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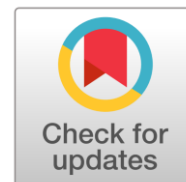
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Development of Arabic Listening Skills Evaluation Questions Based on HOTS Using Quizizz

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ABSTRACT

Purpose - This research aims to develop valid and effective listening skills evaluation questions based on HOTS using Quizizz. The listening skills questions are designed for the junior high school or Madrasah Tsanawiyah level.

Design/methodology/approach - This research uses the Borg and Gall R&D research model which is summarised into six development steps, namely potential and problems, data collection, product design, product validation, product revision, product trial. The data collection techniques used in this study were observation, interview, test, and questionnaire.

Findings/results - The results of the material expert validation received an average score of 90.66 with 'very good' criteria. The media expert validation results get an average score of 96 with 'very good' criteria. The N-Gain test results have an average value of 60.58% which is considered effective enough in improving higher order thinking skills (HOTS).

Originality/value - The researcher recommends listening skills questions based on HOTS to students so that they become accustomed to Higher Order Thinking Skills (HOTS) in learning Arabic, or even influence the way they think in life.

Paper type - Research paper

Keywords: Listening skills, Evaluation questions, HOTS, Quizizz.

***Correspondence**



Introduction

Arabic language learning has an important role in the context of global education (Jamanuddin and Aisyah 2019). Firstly, Arabic is one of the international languages (Sabana 2020). This can be seen from its use as one of the languages in the United Nations (Imron 2021). Furthermore, Arabic is the language of the Al-Quran and Hadits, which must be maintained and become the main source of Islamic teachings (Sabana 2019). And last but not least, a lot of classical (Jumhur and Al Maghfur 2016) and contemporary literature in various fields of science is written in Arabic (Hidayah et al., 2023), so mastering Arabic opens wider access to these sources of knowledge.

In Arabic language learning, there are four essential skills (*maharah*) that students must master (Jamanuddin` and Fitriyani 2017) namely *maharah istima'* (listening) (Wasilah et al. 2024), *maharah kalam* (speaking) (Mukmin and Susanti 2016), *maharah qira'ah* (reading) (Mukmin and Ghofur 2018), and *maharah kitābah* (writing) (Rohayati and Mustayari 2016). Listening skills (*maharah istima'*) are the first skills that students learn (Hidayah and Muyassaroh 2023), because before students can write they should be able to read (Jumhur 2015), and to be able to read, students are usually proficient in speaking (Imron, 2023), and to be proficient in speaking, they must first engage in frequent listening (Hidayah, Mukmin, and Rahmani 2021).

The success of Arabic language learning is not only determined by teaching methods (Hidayah et al., 2024) but also by the effectiveness of the applied learning evaluation (Jamanuddin and Baruna 2016). Learning evaluation serves to measure the extent to which learning objectives are achieved, identify students' weaknesses (Jamanuddin & Rohayati, 2017), and provide feedback for developing more effective strategies and learning materials (Wasilah and Zolam 2019). In the context of *maharah istima'* (listening skills), the evaluation not only measures students' ability to understand the information heard, but also tests deeper critical and analytical thinking skills.

Evaluation questions for *maharah istima'* so far tend to only assess understanding of explicit information, such as identifying letters in Arabic vocabulary or capturing factual information from oral discourse. In fact, in the context of 21st century learning, higher order thinking skills (HOTS) are aspects that cannot be ignored (Vania et al. 2022). HOTS in *maharah istima'* evaluation questions require students to not only understand what is heard literally, but also analyze, evaluate, and connect information with other knowledge more broadly (Tamam and Ainin 2023).

For example, students are asked to analyze the *maharah istima'* evaluation question "Aisyah starts studying at seven in the morning and finishes at ten in the morning". When students are asked how many hours Aisyah studied, students sometimes immediately assume that the answer is seven or ten in the morning. Whereas the correct answer is that students must first calculate the learning time span from the beginning to the end of learning, which is three hours. From this, it is identified that students are not accustomed to thinking at a higher level.

