Shawtul 'Arab
Shautul Arab
Jurnal Pendidikan Bahasa Arab
p-ISSN: 2809-7149
e-ISSN: 2809-7157
Volume 6, Number1, Month X, Year 2026 DOI: 10.51192/sa.v6i1.3036 http://jurnal.iuqibogor.ac.id

The Implementation of the Educaplay Platform in Arabic Language Testing at the PPTq Mu'allimin Muhammadiyah in Pakan Sinayan

Nailah Mardhiyah[1], Hurriyatus Sa'adiyah[2], Oktarina Yusra[3], Wira Wahyuni[4]
[1234]Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi
nailahmardhiyah230703@gmail.com

Manuscript submitted:8-10-2026, revised:25-10-2026, accepted:11-10-2026, published:31- 10-2026

ABSTRACT

Perkembangan teknologi telah menimbulkan kebutuhan akan inovasi dalam penilaian pembelajaran bahasa Arab. Platform Educaplay merupakan salah satu alat modern yang digunakan di bidang ini; namun, kajian mengenai penerapannya masih terbatas. Penelitian ini bertujuan untuk mendeskripsikan implementasi platform Educaplay dan mengidentifikasi persepsi siswa terhadap penggunaannya. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Populasi penelitian adalah siswa kelas XI di PPTQ Mu'allimin Muhammadiyah Pakan Sinayan dari 27 Siswa 1 Guru bahasa Arab. Data dikumpulkan melalui berbagai instrumen, meliputi observasi, wawancara, dan dokumentasi. Data kemudian dianalisis melalui tiga tahap utama, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hal ini dilakukan untuk memberikan gambaran yang komprehensif tentang pelaksanaan penilaian serta pandangan siswa terhadap penggunaan platform Educaplay dalam pembelajaran bahasa Arab. Hasil penelitian menunjukkan bahwa implementasi Educaplay dilaksanakan dalam tiga tahap, yaitu tahap persiapan, tahap pelaksanaan, dan tahap evaluasi. Persepsi siswa terbagi ke dalam tiga ranah, yaitu ranah kognitif, di mana siswa menunjukkan pemahaman yang lebih mendalam terhadap soal dan waktu respons yang lebih cepat; ranah afektif, di mana mereka merasa nyaman, tertarik, dan sangat termotivasi selama tes; serta ranah psikomotorik, di mana siswa menunjukkan kemampuan mengoperasikan aplikasi dan berpindah antaraktivitas secara mandiri. Berdasarkan temuan tersebut, Educaplay dapat dipandang sebagai alat yang efektif dan interaktif untuk menilai pembelajaran bahasa Arab, sesuai dengan tuntutan era digital.
Kata kunci: Educaplay, tes bahasa Arab, persepsi siswa

ABSTRACT

The development of technology has created a need for innovation in assessing Arabic language learning. The Educaplay platform is one of the modern tools used in this field; however, studies on its application are still limited. This research aims to describe the implementation of the Educaplay platform and to identify students' perceptions of its use. This study employed a qualitative method using a descriptive approach. The research population consisted of eleventh-grade students at Pptq Mu'allimin Muhammadiyah Pakan Sinayan from 27 Students and one Teacher of Arabic Language. Data were collected through various instruments, including observation, interviews, and documentation. The data were then analyzed through three main stages: data reduction, data display, and conclusion drawing. This was done to provide a comprehensive picture of the implementation of the assessment and the students' perspectives on the use of the Educaplay platform in learning Arabic. The results of the study indicated that the implementation of Educaplay was carried out in three stages: the preparation stage, the implementation stage, and the evaluation stage. Students' perceptions were divided into three domains: the cognitive domain, where students demonstrated deeper understanding of the questions and faster response times; the affective domain, where they felt comfortable, interested, and highly motivated during the test; and the psychomotor domain, where students showed the ability to operate the application and

Creative Commons Attribution 4.0 International License.

