# Reward Points in ClassDojo to Build Up Motivation Level in Arabic Subjects

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**Abstract**
Before the COVID-19 pandemic, teachers did not fully master integrating information and communication technology skills during the teaching process, especially for teachers who still maintain traditional methods in their teaching sessions. Various e-learning apps and teaching approaches have been explored by teachers to attract students in the wake of the pandemic. Most of them used a gamification approach through the ClassDojo app. ClassDojo is the gamification element, including reward points, badges, feedback, and reinforcement. This survey study uses a quantitative approach to review students' perception and motivation toward using the reward points in the ClassDojo for an Arabic subject. The questionnaires were distributed to 36 students at one of the National Schools in Selangor to identify students' perceptions of using ClassDojo during the teaching and learning sessions. Data is analyzed using the descriptive analysis of data in the form of a mean, frequency, and percentage score. The findings showed the students' perceptions are at a high score with a mean value of = 4.14, while the motivation level of the students was also high in the mean value = 4.08. The suggestion for further studies is to review the effectiveness of ClassDojo on students in certain subjects and review the implementation of the ClassDojo app with the parents.

**Introduction**
Arabic is the main elective subject of communication under additional languages such as Mandarin, Tamil, and Iban (Malaysia Ministry of Education, 2013). Learning Arabic in Malaysia is one of the most important subjects in the education system in Malaysia. Through the Malaysian Education Development Plan (PPPM) 2013-2025, Arabic language teachers are no exception to leveraging Information and Communication Technology (ICT) in their teaching. To achieve a successful education system, teachers need to establish themselves through technology skills to mobilize the initiatives formulated by MOE. Abdelhamid et al (2019) suggested that 21st-century education should involve teachers applying creativity in teaching and learning activities with technology integration.
Education during the COVID-19 pandemic has prompted all teachers worldwide to utilize the technology and hold virtual meetings with students during classes. ClassDojo is a virtual

classroom app that supports online learning, particularly in virtual classroom management. Jama'in et al. (2019) suggested ClassDojo as an app that helps teachers manage classrooms, increase student engagement, and measure the psychological and social of students throughout the teaching and learning process. ClassDojo has a reward point feature as a measuring tool for the student's progress and achievement. Thus, the reward points provided in this ClassDojo boost students' motivation during teaching and learning.

According to Ismail and Pa (2006), most Malay students have a low language proficiency in Arabic et al (2019) stated that the students have not reached their determination and interest in learning the subject. The findings of Zakaria and Nawawi (2020) showed that the students lost interest in Arabic subjects due to the lack of technology, activities, games, and discussions promoting two-way communication. Taat and Ariffin (2020) noted that students' weaknesses nowadays are more profound than those of former students despite the improvement of the curriculum and textbooks. This indicates that there is a gap between the young generation, and a new approach is needed, especially with technology integration in teaching and learning.

In addition, teachers' competency might be one factor contributing to student's low proficiency in Arabic. According to Zaini et al (2020), primary school arabic teachers lack competence in assessment planning, are unaware of the latest arabic language developments, and are deficient in diversifying pedagogical methods. Teachers need to be more innovative and transform their teaching and learning approach. Taat and Ariffin (2020) stated that teachers can leverage teaching aids to create a fun learning environment. The gamification approach is one practice that teachers can apply during classes. According to Saleem et al. (2021), the gamification approach has elements such as reward points, feedback, badges, levels, assertions, and challenges. It is very compatible with the concept of e-learning. These gamification features are supported within the ClassDojo system. Mashuri et al (2022) state that ClassDojo is one of the e-learning models through electronic devices and can be used widely by students, especially at the primary school level. Therefore, this study focuses on the reward points in the ClassDojo, particularly to identify the perception and students' motivation towards using the reward points in the ClassDojo in learning Arabic.

**Literature Review**
Numerous technological resources are available to enhance instruction and learning. ClassDojo is another alternative tool that can encourage students to learn. It also assists educators in managing classrooms with greater organization and method. ClassDojo was developed to boost student motivation and engagement while reducing distractions in the classroom, according to (Marouf and Brown, 2021). It falls under the gamification tool category as well. A teaching strategy known as gamification uses games to enhance curriculum, foster social and cognitive learning, and promote teacher-student engagement (Manzano-León et al., 2021). Every component of ClassDojo supports the goal of the gamification approach throughout the teaching and learning sessions. One of the elements of ClassDojo's gamification strategy was reward points.

