Development of Balaghoh Badi' Questions based on HOTS using WordWall Media for Madrasah Aliyah Students

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Abstract

High Order Thinking Skill includes three important components in helping to improve the mindset, there are analyzing, evaluating, and creating. However, there is no implementation of HOTS in Balaghoh, because this matter were considered difficult, whereas HOTS can solve this because the student not only understand the matter, but also analyze, evaluate and create the sentences correctly without memorizing it. To help the students understand the useful of these *qowaid,* the researcher developed badi' questions based on HOTS with media word wall, this media can encourage the student to answer and help them to create the sentences like Arabs create it. The type of research used by researchers was R&D as well as data collection techniques used in this research is observation, interview, questionnaire and test. The sample in the study was third grade students of Madrasah Aliyah Raudhatul Ulum Sakatiga with a total of 20 students. The instrument in this study used a High Order Thinking Skill-based test totaling 50 questions that had been placed in WordWall media. The data analysis technique in this study used a question validity test which obtained a valid category on all questions. and the reliability test got a value of 0.974 which is a reliable category, in the item difficulty test there were 14 questions in the easy category, 24 questions in the medium category, and 12 questions in the difficult category. And in the test of discriminating power there are 22 questions

KEYWORDS

Badi', HOTS, Word Wall Media

1. INTRODUCTION

Learning has now entered the era of globalization, various learning innovations continue to be developed, including methods, media and evaluation with the aim that learning remains responsive and needed by students in facing the future challenges they will face(Mukmin et al., 2023).

However, unfortunately the evaluation of the achievement of Arabic language material cannot be said to be optimal, this is because the measurement of Arabic language ability is still focused on the cognitive domain, and cannot be said to be able to measure the affective and psychomotor domains (Hidayah, Mukmin, & Apriyani, 2024). Moreover, Arabic has a variety of Arabic language rules, the meaning and use of which this study never ends, and it seems that memorization still dominates the process of measuring rule mastery in various educational institutions, including Balaghoh rules.

Balagha lessons are subjects that are always categorized as difficult for Arabic language learners(Hidayah, Mukmin, & Sari, 2024). This difficulty is due to the imaginative rules contained in the sentence descriptions that use the Baalghoh rules, and this beauty of course must be mastered by students by increasing the amount of reading that contains these sentences. The problem is, the learning of rules in Indonesia is still dominated by long and lengthy explanations of the rules, so that what students perceive is only the length of the explanation of the rules.(Nuzula & Ammar, 2023)

Research related to the development of learning elements contained in balaghoh material has often been carried out, including trying to teach the material with the help of modules (Abdul Rahman et al., 2021); using methods that can increase students' cognitive abilities (Mukmin et al., 2023) and is able to improve the readability of beautiful, meaningful Arabic text (Ulin Nuha, 2022); relate the material contextually (Mukmin et al., 2024) or explaining problems in the learning process (Aufa & Maknuni, 2022) And to facilitate the delivery of material in learning, there is also the use of media in the form of inspiring lectures, both used as teaching media (Mabruroh & Gustiana, 2020) or used as media as a result of development (Mahliatussikah, 2021).

From several of these studies, researchers assess that one thing that is important to improve mastery of balaghoh is in terms of measurement. As stated by Sulaiman who concluded that one of the weaknesses of balaghoh learning is the weak assessment at the end of the lesson(Sulaiman & Wahid, 2021), even though the Arabic language learning process is vulnerable to intervention by the student's mother tongue(Hidayah, Mukmin, & Cardasyifa, 2024), so that sometimes it is confusing for students when

implementing these rules into sentences, students memorize the rules but stutter when using them.

It is still not possible to measure the achievement of Balaghoh material as a benchmark for assessing whether Balaghoh measurements can measure students' ability to master Balaghoh, or whether it is just material that must be memorized in the learning process(Nuzula & Ammar, 2023). One of the criteria that is being predicted to be able to make students innovate in learning is HOTS Ability, this ability consists of 3 main abilities, namely analyzing, evaluating and creating(Ismayani et al., 2020).

