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Interactive Arabic Writing Skills Test Design Using a Mentimeter: Research and Development

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ABSTRACT

Purpose *- This study intends to create a Mentimeter-based interactive arabic writing skills exam.*
Design/methodology/approach *- The research model was the ADDIE model as its five steps allow researchers to methodically follow the research flow and organize it, so guaranteeing that the items generated fit the demands and traits of students. The study techniques and strategies used are qualitative and quantitative.*
Findings/results *– The findings indicated that the 2-tailed significance value acquired was 0.000 <0.05, thereby concluding that the interactive arabic writing skills test design using Mentimeter had a considerable impact on student learning results. The test question findings are part of the valid criterion with a reliability rating of 0.838.*
Originality/value *- This test design is efficient for assessing arabic writing skills and raising student enthusiasm and learning results so that it may be an alternative to appealing and creative test tools in Arabic language acquisition.*
Paper type *– Research paper*

Keywords: *Arabic test design, Interactive arabic test, Arabic writing skills, Mentimeter.*
***Correspondence**

Introduction

Arabic writing skills is one of the key components of Arabic learning. In studying Arabic, Arabic writing skills is the top degree of linguistic competence. Arabic students must acquire this ability as it is one of the fundamental skills required for language proficiency.

Kitabah by language is a systematic and methodical word gathering. Epistemologically, the definition of kitabah is an order of meaningful words; kitabah can only be created if there is an ordered arrangement of words (Adzakiah, Fanirin, and Humaeroh 2023). Acep Hermawan in his book describes arabic writing skills as the

capacity to explain or communicate the material of the mind, beginning with basic elements like writing words to more complicated ones like composition. Arabic writing skills is not only the capacity to write down thoughts and ideas but also the mastery of syntax, vocabulary, and the capacity to properly and accurately tie words together.

Students find kitabah competence in learning Arabic to be difficult (Munawarah and Zulkiflih 2021). Students have to learn the Arabic writing system different from other languages, including the usage of letters, punctuation, and unique writing rules. Students also have to be able to articulate their ideas and emotions in Arabic using a proper and accurate sentence structure. Students have to be given numerous chances to write in diverse settings and a range of texts if they are to be able to enhance the maharah of Kitabah (Ismawati 2024). Teachers also have to provide positive criticism so that pupils may keep improving their abilities (Hartati 2021).

The arabic writing skills comprises three primary components: (Nazwa Awallul Rahma et al. 2024) 1) proficiency in written language, encompassing vocabulary, syntax, paragraphing, orthography, and pragmatics; 2) comprehension of the essay's subject matter; and 3) familiarity with diverse writing forms, including the ability to integrate content with written language to create specific compositions such as essays, articles, short stories, and research papers (Rathomi 2020). From these components, it may be inferred that the elements of the maharah of the Kitabah comprise al-qowaid (nahwu and sharaf), imla', and khat (Ida Wijayanti, Asmal May, and Hikmah 2024).

According to Abdul Hamid et al., Fajriah's study indicates that the maharah of the book encompasses three dimensions. Initially, proficiency in letter construction and orthographic accuracy (Antika et al. 2023). The second factor is to the proficiency in enhancing khat. The third component is the ability to articulate ideas and emotions via writing (Fajriah 2017).

In addition, the elements in the book consist of: 1) al-kalimah, which is the smallest word unit of sentence units or basic elements of sentence formation, 2) al-sum is a collection of words that can form an understanding of the meaning or one word that is backed by another word, 3) al-fakrah is a paragraph, and 5) uslub (Muslimin and Masita 2021).

One effective way to measure the proficiency of the book is through a learning evaluation tool in the form of a test (Febilianingtyas et al. 2024). Tests are used to measure students' learning progress and provide feedback to students and teachers (Zunaidah, Mawaddah, and Ni'mah 2023). Gronlund and Linn (1985) explained in the book Evaluation and Development of Arabic Interactive Tests by Moh. Ainin, et al. that the test is a set of questions. This opinion shows the importance of understanding the basic components in the measurement of education. Meanwhile, in the context of learning Arabic, according to Syaukah (1999), the language test is a tool to measure the sample of students' language proficiency (Arifianto et al. 2021).

