

THE EFFECTIVENESS OF USING QUIZIZZ MEDIA IN IMPROVING STUDENTS' ARABIC WRITING SKILLS AT MTS RAUDATUL ULUM BATU

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Abstract

Writing is the most challenging Arabic language skill, because it involves thinking and writing. Many students at MTs Raudatul Ulum struggle with writing skills, and the lack of technology-based media exacerbates this problem. Therefore, the use of technology such as Quizizz is very important to improve students' writing skills. This research aims to assess the effectiveness of Quizizz in improving the writing skills of 26 seventh grade students at MTs Raudatul Ulum Batu. The research design used is a quantitative experiment, with data collection through observation, documentation and questionnaires. Data analysis uses descriptive analysis, regular tests, independent sample tests, and paired sample difference tests. The results of this research show that Quizizz is very effective in improving students' Arabic writing skills. Statistical analysis shows that there is a significant difference in student learning outcomes before and after using Quizizz ($p = 0.000$, less than 0.05). Based on these findings, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, thus the statistical results confirm that Quizizz has a positive impact on students' Arabic writing abilities. This research contributes to strategies in learning Arabic to overcome students' difficulties in mastering Arabic writing skills.

Keywords: Effectiveness of Learning Media, Quizizz Media, Arabic Learning, Arabic Writing Skills

Abstrak

Keterampilan menulis merupakan keterampilan bahasa Arab yang paling menantang karena melibatkan proses berpikir dan menuangkan gagasan secara tertulis. Banyak siswa di MTs Raudatul Ulum mengalami kesulitan dalam keterampilan menulis, dan keterbatasan media pembelajaran berbasis teknologi semakin memperparah permasalahan tersebut. Oleh karena itu, pemanfaatan teknologi seperti Quizizz menjadi sangat penting untuk meningkatkan keterampilan menulis siswa. Penelitian ini bertujuan untuk mengkaji efektivitas penggunaan Quizizz dalam meningkatkan keterampilan menulis bahasa Arab pada 26 siswa kelas VII MTs Raudatul Ulum Batu. Desain penelitian yang digunakan adalah eksperimen kuantitatif, dengan teknik pengumpulan data melalui observasi, dokumentasi, dan angket. Analisis data dilakukan menggunakan analisis deskriptif, uji normalitas, uji independent sample, serta uji perbedaan paired sample. Hasil penelitian menunjukkan bahwa penggunaan Quizizz sangat efektif dalam meningkatkan keterampilan menulis bahasa Arab siswa. Analisis statistik menunjukkan adanya perbedaan yang signifikan pada hasil belajar siswa sebelum dan sesudah penggunaan Quizizz ($p = 0,000 < 0,05$). Berdasarkan temuan tersebut, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima, sehingga hasil analisis statistik mengonfirmasi bahwa Quizizz memberikan dampak positif terhadap kemampuan menulis bahasa Arab siswa. Penelitian ini memberikan kontribusi terhadap pengembangan strategi pembelajaran bahasa Arab, khususnya mengatasi kesulitan siswa dalam menguasai keterampilan menulis bahasa Arab.

Kata kunci: Efektivitas Media Pembelajaran, Media Quizizz, Pembelajaran Bahasa Arab, Keterampilan Menulis Bahasa Arab



INTRODUCTION

There are many types of media that can be used in the learning process. Classification-wise, media can be grouped into two types: traditional, modern, or conventional, and digital. Both types of media can be used in any learning activity, including Arabic language teaching materials. However, it's important to consider the rationale behind deciding whether to use traditional or digital media in Arabic learning. The choice of learning method or media in the teaching and learning process is crucial, as media significantly influences students' success in achieving the competency standards set by the school.¹

In this digital era, the use of technology in Arabic language learning can provide various opportunities and benefits for students and teachers.² Among the learning media that can be used, especially to improve writing skills, there are interactive and game-based learning applications such as those called "Quizizz"³ This application provides a more interactive and competitive learning experience, which can increase student motivation and improve their learning outcomes, while also supporting the development of teacher competencies in utilizing technology in education.

