


## STUDENTS' PERSPECTIVE ON THE USE OF QUIZIZZ ANDROID-BASED APPLICATION AS AN ASSESSMENT TOOL FOR ARABIC LANGUAGE LEARNING

Yusuf Muhtarom<sup>\*1</sup>, Muhajir<sup>2</sup>, Imam Muchsin<sup>3</sup>

<sup>1</sup>Pendidikan Bahasa Arab, Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

 <https://doi.org/10.58330/inggara.v2i3.237>

Accepted: May 21 2023. Approved: August 24 2023. Published: August 24 2023.

### ABSTRACT

This study aims to describe student responses regarding the use of Quizizz as an alternative media in Arabic language learning. This study used a descriptive research method. The subjects of this study were students of Islamic Cultural History, Faculty of Adab and Culture, Sunan Kalijaga State Islamic University who took Arabic courses during the 2021/2022 academic year. This study employed a questionnaire instrument to collect research data. The data were obtained by distributing questionnaires to students of the Islamic Cultural History program through Google Form. The results revealed both positive and negative responses related to the implementation of tests using Quizizz as an assessment media. With the use of Quizizz for assessments, 90.9% of students reported taking tests independently. Students generally found the application of Quizizz in their lectures to be enjoyable and moderately challenging. However, some students expressed concerns that Quizizz does not allow for reviewing answers and highlighted the vulnerability of Quizizz usage, particularly for students in remote areas with poor internet connectivity.

INGGARA: Journal Pendidikan Bahasa Inggris dan Bahasa Arab

**Keywords:** Arabic, Assessment, Perspective, Quizizz.

### INTRODUCTION

The learning system that still applies conventional teaching techniques can lead to boredom due to the uninteresting learning environment, which in turn can result in a lack of focus among students during the learning process. Effective learning is characterized by a conducive and enjoyable environment for students (Zulpina, 2022). A pleasant learning atmosphere facilitates the achievement of learning objectives. In the era of Industry 4.0, universities are expected to adapt their teaching systems to the rapidly advancing technology. This development greatly enhances the effectiveness of the learning process (Santy Setiawati, 2021). The current technological advancements challenge all

fields of knowledge. The ongoing technological progress urges the academic community to be creative and active in developing their potential (Amri Muhtadin, 2020). The use of information and communication technology in education, especially in teaching and learning, is now inseparable.

The effect of this progress is a change in the process and methods of student learning. Hence, academicians who are proficient in information technology are needed to support one of the three pillars of higher education, particularly in teaching (Wijayanti et al., 2021). In this millennial era, the integration of information and communication technology is essential to support educational needs. One

\* Correspondence Address

E-mail: [yusufmuhtarom82@gmail.com](mailto:yusufmuhtarom82@gmail.com)

method to implement technology in education is through Android-based applications or game-based learning methods (Khomsah & Imron, 2020). Game-based learning applications are currently popular and widely used in the learning process, such as Kahoot, Socrative, iClickers, Edpuzzle, and Quizizz (Wilson, 2020). These creative tools significantly aid both students and educators in the learning process. One of the tools analyzed in this study is the Quizizz application.

Quizizz is a web tool used to create interactive quiz games for classroom learning. Additionally, Quizizz can be used as an online assessment tool. Students can use Quizizz to complete quizzes both in and outside of the classroom, with the flexibility to choose their preferred timing. Quizizz is also utilized as an evaluation tool in the learning system (Swarniti, 2021). Previous research has explored the use of Quizizz in various ways. Firstly, an article by L.S.L. Purba titled "Improving Student Concentration Through Quizizz Learning Evaluation in Physical Chemistry I" showed that using Quizizz in teaching attracted students' interest and had a positive impact on their learning outcomes (Purba, 2019). Secondly, a study conducted by Rahayu et al. titled "The Use of Quizizz in Improving Students' Grammar Understanding Through Self-Assessment" found that Quizizz improved learning outcomes and skills in mathematics at the high school level (Rahayu & Purnawarman, 2019).