Through the administered assessments, educators may ascertain the degree of pupils' comprehension and proficiency in mastering the learning content, including

arabic writing skills. The results of this test can be used by teachers to develop more effective lesson plans and provide guidance that suits the needs of students. However, the problems found when the test is used are still conventional, so it is often considered uninteresting by students. Test questions that are monotonous, less varied and still paper tests cause students to feel unmotivated to learn and achieve optimal results. Therefore, innovation is needed in the design of Arabic language tests to become more interesting and interactive to encourage students' motivation and enthusiasm in the learning process (Hijriyah et al. 2025).

The Mentimeter application is a platform that may enhance the Arabic learning process (Andrini and Pratama 2021). Mentimeter is an interactive presentation tool enabling users to formulate diverse question kinds, including quizzes, multiple-choice queries, voting, word clouds, scales, open-ended inquiries, and other interactive formats (Andrini and Pratama 2021). The app offers features that can make the test more interesting and fun. The use of features in the Mentimeter application makes teachers able to make test questions more varied and interactive (Mursyid and Hula 2024). For example, teachers can create quizzes with multiple-choice, matchmaking, or even open-ended questions that require shor answers from learners. The polling feature can also be used to collect feedback from students regarding learning materials or the ongoing learning process (Sakti, Widyatmoko, and Mardasari 2022).

The integration of Mentimeter as an interactive media in the learning process can increase students' motivation, especially in learning Arabic (Komara and Wahyudin 2024). However, is it the same if this application is used as an evaluation tool in the form of a Arabic writing skills test? So, it is hoped that through this research, an evaluation model can be found in the form of an Arabic language test design that is more attractive, innovative and effective in increasing student motivation and learning outcomes.

There are several advantages to using the Mentimeter app compared to other apps, including: (Mirayani, Yasa, and Sudiana 2022) 1) high interactivity: mentimeter offers interactive features, such as quizzes, word clouds, and voting, which can actively involve students in the learning and assessment process. 2) attractive visualizations: Mentimeter provides an attractive visual appearance, with a variety of templates and features that can visualize the content of the material, including text, images, and Arabic symbols. 3) Ease of Use: Mentimeter has an intuitive and user-friendly interface, making it easier for teachers and students to use it, including in designing and taking Arabic tests. 4) Feedback and Assessment Features: Mentimeter provides feedback and assessment features that can help teachers to evaluate the performance and development of students' arabic writing skills in real time. 5) Accessibility: Mentimeter can be accessed through a variety of devices, including smartphones, tablets, laptops, and so on, making it easier for students to engage in Arabic language tests anywhere and anytime. 6) Integration with other platforms: Mentimeter can be integrated with other learning platforms, such as Learning

Management System (LMS), Sheets, and All Slides PDF, making it easier to manage and use Arabic tests. These advantages can make Mentimeter a potential tool for designing Arabic language tests that can effectively improve students' proficiency. It also has a display of additional editing features in each selected content type, such as slide options that contain close voting settings, hide instructions, hide results and other features in the form of layouts that can be changed for free, however, for enhanced design and advanced colouring are only available to paid Mentimeter users.

Based on literature searches, several previous studies use a similar approach in terms of the design and development of Arabic language proficiency tests, including research conducted by Muhammad Abdun Jamil, et al., with the title "Design of Arabic Language Tests Using the Wondershare Quiz Creator Application to Improve Maharah Istima' (Jamil et al. 2023). This research successfully designed and developed a proficiency test using the Wondershare Quiz Creator application, with the Research & Development method and the ADDIE model. The validity of the test was assessed with an average score of 3.8 from content experts and 4.7 from students, indicating good quality. The pre-test results increased from 275 to 400 on the post-test, with an N-gain of 0.55 indicating an improvement in ability in the "Moderate" category. This finding underscores the effectiveness of the application in improving the maharah istima ability of STIT Bustanul Ulum students, as well as opening up opportunities for further research in the application of technology and further development in aspects that can improve the effectiveness of Arabic language proficiency.

