



Designing *Kitabah Point*: Gamified ClassPoint Integration for Enhancing Arabic Writing Skills in Secondary Schools

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Abstract

This research aims to develop Arabic learning media using gamification features on the ClassPoint platform, integrated with Microsoft PowerPoint. This type of research utilizes a research-and-development approach with the DDD-E (Decide, Design, Develop, and Evaluate) model. The subjects of this study are 77 students of class X from MAN 1 Boyolali, MAN 2 Boyolali, and MA Al Ihsan Doglo; Arabic language materials and media; Arabic subject teachers; Arabic lesson books for class X; short interviews; and media assessment sheets. The results of the initial analysis indicated that students need Arabic learning media in digital forms. This product encompasses subject matter and its evaluation, with a focus on writing skills and utilizing the ClassPoint feature. The results of validation by material and media experts indicate that this *Kitabah Point* media is suitable for use, with an average value of 93.5%, suggesting a very feasible interpretation. This *Kitabah Point* media can be used to learn Arabic in an interactive environment and is more fun because it uses an Android smartphone.

Keywords: *digital learning, Arabic, digital media, kitabah, classpoint*

Introduction

Arabic has become one of the most important languages in the world (Azizah et al., 2024). The Arabic language is not only a language of communication; it is also important to learn to understand classical Islamic literature, the Qur'an, Hadith, history, and related fields, including education. Arabic language learning is a component of education that teaches Arabic, particularly in institutions with an Islamic focus, such as universities in Indonesia (Saifundi et al., 2025). Therefore, in learning Arabic, it is necessary to develop language skills to communicate fluently both orally and in writing (Rahmah & Musadad, 2024).

Language skills are divided into two aspects: receptive and productive. This productive ability is a process that occurs within the speaker, resulting in the creation of meaningful and useful language codes (Astina et al., 2024). One of these skills is writing. Teaching writing in Arabic so that students can communicate in writing in Arabic, especially for real-life needs (Effendy, 2022).

Writing skills are an important aspect of language proficiency that must be mastered. Global awareness: Arabic writing skills are extremely valuable in a global environment (Qutni et al., 2023). Through writing activities, a person can convey information to others clearly and effectively. Thus, there is an indirect form of communication. Writing is not only about expressing thoughts but also about arranging words in a precise and structured manner. Writing also helps us think critically while increasing our knowledge of various topics (Anggeraja et al., 2024). However, several previous studies show that students' Arabic writing skills remain suboptimal.

Arabic writing is difficult, necessitating incremental instruction to let students learn, practice, and continuously develop (Hamdani et al., 2023). The main results obtained indicated that the difficulty of writing Arabic was due to both internal and external factors. The internal factors include: many students who have not learned Arabic before entering school; students consider Arabic to be unimportant because it is not tested on national final exams; students think that Arabic is difficult; students feel insecure in writing and are afraid of making mistakes; and students lack mastery of what material to write. Meanwhile, the external factors include the lack of motivation from parents at home, a less supportive learning environment in Arabic, and limited companion books, which hinder the development of learning through books or other media (Warni, 2021).

These factors align with the results of the research conducted by the Annisa Achla team, specifically the minimal interest in learning among students due to the challenges of learning and the teacher-centered teaching approach, resulting in a lack of learning variety (Achla et al., 2023). Another study conducted by Hamdani and his team examined the writing ability of students in class X of social studies at Madrasah Aliyah Galesong Selatan, with the results falling into the failed category. In addition to internal factors due to the lack of student interest and motivation factors, students struggle when rewriting Arabic writing that has been given because of difficulty with hijaiyah letters in various shapes, types, and proper placement positions (Hamdani et al., 2023). This will lead to a lack of motivation among students to write because they feel unsuccessful in their writing (Hiluf & Alemu, 2024).