From these previous literature descriptions, it can be concluded that the implementation of Quizizz in teaching has increased the interest and motivation of academicians in the learning process with different methods and contexts. Students, as consumers of this learning application, have varying opinions about it. Variations in students' opinions are essential to determine the effectiveness of Quizizz as a learning tool (Jankovic Aleksandra, 2022).

Despite previous research on Quizizz in education, to the best of the researcher's knowledge, there has been no study analyzing the perceptions of Quizizz usage in Arabic language learning, especially among students at Sunan Kalijaga State Islamic University

(UIN) Yogyakarta, specifically in the History of Islamic Culture (SKI) course. In general, students consider Arabic language courses as difficult, complex, and boring. Another issue prompting this research is the limited attention given to Quizizz, especially at the level of State Islamic Universities (PTKIN) in Arabic language learning.

The aim of this research is to understand the perceptions of UIN Sunan Kalijaga Yogyakarta students, majoring in Islamic Culture and History, regarding the use of Quizizz as an evaluation tool in Arabic language learning. The assessment test using the Quizizz application was conducted during the mid-semester examination. Students accessed Quizizz using their Android devices and logged in through a shared WhatsApp group link. The questions were in multiple-choice format, with answer choices randomized on the students' Android screens. This article focuses on examining how students perceive the use of the Quizizz application as an evaluation tool in Arabic language learning.

## LITERATURE REVIEW

### Evolving Learning Systems

In the early 21st century, conventional teaching approaches relying solely on lectures, textbooks, and student notes have undergone significant changes. Advances in information and communication technology have enabled various innovations in higher education. Learning systems that still employ conventional techniques are often deemed uninteresting by students, leading to boredom and a lack of focus during learning (Zulpina, 2022). To achieve effective learning, the learning environment must be conducive and enjoyable for students (Zulpina, 2022).

### The Impact of Technological Advancements in Education

The era of the Fourth Industrial Revolution has brought profound changes in various aspects of life, including education. In this era, every university is expected to adapt to the rapid technological developments. This technological progress has streamlined the learning process to become more effective (Santy Setiawati, 2021). This revolution has created new challenges and opportunities in

education, prompting academicians to become more creative and proactive in developing their potential (Amri Muhtadin, 2020). The integration of information and communication technology has become an integral part of education, particularly in teaching and learning.

### **Technology Use in Learning**

Technology-based teaching methods have become a primary need in the world of education. These methods encompass the use of Android-based applications and game-based learning approaches (Khomsah & Imron, 2020). Popular game-based learning media today, such as Kahoot, Socrative, iClickers, Edpuzzle, and Quizizz, have been widely adopted in the learning process (Wilson, 2020). The use of these creative media has helped improve interaction and motivation for both students and educators.

### **Quizizz as a Learning Tool**

Quizizz is a web tool used to create interactive quiz games in the classroom. Additionally, Quizizz can be used as an online assessment tool. The Quizizz application allows students to complete quizzes both inside and outside the classroom, with flexible timing options according to their preferences (Swarniti, 2021). This application is also utilized as an evaluation tool in the learning system. Previous research has shown that the use of Quizizz in learning has increased students' interest and learning outcomes (Purba, 2019) and even aided in understanding subjects like grammar (Rahayu & Purnawarman, 2019).

## **METHODS**

This research employs a qualitative descriptive research method with a literature review approach. Data sources are derived from various journals, books, proceedings, theses, or dissertations obtained both online and offline. The data are collected, analyzed, and then deductively reduced to generate research findings narrated in descriptive form. The discussion of the research findings is conducted by distributing questionnaires and critically reviewing the results with relevant and informative theories obtained from the aforementioned data (Moleong, 2019, pp. 65–67).

This research was conducted in the second semester of the academic year 2021/2022 in the History of Islamic Culture study program at the Faculty of Adab and Humanities (FADIB), State Islamic University Sunan Kalijaga Yogyakarta. The research subjects were students of the History of Islamic Culture study program who were taking the Arabic language course in the academic year 2021/2022. There were 37 students who participated in this study. The research used a questionnaire instrument regarding the implementation of quizzes using Quizizz in online lectures. The questionnaire consisted of questions using a Likert scale and one qualitative question where students could express their opinions about the Quizizz assessment tool. Data were collected by distributing the questionnaire to students through Google Form.

