

Investigating the Use of the Wayground Platform in Arabic Language Learning among LG242 Students at Universiti Teknologi MARA, Shah Alam

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ABSTRACT

The integration of e-learning platforms has become increasingly important in twenty-first-century education. Among these platforms, Wayground has emerged as an effective tool for enhancing student engagement, motivation, and enjoyment in the learning process. Learning Arabic grammar, however, remains a challenge for students enrolled in the Bachelor of Arabic Language and Professional Communications (LG242) programme at Universiti Teknologi MARA (UiTM), Shah Alam. Therefore, this study aimed to examine the effectiveness of the Wayground platform in learning the Arabic grammar topic Al-Tawabi' (التوابع) among LG242 students. The study pursued two objectives: first, to determine students' achievement in learning the *al-Tawabi'* topic through the Wayground platform, and second, to explore students' perceptions of using Wayground for learning this topic. A quantitative descriptive research design was employed. Data were collected through a questionnaire administered to 73 second-semester students enrolled in the LG242 programme. The collected data were analysed using descriptive statistics with SPSS version 29. The findings revealed that students demonstrated improved achievement in the Al-Tawabi' topic when learning through the Wayground platform. In addition, students expressed positive perceptions towards the use of Wayground, indicating a high level of acceptance and preference for the platform in the learning process. These results suggest that Wayground is an effective educational tool for supporting Arabic grammar learning among students of the Bachelor of Arabic Language and Professional Communications programme. The study recommends extending the use and investigation of e-learning platforms to other areas of Arabic grammar instruction.

Keywords: 21st-century learning, e-learning platforms, Arabic grammar, student achievement, Wayground.

INTRODUCTION

The rapid advancement of digital technology has significantly transformed educational practices in the twenty-first century. Today's learners, particularly those belonging to Generation Z—individuals born between the mid-1990s and 2010—have grown up in a technology-rich environment and are highly accustomed to digital tools and innovative learning approaches. As a result, educational institutions are increasingly integrating technology into teaching and learning processes to meet the needs and preferences of contemporary students. One instructional approach that aligns with the characteristics of twenty-first-century learning is game-based learning, which incorporates game elements to enhance student engagement, motivation, and learning outcomes.

Educational applications and online learning platforms have become essential tools for facilitating learning anytime and anywhere. These technologies enable learners to access educational content conveniently while providing interactive features that enhance understanding and retention (Yahaya et al., 2019). Through multimedia elements such as images, animations, videos, and interactive exercises, digital learning platforms can make complex concepts more accessible and engaging. Furthermore, these platforms offer various learning resources, including practice activities, assessments, and supplementary materials, allowing students to develop a deeper understanding of course content beyond traditional textbooks.

The COVID-19 pandemic accelerated the adoption of online learning worldwide. During this period, virtual learning emerged as an alternative to conventional face-to-face instruction, ensuring the continuity of education despite restrictions on physical attendance. In response to the pandemic, the Malaysian Ministry of Education introduced new teaching and learning initiatives that emphasized the use of digital technologies and home-based learning. Consequently, educators and students increasingly relied on online learning platforms to support educational activities. This transformation led to the integration of traditional teaching methods with computer-assisted learning approaches and ultimately strengthened the role of information and communication technology (ICT) in education.

In the context of Arabic language education, Arabic grammar constitutes a fundamental component of the Bachelor of Arabic Language and Professional Communications programme at Universiti Teknologi MARA (UiTM). Technological tools and e-learning platforms provide a flexible and interactive environment for teaching and learning Arabic grammar. Through instructional videos, interactive exercises, quizzes, and game-based learning activities, these platforms can enhance students' understanding of grammatical concepts and increase their participation in the learning process. Multimedia resources further support grammar instruction by presenting explanations visually and providing opportunities for repeated practice. In addition, digital tools such as online dictionaries and language analysis applications contribute to the development of students' writing and comprehension skills.