Writing is one of the key skills in Arabic language learning. Of the four language skills, writing is the most difficult because it combines cognitive or thinking skills with productive skills, namely writing. To achieve optimal results, it is necessary to use various methods and strategies that are appropriate to the needs and characteristics of students. However, many students face challenges in developing their writing skills, such as low motivation, difficulty generating ideas, and weaknesses in organizing text. Therefore, it is important to find innovative strategies and learning media that can create an engaging and interactive learning environment to support the achievement of better learning outcomes.

Based on field data collected by researchers, students at the Raudhatul 'Ulum Islamiyah Islamic Junior High School in Karang Ploso face several challenges in learning Arabic. First, low motivation and enthusiasm in learning Arabic are due to the limited use of varied learning media,

¹ Furaida Ayu Musyrifa et al., "Metode Picture and Picture Dalam Meningkatkan Motivasi Belajar Bahasa Arab Pada Maharah Kitabah," *Arfannur: Journal of Islamic Education* 1, no. 1 (2020): 15–26, <https://doi.org/10.24260/arfannur.v1i1.147>.

² Siti Mahmudah, "Media Pembelajaran Bahasa Arab," *An Nabighoh* 20, no. 01 (2018): 129–38, <https://doi.org/10.32332/an-nabighoh.v20i01.1131>.

³ Cahyani Amildah Citra and Brillian Rosy, "Keefektifan Penggunaan Media Pembelajaran Berbasis Game Edukasi Quizizz Terhadap Hasil Belajar Teknologi Perkantoran Siswa Kelas X SMK Ketintang Surabaya," *Jurnal Pendidikan Administrasi Perkantoran (JPAP)* 8, no. 2 (2020): 261–72, <https://doi.org/10.26740/jpap.v8n2.p261-272>.

with the learning process still heavily reliant on textbooks as the primary source. Second, students' writing skills are still unsatisfactory, requiring additional efforts to improve them.⁴ Third, teachers have not yet optimally utilized technology in teaching writing, so the benefits that technology can provide in increasing the effectiveness of learning have not been fully achieved.⁵ Finally, differences in student abilities present a challenge for teachers in delivering the curriculum in a way that is appropriate for all students. This indicates that teachers have not yet achieved optimal levels in creating a fun and engaging learning environment.

The use of technology-based learning media such as Quizizz,⁶ can contribute or be an alternative tool in addressing these challenges and improving the effectiveness of writing skills learning. Quizizz offers various advantages that support writing learning, such as interaction, visual appeal, a variety of exercises, immediate feedback, increased motivation, time flexibility, and reinforcement of independent learning.⁷ Through these features, students become more active in practicing Arabic writing in a fun and competitive way.

Many previous studies have examined the interactive media Quizizz, among the studies that are close to this study is the study conducted by Halimah Sa'diyah 2023⁸, Azmi et al., 2023⁹, Zulfina 2022¹⁰, Rahmawati et al 2023¹¹, have studied the use of Quizizz in Arabic language learning. However, they did not find complete similarities with this study; the only similarity is in the general use of the Quizizz application in Arabic language learning, while the focus of the discussion differs between this study and theirs.

Sa'diyah, for example, focuses on maharah qiroah, Azmi et al do not focus on one of the

⁴ Munawarah Munawarah and Zulkifli Zulkifli, "Pembelajaran Keterampilan Menulis (Maharah al-Kitabah) dalam Bahasa Arab," *Loghat Arabi : Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 1, no. 2 (2021): 22–34, <https://doi.org/10.36915/la.v1i2.15>.

⁵ Rahmat Iswanto, "Pembelajaran Bahasa Arab Dengan Pemanfaatan Teknologi," *Arabiyatuna: Jurnal Bahasa Arab* 1, no. 2 December (2017): 139–52, <https://doi.org/10.29240/jba.v1i2.286>.

⁶ Yulia Isratul Aini, "Pemanfaatan Media Pembelajaran Quizizz Untuk Pembelajaran Jenjang Pendidikan Dasar Dan Menengah Di Bengkulu," *Kependidikan* 2, no. 25 (2019), <https://jurnal.umb.ac.id/index.php/kependidikan/article/view/567>.