Secondly, a study undertaken by Zakiyatul Abidah and colleagues. This research investigates the use of Kahoot-based E-learning medium to enhance the maharah of kitabah. A pre-experimental quantitative methodology was used with 105 students, using tools such as exams, observations, interviews, questionnaires, and documentation (Abidah, Rohman, and Rahmadian 2023). The study findings indicate that the use of the Kahoot application enhances students' interest and passion in the learning process. The T-test analysis yielded a score of 12.999, above the critical values at significance levels of 0.05 (2.05) and 0.01 (2.76), so the Working Hypothesis (Ha) was accepted. The examination of the relative frequency distribution reveals that the Kahoot learning medium achieves 70.166%, indicating its efficacy. These data indicate that Kahoot is an excellent instrument for enhancing students' writing skills in Arabic language acquisition.

Umar Manshur and Hajar Rosdiana's research looks at how well Mentimeter media enhances knowledge of Arabic language material during the Covid-19 pandemic at MI Al-Huda Pengastulan Seririt Bali (Manshur and Rosdiana 2022). Particularly in online formats, the use of Mentimeter media increases students' motivation and understanding in learning Arabic, which is often seen as difficult and boring. Using a quantitative method with the design of the Pre-Test Post-Test One Group at MI Al-Huda Pengastulan, the results of the study showed a calculation value of 0.002, lower than the criticism value of 0.05. In the end, students' understanding varies significantly

between using Mentimeter media and without it. These findings imply that employing creative media such as Mentimeter, the Arabic learning process might be more participative and interesting, hence increasing student involvement.

Though some of these researches have shown the possible use of digital technology in learning Arabic, no one has really investigated the use of Mentimeter for the creation of the language proficiency exam. Thus, this study aims to close this gap and provide a fresh contribution to the creation of creative, engaging and efficient assessments, particularly in the assessment of Arabic learning results in the maharah dimension of kitabah. The importance of this work is in the attempt to create an Arabic language exam emphasizing the first element of the competency of the first book, namely creating letters and mastering spelling, utilizing Mentimeter. For the first stage at the novice level or at the madrasah ibtidaiyah and tsanawiyah levels, this component is very crucial. This study intends to determine if a notable difference exists between students' beginning skills and their ending skills after being exposed to an interactive test utilizing Mentimeter by means of an interactive and interesting test design. Students are supposed to participate in a more dynamic and fun learning assessment experience. Therefore, the findings of this research seek to significantly improve the creation of more efficient and effective Arabic language learning strategies as well as support the acquisition of necessary skills in assessing students' arabic writing skills.

Method

This study uses the Research and Development (R&D) (Hanifah, Safii, and Hasan 2024) research method aiming to generate, examine, and test the effectiveness of goods in learning to produce items that fulfill consumer needs or need assessment. Soenarto contends that Moh. Ainin R&D is research intended to address educational problems, improve the effectiveness of the Teaching and Learning Process (PBM) in the classroom instead of test concepts.

The five stages of the ADDIE model—analysis, design, development, implementation, and evaluation—make up the study framework used in this article (N. Hula, Paputungan, and Ana Mariana 2021). The researcher selected this model to methodically and systematically guide the research flow using the five current stages, so structuring the design of an interactive arabic writing skills test depending on Mentimeter and guaranteeing that the items generated meet the needs and traits of students to enhance the arabic writing skills. Here is a picture illustrating the phases of ADDIE.

Picture 1. ADDIE Stages

A pre-test and post-test design is employed in the study. This design features one group treated by means of the application of an interactive Arabic test depending on the Mentimeter app. The group will have a pre-test first, then a treatment; post-test will follow.

Fifty Al-Faruq Gorontalo Junior High School pupils, situated in Liluwo District, Kota Tengah District, Gorontalo City, make up the population of this research. Purposive sampling using the criterion of classes that have gotten information from the 'Arabiyyah Linnasyiin Volume 1, namely class VII with a total of 24 students, produced the research sample.

This research employs both qualitative and quantitative data types. Results of evaluation questionnaires completed by media experts, material experts, and linguists; learning outcomes gathered from pre-test and post-test; and student answers provided quantitative data.

The data gathering method employs testing in the shape of interviews, surveys, and exams. The interview exam is used as an observation to get first data that transforms into information to determine the requirements of students connected to studying arabic writing skills. The questionnaire for students to discover the reaction to the developed product complements the questionnaire of validators of media specialists and linguists used to assess the viability of the product. The exams used, meantime, are pre-tests and post-tests to gauge student learning results.