This inappropriate understanding of *maharah istima'* is triggered because students are accustomed to answering evaluation questions of *maharah istima'* based on Low Order Thinking Skills (LOTS). As a result, students are not accustomed to understanding implied information that requires higher order thinking skills. Therefore, this study aims to develop evaluation questions for *maharah istima'* based on Higher Order Thinking Skills (HOTS). So that students are not only accustomed to recognizing explicit information in audio, but are also encouraged to deeply analyze the implied meaning.

The development of *maharah istima'* evaluation questions needs to be done because it can train students to have HOTS indicators in learning and even in their daily lives (Mukmin, Hidayah, and Amelina 2024). Uno stated that HOTS indicators include skills in making decisions, utilizing the information obtained as material for problem solving, critically examining the information obtained and being able to find relationships from various diverse information (Aristiyo, Triastuti, and Fasha 2021). In addition, Anderson and Karthworl divide the hots indicators into (C4) analyzing, (C5) evaluating and (C6) creating (Hasyim and Andreina 2019).

In addition to HOTS indicators, interactive media is also equally important as one of the elements in the development of *maharah istima'* evaluation questions (Sabana, Imron, and Ulayya 2024). Because *maharah istima'* evaluation questions cannot be presented only through paper and without using audio (Rosyidah 2024). The interactive media in question can be in the form of websites or applications such as Quizizz, kahoot, socrative and quizlet, educandy, zoom, google classrom and youtube (Aprilia and Ahdi 2021).

Quizizz is an interactive media to deliver learning materials and carry out learning evaluations (Aditiyawarman et al. 2022). Quizizz is a media that can be used by anyone as long as the user has a gadget and internet connection (Nazarmanto and Istiqomah 2019). Quizizz can be accessed in two ways, namely the website and application (Aulia, Fadli, and Analisa 2024). In Quizizz media, teachers can insert images, audio and even video as support in carrying out learning evaluations (Hidayah, Mukmin, and Apriyani 2024). In Quizizz media, it can be set when starting to carry out learning evaluations, whether the start of the work is determined (live) or free (homework). In addition, the time limit for each question can also be set, one by one the questions will be displayed based on the predetermined time (Amany 2020).

Several studies have been conducted regarding the use of Quizizz as a learning evaluations media. For instance, (Narpila 2023) developed evaluation questions in the field of mathematics based on numerical literacy. (Lestari, Elvinawati, and Ginting 2023) developed evaluation questions in the field of chemistry based on a game approach. Meanwhile, (Asiana, Uchtiawati, and Suryanti 2022) developed evaluation questions in mathematics based on a two tier multiple choice. These studies employed Quizizz as a media to develop evaluation questions in mathematics based on numerical literacy, mathematics based on a two-tier multiple choice and chemistry based on a game



approach. In contrast, this study focuses on developing evaluation questions in the field of Arabic language, specifically in *maharah istima'* (listening skills), based on Higher Order Thinking Skills (HOTS).

Method

This research is a Research and Development (R&D). The development model used is the Borg and Gall model (Imron 2023). Researchers chose the Borg and Gall model because this model is based on analyzing potential and or problems. So that the products produced will be in accordance with the analysis of the needs needed by students. The original Borg and Gall model consists of ten steps: (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) usage trials, (6) product revision, (7) product trials, (8) design revision, (9) product revision, and (10) mass production (Huda and Nasucha 2022). However, for the scope of this research, which focuses on the Development of *maharah istima'* evaluation question based on HOTS using Quizizz the model is modified and simplified into six steps: (1) potential and problems, (2) data collection, (3) product design, (4) product validation, (5) product revision, (6) product trial (Imron et al. 2023).

This study used both qualitative (Sabana and Madinah 2024) and quantitative approaches (Hidayah, Mukmin, and Marfuah 2023). The qualitative approach was used to describe how the questions for this material were constructed, while the quantitative approach was used to measure how effective the questions were when used in the research process.