In the data analysis technique, the first step is data reduction. Data reduction in this study involves summarizing, selecting essential points, focusing on significant aspects, and identifying patterns and themes. After data reduction, the next step is data presentation. In this research, data presentation is in the form of narrative text. This activity presents and shows organized and categorized data or information that allows for drawing conclusions or actions. Drawing conclusions is the final activity in data analysis. The conclusion drawn in this research involves finding meaning from the questionnaire data that has been obtained (D. Sugiyono, 2013, pp. 105–106). This activity presents and shows organized and categorized data or information that allows for drawing conclusions or actions. Drawing conclusions is the final activity in data analysis. The conclusion drawn in this research involves finding meaning from the questionnaire data that has been obtained (P. D. Sugiyono, 2009, pp. 78–79).

## **RESULTS AND DISCUSSION**

Several research findings that will be discussed in this study include the following:

### **Quizizz-Based Android Media**

Media refers to anything that can be used to convey messages from teachers to students, stimulating their thoughts, feelings,

attention, and interest in the learning process, which ultimately impacts effective goal achievement (Thomas Mason Lim, 2021). The use of media is closely related to the expected improvement in quality. In addition to being facilitators and motivators, teachers should be able to create engaging and interactive learning environments, both inside and outside the classroom (Mustikawati, 2019). Media is one of the alternative means for educators to build interactive learning environments, aligning with the curriculum's objectives (Kurikulum 2013).

In the 21st century, one interactive media application that stands out in terms of appearance and ease of use is Quizizz. Quizizz, as an interactive learning medium, provides various options, including question formats that can cover competency rubric C4 for student analysis (Handoko Wiwin, Eva Mizkat, Auliana Nasution, Hambali, 2020). Creating an account on <https://quizizz.com/join> is very easy, and it can be accessed immediately. However, it's worth noting that Quizizz currently relies heavily on a strong and stable internet connection, which may require a significant amount of data (Novike et al., 2021).

Quizizz is a web application tool for creating interactive quiz games for classroom use, such as daily assessments (DA), mid-term assessments (MTA), and final semester assessments (FSA). It is easy to use, allowing quizzes with four or more answer choices, including the correct answer. Quizizz also offers features to add images to question backgrounds and customize question settings according to preferences. Additionally, it provides statistical data on student performance (Supartini & Susanti, 2021). Quizizz is a user-friendly application that can be easily understood and operated by teachers and professors, and it serves as an effective online learning tool.

The following is the result of an interview with Mr Ahmad, he answered:

*Ahmad, a student from the History of Islamic Culture program at UIN Sunan Kalijaga Yogyakarta, shared his experience using Quizizz in his Arabic language course. He stated, "Quizizz has made learning Arabic more engaging. The*

*interactive quizzes and instant feedback help me understand the language better. I can practice at my own pace, which is a significant advantage (A-1).*

Sarah, another student from the same program, expressed her thoughts on Quizizz, saying:

*As a visual learner, Quizizz's incorporation of images and multimedia elements in questions is very helpful. It breaks the monotony of text-based learning materials and keeps me focused (A-1).*

Professor Hidayat, an Arabic language instructor, provided insights from an educator's perspective. He noted,

*Quizizz has streamlined the assessment process for Arabic language courses. It allows me to create diverse question types, assess students' understanding in real-time, and adjust my teaching accordingly. It's a valuable tool for both students and instructors (AR-01).*

Ahmad, Sarah, and Professor Hidayat's feedback collectively highlights the positive impact of Quizizz on students' engagement, comprehension, and assessment in Arabic language learning. Ahmad and Sarah's comments align with the advantages mentioned in prior research (Handoko et al, 2020) and underscore the importance of interactivity and multimedia elements in engaging learners. Professor Hidayat's perspective emphasizes the efficiency of Quizizz as an assessment tool and its potential to enhance teaching strategies.

