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Web Based Assessment Alternative for Arabic Online Exam

Nur Fuadi Rahman^{a, 1}, Ahmad Dakhoir^{a, 2}, Ahmad Makki Hasan^{b, 3}, Humairo Nur Ihsani^{a, 4}, Nurul Khair^{c, 5}

^aIAIN Palangka Raya, Indonesia

^bUIN Maulana Malik Ibrahim Malang, Indonesia

^cAhlul Bait International University, Tehran, Iran

¹nurfuadirahman@iain-palangkaraya.ac.id*, ²ahmad.dakhoir@iain-palangkaraya.ac.id, ³ahmadmakkih@pba.uin-malang, ⁴humaira1293@gmail.com, ⁵nurulkhair97@gmail.com

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*Corresponding

Author:

Name: Nur Fuadi Rahman

Email:
nurfuadirahman@iain-palangkaraya.ac.id

ABSTRACT

This study to explore the steps of web-based assessment using gnomio.com as a mean of evaluation during online Arabic language Course. This work uses a descriptive qualitative approach. As many as 56 college students of IAIN Palangka Raya, Indonesia were the subject of this work. The data collected for this work obtained through direct observation, open respond questionnaires and interview. The result of this work shows that the utilization of web-based assessment using gnomio.com on those students are well accepted in terms of perceived ease of use and perceived usefulness. The mobility indicator on perceived ease of use bolsters along with the pandemic situation. In terms of Perceived usefulness of Web based assessment using gnomio.com, it gives feedbacks to the students compared to other applications.

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Keywords

Arabic evaluation; Web Based Assessment; gnomio.com

مستخلص البحث

يهدف البحث اكتشاف خطوات التقييم على موقع الإلكتروني باستخدام gnomio.com في مادة اللغة العربية. الطريقة المستخدمة في هذا البحث هي بحث الوصفي النوعي. وكانت عينة البحث ٥٦ طالبًا في جامعة الإسلامية الحكومية بالانكاريا. وأسلوب جمع البيانات المستخدمة هي الملاحظة و الأسئلة المفتوحة والمقابلة. أوضحت النتائج أن استخدام التقييم على موقع الإلكتروني باستخدام gnomio.com على الطلاب مقبولاً، لأن سهولة الاستخدام المدركة و إفادة المدركة. إمكانية التنقل أحدى المؤشر في سهولة الاستخدام المدركة مناسبة في هذا عصر الجائحة. تعطى إفادة المدركة في التقييم على موقع الإلكتروني ردود الفعل الى الطلاب.

تقييم اللغة العربية، التقييم على موقع الإلكتروني، gnomio.com

كلمات أساسية

INTRODUCTION

The development of communication, information, multimedia and other new technologies has caused the educational paradigm to begin to shift from conventional-based instruction to technology-based instruction (Ilmiani et al., 2020). The flow of globalization and the very rapid development of information and communication technology in the last decade has affected every aspect of human life (Fauzi dkk., 2020)

Prior to the massive entry of Information Technology, student academic achievement was evaluated through a system of paper-based assignments and tests (Abass et al., 2017). In recent decades, various approaches and scoring systems have been developed. Along with improvement in information technology, the conventional evaluation paradigm from paper and pencil has become a computer-based and web-based format in recent years (Rashad et al., 2010).

Evaluation is an integral part of the learning process, through evaluation, the success or failure of learning activities can be known. Evaluation is used to collect data to determine the extent to which the learning objectives have been achieved. To conduct an evaluation, a tool or instrument is needed, namely a test (As'ari, 2017). Test is an important part of the learning evaluation process (Nikou & Economides, 2018).

The evaluation of Arabic learning is basically still classified as conventional one, the evaluation carried out is still using paper and pencil, it can be seen in school or university exams (Gebriel & Taha-Thomure, 2013). Learning that focuses on reading, writing, vocabulary, and grammar causes conventional evaluations to be favored by many Arabic language teachers both in schools, Islamic boarding schools and universities.

Conventional evaluation has at least a few drawbacks, namely it is not time efficient, costs a lot to produce the instrument, leakage of exam questions, and assessment errors (Abass et al., 2017). The evaluation correction process followed by students is quite complicated and takes a long time, so it is quite tedious for teachers, score processing is also complicated and feedback to students will also take a long time, and psychologically, conventional exams will give students anxiety (Seteman, 2007). 2010).