According to Tan et al (2022), gamification entails alluring incentives like points, badges, prizes, money, or other advantages. In a different study, Jamaludin et al (2021) used gamification techniques to diagnose depression. Based on the study, the researchers

identified a suitable technique component, such as achievement badges, scoreboards, and award points. According to Ford et al (2022), ClassDojo gave teachers a platform to keep track of points. It has been demonstrated to make the Good Behaviour Game (GBG) more accessible in the study. The audio, visual, and reward point elements in ClassDojo encourage students to learn and engage during classes (Ranjani et al., 2020). Additionally, a study by Kaplan et al (2021) found ClassDojo to be an effective and enjoyable tool during the learning process. Past studies also discussed the effectiveness of gamification on students' motivation, focusing on intrinsic and extrinsic motivation among students (Tan et al., 2022). Elements of gamification, such as rewards, have positively influenced students' motivation to learn and manage students' engagement in the classroom (Homer et al., 2018). Besides, ClassDojo can be one of the tools to motivate students to attend online classes as it promotes fun learning (Santos & Vélez Ruiz, 2021).

ClassDojo suits primary school students during Arabic language lessons. According to Abidin and Satrianingsih (2018), Arabic is one of the oldest languages that is often used worldwide. The Arabic language is seen as no exception in achieving a world-class level of education. The issue in learning Arabic is caused by teachers' weakness in choosing methods that suit the students' needs (Hilmi et al., 2020). Jasni et al (2019) showed that the gamification approach contributes to a positive learning process and is relevant to be applied in the learning context. The respondents stated that the gamification approach is a popular and often used among them. However, the lack of knowledge of the latest teaching methods causes less engrossment and unappreciated content of learning Arabic among students (Ismath et al., 2022).

**Methodology**

This study employed a quantitative approach using a questionnaire involving 36 primary school students at one of the primary schools at Hulu Langat, Selangor. Year 5 students were selected as a sample in this study because they have matured in learning Arabic. In addition, they are also the pioneer group for the latest Arabic syllabus. The questionnaire was adapted from Halim et al (2020); Kaplan et al (2021) and validated by two experts. The questionnaire was improved based on comments and reviews from experts.

The validity and reliability of the questionnaire were determined via a pilot study. The reliability was analyzed based on coefficient value using Alpha Cronbach's. According to Nunnally (1979), the value of the internal consistency coefficient must $\alpha > 0.7$, which indicates that the instrument's reliability is good. The value of Alpha Cronbach's obtained for the pilot study was 0.731. Therefore, the items in this questionnaire can be used directly in the actual study without any modifications.

Table 1
*Cronbach's Alpha*

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .731 | 18 |

The questionnaire consists of 3 sections: Section A, which collects the demographic of the survey respondents; Section B, which collects students' perception of ClassDojo, and Section C measures student's motivation using ClassDojo in Arabic subjects. Likert scale (1: Strongly Disagree, 2: Disagree, 3: Not Sure, 4: Agree, and 5: Very Agree) were used at 18 questions in this survey. The questionnaires were distributed through *Google Form*. The data obtained from the questionnaire was analyzed using *Statistical Package for Social Science* (SPSS) version 27 software. Descriptive data analysis was carried out in the form of a mean score, frequency, and percentage. The interpretation of the score is presented in Table 2.

Table 2
*Mean Score Interpretation Table Source: Mohd Najib (2003)*

| Mean Score | Level |
|---|---|
| 1.00-1.50 | Very Low |
| 1.51-2.49 | Low |
| 2.50-3.49 | Medium |
| 3.50-4.49 | High |
| 4.50-5.00 | Very High |

**Findings**
***Demography***
Table 3 shows the gender distribution of 36 respondents involving 19 boys = 52.7% and 17 girls = 47.3%. This shows the number of boys outnumbered the girls.

Table 3
*Gender Distribution*

| Item (Gender) | Frequency (n) | Percentage (%) |
|---|---|---|
| Boy | 19 | 52.7 |
| Girl | 17 | 47.3 |
| **Total** | **36** | **100** |

**Analysis of the level of students' perception of the use of rewards in ClassDojo**
Table 4 shows the analysis of student's perception on the use of reward points in ClassDojo. The cumulative mean showed that the overall level of students' perception is high. However, only one item shows a moderate result, *I would be bored of learning Arabic if I didn't get positive points in ClassDojo* with a mean value = 3.47.