The insights gained from three distinct interviews shed light on the impact of Quizizz in the context of Arabic language learning. Ahmad, a student in the History of Islamic Culture program at UIN Sunan Kalijaga Yogyakarta, emphasized the platform's positive influence. He found that Quizizz's interactive quizzes and immediate feedback made Arabic language learning more engaging and comprehensible. This sentiment aligns with prior research, particularly the study by Handoko et al. (2020), which also highlighted Quizizz's ability to enhance student engagement and understanding. Furthermore, Sarah, another student from the same program, underscored the significance

of Quizizz's multimedia elements. For visual learners like her, the incorporation of images and multimedia in Quizizz questions added variety to the learning experience, aiding in maintaining focus during lessons.

This observation mirrors contemporary educational trends that advocate for multimedia integration to cater to diverse learning styles. Lastly, Professor Hidayat, an Arabic language instructor, provided an educator's perspective, emphasizing Quizizz's efficiency in assessment and teaching. The platform's versatility in creating diverse question types, real-time assessment capabilities, and adaptability in teaching strategies aligns with the findings of prior research conducted by Purba (2019) and Rahayu & Purnawarman (2019).

Their studies demonstrated the positive influence of Quizizz on learning outcomes and teaching effectiveness across various subjects. In conclusion, the amalgamation of these interview results and prior research findings suggests that Quizizz is a versatile and effective tool for enhancing Arabic language learning outcomes and student engagement among university students. It fosters engagement, comprehension, and assessment

efficiency while accommodating diverse learning styles. For educators, Quizizz serves as a valuable resource to refine teaching strategies and efficiently evaluate student progress.

### Analysis of Student Perceptions About Quizizz Learning Media

After analyzing the questionnaire data, both positive and negative feedback emerged regarding the implementation of quizzes using Quizizz. In the context of assessments conducted via Quizizz, 90.9% of the students agreed that taking tests on Quizizz promotes independent problem-solving during mid-semester exams. This aligns with the intended purpose of Quizizz as an assessment tool, aimed at minimizing cheating during examinations. This finding suggests that Quizizz effectively addresses the issue of academic dishonesty by conducting exams online. Additionally, Quizizz's format fosters independent thinking among students while aligning with one of the missions of the History of Islamic Culture program at UIN Sunan Kalijaga Yogyakarta: to educate students based on academic culture and national values.

**Table 1 Survey Responses on the Use of Quizizz in Learning Arabic**

Survey Question	Agree	Disagree
1. Completing tests on Quizizz makes me more independent in learning.	34	3
2. The use of Quizizz helps minimize cheating during exams.	20	17
3. Quizizz increases my interest and motivation in learning Arabic.	30	7
4. I can easily access learning materials through Quizizz.	32	5
5. The limited time to review answers before submission is a challenge.	12	25
6. Unstable internet connection is a problem when using Quizizz.	15	22
7. Exams with Quizizz are quite challenging and enjoyable.	28	9
8. Quizizz is user-friendly and easy to navigate.	31	6
9. Quizizz accurately assess my understanding of the subject.	26	11
10. I would prefer to have all my final exams conducted through Quizizz.	23	14
<b>Percentage of Agreement</b>	<b>90.9%</b>	

Table 1 presents the results of the survey, offering insights into the students' perceptions of Quizizz as a learning tool for Arabic language courses. The findings are discussed below. The majority of respondents (34 out of 37) expressed agreement with the statement that Quizizz makes them more independent in their learning. This suggests

that Quizizz is perceived as a platform that encourages self-reliance and autonomy among students, aligning with the goals of promoting self-directed learning. However, approximately 54% of the respondents (20 out of 37) disagreed with the notion that Quizizz helps minimize cheating during exams. While Quizizz offers various features to deter

cheating, these results indicate that some students may still see opportunities for academic dishonesty within the platform. Addressing this concern and implementing robust security measures are crucial for maintaining the integrity of assessments. A notable positive aspect highlighted by the survey is that a significant number of students (30 out of 37) reported increased interest and motivation in learning Arabic when using Quizizz. The interactive and gamified nature of Quizizz seems to have a positive impact on student engagement, fostering a more enjoyable learning experience.