Some researches show that web-based evaluation systems offer greater flexibility, because tests can be taken at different times and locations by students (Olufisoye, 2012). Online evaluation has been successfully implemented in replacing paper-based test-based evaluation (Romero et al., 2009). It is particularly suitable for summative evaluation (Arthur et al., 2014), having a positive impact on student motivation, learning performance and attitudes (Nikou & Economides, 2016). Students feel that the use of technology in the assessment

is more promising, credible, objective, fair, interesting, fun, fast, not difficult to operate and not give a pressure to students (Croft et al., 2001).

Online evaluation provides an opportunity to provide innovative assessments (Nguyen et al., 2006). There are at least two online-based evaluation processes, they are Web Based Assessment, and Mobile Based Assessment (Scherer & Siddiq, 2015). Web based assessment is a computerized evaluation by a system that can be done by opening certain web pages (Avraamidou, 2006). Basically Web-based assessment is the same as traditional assessment, traditional paper-based assessment that becomes online based on a website (Nguyen et al., 2006).

It is necessary to make innovation in terms of evaluating Arabic learning using systems or technology (Zurqoni et al., 2020). Technology will improve the competence of Arabic language teachers (Ritonga dkk., 2021). One of the media that can be used is gnomio.com. Gnomio.com is a free version of moodle, to use the gnomio.com web, teachers only need to access it directly to gnomio.com, no other application is needed, the layout and appearance looks the same as moodle's, in other words the features and functions are clearly the same as moodle (Rahman et al. , 2020).

Gnomio.com is a website that serves to create and develop a learning web (Batubara, 2013). This application has the advantage of conducting an online evaluation based on a website, an evaluation system that is not limited by space and time, so that it can be accessed anywhere, anytime. The web can also be access from a laptop, computer, or smartphone (Zyainuri & Marpanaji, 2012).

Evaluation in online-based Arabic learning began to be developed by several researchers, including the use of google form as an evaluation tool in *maharah kitabah* (Amalia, 2019), google classroom as an evaluation tool for Arabic teaching (Ramadhani, 2018), but google form and google classroom have lack of features in making *istima'* questions (Ramadhani, 2019). Gnomio.com is an e-learning site that can provide online tests, has a feature to create *istima'* questions.

Researchers are interested in exploring further about the implementation of online evaluation in Arabic learning using gnomio.com, because no one has researched the gnomio.com media as an Arabic language evaluation/test media based on Web Based Assessment. The findings in this study are expected to provide new insights regarding an alternative online evaluation using gnomio.com which can be implemented in an online evaluation of Arabic learning.

METHOD

This study uses a descriptive qualitative approach that produces descriptive data in the form of written or spoken words from people and observed behavior. This study aims to implement gnomio.com as a medium for online evaluation of Arabic courses. The researcher also explores the advantages and disadvantages of online evaluation of Arabic with the media Gnomio.com. The subjects of this study were IAIN Palangka Raya students who took the Arabic language course for the 2020/2021 academic year, totaling 56 students.

Data collection techniques used is direct observation of the Arabic online evaluation process using the gnomio.com website. The distribution of an open questionnaire or an open response questionnaire was given to students to investigate the advantages and disadvantages of the Arabic online evaluation process. Interviews conducted with students and Arabic language lecturers at IAIN Palangka Raya for data verification.

Furthermore, the data obtained from informants were analyzed using the theory of Miles & Huberman, reduction, display, and conclusion. The data validity on this study was measured through data triangulation techniques and data sources.

RESULTS & DISCUSSION

The Steps of Arabic Web Based Assessment Online Evaluation

Based on the results of observations and interviews, researchers found the online evaluation process of Arabic has several stages. The following are the stages/steps in the online evaluation process using gnomio.com media.

The teacher has designed the web gnomio.com as an online learning medium, with the URL Bahasaarab312.gnomio.com. the site is an e-learning developed by one of the Arabic language lecturers at IAIN Palangka Raya (Ilmiani et al., 2020). The site can be accessed via a laptop, computer or smartphone. Students must first log in with the user and password that was previously given to access the evaluation program (Rahman et al., 2020).

