



## **Optimizing Arabic Reading Comprehension Skills through the Quizizz App: An Interactive Learning Breakthrough for Higher Education**

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### **Abstract**

This study aims to determine the use of the Quizizz application in learning Arabic to improve maharah Qiro'ah which will be used as a diverse and fun learning alternative that includes planning, use and evaluation. This research is a qualitative research approach with descriptive methods. The data used is in the form of information sourced from second semester students in class B majoring in Arabic Language and Literature, State Islamic University of Maulana Malik Ibrahim Malang. Data collection techniques used observation, interviews and documentation. As for the data analysis technique used in this study using the data analysis model developed by Miles & Huberman: namely data collection, condensation, data presentation, and drawing conclusions. The results of this study are that this application is very relevant and very supportive for Arabic learning assessment activities, especially in maharah Qiro'ah. Likewise, with the use of this application, learning outcomes increase which can make it easier for students to understand the material, learning becomes more fun, increasing motivation and interest students and their independence, and students are more active in learning. Although not all of Quizizz's free features can be used as a means of evaluation media and can be complained about with interactive learning materials.

**Keywords:** Quizizz application; learning arabic; maharah qiro'ah

### **Introduction**

The learning of Arabic language has seen significant development in recent times, as evidenced by the teaching of Arabic in Indonesia, which begins from early childhood education and extends to higher education institutions (Amrina et al., 2022). The inclusion of Arabic language instruction in schools, universities, and other Islamic educational institutions demonstrates a serious commitment to advancing the system and its quality (Umam & Kuswahyuningrum, 2022). Educational media are utilized as tools that carry instructional messages and can be used in the learning process (Hasibuan, Haerullah, & Machmudah, 2023).

Educational media serve as channels that convey messages or information with specific learning objectives. These media are crucial in helping students acquire new concepts, skills, and competencies. However, the general state of Arabic language learning

faces several challenges, particularly in terms of low student motivation compared to learning other foreign languages (Clark, 1994). This issue may stem from the traditional methods and media used in teaching Arabic, which might be boring for students (Hasibuan, Fitriani, & Aziz, 2023). Thus, the use of media in the learning process is essential to capture students' attention and make learning activities more engaging and effective.

Based on this information, it is evident that teachers need educational media to aid in delivering lesson materials, stimulating students' cognitive, affective, and psychomotor domains, and conveying instructional messages effectively (Kaye, 1981; Siregar et al., 2023). In the digital era, educators must be proficient in using both traditional and modern educational media (Ramadhanti et al., 2024). With the advancement of information technology, Arabic language teaching as part of the national education process is required to continually update methodologies, improve teaching materials, enhance educational facilities and infrastructure, and improve the quality of human resources to be professional, innovative, and competitive (Fitri & Hasibuan, 2024). The current development of science and technology significantly impacts human life, including the field of education. Technology has a positive impact on learning, enabling students to access more information quickly from various sources (Bajaj & Sharma, 2018).

The four skills in learning Arabic as a foreign language include listening (*maharah istima'*), speaking (*maharah kalam*), reading (*maharah qira'ah*), and writing (*maharah kitabah*) (Radhi & Albasyir 2022). Speaking is the core of language; however, reading is crucial for learning to speak (Ahmad et al., 2021; Jundi & Hasibuan, 2023). Writing represents the spoken word. Learning Arabic as a foreign language demands that reading and writing skills be developed first as the foundation for speaking skills (Hasibuan & Jundi, 2023). Therefore, reading (*qira'ah*) is the key to learning Arabic, especially for non-native learners (Amirul Amin et al., 2023; Khilmia, 2019). Educational institutions need to focus more on developing reading skills to help learners accurately understand Arabic texts.

Reading skills (*maharah al-qira'ah*) involve recognizing and understanding written content, either by reading aloud or silently (Munawwaroh, 2021). According to Al-khateeb, the objectives of teaching reading skills include general and specific goals such as recognizing written texts, understanding and using foreign vocabulary, comprehending explicit and implicit information, understanding conceptual meanings, grasping the communicative value of sentences, understanding relationships within sentences and between paragraphs, interpreting readings, identifying important information in discourse,

distinguishing main ideas from supporting details, and summarizing key points (AL-khateeb & Al-hazaymeh, 2022).