navigate between activities independently. Based on these findings, Educaplay can be considered an effective and interactive tool for assessing Arabic language learning, in line with the demands of the digital era.
Keywords: Educaplay, Arabic language testing, students' perceptions

INTRODUCTION

Arabic is one of the world's major languages, and it has developed considerably in both social and scholarly terms (Hermawan 2018). It is also the language of the Holy Qur'an and plays an important role for Muslims around the world. Arabic occupies a very important place in the life of Muslims: besides being the language of the Qur'an and the Prophetic Hadith, it is also the language of Muslim worship (Nasution and Lubis 2023). Every Muslim who performs the prayer must use Arabic in their recitation (Ahmad Fuad Effrndy 2017). Without a sufficient command of Arabic, a person will find it difficult to gain a deeper understanding of the teachings of Islam.

In Indonesia, Arabic is taught from the primary level through to university, particularly in Islamic educational institutions such as pesantren and madrasahs (Zulhannan 2014). This shows that learning Arabic has become a necessity for Muslims who wish to deepen their understanding of their religion. Nevertheless, Arabic instruction still faces many challenges and problems that must be addressed if learning objectives are to be achieved optimally.

The process of teaching Arabic consists of several interrelated core components, namely listening, speaking, reading, and writing skills (Khasairi 2013). These four skills are the fundamental pillars of comprehensive language mastery and should be taught in an integrated manner. In addition, grammar (*nahw* and *sarf*) is an integral part of supporting students' language ability. Mastery of these components is a decisive factor in the success of Arabic instruction, particularly in the context of active, purposeful learning within formal educational settings (Nurfadillah 2022).

In learning activities, a competent Arabic teacher should understand the learning objectives, master teaching methods and techniques, be thoroughly familiar with the subject content, and be able to use instructional media effectively. Teachers must also be able to manage individual differences among students in the classroom and to evaluate learning outcomes well (Rohman 2014).

Assessment of Arabic learning is a strategic element in measuring the extent to which learning objectives have been achieved. Effective assessment is not limited to the cognitive aspect; it also covers students' affective and psychomotor aspects (Amin 2023). In practice, however, the assessment of Arabic learning still faces several obstacles, such as the limited availability of engaging assessment tools, a lack of variety in test items, and weak student

Creative Commons Attribution 4.0 International License.

participation in the assessment process (Hidayat and Asyafah 2019).

In the teaching process, a test is an instrument used to determine the extent to which students have attained the standard of competence taught in each lesson. This is consistent with the view of several experts, who regard a test as a tool or procedure used to find out or measure something in a particular context, using a method and rules determined in advance (Herdah, Firmansyah, and Rahman 2020). A test may help teachers see how successful they have been in their teaching. It may also help students evaluate themselves and their progress over the months of the school year or across successive years of study .

The use of technology in educational testing has become an essential response to the developments of the age. In the context of Arabic instruction, technology is not merely an innovation but a necessity for broadening the reach of teaching and enhancing its effectiveness. The ways in which Arabic is taught and learned have changed significantly, creating a more dynamic, interactive, and effective learning experience from which students benefit in their daily lives when listening, speaking, reading, and writing in Arabic (Azhar et al. 2022).

One possible solution to these problems is the use of interactive digital media such as Educaplay. Educaplay is a digital learning platform that enables teachers to create various kinds of interactive exercises, such as quizzes, puzzles, and other educational games (Nurita, Wathoni, and Widyasari 2024). By using this application, the assessment of Arabic learning can be carried out in a more engaging and interactive way, which helps increase students' motivation to learn.

Educaplay is an online platform that allows users to create and share educational games with ease. Through this platform, teachers can design educational games that present the subject matter in an enjoyable and effective manner (Nada and Muhaimin 2025). These games can be built with multimedia elements such as text, images, audio, and video. Teachers can also involve students in designing the games, which fosters collaboration and teamwork among them. The features available on the platform include creating mind maps, designing quizzes, and preparing educational assessment tools.