Qualitative descriptive and quantitative descriptive were the two data analysis techniques used. Qualitative data analysis was given via literature studies, unstructured teacher and pertinent student interviews, and expert validators' comments. On the other hand, the quality of the test in terms of validity, reliability, question complexity and differentiation, as well as the results of expert validation using the Likert scale criteria produced quantitative data. The most widely used psychometric scale in research, the Likert Scale is often utilized as a measuring instrument in surveys. The following percentage calculation will help you calculate the results of the expert validation exam:

$$P = \frac{\sum R}{N} \times 100\%$$

Information:
P : Eligibility percentage score
∑ *R* : The number of scores from the assessment aspect
N : Number of highest scores

Table 1. Eligibility Test Criteria

Percentage Score	Criteria
80% < x ≤ 100%	Highly Worthy
60% < x ≤ 80%	Worth
40% < x ≤ 60%	Decent Enough
20% < x ≤ 40%	Not Feasible
0% < x ≤ 20%	Very Unfit

Moreover, the validity and dependability of the survey is checked by the researcher using the Statistical Package for the Social Sciences (SPSS) as a tool to facilitate the testing process.

A test is deemed genuine if it accurately measures the intended construct, specifically in the context of Arabic language acquisition, as defined by the established learning objectives and corresponding indicators. The conventional assessment is conducted in two stages: a pre-test to evaluate the student's proficiency in the book prior to intervention, and a post-test following the intervention, which utilizes a test format via Mentimeter aligned with the learning objectives of 'Arabiyyah Linnasyiin Book 1 and the kitabah proficiency indicator as outlined in Table 2.

Table 2. Post-test Indicators

Learning Objectives	Indicator	Types of Cognitive Realms			
		C1	C2	C3	C4
Students can understand the use of good and correct writing rules.	• Knowing the proper order of letters in word and sentence forms.	✓			
	• Identifying correct writing based on images.		✓		
	• Determining the right vocabulary writing in a sentence			✓	
	• Analyze words that have the correct writing rules				✓

The data analysis approach utilizes the Paired Sample T-test statistical procedure. The T-test is a comparison analysis used to evaluate the differences between paired average samples, assuming that the differences between the two data sets follow a normal distribution. Due to the limited sample size of n < 50, it is essential to do a normality test using the Shapiro-Wilk method to get these results.

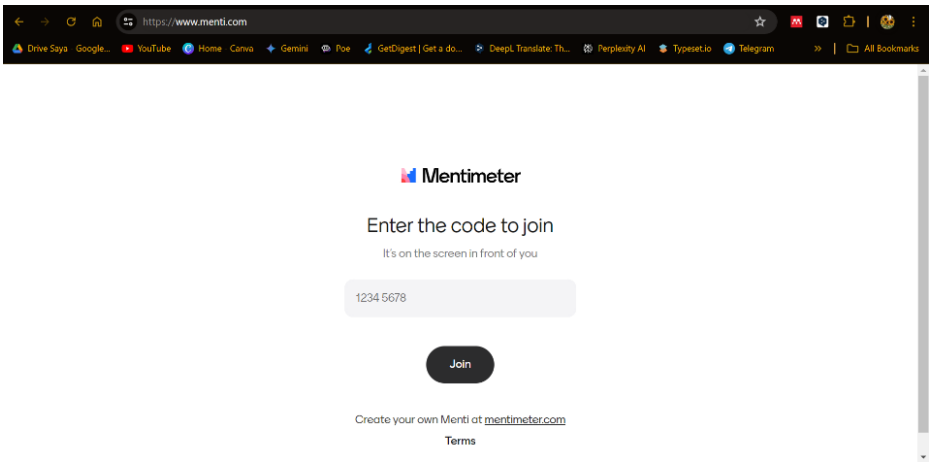
The paired sample t-test in SPSS was used to analyze the data from the pre-test and post-test, assessing if there was a significant improvement in student abilities after treatment using an interactive Mentimeter-based assessment.

