



## **Utilizing Mentimeter as a Formative Assessment Medium to Understand Arabic Texts in Higher Education**

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**Abstract:** The utilization of technology in the field of education is rapidly advancing, including for foreign language learning such as Arabic. One of the tools currently employed is Mentimeter, an interactive platform that enables educators to create real-time tests and assessments. The aim of this article was to explore students' perceptions regarding the use of Mentimeter as a formative assessment tool to enhance their understanding of Arabic texts. This research employed a quantitative descriptive method with an evaluative basis. Data collection involved surveys using Likert scales. The study participants consisted of 80 Psychology students who are engaged in intensive Arabic language learning. Data analysis indicated that the majority of students respond positively to the use of Mentimeter as a formative assessment tool. They expressed that employing Mentimeter results in greater learning motivation and enhances their comprehension of Arabic texts. These findings contributed to understanding the effectiveness of Mentimeter in the context of Arabic language learning at the student level and underscore the importance of integrating technology in innovative learning practices.

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## **Introduction**

The importance of technology in education, particularly in Arabic language learning, has become a primary focus in addressing the era of educational modernization.<sup>1</sup> The transformation brought about by technology not only creates innovations in the learning process but also opens up various new opportunities for

<sup>1</sup> Zamri Arifin and Zainuddin Ismail, "Arabic Speaking Skills as a PBJJ Course: Between Objectives and Reality," *Procedia - Social and Behavioral Sciences* 18 (2011): 534-536, <https://doi.org/10.1016/j.sbspro.2011.05.078>.

students to understand and master the Arabic language.<sup>2</sup> In an era where access to online learning materials, applications, and digital platforms is increasingly easier, technology plays a crucial role in facilitating greater interaction between students and learning materials.<sup>3</sup> The sophistication of technology has led to the efficiency of the learning process and its utilization in the realm of language testing or quizzes.<sup>4</sup>

The shift of technology from merely serving as a learning medium to offering various benefits poses its own challenges in the field of education, including in higher education.<sup>5</sup> Technology-based learning media has become a comprehensive tool for students to engage in distance learning, mobile education, and even interactive quizzes.<sup>6</sup> In this era, non-native students in Arabic language learning are expected to be more independent in delving into each learning target pursued in their respective universities.<sup>7</sup> Even though, in reality not all technologies can support students' Arabic language skills, as the appropriateness in selecting and utilizing media should be adjusted to the learning objectives and students' abilities.<sup>8</sup> Difficulty in accessing technological applications should also be taken into consideration.

For students learning Arabic, understanding texts is one of the language skills, known as "*maharah al-qiroah*" (the skill of reading). Students face their own challenges due to the uniqueness of Arabic texts.<sup>9</sup> In addition to the differences in alphabet forms compared to their native language (Indonesian), students also encounter challenges with

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<sup>2</sup> Libo Li, Huan Yu, and Martin Kunc, "The Impact of Forum Content on Data Science Open Innovation Performance: A System Dynamics-Based Causal Machine Learning Approach," *Technological Forecasting and Social Change* 198 (2024): 122936, <https://doi.org/10.1016/j.techfore.2023.122936>.

<sup>3</sup> Fan Su and Di Zou, "A Comparative Review of Technology-Assisted and Non-Technology Concept Mapping-Based Language Learning," *International Journal of Educational Research Open* 6 (2024): 100319, <https://doi.org/10.1016/j.ijedro.2024.100319>.

<sup>4</sup> Ohud Alsemaree et al., "An Analysis of Customer Perception Using Lexicon-Based Sentiment Analysis of Arabic Texts Framework," *Heliyon* . 10, no. 11 (2024): e30320, <https://doi.org/10.1016/j.heliyon.2024.e30320>

<sup>5</sup> Alex Sander Clemente De Souza and Luciana Debs, "Concepts, Innovative Technologies, Learning Approaches and Trend Topics in Education 4.0: A Scoping Literature Review," *Social Sciences & Humanities Open* 9 (2024): 100902, <https://doi.org/10.1016/j.ssaho.2024.100902>

<sup>6</sup> Himendra Balalle, "Exploring Student Engagement in Technology-Based Education in Relation to Gamification, Online/Distance Learning, and Other Factors: A Systematic Literature Review," *Social Sciences & Humanities Open* 9 (2024): 100870, <https://doi.org/10.1016/j.ssaho.2024.100870>

<sup>7</sup> Aws A. Magableh and Khalid S.Al- Tahat, "Psychometric Evaluation of the Arabic Standardized User Experience Percentile Rank Questionnaire (Arabic SUPR-Q)," *Computers in Human Behavior Reports* 13 (March 2024): 100376, <https://doi.org/10.1016/j.chbr.2024.100376>.

