



The Effectiveness of Using ClassDojo Educational Points on Arabic Language Vocabulary Mastery

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Abstract

This study aims to analyze the effect of using educational points thru the ClassDojo application on the Arabic vocabulary mastery of 10th-grade students. This study uses a quantitative approach with an experimental design involving 50 students as research subjects. Data was collected thru a pretest and a posttest to measure students' vocabulary mastery level before and after the implementation of educational points. Data analysis began with prerequisite tests, namely normality and homogeneity tests, which showed that the pretest and posttest data were normally distributed and homogeneous (Sig. > 0.05). Subsequently, testing was conducted using the paired t-test, which showed a significant difference in learning outcomes between pretest and posttest scores ($t = -7.435$; $p < 0.001$). To determine the level of improvement in learning outcomes, the N-Gain test was used, with an average value of 0.495, which falls into the moderate category. The average pretest score is 6.3, and the average posttest score is 8.6. These results indicate that using educational points thru the ClassDojo application is effective in improving students' Arabic vocabulary mastery and can be used as an innovative and engaging alternative learning strategy.

Keywords:

ClassDojo, Educational Points, Vocabulary Mastery

INTRODUCTION

Arabic is one of the languages taught in the education curriculum, especially in Islamic-based educational institutions (Rahman et al., 2023). Arabic language learning in schools aims to equip students with basic language skills, especially in vocabulary, which is the main foundation for supporting reading, writing, speaking, and listening skills (Khumaini, 2022). Therefore, (Fajriah, 2015) Reaching Arabic learning targets at an optimal level depends on strengthening learners' vocabulary through a supportive and properly designed instructional system.

The curriculum is an important part of the learning process because it serves as a guide to ensure that learning activities proceed in accordance with the direction and objectives that have been designed (Muhammad Ramdhan, 2021). Students' holistic Arabic language proficiency can be strengthened when instruction is guided by a well-planned and strategically organized curriculum (Aziz et al., 2024). Therefore, the initial stage in learning Arabic begins with its vocabulary.



To practice language skills including reading, mastering vocabulary in Arabic language learning is not only related to the number of words known, but also to students' the ability to understand and apply terms in various communication texts (Abdul Rohman, 2022). Most students actually know a lot of vocabulary, but not all students are able to use it in sentences or conversations. This shows that vocabulary mastery requires more than just memorization (Hulfah et al., 2023). But it also requires understanding the meaning, context of use, and repeated practice to make vocabulary stick in students' memories.

However, in practice, learning Arabic in schools still faces various obstacles, particularly in the aspect of vocabulary mastery (Arini Hidayati & Miatin Rachmawati, 2025). Based on initial observation results at SMA Muhammadiyah 09 Bekasi, the majority of students experience difficulty understanding the meaning of words and using them in sentence context. (Alkhakiki & LC, 2019) Low learning motivation and minimal use of digital media are also reasons for limited student vocabulary mastery. (Nurhuda, 2022) also states that learning that is still conventional and lacks innovation makes students less actively involved in the learning process.

This condition demands the implementation of more creative, interactive, and relevant learning strategies that align with the characteristics of today's students.

To address this issue, teachers are required to have learning strategies that can foster students' learning enthusiasm (Nurchasanah & Fahmi, 2024). One strategy considered effective is providing rewards or positive reinforcement to students who demonstrate effort and learning progress (Habbah & Husna, 2024). Thru this strategy, students will feel motivated to continue improving their language skills (As'ari, 2015), including mastering Arabic vocabulary, which has been considered difficult.

One relevant approach to addressing this issue is behaviorism theory, developed by B.F. Skinner (Wedanthi et al., 2025). This theory emphasizes that the learning process is the result of the relationship between stimulus and response, where behavior can be shaped thru the administration of reinforcement for desired behaviors (Miguel et al., 1992). In the context of learning, the principle of reinforcement can be applied by giving rewards or positive points when students demonstrate good learning behavior, and by deducting points for less appropriate behavior (Rahmah & Aly, 2023). Thus, reinforcement-based Learning strategies can increase student participation, their motivation, and their attention to outcomes

The application of reinforcement principles in modern learning is reflected in the use of the ClassDojo application (Firdaus & Aziz, 2024), a digital-based learning application that serves as a means of reinforcing students' positive behavior thru a reward system of educational points (Manoppo et al., 2022). ClassDojo can be seen as



a practical example of operant conditioning, as it reinforces behaviors through structured feedback and rewards (Antoni, 2024), which is the process of shaping behavior thru the provision of reinforcement for desired responses.