Among the available educational technologies, the Wayground platform has gained popularity as a game-based learning and assessment tool that promotes active participation and engagement. The platform enables instructors to create interactive quizzes and learning activities that encourage students to focus, collaborate, and enjoy the learning experience. By incorporating gamification elements, Wayground has the potential to make Arabic grammar learning more appealing and effective for university students.

Despite the benefits of technology-enhanced learning, Arabic grammar remains a challenging subject for many learners. Therefore, exploring the effectiveness of innovative educational platforms such as Wayground is essential for improving students' achievement and learning experiences. This study investigates the use of the Wayground platform in learning the topic of *al-Tawābi* among students enrolled in the Bachelor of Arabic Language and Professional Communications (LG242) programme at Universiti Teknologi MARA, Shah Alam.

Problem Statement

In the era of digital transformation, e-learning platforms have become an integral component of modern educational systems. Both public and private educational institutions increasingly rely on these platforms to benefit from their technological features and enhance the teaching and learning process. At the same time, previous studies have indicated that students' overall proficiency in Arabic—including writing, reading, and speaking skills—remains relatively weak (Hussin & Marosadee, 2019). The primary issue lies in students' inadequate mastery of Arabic grammar, as many experience difficulty applying grammatical rules correctly in written expression.

Although a study conducted by Mokhtar et al. (2020) reported a high level of mastery of Arabic grammatical structures related to adjectival constructions among foundation-level students at Malaysian public universities, the findings also revealed that only students who possessed a solid understanding of these structures were able to apply them effectively in writing, whereas others continued to struggle. This discrepancy suggests that insufficient mastery of adjectival phrases contributes to weaker academic performance.

Furthermore, students who aspire to achieve proficiency in spoken Arabic encounter several challenges, including difficulties related to syntax, morphology, and grammatical rules, particularly those concerning word forms and derivational patterns (Munawaroh, 2021; Nabilah et al., 2022). Consequently, it is essential for students to develop positive attitudes toward learning Arabic, as such attitudes play a significant role in successful language acquisition. According to Hussin et al. (2020), students' positive attitudes toward Arabic language instruction are associated with improved achievement in mastering grammatical structures, including adjectival expressions.

It is also evident that students' difficulties in mastering Arabic grammar may be partly attributed to the teaching methods employed by instructors. Siti, Suhaila, and Hakim (2020) argue that traditional teacher-centered approaches characterized by one-way communication between teacher and learner are no longer sufficiently effective. To improve learning outcomes, a more innovative instructional approach is required. One such approach is the use of the Wayground platform, which has been identified as an effective formative assessment tool (Nguyen, 2022). Wayground platform promotes the application of knowledge, enhances students' concentration, and reduces feelings of boredom during the learning process.

In addition, many students perceive Arabic as a difficult and less enjoyable subject compared with other academic disciplines (Siti, Suhaila, & Hakim, 2020). According to Irwansyah and Izzati (2021), Wayground offers an effective alternative for diversifying teaching and assessment methods beyond commonly used platforms such as WhatsApp, Zoom, and Google Classroom, which students may find repetitive and unengaging. The interactive and entertaining features of Wayground can increase student engagement and encourage sustained participation in learning and assessment activities.

Based on the issues identified in previous studies, this research aims to investigate the use of the Wayground platform in learning the Arabic grammar topic of *al-Tawābi* among second-semester students enrolled in the LG242 programme.

Research Objectives

The researchers seek to achieve the following objectives through this study:

1. To examine the academic achievement of second-semester LG242 students in learning *al-Tawābi* through the Wayground platform.
2. To investigate students' perceptions of the effectiveness of the Wayground platform in learning *al-Tawābi*.

Research Questions

1. To what extent does the use of Wayground influence second-semester LG242 students' achievement in learning *al-Tawābi*?
2. What are second-semester LG242 students' perceptions of using Wayground as a learning tool for *al-Tawābi*?