With HOTS, students are expected not only to memorize, understand and then apply, which is a basic ability in the thinking process, but also to be able to relate separate items to the rules being studied, create certain criteria or formulas and then create new patterns obtained from the results of the analysis process. and previous synthesis(Muradi et al., 2020).

To facilitate this, of course it is necessary to change the objectives at the beginning of learning, and this still seems to have to be explained in terms of teaching methods in order to achieve these objectives optimally. However, if this is still difficult to do, then questions wrapped in games are a way that can be chosen as an innovative solution and in accordance with the needs of an era that is very connected to technology(Mukmin et al., 2024).

Among the media that are often used to facilitate educational games are word walls, not only English language materials that often use this media as games(Azizah et al., 2024), social science material for elementary school children(Hartutik & Aprilia, 2024), even computer network engineering cannot escape the use of this media(Reza & Nopiyad, 2022), although in her article Putri questions whether wordwalls can be used in rural areas which in fact rarely uses digital media, but this does not necessarily make balaghoh a material that cannot use this media effectively. although balaghoh material is one of the studies in several schools which may not yet provide digital facilities. For this reason, the researcher tried to develop one of the balaghoh badi materials, namely syaja and jinas material into HOTS-based questions to then be implemented in wordwall media and introduced to Madrasah Aliyah students who were studying this study.

2. METHODOLOGY

This research uses qualitative and quantitative approaches in exploring balaghoh badi learning and the forms of questions that are usually given during classroom learning. For this reason, this research uses the RND method with a borg and gall design as a research step that will be used by researchers(Hidayah, Mukmin, & Sari, 2024), because this research not only creates questions but also wants to create and find out the quality of the questions from the results of the development carried out, the development steps include the following:

1. Potential and Problems

   In this step, the researcher will make observations on the balaghoh learning process that has been carried out from class X and conduct interviews with teachers or Madrasah Aliyah students who follow this material. These two activities will end when the root of the problem in the balaghoh badi material has been described well

2. Data collection

   The researcher will give a questionnaire consisting of 15 questions to students regarding students' needs for questions that can help students understand the balaghoh material that will be studied without having to memorize the burden in class.

3. Product Design

   At this stage, the researcher created the Balaghoh Badi' questions based on High Order Thinking Skill first, after that the researcher entered the questions based on High Order Thinking Skill into WordWall media.

4. Product Validity

   Researchers validated the question products created. The validation carried out was validation of the question form and WordWall media presentation.

5. Product Revision

   After obtaining validation, the researcher then carried out a product revision stage to correct the deficiencies contained in the WordWall media in accordance with the input and suggestions given by experts.

6. Product Trial

   The final step of this development stage is product testing, the researcher must apply the Badi' Science Material Questions based on High Order Thinking Skill using WordWall media into the learning process to find out whether the Badi' Science Material Questions developed using WordWall media are feasible and effective for students or not suitable to be used as a learning resource for students in MA

Research Place

This research was conducted at Madrasah Aliyah Raudatul Ulum which is located in South Sumatra. This school is one of the Islamic boarding schools that focuses on developing its students' abilities in Arabic, so that in everyday life, students are given the opportunity to express sentences in Arabic.

The process of using Arabic in everyday life requires good vocabulary mastery and must be accompanied by appropriate language rules, and balaghoh is one of the rules with the highest degree of difficulty compared to other rules, this is because balaghoh is a standardized rule that is usually used to express something that has beauty.

For this reason, researchers chose Balaghoh Badi to develop the problem with assistance *educational game*, so that students can elaborate on their abilities well without being burdened with rules that must be memorized.

Research Population and Sample

The research population in this research is Madrasah Aliyah students who have studied Balaghoh since they were in class

Data Collection and Research Analysis Methods

The data collection method in this research consists of observation which is used to see the evaluation process carried out by the teacher in the Balaghoh learning process. Second is interviews, researchers conduct interviews with teachers regarding the form of questions and the evaluation process carried out in the learning process. The third is a needs questionnaire for interactive balaghoh questions and a satisfaction questionnaire for the balaghoh questions given.