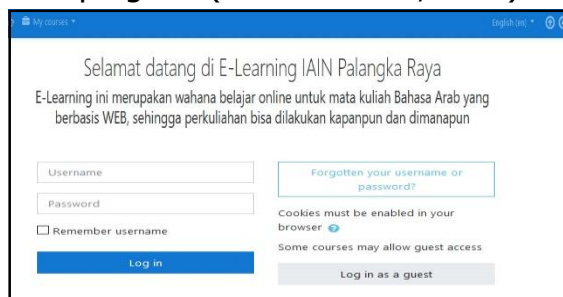


Figure 1. Display Page Of Bahasaarab312.Gnomio.Com

Figure 1 shows username and password are used to identify students who take the Arabic language exam. The evaluation used is in the form of a summative evaluation, at the Mid-Semester Examination (UTS) and Final Semester Examination (UAS) stages, and it is in the form of multiple choice, there are no subjective answers to questions, and a system that corrects the answers, so students will believe that the exam will be fair and objective (Bouzidi & Jaillet, 2009).

Before students do the test, there is a tutorial video on how to do it, with the aim that students understand and know how to take online exams in Arabic learning. Equipped with facilities that can assist students in doing online exams will have an impact on the fluency and convenience of students during the online exam process (Terzis & Economides, 2011).



Figure 2. Display Before Entering The Exam

Figure 2 describes the Display Page of prior to taking the exam at Bahasaarab312.Gnimio.Com. In order for the Arabic online exam to run smoothly, there are several rules and mechanisms when students take it. First, by providing an online exam schedule. For example, for online exams starting from 09.00 to 11.00, meaning that the Arabic online exam will be able to be done only at 09.00 to 11.00, it cannot be done before 09.00 or later than 11.00.

Second, the time limit. For example, when students take online exams, they enter the exam feature, which is 60 minutes. This means that when students have log in to the online exam question display, the time duration to answer questions is only 60 minutes. This time limit is intended so that students focus on answering the questions that have been provided.



Figure 3. Display of The Arabic Online Exam

Figure 3 shows display of the Arabic online exam. Students need to click start button to attempt to start the test. The Arabic online exam that is applied contains 50 questions will appear, in the form of multiple choices. To prevent students from cooperating in the implementation of the Arabic language online exam, the instructor has created a question bank for the implementation of the Arabic language online exam on the site Bahasaarab312.gnomio.com, The questions are divided into several categories of questions, such as *mufradat*, *istima*, simple *qoidah nawhu*, and *qiroah*, each question category has 20 types of questions. For example, for question number 1, a question about *mufradat*, then the settings for question no. 1 will be filled with 30 questions about *mufradat*, and only 1 question out of 30 questions available in the question bank, so comparisons will appear for the same questions in the online Arabic language exam among students is 1 of 20.

There are at least three tasks of a teacher in developing an Arabic online exam so that the implementation of this online exam runs smoothly, as expected. In addition to making questions that are in accordance with teaching materials, teachers must be able to create question banks, design online exams, and manage time in online exams (Wang, 2018).

The questions in the Arabic online exam are in accordance with the material that has been taught, the material is in the form of basic Arabic, with the following themes: *التعارف، الأسرة، المسكن، الحياة اليومية، الطعام والشراب، و الجامعة*. Online exams are made according to the content of the subject matter. If the questions are in accordance with the material being taught, then the test will be useful for students. The right questions will make students feel happy in doing the exam (Terzis & Economides, 2011). This online method exam can reduce students' stress levels when taking exams.