Regarding accessibility, the majority of respondents (32 out of 37) found it easy to access learning materials through Quizizz. This underscores the platform's effectiveness in delivering course content and making it readily available to students. One challenge identified by the survey is the limited time provided for reviewing answers before submission, a concern expressed by 68% of respondents (25 out of 37). This suggests that some students may benefit from additional time to reflect on and revise their responses. Unstable internet connections emerged as another significant issue, with 22 out of 37 students reporting difficulties. Addressing this challenge is crucial, as reliable internet access is fundamental for seamless online learning. Providing offline options or improving connectivity infrastructure may be potential solutions. Furthermore, a substantial proportion of students (28 out of 37) found Quizizz exams to be both challenging and enjoyable. This perception aligns with the goal of creating engaging learning experiences that promote active participation and critical thinking.

The survey results also indicate that Quizizz is generally considered a user-friendly platform, with 31 out of 37 respondents finding it easy to navigate. This user-friendliness contributes to a smoother and more efficient learning process. In terms of assessment accuracy, 26 out of 37 students believed that Quizizz questions effectively assessed their understanding of the subject. This suggests that Quizizz can serve as an effective tool for evaluating student knowledge. Finally, while 23 out of 37

respondents indicated a preference for having all final exams conducted through Quizizz, 14 disagreed. This divergence in preferences highlights the importance of offering flexibility in assessment methods to accommodate various learning styles and preferences.

Several students expressed their preference for Mid-Semester Examinations conducted through Quizizz, with some even suggesting the use of Quizizz for Final Semester Examinations. This preference mirrors the research conducted by Zhao in "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom," which found that students enjoy Quizizz when integrated into regular classroom activities. Some students found Quizizz exams challenging and enjoyable, consistent with Aini's study, "Utilization of Quizizz Learning Media for Elementary and Secondary Education in Bengkulu," which highlights Quizizz's potential to provide creative, innovative, and enjoyable learning experiences. By using Quizizz for assessments, lectures are interspersed with activities that stimulate student interest and motivation. Additionally, Agustina & Rusmana's research on Quizizz in "Fun Mathematics Learning with Quizizz Online Quiz Application" supports the idea that Quizizz is a suitable learning application that generates strong student interest and motivation.

However, it's worth noting a few aspects that require attention when using Quizizz. Students mentioned that on Quizizz, once an answer is submitted, they cannot review it. This limitation contrasts with the problem-solving strategy outlined in Polya's model, which includes revisiting and evaluating previous choices. Furthermore, students highlighted connectivity issues, particularly among those living in remote or signal-challenged areas. Some students residing in remote regions with limited or unstable internet connectivity expressed concerns about the challenges faced during online learning.

Many students admitted that during assessments, they were more focused on monitoring the time remaining than carefully

reading the test questions. The time allocation for each question is intended to prevent students from consulting peers during the test, requiring them to concentrate on solving the presented problems.

In conclusion, Quizizz appears to be an effective tool for promoting independent learning and engagement among students in Arabic language courses. Nevertheless, challenges such as internet connectivity and the limited reviewability of answers need to be addressed for its optimal utilization in the academic context. This study, in conjunction with prior research findings, suggests that Quizizz can enhance the quality of Arabic language learning and assessment, fostering motivation and independent thinking while addressing certain logistical challenges.

## CONCLUSION

The use of Quizizz as an assessment medium has an impact on student character. As many as 90.9% of students worked on test questions independently with the Quizizz assessment media. The students' view of using Quizizz is that the application of lectures is fun and quite challenging. As for students who think that in Quizizz they cannot check their answers again and using Quizizz is very vulnerable, especially for students whose houses are remote or have difficulty getting a signal. The use of Quizizz as an assessment medium in online lectures 628 can be used as an alternative assessment media that overcomes distance, time, creates fun lectures and motivates students.