Educaplay facilitates student-centered learning by giving learners a role in the learning process and providing immediate feedback on their progress (Sari 2020). Another advantage of Educaplay is that it can be accessed at any time and from any place through digital devices, which gives learners greater flexibility in learning (Asrori 2016). By using Educaplay in Arabic instruction, it is hoped that the application will help develop learners' reading skills and overcome the various problems encountered in learning Arabic.

Creative Commons Attribution 4.0 International License.

Several studies have demonstrated the effectiveness of Educaplay in Arabic instruction. Wina Arsita, Hikmah, and Masrun (2024), in their study entitled "The Implementation of the Educaplay Platform in Assessing Arabic Language Learning at SD IT Mutiara Pekanbaru," found that Educaplay is able to increase student engagement in the assessment of Arabic learning (Wina Arsita, Hikmah 2024). Similarly, Rulani (2024), in a study entitled "The Effectiveness of the 'Educaplay' Learning Media in Increasing Interest in Arabic Learning among Tenth-Grade Students at Madrasah Aliyah Muhammadiyah 7 Yogyakarta in the 2023/2024 Academic Year," found that the use of Educaplay has a significant effect on students' willingness to learn. Likewise, Melani and Jasiyah (2025), in a study entitled "The Usability of Educaplay as a Learning Medium for Sirah in Grade Seven," concluded that the use of Educaplay markedly increases students' motivation to learn. Meanwhile, the study by Nunik Zahriyah and Yulin Nada (2025), entitled "The Development of Educaplay Media to Improve Arabic Vocabulary among Primary School Students," showed that Educaplay is effective in improving students' ability to master vocabulary.

Based on observations conducted from 22 July 2024 to 24 October 2024, together with an interview with the Arabic teacher, it was found that Educaplay has been used at PPTQ Mu'allimin Muhammadiyah Pakan Sinayan at the Islamic senior high school (*madrasah aliyah*) level by the Arabic teacher, Ustadzah Yurdani, who holds a bachelor's degree in Islamic education and teaches Arabic at that level.

This tool is usually used after the teacher has explained the lesson, as a means of measuring how well students understand the topic that has been taught. It is also used in classroom competitions and daily tests. Using it spares the teacher from marking answer sheets by hand, since the assessment results appear immediately on each student's computer as well as on the teacher's computer. In addition to making the teacher's work easier, Educaplay makes students more enthusiastic about doing the exercises because of its attractive features, and it helps reduce students' boredom when completing assignments.

In light of the above, there is a need to examine the extent to which Educaplay is used in testing Arabic learning, particularly within the teaching and learning process at PPTQ Mu'allimin Muhammadiyah Pakan Sinayan. This study aims to uncover students' views on the use of this application as a tool for assessing their Arabic learning. It is hoped that the findings will offer teachers and educational institutions constructive ideas for developing Arabic instruction and making it both more engaging and more effective.

RESEARCH METHODS

This study employs a descriptive qualitative approach aimed at describing phenomena

Creative Commons Attribution 4.0 International License.

related to students' perceptions of the implementation of the Educaplay platform in assessing Arabic language learning in depth, through direct collection of field data. The research was conducted at the Muhammadiyah Teacher Training Institute for Qur'an Memorization in Pakan Sinayan, Kamang Magek, Agam Regency, as it is considered a suitable site for the research problem and because it applies the Educaplay platform in its assessment process. Data collection techniques in this study rely on three main methods, namely observation of the process of using the platform within the learning environment, in-depth interviews with the Arabic language teacher and eleventh-grade students, and documentation, which involves collecting documents, photographs, and school records such as teaching modules and assessment results. The data sources comprise primary sources, namely the students and the teacher, and secondary sources, namely the school's official documents. Data analysis follows the qualitative analysis approach through the stages of data reduction, data display, and conclusion drawing and verification, as set out in the Miles and Huberman model. To ensure the validity and credibility of the data, the researcher used source and technique triangulation by comparing data obtained from the students, the teacher, and the documents to verify their consistency and objectivity.