METHODOLOGY

This study adopted a descriptive quantitative research design, which aims to explain and interpret phenomena through the collection and analysis of numerical data using statistical methods (Creswell, 1994). A questionnaire was selected as the primary instrument for data collection to investigate second-semester LG242 students' perceptions of the use of the Wayground platform as a learning tool and to evaluate their level of achievement in learning *al-Tawābi*.

A purposive sampling technique was employed to select participants from students enrolled in the course during the March–August 2024 semester. Based on the sample size determination method proposed by Krejcie

and Morgan, a sample of 73 students was selected from a target population of 90 students, ensuring adequate representation of the study population and enhancing the reliability of the data obtained.

For data analysis, the researchers utilized Statistical Package for the Social Sciences (SPSS) software to process and interpret the data collected through the questionnaires. The questionnaire was divided into two main sections. Responses were measured using a Likert scale and analysed descriptively through statistical indicators, including percentages, mean scores, and standard deviations, to determine the variation in participants' responses.

The questionnaire items were developed based on previous studies (Siti, Suhaila & Hakim, 2020; Zainal Hakim & Nor Fatini, 2022), which contributed to strengthening the validity and reliability of the findings. The methodology was designed to provide a clear understanding of the effectiveness of the Wayground platform in enhancing students' comprehension of the Arabic grammar topic *al-Tawābi* '.

FINDINGS AND DISCUSSION

Findings Related to Research Question 1

Research Question 1: To what extent does the use of Wayground influence second-semester LG242 students' achievement in learning *al-Tawābi* '?

The results indicate that the achievement level of second-semester LG242 students in learning *al-Tawābi* ' through the Wayground platform was generally high. Students demonstrated varying levels of performance across different question types and grammatical subtopics.

Regarding the topic of *al-Na* 't, the highest percentage of correct responses was recorded for Questions 1 and 10, reaching 97%, whereas the lowest percentage was observed for Question 18, with only 27% correct responses. These results suggest that students were generally able to identify and distinguish different types of adjectival modifiers accurately.

For the topic of *al- 'Atf*, the highest percentage of correct responses was 96%, while the lowest percentage was 77%. This indicates that students possessed a good understanding of coordinating particles and their grammatical functions.

With regard to *al-Badal*, the highest percentage of correct responses reached 92%, while the lowest was 66%. These findings demonstrate students' ability to recognize and differentiate between various types of appositional constructions.

Concerning *al-Tawkīd*, the highest percentage of correct responses was 96%, whereas the lowest was 88%. This suggests that students were generally capable of applying emphatic expressions correctly.

Overall, the average achievement rate of second-semester students in the topic of *al-Tawābi* ' through the Wayground platform was 88%, indicating a very good level of academic achievement and reflecting the students' ability to meet the course objectives and comprehend the grammatical concepts effectively.

Findings Related to Research Question 2

Research Question 2: What are the perceptions of second-semester LG242 students regarding the use of the Wayground platform in learning *al-Tawābi* '?

The questionnaire results revealed that students held highly positive perceptions of the Wayground platform. The mean scores for all questionnaire items ranged from 4.27 to 4.42, indicating a very high level of agreement regarding the effectiveness of Wayground as a learning tool.

The highest-rated item was related to students' agreement that answering questions through Wayground attracted their interest in studying the topic of *al-Tawābi* ' (Mean = 4.42, SD = 0.798). The second highest-rated item concerned the attractive interface design of the Wayground platform (Mean = 4.41, SD = 0.847).

Most questionnaire items received high mean scores, reflecting students' satisfaction with Wayground as a learning and assessment tool. Students reported that the platform helped them:

Review and reinforce grammatical concepts.

Increase participation and engagement during learning activities.

Improve concentration and motivation.

Enhance confidence in learning.

Develop a better understanding of the topic.

Make learning more enjoyable and interactive.