Result and Discussion

The interactive test design carried out in this study includes five stages. In the first stage, the needs analysis obtained initial data that the evaluation system used in the school has used online tests in the form of Google Forms, but it is still minimal in the design of the use of images and the display of other test supporting objects so that the test work still feels monotonous as if only switching from manual tests in the form of paper to online-based tests without any significant changes. Therefore, teachers need a change in the evaluation system that is more attractive and innovative so that it can increase the motivation and learning outcomes of students. Curriculum analysis obtained that the curriculum used is K13 (2013 Curriculum). Furthermore, the results of the material analysis showed that the material used in making the test is the material contained in the 'Arabiyyah Linnasyiin Volume 1 for even semesters in the form of an introduction to daily activities with the theme: نرسم, تعالي, كرة القدم, أين النظارة؟, من غائب, and الجرس as the final material.

The second stage is design. At this stage, the researcher compiled a question item totalling 25 numbers to measure the maharah of the students' kitabah based on the learning objectives in the 'Arabiyyah Linnasyiin book volume 1 along with the indicators of the arabic writing skills in the previous Table 2. The test design uses Mentimeter which is made with a more attractive and interactive feature display. Starting with the application login through the Mentimeter website, select the "new mention" feature to create a new presentation or in this case create a test. In the second step, select the desired interactive questions in the form of multiple-choice slide types, then write the questions in the question menu section, and if you want to add question details you can fill it in the additional details section, but these additional details will only appear on the participants' devices. Next, add a supporting mage for each question in the image section, with a choice of PNG, gif, or SVG file format. After that, the visualization display is selected with several options such as bars (graphs) to compare category values horizontally, doughnut (circle) display to display the composition or percentage of several categories, pie (a circle shape divided into pie-like pieces) to display the composition or percentage of several categories, as well as the shape of a donut, dots (dots), are used to display patterns or data distributions on the two-dimensional plane. Here is what Mentimeter looks like and the steps to create questions into it:

Picture 2. Mentimeter Initial View



Picture 3. Test Display on Teacher and Student Screens

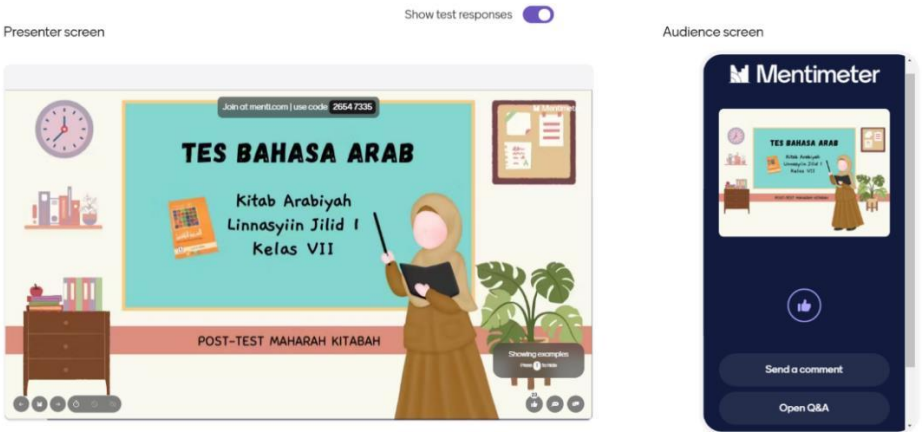
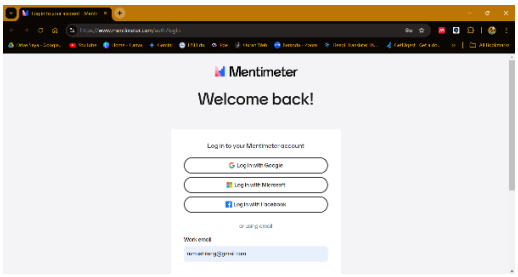
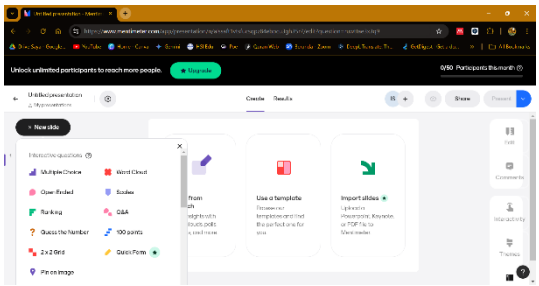
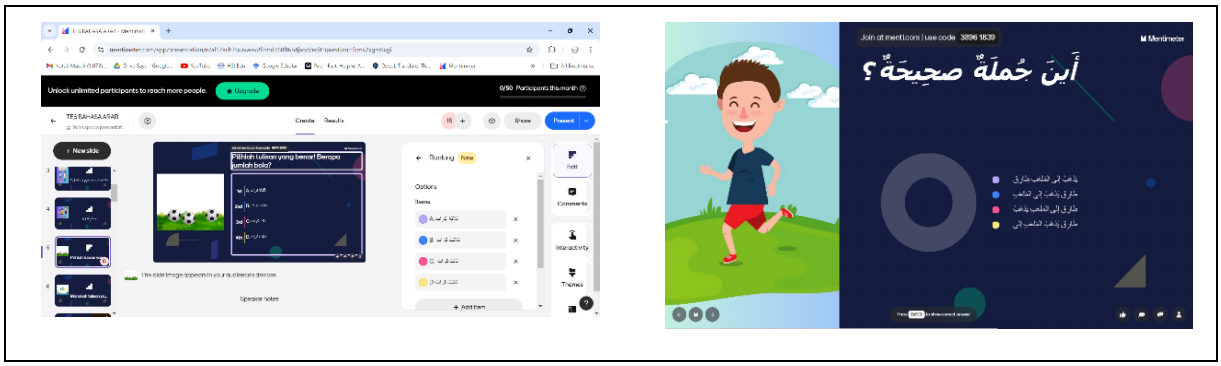