This study used purposive sampling. The sample of this study was the students of class VIII at MTs Marfu'ah Palembang. This sample was chosen because students in VIII are middle level students who are expected to represent the average characteristics between VII and IX students. The data collection techniques that researchers used in this study were

- a. Observation (Jumhur and Wasilah 2023) of the Arabic language learning process to see how the teacher evaluates *maharah istima'*.
- b. Interview (Nurseha and Sabana 2022) with the teacher to find out how the teacher prepares the evaluation.
- c. Questionnaire (Hidayah, Mukmin, and Nofiasari 2024) was given to students in order to determine the level of student satisfaction before and after using the developed evaluation questions for *maharah istima'*.
- d. Comparison test of students (Ardillah et al. 2021) before and after using the developed *maharah istima'* evaluation questions, so that there are two tests, namely pretest and post-test.

In analyzing qualitative data, researchers use triangulation. As for quantitative data, researchers conducted normality and homogeneity tests, followed by paired

sample t tests and N gain score tests as a measure of the effectiveness of the questions given.

A new product can be said to have good quality if it meets the aspects of validity, practicality, and effectiveness (Almardhiyah, Maslamah, and Qosim 2023).

1. Validity

The validation sheet was given to material validator and media to evaluate the product design developed both in terms of material and appearance on Quizizz media. In this study, validation was measured using a five level Likert scale. The lowest score is one and the highest score is five. The assessment given by the validator will later be converted using a Likert scale and concluded to be valid or not using the following formula:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

After the validity score has been calculated using the formula above, then the score will be adjusted to the following validity criteria:

Table 1. Validity Criteria

Category	Invalid	Less Valid	Valid Enough	Valid	Very Valid
Range	0-39%	40-54%	55-64%	65-79%	80-100%

2. Practicality

Data related to product practicality was obtained from the analysis of student satisfaction questionnaires. In this study, the practicality of the instrument was measured using a five level Likert scale. The lowest score is one with the “Strongly Agree” category and the highest score is five with the “Strongly Disagree” category. The results of the assessment given by the students will later be converted using a Likert scale and concluded as practical or not using the following formula:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

After the score has been calculated using the formula above, then the score will be adjusted to the following practicality criteria:

Table 2. Practicality Criteria

Category	Inpractical	Less Practical	Practical Enough	Practical	Very Practical
Range	0-39%	40-54%	55-64%	65-79%	80-100%



3. Effectiveness

Data related to product effectiveness is obtained from the results of Pre-Test and Post-Test analysis. In this study, the product effectiveness test was carried out using the N-Gain Score formula. But before using the formula, the T-test, Homogeneity and Normality tests must first be carried out. All of these tests will be carried out using SPSS. The N-Gain Score effectiveness interpretation category are as follows:

Table 3. Criteria of effectiveness interpretation N-Gain Score

Category	Not Effective	Less Effective	Enough Effective	Very Effective
Range	< 40	40-55	55-75	> 76

Result and Discussion

A. Potential and Problems

During the preliminary study, the researcher conducted three observations at MTs Marfu'ah Palembang and found that the school holds an A accreditation. In addition, the researcher found out that religious learning is not only limited to Islamic Religious Education, but is broken down into several subjects such as Arabic Language, Al Quran & Hadits, Akidah & Akhlak, Fiqih, Islamic Cultural History. In addition to religious learning, this school also presents a variety of general learning. The school is located in the city, so the internet network is easily accessible to anyone when in this school. This makes it easier for researchers to development of *maharah Istima'* evaluation questions based on HOTS using Quizizz.

There are several Arabic learning problems identified at this school. First, the question reference sources still depend heavily on printed student worksheets (LKS), with minimal use of digital media. Second, the learning and evaluation process rarely uses interactive media or digital media. Third, Arabic exam questions especially in *maharah istima'* (listening skills) tend to focus on LOTS (Lower Order Thinking Skills) questions, which limit students' opportunities to develop deeper understanding and critical thinking. The three problems encountered during the observation became the basis for developing *maharah istima'* evaluation questions based on HOTS using interactive media, namely Quizizz.