RESULTS AND DISCUSSION

The findings of the study, obtained through observation, interviews, and documentation, show that the implementation of the Educaplay platform in Arabic language assessment at the Muhammadiyah Teacher Training Institute for Qur'an Memorization in Pakan Sinayan has yielded positive results. The Arabic language teacher made use of this application to prepare interactive and varied digital tests. The assessment formats used included activities such as "matching words," "fill in the blanks," "multiple choice," and "word search," all of which aim to measure the extent of the students' understanding of the Arabic language lesson materials.

Before the Educaplay test was carried out, the teacher went through a preparation stage that included creating an account on the platform, preparing the questions based on the learning indicators, and choosing the type of exercise suited to the assessment objectives. This shows that using Educaplay not only makes it easier for the teacher to prepare the test, but also offers an attractive alternative to traditional paper-based tests. This is consistent with Eftitas's view, which indicated that digital media in assessment provide efficiency and practicality in administering tests(Etfita et al. 2022) .

During the tests, the students showed great enthusiasm; they completed the tests independently and with high concentration, using desktop or laptop computers and without external distractions. Observation showed that the students were more serious in answering because the test was individual and technology-based. This indicates that the

Creative Commons Attribution 4.0 International License.

Educaplay application can create a more organized and focused testing environment. This finding supports Munir's statement that digital media create a more focused learning environment because the student interacts directly with the content on the screen(Munir and Su'ada 2024) .

In terms of achieving the assessment objectives, Educaplay was considered highly effective in measuring students' competence in reading and writing skills. Multiple-choice, matching, and fill-in-the-blank questions are suitable for testing vocabulary, sentence structure, and reading skills. The teacher noted that test results appear automatically, which speeds up the grading and evaluation process. This is in line with Azhar's findings, which showed that the use of digital platforms for assessment accelerates feedback to students and reduces the administrative burden on teachers (Azhar et al. 2025).

However, some limitations remain, especially in testing speaking skills, as the application does not support voice input or direct recording within the test format. Therefore, the Arabic teacher at the Muhammadiyah Teacher Training Institute for Qur'an Memorization in Pakan Sinayan uses Educaplay only to assess non-speaking skills such as reading and grammar. This agrees with Aisyah's study, which stated that most digital assessment platforms are limited to receptive skills such as reading and writing, while productive skills such as speaking require other assessment methods such as interviews or oral presentations (Aisyah, Ramadani, and Wulandari 2025).

Some technical challenges also emerged during implementation, particularly concerning internet connectivity and the readiness of the devices used by the students. Although these challenges were not a major obstacle, they require attention from teachers and the educational institution when designing digital assessment. Nevertheless, both teachers and students agreed that Educaplay is more engaging and efficient than traditional manual testing methods (Yunus 2018).

This implementation shows that integrating technology into language teaching has become an increasingly necessary practice that is accepted by students. The positive response indicates that students are ready to adapt to the 21st-century education model, which relies on digital media as an assessment tool. This is in line with Yunus's view, which indicated that the use of technology in language teaching encourages students to engage positively with the subject matter and gives teachers an opportunity to develop their assessment methods.

Accordingly, it can be said that the implementation of Educaplay in Arabic language tests is an innovative step that contributes to more effective, efficient, and engaging assessment. Despite some limitations in assessing speaking skills and some technical obstacles, Educaplay is a suitable option for teaching Arabic in a modern and interactive

Creative Commons Attribution 4.0 International License.

way.

In addition to describing the implementation of Educaplay in Arabic language teaching, this study also aims to explore students' perceptions of applying Educaplay in Arabic language tests at the Muhammadiyah Teacher Training Institute for Qur'an Memorization in Pakan Sinayan. Through observation, interviews, and documentation, it was found that students generally hold a positive perception of using the application in the assessment process. Most students feel that this application makes it easier for them to understand the questions, provides an enjoyable testing environment, and increases their concentration while taking the tests (Redaksi 2015).