<sup>8</sup> Halimatus Sa'diyah and Ivan Alfian, "Whatsapp Small Groups sebagai Media Pembelajaran Maharah Al-Kalam di Masa DARING," *Arabia* 13, no. 1 (June 22, 2021): 1-22, <https://doi.org/10.21043/arabia.v13i1.10217>.

<sup>9</sup> Misbakhur Surur, "Tantangan dan Peluang Bahasa Arab di Indonesia," *Risda: Jurnal Pemikiran dan Pendidikan Islam* 6, no. 2 (October 18, 2022): 174-182, <https://doi.org/10.59355/risda.v6i2.90>.

the complex vocabulary, as well as the meaning of each sentence structure and paragraph presented in texts, whether they are from textbooks or supplementary learning materials.<sup>10</sup> Reading Arabic texts requires specific basic techniques.<sup>11</sup> Beyond that, understanding Arabic texts is a crucial key in the learning process, enabling students to access important sources in research and academic studies across various fields of knowledge.

Assessment is one of the components of the learning process after planning and implementing teaching.<sup>12</sup> In this context, formative assessment emerged as an integral part of the learning process and provides continuous feedback to help students develop gradually.<sup>13</sup> In Arabic language learning, formative assessment becomes very important given the complexity of the language.<sup>14</sup> Formative assessment involves active interaction between teachers and students, allowing for active participation and feedback from students.<sup>15</sup> Teachers as facilitators who guide students towards learning goals, while this process encourages reflection and critical thinking among students.

With the shift towards technology-based learning, formative assessment platforms for foreign languages, including Arabic, in higher education face several challenges.<sup>16</sup> These challenges are related to the assessment media and the content being tested.<sup>17</sup> Sometimes, the questions in the media do not reflect the learning objectives, there's a possibility of cheating in answering due to online assessment, the question formats are

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<sup>10</sup> Amira Nayla, "Perbandingan Kata Bahasa Indonesia dan Bahasa Arab (Tinjauan Struktur dan Semantik)" *Jurnal Motivasi Pendidikan dan Bahasa*. 2, no. 1 (2024): 44-51.

<sup>11</sup> Asmuki Asmuki and Ahmadi Muhammadiyah, "Pembelajaran Bahasa Arab Sebagai Dasar Pengembangan Keterampilan Membaca Kitab," *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 1, no. 1 (January 5, 2020): 49–64, <https://doi.org/10.35316/lahjah.v1i1.577>.

<sup>12</sup> Peter J. Woods and Y. Copur-Gencturk, "Examining the Role of Student-Centered versus Teacher-Centered Pedagogical Approaches to Self-Directed Learning through Teaching," *Teaching and Teacher Education* 138 (February 2024): 104415, <https://doi.org/10.1016/j.tate.2023.104415>.

<sup>13</sup> Mohammed Abdulwahab Al-Gerafi et al., "Designing of an Effective E-Learning Website Using Inter-Valued Fuzzy Hybrid MCDM Concept: A Pedagogical Approach," *Alexandria Engineering Journal* 97 (June 2024): 61–87, <https://doi.org/10.1016/j.aej.2024.04.012>.

<sup>14</sup> Rujun Gao et al., "Automatic Assessment of Text-Based Responses in Post-Secondary Education: A Systematic Review," *Computers and Education: Artificial Intelligence* 6 (June 2024): 100206, <https://doi.org/10.1016/j.caeai.2024.100206>.

<sup>15</sup> Siti Rabiatal Adawiyah and Akhmad Haolani, "Kajian Teoritis Penerapan Self-Assessment Sebagai Alternatif Asesmen Formatif Di Masa Pembelajaran Jarak Jauh" *Jurnal Ilmiah Mandala Education* 7, no. 3 (2021): 596-605.