⁷ Issrina Dwika Hidayati and Aslam Aslam, "Efektivitas Media Pembelajaran Aplikasi Quizizz Secara Daring Terhadap Perkembangan Kognitif Siswa," *Jurnal Pedagogi Dan Pembelajaran* 4, no. 2 (2021): 251–57, <https://doi.org/10.23887/jp2.v4i2.37038>.

⁸ Halimatus Sa'diyah, "Upaya Peningkatan Pemahaman Teks Arab Pada Pembelajaran Maharah Al-Qiroah Melalui Media Quizizz," *Jurnal Naskhi Jurnal Kajian Pendidikan Dan Bahasa Arab* 5, no. 2 (2023): 91–99, <https://doi.org/10.47435/naskhi.v5i2.1320>.

⁹ Fadilah Al Azmi et al., "Peranan Game Based Learning Dengan Aplikasi Quizizz Dalam Meningkatkan Pembelajaran Bahasa Arab," *Al-Muyassar: Journal of Arabic Education* 2, no. 1 (2023): 50–66, <https://doi.org/10.31000/al-muyassar.v2i1.6678>.

¹⁰ Zulpina Zulpina, "Quizizz, Media Alternatif Pembelajaran Bahasa Arab Online Bagi Siswa Madrasah Ibtidaiyah," *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah* 6, no. 3 (2022): 775–87, <https://doi.org/10.35931/am.v6i3.1089>.

¹¹ Annisa Elita Rahmawati et al., "Development of the Quizizz Application-Based Evaluation Tool for Learning Arabic for MTs | Pengembangan Alat Evaluasi Berbasis Aplikasi Quizizz Pada Pembelajaran Bahasa Arab Untuk MTs," *Mantiqu Tayr: Journal of Arabic Language* 3, no. 2 (2023): 135–50, <https://doi.org/10.25217/mantiquatayr.v3i2.3484>.

four maharah luhgawiyah, Zulfina highlights quizizz media as an alternative media in madrasah ibtidaiyah in online learning. Rahmawati uses Quizizz as an object of development research in Arabic language learning, and does not focus on one Arabic language skill.

Given the explanation above, what is novel about this study is its focus on the use and testing of Quizizz as a specific medium to improve students' writing skills in Arabic, an area that has not been extensively researched in previous studies. Therefore, this research is expected to provide new contributions to the development of technology-based learning methods to be more effective in improving students' writing skills.

Based on this, this study aims to explore the effectiveness of Quizizz as a learning medium in improving Arabic language students' writing skills, as well as providing recommendations for teachers in maximizing the use of technology in the Arabic language teaching process, especially in writing skills.

RESEARCH METHODS

This study uses a quantitative approach with a one group pretest–posttest experimental design, namely one group given a test before and after treatment.¹² This design was chosen to obtain an overview of changes in student learning outcomes and to determine the effectiveness of using Quizizz media in improving Arabic writing skills. The research subjects consisted of 26 seventh grade students who participated in writing skills learning with al-ta'āruf material. Data were collected through initial tests (pre-test) and final tests (post-test). In addition to the test, data were also collected with student response questionnaires compiled using a Likert scale, the researcher used this questionnaire data as supporting data. This research has an independent variable, namely the use of Quizizz media, while the dependent variable is students' Arabic writing skills.

Before data collection, the research instrument was tested for validity and reliability to ensure the accuracy and consistency of the measurements. Validity tests included content, criterion, and construct validity with percentage calculations using the formula , while reliability tests were conducted using the Cronbach's Alpha technique through the SPSS program. Data analysis was carried out quantitatively through descriptive analysis to describe the minimum, maximum, average, and standard deviation values, as well as normality tests as a prerequisite for inferential analysis. Hypothesis testing was conducted using a paired sample t-test to determine significant differences between the pre-test and post-test results. Questionnaire data were analyzed

¹² Siti Rohmah and Asep Maulana, “Efektivitas Penerapan Metode Role-Playing untuk Meningkatkan Keterampilan Berbicara Bahasa Arab Santri/ The Effectiveness of Implementing the Role-Playing Method to Improve Students’ Arabic Speaking Skills,” *Loghat Arabi : Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 6, no. 2 (2025): 661–72, <https://doi.org/10.36915/la.v6i2.520>.