Teachers can award points as a form of positive reinforcement when students demonstrate good behavior, such as active participation, discipline, and completing assignments on time, while less appropriate behavior can result in a reduction of points as a form of negative reinforcement. Thru this mechanism (Ulfa Memanti et al., 2022), By providing clear cues and immediate feedback, ClassDojo encourages desirable learning routines, strengthens learners' motivation, and fosters a dynamic, enjoyable classroom climate reflecting the behaviorist view that learning is shaped by the link between stimuli and students' responses.

Some previous studies also support the effectiveness of using reward strategies and digital media in learning. For example, research by (Chusna, 2020) found that ClassDojo is widely used as an effective learning tool in classroom management, improving teacher-student interaction, and parental engagement. Another study by (Ghufron, 2018) explains that the application of educational points can be used as a strategy to create a more enjoyable learning atmosphere. Meanwhile, research conducted by (Tari & Julaikah, 2023) shows that the ClassDojo application significantly improves writing skills and language comprehension.

However, research specifically examining the use of educational points thru the ClassDojo application on students' mastery of Arabic vocabulary is still rare. Based on these various research findings, the implementation of reward systems such as educational points thru ClassDojo in Arabic language learning is still very rare. Most previous research has focused on increasing learning motivation, while its impact on vocabulary mastery as a fundamental aspect of language skills has not been extensively studied. Based on initial observation results in class X, students still experience difficulties in understanding and remembering Arabic vocabulary.

Therefore, this research is crucial because it evaluates whether a points-based educational system implemented through ClassDojo can significantly enhance Arabic vocabulary acquisition for tenth-grade (Class X) students. From an academic standpoint, the results are anticipated to contribute to the refinement of behaviorist theory by clarifying how reinforcement mechanisms can be applied effectively in Arabic language instruction. From a practical perspective, The results of this research are anticipated to guide teachers in designing and applying digital reward systems that make instruction more innovative, highly interactive, and enjoyable for learners.

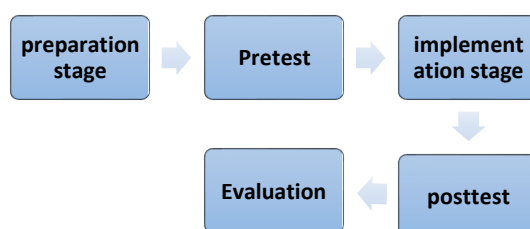


RESEARCH METHOD

A quantitative research design is used in this study, with the investigation carried out through a quasi-experimental framework (Abraham, I., & Supriyati, Y. (2022). *Desain Kuasi Eksperimen Dalam Pendidikan: Literatur*. Jurnal Ilmiah Mandala Education, 8(3). Abraham & Supriyati, 2022). A quantitative approach is chosen since the study gathers numerical data, which are then processed statistically to identify the treatment's impact on learning outcomes (Afif et al., 2023). This research employed a quasi-experimental approach because the participants were drawn from existing classes, making random assignment or restructuring impractical, so the researcher could not randomize the research subjects. Nevertheless, this study still aims to test the effect of the treatment on the dependent variable.

The research adopts a Non-Equivalent Control Group Design, utilizing two intact groups that were formed beforehand: the experimental group is exposed to the intervention, whereas the control group is not (BLAZER, n.d.). Only the experimental group received the treatment in the form of a points-based learning system integrated with ClassDojo, while the control group learned through routine instruction with no involvement of the application. This study was implemented at SMA Muhammadiyah 9 Bekasi in the latter half of the 2025/2026 academic year, specifically during the second semester. This location choice is based on the fact that the school has an Arabic language curriculum and facilities that support the use of digital media.

This research involves students from the class X at Muhammadiyah 9 High School in Bekasi. The research subjects consisted of two classes: X.3, the experimental group that received treatment using Point Edukatif thru the ClassDojo application, and X.4, the



control group that received instruction without using the application. The sample determination technique used purposive sampling, which is the selection of samples based on certain considerations relevant to the research objectives, such as equal numbers of students, class schedules, and relatively balanced academic abilities (Rusmalinda et al., 2023).