This research consists of two types of data, the existing qualitative data will be tested for the validity of the data by triangulation and then continued with miles and

Huberman analysis which consists of reduction, explanation and conclusion. Meanwhile, for quantitative data, the researcher carried out validity and reliability tests as a validity test, then continued with an analysis of the quality of the questions being developed, in the form of analyzing the level of difficulty of developing the questions and analyzing the discrimination or differentiating power of the questions being developed.

3. RESULTS AND DISCUSSION

3.1 Potential and Problems

The Badi Science material is the final level of balaghah subject study which discusses the beauty of the Arabic language and is one of the subjects at Madrasah Aliyah, based on an interview with the balaghoh teacher, Mrs. A stated that; "*In teaching I use the Balaghoh book which is a mandatory book in Islamic boarding schools, but in assessing, I have not used the application at all*". This is normal, considering that in most Islamic boarding schools, Balaghoh learning is still based on memorization and written exams regarding the meaning of the rules used(Hidayah, Mukmin, & Marfuah, 2023). However, if the measurement process could be carried out using games, of course the process could be more relaxed and students could express themselves better(Reza & Nopiyad, 2022)

To express well in Arabic, it is important that students are encouraged to think critically and encouraged to continue to create from the many rules taught, so that language rules are not just memorized but are also included in the process of speaking and writing Arabic(Wasilah et al., 2024). That's why it's important for students to be invited to play while learning, of course the games created are not games that don't require thinking, Madrasah Aliyah students' games must be able to be adapted to abilities that can make students think creatively and appliedly.

3.2 **Data collection**

Learning objectives for Badi Science Material at Madrasah Aliyah based on an interview with Mrs. A, " *We teach this material, so that students can understand the Al-Quran through pronunciation and meaning*". Judging from this objective, it is natural that this knowledge is not yet applicable, this is because the orientation of this material is still religiously oriented, so students' tendency to apply rules in the Arabic language process is still low(Mukmin et al., 2024).

This is coupled with the learning process which is still teacher oriented(Hidayah & Muyassaroh, 2023), students are taught using lecture and discussion methods. The

teacher is actively involved in the class as the center of the material and provides very little space for students to be actively involved in expressing sentences using the Balaghoh rules they have learned.

Based on the results of the needs questionnaire given to students, as many as 90% of students stated that balaghoh was very difficult material, 80% of students stated that balaghoh was not applicable, 82% stated that memorization was their way to pass this subject, 85% of students wanted to try a fun game but still fosters Arabic language skill training, and 75% agree that balaghoh is a source of the beauty of the Arabic language which should be well understood by Arabic language learners.

From the results of this questionnaire, it can be seen that students at this school have an awareness that balaghoh is a language rule that is very important to learn but has many obstacles when learning it.

3.3 **Product Design**

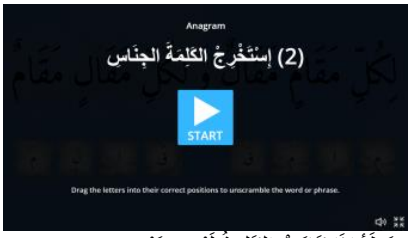
Development of Badi' based Science Material Questions *High Order Thinking Skill* has several steps including; identifying the material that will be developed, sequencing the presentation of the material that will be used as questions, creating question indicators that are in accordance with the HOTS indicators, choosing a wordwall template that can facilitate the questions that have been developed, inserting the questions into the media to then be presented after quality testing, as for the output from the development The questions can be seen in the presentation of the wordwall template below;