descriptively quantitatively to strengthen the test results findings and provide an overview of the effectiveness of the Quizizz media from a student perspective. $P = (f/n) \times 100\%$

RESULTS AND DISCUSSION

Using Quizizz Media to Improve Arabic Writing Skills

The use of Quizizz media in learning Arabic writing skills (maharah kitabah) for seventh grade students at Al-Hidayah Batu Middle School began with a pre-test to obtain an overview of students' initial abilities. The pre-test was given before the application of Quizizz media with the aim of measuring students' ability to write simple sentences according to the material taught, especially on the theme of ta'aruf. After the learning was carried out using Quizizz as a practice medium, students were again given a post-test with the same type of questions and material coverage. Comparison of pre-test and post-test results was used to see changes in student learning outcomes after participating in learning with the help of Quizizz media.

The research activities consisted of planning, implementation, and evaluation. Evaluation was conducted through analysis of pre-test and post-test results, as well as student response questionnaires. This evaluation data was used to assess the effectiveness of Quizizz in improving writing skills and as a reflection material for further learning development. The results of the pre-test and post-test of seventh-grade students' Arabic writing skills are presented in the following table.

Table 1. Pre-test and post-test results

No	Student Name	Mark Pre-Test	Category Pre-Test	Mark Post-Test	Category Post-Test
1	Ahmad Lutfi Abdul H	50	Not enough	85	Good
2	Aria Fawas Maulana	40	Not enough	75	Good
3	Ulya Queen Neng Tria	75	Good	90	Very good
4	Ivanda Fitra Efendi	50	Not enough	75	Good
5	Erik Muhammad Nizar	45	Not enough	75	Good
6	Al-Ahsan Gate	55	Not enough	75	Good

7	Hafiz Khairuddin	50	Not enough	75	Good
8	Keisa Abel Anatacha	70	Good	80	Good
9	Muhammad Abdussalam	65	Enough	85	Good
10	Muhammad Bintang Raditya	55	Not enough	85	Good
11	Muhammad Sultan	60	Enough	80	Good
12	Nadia Devi Apriliana	50	Not enough	75	Good
13	Nila Ulya Makramah	45	Not enough	80	Good
14	Risa Hafiz Setiawati	60	Enough	80	Good
15	Satria Dwi Putra	63	Enough	91	Very good
16	Sisilia Rizki Yulinti	62	Enough	91	Very good
17	Susan Vera Yulia	60	Enough	85	Good
18	Yoga Prasetya	62	Not enough	89	Good
19	Zanur Muhammad Fattan	62	Not enough	79	Good
20	Zulfia Zamrah Hasni	59	Not enough	89	Good
21	Lentang Fitri	70	Not enough	91	Good
22	Erlina Jenti Fitri	62	Not enough	85	Good
23	Irfana Dwi	72	Enough	91	Very good
24	Aditya Bayu	63	Enough	91	Very good
25	Ahmad Fatih Anaputra	61	Enough	90	Very good
26	Heliza Telita	60	Enough	90	Very good

The results of the quantitative data analysis from the table above show a difference in the achievement of Arabic writing skills of seventh-grade students before and after the implementation of Quizizz. Based on the pre-test results, the majority of students' initial abilities fell into the low to moderate category. The scores obtained by students ranged from 40–75, with the majority falling into the low to moderate category. *لأقل* (less) and *مقبول* (sufficient), and only a small number of students reached the category *جيد* (good). This condition indicates that in the initial stage, students have not yet demonstrated optimal mastery of Arabic writing skills, especially in composing simple sentences according to the ta'aruf theme.