B. Data Collection

In the learning process the teacher uses the lecture method, and after finishing giving learning material, the teacher gives an evaluation question to students. When researchers checked students' exercise books, they found several types of evaluation questions namely *qowaid, kitabah, qiroah, and istima'*. However, researchers saw that the evaluation questions given only tested the lower order thinking skills (LOTS). The *istima'* evaluation questions given in the form of, the teacher mentions a word and

students are only asked to listen and write back letter by letter from the word mentioned. In addition, researchers also observed the Final Semester Examination questions, researchers observed that the evaluation questions tested to students only included *qowaid*, *qiroah* and *kitabah*. Researchers did not find any *maharah istima'* evaluation questions on the Arabic Final Semester Exam questions. As for the level of difficulty of the questions applied, overall, it is still at the LOTS level.

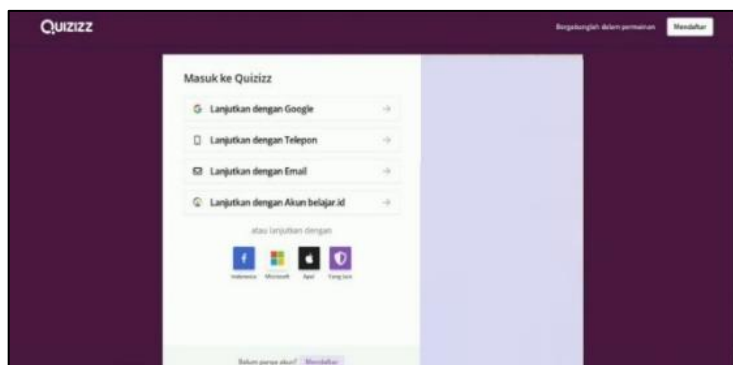
Based on the results of data obtained from interviews with Arabic language teachers, it is known that the level of difficulty of Arabic language evaluation questions, especially *maharah istima'*, is still at the LOTS level. He believes that HOTS level evaluation questions are important to be applied, but he has difficulty in developing them because of the little reference.

And from the results of interviews with students, they said that they felt sleepy and bored when working on exam questions. They said that this was because when working on the questions, they only saw a collection of black text which had no variety of images or audio. In addition, they felt that they were not motivated to be serious in doing it because they did not immediately know the value of one by one the evaluation questions they worked on.

C. Product Design

The questions developed by the researcher are questions from the LKS Arabic language book class 2a published by Putra Nugraha. There are three evaluation question materials developed, namely *al-a'malul yaumiyyah*, *as-saa'ah*, and *al-hiwaayah*. Before developing of *maharah Istima'* evaluation questions based on HOTS, researchers first made a question grid. The researcher divided the categories of *maharah istima'* question grids based on Bloom's taxonomy revised by Anderson & Krathwohl, namely analyzing (C4), evaluating (C5) and creating (C6). Furthermore, researchers began to design *maharah istima'* evaluation questions starting from designing discourse, questions and answer choices in the form of pictures or writing. Furthermore, the researcher converts the question text discourse into oral discourse which will later be listened to by students. The oral discourse is made using a website called *narakeet*. After all the design is complete, the researcher compiles the evaluation questions into Quizizz interactive media. The following are the steps in compiling *maharah istima'* evaluation questions into Quizizz.