The feedback that students receive when completing the Arabic online exam is the score and the correct answer of the questions that have been done. Student scores will immediately come out when students complete their exams, this will make it easier for teachers to correct students' answers, because the system corrects and gives marks. In addition, students will know the appropriate answers to the questions that have been done.

| First name / Surname | Email address | State | Started on | Completed | Time taken | Grade/100.00 | Q. 1 /2.00 | Q. 2 /2.00 | Q. 3 /2.00 | Q. 4 /2.00 | Q. 5 /2.00 | Q. 6 /2.00 | Q. 7 /2.00 | Q. 8 /2.00 | Q. 9 /2.00 | Q. 10 /2.00 | Q. 11 /2.00 | Q. 12 /2.00 | Q. 13 /2.00 |
|------------------------|-----------------------------|----------|-------------------------|-------------------------|-----------------|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|
| Furi Wahidiyanti PBS C | furiwahidiyanti28@gmail.com | Finished | 20 January 2021 1:01 PM | 20 January 2021 1:52 PM | 50 mins 29 secs | 66.00 | ✗ 0.00 | ✓ 2.00 | ✗ 0.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✗ 0.00 | ✗ 0.00 | ✗ 0.00 | ✓ 2.00 | ✗ 0.00 | ✗ 0.00 |
| Nadia Sartini PBS C | Azka211@gmail.com | Finished | 20 January 2021 1:02 PM | 20 January 2021 1:45 PM | 43 mins 19 secs | 74.00 | ✗ 0.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✗ 0.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 |
| Akmalia Subardi PBS C | Hardy534632646@gmail.com | Finished | 20 January 2021 1:03 PM | 20 January 2021 2:02 PM | 58 mins 54 secs | 90.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 |
| Nita Cahaya PBS C | Cahayaanita69@gmail.com | Finished | 20 January 2021 1:04 PM | 20 January 2021 1:35 PM | 31 mins 11 secs | 98.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 |
| Syska Utami PBS C | syskautami@gmail.com | Finished | 20 January 2021 1:04 PM | 20 January 2021 1:46 PM | 41 mins 50 secs | 84.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✗ 0.00 | ✓ 2.00 | ✗ 0.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 |
| Rahayu Ningnih PBS C | rahayunih27@gmail.com | Finished | 20 January 2021 1:04 PM | 20 January 2021 1:46 PM | 41 mins 12 secs | 70.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✗ 0.00 | ✗ 0.00 | ✗ 0.00 | ✓ 2.00 | ✗ 0.00 | ✗ 0.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✗ 0.00 |
| Suharti PBS C | Suharti01199@gmail.com | Finished | 20 January 2021 1:05 PM | 20 January 2021 2:05 PM | 1 hour | 62.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✓ 2.00 | ✗ 0.00 | ✗ 0.00 | ✗ 0.00 | ✗ 0.00 | ✗ 0.00 | ✗ 0.00 | ✓ 2.00 | ✓ 2.00 | ✗ 0.00 |

Figure 4. Arabic Online Exam Report

The screenshot shows a student's exam interface. At the top, it says 'Ahmad Suharti PBS C'. The question asks: 'Yang manalan yang bukan termasuk jumlah muflah?'. The options are:

- أَنْفُكُ الْمَشَقَّةِ
- كَلِمَةُ الْكَلْبِ
- أَنْفُكُ الْبَطْنِ
- أَنْفُكُ بَيْنَ الْخَيْرِ

 The correct answer is 'كَلِمَةُ الْكَلْبِ'. Below the question is a 'Response history' table:

| Step | Time | Action | State | Marks |
|------|-----------------|-------------------------------|------------------|-------|
| 1 | 20/01/21, 13:03 | Started | Not yet answered | |
| 2 | 20/01/21, 13:12 | Saved ANSWER بَيْنَ الْخَيْرِ | Answer saved | |
| 3 | 20/01/21, 14:52 | Attempt finished | Incorrect | 0.00 |

Figure 5. Feedback From A Student Online Exam Report

Figure 4 and Figure 5 shows the Arabic online exam report and Feedback from a student online exam report. With the online Arabic exam, BahasaArab312.gnomio.com makes a report on the exams that have been carried out, the report is in the form of scores, correct and incorrect answers for each student, so that the teacher can analyze the shortcomings of each student.

The Student Of IAIN Palangka Raya Response In Online Exams

In this section, based on the results of an open questionnaire, several student responses were collected in the form of advantages of online Arabic evaluation.