Table 3. Steps to Create a Test

1. Log in to Mentimeter's website www.mentimeter.com 	2. Choose the new feature and the type of interactive question 
3. Write questions in the question menu section, add images, and choose a theme	4. Real-time display of questions at the time of the test



Development is the third stage. At this point, professionals comprising material and media experts do validation tests to evaluate the feasibility of the product. Using SPSS, an examination of the question items then helps to determine the validity and dependability of the test questions. The results of the experts' validation are as follows:

Table 4. Results of the Material Expert Validation Test

No.	Assesment Indicators	Percentage	Criteria
1.	Presentation	95	Highly Worthy
2.	Content Quality	90	Worth
3.	Linguistics	85	Worth
4.	Construction	90	Worth
Average Score			90

Table 5. Results of the Media Expert Validation Test

No.	Assesment Indicators	Percentage	Criteria
1.	Presentation	92	Highly Worthy
2.	Content design	95	Highly Worthy
3.	Interactivity	95	Highly Worthy
4.	Effectiveness	97	Highly Worthy
Average Score			94,75

Results showed that usually, the examined material had a very useful quality to use depending on the table of validation test results from material experts and media experts. Media experts rated 94.75; material specialists averaged 90. This suggests that the information and media shown meet high qualifying criteria.

Furthermore, the research assessed the quality of the question items using SPSS version 22 to determine its validity, reliability, discriminative ability, and level of difficulty. The Validity Test ascertains the validity or suitability of the test questions used by the researcher to collect data from research samples or respondents. A question item is considered genuine if its calculated value of r exceeds the r table; otherwise, it is considered invalid if the computed value of r falls below the r table. The following outcomes of the validity evaluation of the test questions are shown in the table below:

Table 6. Results of the Media Expert Validation Test

Question Items	Value r $_{count}$	Value r $_{table}$ (N=24, α=0,05atau 5%)	Criteria
1.	0.499	0, 404	Valid

2.	0.510	0, 404	Valid
3.	0.628	0, 404	Valid
4.	0.409	0, 404	Valid
5.	0.409	0, 404	Valid
6.	0.409	0, 404	Valid
7.	0.507	0, 404	Valid
8.	0.384	0, 404	Not Valid
9.	0.350	0, 404	Not Valid
10.	0.420	0, 404	Valid
11.	0.435	0, 404	Valid
12.	0.661	0, 404	Valid
13.	0.246	0, 404	Not Valid
14.	0.664	0, 404	Valid
15.	0.430	0, 404	Valid
16.	0.620	0, 404	Valid
17.	0.377	0, 404	Not Valid
18.	0.569	0, 404	Valid
19.	0.407	0, 404	Valid
20.	0.384	0, 404	Not Valid
21.	0.472	0, 404	Valid
22.	0.376	0, 404	Not Valid
23.	0.534	0, 404	Valid
24.	0.512	0, 404	Valid
25.	0.443	0, 404	Valid

Based on Table 5, the test for the validity of the test questions is known to have a r table with 24 The respondents are 0,404 (r table = df = N-nr = 24 - 2 = 22 significance level 0.404 reference r table Correlation Pearson). The results obtained were 19 questions that were declared valid and 6 questions that were declared invalid. The researcher then makes revisions to the question items that are declared invalid by referring to the question formula that is declared valid. r hitung Greater than the significance of 0.404 so that finally all valid questions are obtained.

