



## Assessment of Grade 7 Nahwu Learning with Wordwall Media at MTS Al-Yasiniyah Kudus

Abdul Ghofur

Teacher of Madrasah Aliyah Al-Yasiniyah, Kudus, Indonesia

[ghofursjd98@gmail.com](mailto:ghofursjd98@gmail.com)

### *Abstract*

*This article describes a network-based assessment of Grade 7 nahwu learning. Learning assessment is very important in measuring the level of achievement of students in learning. The purpose of writing this article is to describe how the learning assessment process with wordwall media and how students respond to the assessment. This article uses descriptive qualitative method. The object of this research is the learning assessment process for all grade 7 students. In the implementation of this assessment there are four stages including: planning, implementation, observation, and reflection. The results obtained were assessment planning by making questions and creating a wordwall account by the teacher. In its implementation, the assessment was carried out in two sessions, namely group sessions and independent sessions. Then in the observation process, it was found that students were more able to cooperate in groups and were not stressed. In terms of reflection, teachers find it easier to assess students' learning achievements. Meanwhile, students' responses seemed more enthusiastic and more curious about their assessment achievements.*

***Keywords:** Learning Assessment; Learning Media; Nahwu.*

### **Abstrak**

**Penilaian Pembelajaran Nahwu Kelas 7 Dengan Media Wordwall Di Mts Al-Yasiniyah Kudus.** Artikel ini mendeskripsikan tentang asesmen pembelajaran nahwu kelas 7 berbasis jaringan. Asesmen pembelajaran sangat penting dalam mengukur tingkat ketercapaian peserta didik dalam pembelajaran. Tujuan penulisan artikel ini adalah untuk mendeskripsikan bagaimana proses asesmen

pembelajaran dengan media wordwall dan bagaimana respon siswa terhadap asesmen tersebut. Artikel ini menggunakan metode kualitatif deskriptif. Objek penelitian ini adalah proses asesmen pembelajaran untuk seluruh siswa kelas 7. Dalam pelaksanaan asesmen ini terdapat empat tahapan antara lain: perencanaan, pelaksanaan, pengamatan, dan refleksi. Hasilnya didapatkan perencanaan asesmen dengan membuat soal dan membuat akun wordwall oleh guru. Dalam pelaksanaannya, Asesmen dilaksanakan dalam dua sesi yaitu sesi kelompok dan sesi mandiri. Kemudian dalam proses pengamatan, didapati peserta didik lebih dapat bekerjasama dalam kelompok dan tidak stres. Adapun dalam hal refleksi, guru lebih mudah menilai capaian pembelajaran siswa. Sementara respon siswa terlihat lebih antusias dan lebih banyak keingintahuannya terhadap capaian asesmen mereka.

**Kata kunci:** Asesmen Pembelajaran; Media Pembelajaran; Nahwu.

## A. Introduction

Learning is an important part of the education process. In fact, the teaching and learning process is the core of the entire educational process where the teacher is the main person in charge. The teaching and learning process is an integrated (holistic) activity between learners and teachers as facilitators. In principle, interaction can occur in an educational environment to achieve certain goals. Interaction between teachers and students is the main requirement for the learning process (Nofiaturrehman & Kusmiyarsih, 2023b, 126). Later, the learning process is strongly influenced by the person in charge, which in this case is called the teacher.

As a person in charge, the teacher is a leader. Every leader is expected to have an ideal leadership style that is adjusted to the conditions and demands of the times. In the context of learning, a teacher should make innovations so that learning in the classroom is not monotonous. Ideally, teachers can also practice these innovations in school learning. Generally, innovation in learning is implemented in two ways. First, in the learning process such as learning models, learning media, learning strategies, learning programmes (Ghofur, 2023) and secondly in terms of assessment such as assessment models and assessment media. In the first context, teaching methods are flexible and collaborative, meaning that one teaching method can be combined with other teaching methods (Tokan, 2016, 92). Likewise, in the second context, the assessment model and media can also affect students' performance in answering each item in the assessment being carried out.