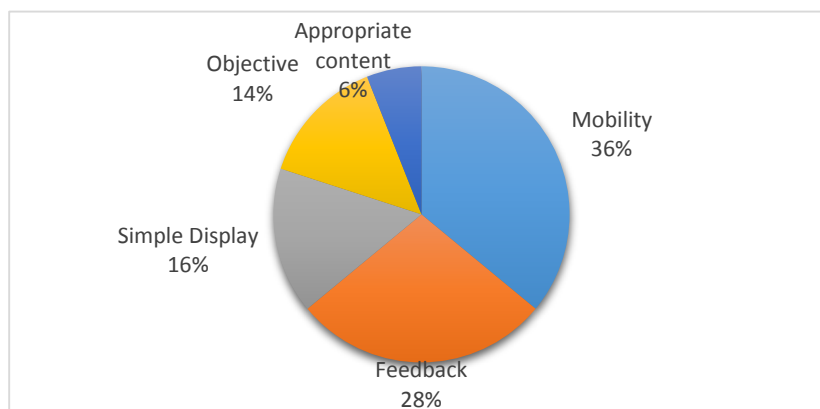


Figure 6. Data From For The Open Questionnaire

The researcher also interviewed Arabic students and lecturers as additional data verification. Figure 6 shows the results of the open questionnaire. It found that the advantages of the online Arabic test were mobility, a simple display (user interface), questions that matched the material (content), feedback, and objective exams.

Mobility

The advantage of the Arabic online exam is Mobility. This can be seen from the percentage of open questionnaires that have been answered by students. Mobility was selected as much as 36%. Mobility is one of the advantages of online Arabic exams due to the COVID-19 pandemic situation which requires online distance learning.

Mobility allows students to take Arabic exams anywhere and anytime using their own computer, laptop, or smartphone. The choice of mobility as one of the advantages of web-based assessment in Arabic based on the current online learning situation, and the student's domicile which is far away.

Even though the time for the Arabic online exam has been determined, students can take the exam anywhere, as long as there is an internet network. Mobility is an important part of conducting online-based exams, including web-based assessments. Mobility is an important variable that significantly affects the ease of a system or perceived ease of use (Park & Joon Kim, 2013).

Feedback

Feedback is one of the important elements in education (Nikou & Economides, 2017). In general, feedback is information given to individuals on the performance of their activities (Kluger & DeNisi, 1996). Therefore, every evaluation must have feedback from the exams that have been carried out.

Feedback is one of the advantages of the online Arabic test with a percentage of 28%.

The feedback available in this Arabic online exam is the score and correct answers from the exams that have been carried out. This give students as well as teachers benefits. With this feedback, it will be easier for lecturers to correcting the exam, because the system will correct student exam results automatically.

Lecturers also get reports on the results of the Arabic online exam, so that lecturers can identify students' weaknesses when participating in the Arabic learning process. The results of the report can also be shared to students as a form of evaluation for the students concerned.

Feedback for students is the results or scores of the exams that have been done, without knowing the scores of their peers. It is expected that when students know the results of the exam, they will reflect on and increase enthusiasm and motivation to study harder (Dahalan & Hussain, 2010).

Students will also know the appropriate answers to the questions that have been done so as to strengthen their perceptions that are suitable for learning tasks, or replace their perceptions that were initially wrong, thereby adding information, and allowing students to develop previous knowledge and improve their understanding (Ching & Hsu, 2016).

Feedback is an advantage, not only for students, but also for the teachers who concerned. Students will know the results/scores of the exam, and the correct answers, while the teacher will know the exam report of each student, both the student's answers during the exam and the test scores/scores of all students.

User Interface

The Arabic online exam with gnomio.com media has a simple appearance, so it doesn't make students confused when doing the exam. The simple display is the advantage of the online Arabic exam with a percentage of 16%.

The display in the Arabic online exam includes a screen design that appears on a computer, laptop or smartphone. In addition, the appearance or clarity of the text questions (Cheon & Grant, 2012). Questions that use Arabic text can be understood clearly by students. In addition, there are several questions in the form of images, audio, and video that are clear and easy to understand. The same thing was said by the Arabic language lecturer that the appearance of the questions in the Arabic online exam was good. So that it can present questions for maharoh istima, qiroah, and kitabah.

The display that appears on the student's computer, laptop, or smartphone screen is also called the user interface. Arabic online exam display with

gnomio.com which makes it simple and clear, not only the question text, but also navigation design and interactivity (Lee et al., 2015).