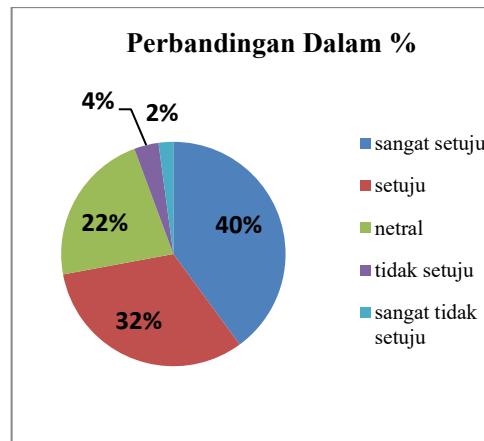
After learning was implemented using Quizizz as a training and evaluation tool, post-test results showed changes in student learning outcomes. Post-test scores ranged from 75 to 91, with the majority of students achieving the "excellent" category. *Jid* (good) and *A* جَدَّ (very good). At this stage, no more students were found in the category *laqss* (less) or *laqss* (weak). A comparison of the pre-test and post-test results shows a trend toward improved student writing achievement after participating in Quizizz-assisted learning. This finding aligns with studies of digital technology-based learning, where interactive media can be used to support the practice and evaluation process for students who have difficulty understanding learning materials sourced solely from textbooks and e-modules.¹³

The improvement in learning outcomes is related to the use of Quizizz as a practice medium tailored to the material and indicators of writing skills taught. The exercises provided using Quizizz media include the use of basic question words (*adawāt al-istifhām*), the construction of simple nominal sentences, the application of the *mubtada'-khabar* pattern, the arrangement of words into meaningful sentences, the selection of vocabulary according to the subject, writing simple introductory sentences and creating sentences based on images. The structured form of the exercises and aligned with the teaching material allows students to practice writing gradually according to the predetermined learning objectives. Thus, writing learning activities become more directed and focused on mastering the basic skills being tested.

In addition to the test results data, quantitative findings are also supported by student response questionnaire data on the use of Quizizz in learning that the researcher gave to students after the implementation of the *Maharah Kitabah* learning activity using Quizizz. The percentage distribution of student responses to the use of Quizizz media is visualized in the following pie chart.

¹³ Sheila Tabitha Mahalaya and Sheila Febriani Putri, "AI Learning: Pengembangan Media Pembelajaran Interaktif Untuk Evaluasi Proyek Investasi," *Prosiding National Seminar on Accounting, Finance, and Economics (NSAFE)* 4, no. 1 (2024), <https://conference.um.ac.id/index.php/nsafe/article/view/9028>.

Diagram 1.Percentage distribution of student responses



Based on the data, it was found that the majority of students responded positively to the use of Quizizz in learning. Forty percent of students stated "strongly agree" and 32% stated "agree" to statements related to ease of understanding the material, increased learning motivation, and a more engaging learning experience through Quizizz. Meanwhile, those who "disagree" (less agree) accounted for 22%, while those who "disagree" and "strongly disagree" only accounted for 4% and 2%, respectively.

The positive response of students to the use of Quizizz media is based on the fact that learning using interactive media has an attraction that can attract students' attention to be directly involved in learning activities. Fadhila and Azhari strengthen the findings of these student responses. According to them, the use of Quizizz in Arabic language learning makes students more motivated to be directly involved in learning activities.¹⁴

The data in the diagram above also shows that the majority of students responded positively to the use of Quizizz in learning Arabic writing skills. This positive response indicates that students can follow the learning process well and are actively involved in the practice and evaluation activities presented through Quizizz. This support from students' responses is in line with the improvement in learning outcomes seen in the post-test results. Thus, this data confirms the results of recent research that interactive media is generally very effective in increasing student engagement in learning and making it easier for them to understand teaching materials. It also supports innovative interactive learning media in learning activities, including Quizizz.¹⁵

¹⁴ Rachma Nur Fadhillah and Saefullah Azhari, "Analisis Perbandingan Penggunaan Media Pembelajaran Digital Powerpoint Dan Queizzi Dalam Meningkatkan Interaksi Belajar Siswa Dalam Pembelajaran Bahasa Arab," *Ihtimam: Jurnal Pendidikan Bahasa Arab* 7, no. 02 (2024): 39–49, <https://doi.org/10.36668/jih.v7i02.1010>.

¹⁵ Siti Sulwana and Rian Vebrianto, "Evaluasi Penggunaan Protal Genially Berbasis Pembelajaran Interaktif Pada Topik Pertumbuhan Ilmu Pengetahuan Masa Bani Abbasiyyah," *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)* 5, no. 2 (2025): 177–85, <https://doi.org/10.54371/jiepp.v5i2.831>.

