

GAMIFIED TECHNOLOGY BASED ASSESSMENT IN INTRODUCTORY ARABIC LINGUISTICS

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Abstract

This article analyzes gamified technology-based assessment in introductory Arabic linguistics learning as a strategy to increase motivation and improve conceptual mastery in Muqaddimah Ilm al-Lughah. The study is motivated by the abstract nature of basic linguistic concepts, which often makes students perceive evaluation as difficult and monotonous. Using a qualitative descriptive library research method, this study examines how gamification elements such as points, levels, badges, leaderboards, challenges, and immediate feedback can be integrated into assessment activities. The findings show that gamified assessment can make evaluation more engaging by transforming linguistic tasks into structured challenges. Students become more motivated to practice sound identification, word pattern recognition, sentence analysis, and meaning interpretation. Gamification also supports repeated practice and formative feedback. However, the implementation must avoid excessive competition and ensure that game elements remain connected to learning objectives. The study concludes that gamified technology-based assessment is relevant for Muqaddimah Ilm al-Lughah when it balances enjoyment, academic rigor, and meaningful feedback.

INTRODUCTION

Many students consider Muqaddimah Ilm al-Lughah difficult because it introduces unfamiliar technical terms and abstract categories (Sholihah et al., 2026). Evaluation is often perceived as stressful when it only appears in formal tests. Gamified technology based assessment offers a more engaging model by transforming evaluation into interactive challenges while still maintaining academic objectives (Subianto et al., 2026).

The dynamics of technology use in learning evaluation indicate a shift from paper-based assessment toward more flexible, interactive, and data-informed assessment (Ramadhani & Sofa, 2025). Technology enables lecturers to design various instruments, collect responses faster, provide feedback more efficiently, and document student development over time. Nevertheless, the use of technology does not automatically improve evaluation quality (Sholeha & Sofa, 2025). It must be guided by clear learning outcomes, valid indicators, and pedagogical consideration (Sofa et al., 2021).

In introductory Arabic-related courses, evaluation should measure conceptual mastery, analytical skill, reflective awareness, and the ability to apply concepts in

authentic learning tasks (Sofa et al., 2021). Students should not only memorize definitions, but also demonstrate understanding through explanation, classification, comparison, and contextual application (Subianto et al., 2026). Therefore, technology-based evaluation must be designed to support deeper learning rather than merely accelerate scoring (Qumariyah et al., 2026).

This article aims to analyze the practice and dynamics of technology use in learning evaluation with a specific focus on gamified technology-based assessment in introductory arabic linguistics. The significance of this study lies in its attempt to provide a conceptual evaluation model that is adaptive to modern learning needs while remaining grounded in sound assessment principles.

LITERATURE REVIEW

Conceptual foundation

Gamification refers to the use of game elements in non-game contexts to increase motivation, participation, and persistence. In education, gamification can encourage students to complete tasks and repeat practice (Ramadhani & Sofa, 2025).

The literature suggests that effective technology-supported assessment must connect assessment tasks, learning objectives, and feedback mechanisms. When these elements are aligned, evaluation becomes a learning process rather than a separate administrative activity. This alignment is especially important in language and Islamic education contexts because learning outcomes include knowledge, skills, attitudes, and communicative competence.

Technology and assessment practice

Digital assessment provides immediate results and can be combined with gamification elements such as points, levels, badges, and challenges. These elements can make evaluation more attractive for students (Bukhori et al., 2026).

The literature suggests that effective technology-supported assessment must connect assessment tasks, learning objectives, and feedback mechanisms (Qumariyah et al., 2026). When these elements are aligned, evaluation becomes a learning process rather than a separate administrative activity. This alignment is especially important in language and Islamic education contexts because learning outcomes include knowledge, skills, attitudes, and communicative competence (Saputra & Sofa, 2026).

Feedback and learning improvement

Motivation in language learning is strengthened when students experience progress, challenge, feedback, and meaningful participation. Gamified assessment should therefore be designed to support learning, not merely entertainment (Khomsiyah & Sofa, 2026).

The literature suggests that effective technology-supported assessment must connect assessment tasks, learning objectives, and feedback mechanisms. When these elements are aligned, evaluation becomes a learning process rather than a separate administrative activity (Husnia & Sofa, 2026). This alignment is especially important in language and Islamic education contexts because learning outcomes include knowledge, skills, attitudes, and communicative competence (Firdausiyah & Sofa, 2025).