Assessment is the activity of collecting, analysing, and interpreting data or information about learners and their environment to obtain a picture of the condition of individuals and their environment as material for understanding individuals and developing guidance and counselling service programs that are in accordance with their needs (KBBI VI Daring, n.d.). Looking at current conditions, learning is inseparable from technological assistance. It seems that technological sophistication has penetrated learning both in schools, madrasah, and even pesantren institutions. Madrasah is an Islamic education unit that is currently placed as a school education in the national education system (Ihsan, 2019, 404). In PAI subjects, the application of technology-based learning can also be implemented. Based on the above information, this research is important in order to describe the development of learning media and assessment in madrasah. The success of the learning process can be from the process of utilising media and optimising existing potential and power. In a study conducted by Jacky, et al, showed that gamification-based learning of wordwall games showed very valid results. In addition, the response from students as users of this media gave a very positive response to help them learn reaction rate material in a fun way with an attractive and game-based display (Nenohai et al. 2022, 122).

Among some previous studies related to this research include: first, the research of Nusrah Mazelin, et al entitled "Using Wordwall to Improve Students' Engagement in ESL Classroom". The study aimed to identify the impact of using Wordwall on students' participation in ESL classes and to examine students' perceptions of using Wordwall in ESL classes. The results of the study revealed that incorporating Wordwall into the classroom has a favourable impact on students' participation in the classroom. According to the research findings, the implementation of Wordwall can improve students' understanding of the English learning process as well as students' engagement in the ESL classroom, in addition, the study recommends a larger sample size can be used (Mazelin et al., 2022). Second, Indro Wicaksono's research entitled "Application of Formative Assessment of Physics Learning with Educational Game Quizzes and Self-Assessment of High School Students". The study aims to conduct formative assessment of physics learning with educational game quizzes on the topic of "Global Heating Substances" and provide self-assessment to students. The results of the study revealed that the Kahoot! application is very appropriate to be used to provide fast and effective feedback to students, so that improvements in understanding of knowledge and information needed by students can be provided directly (Wicaksono et al., 2022). Third, research by Jacky, et al entitled "Development of Gamification-Based Wordwall Game Platform on Reaction Rate Materials". The objectives of this study were (1) to determine the development of a wordwall game platform on reaction rate materials, (2) to determine the feasibility of a gamification-based

wordwall game platform from the results of wordwall is an application that can be used as learning media, learning resources, learning resources or online-based assessment tools that are attractive to students (Nenohai et al., 2022).

From some of these studies, it is interesting to discuss how the use of wordwall media in learning assessment. Rosdiani, et al in Agusti & Aslam suggested Wordwall is a games-based learning site where teachers can create various learning templates. Sun'iyah mentioned that this application has the advantage of having various game-shaped quiz templates that can increase student interest and learning so that learning becomes more. Sinaga & Soesanto also mentioned that the wordwall application provides a variety of templates such as the form of multiple option questions (quiz), crossword mysteries, sorting cards or matching pictures (matching pairs), pairing the right answers (find the match), and so on, so that the evaluation tool can be used as a daily evaluation tool or semester evaluation tool. This can be an opportunity to utilise e-learning as an innovative learning media (Agusti & Aslam, 2022, 5795–5796).

From some of these studies, this research article is different in several ways: first, the purpose of this article is to describe the use of wordwall media in formative assessment of salaf learning in madrasah (Nahwu subject). Secondly, the object of this research is conducted in madrasah at the junior high level.

## **B. Method**

This research article uses a descriptive qualitative method. Data collection is done by observation and documentation. The research object of this article includes the assessment process in nahwu learning grade 7 MTs Al-Yasiniyah Kudus. To obtain research data, the instruments used are online media called wordwall, student self-assessment, and student responses. As for the analysis technique, this article uses the Huberman and Miles model interactive analysis technique (Suyitno, 2018, 129–131).

## **C. Results and Discussion**

### **1. Implementation of Wordwall Media in Nahwu Grade 7 learning assessment**

In the assessment process, subject teachers carry out several steps, among others:

#### **a. Planning.**

In this case, what the teacher did included: first, choosing the type of assessment. At this stage, teachers conduct daily formative assessments to find out the learning outcomes of theme one. Second, teachers design assessment questions. At this stage, teachers create a categorial

question model, which is a type of question that groups things into certain categories. In this assessment, the theme used as assessment is the theme of word class (*kalimah*). So the teacher makes several examples of *kalimah* then makes categories based on *isim* (nouns), *fi'il* (verbal words), and *huruf* (non-nouns not verbal). For more details can be seen from the picture below:



Figure 1: *Isim* grouping question



Figure 2. *Fi'il* grouping question

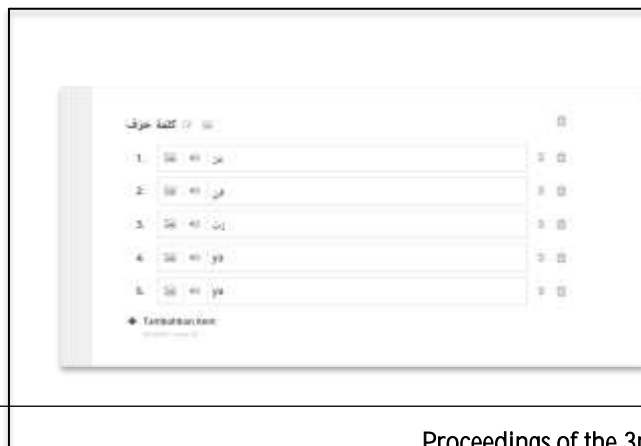


Figure 3. *Filling* grouping problem

And third, designing the implementation of the assessment and its stages. At this stage, the teacher prepares the following assessment rules and guidelines:

1. All students attend in an orderly manner,
2. All participants are not allowed to open books and so on,
3. Answer the questions using the gadget provided by the teacher, and the time to answer the questions is 5 minutes,
4. Work on the easier ones first,
5. Problem solving is carried out in two sessions,
6. The first session is a group session,
7. Each group consists of three people,
8. Group sessions are used to observe students' cooperation, interest, and curiosity,
9. In the group session, participants may ask questions and discuss with their group mates,
10. Other group participants are not allowed to interfere with group participants who are working on problems,
11. The second session is an individual session,
12. Each individual works according to the maximum duration (5 minutes),
13. When finished working, each participant is required to write their name on the leaderboard,
14. In the second session, the value or score obtained by the student automatically appears.
15. Individual sessions are used to see student interest, student cognitive aspects, student honesty and student responses.
16. Looking at the first step above, the subject teacher has designed the flow and guidelines for implementing the assessment quite well and coherently.

This is in accordance with what is stated by Fifi & Kusmiyarsih that educators play an important role in organising the learning process and planning to the learning evaluation stage. This is done to measure the level of student success in participating in learning. Teachers can

also motivate students when students experience self-confidence or frustration due to difficulty understanding lessons. Moh. Takdir Illahi as cited by Fifi said that teachers must be able to utilise all their potential to improve achievement (Nofiaturrahmah & Kusmiyarsih, 2023a, 41). With assessment planning in place, subject teachers are one step closer to success.

b. Implementation.

In this case, the teacher starts the assessment after the learning theme is completed. Beforehand, the teacher conducts feedback. The implementation of the assessment is in accordance with the assessment instructions. During the implementation, the teacher observes the students' behaviour and monitors the assessment to make it conducive.

From the observation, it is known that the number of students in class 7 is 10 students. The available lesson hours are 2 x 45 minutes. So the teacher needs to provide 50 minutes to carry out the assessment if the maximum duration is 5 minutes for each student. In addition, teachers need an additional duration of 3 x 5 minutes for group sessions. So the total time allocation needed is 65 minutes. The remaining time is 25 minutes for opening and closing. At this stage, the teacher carries out the assessment according to the plan.

c. Observation.

In this step, the subject teacher observes the course of classroom assessment with wordwall media in grade 7 Nahwu subjects and how students respond during the assessment process. In this session, the teacher observes several things to be assessed, namely honesty, student interest, curiosity, cooperation, and student response. This refers to the achievement of learning based on three components This learning process is expected to bring about behavioural changes. The anticipated behavioural changes are those that affect three aspects of development: cognitive, emotional, and psychomotor. (Rahmah and Kusmiyarsih 2023, 126).

Table 1. Implementation observation results

No.	Indicator	Observation Result
1.	Group Cooperation	Most students are able to cooperate
2.	Honesty	All students work according to their respective abilities

3.	Curiosity	Most students have curiosity
4.	Responsible	Most students can be responsible judging from the opportunities given
5.	Rasa Percaya diri	Self-confidence Most students seem to have high self-confidence

The five indicators above are some of the indicators included in students' social-emotional skills. These indicators can be an achievement of student learning engagement where it can shape students' success beliefs. Adeshola & Agoyi explained that learning engagement can bring students into maximum activity so as to provide provisions for students to succeed in learning (Andrian & Effendi, 2023, 15).