<sup>16</sup> Nouf Aljohani, "Shifting Focus to Online Learning during the COVID-19 Pandemic in Saudi Universities: Challenges and Opportunities," *Education for Information* 38, no. 1 (March 11, 2022): 37–51, <https://doi.org/10.3233/EFI-211533>.

<sup>17</sup> Catherine Audrin and Bertrand Audrin, "Emotional Intelligence in Digital Interactions – A Call for Renewed Assessments," *Personality and Individual Differences* 223 (June 2024): 112613, <https://doi.org/10.1016/j.paid.2024.112613>

limited, and not all media provide subjective assessment platforms. To address these challenges, it is important to design interactive quizzes with clear learning objectives, consider students' technological needs, and use various types of questions to cover different language skill aspects.<sup>18</sup> Furthermore, careful monitoring during the quiz implementation is necessary to prevent potential cheating and ensure the accuracy of the evaluation results.

One interesting formative assessment tool is Mentimeter.<sup>19</sup> With its interactive features such as polling, quizzes, and surveys, Mentimeter facilitates active student participation and provides immediate feedback.<sup>20</sup> In the Arabic language teaching and learning process, Mentimeter is used as a learning tool and has shown positive results, including: (1) Research by Manshur indicated that elementary Islamic school (*madrasah ibtidaiyah*) students' understanding of Arabic language materials has improved through the use of Mentimeter.<sup>21</sup> (2) Research by Zulfa and Huda concluded that Mentimeter is an effective Arabic language learning media used during the pandemic for *Tsanawiyah* (junior high school) students.<sup>22</sup> (3) Research by Sofa et al. yielded findings that students can focus on Arabic morphology (*sharaf*) by utilizing Mentimeter as a media.<sup>23</sup>

However, despite several studies showing the positive impact of using Mentimeter in Arabic language learning, this research aims to further explore students' perceptions of Mentimeter. By considering students' perceptions, this study expected to provide deeper insights into the development of more effective learning strategies. Thus, this research not only contributed to Arabic language education literature but also fills the gap in knowledge about technology utilization in higher education contexts. It is

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<sup>18</sup> Machnunah Ani Zulfah and Akhmad Mahmudi, "Development of Learning Media through Interactive Quiz," *SCHOOLAR: Social and Literature Study in Education* 1 no. 1 (2021): 65-70.

<sup>19</sup> Kuritza, Victoria C., Daniel P. Cibich, and Kashif A. Ahmad., "Interactive Presentation Digital Tool Mentimeter Perceived as Accessible and Beneficial for Exam Preparation by Medical Students," *Advances in Educational Research and Evaluation* 1, no. 2 (2020): 63-67, <https://doi.org/10.25082/AERE.2020.02.002>

<sup>20</sup> Vera Septi Andriani and Hendrik Pratama, "Implementasi Quiz Interaktif dengan Software Mentimeter dalam Meningkatkan Hasil Belajar," *Mimbar Ilmu* 26, no. 2 (August 20, 2021): 287-294, <https://doi.org/10.23887/mi.v26i2.36923>.

<sup>21</sup> Umar Manshur and Hajar Rosdiana, "Efektifitas Media Mentimeter Dalam Meningkatkan Pemahaman Materi Bahasa Arab Era Pandemi Covid-19 di Mi Al-Huda Pengastulan Seririt Bali," *Hijai - Journal on Arabic Language and Literature* 4, no. 2 (January 12, 2022): 180-197, <https://doi.org/10.15575/hijai.v4i2.15732>.

<sup>22</sup> Desi Rahmania Zulfa and Nurul Huda, "Efektivitas Media Mentimeter Pada Pemahaman Materi Bahasa Arab Era Pandemi Covid-19," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 2, no. 1 (February 19, 2021): 24-39, <https://doi.org/10.19105/alb.v2i1.4142>.

<sup>23</sup> Faizmailatus Sofa, Zainal Arifin Ahmad, and Syiva Nurul Afifah, "Can Mentimeter Become an Inovative Media in Sharf Learning?," *Studi Arab* 13.2 (2022): 51-61.

expected that the findings of this research could help optimize the use of Mentimeter for better learning outcomes in Arabic language education at the university level.