Among the most notable findings is that students consider Educaplay easy to use and attractive in appearance, as interactive activities such as "matching," "fill in the blanks," and "multiple choice" make assessment resemble an educational game. This agrees with Sari's statement, which emphasized that educational applications with simple, interactive interfaces contribute significantly to raising students' motivation to learn, especially in Arabic, which is distinguished by its particular structures and difficult vocabulary.

It was also established that the use of Educaplay strengthens students' concentration during assessment and helps create a calm test environment with little distraction. Each student works on his or her own device, which provides an individual and focused learning experience. This finding confirms Munir's statement that digital media enhance student concentration thanks to individual and direct interaction. Presenting the questions through a digital platform also makes the assessment process more flexible and enjoyable (Munir and Su'ada 2024) .

The teacher considers the use of Educaplay in testing more effective than traditional manual methods, since results are displayed immediately and can be revisited at any time, which speeds up grading and saves the teacher time and effort. This supports Rahmawati's study, which demonstrated that digital assessment platforms accelerate feedback to students and make the learning process more efficient.

Despite all these advantages, the study also revealed some shortcomings in testing speaking skills with Educaplay, as the available assessment activities rely on text only, which limits the assessment of oral skills. This is consistent with Nugroho's statement that most current digital assessment platforms are not yet able to assess speaking skills effectively, especially in foreign languages such as Arabic (Indriyana and Nugroho 2024).

Even with these challenges, the findings show that students are receptive to new educational technologies and ready to learn through technological tools. This is confirmed by Yunus, who stated that the digital generation is able to adapt to technological learning tools, making learning closer to their everyday technological reality.

Creative Commons Attribution 4.0 International License.

Based on this, the study shows that using Educaplay as a testing tool in Arabic language teaching has a positive and effective impact, particularly on reading and writing skills. However, testing speaking skills requires integrating additional tools, such as oral presentations or individual conversations. Hence, it is recommended to combine digital media with traditional methods to provide a more comprehensive and integrated assessment system.

CONCLUSIONS

Overall, this study shows that using the Educaplay platform in Arabic language testing can provide a more interactive and engaging assessment environment, and contributes to raising students' concentration and improving their competence in reading and writing skills. The findings indicate that this application is a suitable means of enhancing the effectiveness of digital assessment, simplifying the grading process, and providing immediate feedback. However, some limitations remain, particularly in assessing speaking skills, which require additional tools beyond the scope of the platform. It is recommended that future studies broaden the scope of research to include other language skills or different educational institutions, while integrating complementary assessment methods in order to obtain a more comprehensive picture of the effectiveness of using Educaplay in Arabic language teaching.

LITERATURE

Ahmad Fuad Effrndy. 2017. *Metodologi Pengajaran Bahasa Arab*. Malang: Misykat.

Aisyah, Siti, Ayu Fitriya Ramadani, and Anggita Eka Wulandari. 2025. "Pemanfaatan Teknologi Digital Sebagai Media Pembelajaran Interaktif Untuk Siswa Sekolah Dasar" 3: 388–401.

Amin, Nur Fadilah. 2023. "Konsep Dasar Evaluasi Pembelajaran Bahasa Arab." *Matluba: Journal of Arabic Language and Education* 1 (1): 65–76.

Asrori, Imam. 2016. *Media Pembelajaran Bahasa Arab*. Malang: CV. Bintang Sejahtera.

Azhar, Muhammad, Marlina Rahmawati, M Ripani Saputra, Resy Mulyani, Siti Nurdinah, Angga Frananda, and Lidia Fitri. 2025. "Evaluasi Pembelajaran Bahasa Arab Berbasis Teknologi Digital." *Ukazh: Journal of Arabic Studies* 6 (1): 78–99.

Azhar, Muhammad, Hakmi Wahyudi, Promadi Karim, and Jon Pamil. 2022. "Arabic Language Learning Progress in Darussakinah Batu Bersurat Islamic Boarding School." *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 6 (2): 285–307.

Etfita, Fauzul, Arimuliani Ahmad, Alber Alber, and Sri Wahyuni. 2022. "Pendampingan Penggunaan Media Pembelajaran Interaktif Berbasis Web Pada Siswa SMKS Budi Dharma Dumai." *Kontribusi: Jurnal Penelitian Dan Pengabdian Kepada Masyarakat* 3 (1): 56–66.