The user interface in the online Arabic exam that has been implemented has at least three simple display dimensions, namely navigation design, interactivity, and form of questions. A simple, clear, and understandable display is one of the important factors in online exams, even it affecting the ease with which students take the exam (Joo et al., 2014).

Objectivity

The evaluation carried out should be objective. The Arabic online exam that has been carried out can be categorized as objective because the system has corrected it, the teacher cannot use his subjective side to correct the results of the Arabic online exam. This exam is made using the multiple-choice method, so there is no subjective factor to answers the questions. The objectivity is one of the advantages of online Arabic exams with a percentage of 14%.

Exams that are objective will raise students' confidence in the exam system that is implemented (Arpaci, 2016). Student confidence is an important factor in the success of student participation in online exams (Chang et al., 2011). Students will believe that the exam is conducted, the results are objective, reduce cheating, there are no errors when correcting answers (Bouzidi & Jaillet, 2009), and can improve the learning process (Nikou & Economides, 2017).

Appropriate Content

Evaluation should be carried out to identify student progress and weaknesses. So, the questions in the exam must be in accordance with the material has been taught (Terzis & Economides, 2011). The questions that appear in the Arabic online exam can be said to be very related to the material that has been taught in the Arabic learning process.

The questions in online exams that are in accordance with the material that has been taught are often referred to as Content. Content in online exams greatly affects the usefulness of a system from online exams or is called perceived usefulness (Salloum et al., 2019). If the content is in accordance with the material being taught, then the test will be useful for students, in order to measure the level of success in learning. Appropriate content is an advantage chosen by students with a percentage of 6%.

Questions that are in accordance with the material that has been taught will ensure that students pay attention to the learning process (Dahalan & Hussain, 2010). Appropriate content will make students feel happy and enjoy doing online

exams (Terzis & Economides, 2011), it is showed that exams with this method can reduce students' stress levels when taking exams.

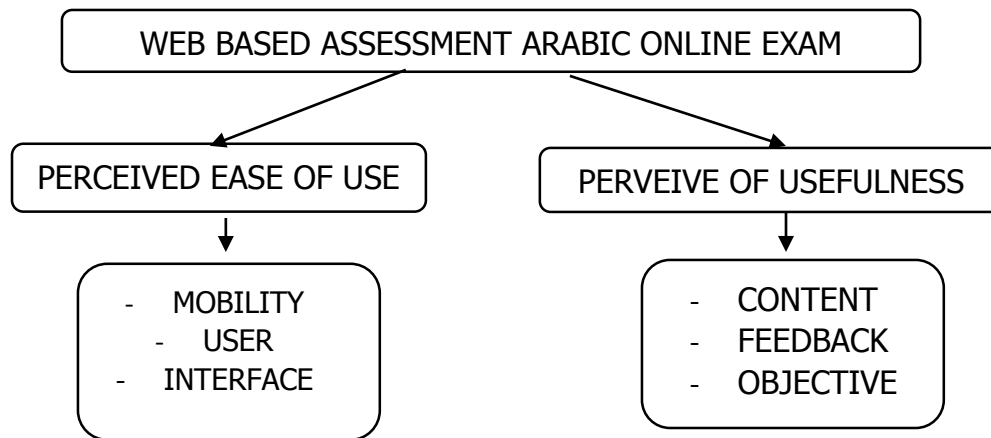


Figure 7. Advantages of web based assesement arabic online exam

Figure 7 concludes from the advantages that the online Arabic exam with gnomio.com is easy, and useful. Easy in the term of it is easy for students to do, and useful for teachers and students. In the theory of technology acceptance model (TAM) it is stated that a technology to be accepted by consumers must meet two criteria, namely perceived ease of use and perceived usefulness (Davis, 1989).

CONCLUSIONS

From this study, the researcher concluded that the Web Based Assessment-based Arabic online exam with the media gnomio.com can be used as an alternative to administering the Arabic online exam, especially during the COVID-19 pandemic situation which requires the Arabic language recovery process to be carried out online. In addition, the Arabic Web Based Assessment meets the criteria for perceived usefulness and perceived easy to use. This study has shortcomings, further research is needed on the effectiveness of the web-based assessment of the Arabic language online exam. So that, researchers cannot compare the success of students taking conventional exams or web-based exams.

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