Referring to the procedure diagram presented above, the research process was organized into three sequential stages preparation, implementation, and evaluation



(Susanto et al., 2024). At the outset, the researcher organized the study by constructing the required instruments most notably an Arabic vocabulary assessment and teaching materials integrated with the ClassDojo application. The next phase focused on applying the intervention as the treatment (Sholikin et al., 2022) in the form of using Educational Points thru the ClassDojo application to the experimental class, while the control class used the usual learning method without the help of the application. By applying a pretest–posttest control group model, the researcher conducted pre-intervention and post-intervention evaluations for the experimental and control groups to quantify the improvement in vocabulary mastery attributable to the intervention (Syahroni, 2022). The data for this research was collected from the findings vocabulary mastery tests, which served as the main instrument for measuring the effect of the treatment on students' abilities.

To determine the increase and effectiveness of using educational points thru the ClassDojo application on the vocabulary mastery of 10th-grade students in classes X.3 and X.4, similar to (Patikasari Kolopita et al., 2022), data analysis was conducted through multiple statistical steps first checking normality and homogeneity assumptions, then computing N-Gain to determine the degree of learning improvement, and finally using a paired t-test to assess whether pretest and posttest scores differed significantly. Each analysis was conducted step by step to verify that the data fulfilled the assumptions needed for valid statistical testing (Hastuti et al., 2024) and to test the differences and improvements in learning outcomes before and after the treatment was given.

As an initial analytical step, the research applies the Shapiro–Wilk test to assess the normality of students' vocabulary mastery scores on the pretest and posttest. This method is selected because it performs well with moderately sized samples and helps verify whether the score distributions meet the normality assumption. In (Isnaini et al., 2025), it is explained that this normality test is important to conduct as a prerequisite for using parametric statistical tests. Normality is assumed when the statistical test yields a significance (Sig.) value above 0.05.

$$\text{Normal Gain} = \frac{\text{Skor Post Test} - \text{Skor Pre Test}}{\text{Skor Ideal} - \text{Skor Pre Test}}$$

Following confirmation that the data meet the normality assumption, the researcher then performs a homogeneity test to assess the equality of variances. The homogeneity test aims to determine the similarity of data variance between classes X.3 and X.4 as the research groups. As explained by (Rebina Putri Sonjaya et al., 2025), this testing was conducted to ensure that both classes have comparable data characteristics, making them suitable for comparison. Homogeneity is assumed when the test



produces a significance value above 0.05, indicating that the variances are equivalent. The formula in the image above is the N-Gain test step used to determine the level of improvement in students' vocabulary mastery before and after being given treatment in the form of using educational points thru the ClassDojo application. The N-Gain score reflects the increase from pretest to posttest after the results are normalized, providing a standardized measure of how large the improvement in learning outcomes is (Baharsyah Salvia Vivi, Rachmawaty, 2013). The N-Gain calculation results are then classified into high, medium, and low categories to provide a clearer picture of the level of improvement in students' vocabulary mastery.

After measuring how much students' learning outcomes improved, the study continues by applying a paired t-test to examine the difference between the pretest and posttest scores (Wahab et al., 2021). To evaluate the impact of the intervention, a paired-samples t-test is conducted to examine whether students' vocabulary mastery scores change significantly from pretest to posttest following the treatment. This statistical procedure is suitable because it assesses two related measurements obtained from the same students at two separate time points. If the significance level is under 0.05, the improvement is considered statistically significant, suggesting that implementing a learning-points system via the ClassDojo application effectively strengthens students' vocabulary mastery

RESULTS AND DISCUSSION

This section presents a discussion of the research findings based on the data analysis conducted, including normality tests, homogeneity tests, N-Gain tests, and paired t-tests, as a measure of effectiveness (Nurjihan & Bunawan, 2025). This discussion interprets changes between earlier and later test results and analyzes the extent of students' improvement following the implementation of a ClassDojo-based educational points system. These results were then interpreted by referring to previous theories and research findings to see the extent to which this learning strategy influenced Arabic vocabulary mastery.

According to the research findings, the pretest and posttest data are normally distributed with a significance value above 0.05, and have homogeneous variance based on Levene's Test (Sig. = 0.180). The average N-Gain value of 0.4952 is moderate. The paired-samples t-test confirmed a meaningful increase in students' scores after the intervention, as shown by a strong test statistic ($t = -7.435$) and a highly significant result ($p < 0.001$). The average change between the two tests was -17.28 , reflecting substantial improvement from pretest to posttest. Therefore, it can be concluded that this study is effective



Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest.X3	.215	25	.004	.932	25	.098
Pretest.X4	.178	25	.040	.947	25	.215

a. Lilliefors Significance Correction

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Post test X.3	.130	25	.200*	.954	25	.303
Post test X.4	.137	25	.200*	.963	25	.467

*. This is a lower bound of the true significance.

