Quizizz As an Arabic Vocabulary Media Learning in Digitalization Era: Process, Weakness and Strengths

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Abstract

Some students still have difficulty in learning Arabic. Various application platforms can be used by teachers as interesting learning media in the digital era. One of them is Quizizz, a game-based online learning media, it is very appropriate to use in the digital era to follow learning styles and increase students' enthusiasm for learning. So far, many have discussed Quizizz in learning, but no one has specifically discussed the process, weakness, and strengths of Quizizz. Therefore, this study focuses on exploring the perceptions of students who are not interested in the Arabic Language towards learning the Arabic Language using Quizizz media, which focuses on Arabic Vocabularies. The research method used in this research is case study with observation, interview, and documentation techniques. The results of the study found that the strengths of using Quizizz were to foster student enthusiasm in competing because there was a ranking system that appeared after answering the quiz, and was flexible in its use because there was no need to download applications that would fill the cellphone memory. As for the weakness, Quizizz requires a stable internet, which will make students rush and carelessly in answering quizzes because of the time limit.
Keywords: *Arabic vocabulary, digital era, media learning, Quizizz*

Abstrak

Sebagian siswa masih mengalami kesulitan dalam pembelajaran bahasa Arab. Padahal, berbagai *platform* aplikasi bisa dimanfaatkan oleh guru sebagai media pembelajaran menarik di era digital. Salah satunya *Quizizz*, sebuah media pembelajaran online berbasis game, sangat tepat digunakan di era digital untuk mengikuti gaya belajar dan meningkatkan semangat belajar siswa dengan menampilkan gambar berwarna dan video bergerak. Selain itu, pendidik juga dapat memberikan pembelajaran berbasis game, kuis, dan diskusi. Selama ini

banyak yang membahas tentang *Quizizz* dalam pembelajaran, namun belum ada yang secara khusus membahas proses, kelemahan, dan kelebihan dari *Quizizz*. Oleh karena itu, penelitian ini fokus pada proses, kelemahan, dan kelebihan *Quizizz* dalam media pembelajaran kosakata bahasa Arab. Metode penelitian yang digunakan dalam penelitian ini adalah studi kasus dengan teknik observasi, wawancara, dan dokumentasi. Hasil penelitian menemukan bahwa kelebihan penggunaan *Quizizz* adalah menumbuhkan semangat siswa dalam berkompetisi karena adanya sistem ranking yang muncul setelah menjawab kuis, dan fleksibel dalam penggunaannya karena tidak perlu mendownload aplikasi *Quizizz* yang akan memenuhi memori ponsel. Adapun kelemahannya, *Quizizz* membutuhkan internet yang stabil, membuat siswa terburu-buru dan ceroboh dalam menjawab kuis karena keterbatasan waktu.

Kata kunci: kosakata bahasa Arab, era digital, media pembelajaran, Quizizz

INTRODUCTION

The rapid development of the era requires humans to be able to follow its movements as a provision to compete in the global world. Competition forces each individual to become a professional person in their field. In addition, everyone must also have the ability to speak a foreign language to expand the network to other countries (Fabo et al., 2017). It is because language will be the first way of social interaction to adapt to the environment and understand the intentions of others in communicating.

To get an international connection, we have to be master at least one or two foreign languages. Among them, English is the first, and Arabic is the second international language (Nurbayan et al., 2021). However, recently Arabic has also become the second international language. It causes international eyes are looking at Arab countries as the big international market commodity (Fikri et al., 2021). Furthermore, to successfully come into an Arab country, it is necessary to master the Arabic language. Apart from being a means of communication, Arabic has a special position, namely as the language of Muslims both in worship and in studying Islam (Asy'ari, 2016). That is because most of the original literature comes from Arab countries.

However, most people still think Arabic is difficult to learn, especially for young children, even though they already have a basis for reading Arabic script from the habit of reading the Qur'an (Zailani et al., 2014). But the frequency is still not more than their habit of listening to English in social communities, songs, and various social media platforms that give the impression that it is easy to memorize or learn English vocabulary (Sahin et al., 2016).

As we know, vocabulary is an important thing to learn a language. Therefore, to raise the spirit of learning and easy to memorize Arabic vocabulary. The methods and media is needed to give a good learning impression in learning Arabic (Utami et al., 2021).

This digitalization era must help educators rekindle the enthusiasm of students to learn and simplify the learning process, of course with good educator knowledge about the technology itself (Hamidah et al., 2021). Because with the help of technology, learning becomes easier, active, and efficient (Ikhlas, Kuswanto, Sakunti, et al., 2021). Technology allows users to access information that is not

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limited by space and time. This has a positive effect on the learning process, especially if technology can integrate students' interests (Xie & Reider, 2014).

When viewed from the habits of students in the digital era, most of them tend to like playing video games and sometimes often neglect lessons, so it is not uncommon to find students who prefer to hold handphones than books (Bourgonjon et al., 2010). Unfortunately, technological sophistication that functions to find information and knowledge is only used for playing. Similar findings were also obtained from the results of the researchers' initial interviews with students who said that they were more interested in playing games than reading or looking for information through their handphones. In addition, similar initial interviews with the students, who have Islamic or Madrasah based educational background, some of them felt less or not interested in learning the Arabic Language. Of course, this will cause problems for students, and as Madrasah students, they should have interest in Arabic learning. Therefore, students need to find interesting learning media with the learning while playing method.