RESEARCH METHODS

This research used a qualitative descriptive method with a library research approach. The study analyzed literature on gamification, digital assessment, Arabic linguistics learning, and student motivation. The data were interpreted thematically to identify the relevance of gamified technology-based assessment for Muqaddimah Ilm al-Lughah, including its benefits, implementation strategies, and limitations (Khomsiyah & Sofa, 2026).

The validity of the analysis was strengthened through source triangulation by comparing ideas from assessment theory, educational technology, and language or Islamic education pedagogy. The study does not aim to test statistical hypotheses, but to formulate a conceptual and practical understanding of how technology can be used responsibly in learning evaluation.

RESULTS AND DISCUSSION

Gamified tasks for linguistic concepts

The findings indicate that linguistic concepts can be converted into gamified tasks. Sound classification can become a quick challenge, morphological patterns can be practiced through matching games, syntax can be assessed through sentence-building missions, and semantics can be evaluated through context-based puzzles (Mh & Sofa, 2025).

This finding confirms that technology-based evaluation should be interpreted as a pedagogical system. The lecturer needs to design assessment tasks that are valid, provide feedback that is understandable, and use the resulting data for follow-up learning. Without this pedagogical orientation, technology may only change the medium of assessment without improving its academic quality (Sofa, 2025).

Motivation through progress indicators

Points, levels, and badges can motivate students to complete assessment tasks. These indicators give students a sense of progress and achievement, especially when tasks are arranged from simple to complex levels (Rukmana et al., 2025).

This finding confirms that technology-based evaluation should be interpreted as a pedagogical system. The lecturer needs to design assessment tasks that are valid, provide feedback that is understandable, and use the resulting data for follow-up learning. Without this pedagogical orientation, technology may only change the medium of assessment without improving its academic quality (Mh et al., 2026).

Repeated practice and formative feedback

Gamified assessment supports repeated practice because students tend to retry tasks to improve their scores. Immediate feedback helps them understand mistakes and strengthen conceptual mastery.

This finding confirms that technology-based evaluation should be interpreted as a pedagogical system. The lecturer needs to design assessment tasks that are valid, provide feedback that is understandable, and use the resulting data for follow-up learning. Without this pedagogical orientation, technology may only change the medium of assessment without improving its academic quality (Parawansah & Sofa, 2025).

Risks of superficial gamification

Gamification may become superficial if it emphasizes competition without deep learning. Lecturers must ensure that every game element is connected to clear linguistic indicators and meaningful feedback (Sofa et al., 2025).

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Synthesis of discussion

Overall, the discussion shows that technology has the potential to make evaluation more flexible, transparent, and responsive to student needs. However, technology must be integrated with assessment literacy (Parawansah & Sofa, 2024). Lecturers should determine what competence is being assessed, how evidence is collected, how feedback is delivered, and how students use the feedback to improve their learning.

Table 1. Technology-based evaluation framework

Evaluation Focus	Technology Practice	Learning Contribution
Sound identification	Timed digital challenge	Improves phonological accuracy
Word pattern recognition	Matching game	Strengthens morphology mastery
Sentence analysis	Level-based mission	Develops syntax reasoning
Meaning interpretation	Context puzzle	Improves semantic understanding

The novelty of this article lies in the emphasis on a specific evaluation model rather than a general discussion of educational technology. By focusing on a distinct assessment practice, the article demonstrates that technology can support different dimensions of learning evaluation, including diagnosis, reflection, feedback, documentation, motivation, and data-informed decision making.

CONCLUSION

This study concludes that gamified technology-based assessment in introductory arabic linguistics offers a relevant approach for improving the quality of learning evaluation in contemporary education. The use of technology can support more timely feedback, richer learning evidence, and more active student participation. It also helps lecturers identify learning difficulties and design appropriate follow-up actions.

The implication of this study is that lecturers need to develop assessment instruments that are technologically adaptive and pedagogically meaningful. Technology should be used to strengthen validity, transparency, feedback, and student reflection. The limitation of this study is its conceptual nature; therefore, future research should conduct empirical studies using classroom experiments, student response analysis, or mixed-method designs to measure the effectiveness of the proposed evaluation model.

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