Items related to motivation, active participation, and engagement also received particularly high ratings, indicating that Wayground encourages greater interaction and creates a more enjoyable learning environment.

Overall, students expressed a preference for using Wayground in online learning and assessment compared with traditional methods. The findings demonstrate a strong level of agreement regarding the platform's effectiveness in enhancing understanding, promoting engagement, and increasing self-confidence in learning Arabic grammar.

The overall mean score for students' perceptions of Wayground in learning *al-Tawābi* ' was 4.34, which was classified as "Very High."

DISCUSSION

The researchers conducted the study using the Wayground platform to determine students' achievement levels in learning the topic of *al-Tawābi* '. Various question formats, including fill-in-the-blank and multiple-choice questions, were incorporated into the platform. Multimedia elements, such as background music, were also integrated into the learning activities. The findings demonstrated that the use of Wayground was effective, as students expressed a preference for this platform and confirmed its usefulness in improving their learning outcomes. These findings are consistent with previous studies, such as those by Ismail et al. (2018) and Gustianti (2021), which reported that Wayground provides equitable online learning opportunities and enhances the attractiveness of educational content.

The study further revealed that Wayground was effective in promoting student engagement and interest. Data collected through the questionnaires indicated that students were satisfied with the use of the platform, particularly appreciating its attractive interface and the variety of question formats provided. The results suggest that Wayground increases students' interest in learning and contributes to improving their thinking skills and mastery of the topic of *al-Tawābi* '. Moreover, the findings confirm the effectiveness of Wayground as a game-based learning tool that encourages student interaction and participation. These results are consistent with the findings of Salsabila et al. (2020), who reported that Wayground enhances the learning experience, makes learning more enjoyable, and contributes to positive learning outcomes while motivating students to engage more actively with instructional content.

The findings also showed that second-semester LG242 students held highly positive perceptions regarding the use of Wayground in learning *al-Tawābi* '. Among all questionnaire items, the statement "Answering questions through the Wayground platform attracts my interest in studying the topic of *al-Tawābi* '" received the highest mean score. This finding corresponds with the students' high achievement levels obtained through the Wayground -based assessments. The achievement results indicate that students experienced positive learning

effects when using the platform, suggesting that they were more motivated and attracted to learning through Wayground. These findings are further supported by previous studies, including Abdelhamid et al. (2023) and Chaiyo and Nokham (2017), which found that students generally respond positively to Wayground because they perceive it as an engaging and appealing educational tool. Therefore, Wayground can be considered an effective instructional medium that facilitates students' learning and mastery of *al-Tawābi* while simultaneously increasing their interest and motivation to learn.

RECOMMENDATIONS AND SUGGESTIONS

Based on the findings of this study, the researchers recommend enhancing the use of the Wayground platform in teaching and learning by incorporating multimedia elements such as images and music to increase the platform's attractiveness and learner engagement. They also suggest adjusting the time allocated for answering questions to correspond appropriately with the difficulty level of the questions and the students' proficiency levels. Furthermore, diversifying question formats is recommended to prevent boredom and maintain students' interest. In addition, both students and instructors should be provided with adequate training on the effective use of the application in classroom settings.

The use of the Wayground platform as an assessment tool for learning *al-Tawābi* demonstrated a positive impact on students' learning outcomes. Therefore, the researchers recommend wider implementation of this platform in educational settings by both instructors and students. Such implementation would also provide future researchers with opportunities to identify the strengths and weaknesses of using Wayground in language learning and assessment.

The researchers further recommend conducting additional studies to investigate the effectiveness of Wayground as an assessment tool for other Arabic language skills. Future research could also compare the effectiveness of Wayground with other online learning and assessment platforms, such as Kahoot and Wordwall, among others. Moreover, future researchers are encouraged to broaden the scope of investigation by examining various contemporary educational applications in order to provide students and educators with a more comprehensive understanding of available digital learning tools and their pedagogical benefits.

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