## Methods

This research was a quantitative descriptive study based on an evaluative approach. Descriptive research systematically describes facts, characteristics of the subjects, or objects being studied accurately.<sup>24</sup> Data collection in quantitative research involved presenting numbers, graphs, or diagrams that depict the phenomena under study.<sup>25</sup> The purpose of this research was to analyze students' perceptions regarding the utilization of Mentimeter as a formative assessment media for understanding Arabic texts.

The respondents in this research are purposively selected based on specific characteristics. Approximately 80 psychology student underwent intensive Arabic language learning at one of the state Islamic universities in Malang city. One of the skills they learnt was understanding Arabic texts, and Mentimeter was used as one of the formative assessment media. The students have the same level of proficiency but were divided into two different intensive classes, namely Psychology 1 and Psychology 2, with each class consisting of 40 students.

The data were obtained through a questionnaire distributed via Google Form. The questionnaire, as a primary data collection tool, was distributed to respondents directly by the researcher (independently) and was used to gather personal information such as attitudes, opinions, motivations, and desires of the respondents. Ideally, all respondents were willing to complete and had the motivation to answer the questions or statements in the research questionnaire. In the questionnaire, there was no requirement that 100% of the questionnaires be collected back by the researcher, but it is better if the response rate is higher. If the response rate reaches 30%, it can already be considered sufficient.<sup>26</sup> The questionnaire format were designed to determine whether the questions are open-ended or closed-ended.

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<sup>24</sup> Haradhan Kumar Mohajan, "Quantitative Research: A Successful Investigation in Natural and Social Sciences," *Journal of Economic Development, Environment and People* 9, no. 4 (December 31, 2020), <https://doi.org/10.26458/jedep.v9i4.679>.

<sup>25</sup> Hamed Taherdoost, "Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects," *International Journal of Academic Research in Management (IJARM)* 10 no.1 (2021): 10-38.

One way to quantify social variables was by using Likert scale.<sup>27</sup> The questionnaire in this research was a systematically arranged list of questions, which were then answered by respondents and the responses were submitted to the researcher.<sup>28</sup> The questions consisted of 19 items covering three categories: motivation, effectiveness, and knowledge. Each question item utilized a 4-point Likert scale: SA (Strongly Agree), A (Agree), DA (Disagree), and SD (Strongly Disagree). The collected data were analyzed with descriptive statistical techniques. This technique was employed to describe the existing data to draw conclusions from the research conducted in a correct and logical manner.

Furthermore, to ensure the validity and reliability of the questionnaire, a pilot test of the questionnaire was conducted before wider distribution.<sup>29</sup> The pilot test was carried out on a small group of students who have similar characteristics to the target population. From this pilot test, the questions that may be confusing or irrelevant could be revised and evaluated. Validity testing includes content validity was to ensure that the questionnaire covers all aspects relevant to the research objectives. Meanwhile, reliability was tested by calculating the reliability coefficient using techniques such as Cronbach's Alpha, which measured the internal consistency of the questionnaire.

After data collection, the data coding were performed to facilitate analysis. Coding involved assigning labels or codes to the responses obtained so that the data could be processed using statistical software such as SPSS or other software. The coded data was then analyzed descriptively to describe frequency distributions, percentages, means, and standard deviations of each questionnaire item.

The ethical aspects of the research were also considered.<sup>30</sup> Before starting data collection, all respondents were ensured to provide informed consent voluntarily.

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<sup>26</sup> Jogiyo, *Metodologi Penelitian Bisnis: Salah Kaprah dan Pengalaman-pengalaman*, BPFE, Yogyakarta. 2004.

<sup>27</sup> Tanujaya, Benidiktus, Rully Charitas Indra Prahmana, and Jeinne Mumu "Likert Scale in Social Sciences Research: Problems and Difficulties," *FWU Journal of Social Sciences*, December 27, 2022, 89–101, <https://doi.org/10.51709/19951272/Winter2022/7>.

<sup>28</sup> Hamed Taherdoost, "Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire," *Asian Journal of Managerial Science* 11, no. 1 (April 25, 2022): 8–16, <https://doi.org/10.51983/ajms-2022.11.1.3087>.

<sup>29</sup> Juergen Baumgartner et al., "Questionnaire Experience and the Hybrid System Usability Scale: Using a Novel Concept to Evaluate a New Instrument," *International Journal of Human-Computer Studies* 147 (March 2021): 102575, <https://doi.org/10.1016/j.ijhcs.2020.102575>.