1. Register using a google account first to log in to the Quizizz website

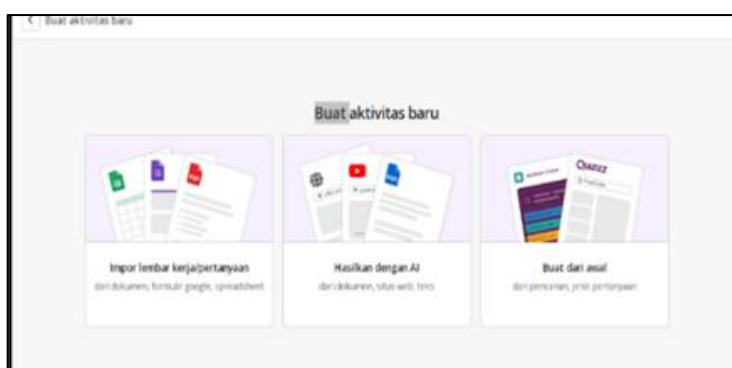


Picture 1. The initial Quizizz login page showing login options

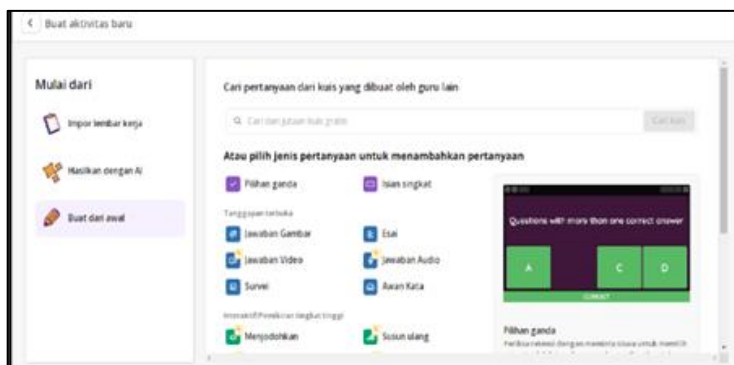


Picture 2. Account selection screen for logging into Quizizz

2. Select the assessment activity you want to create and choose the type of questions you want to make. Researcher selected the "buat dari awal" option because the researcher will create the evaluation questions independently by developing *maharah Istima'* evaluation questions based on HOTS. And then, the researcher chose the multiple-choice question type.

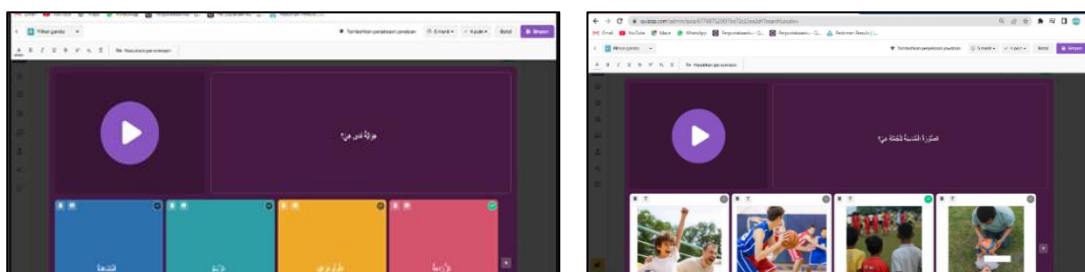


Picture 3. Options available on Quizizz to create questions



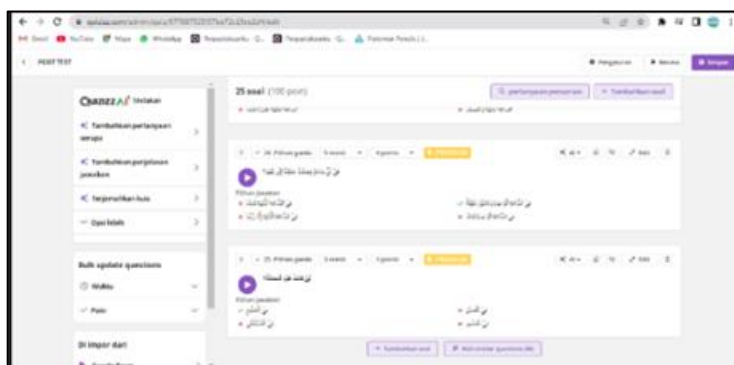
Picture 4. Question types

3. Input evaluation questions, oral discourse in audio form and answer options. Answer options can be pictures or text.



Picture 5. Input questions, audio, and answer choices

4. After completing one evaluation question, the researcher will create the next evaluation question by clicking “Tambahkan Soal”, until all are completed.