The assessment data shows that many students are not yet complete, with only a few students achieving above the minimum score. The following is the data from the assessment of nahwu learning:

Table 2. Grade 7 Nahwu learning assessment results

NO.	Name	Score	Ranking	Description
1.	A'la	18	1	attend
2.	Dahlan	14	2	attend
3.	Bagas	12	3	attend
4.	Haqi	10	4	attend
5.	Zidni	10	5	Attend
6.	Radit	8	6	Attend
7.	Faiz	8	7	Attend
8.	Fadhil	7	8	Attend
9.	Bagus	6	9	Attend
10.	Syahrul	0	10	Absent



Based on the table above, it can be seen that of the 24 items assessed, three students were able to answer more than 10 items. As for the others, they have not been able to answer above 10 items due to several factors including: lack of focus in doing the assessment, not understanding the question instructions, and some not understanding the questions.

d. Reflection.

In this case, the assessment results and student attendance will be used as a reflection and consideration in learning the next theme. The assessment results are divided into three groups, namely cognitive aspects taken from the final score, psychomotor aspects taken from students' curiosity and activeness, and cognitive aspects taken from students' cooperation and honesty.

Reflection activities are important for teachers as educators. Nofiaturrahmah & Rahmawati argued that improving the quality of learning should be done to meet the needs of students to live in society. In this case, the teacher as an educator must have the aim of helping to form skills in students which include 1) cooperation skills, 2) communication skills, 3) creativity, 4) critical thinking skills, 5) skills using information technology, 6) numerical skills, 7) problem solving skills, 8) self-regulation skills, and 9) learning skills. (Nofiaturrahmah & Rahmawati, 2023, 27).

1. From the results of the observations, several problems were encountered during the implementation of the assessment as follows:
2. The lack of available devices means that the teacher needs more time because only one media is used. This causes students to take turns one by one.
3. Learners have to wait for a long queue causing some learners to wait.
4. Some learners arrived late so the assessment was slightly disrupted.

Assessment should be seen as one of the important factors that determine the achievement of learning processes and outcomes, not just as a way to assess learning outcomes. Assessment activities should primarily provide information for teachers to improve their teaching skills and help students achieve optimal learning development (Warsah, 2022, 189).

## 2. Students' response to learning assessment with wordwall

From the observation during the assessment, the following student responses were found:

1. Active. Student activeness can be seen from student participation during the observation. Student activeness is an important value for the teacher in order to see the condition of the assessment implementation. In the assessment, it appears that the majority of students are enthusiastic in doing the assessment because they want to know how many scores they get.
2. Happy. Students' happy response can be seen from the classroom atmosphere during the implementation of the assessment. Seeing students happy to work means seeing that the assessment is not a burden for students. In the assessment, it appears that students are happy to do the assessment because it is game-based. Therefore, students did not show an attitude of annoyance, instead they tended to want to try it again until they got the score they wanted.
3. Not Saturated. In this criterion, students' lack of boredom can be seen from the attitude of students who are eager to work and feel challenged. Students are also more motivated and eager to take part in competitions through the wordwall application. In the assessment, students seemed to tend to enjoy the questions given in the game. In addition, with the specified duration, students also feel challenged in the speed of answering questions.

As a medium for learning evaluation, the wordwall web-based application has the advantage of being used as feedback by teachers to students in their mastery of the material. Not much different from other web-based applications such as Kahoot! (Wicaksono et al., 2022, p. 148) and similar apps, the application can provide a quick response for teachers in evaluating grade 7 Nahwu learning material at MTs Al-Yasiniyah Kudus. In addition, the application also offers several varied forms of games so that it is not monotonous. The disadvantage is that there is a special fee and subscription if you want to use all the menus provided by the application developer. This is certainly a tough thing for teachers who do not have sufficient financial facilities because not all education units, let alone madrasah, are supported with adequate finances.

#### D. Conclusion

Learning assessment is very important in measuring the level of achievement of students in learning. The assessment of grade 7 nahwu learning at MTs Al-Yasiniyah Kudus is as follows: 1) teachers in carrying out learning assessments take several steps including planning, implementation, observation, and reflection; 2) student responses look active, happy, and not bored when implementing assessments using wordwall media.

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