<sup>30</sup> Hadjer Mirza, Fouzi Bellalem, and Chahrazed Mirza, "Ethical Considerations in Qualitative Research: Summary Guidelines for Novice Social Science Researchers," *Majalah al-Dirasat wa al-Bukhust al-Ijtima'iyah* 11.1 (2023): 441-449.

Information about the research objectives, procedures, respondents' rights, and guarantees of confidentiality of personal data was clearly communicated to all respondents. This was to ensure that their participation is the result of a free and informed decision.

Additionally, to enhance the credibility of the research findings, data triangulation was performed by combining various sources of information or methods. Besides questionnaires, the observations or in-depth interviews were conducted with some respondents to gain a deeper understanding of their perceptions of the use of Mentimeter. This triangulation helped ensure that the research results were not biased and more accurate in depicting the phenomenon being studied.

Finally, the analyzed data was interpreted by referring to the research objectives and the theoretical framework established earlier. The interpretation of the results included a comprehensive description of how psychology students perceive the use of Mentimeter in Arabic language learning, and how these perceptions can contribute to improving the learning process and formative assessment. The recommendations were also provided based on the research findings for further use of technology like Mentimeter in the context of language education.

To complement the quantitative data, qualitative methods such as open-ended responses within the questionnaire were also incorporated.<sup>31</sup> These responses allowed students to express their thoughts more freely and provide richer data on their perceptions. The qualitative data were analyzed using thematic analysis to identify common themes and patterns, which can offer deeper insights into students' experiences with Mentimeter.

Moreover, to address potential limitations, the sample size and the specific context of the study were acknowledged. The findings were therefore contextual and might not be generalizable to all student populations. Future research could expand the sample size or include students from different universities to increase generalizability. The study also considered longitudinal data collection to observe changes over time in students' perceptions and the long-term effectiveness of Mentimeter as a formative assessment tool.

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<sup>31</sup> I Gusti Ayu Agung Omika Dewi, "Understanding Data Collection Methods in Qualitative Research: The Perspective Of Interpretive Accounting Research," *Journal of Tourism Economics and Policy* 1, no. 1 (January 6, 2022): 23–34, <https://doi.org/10.38142/jtep.v1i1.105>.

## Results and Discussion

### Respondent Characteristics

Respondent characteristics represented the profile of the research subjects, which can provide answers/results related to the perception of utilizing Mentimeter as a formative assessment media for understanding Arabic texts. The respondent characteristics in this study were classified based on gender, prior experience in learning Arabic before university, and the use of electronic media in formative assessment in the field of Arabic language.

**Table 1.** Respondent Characteristics Based on Gender

Gender	Number of Respondents	Percentage
Male	20	25%
Female	60	75%
Total	80	100%

Based on Table 1, it can be observed that the ratio between males and females is 0.25:0.75, with a total of 20 male students and 60 female students. Therefore, the majority of respondents in this study are females.

**Table 2.** Respondent Characteristics Based on Prior Experience in Learning Arabic in Previous Education

Graduate of	Number of Respondents	Percentage
Senior High School	28	35%
Senior Islamic High School	20	25%
Islamic Boarding School	32	40%
Total	80	100%

Based on Table 2, there are 3 categories of prior experience in learning Arabic in previous education among the respondents, namely alumni of High School, *Madrasah Aliyah*, and Islamic Boarding Schools (*Pondok Pesantren*). According to the questionnaire results, there are 28 respondents alumni of High School, 20 respondents who are alumni of *Madrasah Aliyah*, and 32 respondents who are alumni of Islamic Boarding Schools (*Pondok Pesantren*). Therefore, it can be concluded that the largest percentage of respondents are alumni of Islamic Boarding Schools (*Pondok Pesantren*) with a percentage of 40%.



**Table 3.** Respondent Characteristics Based on the Use of Electronic Media in Formative Assessment in the Field of Arabic Language

Electronic Media Usage	Number of Respondents	Percentage
Kahoot	39,2	49%
Quizizz	29,6	37%
Mentimeter	8,8	11%
Others	2,4	3%
Total	80	100%

Based on Table 3, there are 4 categories based on the use of electronic media in formative assessment in the field of Arabic language, namely Kahoot, Quizizz, Mentimeter, and other media. The number of respondents in each category is 39.2, 29.6, 8.8, and 2.4 respectively. Therefore, it can be concluded that the largest number of respondents use Kahoot as the electronic media for formative assessment in the field of Arabic language. Meanwhile, Mentimeter, the focus of this research, ranks third after Kahoot and Quizizz.