In the world of education, innovations are needed in curriculum development, learning strategies, and the provision of adequate educational facilities and infrastructure to facilitate learning and encourage students to learn optimally. One of them is using learning media as a tool that helps students learn, and teachers in the classroom carry out learning. The existence of technology as a learning medium today plays a crucial role in aspects such as accessibility, interactivity, collaboration, and digital skill development (Said, 2023). Interactive, engaging, contemporary, and relevant media will motivate students to actively participate in the learning process. Previous studies claim that technological progress in the form of e-learning is a revolution in education, enabling individual learning, enhancing student engagement with others, and redefining teachers' duties (Muttaqin et al., 2021).

Previous research has shown that the use of learning media enables students to gain more information about the material being studied, particularly when it is integrated

with technology (Arpah & Tampubolon, 2022). Various studies have used different learning media (Waty, 2023). These media are technology-based, such as Android applications, desktops, websites, or conventional media that are created independently. Learning media plays a role in the Arabic language learning process (Darajat & Zuhaira, 2021). In today's digital world, virtually all information and resources, including instructional materials, are available online through web pages or mobile applications. (Bustam et al., 2024). Another prior study found that advances in educational technology have had a positive impact on learning (Salam et al., 2023). One result of the development of technology-based interactive learning media is the use of the ClassPoint application or website, which integrates with Microsoft PowerPoint.

Classpoint's research in Arabic lessons has previously been conducted, but it is limited to vocabulary material only (Amal & Anwar, 2024). In the research on the development of *Kitābah* Point learning media, it will be more in-depth in the form of evaluation and use of Classpoint features that are relevant to Arabic writing skills, and it is hoped that it will facilitate teaching and maintain students' engagement in learning Arabic, especially in improving their Arabic writing skills.

Method

This research employs a Research and Development (R&D) approach. Development research is a method and set of stages used to create new products or improve existing ones, as well as test the effectiveness of these products so that their results can be scientifically accounted for (Rustamana & Sahl, 2024). The products produced by this type of R&D research are not always in the form of hardware, such as books and stationery, but can also take the form of software, including computer programs, applications, and other digital products (Sukmadinata, 2012).

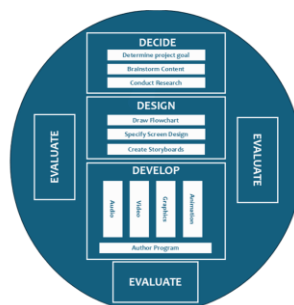


Figure 1. DDD-E Model by Ivers and Barron

The research model used in this study is the DDD-E (Decide, Design, Develop, and Evaluate) model, one of the development models that aligns with the requirements for product development (Tegeh et al., 2014). This model was chosen because it is a suitable framework for developing learning media. The research procedure is illustrated in Figure 1. DDD-E Model by Ivers and Barron.

The participants in this study are class X students from MAN 1 Boyolali, MAN 2 Boyolali, and MA Al Ihsan Doglo with a total of 77 students were selected randomly from three different classes, experts in Arabic language materials and learning media, teachers of Arabic subjects, and companion books for class X published by the Boyolali Regency Arabic Subject Teacher Conference (MGMP), which are used for classroom lessons.

This research employs data-collection instruments, including a questionnaire that assesses the needs of students and teachers in validated subjects, along with media assessment sheets. The researcher also conducted a brief interview with one of the teachers who taught Arabic subjects in each school. The data analysis technique employed was a mixed-methods approach, utilizing a quantitative Likert scale (1-5) followed by qualitative analysis with a descriptive narrative, in accordance with the existing assessment category.

Table 1. Likert Scale

Score	Information
1	Strongly disagree
2	Disagree
3	Undecided
4	Agree
5	Strongly agree

Based on the Table 1, the scores are used to interpret the instrument of the needs analysis and validation assessments conducted by material experts, media, and teachers on the learning media being developed by the researcher.

Table 2. Interpretation

Persentase	Criteria
85-100%	Very feasible
69%-84%	Feasible
53%-68%	Sufficiently feasible
37%-52%	Less feasible
0%-36%	Not feasible

The Table 2. Interpretation presents the category values for the results of validation by material and media experts of the Kitabah Point learning media created by the researcher.

The research procedure included several steps:

1. Determine the platform that will be used as a learning medium.
2. Determine the school and learning materials that will be included in the learning media.
3. Prepare a needs analysis instrument for students and teachers.
4. Research a predetermined school.