Herdah, Firmansyah, and Ali Rahman. 2020. "PENDEKATAN TES DISKRET DALAM PEMBELAJARAN BAHASA ARAB." *AL-ISHLAH Jurnal Pendidikan Islam*.

Hermawan, Acep. 2018. *Metodologi Pembelajaran Bahasa Arab*. Bandung: PT. Remaja Rosdakarya.

Creative Commons Attribution 4.0 International License.

Hidayat, Tatang, and Abas Asyafah. 2019. "Konsep Dasar Evaluasi Dan Implikasinya Dalam Evaluasi Pembelajaran Pendidikan Agama Islam Di Sekolah." *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 10 (1): 159–81.

Indriyana, Sochifatun Indriyana Sochifatun, and Muhammad Yusuf Amin Nugroho. 2024. "Penggunaan Media Aplikasi Educandy Untuk Meningkatkan Penguasaan Kosakata Bahasa Arab." *MUHIBBUL ARABIYAH: Jurnal Pendidikan Bahasa Arab* 4 (2): 71–85.

Khasairi, Moh. 2013. "Pengembangan Komponen Pembelajaran Bahasa Arab Di Madrasah Aliyah." *Jurnal Bahasa Dan Seni*, no. 1.

Munir, M, and Ita Zumrotus Su'ada. 2024. "Manajemen Pendidikan Islam Di Era Digital: Transformasi Dan Tantangan Implementasi Teknologi Pendidikan." *JIEM: Journal Of Islamic Education and Management* 5 (1): 1–13.

Nada, Yulin, and M Zunaidul Muhaimin. 2025. "PENGEMBANGAN MEDIA EDUCAPLAY UNTUK MENINGKATKAN MUFRODAT SISWA DI SEKOLAH DASAR." *Al-Muttaqin: Jurnal Studi, Sosial, Dan Ekonomi* 6 (1): 65–75.

Nasution, Novita Sari, and Lahmuddin Lubis. 2023. "Urgensi Pembelajaran Bahasa Arab Dalam Pendidikan Islam." *Jurnal Simki Pedagogia* 6 (1): 181–91.

Nurfadillah. 2022. "Komponen Pembelajaran Bahasa Arab Dalam Perspektif Pendidikan Bahasa." *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palopo* 10 (1).

Nurita, Lutfi, Mahbubul Wathoni, and Nurbaiti Widyasari. 2024. "Meningkatkan Motivasi Belajar Menggunakan Game Edukasi Educaplay Pada Materi Recount Text Siswa Kelas X SMA Muhammadiyah Ponjong," 2361–66.

Redaksi, . 2015. "Jurnal Teknologi Pendidikan." *Jurnal Teknologi Pendidikan (JTP)* 8 (2): 253–58. https://doi.org/10.24114/jtp.v8i2.3329.

Rohman, Fathur. 2014. "Strategi Pengelolaan Komponen Pembelajaran Bahasa Arab." *ARABIYAT: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 1 (1).

Sari, Puspita. 2020. "Educaplay: Platform Pembelajaran Intersktif Untuk Meningkatkan Keterampilah Berbahasa." *Jurnal Teknologi Pendidikan* 8 (2).

Wina Arsita, Hikmah, Masrun. 2024. "Penerapan Platform Educaplay Dalam Pembelajaran Bahasa Arab SD IT Mutiara Pekan Baru." *Sindoro: Cendikia Pendidikan* 9 (12).

Yunus, Melor Md. 2018. "Innovation in Education and Language Learning in 21st Century." *Journal of Sustainable Development Education and Research* 2 (1): 33–34.

Zulhannan, Drs. 2014. "Teknik Pembelajaran Bahasa Arab Interaktif." *PT. Raja Grafindo Persada*.

Creative Commons Attribution 4.0 International License.



Creative Commons Attribution 4.0 International License.