### Improving Motivation to Learn Arabic Texts for Students Through the Use of Mentimeter

In this first aspect, several statement items were presented for respondents to respond to. It aimed to understand students' perceptions regarding the enhancement of motivation in Arabic texts learning with Mentimeter. Below is the table of each statement item:

**Table 4.** Aspect of Motivation in Learning to Understand Arabic Texts with Mentimeter

No	Item	Mean
1	The use of Mentimeter as a formative assessment motivates me to regularly monitor my understanding of Arabic texts.	2.7
2	I feel more enthusiastic about learning Arabic when I can use Mentimeter in the learning process.	3.4
3	Mentimeter provides an additional boost for me to actively participate in learning and better understand Arabic texts.	3.8
4	I feel more motivated and enthusiastic to achieve learning targets after seeing the direct evaluation results using Mentimeter.	2.5
5	With Mentimeter, I feel more confident in evaluating my learning progress and identifying areas that need improvement.	3.0
6	I feel more motivated to prepare myself thoroughly before the Mentimeter session for understanding Arabic texts takes place.	2.9
7	I feel prouder of the small achievements in understanding Arabic texts that can be seen through the evaluation results using Mentimeter.	3.7

Table 4 shows that out of 7 questions posed to be responded by 80 respondents regarding the improvement of their motivation in Arabic texts learning through the use of Mentimeter as a formative assessment tool, the highest response is that Mentimeter can

provide additional encouragement and participation activity for students in learning and understanding Arabic texts more effective.<sup>32</sup> Mentimeter is one of the interactive media, allowing each student to contribute ideas or answers to the questions posed within it.<sup>33</sup> The use of Mentimeter is typically employed as a tool to gather opinions during seminars or group activities.<sup>34</sup> The increasing interest of students in understanding the discussed or studied Arabic texts was closely related to the training or evaluation media used.<sup>35</sup>

The findings from this research support previous studies indicating that students' learning motivation continues to increase with the use of Mentimeter as a media tool.<sup>36</sup> The above statement is also consistent with Sanulita et al. suggested that creative media can facilitate and provide enthusiasm and motivation so that the students can understand the material better because the learning atmosphere becomes more enjoyable, active, warm, and enthusiastic.<sup>37</sup> Anwar's statement also aligned with the idea that creative teaching and learning activities created by educators for students would enhance enthusiasm and motivation in the learning process, enabling students to complete all tasks given by educators.<sup>38</sup> Mentimeter, aside from being online-based, was familiar to online media students. Mentimeter could receive all answers without filtering.

Additionally, based on respondents' feedback, students took pride in their achievements when they can comprehend Arabic texts displayed through evaluation results on Mentimeter. Questions or quizzes created in Mentimeter can be varied by

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<sup>32</sup> Fatemeh Ranjbaran Madiseh, Abdullah Al-Abri, and Hadi Sobhanifar, "Integrating Mentimeter to Boost Students' Motivation, Autonomy, and Achievement," *Computer-Assisted Language Learning Electronic Journal* 24.3 (2023): 232-251.

<sup>33</sup> Sofa, Ahmad, and Afifah, "Can Mentimeter Become an Inovative Media in Sharf Learning?" *Studi Arab* 13.2 (2022): 51-61.

<sup>34</sup> Ma Mohin, Leonine Kunzwa, and Sagar Patel, "Using Mentimeter to Enhance Learning and Teaching in a Large Class," *International Journal of Educational Policy Research and Review* 9.2 (2022): 48.

<sup>35</sup> Aqil M. Azmi and Abdulrahman I. Al-Ghadir, "Using Twitter as a Digital Insight into Public Stance on Societal Behavioral Dynamics," *Journal of King Saud University - Computer and Information Sciences* 36, no. 5 (June 2024): 102078, <https://doi.org/10.1016/j.jksuci.2024.102078>.

<sup>36</sup> Wilma Akihary and Patresia S. Apituley, "Digital Media-Based Quantum Learning: Improving Students' German Writing, Critical Thinking and Learning Motivation," *REiLA : Journal of Research and Innovation in Language* 4, no. 1 (April 23, 2022): 116–131, <https://doi.org/10.31849/reila.v4i1.9395>.