Picture 6. Adding the next question by clicking “Tambahkan Soal” until all questions are completed



D. Product Validation

The questionnaire given to the material validator contained fifteen questions. Eight questions on the material aspect and seven questions on the language aspect.

1. Material Aspects

Table 4. Material Aspect

No.	Indicator	Rating Scale				
		1	2	3	4	5
1.	Questions are easy to understand					✓
2.	Variety of question forms				✓	
3.	Clarity of Question Description					✓
4.	The picture is related to the question				✓	
5.	The question is in accordance with the material that has been studied				✓	
6.	The suitability of the question with the question indicator				✓	
7.	HOTS difficulty level varies					✓
8.	The question does not depend on the answer to the previous question					✓

2. Language Aspects

Table 5. Language Aspect

No.	Indicator	Rating Scale				
		1	2	3	4	5
1.	Appropriateness of Language with Students' Thinking Level				✓	
2.	Accuracy of Nahwu Rules in the Preparation of Questions				✓	
3.	Accuracy of the Use of Vocabulary and Terms					✓
4.	Language Consistency in Question Presentation					✓
5.	The Language Used in the Question Does Not Lead to Multiple Interpretations				✓	
6.	The language used does not contain pornographic elements					✓
7.	The language used does not offend religion, ethnicity, race, and politics					✓

The questionnaire given to the media validator also contained fifteen questions. Eleven questions on the display aspect and four questions on the usage aspect.

1. Display Aspects

Table 6. Display Aspect

No.	Indicator	Rating Scale				
		1	2	3	4	5
1.	Attractive Quizizz Media Display					✓
2.	Coloring Does Not Clutter the Screen Display					✓
3.	The right color composition					✓
4.	The type of writing used is clear and appropriate					✓

5.	Appropriate Font Size					✓
6.	Readability Level				✓	
7.	Audio Clarity Level				✓	
8.	Image Clarity Level					✓
9.	The page spacing is correct and appropriate					✓
10.	Proper Layout				✓	
11.	Value Transparency that is Easily Accessed by Students					✓

2. Usage Aspects

Table 7. Usage Aspect

No.	Indicator	Rating Scale				
		1	2	3	4	5
1.	Quizizz Media is Easy to Access by Learners					✓
2.	Buttons on Quizizz Media are Easy to Understand and Use					✓
3.	Effectiveness of Using Quizizz Media					✓
4.	Practicality of Using Quizizz Media					✓

E. Product Revision

The following are the final results of the *maharah istima'* evaluation questions based on HOTS using Quizizz before and after being revised.

1. Before being revised:

<https://quizizz.com/embed/quiz/677687525f37be72c15ee2d4>

2. After being revised:

<https://quizizz.com/embed/quiz/6779e4577bdd6527cd2bd351>

F. Product Trial

At this stage the researchers directly tested the *maharah istima'* evaluation questions that had been developed to 34 students. After that, the researchers compared the students' scores by conducting pretests and post-tests. There was a significant increase in scores, the total score on the pretest was 1,790 while on the post-test was 2,730. So, the average student score on the pretest was 52.64 which increased to 80.29 on the post-test.

After conducting validation with two experts and obtaining the students' pretest and post-test scores, the researcher calculated the validity, practicality, and effectiveness of the developed product. The following are the results.

1. Validity

a. Material Validity

Table 8. Material Expert Validation Results

Category	Maximum Total Score	Assessment Score
Material Aspect	40	36
Language Aspect	35	32



$$\begin{aligned}
 P &= \frac{\sum X}{\sum Xi} \times 100\% \\
 &= \frac{68}{75} \times 100\% \\
 &= 90,66 \%
 \end{aligned}$$

The maximum total score of the questionnaire is 75, the material validator gives a score of 68. Then the result of the validity of the material validator is 90.66% with the category "very valid" Therefore, this product can be tested on students while still following the suggestions of the material validator.

b. Media Validity

Table 8. Material Expert Validation Results

Category	Maximum Total Score	Assessment Score
Display Aspect	55	52
Usage Aspect	20	20

$$\begin{aligned}
 P &= \frac{\sum X}{\sum Xi} \times 100\% \\
 &= \frac{72}{75} \times 100\% \\
 &= 96 \%
 \end{aligned}$$

The maximum total score of the questionnaire is 75, the media validator gives a score of 72. Then the result of the validity of the media validator is 96% with the category "very valid". Therefore, this product can be tested on students while still following the suggestions of the media validator.