5. Making the results of the needs analysis a reference for the creation of learning media.
6. Creating flowcharts followed by design and storyboards for learning media.
7. Develop designs that have been made into learning media.
8. Evaluate learning media products.
9. Assessment by material and media experts to determine whether it is suitable for use in learning.
10. Make improvements according to the direction of material and media experts

Result and Discussion

This study focuses on developing learning media, known as *Kitābah* Point, utilizing the ClassPoint platform with gamification features. The approach used is Research and Development (R&D) with the DDE-E model, which consists of four main stages: decide, design, develop, and evaluate. The media is designed to make teaching more engaging and interactive.

The researcher's goal for this study is to develop learning media using the ClassPoint platform integrated with Microsoft PowerPoint. ClassPoint AI is a game-changing solution that instantly transforms PowerPoint presentations into a question game in seconds. The features provided include interactivity through the insertion of questions, polls, and direct responses in presentations, allowing users to listen to them on their respective devices, thereby avoiding distractions from others (Muliani et al., 2024).

Analyze Stage

Researchers have conducted a needs analysis of learning media in several schools in the city of Boyolali, namely MAN 1 Boyolali, MAN 2 Boyolali, and MA Al Ihsan Doglo. A questionnaire to analyze needs was given to students and teachers of Arabic subjects. The following are the results of the analysis of the needs of class X students:

Table 3. Result of the students' needs analysis

No.	Statement	Score				
		1	2	3	4	5
Product Requirements						
1.	I have learned Arabic before	1,3%	7,8%	23,4%	37,7%	29,9%
2.	I was enthusiastic when the Arabic lesson took place	2,6%	3,9%	44,2%	32,5%	16,9%
3.	I find it difficult to write/understand Arabic letters	27,3%	19,5%	29,9%	10,4%	13%
4.	The teacher explains the lesson using a variety of methods	0%	6,5%	40,3%	32,5%	20,8%
5.	The teacher explains lessons with the help of learning media	1,3%	6,5%	48,1%	31,2%	13%

No.	Statement	Score				
		1	2	3	4	5
6.	I feel that interactive learning media is needed in Arabic lessons	0%	3,9%	37,7%	36,4%	22,1%
7.	I am interested in learning using interactive learning media	0%	1,3%	37,7%	42,9%	18,2%
8.	I once learned to use <i>PowerPoint</i>	7,8%	10,4%	35,1%	36,4%	10,4%
Product Specifications						
9.	I feel the need for image illustrations in <i>the Kitabab Point media</i>	0%	5,2%	42,9%	37,7%	14,3%
10.	I feel that practice questions are needed as a learning evaluation in <i>the Kitabab Point media</i>	2,6%	6,5%	46,8%	28,6%	15,6%
11.	<i>Kitabah Point Media</i> in Arabic-Indonesian	1,3%	3,9%	33,8%	35,1%	26%
12.	<i>Kitabah Point media</i> uses colors that tend to be bright	0%	0%	63,6%	26%	10,4%
13.	I bring <i>my smartphone</i> to school	1,3%	7,8%	23,4%	31,2%	36,4%
14.	I will be more enthusiastic about learning to use <i>a smartphone</i>	1,3%	2,6%	32,5%	33,8%	29,9%
15.	I installed an <i>Arabic keyboard</i> on my <i>smartphone</i>	5,2%	14,3%	42,9%	15,6%	22,1%

Based on Table 3. Result of the students' needs analysis Some students who have studied Arabic before still find it challenging to write or understand Arabic letters, with a 53.5% total. This is despite teachers not having used various methods, even though they have utilized learning media. The need for interactive learning media is evident, with 96.2% support, and is supported by students' interest in interactive learning media at 98.8%.

Regarding the form of learning media, 81.9% of students have learned to use PowerPoint, so they are already familiar with the general form or model of a presentation. In line with the initial goal, the use of gamification features on the ClassPoint platform aligns with the needs of students who require practice questions in interactive media, with 91% of students reporting this need. Kitabah Point media will be created in bright colors, as chosen by 100% of the students. Kitabah Point's digital media, which require an internet connection, are supported by students' willingness to bring smartphones to school, with 91% of students reporting they do so. Among students, 80.6% have installed Arabic keyboards on their smartphones.