From an academic perspective, the findings in this first discussion indicate that the use of Quizizz in Arabic language learning serves as a supporting tool that aids in the implementation of writing skills exercises and evaluations. The use of digital media such as Quizizz allows teachers to present exercises aligned with the teaching material and provide systematic feedback through test results and student responses. Therefore, the use of Quizizz in teaching Arabic writing skills to seventh-grade students can be viewed as a technology-based learning practice that supports a more structured and directed learning process.

Quizizz-based learning provides gamification elements that can increase student attention to student learning. Because in it there is a mechanism for providing scores, rankings and instant feedback.¹⁶ These findings are highly relevant to modern learning concepts, where digital learning is leveraged to help students learn better, more actively, more enthusiastically, and more easily. Learning Arabic with Quizizz even provides teachers with a clear picture of their students' progress, providing a solid foundation for evaluation, ensuring targeted, measurable, and more effective learning.¹⁷

The integration between the pre-test and post-test results, as well as student questionnaire responses, indicates that the use of Quizizz functions as a learning support medium that encourages student engagement in practicing and evaluating Arabic writing skills. Positive student responses indicate a more interactive learning experience, which aligns with the tendency for increased learning outcomes in the post-test. Therefore, the use of Quizizz media in learning the Maharah Kitabah is highly recommended.

The Effectiveness of Using Quizizz Media in Improving Students' Arabic Writing Skills

Based on the results of research on learning Arabic writing skills using Quizizz media for seventh-grade students at MTs Al-Hidayah Batu, statistical analysis shows an improvement in student learning outcomes after the media's implementation. This improvement is clearly visible from the comparison of pre-test and post-test results presented in the following table.

¹⁶ Dian Farah Syarifah et al., *Pengembangan Fitur Activity Leaderboard pada LMS Moodle sebagai Implementasi Pembelajaran berbasis Gamifikasi*, 13, no. 3 (2025).

¹⁷ Nur Atisyah and Aulia Mustika Ilmiani, "Pendampingan Pembelajaran Bahasa Arab Melalui Game Edukatif Quizizz Di Sekolah MTsN 1 Kota Palangka Raya," *Jurnal Pengabdian Masyarakat Bangsa* 2, no. 10 (2024): 4435–40, <https://doi.org/10.59837/jpmba.v2i10.1697>.

Table 2.Pre-test and Post-test Results

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Standard Deviation
Quizizz pretest	26	40	75	1526	58.69	8,685
Quizizz posttest	26	75	91	2187	84.12	6,333
Valid N (listwise)	26					

Based on the table above, the average student score on the post-test was higher than the pre-test. Furthermore, the standard deviation on the post-test was lower than the pre-test, indicating reduced variation in scores between students. This suggests that the improvement in writing skills occurred not only in some students but more evenly across all students.

The following normality test results also confirm that the pre-test and post-test data are normally distributed. This finding confirms that the data meets the assumptions of parametric statistical analysis, allowing for objective and reliable analysis of differences in pre-test and post-test scores. Therefore, the improvement in learning outcomes demonstrated in the post-test scores can be empirically validated as field-based data following the implementation of Quizizz.

Table 3.Data Normality Test and Hypothesis Test

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Quizizz pretest	.175	26	.039	.958	26	.346
PosttestQuizizz	.203	26	.007	.836	26	<.001

a. Lilliefors Significance Correction

Quantitative data analysis from the table above shows that the use of Quizizz positively contributed to improving students' Arabic writing skills. This study aligns with the findings of Zuhaily et al., who found that 77.3% of students desired engaging learning media for Arabic writing skills.¹⁸ In the same context, Prawiyata et al. emphasized that interactive learning media plays an important role in helping students understand language structure and vocabulary more precisely.¹⁹ Even the results of a study by Abidah et al. found that e-learning-based media had a significant

¹⁸ Muhammad Naim Zuhaily et al., "Pengembangan Video Animasi Interaktif Untuk Pembelajaran Keterampilan Menulis Di Kelas XI Madrasah Aliyah Pembangunan Jakarta," *Jurnal Intelek Dan Cendekiawan Nusantara* 2, no. 3 (2025), <https://jicnusanantara.com/index.php/jicn/article/view/4015>.