<sup>37</sup> Henny Sanulita et al., "Analysis Of The Effectiveness Of Audio Visual Learning Media Based On Macromedia Flash Usage On School Program Of Increasing Student Learning Motivation," *Journal on Education* 6, no. 2 (January 17, 2024): 12641–12650, <https://doi.org/10.31004/joe.v6i2.5121>.

<sup>38</sup> Fizza Anwar, "Activity-Based Teaching, Student Motivation and Academic Achievement," *Journal of Education and Educational Development* 6, no. 1 (May 25, 2019): 154–170, <https://doi.org/10.22555/joeed.v6i1.1782>.

instructors.<sup>39</sup> Questions in a formative evaluation after learning materials with engaging models and aligned with learning objectives can enhance students' active learning, as their comprehension also increases.<sup>40</sup> The questions presented in interactive quizzes can foster elements of competition and serious yet enjoyable interaction among students.<sup>41</sup> The question models provided using Mentimeter can be open-ended and closed-ended. Open-ended questions allow students to answer freely and expansively, while closed-ended questions only provide students with the opportunity to select from the provided answers.

### The Effectiveness of Utilizing Mentimeter in Understanding Arabic Texts for Students

The second aspect is asked to respondents to determine students' perception of whether Mentimeter used is considered effective or not for understanding Arabic texts. Below is the distribution of participant responses for each statement item:

**Table 5.** Effectiveness Aspect of Mentimeter Media

No	Item	Mean
1	The allocated time used to complete questions using Mentimeter is adequate.	2.2
2	Evaluations with Mentimeter can be conducted periodically.	2.1
3	Feedback can be promptly received on comprehension materials.	2.8
4	There is alignment between the Arabic text materials that have been studied and the questions on Mentimeter as evaluation/assessment materials.	3.7
5	The questions in Mentimeter for evaluating comprehension of Arabic texts are varied.	3.5
6	The instructions and questions in Mentimeter are clear.	2.8
7	The use of Mentimeter makes the evaluation process of understanding Arabic texts more interactive and engaging.	3.8
8	Mentimeter as an evaluation or assessment tool for understanding Arabic texts is more effective than conventional models.	3.8

The effectiveness aspects of Mentimeter media from Table 5 above can be seen from factors such as time allocation, clarity of instructions, variety of questions, and the alignment between the material learned and the questions asked. Respondents gave the highest response to the more interactive and engaging process of evaluating Arabic texts,

<sup>39</sup> Suhana Mohamed et al., "Mentimeter as a Reflective Teaching Tool: A Review," *International Journal of Academic Research in Progressive Education and Development* 11, no. 3 (September 16, 2022): Pages 1196-1206, <https://doi.org/10.6007/IJARPED/v11-i3/14937>.

<sup>40</sup> Ni Made Sri Mertasari and I Made Candiasa, "Formative Evaluation of Digital Learning Materials," *Journal of Education Technology* 6, no. 3 (August 31, 2022): 507-514, <https://doi.org/10.23887/jet.v6i3.44165>.

<sup>41</sup> Zamzami Zainuddin et al., "The Role of Gamified E-Quizzes on Student Learning and Engagement: An Interactive Gamification Solution for a Formative Assessment System," *Computers & Education* 145 (February 2020): 103729, <https://doi.org/10.1016/j.compedu.2019.103729>.

as well as the effectiveness of Mentimeter as a technology-based evaluation media. These findings supported research results stating that Mentimeter becomes an alternative as a technology-based media to be utilized for evaluation purposes.<sup>42</sup> This was also consistent with the research by Syaputra, which demonstrated that there was an improvement in students' learning outcomes when using Mentimeter towards the end of their learning process. This was evident from the positive correlation results.<sup>43</sup>

Furthermore, creating varied questions can be challenging and interesting for students. Similarly, the questions used as quizzes on Mentimeter are aligned with the material previously learned. For educators, this was an opportunity to synergize technology with the generation they are facing.<sup>44</sup> However, respondents indicated a constraint in time allocation when using Mentimeter to complete the presented quizzes. This was due to the need for adequate internet network stability. This aligned with research findings stating that technology-based media often require a stable internet connection for technology-based learning activities.<sup>45</sup> Nevertheless, overall, respondents stated that Mentimeter was considered capable of being an effective media used for formative assessment after learning, especially in understanding Arabic texts.