To significantly impact the teaching and learning process, appropriate strategies, media, and models must be considered, particularly for teaching reading skills. One of the media to be applied in this study is the Quizizz application using the jigsaw learning model. Quizizz is an interactive quiz game application from Santa Monica, California, USA (Pham, 2022). It offers a variety of formative questions in an engaging and enjoyable format for all students. Quizizz is an innovative medium for evaluating learning and includes multiple-choice, fill-in-the-blank, and essay questions. The application can be used anywhere, making it versatile for both teachers and students (Syafriafdi, 2023). The features of Quizizz generally facilitate the teaching and learning process, indicating that it can be used for innovative learning.

The use of technology makes the teaching and learning process more innovative and enjoyable. In the digital era, this progress spans various aspects, including education, leading to more modern educational practices (Sulaiman et al., 2024). Quizizz can also serve as an engaging medium for evaluating learning. Home-based learning can easily become boring for students, but with accessible educational media like Quizizz, teachers can develop evaluation tools that make learning objectives more achievable (Harahap & Kembaren, 2023).

Therefore, based on the above discussions, the researcher is interested in studying "The Use of Quizizz Application in Arabic Language Learning to Improve Reading Skills for Students at the Department of Arabic Language and Literature, Maulana Malik Ibrahim State Islamic University Malang," focusing on planning, usage, implementation, and evaluation aspects.

## **Method**

This research uses a descriptive qualitative research approach. This research was conducted to describe how the Quizizz media/application is used in learning Arabic. This research method is used to examine the condition of natural objects. Those who provide an explanation of the data that we have researched at the research site are in accordance with the real thing that we have researched, namely students of Semester II (two) of the Arabic Language and Literature Study Program, UIN Maulana Malik Ibrahim Malang Campus, whose aim is to find out the use or use of the Quizizz application. The application used in this research is the Quizizz application which is used as a learning medium for students of Semester II (two) semester II (two) Arabic Language and Literature Study Program, Uin Maulana Malik Ibrahim Malang Campus.

Data collection in this research was carried out by interview observation and documentation (Jamshed, 2014). Sourced from second semester class B students majoring in Arabic Language and Literature, Maulana Malik Ibrahim State Islamic University, Malang. Meanwhile, the documentation in question is documentation during the Arabic language learning process using Quizizz media. Data analysis in this research uses a data analysis model developed by Miles & Huberman, namely data condensation (Miles, 2014). After data condensation is carried out, it is then continued with data display (data display) the researcher presents data on the use of quizizz media in learning Arabic. Next is data verification, namely concluding the results of the research that has been carried out.

### **Result and Discussion**

According to Mayer, learning media are various types of parts in the student's environment that can stimulate a learning process (Mayer, 2002). Meanwhile, according to Briggs, learning media are real objects that are used in the form of presenting information and encouraging students in the learning process, for example videos, books, animations and frame films (Hasibuan & Fitriani, 2023; Zaharo et al., 2024). Learning media is an object that functions as an introduction to information by the sender to the recipient so that it stimulates students' feelings, attention, thoughts and desires, resulting in a learning process (Hadist & Ratnasari, 2018; Haerullah et al., 2024). Based on the explanation of the learning outcomes above, it can be concluded that learning outcomes are the abilities that students have after receiving their learning experience. These abilities include cognitive, affective and psychomotor aspects. Learning outcomes can be seen through evaluation activities which aim to obtain evidentiary data that will show the level of student ability in achieving learning objectives (Hasibuan et al., 2024; Jundi, 2023).

In this research, there are several steps in the learning process using learning media, namely the Quizizz application, to increase the Maharoh Qiroah of Arabic language learning for second semester class B students majoring in Arabic Language and Literature, Maulana Malik Ibrahim State Islamic University, Malang, namely:

### **Planning**

Before implementing the learning process, researchers first carry out the preparation of learning plans so that the learning to be implemented can be achieved effectively and efficiently. The form of planning is in the form of preparing a Learning Implementation Plan based on the Semester Learning Plan prepared by the al-Qira'ah al-Mukatssafah course lecturer. The learning objectives that will be achieved by the researcher are in accordance with the achievement indicators in the al-Qira'ah AL-Mukatssafah course, namely being able

to understand and analyze grammatical texts that are not grammatical correctly. Furthermore, the learning material taught is material about social texts, using the Quizizz application/media and the learning model applied is jigsaw. The learning material that will be studied is material about social texts contained in teaching materials prepared by the team of lecturers for the al-Qiraah al-mukatssafah course, as follows:

### النص الإجتماعي

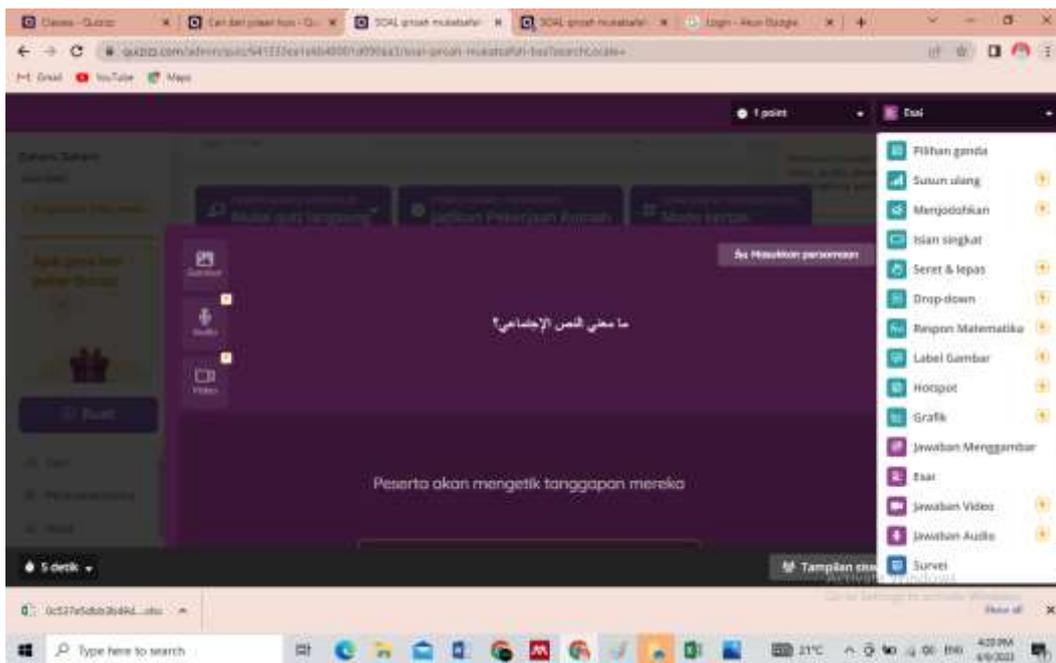
تشكل قضايا الشباب الجزء الأكبر من قضايا المجتمعات المعاصرة على اختلاف أنظمتها واتجاهاتها ومستوياتها، ومشكلات الشباب تستأثر باهتمام المربين وعلماء النفس والاجتماع والمفكرين على تنوع انتماءاتهم، وهذا بسبب ما يعاني الشباب من متاعب وهموم واضطرابات اجتماعية ونفسية خطيرة. فالشباب يشكلون نسبة عالية من السكان في المجتمعات العربية والإسلامية والدول النامية، هو أكثر الفئات الاجتماعية تأثراً بالواقع متغيراته ومعطيات البيئة الحياتية المادية والمعنوية من فكر وقيم ومشاعر وسلوك. والحقيقة أن الشباب أكثر انفعالا وتفاعلا في المجتمع، وأكثر استعدادا للأنجرار وراء مغريات الحياة والانحراف والشذوذ والإصابة بالاضطرابات النفسية والتأثر بالاتجاهات الجديدة والتقليد الأعمى. وقد بيت الدراسات الاجتماعية والنفسية وجود علاقة جدلية بين ارتفاع نسبة الانحراف في أوساط الشباب وبين طبيعة البنية الاجتماعية والاقتصادية والثقافية للمجتمع، كما نلاحظ في المجتمعات المتقدمة صناعيا مثلا. وبالعكس نلاحظ انخفاض هذه الظاهرة في المجتمعات التي تسمى (محافظة) التي نسودها المبادئ الدينية والقيم والأخلاق والفضيلة كما في المجتمعات الإسلامية. لذلك، نجد أن طبيعة الواقع الاجتماعي الاقتصادي والفكري والنفسي والتربوي والبيئي تلعب دورا أساسيا في تحديد طبيعة الأزمات والمشكلات التي يعاني منها الشباب. فهذه العوامل تؤثر بفعالية في تكوين أنماط السلوك واتجاهات الفكر وسقف المعاناة النفسية والمادية للغالبية العظمى من الشباب، وهذا يبين لنا أن معالجة قضايا الشباب لا يمكن أن تتم إلا عبر المعالجة الشاملة لقضايا المجتمع التي تشمل مشكلات وواقع الأسر والمؤسسات التعليمية التي تلعب دورا أساسيا في تنشئة الشباب ورعايتهم وتكوينهم العقلي والنفسي والجسمي عبر دراسات علمية ورؤية واعية وعميقة لقضايا المجتمع ومشكلات الشباب (العلم والعمل والصحة والأمراض النفسية والتدخين والمخدرات والجرائم وغيرها من القضايا التي تواجه المجتمعات المعاصرة عامة والإسلامية خاصة بسبب ما تخلفه من آثار سلبية نفسية وعاطفية في نفوس الشباب، وصعوبات في تنمية والتطور في المجتمع.