Table 4

*Mean Value and Interpretation of Student's Perception*

| Item | Scale (%) | | | | | Mean Score | Interpretation |
|---|---|---|---|---|---|---|---|
| | **1**<br>**SD** | **2**<br>**D** | **3**<br>**NT** | **4**<br>**A** | **5**<br>**VA** | | |
| I love to get positive reward points in ClassDojo. | 0<br>0% | 0<br>0% | 1<br>2.8% | 7<br>19.4% | 28<br>77.8% | 4.75 | Very High |
| *I love to get negative reward points in ClassDojo | 29<br>80.6% | 6<br>16.7% | 1<br>2.8% | 0<br>0% | 0<br>0% | 4.77 | Very High |
| I will try to get positive reward points in ClassDojo. | 0<br>0% | 0<br>0% | 6<br>16.7% | 13<br>36.1% | 17<br>47.2% | 4.30 | High |
| I will try not to get negative points in ClassDojo. | 0<br>0% | 1<br>2.8% | 3<br>8.3% | 14<br>38.9% | 18<br>50% | 4.36 | High |
| I would feel sad if I didn'tdidn't earn positive points in ClassDojo. | 0<br>0% | 8<br>22.2% | 1<br>2.8% | 16<br>44.4% | 11<br>30.6% | 3.83 | High |
| I would be sad if I earned negative points in ClassDojo. | 4<br>11.1% | 3<br>8.3% | 2<br>5.6% | 15<br>41.7% | 12<br>33.3% | 3.77 | High |
| I will try to get positive points after seeing other friends earn it in ClassDojo. | 1<br>2.8% | 0<br>0% | 6<br>16.7% | 11<br>30.6% | 18<br>50% | 4.25 | High |
| I would be bored of learning Arabic if I didn'tdidn't get positive points in ClassDojo. | 4<br>1.1% | 5<br>13.9% | 7<br>19.4% | 10<br>27.8% | 10<br>27.8% | 3.47 | Medium |
| I don'tdon't like teacher using ClassDojo when teaching arabic. | 21<br>58.3% | 11<br>30.6% | 3<br>8.3% | 1<br>2.8% | 0<br>0% | 4.41 | High |
| I like the avatar in ClassDojo. | 7<br>19.4% | 4<br>11.1% | 0<br>0% | 13<br>36.1% | 12<br>33.3% | 3.52 | High |
| **Mean** | | | | | | **4.14** | **High** |

**Analysis of the level of student's motivation**

Table 5 shows the findings for the level of motivation that has been translated according to the mean value and interpretation of the data. The findings showed that the mean value for student's motivation was a cumulative mean score of 4.08. The findings also showed that the item *I will spend more time learning Arabic than other subjects* obtained a moderate mean score = 2.86.

Table 5

*Mean Value and Interpretation of Motivation*

| Item | Scale | | | | | Mean Score | Interpretation |
|---|---|---|---|---|---|---|---|
| | 1 SD | 2 D | 3 NS | 4 A | 5 VA | | |
| I find it fun when teacher using the reward points on the ClassDojo. | 1 2.8% | 0 0% | 3 8.3% | 11 30.6% | 21 58.3% | 4.41 | High |
| I am happy to learn Arabic at school. | 0 0% | 0 0% | 6 16.7% | 16 44.4% | 14 38.9% | 4.22 | High |
| I am happy to learn Arabic with friends. | 0 0% | 1 2.8% | 4 11.1% | 13 36.1% | 18 50.0% | 4.33 | High |
| I will compete with friends for points on the ClassDojo. | 1 2.8% | 2 5.6% | 10 27.8% | 9 25% | 14 38.9% | 3.91 | High |
| I will spend more time learning Arabic than any other subject. | 3 8.3% | 7 19.4% | 19 52.8% | 6 16.7% | 1 2.8% | 2.86 | Moderate |
| My Arabic language became better after teacher using reward points. | 0 0% | 1 2.8% | 9 25% | 10 27.8% | 16 44.4% | 4.13 | High |
| I am more confident in using Arabic if the teacher teaches in a fun way. | 0 0% | 0 0% | 3 8.3% | 10 27.8% | 23 63.9% | 4.55 | Very High |
| Arabic classes are boring. | 19 52.9% | 11 30.6% | 3 8.3% | 3 8.3% | 0 0% | 4.27 | High |
| **Mean** | | | | | | **4.08** | **High** |

**Discussion**

Based on the findings of this study, students' perceptions of ClassDojo reward points are relatively positive. For example, the item *I will try to earn positive points in the ClassDojo app* showed a high mean score. This is consistent with Brown (2021); Kaplan et al (2021) findings, which show that students are driven to complete tasks, behave well, and participate in class so they can receive points through ClassDojo in return. Reward points have an impact on each user of ClassDojo. Marouf and Brown (2021) stated negative reward points impacted students which shows that students are sad when earning negative points. This is in line with the findings of this study whereby the item *I would feel sad if I didn't earn positive points in ClassDojo* showed a high mean score.

The results also demonstrated that the use of the reward points in ClassDojo can increase students' motivation in Arabic. For example, the item *I will compete with friends for points on the ClassDojo* has a high mean score. Iberahim and Noor (2019) who stated that gamification strategies in the form of reward points, badges, or progress bars can encourage students to

compete. Therefore, it clearly showed that the reward points in ClassDojo affect students in terms of motivation towards learning Arabic. This proves that teachers can use ClassDojo to promote students' motivation in order to successfully achieve learning objectives. With reward points in ClassDojo, students are actively involved in the learning process.

Teachers and students can streamline the teaching and learning process by using the findings. In the event that pupils behave well and receive high grades, teachers should be ready to enhance their own instruction and learn new educational technology. For future study, researchers can carry out studies on how parents use ClassDojo. Not only does ClassDojo facilitate communication between educators and students, but it also serves as a forum for parents and teachers to discuss student performance.

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