After the validity assessment, the next phase is to determine the reliability of the test questions as a data collection tool; thus, it is crucial to assess the level of dependability. The criteria for decision-making in the reliability test stipulates that if the Cronbach's Alpha value above 0.60, the question is considered reliable. If Cronbach's Alpha is below 0.60, the question is considered unreliable as a data collection tool in the research. The results of the reliability evaluation are shown in the following table:

Table 7. Test Question Reliability Test Results

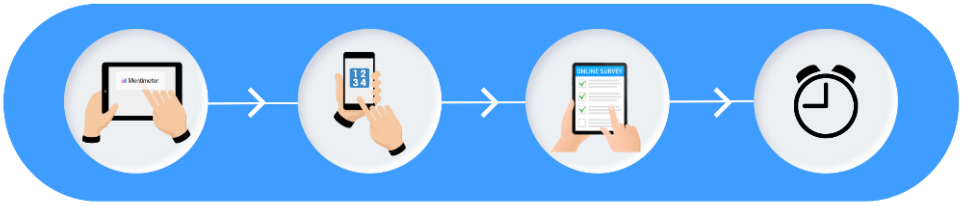
Reliability Statistics	
Cronbach's Alpha	N of Items
.838	24

Based on the table above, the results of the reliability test of the test questions show that Cronbhach's Alpha 0.838 is greater than 0.60 by the basic interpretation of

decision-making so that the questions used are tested for their reliability value, so the questions can be used as a reliable tool for research.

In the implementation stage, after the test is declared valid and reliable to use, then a pre-test and post-test arabic writing skills will be carried out on grade VII students of Al Faruq Junior High School, Gorontalo City. Post-test is carried out with test questions that have been designed using Mentimeter, while pre-tests use manual tests without any changes. The stages of using the test using a Mentimeter are as follows:

Picture 4. Stages of Testing Using Mentimeter



01

Tahap Pertama

Peserta didik membuka google dan mengetikkan link Mentimeter yang telah dibagikan sebelumnya www.menti.com

02

Tahapan Kedua

Peserta didik diminta untuk memasukkan kode join yang telah diberikan.

03

Tahapan Ketiga

Muncul tampilan awal untuk tes yang akan dikerjakan pada gadget yang digunakan oleh peserta didik.

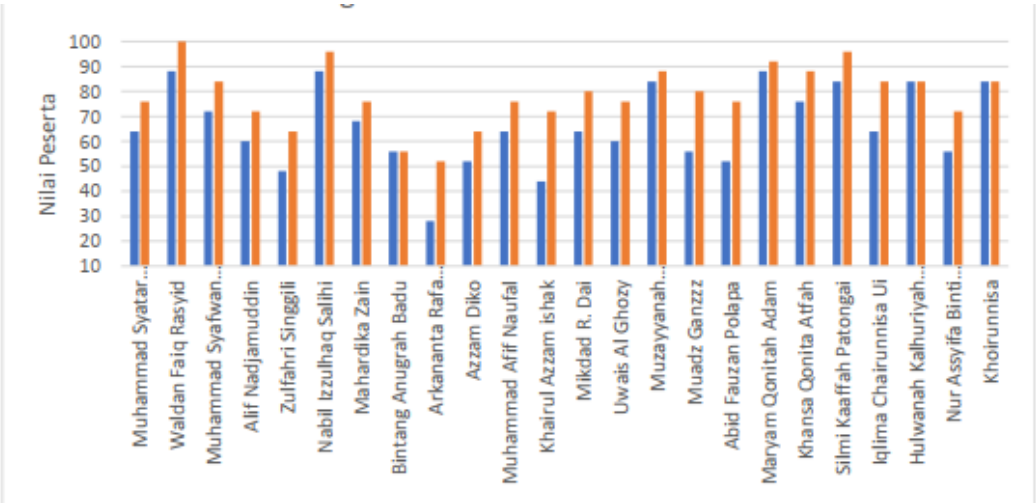
04

Tahapan Keempat

Peserta didik sudah dapat mengerjakan tes yang diberikan secara real time melalui media Mentimeter

From the pre-test and post-test trials that have been carried out, the researcher collected data results in the form of the following chart diagrams, so that the data is clearer and easier to understand.

