

Development of Quizziz Learning Media to Improve Evaluation of Arabic Learning in Junior High School

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ARTICLE INFORMATION	ABSTRACT
Article History: Received, 25-08-2024 Accepted, 09-10-2024 Published, 07-12-2024	<i>Quizizz is an interactive learning platform that allows teachers to create engaging quizzes, games and presentations. This platform has been widely used in various fields of learning, including Arabic language. This study aims to evaluate the effectiveness of using Quizizz as an Arabic learning evaluation media for Junior High School students. This research method uses Research and Development (R&D) with the ADDIE model, there are analyze, design, development, implementation and evaluation. The results showed that Quizizz can increase student learning motivation, provide fast and accurate feedback, and improve student learning outcomes on the material taught. Thus, Quizizz can be an interesting alternative for Arabic language teachers in evaluating student learning. Furthermore, this study also revealed that Quizizz can help teachers in identifying learning difficulties experienced by students. The validity of the product on quizziz learning media, the validity level is 88% with valid while the validation of the design expect is 90% and the validation of the learning expect by 8th grade theacers of 88%.</i>
Keywords: <i>Quizizz,, Development; Evaluation</i>	

INTRODUCTION

The existence of science cannot be separated from the history of its development which is a long process of growth and development of science itself. In each phase of the development of science, something new emerges and has characteristics in each time. The paradigm shift in human thinking from belief in myths to a more rational approach is the main foundation for the progress of science throughout history (George J. Mouoly, 1991).

Science and Technology (Science and Technology) has experienced rapid development in various fields, including in the world of education. Thanks to these advancements, the learning process has become easier. Digital technology is now being applied in the education sector as a tool to support learning activities. The technology is used both as a medium to access information and as a tool that supports learning activities and assignments(Unik Hanifah Salsabila, dkk, 2020). The advancement of science and technology has brought major changes in the world of education. It has revolutionised access to learning resources. Through various digital platforms, learners can access a variety of multimedia learning media that enable independent and flexible learning.

Learning media is a tool for educators to achieve learning objectives effectively and efficiently (Rukiye degirmenci, 2021). Learning media includes tools that are physically used to convey the content of learning materials, which consist of books, tape recorders, cassettes, video cameras, video recorders, films, slides, photos, pictures, graphics, radio, television, computers and others. In other words, learning media is a learning resource component that contains instructional material and can stimulate students to learn (Ummi Hanifah, M.Pd.I, 2011). The use of learning media is very important in increasing students' interest in learning. Didactically psychologically, learning media is very helpful for children's psychological development in learning.

Arabic language is indeed considered as one of the subjects that is difficult and less interesting for students. This is due to the learning process that is not dynamic and less interactive. In fact, Arabic is one of the most important languages and must be well understood by learners. In recent years, many efforts have been made to improve the quality of Arabic language learning, such as the use of technology. Quality of Arabic language learning, such as the use of information and communication technology, the use of more interactive learning methods, as well as the use of learning materials. interactive learning methods, as well as the use of more interesting and relevant teaching materials. Just like other foreign languages, learning Arabic also involves the development of four language skills, namely listening, speaking, reading, and writing. These four skills are interrelated and must be developed in a balanced manner. In learning Arabic accompanied by digital developments, the innovative and technology-based learning is needed to face the challenges of the millennial era 4.0. This effort aims to keep pace with technological advances so as to have a positive impact on the field of education (fatimah, Al 'Am, M., & Rohmah, N, 2024).

So the incorporation of digital technologies, such as Quizizz, can help address these challenges by providing an interactive and engaging learning environment that meets the needs of digital learners. By utilising technology, teachers can create customised learning experiences to overcome the unique difficulties in learning Arabic, so that the material is more accessible and enjoyable for students and the implementation of evaluation can be carried out effectively, given that evaluation is not only to assess learners but also to make decisions whether learners deserve to go to the next stage or stay in their position (Ubaid Ridho, 2018).