Based on the results of the Shapiro-Wilk normality test images above, the significance value (Sig.) for pretest data in class X.3 was 0.098 and in class X.4 was 0.215, and for posttest data in class X.3 was 0.303 and in class X.4 was 0.467. All significance values greater than 0.05 (Sig. > 0.05) indicate a normal distribution of pretest and posttest data.

Normally distributed data indicates that the average student scores are within a reasonable range (Andra Ningsih et al., 2019). With the fulfillment of this normality assumption, the research data meets one of the prerequisites for parametric statistical analysis, so further testing to determine the effectiveness of using educational points thru the ClassDojo application on Arabic vocabulary mastery can be carried out legitimately and the results can be interpreted validly.

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil Pretest	Based on Mean	1.850	1	48	.180
Posttest	Based on Median	1.050	1	48	.311
	Based on Median and with adjusted df	1.050	1	40.930	.311
	Based on trimmed mean	2.000	1	48	.164

The figure reports the outcome of Levene's homogeneity test, where the "Based on Mean" significance value is 0.180. Given that this Sig. value is above the 0.05 threshold, the assumption of homogenous variance is satisfied, meaning the pretest and posttest scores exhibit comparable variance.. This indicates that the data distribution between groups has a relatively similar level of variation.

According to (Harlan, 2018), homogeneous data conditions indicate that students'



initial abilities are relatively comparable, so differences in Arabic vocabulary mastery results obtained after treatment can be attributed to the application of educational points thru the ClassDojo application, not caused by differences in variance between groups. With the assumption of homogeneity of variance being met, The research data meets one of the requirements for parametric statistical analysis.

This reinforces that further testing results, particularly in measuring the effectiveness of using educational points thru the ClassDojo application, can be conducted accurately and yield valid conclusions.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NgainSkor	25	.00	.79	.4952	.25742
Valid N (listwise)	25				

Independent Samples Test									
Levene's Test for Equality of Variances				t-test for Equality of Means					
		F	Sig.	t	df	Significance One-Sided p	Two-Sided p	Mean Difference	95% CI of Difference
Nilai	Equal variances assumed	5.243	.026	4.032	48	<.001	<.001	7.960	
	Equal variances not assumed			4.032	43.532	<.001	<.001	7.960	

Based on the image above, the N-Gain analysis results show an average value of 0.4952. According to (Nasser dan Tobia, 2006), this value falls into the moderate category. This result indicates an improvement in students' mastery of Arabic vocabulary after the implementation of educational points thru the ClassDojo application.

This improvement suggests that using educational points as a form of positive reinforcement can help students increase their engagement and motivation to learn. Students become more active in memorizing with points awarded regularly, understanding, and using Arabic vocabulary throughout the learning process.

The results of this study are in line with behaviorism theory, according to (Oktavia & Maemonah, 2022) that learning behavior can be reinforced thru repeated positive reinforcement (B.F Skinner). Additionally, these results are also supported by previous research stating that implementing a digital reward system in learning is effective in improving students' mastery of Arabic vocabulary.

The figure presents the output of the paired t-test, where the two-sided p-value is < 0.001. Because this value falls well below the 0.05 criterion, the difference between the paired scores is statistically significant. Therefore, it can be concluded that the students' scores in the pretest and the students' scores in the posttest are significantly different. Arabic vocabulary mastery after the implementation of educational points thru the



ClassDojo application.

The mean difference value of 7.960 showing that the students' average scores have increased arabic vocabulary mastery after the treatment was given. According to (Rahmani & Hamdani, 2025), significant variation between pretest and posttest scores indicates that the application of educational points thru the ClassDojo app has brought about real changes in students' learning outcomes.

This change reflects that the learning process after the treatment was more effective than before the treatment, as students received direct feedback on their learning behavior demonstrated during Arabic vocabulary learning.

CONCLUSION

Considering the research findings and data analysis conducted, it can be concluded that the benefits of education points thru the ClassDojo application is effective in improving the Arabic vocabulary mastery of tenth-grade students. The implementation of the point system encourages active student involvement during the learning process, which positively impacts vocabulary learning outcomes.

The study results show that digital usage reward-based learning applications can be an innovative and relevant alternative learning strategy for student characteristics. Therefore, using educational points thru the ClassDojo application not only helps improve Arabic vocabulary mastery but can also support making the learning process more engaging and beneficial for students.

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