Table 4. Result of the teacher needs analysis

No.	Statement	Score				
		1	2	3	4	5
Product Requirements						
1	Madrasah has implemented the Merdeka curriculum in Arabic subjects	0%	0%	0%	33,3%	66,7%

No.	Statement	Score				
		1	2	3	4	5
2	Students respond well when the learning process takes place	0%	0%	0%	66,7%	33,3%
3	Students can take part in learning Arabic writing skills	0%	0%	0%	33,3%	66,7%
4	I use media in learning Arabic writing skills	0%	0%	0%	100%	0%
5	I use interesting teaching support media	0%	0%	0%	66,7%	33,3%
6	Supporting media has not improved student learning outcomes	66,7%	33,3%	0%	0%	0%
7	The media used by teachers needs to be varied/developed	0%	0%	0%	0%	100%
8	I need to design an absorbing learning medium	0%	0%	33,3%	0%	66,7%
9	I use digital technology-based learning media	0%	0%	33,3%	66,7%	0%
10	I use <i>PowerPoint</i> media in learning Arabic	0%	0%	33,3%	66,7%	0%
11.	I use media with gamification features in learning	0%	33,3%	33,3%	33,3%	0%
12.	I agree with the development of learning media for writing skills	0%	0%	0%	0%	100%
Product Specifications						
13.	Picture illustrations are needed for understanding the material in the learning media	0%	0%	0%	66,7%	33,3%
14.	The language used in <i>Kitabah Point</i> media is Arabic-Indonesian	0%	0%	0%	66,7%	33,3%
15.	The <i>Kitabah Point media</i> also includes a form of evaluation that is in accordance with Arabic writing skills	0%	0%	0%	0%	100%

Based on Table 4. Result of the teacher needs analysis It can be concluded that the three schools where this research was conducted used the Merdeka curriculum for Arabic instruction for all students. The teacher stated that 100% of students have

learned very well and can further improve through a variety of relevant media and learning methods.

The analysis reveals that teachers have provided engaging teaching support materials and have improved student learning outcomes. However, the learning media still need to be varied again, including digital technology-based learning media in accordance with current developments. Teachers agree that there is a need to develop the use of gamification features in Arabic learning media, with 100% agreement.

This analysis provides a strong reason (especially from Points 7, 11, and 12) that even though teachers have used media (including PowerPoint), the media that already exists and has been used is still less varied and minimally gamified, so that the development of Kitabah Point (with ClassPoint) is the right solution and is needed by teachers as teachers and students who learn to be more enthusiastic, interested, and fun.

ClassPoint includes a variety of tools to create engaging learning materials that enhance interaction between students and the learning materials (Sundari, 2021). Teachers can create interesting quizzes or scribbles just like whiteboards. ClassPoint is a platform or digital tool specifically designed to enhance the presentation and learning experience in an interactive, engaging, and effective way, allowing participants to participate. Another previous study demonstrated that incorporating games into the classroom enhanced students' motivation levels during the Arabic language learning process (Muthmainnah et al., 2024).

Design Stage

Next, the researcher proceeded to the design phase, which includes:

a) Designing the content or material

The selected material will be inserted into Microsoft PowerPoint. The researcher began developing material on vocabulary, dialogue, reading texts, images, and appropriate videos for the Arabic subject Class X at Madrasah Aliyah.

b) Designing the learning media

The media comprises a platform developed using ClassPoint, featuring engaging and interactive elements. The researcher employed a color scheme that aligns with the material's content and incorporates bright themes, in accordance with research findings on students. Additionally, necessary images were designed in Canva, and transitions and animations were created using Microsoft PowerPoint features. Canva is a graphic design app that is easy to use and can be accessed using a variety of devices when connected to the internet (Septiawati et al., 2025). Once the media from Canva is complete, it will be inserted into Microsoft PowerPoint, and the Inkoe ClassPoint will be activated. The ClassPoint platform will be active, provided it is already installed on the desktop.