### **Improvement of Students' Knowledge of Arabic Texts Through the Utilization of Mentimeter**

In this third aspect, there are 4 items given to respondents so that students can provide their perceptions regarding the improvement of knowledge about Arabic texts with Mentimeter as an evaluation or formative assessment media. Below is the distribution of students' answers for each statement:

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<sup>42</sup> Leonardho Jackly and Fransisca Endang Lestariningsih, "The Use of Mentimeter as a Medium for Discussion in the EFL Classroom: Students' and Teachers' Perspectives," *Indonesian TESOL Journal* 4, no. 2 (November 1, 2022): 2622-5544, <https://doi.org/10.24256/itj.v4i2.2580>.

<sup>43</sup> Arlian Fachrul, Mantasiah R. Mantasiah R, and Syamsu Rijal, "Web-Based Mentimeter Learning In Media German Writing Skills". *Proceeding Of The International Conference On Science And Advanced Technology* (ICSAT). (2021): 1720-1727.

<sup>44</sup> Umi Hanifah, Mukhoiyaroh Mukhoiyaroh, and Rizki Gumilar, "Online Learning System for Arabic Teacher Professional Education Program in the Digital Era," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 1 (June 1, 2022): 117-135, <https://doi.org/10.24042/albayan.v14i1.11321>.

<sup>45</sup> Vincenzo Varriale et al., "The Role of Digital Technologies in Production Systems for Achieving Sustainable Development Goals," *Sustainable Production and Consumption* 47 (June 2024): 87-104, <https://doi.org/10.1016/j.spc.2024.03.035>.

**Table 6.** Utilization Aspects of Mentimeter Media in Improving Knowledge of Arabic Texts

No	Item	Mean
1	Mentimeter can enhance my knowledge of Arabic texts.	3.7
2	Assessment using Mentimeter can help me think critically about Arabic texts.	3.5
3	The use of Mentimeter as a formative assessment media can help me remember the material of Arabic texts that I have learned.	3.4
4	The questions presented in Mentimeter can sharpen my problem-solving skills, especially in understanding Arabic texts.	3.0

From Table 6 above, it is evident that majority of respondents stated that Mentimeter media can enhance students' knowledge regarding understanding Arabic texts. Furthermore, learning evaluations packaged using Mentimeter media assist students in thinking critically. Critical thinking is an essential component for students who are acquiring knowledge, especially in understanding texts that are not in their native language. Overall, the majority of students responded positively regarding the use of Mentimeter as an evaluation media at the end of the learning process. The accuracy and speed in providing answers to each quiz or question given can influence students' score acquisition. In addition to increasing motivation, the questions presented in Mentimeter can empower students to solve every problem or question presented.

## Conclusion

Based on the research findings and discussions conducted, it can be concluded that the use of Mentimeter as a formative assessment media in Arabic language learning received positive responses from students. The majority of students stated that Mentimeter helps them understand Arabic texts better, increases learning motivation, and provides a more interactive learning experience. However, there was variation in students' perceptions of the use of Mentimeter, which can be influenced by factors such as previous experience with technology, individual learning styles, and technology skills levels. Therefore, instructors need to consider these various factors when designing the use of Mentimeter in Arabic language learning to ensure that this tool can be optimized according to students' needs and preferences. Based on the results of this research, several recommendations can be made to enhance the effectiveness of using Mentimeter in Arabic language learning: instructors may consider using various Mentimeter features, such as quizzes, polls, or word clouds, according to learning needs and student preferences. Thus, it is expected that the use of Mentimeter as a formative assessment media in Arabic language learning can be optimized to achieve better and more satisfying learning outcomes for students, not only for formative assessment on Arabic text

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materials but also for other Arabic language skills.

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### **Author Contributions Statement**

All authors were involved in formulating the research concept and design. HS led the initial data collection and analysis. MM also played an important role in refining the methodology and providing essential revisions. Data interpretation was performed collaboratively by all authors. WF prepared the draft manuscript, which was then reviewed and approved by all authors for publication. All authors have agreed to take full responsibility for all aspects of this work.

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