### Use

After the planning stage, we then enter the stage of Using Quizizz in Arabic Language Learning: The Quizizz application is a platform or web tool platform that is used to create

interactive games in a learning process. Apart from being a website, the Quizizz application can be downloaded in application form via Playstore on a smartphone. This platform includes applications that are easy to use by educators and lecturers. Apart from that, this platform can be used as an online-based interactive learning medium. Quizizz has 2 addresses that can be accessed, namely the address for admin (teachers) and the address for participants (students). This platform can be accessed for free. However, it has paid features. The teacher address that teachers can access is <https://quizizz.com/admin>. The student address that students can access is <https://quizizz.com/join/>.

Unlike other learning games, this platform has its own characteristics including themes, avatars, memes and entertaining music in learning activities. In this platform, there are quite complete features that support the creation of interactive questions, including multiple-choice, fill in the blank, match, reorder, poll, open-ended, video response, audio response, draw and slide. The following is a display of the Quizizz features as in the image below:



After completing the creation of the material and quiz, the teacher can start learning by providing access so that students can view the material and answer the quiz in 2 ways, first, the teacher shares the unique code listed and the student will enter the code on the website <https://quizizz.com/join>, the second way is that the teacher can share the available link as a direct access link to the material without re-entering the code. The steps for using Quizizz are as follows:

1. Please log in to [www.quizizz.com](http://www.quizizz.com)
2. Register by clicking sign up
3. Click sign up to register with a Gmail account then click next.
4. Click create on the left side
5. Then create a quiz name and fill in the Choose relevant subjects that you want
6. Then select the type of quiz you want. After completing the quiz questions, click "finish quiz", then the "quiz detail" display will appear, set the class then "save"
7. After that, a choice will appear whether the quiz is "Homework" homework or is done directly and monitored by the teacher from the computer "play live".
8. Then, a code will appear for completing the assignment. You can also click "share link" so that students can read and complete the assignment given.

### **Advantages and Disadvantages of the Quizizz Application**

Each learning method and media has its own advantages and disadvantages, just like learning media with the Quizizz application also has its advantages and disadvantages. The following are the advantages and disadvantages of Quizizz. It can be used outside of class hours, for homework, for example, the quiz display is more interactive because it can display images, sounds and videos, the teacher can determine the time limit for answering questions for each question item and also the maximum word usage limit, the teacher will get information on students with the highest scores, the questions in this application can be randomized so that if used for a test, the opportunity for cheating can be reduced, this application will inform you of the results of the question analysis; know the questions answered correctly by students and the questions answered incorrectly by students, and the platform will automatically close if the time limit has expired.

Meanwhile, the drawback is that not all of this application is free, there are several paid features such as video responses and audio responses, and students can also open other Google pages or sites to look for answers. If the answer takes a long time, students can just copy and paste the answer in the answer column.