إِخْتَارْ الكَلِمَةَ بَيْنَ الجِنَاسَ وَ السَّجَعَ

Picture 1: First Development Question

أَكْمِلْ الكَلِمَةَ بَيْنَ الجِنَاسَ وَ السَّجَعَ

Picture 2: Second Development Question



صَحِيْحُ أَمْ خَطَأْ (صَحِيحُ إِذَا كَانَتْ الكَلِمَةُ الجِنَاسَ أَوَ السَّجَعَ), (خَطَأْ إِذَا كَانَتْ الكَلِمَةُ لَيْسَ غَيْرِ هِمْ)

Picture 3: Third Development Question

صِلْ عِبَارَاتِ القَائِمَةِ (أ) مَعَ يُنَاسِبُهَا عِبَارَاتِ القَائِمَةِ (ب) حَتَّى تَكُوْنُ كَلِمَةَ السَّجَعُ.

Picture 4: Fourth Development Question

إِخْتَارْ الجَوَابَ الصَّحِيْحَ بِوَضْعِ دَائِرَةٍ حَوْلَ الحَرْفِ المَنَاسَبَةِ

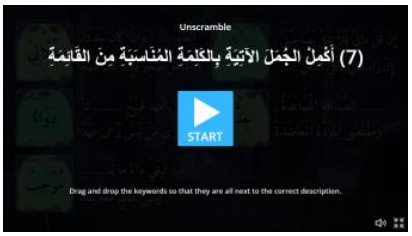
Picture 5 : Fifth Development Question

أُكْتُبْ الكَلِمَةَ الجِنَاسِ التَّامّ

Picture 6 Sixth Development Question

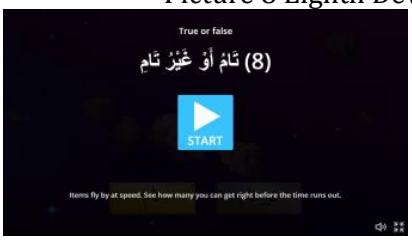
أَكْمِلْ الجُمَلَ الآتِيَةِ بِالكَلِمَةِ المَنَاسَبَةِ مِنَ القَائِمَةِ

Picture 7 Seventh Development Question



تَامٌ أَوْ غَيْرُ تَامٍ

Picture 8 Eighth Development Question



1. أَكْمِلْ الكَلِمَةَ السَّجَعَ الآتِيَةِ!!

Picture 9 Ninth Development Question

From this question the researcher focused only on the material *syaja'* and *and so on*. This question consists of 10 forms of questions that facilitate at least 3 HOTS level classifications. For the analyzing category; The verbs that will be used as question

indicators are checking and testing. The forms of development questions that have been carried out are in the form of questions 4 and 8

As for the evaluating category, the researcher uses the indicator of deciding and choosing, the forms of development questions that have been carried out are in questions 1, 2, 3, and 5. Meanwhile in the creating category, the researcher uses the indicator of formulating, the forms of development questions that have been carried out are in question 6 , 7, 9, and 10. Each question form consists of 5 questions, so the total questions developed in this wordwall media are 50 questions to test students' HOTS ability to understand the material *syaja* and *and so on* .

3.4 **Product Validity and Product Revisions**

The following are the scores for the assessment of the Badi Science Material Questions developed was 92,5, From the results of the validation above, it is known that the material in the Badi' Science Material Questions is based *High Order Thinking Skill* developed by researchers obtained a score with a percentage of 92.5, indicating that the questions were very valid and worth testing with improvements as follows:

Table 1. Results of Material Validation Revision

Revision	Error
1. إِخْتَارْ الجَوَابَ الصَّحِيْحَ بِوَضْعِ دَائِرَة	1. اختر الجواب الصحيح بوضع دائرة حول الحرف المناسبة
2. حَوْلَ الحَرْفِ المَنَاسَبَة	2. إختار الجملة بالقائدة
3. إِخْتَارْ الجُمْلَةُ بِالقَوَاعِدِ	3. تام أم غير تام إستخرج الكلمة بين تام أم غير تام
4. تَامْ أَمْ غَيْرُ تَامْ (إِسْتَخْرِجْ الكَلِمَةَ بَيْنَ تَامْ أَمْ غَيْرُ تَامْ)	4. إختار الكلمة الخطأ
5. إِخْتَارْ الكَلِمَةَ الخَطَأَ	5. صحح الخطاء الكلمات اليت تنها خط
6. صَحِّحْ الكَلِمَاتَ الأَخْطَاءِ الَّتِيْ تَحْتَهَا خَطُّ	إختار الجملة بالقائدة
إِخْتَارْ الجُمْلَةُ بِالقَوَاعِد	1. صحح الخطاء الكلمات اليت تتها خط
1. صَحِّحْ الكَلِمَاتَ الأَخْطَاءِ الَّتِيْ تَحْتَهَا خَطُّ	2. اقْتَبِسْ اللآية القُرْآنِ أَوْ الحَدِيْثُ الآتية
2. إِقْتَبِسْ اللآيَاتَ القُرْآنِيَّةِ أَوْ الأَحَدِيْثَ الآتِيَةِ	

From the table above, the focus of improving the language or material validator is the form of the questions and the use of appropriate words in creating the questions themselves. In terms of media, the following scores and categories of media assessment developed questions were 96

Based on the results of the validation above, it is known that the WordWall media in developing Badi' Science Material Questions is based *High Order Thinking Skill* which was developed by researchers obtained a score with a percentage of 96.66 with an indication of being very valid. So WordWall as a development medium is worth testing based on the following suggestions:

Table 2. Revision Based on Media Validation Results

Error	Revision
1. The distribution of questions is adjusted to make it easy to answer	The questions are divided into 10 questions consisting of 5 questions
2. Accuracy in selecting games based on material.	Adapted the questions to the WordWall game to make it better.

Based on the revised suggestions from the validator, the WordWall media is suitable for use with consideration of the question material so that it is more adapted to the material that will be studied by students at the school.

3.5 Product Trial

After going through the development stages above, the final step is to test the product to determine the effectiveness of question development through validity testing, validity testing, difficulty level testing and question differentiation testing.

Validity Test Results

The validity test in this research was carried out to measure the validity of the question pattern, question form, media features used in developing the questions were truly valid, the results of this validity trial calculation used the SPSS calculation tool. *(statistical package for social scieses)* The following validity results in this first question development session will be shown in the table below:

Table 3. Validity Analysis of Testing Questions

Question No	R Count	R Table	Decision making criteria	Information
1	0,643	0,444	If r count ≥ r table then the question is valid	Valid
2	0,461			Valid
3	0,743			Valid

4	0,773		If r count ≤ r table then the question is Invalid	Valid
5	0,461			Valid
6	0,721			Valid
7	0,743			Valid
8	0,589			Valid
9	0,769			Valid
10	0,680			Valid
11	0,830			Valid
12	0,461			Valid
13	0,461			Valid
14	0,589			Valid
15	0,701			Valid
16	0,527			Valid
17	0,578			Valid
18	0,773			Valid
19	0,830			Valid
20	0,830			Valid
21	0,773			Valid
22	0,589			Valid
23	0,672			Valid
24	0,461			Valid
25	0,773			Valid
26	0,743			Valid
27	0,589			Valid
28	0,830			Valid
29	0,527			Valid
30	0,461			Valid
31	0,773			Valid
32	0,743			Valid
33	0,589			Valid
34	0,830			Valid
35	0,527			Valid
36	0,461			Valid
37	0,461			Valid
38	0,461			Valid
39	0,773			Valid
40	0,830			Valid
41	0,818			Valid
42	0,461			Valid

43	0,461			Valid
44	0,743			Valid
45	0,773			Valid
46	0,527			Valid
47	0,743			Valid
48	0,773			Valid
49	0,680			Valid
50	0,461			Valid

Based on the table above, if r is calculated ≥ r table then the question is declared "Valid" If r is calculated ≤ r table then the questions are "Invalid", and in the table above it is known that the questions that have been developed by researchers are in the valid category for 50 questions.