Quizizz is a web that has the address www.quizizz.com which is used to create interactive quiz games that can be used in class learning (Unik Hanifah Salsabila, dkk, 2020). this application can be used for free and accessed freely with various features in it. There are visual and audio elements in the quizizz application. The completeness of the quizizz application is very supportive for successful learning at various levels and various subjects (Yulia Isratul Aini, 2019). The alternative use of quizizz can be used as a stimulant that is 'fun' but still 'learning' which can refresh memory, attract and give a good impression in the student's brain memory. Thus, it is hoped that the use of quizizz as an assessment instrument can improve student learning outcomes (Sugian Noor, 2020).

Many studies have examined the development of evaluation tools with various applications that are in accordance with the times and also applications based on the Quizizz application. The studies are as follows, the first research was conducted by (Miske Hayunia Hamidah dan Siti Sri Wulandari, 2021), the results of this study showed that students' responses to the use of the Quizizz application in doing questions received a "Very Positive" response with a presentation of 89.5%. The second research was conducted by (Annisa Elita Rahmawati, 2023) with the title 'Development Of The Quizizz Application-Based Evaluation Tool For Learning Arabic For Mts. The purpose of this study was to develop an Arabic language

learning evaluation tool for class VIII, the development of this learning evaluation tool was carried out so that Arabic subjects which are known to be boring could be more fun. The 3rd research was (Rizqi Yanalul Barokah, 2021) the title “Development of Evaluation Tools Using the Quizizz Application on Triangle and Quadrilateral Class VII Material at Mts Negeri 5 Kebumen”. The purpose of this study was to describe the practicality of evaluation tools using the quizizz application. Further research was conducted by Sugian Noor in 2020 Using Quizizz in Learning Assessment on Biology Scope Material to Improve Student Learning Outcomes of Class X.6 SMA 7 Banjarmasin. The findings of this study indicate an increase of 20% in learning outcomes, which indicates that the use of Quizizz as an assessment tool by teachers is very effective in evaluating student learning. The equation of this research is that both research on learning media in the form of quizziz applications to develop learning evaluation tools that are fun for students.

METHOD

This development model uses a type of research and development research. According to Sugiyono in a book entitled research and development methods (R&D) is a research method used to produce certain products, and test the effectiveness of these products (Rina Dian Rahmawati dan Ima Liana, 2021). In this study, researchers used the ADDIE research model, which has five research and development steps, namely Analysis, Design, Development, Implementation and Evaluation (Andi Rustandi dan Rismayanti, 2021).

This research begins with the analysis stage which includes a study of student needs, the applicable curriculum, and Arabic learning materials in class VIII MTs Amdadiyyah Ngasem Kediri. The results of this analysis were then used as the basis for designing and developing effective evaluation tools (Ubay Ubay, dkk, 2023). Based on the results of the analysis, the next stage is to design Quizizz-based evaluation tool products. The design includes developing questions in accordance with the material, as well as an attractive display design by utilising various media such as images, audio, and video. The next stage is to realise the design into the final product, namely the Quizizz-based evaluation tool for grade VIII Arabic language subjects. This product is then validated by material experts and media to ensure its feasibility before being used in learning (Nailul Izzah, 2022). The fourth stage of implementation The Arabic learning evaluation tool that has been developed and declared worthy of testing by material expert lecturers, media experts, and Arabic language teachers is then implemented to students. After conducting the trial, students were asked to fill out a questionnaire to find out the students' response to the evaluation tool. Quizizz-based Arabic learning evaluation tool that has been developed. The ADDIE research model can be described as follows:



Figure 1. ADDIE development model

The researcher applied a mixed methods approach, combining quantitative and qualitative methods. This approach allows the researcher to obtain comprehensive data, where quantitative data provides numerical data that can be statistically analysed, while qualitative data gives us a deeper understanding of the participants' experiences and perspectives. By combining these two types of data, the researcher can obtain a complete and accurate picture of the phenomenon being studied.