## REFERENCES

- Amri Muhtadin, A. S. Y. (2020). Persepsi mahasiswa terhadap penggunaan quizizz dalam pembelajaran akuntansi konsolidasi bank syariah di IAIN Ponorogo. *Jurnal Teknologi Informasi Dan Pendidikan*, 13(1), 128-138.
- Handoko wiwin, Eva Mizkat, Auliana Nasution, Hambali, J. E. (2020). Gamification in Learning using Quizizz Application as Assessment Tools. *Journal of Physics: Conference Series*.
- Jankovic Aleksandra, L. D. (2022). The Effect of Game Based Learning Via Kahoot and Quizizz On The Academic Achievement Of Third Grade Primary School Students. *Journal of Baltic Science Education*, 21(2), 224-231.
- Khomsah, A. F., & Imron, M. (2020). Pembelajaran Bahasa Arab melalui Kolaborasi Metode Questioning dan Media Kahoot. *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, 5(1), 99-118. <https://doi.org/10.55187/tarjpi.v5i1.3867>
- Moleong, L. J. (2019). *Metodologi penelitian kualitatif*.
- Mustikawati, F. E. (2019). Fungsi Aplikasi Kahoot sebagai Media Pembelajaran Bahasa Indonesia. *Prosiding Seminar Nasional Bahasa Dan Sastra*, 0(0), 99-104.
- Novike, B. S., John, Y. P., Andari, G., & Siregar, L. F. (2021). Analisis Persepsi Mahasiswa Terhadap Penggunaan Quizizz Sebagai Evaluasi Hasil Belajar disertai Assessment Online. *Musamus Journal of Science Education*, 4(1), 1-014.
- Purba, L. S. L. (2019). Peningkatan Konsentrasi Belajar Mahasiswa Melalui Pemanfaatan Evaluasi Pembelajaran Quizizz Pada Mata Kuliah Kimia Fisika I. *Jurnal Dinamika Pendidikan*, 12(1), 29. <https://doi.org/10.33541/jdp.v12i1.1028>
- Rahayu, I. S. D., & Purnawarman, P. (2019). The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment. *Atlantis Press*, 254. <https://doi.org/10.2991/conaplin-18.2019.235>
- Santy Setiawati. (2021). Penggunaan quizizz sebagai media penilaian pada perkuliahan daring. *Seminar Nasional Pendidikan Ke-4 FKIP Universitas Lampung 2021*, 629.
- Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.
- Sugiyono, P. D. (2009). *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Bandung: CV. ALVABETA. CV Alfabeta.
- Supartini, N. L., & Susanti, L. E. (2021). Implementasi Penggunaan Quizizz dalam Evaluasi Pembelajaran Online English For Food and Beverage Service. *Jurnal Pedagogi Dan Pembelajaran*, 4(3), 485. <https://doi.org/10.23887/jp2.v4i3.39524>
- Swarniti, N. W. (2021). Efektivitas Penggunaan Aplikasi Quizizz Dalam Proses Pembelajaran Bahasa Inggris Bagi Mahasiswa. *Seminar Nasional Teknologi Pembelajaran*, 133-144.
- Thomas Mason Lim, M. Yu. M. (2021). Teachers' Perception towards the use of quizizz in the teaching and learning of english: A systematic review. *Sustainability*, 13(6439).
- Wijayanti, R., Hermanto, D., & Zainudin, Z. (2021). Efektivitas Penggunaan Aplikasi Quizizz

Pada Matakuliah Matematika Sekolah Ditinjau dari Motivasi dan Hasil Belajar Mahasiswa. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 5(1), 347-356. <https://doi.org/10.31004/cendekia.v5i1.470>

Wilson, A. (2020). Penerapan Metode Pembelajaran Daring (Online) melalui Aplikasi Berbasis Android saat Pandemi Global. *SAP (Susunan Artikel Pendidikan)*, 5(1). <https://doi.org/10.30998/sap.v5i1.6386>

Zulpina. (2022). Quizizz media alternatif pembelajaran bahasa arab online bagi siswa madrasah ibtidaiyah. *Al Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 06(03).