Reliability Results of Testing Questions

The reliability test in this research was carried out to measure how far the measurement results remain consistent if measurements are carried out repeatedly using the same measuring instrument. The reliability test can be seen from the Cronbach Alpha statistical test, where if the Cronbach Alpha value is > 0.61, it is said to be reliable. The reliability test in this study used SPSS, the following results of the reliability test in this question is 0,974

Results of Analysis of Question Difficulty Levels

Test The level of difficulty of the questions has a level of difficulty or difficulty in the interval 0.00-0.30 for the difficult category, 0.31-0.70 for the medium category and 0.71-1.00 for the easy category. The level of difficulty of the test being developed is also obtained from the results of students in the field test, the results of calculating the level of analysis of this test question using the SPSS calculation tool *(statistical package for social scieses).* The following are the results of the difficulty level:

Table 4. Analysis of the Difficulty Level of Question Development

Question No	Difficulty Level	Category
1	0.60	Medium
2	0,80	Medium
3	0,55	Medium
4	0,50	Medium
5	0,80	Easy

6	0.60	Easy
7	0.55	Easy
8	0,15	Difficult
9	0,55	Difficult
10	0,55	Difficult
11	0,45	Easy
12	0,80	Easy
13	0,80	Easy
14	0,50	Medium
15	0,60	Medium
16	0,60	Medium
17	0,60	Medium
18	0,50	Medium
19	0,45	Medium
20	0,45	Easy
21	0,50	Medium
22	0,50	Medium
23	0,50	Medium
24	0,80	Medium
25	0,28	Difficult
26	0.55	Medium
27	0,50	Medium
28	0,45	Medium
29	0,16	Difficult
30	0,80	Easy
31	0.80	Easy
32	0.17	Difficult
33	0,50	Easy
34	0,45	Medium
35	0,50	Medium
36	0,80	Easy
37	0,80	Easy
38	0,55	Easy
39	0,50	Medium
40	0,60	Medium
41	0,15	Difficult
42	0,15	Difficult
43	0,15	Difficult
44	0,80	Medium

45	0,50	Easy
46	0,50	Medium
47	0,50	Medium
48	0,16	Difficult
49	0,15	Difficult
50	0,11	Difficult
Rate-rate	0,577	Medium

In the table above, it is known that there are 14 questions in the easy category, 24 questions in the medium category and 12 questions in the difficult category.

Results of Differentiating Question Analysis

High-level thinking skills items can be said to be very good if they get a score of 0.70-1.00, good if they get a score of 0.40-0.70, fair if they get a score of 0.20-0.40, and bad if they get a score of 0.00. -0.20. The differentiating power in the development of this question was obtained from the results of field trials *(field test)*. The results of the calculation of the level of differentiation analysis for this question use the SPSS calculation tool *(statistical package for social scieses)* The results of the differentiating power analysis of items regarding instruments can be displayed in the following table:

Table 5. Differentiating Power Instruments for Question Development

Question No	Differentiating Power	Category
1	0.643	Good
2	0,461	Good
3	0,743	Very good
4	0,773	Very good
5	0,461	Good
6	0.721	Very good
7	0.743	Very good
8	0,589	Good
9	0,769	Very good
10	0,680	Good
11	0,830	Very good
12	0,461	Good
13	0,461	Good
14	0,589	Good
15	0,701	Good
16	0,527	Good
17	0,578	Good

18	0,773	Very good
19	0,830	Very good
20	0,830	Very good
21	0,773	Very good
22	0,589	Good
23	0,672	Good
24	0,461	Good
25	0,773	Very good
26	0,743	Very good
27	0,589	Good
28	0,830	Very good
29	0,527	Good
30	0,461	Good
31	0,461	Good
32	0,461	Good
33	0,773	Very good
34	0,830	Very good
35	0,818	Very good
36	0,461	Good
37	0,743	Very good
38	0,773	Very good
39	0,527	Good
40	0,743	Very good
41	0,773	Very good
42	0,680	Good
43	0,461	Good
44	0,773	Very good
45	0,773	Very good
46	0,578	Good
47	0,680	Good
48	0,461	Good
49	0.589	Good
50	0,773	Very good
Rate-rate	0,652	Good

Based on the table above, it is known that in the development of the questions there were 22 questions in the very good category, 28 questions in the good category and there were no questions in the fair and poor categories.

