sources and conditions based on what is available at the research site.

![Figure 2. Example of Wiser Platform Picture Form](image)

The image above is the Wizer platform learning media format for learning Arabic. The Wizer platform has many exciting features that its users can use. Its features include worksheets, making it easy for students to perform practice exercises and quizzes. The learning process becomes more engaging and enjoyable due to the use of various interactive features in the Wizer platform. By utilizing gamification strategies, students are motivated to learn and achieve their academic goals. The use of gamification in the Wizer platform helps students develop critical thinking, problem-solving skills, and creativity, which are essential for success in higher Education.
educators to create assignment descriptions and titles and upload files. Second, there is the Learner feature. This feature makes it easier for educators to see students' final grades and facilitates class learning, grading, and dividing classes. Creating student worksheets is one of the benefits of using the Wizer application. To create multiple-choice questions and essays. At the same time, Users can create question types such as sorting, matching, table filling, filling questions, discussion, and word search. This completeness of features is what makes Wizer very popular with many educators. Apart from that, the Wizer platform also has many useful features for students. The Wizer platform also provides a variety of interactive learning materials, such as flashcards, word puzzles, and practice questions that can help students learn vocabulary, grammar, and speaking skills.

CONCLUSION

Based on the research results, gamification in Arabic language learning is necessary to increase student motivation and learning achievement in tertiary institutions. It has many benefits for students and lecturers. This learning media aims to provide students with more enthusiasm and serve as a medium for evaluating student learning so that learning objectives can be achieved optimally. The researcher hopes that future researchers will be able to help universities that cannot yet use Wizer media as a new learning innovation and can use this media easily for current developments.

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REFERENCES


Utilization of Gamification in Arabic Language Learning to Increase Student Motivation and Achievement