This study used a combination of data collection techniques to obtain a clear picture of the effectiveness of the evaluation tool. Observation allowed the researcher to see firsthand how the evaluation tool was used in the actual learning context. Interviews were used to dig deeper into the experiences and perceptions of the research subjects. Documentation serves as an additional record to support the data obtained from observations and interviews. Tests were used as the main instrument to measure changes in students' abilities after using the evaluation tool, while questionnaires were used to measure other aspects such as student satisfaction and the level of difficulty of the evaluation tool.

RESULTS AND DISCUSSION

The development of Arabic learning media in this study uses the ADDIE model. The results of the development process which includes making Arabic learning materials and Arabic learning evaluation are as follows:

1. Analysis

The initial stage of this research was to conduct a comprehensive analysis of the learning conditions of students in class VIII MTs Muhammadiyah 1 Purbolinggo. This analysis includes student learning needs, curriculum suitability, and subject matter. Through this analysis, it is hoped that a clear picture of the existing problems can be obtained so that the right evaluation tool can be designed to measure student learning achievement (Ubay Ubay, dkk, 2023). The analysis is carried out through 3 stages, such as:

- a. The student's learning needs
- b. The suitability of the curriculum, At this stage it aims to find out what curriculum is used by Mts. Amdadiyyah Ngasem Kediri. The curriculum used in the Arabic language learning process is the 2013 curriculum (K13).
- c. The subject matter, Analysis of learning materials and questions that aim to make it easier for researchers to compile questions that will be made for evaluation so that the material and questions that will later be given to students can be appropriate.

2. Design

The next step is the design stage. At the design stage the researcher designs the product concept of the quizizz-based Arabic learning evaluation tool to be developed. Design activities are carried out by selecting materials that will make it easier for researchers to formulate questions when evaluating. In this study, researchers will design objective evaluation types which include multiple choice questions, matching, and true/false. After the material is selected, the process of writing statements or questions is carried out, which are then reviewed. This review aims to identify the suitability of the question instrument lattice for the relevance of each item both theoretically and construction. Thus, it can be ensured that the questions designed in online-based evaluation are in accordance with the predetermined indicators and are ready to proceed to the development stage.

After the questions in accordance with the grid have been made, the next step is to design the display. In this case, researchers designed memes, selected photos or images,

and made audio and video that would be included in the Quizizz application. This effort aims to attract students' interest in the appearance in the application. The more interesting the evaluation tool used, the more likely students will be more enthusiastic about taking the test (Joko Slamet dan Siti Fatimah, 2022).