Diagram 1. Test of Normality



Additionally, to ascertain the significant difference between the pre-test and post-test results of students, the researcher initially performed a normality test, as illustrated in Table 2 below, to confirm that the data was normally distributed prior to advancing to the statistical paired sample test stage.

Table 8. Normality Test

	Kolmogrov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.161	24	.110	.928	24	.148
Post-Test	.138	24	.200	.937	24	.738

The table above indicates that the significance value for the pretest is 0.148, while the significance value for the post-test is 0.738. The significance value of each test exceeds 0.05, indicating that the pre-test and post-test data are normally distributed according to the Shapiro-Wilk test.

Table 9. Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	66.0000	24	16.04342	3.27485
	Post-Test	78.1667	24	12.14287	2.47865

According to Table 9, the average post-test score of 78.17 exceeded the pre-test score of 66.00. This indicates that the implementation of interactive assessments using Mentimeter affects the enhancement of students' questioning skills.

Table 10. Paired Samples Correlations

Paired Samples Correlation			
	N	Correlation	Sig.
Pair 1 Pre-Test & Post-Test	24	.887	.000

Table 10 presents a correlation value of 0.887 between the pre-test and post-test, indicating a significant positive association between the two variables.

Table 11. Paired Sample Test

Paired Samples Test			Pair1
			Pre-Test – Post-Test
Paired Differences	Mean		-1.216E1
	Std. Deviation		7.68775
	Std. Error Mean		1.56925
	95% Conference Interval of the Difference	Lower	-15.41292
		Upper	-8.92042
T			-7.753
Df			23
Sig. (2-tailed)			.000

The decision-making criteria for the paired sample t-test stipulate that if the Sig. (2- tailed) value is below 0.05, the null hypothesis (H0) is rejected in favor of the alternative hypothesis (Ha). Conversely, if the value of Sig. (2-tailed) above 0.05, H0 is accepted and Ha is rejected. The results in Table 5 demonstrate that the Sig. (2-tailed) value is 0.000, which is below 0.05, resulting in the rejection of H0 and the acceptance

of Ha. The pre-test and posttest findings demonstrate a substantial change, suggesting the influence of the interactive arabic writing skills test design using Mentimeter on grade VII students at SMP-IT Al-Faruq Gorontalo in 2024.

Conclusion

The results of this study show that there is a difference between the test results of students before and after receiving treatment. This is supported by the output data of the average post-test result of 78.17 is greater than the pre-test score of 66.00. The results obtained showed that the use of an interactive arabic writing skills test design using Mentimeter had a significant influence on students' learning outcomes. The mentimeter application used is one of the learning media that can be used to measure the evaluation and test of Arabic, especially in the aspect of arabic writing skills.

However, this study has limitations that should be considered by future researchers if they are going to conduct similar research. First, researchers need to prepare the test implementation time properly and systematically so that the test can be carried out without internal or external obstacles, such as the clash of implementation time with holidays, school exams, students who forget to bring smartphone devices as an important tool to be able to access the test link, and the unpredictable presence of students. Second, clear communication about the purpose and benefits of the test for students. This makes students confused if the researchers do not provide an initial presentation about the implementation of this test. Third, a strong and clear online network so that the test runs smoothly without obstacles, such as stopping at the question section that has been completed or images and gifs that do not appear on the smartphone screen.

The suggestion for researchers is to examine the long-term impact of the implementation of these research results, to see if this positive impact can last for a longer period. Explore the potential of Mentimeter technology to be integrated into collaborative learning, such as group discussions, presentations, or joint projects. Testing the effectiveness of interactive Arabic language tests to improve other aspects of Arabic language proficiency, such as maharah istima', kalam, or qira'ah. In addition, this study has not comprehensively explored students' perceptions and motivations towards the use of Mentimeter-based interactive test designs. Further research can conduct surveys or interviews to better understand how learners receive and respond to the use of this technology in learning Arabic as a whole.

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