2. Practicality

The level of practicality can be seen from the results of the student satisfaction questionnaire assessment. Based on the results of the student satisfaction questionnaire that has been given to students, the questionnaire results obtained 81.72% which is included in the "very practical" category. Thus, according to the results of the student satisfaction questionnaire, the development of *maharah istima'* evaluation questions based on hots using Quizizz is very practical to use.

3. Effectiveness

a. Normality Test

Table 10. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	
N		34	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	6.67618638	
Most Extreme Differences	Absolute	.085	
	Positive	.085	
	Negative	-.063	
Test Statistic		.085	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.755	
	99% Confidence Interval	Lower Bound	.743
		Upper Bound	.766

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.
- e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The normality test is carried out to determine whether the data is normally distributed or not (Sari, Imron, and Dewi 2023). Data is normally distributed if it meets the criteria for the Significance (Sig.) value > 0.05. After calculating the data, it is known that the data is normally distributed because the Asymp. Sig. (2-tailed) of 0.200 > 0.05.

b. Homogeneity Test

Table 11. Homogeneity Test Results

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	1.158	6	25	.359
	Based on Median	.964	6	25	.469
	Based on Median and with adjusted df	.964	6	18.290	.476
	Based on trimmed mean	1.168	6	25	.355

The homogeneity test aims to ensure that the data to be measured comes from homogeneous variants. After calculating the data, it is known that the value (sig.) is 0.359 > 0.05. So, it can be concluded that the variables of the data are homogeneous.

c. Paired Sample T-Test

Table 12. Paired Sample T-Test Results

Paired Samples Test									
Paired Differences							Significance		
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
				Lower	Upper				



Pair 1	Pre-test –	-	7.51113	1.28815	-	-	-	33	<.001	<.001
	Post-test	27.64			30.267	25.026	21.463			
		706			82	30				

Researchers conducted a paired simple t test to see if there was a difference in the average of two paired samples, namely the pretest and post-test scores. After calculating the data, there is a significant difference between the pretest and post-test data because the Significance (Sig.) value is $0.001 < 0.05$.

d. N-Gain Test

After all the tests have been carried out, finally the n-gain test is carried out. This test is conducted to determine the effectiveness of the developed product (Purwanti, Imron, and Dewi 2022).

Table 13. N-Gain Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	34	.33	1.00	.6058	.17563
Ngain_Persen	34	33.33	100.00	60.5816	17.56277
Valid N (listwise)	34				

Based on the test results that have been carried out, it is known that the average n-gain percent value is 60.5816%. By looking at the N-Gain category, it is concluded that the product that the researchers developed is categorized as **"Enough Effective"** so it is suitable for use.

Conclusion

Researchers developed *maharah istima'* evaluation questions based on higher order thinking skills (hots) using Quizizz. A total of twenty multiple choice questions were created. The developed questions incorporate HOTS indicators C4, C5, and C6. These questions can be administered to students by providing a game code.

Based on the effectiveness test results, the average N-Gain score obtained was 60.58%, which falls into the "Enough Effective" category. This indicates that the developed product was able to significantly improve students' understanding or abilities, although it has not yet reached the "Very Effective" category. These results are supported by other statistical tests, including the normality test which showed that the data were normally distributed (Asymp. Sig. = $0.200 > 0.05$), the homogeneity test indicating that the data came from homogeneous variances (Sig. = $0.359 > 0.05$), and the t-test showing a significant difference between pretest and post-test scores (Sig. = $0.001 < 0.05$), meaning there was a clear improvement in learning outcomes after the treatment.

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