Figure 2. chapter الساعة percentage on quizziz

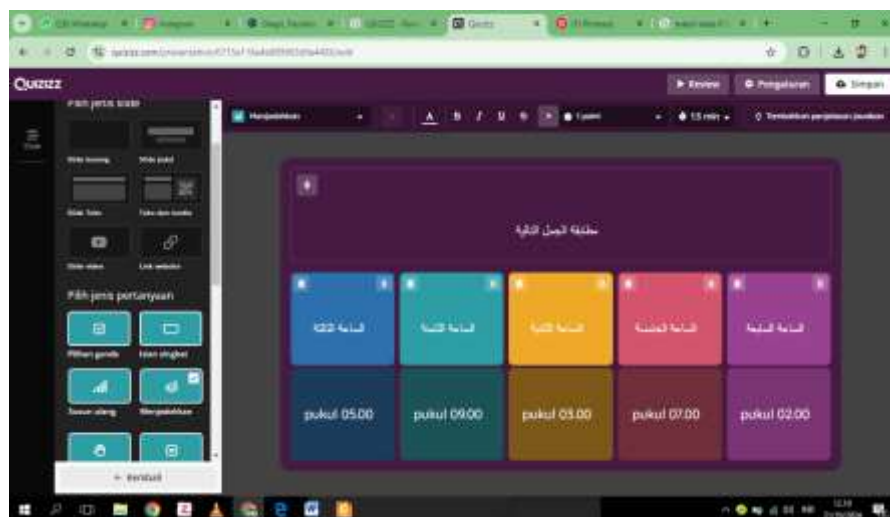


Figure 3. Arabic language evaluation by matching

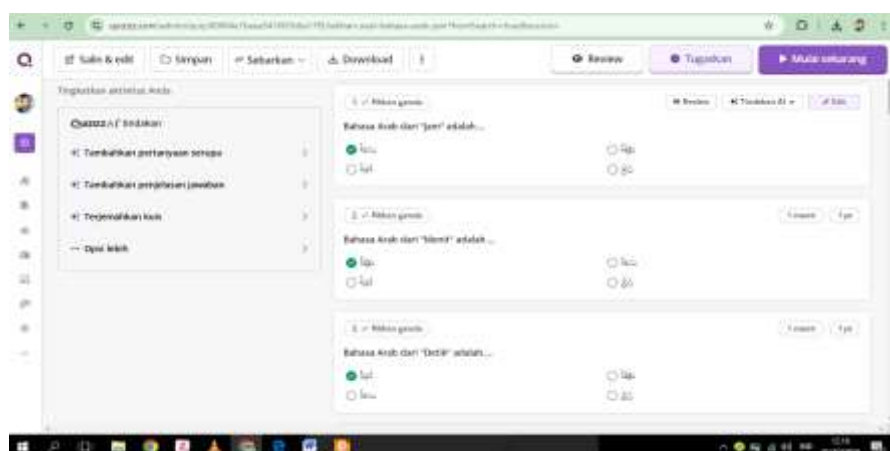


Figure 4. Arabic language evaluation with multiple choice

3. Development

The development stage, it contains the learning process according to the material presented. In order to achieve a learning goal, then choose the material by adjusting the characteristics of the students, so that the teacher will know the teaching materials and strategies used to suit what the students need. When compiling the material, it must pay attention to aspects, namely aspects of material relevance, evaluation aspects, language aspects, and aspects of the learning strategies used.

The preparation of the questions in accordance with the grid, the next stage is the design of the Quizizz quiz display. Attractive designs, such as the use of memes, images, audio, and video, aim to increase student interest and involvement in the evaluation process.(Joko Slamet dan Siti Fatimah, 2022) Validation is then carried out to experts who are competent in their fields and can provide suggestions for improving better learning media. Based on the evaluation, suggestions and input from the experts, the researcher revised the learning media so that the learning media was ready to be tested on the research subjects, namely class VIII students of MTs. Amdadiyyah Ngasem Kediri.

- a. Design validation: The product that has been produced is then tested through a validation test. This test was conducted using a questionnaire that covered various aspects of assessment, as well as providing space for comments, suggestions, and input for product evaluation and improvement (N Zuhriyah, MZ Muhaimin, 2024) Product validation was carried out by Mrs Nurul Fitria a lecturer at the Badrus Saleh Islamic Institute of Kediri, who has deep expertise in product evaluation, so that her advice and input are very valuable for this research and development. The validation was conducted on 20 August 2024. The assessment criteria in the questionnaire were compiled from various sources, then adjusted to the specific needs of the product and the needs analysis in this region. The results of the validation test include quantitative data in the form of scores that indicate the feasibility of the tool, as well as qualitative data in the form of suggestions for further development. Based on the validation results from material experts, the learning media developed still requires some improvement.

No	Criteria	$\sum x$	$\sum xy$	Description
1	Media reveals the nature of things in everyday life	4	5	Very Good
2	The appearance of the media cover attracts students' attention	5	5	Very Good
3	The relevance of the media to students' needs	4	5	Very Good
4	The images presented are clear and appealing	4	4	Very Good
5	Attractive placement of pictures and illustrations	5	5	Very Good
6	The media describes the contents/educational materials according to illustrations of everyday life	5	5	Very Good
7	Appropriateness of font/type size	4	5	Very Good
8	The color of the media title contrasts with the	4	5	Very Good

background color					
9	The media is easy to use		5	5	Very Good
1	The media presentation is able to develop students' interest in learning		5	5	Very Good
Total			45	50	
Average			90%		
Category			Very Good		

Figure 4. Arabic language evaluation with multiple choice

- b. **Material Validation:** Content validation is an evaluation of the learning content of learning materials contained in media products. The material expert in this study is Mrs Fatimah who is a lecturer at IAI BA. Validation was carried out on 19 August 2024. Material validation is carried out in the form of a questionnaire relating to the assessment criteria for the content of the discussion or material as well as suggestions and comments as evaluation material for improvement. The validity of the product on quizziz learning media, the validity level is 88%.