After testing these 4 results, the researcher distributed satisfaction questionnaires to students whose results were as follows:

1. A total of 20 people felt happy, 3 people felt confused and normal, and 2 people felt challenged
2. 22 people answered that the questions made it easier for them to understand the material and 3 people answered that the questions made it difficult for them
3. 20 people answered that they didn't feel confused about the question, 2 people answered that it was quite confusing, and 3 people answered yes because the question was tricky.
4. 25 people answered the question to make them understand the rules of Badi Science Material.
5. 25 people answered that the questions were easy to do and 2 people found it difficult to do
6. 17 people answered that they did not need a relatively long time to answer the questions, and 8 people felt it took a little longer
7. All students thought that the questions helped in improving their thinking patterns
8. All students agreed that they had studied the material in the questions
9. 21 people answered that the use of sentences in the questions was easy to understand. 4 people found the questions quite difficult to understand
10. 24 people answered that the questions were presented well and 1 person answered that the questions were presented simply

From the results of this questionnaire it can be concluded that students are very happy with the development of this question, because language is a habit, if you don't get used to it then success in learning Arabic language rules is still very doubtful. Someone who is said to be able to speak Arabic cannot be measured by their ability to identify the position of words or the form of words expressed in a sentence, but the indicator of being able to speak Arabic must be seen from how someone is able to analyze, assess and then create a language with correct language rules both orally and in writing. .

To achieve all this, Arabic language teachers, especially balaghoh teachers, must have a clear mission in learning objectives, and it would be very good if these objectives were able to reflect the HOTS indicator as a benchmark for material achievement.

Apart from that, the material taught to students must be clear and contextual (Hidayah & Mukmin, 2021)Even though in the end students will be invited to see Arabic poetry, students must first identify where these rules are used in students' daily lives, so that these rules can be applied and not just memorized.

The method used in teaching balaghoh must also be interactive(Hidayah, Mukmin, & Eltika, 2023), as much as possible the teacher does not become the center of learning

when the Balaghoh learning process takes place. Because a student can achieve the learning objectives of course based on the way the teacher delivers it in class, it is time for learning media for Balaghoh material to be maximized, not only visual media, but also visual media. audio and visual, so that what appears to students is Arabic text or Arabic hiwar audio in which there are applicable balaghoh rules

And finally, the process of measuring the achievement of balaghoh material should not only be based on memorization, although it is very good if students memorize it, but understanding the use of the rules must be given more priority(Hidayah et al., 2021). The questions should be more creative and can be included in online or offline media, so that students get used to repeating the material they study through level practice questions. The online media for presenting questions does look more interesting(Hidayah, Mukmin, & Marfuah, 2023), because these questions don't look like questions, but like games that are often popular with today's young people, so this is very appropriate and very useful for teachers to continue to use in maintaining students' motivation in studying the Arabic language material studied in every school.

4. CONCLUSION

Researchers developed questions for the Badi Science subject based on higher thinking skills using WordWall media, and the higher thinking skills used consisted of three skills, namely analytical skills, evaluation skills and creativity skills. Researchers develop analytical skills through the True or False game which consists of ten questions, the Group Sort game which consists of five questions, and the Unscrumble game which consists of five questions. Chase Game which consists of five questions, and Matching Pairs Game which consists of five questions, Unscrumble which consists of five questions, Match Up which consists of five questions, and Quiz which consists of five questions. Researchers develop creativity skills through the Anagram game which consists of five questions, and the Hangman game which consists of five questions. This development is expected to be able to help students not only understand the rules of balaghoh which are often only memorized, but also this game aims to make students think deeply about the use of the material, so that when they are used to it, this understanding will be expressed in the Arabic language process both orally. or written.

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