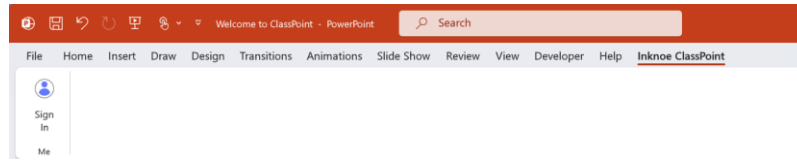


Figure 2. Initial Ribbon Menu view in Microsoft PowerPoint after installing ClassPoint desktop

If it is still early, this is what Figure 2. Initial Ribbon Menu view in Microsoft PowerPoint after installing ClassPoint desktop. After creating a slide in Canva, the file is exported to PPTX format and opens in Microsoft PowerPoint. To add or enable ClassPoint features, you must be signed in to a previously created ClassPoint account.

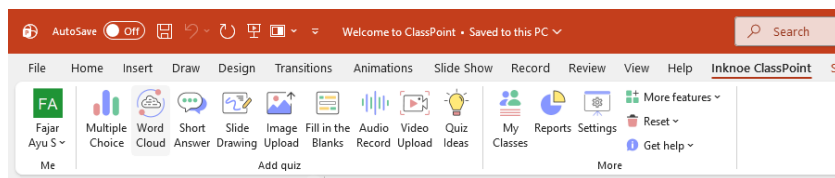


Figure 3. Menu Ribbon display after signing in to a ClassPoint account

In Figure 3. Menu Ribbon display after signing in to a ClassPoint account Offers a wide range of features provided by the ClassPoint platform. In general, ClassPoint provides a “Quiz Ideas” menu as a template to help you create slides and quiz ideas quickly. The “My Classes” menu is a class created by the teacher that lists the students who will study together. The “Reports” menu contains the accumulated results of quizzes by students during learning activities. If you encounter any difficulties, you can click the "Get Help" menu, which will assist with common problems that are not well understood or minor issues.

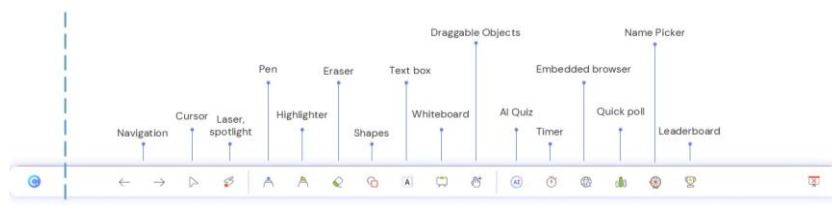


Figure 4. What ClassPoint features look like when in a Slide Show

In Figure 4. What ClassPoint features look like when in a Slide Show features that can be used during the teacher's presentation to support ClassPoint learning activities in a more interactive way. It only appears on the teacher's layer, while students do not. These features are navigation, cursor, laser or spotlight, pen, highlighter, and others. This feature makes the slides feel more like a whiteboard, so that when the teacher explains the material, not only the existing slide visuals and audio, but also the interactivity, are comparable to those in a face-to-face classroom. This is connected to

the same ClassPoint website, and students are connected to the class code that has been created by the previous teacher (Indraswati et al., 2023).

Development and Evaluation Stage

This stage involves developing the product. In addition to creating learning media through ClassPoint, it also includes creating assessment instruments. Expert lectures on reviewing the developed media and instruments. After the validation process, necessary revisions are made before the press is implemented for students.

This learning media will later utilize the gamification features provided by the ClassPoint platform, including word clouds, short-answer questions, slide drawing, image uploads, fill-in-the-blank questions, leaderboards, draggable objects, and others (Istiqomah, 2024). These features are game-like so that students feel interested and happy to engage in learning and evaluation. The difficulties students experience in writing Arabic letters correctly and precisely can be addressed by the availability of an Arabic keyboard that can be activated on Android smartphones, laptops, and similar devices.