4. Implementation

The implementation stage is the stage of testing the product to students on a limited basis on the product developed in the form of a book. This trial is limited to the response of the class teacher as an observer in the implementation of the trial use of learning media, and the evaluation conducted by the class teacher includes three aspects, namely the physical aspect or appearance, the use aspect, and the utilization aspect of learning media. The product development trial was conducted at Mts. Amdadiyyah Ngasem Kediri.

Student response to quizziz based evaluation was obtained by distributing questionnaires to 8 students for small group trials, and 15 students for large group trials of class VIII MTs. Implementation and data collection were carried out offline at school by utilising the computer lab. The results of the small group trial obtained an average with the criteria "Very Interesting", this shows that the quizziz-based Arabic learning evaluation tool developed by the researcher has interesting criteria to be used as a learning evaluation tool for class VIII Mts students. Amdadiyyah Ngasem Kediri. Reinforced by previous research that was conducted by Dwi Ernawati that the evaluation tools developed with the help of the internet are more interesting and fun (Yunita Dwi Ermawati dan Riza Yonisa Kurniawan, 2019).

Based on the results of the large group trial, the average attraction score was 3.41 which was categorised as "Very Interesting". This finding indicates that the Quizizz-based evaluation tool developed was able to attract the interest of students in class VIII Mts. Amdadiyyah Ngasem Kediri. These results are consistent with previous studies which show that the use of technology in learning evaluation can increase student motivation and engagement (Areski Febriani, Rina Elvia, dan Dewi Handayani, 2021).

5. Evaluation

Evaluation is the final stage of the ADDIE model development steps. Evaluation can be carried out at each stage of development and overall evaluation carried out at the end of development activities. This stage evaluates the results of the feasibility assessment by

material experts, media experts, and educational practitioners. Evaluation of the product (quizizz-based evaluation tool) developed is also carried out by looking at student responses so that it can be concluded that the quizizz evaluation tool that has been developed is feasible or not for use in schools.

The results of validation by experts show that the Quizizz-based evaluation tool developed has met the eligibility standards. These findings are consistent with previous studies which concluded that the Quizizz application has great potential as an effective and interesting evaluation tool, and can function as an interactive learning media. Research conducted by Kristanto in his research concluded that the Quizizz application became an interesting evaluation media because in it there are games that can increase student interest in ongoing learning evaluations, these results are in line with the results of research conducted by research (Bagas Prima Kristanto dan Tri Nova Hasti Yuniarta, 2021).



Figure 5: Paired sample test

Based on hypothesis testing for the number of pre tests and post tests. Then the development of quizziz is effective to improve the understanding of learning arabic for junior high school.

CONCLUSION

This study successfully developed an Arabic learning evaluation tool based on the Quizizz application that is effective and interesting for class VIII students of MTs Amdadiyyah Ngasem Kediri. The development process refers to the ADDIE model, starting from analysing student needs, designing evaluation tools, product development, to implementation and evaluation. The results of the analysis show the need for a more interactive and interesting evaluation tool to increase student learning motivation.

The design stage resulted in the design of an evaluation tool that includes questions that are relevant to the material, as well as an attractive appearance by utilising various media such as images, audio, and video. The final product was then validated by material experts, media, and Arabic language teachers. The validation results show that the developed evaluation tool is feasible to use. The implementation of the evaluation tool in class VIII students showed a positive response, both in terms of interest and effectiveness in measuring students' understanding of the material. Overall, this study shows that the use of the Quizizz application as an Arabic learning evaluation tool has great potential to improve the quality of learning. The evaluation tool developed not only functions as a measuring tool, but also as an interactive and fun learning media. The results of this study can be a reference for teachers and other researchers in developing technology-based evaluation tools that are more innovative and in accordance with student needs.

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