¹⁹ Yugi Diraga Prawiyata et al., "Wordwall Sebagai Media Pembelajaran Interaktif Dalam Mengajarkan Kosakata Bahasa Inggris," *Jurnal Pendidikan Bahasa* 15, no. 2 (2025): 53–58, <https://doi.org/10.37630/jpb.v15i2.2776>.

influence on students' Arabic writing skills.²⁰ This means that interactive media has a strategic role in learning Maharah Kitabah for students to help them practice to improve their writing skills.

Furthermore, The effectiveness of using Quizizz media in learning Arabic writing skills can be seen clearly through the results of quantitative data analysis of the Paired Samples Statistics test (Average Value).

Table 4. Paired Samples Statistics test

Paired Samples Statistics					
		Mean	N	Standard Deviation	Std. Error Mean
Pair 1	Quizizz pretest	58.69	26	8,685	1,703
	Quizizz posttest	84.12	26	6,333	1,242

The results of the paired sample t-test analysis showed a significant difference between the pretest and posttest scores in the experimental group using Quizizz. The average pretest score of 58.69 increased to 84.12 in the posttest, with an average difference of 25.43 points.

This improvement indicates that the application of Quizizz, which is equipped with interactive quiz methods and crosswords, is effective in improving students' writing skills, especially on the subject matter "*AlIfاع*". In addition, the post-test standard deviation value (6.333) is lower than the pre-test standard deviation (8.685) indicating that student learning outcomes after treatment became more homogeneous. This indicates that the improvement in writing skills did not only occur in some students, but was relatively evenly distributed across all students. Thus, the results of this statistical test indicate that the use of Quizizz has been proven to significantly and effectively improve student learning outcomes. The results of the paired sample t-test further strengthen the findings of the average values above.

²⁰ Zakiyatul Abidah et al., *Pengaruh Penerapan Media Pembelajaran E-Learning Berbasis Aplikasi Kahoot Terhadap Keterampilan Menulis Bahasa Arab* | *Edu Journal Innovation in Learning and Education*, December 28, 2023, <https://ejournal.unsuda.ac.id/index.php/edu/article/view/773>.

Table 5.paired sample t-test

Paired Samples Test									
Partner	Paired Differences					t	df	Significance	
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval (Lower)	95% Confidence Interval (Upper)			Sig. (1-tailed)	Sig. (2-tailed)
Pretest - Posttest (Quizizz)	25,423	6,307	1,237	-27,970	-22,876	-20,555	25	< 0.001	< 0.001

The results of the t-test showed a t-value of -20.555 with 25 degrees of freedom and significance (p) <0.001, which means that the increase did not occur by chance but was a direct impact of using Quizizz media in learning Arabic writing skills.

Based on the statistical test results, a significant improvement in students' writing skills was observed after using Quizizz. The study findings by Saputra et al. confirmed that interactive learning media has a significant impact on learning outcomes, particularly in writing skills.²¹ These results are also supported by a study by Sunarko et al., which states that interactive applications such as Quizizz have the potential to improve student learning outcomes.²²

Furthermore, the effectiveness of Quizizz was further strengthened by the results of paired samples correlation analysis. A correlation coefficient of 0.689 indicated a strong positive relationship between pre-test and post-test scores.

Table 6.Paired Samples Correlations

	N	Correlation	Significance (One-Sided p)	Significance (Two-Sided p)
Pre-test Quizizz & Post-test Quizizz	26	0.689	< 0.001	< 0.001

The correlation, which approaches 1 in the table above, indicates that students with certain initial abilities still experienced consistent improvement after learning using Quizizz. The correlation significance value, which is also at p < 0.001, confirms that the relationship is statistically significant.

²¹ Krisna Wahyu Saputra et al., “Pengaruh Penggunaan Media Pembelajaran Interaktif Quizizz terhadap Hasil Belajar Siswa Kelas 10 Program Keahlian DKV SMK Negeri 10 Malang,” *Jurnal Teknologi Informasi dan Ilmu Komputer* 11, no. 6 (2024): 1177–84, <https://doi.org/10.25126/jtiik.2023118108>.