Based on the features in ClassPoint, it can help teachers carry out interactive learning, as seen in Arabic lessons. Through this ClassPoint, in addition to being interactive, teachers can conduct direct evaluations according to what has been prepared, focusing on their respective devices. This previous research indicates that students generally agree with and tend to like the use of gamification features in learning with the ClassPoint platform (Ritonga et al., 2023), and the application of gamification in the learning process can increase student motivation and interaction (Haoming & Wei, 2024).

The details of the development stage are as follows:

1. Cover product slide



Figure 5. Cover slide of Kitabah Point's media products

The following is a view of the media cover, which features the media's name, Kitabah Point in Arabic (كتابة بونينت), and the material it contains, specifically for Class X odd semester. In the upper left corner, the UNNES logo is displayed, indicating that residents of UNNES produce the media.

2. Home page or menu slides



Figure 6. Home page or menu slide

This slide lists the menus available on Kitabah Point media. Each of these menus can be clicked to take you to a specific slide that has been enabled with a hyperlink in Microsoft PowerPoint. The menu includes an introduction, instructions for use, learning steps, materials, a cover, and a developer profile, as shown in the photo above.

3. Introductory slides



Figure 7. Introductory slides

This slide displays the Kitabah Point media created by the researcher. In it, the researcher's platforms, namely Microsoft PowerPoint and ClassPoint, are explained, which combine gamification features to enhance the interactivity of Arabic learning activities. The enabled feature supports writing skills using digital technology media.

4. Instructions for use slides



Figure 8. Instructions for use slides

This slide provides information on how Kitabah Point media is used. The limitation of this use is on the ownership of the ClassPoint account. This media can be used by anyone who has a presentation file, but a ClassPoint account is still required to run or present a presentation with gamification features. Essentially, gamification can be applied to specific needs; however, in this context, features are used in a manner that aligns with Arabic writing skills and the suitability of digital media.

5. Instructions for learning activities slides



Figure 9. Instructions for learning activities slides

The picture above explains how to learn Arabic using this media. Teachers can use this media according to the existing flow. This media is arranged in a sequence, like learning Arabic for writing skills using digital technology. Starting from perception, followed by vocabulary related to the material and its evaluation, reading and evaluation materials, and grammar materials, complete with evaluations. After the teacher activates ClassPoint and creates a classroom, students can join using the class code that the teacher has created. The teacher begins the lesson by presenting a slideshow that covers the material to be taught, focusing on chapters 1, 2, or 3. Teachers can also take advantage of the features that are active when the slideshow mode is used for learning interactivity.

6. Material sub-menu slides



Figure 10. Material sub-menu slides

In this material menu, the researcher created the class background based on the students' circumstances and in accordance with the initial research results, specifically using bright colors on the Kitabah Point media. In this submenu, there are many slides containing this material (vocabulary, reading, and grammar), as well as evaluations that use ClassPoint's gamification feature. The material is also comprehensive, aligning with the textbook used, and is supplemented with interesting supporting elements.

7. Utilizing ClassPoint features for material evaluation

Here are some slides where ClassPoint's gamification menu or feature is enabled based on Figure 3. Menu Ribbon display after signing in to a ClassPoint account:

a. Word cloud

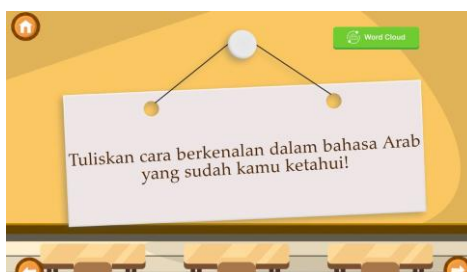


Figure 11. Slide with word cloud features.

Researchers apply this feature to hone students' critical thinking skills before introducing the material, specifically the perception part. Students type and submit the requested words.

b. Short answer



Figure 12. Slides with short-answer features

The researcher applied this feature to provide a concise response to the vocabulary evaluation. Students type and submit vocabulary that matches the images previously studied together.