### **Implementation**

At the implementation stage of maharah qiraah learning using the Quizizz application/media using the jigsaw learning model, the researcher divided it into 3 activities:

| Number | Opening Activity |
|--------|------------------|
|--------|------------------|

|           |   |
|-----------|---|
| <p>1.</p> | <ol style="list-style-type: none"> <li>1. In the opening activity, first conduct class conditioning and check student attendance.</li> <li>2. Next, convey the learning objectives that will be achieved in the course.</li> <li>3. Then do Apperception</li> <li>4. After that, convey the media used in the lesson and the jigsaw model for teaching maharoh qiro'ah.</li> </ol>  |
| <p>2.</p> | <p style="text-align: center;">Core Activity</p>  |
|           | <ol style="list-style-type: none"> <li>1. The researcher used a projector to explain several vocabulary related to the Annasu Al-ijtima'i text, then the researcher read it and the students followed to read it.</li> <li>2. distribute social text material to each student</li> <li>3. After the material is distributed, students are formed into four groups consisting of 5 people as the original group.</li> <li>4. Each person in the group is asked to count 1-5, for those who get the number 1, they will discuss paragraph 1 and the next with numbers 2 to 5, then form expert groups according to their respective numbers, 4</li> <li>5. Each group is given 20 minutes to translate and read the social text that is shared with the correct rules based on their respective paragraphs.</li> <li>6. Then after 20 minutes, each person in the expert group returns to their respective groups as their original group and then explains the paragraph discussed to their original group of friends.</li> <li>7. Then each expert team presents the results of the discussion starting from paragraphs 1, 5, after which the researchers continue to make improvements by reading and re-translating the social text according to the correct rules.</li> <li>8. Explain the use of the Quizizz application for the next evaluation material.</li> </ol> |

## **Evaluation**

Next, after the maharah qiraah learning is implemented, then proceed to the evaluation stage, to evaluate students' understanding regarding the text being studied, the researcher uses the Quizizz application media. Through this Quizizz application, it can be used and operated as it should, by taking advantage of the ease of educational technology. Quizizz application, namely as follows:

1. Introduce the Quizizz application first to students via Power Point, then explain and show students how to use the Quizizz application.
2. Researchers send the Quizizz link to the WhatsApp Group to join the application. [https://quizizz.com/admin/quiz/641333ea1e6b48001d090aa3?source=quiz\\_share](https://quizizz.com/admin/quiz/641333ea1e6b48001d090aa3?source=quiz_share).
3. Then students are asked to fill in their name before working on the questions given in the Quizizz application.
4. Next, explain that the questions contained in Quizizz relate to the social texts that have been studied.
5. After understanding the flow of working on questions in the Quizizz application, they are invited to work on them independently.

The use of technology in the learning process has become an increasingly popular trend in the current digital era (Hasibuan, Haerullah, & Fitriani, 2023; Jundi & Dalle, 2020). One application that can be utilized is Quizizz, a platform that allows teachers to create interactive and interesting quizzes for students. Quizizz can increase student engagement in the learning process, as well as provide fast and accurate feedback on their understanding (Syafriaedi, 2023). With features such as game players and automatic grading, Quizizz can create a fun learning environment and motivate students to continue learning.

The steps taken by researchers in implementing Quizizz to evaluate students' understanding of the text being studied is a good approach. By introducing the application first through a PowerPoint presentation, students will have an initial idea of how to use Quizizz. Furthermore, by sharing the Quizizz link via WhatsApp group, students can easily join and access the prepared quizzes. Clear instructions about filling in names and working on questions related to the text being studied are also important to ensure students understand the purpose of this activity. By inviting students to take quizzes independently, researchers can assess the extent of their understanding of the material being taught.

## **Conclusion**

Based on the results of research on the use of the Quizizz application in learning Arabic to improve the maharoh qiro'ah for students in Semester II (two) class B of the Arabic

Language and Literature Study Program, UIN Maulana Malik Ibrahim Malang Campus, researchers can conclude that Quizizz Media is a very relevant application and Very supportive in Arabic language learning activities, especially in Maharoh Qiroah. And likewise, by using this application, learning outcomes increase, making it easier for students to understand the material, learning becomes more enjoyable, increasing students' motivation and interest and independence, and students are more active in learning. Therefore, this application is highly recommended for educators in learning Arabic which can cover the four skills (maharoh). Even though not all features are free, Quizizz can be used as an evaluation media and can be combined with interactive learning materials.

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