²² Asep Sunarko et al., “Optimalisasi Pembuatan Media Pembelajaran Bahasa Arab Berbasis AI Melalui Platform Quizizz,” *Citizen : Jurnal Ilmiah Multidisiplin Indonesia* 5, no. 5 (2025): 1334–44, <https://doi.org/10.53866/jimi.v5i5.837>.

The correlation analysis between pretest and posttest scores above indicates a strong positive relationship. This supports the hypothesis that students with a strong foundation in writing skills can achieve significant improvement using Quizizz. The rationale is that this website-based Arabic language learning platform offers advantages in terms of effectiveness in improving student learning outcomes and understanding, as well as interest and motivation due to its attractive interface.²³

In this study, there was also an increase in students' writing skills in terms of grammar and sentence structure, the same thing was also confirmed by the results of Mariati et al's research that the use of quizizz was effective in improving students' understanding of Arabic qowa'id material.²⁴ In the context of this research, through the exercises provided on Quizizz, students become better able to understand the concepts of isim istifham (question word), dhamir (pronoun), muftada' (subject), and khabar (predicate), which are important elements in writing Arabic texts.

These findings confirm that using Quizizz not only improves students' average learning scores but also consistently impacts their writing skills. In other words, Quizizz serves as an effective learning tool in helping students understand the material, complete writing exercises, and measurably improve their academic performance.

Based on the overall analysis results, it can be concluded that the use of Quizizz media is effective in improving the Arabic writing skills of seventh-grade students at MTs Al-Hidayah Batu. This effectiveness is evidenced by a significant increase in average scores, statistical test results showing a significant difference between the pre-test and post-test, and a strong correlative relationship between students' initial and final abilities after the application of Quizizz media.

Despite its effectiveness in helping students learn to write Arabic, researchers need to emphasize its limitations, namely that the effectiveness of using the Quizizz media is limited to simple sentence structures, namely question words (Istifham), key vocabulary, pronouns (dhamir), and discussions of muftada' and khabar, not writing exercises for complex language structures. This effectiveness is also based on class VII of Madrasah Tsanawiyah, which means that the use of this Quizizz media as a tool to improve Arabic writing skills is given to students at the muftadi' or beginner level. So it is not necessarily effective if given to students at a higher level.

²³ Nur Maulidiyah Rizka and Abdul Qodir, "Fa'aliyah Website fi Ta'lim al-Lughah al-Arabiyah Lada al-Thullab fi al-Madrasah al-Ibtidaiyyah al-Islamiyah al-Ahliyah an-Nuur Peterongan Jombang/Efektivitas Website dalam Pembelajaran Bahasa Arab untuk Peserta Didik di Madrasah Ibtidaiyah Unggulan An-Nuur Peterongan Jombang," *Loghat Arabi : Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 6, no. 2 (2025): 673–88, <https://doi.org/10.36915/la.v6i2.503>.

²⁴ Nurul Zuhriyah Mariati Sri Wahyuningsih, *Penggunaan Aplikasi Quizizz Untuk Meningkatkan Penguasaan Qowa'id Bahasa Arab Siswa* | *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, Volume 8, no. Nomor 7, (Juli2025): 7313-7321., <https://doi.org/https://doi.org/10.54371/jiip.v8i7.8465>.

CONCLUSION

The results of this study indicate that the use of the Quizizz application in learning Arabic writing skills has a positive and significant impact on seventh grade students at Madrasah Tsanawiyah Islamiyah in Batu City. Based on the results of the statistical analysis, a significance value of sig ($p = 0.001$ one-way) of 0.000 was obtained, which is smaller than 0.05. This indicates a significant difference in the average learning outcomes of students before and after the use of Quizizz. Based on these findings, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, so it can be concluded that the use of Quizizz has a positive effect on improving students' writing skills. In addition, this study also shows that the Quizizz application not only contributes to improving the quality of students' writing in terms of grammar rules and linguistic structures, but is also able to increase students' learning motivation, so that the learning process becomes more enjoyable and interactive. This study makes an important contribution to the field of Arabic language learning by presenting empirical evidence regarding the effectiveness of the use of interactive technology in developing writing skills.

SUGGESTION and RECOMMENDATIONS

It is recommended that further research examine the influence of using Quizizz on writing skills of complex language structures at the mutawassith or mutaqoddim level as a follow-up to the findings of this study.

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