c. Fill in the blanks

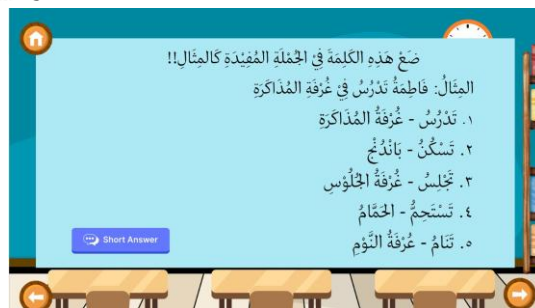


Figure 13. Slide with fill-in-the-blanks features

This feature applies the correct answer to complete sentences that are still blank by typing it.

d. Draggable objects

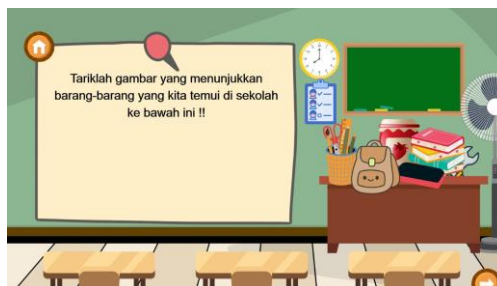


Figure 14. Slide with draggable object features

Researchers apply this feature to hone students' critical thinking before entering the material, specifically the perception part, by having them shift objects on demand.

e. Slide drawing



Figure 15. Slide with the drawing features

Through this slide drawing feature, students can draw lines to match the correct vocabulary in the evaluation section. The researcher added this feature to the vocabulary evaluation section

f. Image Upload



Figure 16. Image upload feature

The researcher added an image upload feature that enables students to upload their handwritten answers. This aims to preserve the authentic culture of 'writing,' the art of creating letters, words, sentences, and narratives in media using beautiful Arabic script. This aims to explore how the "original art of writing" persists, despite the current prevalence of keyboard technology in digital forms.

8. Closing slide



Figure 17. Closing slide

On this slide, the researcher's Kitabah Point media is presented. There is gratitude to all parties who have helped in the preparation and development of this learning media.

9. Developer profile slide



Figure 18. Developer profile slide

In this slide, a brief profile of a researcher who is still a student at Universitas Negeri Semarang is presented, following their supervisor's guidance. Several reasons are provided for the researcher's decision to create learning media using digital technology.

10. Buttons for navigation



Figure 19. Buttons for navigation

Previously, the researchers did not add this because a button was already available on ClassPoint when the slideshow mode was enabled. During the evaluation stage, the best consideration is to add home, back, and next buttons for navigation to the slides, which complement the experience by making it easy to return to menus or sub-menus.

Validation Stage

After the researcher develops the learning media, they conduct a product assessment with Arabic and learning media experts. The Arabic material expert appointed by the researcher is a lecturer from the UNNES Arabic Language Education study program who teaches Arabic language skills and has a background in study in the Middle East, namely Mr. Muchlisin Nawawi, M.Pd.I., while for the learning media

expert whom the researcher selects is a lecturer in learning media courses from the Informatics and Computer Engineering Education study program UNNES who has conducted several scientific research related to learning media, namely Mr. Riska Dami Ristanto, S.Pd., M.Pd. The researcher also conducted an assessment with stakeholders, namely Mr. Zaky Baisa, S.Pd.I., a teacher in the field with a background in modern Islamic boarding school education and an Arabic subject instructor at MAN 1 Boyolali.

Material Expert Validation

The following are the results of the assessment of Arabic material on the Kitabah Point media that the researcher has created and developed:

Table 5. Media rating table by Arabic subject matter experts

Material Validator	Score Obtained (f)	Maximum Score (N)	Percentage (P)	Category
MN	50	50	100%	Highly feasible
ZB	44	50	88%	Highly feasible
Average	94	100	94%	Highly feasible

Based on Table 5. Media rating table by Arabic subject matter experts, the Kitabah Point media created by the researcher received an average score of 94. They were categorized as very feasible to use. Experts offer constructive suggestions for improvements. The material expert provides suggestions for improvement, correcting Arabic sentences and harakat in accordance with Arabic grammar, in the Kitabah Point learning media. The following is an explanation of the improvements that researchers have made:

1. Incorrect writing of 'Learning Objectives' in Arabic.

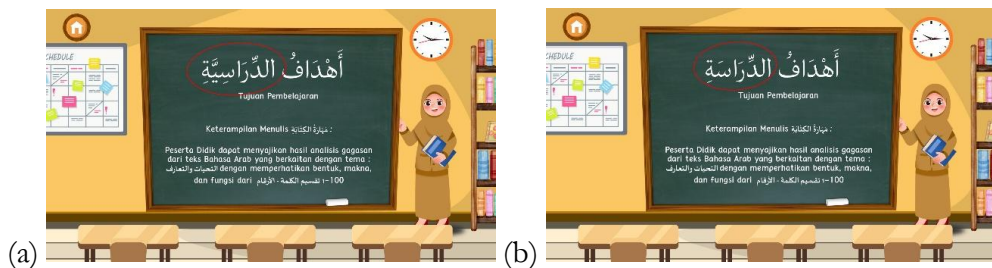


Figure 20. Incorrect writing of 'Learning Objectives' in Arabic. (a) before repairs and (b) after repairs

The correct writing of 'Learning Objectives' in Arabic is *أَهْدَافُ الدَّرَاسَةِ*, referring to the grammatical arrangement of *Mudhâf-Mudhâf Ila'ih*.

2. Writing questions that are not grammatically correct.

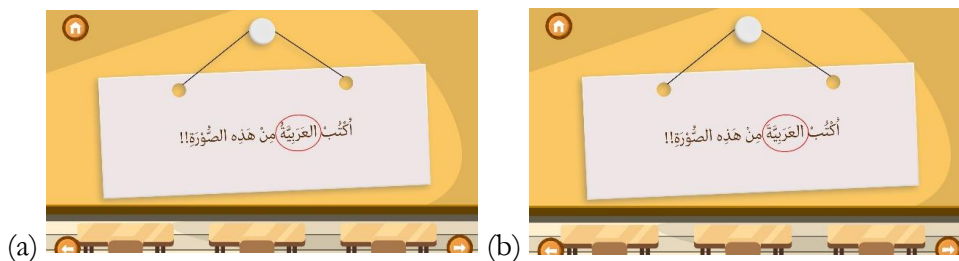


Figure 21. Writing questions that are not grammatically correct. (a) before repairs and (b) after repairs

The correct use of harakat in the sentence arrangement of the question is harakat fathah, because the word *العَرَبِيَّة* is the object word of the previous *fi'il amar*, so that the sign of *maf'ul bib* is *fathab* to be *العَرَبِيَّة*.

Media Expert Validation

The following are the results of the assessment of Arabic media on the Kitabah Point media that the researcher has created and developed:

Table 6. Kitabah Point media rating table by media experts

Media Validator	Score Obtained (f)	Maximum Score (N)	Percentage (P)	Category
RDR	48	50	96%	Highly feasible
ZB	45	50	90%	Highly feasible
Average	93	100	93%	Highly feasible

Based on Table 6. Kitabah Point media rating table by media experts The Kitabah Point media that the researcher created received an average score of 93 and is categorized as very feasible to use. The experts provided several suggestions for improvement, including adding menus and content to the learning instructions, incorporating navigation buttons to facilitate easier access to menus and sub-menus, and using evaluation forms with the image upload feature.

Conclusion

The research aims to successfully achieve the goal of designing and developing learning media using digital technology, integrated with the ClassPoint platform in Microsoft PowerPoint, utilizing its gamification feature for Class X Arabic lessons. The stages involved in this study include the four stages of the DDD-E research and development model: decide, design, develop, and evaluate. The needs analysis revealed that students were interested in using digital, interactive learning media, prompting the researcher to develop digital learning media with gamification features on ClassPoint. At the end of the stage, the researcher obtained validation results from Arabic and media subject matter experts, who were considered very feasible, with scores of 94% by the material expert and 93% by the media expert. The average overall score is 93.5%, and

this Kitabah Point media is deemed suitable for educational purposes in the learning process. The development of media for Arabic lessons currently focuses on writing skills; the researcher hopes that similar developments will be made in the future for other language skills. The development of learning media using digital technology is currently in high demand among students, particularly the incorporation of gamification features that make learning more interactive and enjoyable.

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