At this time, we can easily find educational platform applications that can support technology-based learning processes, such as Kahoot and Quizizz (Licorish et al., 2018; Orhan Göksün & Gürsoy, 2019; Wang & Tahir, 2020). Like (Ilhami, 2021)'s study, in her initial observations, she found that learning Arabic has not been effective because educators still use conventional learning methods. So, in her study, she carried out Arabic learning using Quizizz. From the results, Quizizz was able to improve the students' ability to memorize Arabic vocabulary. Afterwards, there is other study related to the Effect of Using Quizizz as a Practice Question on the Learning Outcomes of Fifth Grade Elementary School Students. This study states that Quizizz has an effect in creating active and good learning for elementary school students (Kurniawan & Huda, 2020).

Furthermore, (Lusiani, 2020)'s research on the use of the online Quizizz application in analyzing the results of students' cognitive tests on energy materials. This study says that Quizizz can simplify and take students' cognitive test learning outcomes fastly. So Quizizz can be recommended against various other subjects.

Based on some of the previous studies provided, we can conceive that Quizizz can help the learning process. Therefore, researchers consider it necessary to develop Arabic Language learning media based Quizizz, which focuses on Arabic vocabulary as the content of learning. The researchers implemented the learning media on the seventh-grade students of Madrasah, studied how the learning process took place, and looked at how the perceptions of students who were not or less interested in Arabic learning toward this media. This is done because researchers perceive that there was still a lack of use of interactive media such as Quizizz in Arabic language learning, especially for Arabic vocabulary as the lesson. In addition, the researcher also explored further the strengths and weaknesses experienced by the students in learning the Arabic language using the Quizizz media.

METHOD

This research is a type of case study in social sciences and is studied in-depth to find out the background, circumstances, and interactions that occur with a qualitative approach. The object of research can be in the form of programs,

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activities, events, or groups of individuals. In this case, the researcher uses a case study to examine the perspectives of class VII A students at *Madrasah Tsanawiyah Negeri Rimbo Mulyo* regarding the use of Quizizz on the ability to memorize Arabic vocabularies, such as weaknesses and strengths (Mardawani, 2020).

Participants

Sample selection in this study followed the purposive sampling technique. In selecting research samples, this sampling technique allows researchers to provide the desired sample criteria, which are considered appropriate to answer the research objectives (Marshall & Rossman, 2014). In this study, the researcher focuses on exploring how the perception of students who are not interested in the Arabic language lesson on the implementation of Quizizz as an Arabic language learning medium, based on that, the researcher provides two criteria, such as, 1) students of class VII A Madrasah Tsanawiyah Negeri Rimbo Mulyo who are not interested in learning Arabic; and 2) students who have implemented Arabic learning using Quizizz.

After the researcher gave the sample criteria, the researcher conducted a selection of students who were considered suitable to be used as samples. There were 20 students of class VII A who take Arabic language learning using Quizziz Apps. Researchers confirm one by one to each student regarding their interest in learning the Arabic Language. The confirmation is done when Arabic language learning takes place in class. Only three students confirmed that they had little or no interest in learning the Arabic Language, of which the three students were the sample in this study.

Data Collection Procedure

For data collection, researchers used interviews with a list of open-ended questions to obtain the desired data (McGuirk & O'Neill, 2016). This open-ended question serves to make participation free to express opinions about the weaknesses and strengths of Quizizz. Interviews between researchers and participants were conducted online through WhatsApp Call. WhatsApp chat is also used to clarify and confirm the results of interviews that have been conducted with participants. Each participant was interviewed one by one, with a duration of approximately 15 – 30 minutes for each participant. The interviews were conducted in Bahasa Indonesia, which is the native language of the participants and is easier to understand.

Data Analysis Tool

To obtain data, the instrument that the researcher used was open-ended questions. After conducting the interview, the researcher rewrote the results of the interview with the help of Ms. Words. Ms. Words as well can be used to code the interview manuscript (McAlister et al., 2017), which has also been done in this study. Furthermore, the researcher analyzed the interview manuscript, the researcher gave the manuscript back to the participants as a way to fulfill the data validation. In order to protect the privacy of the participants, the researchers and participants agree not to disclose their personal identities such as their real name and choose pseudonyms as an alternative to writing their identities.

RESULT
The process of learning Arabic vocabulary using Quizizz

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In this study, the researcher as the teacher, develops the Arabic Language learning media based on Quizizz by following the following steps 1) opening a web page and typing Quizizz; 2) choosing to sign in using email or Gmail; 3) click teacher if you want to log in as a teacher; 4) enter the identity by email; 5) click continue; 6) click create a new quiz to create questions; 7) click let's create a quiz; 8) type the name of the desired question in the name this quiz column; 9) select the desired subject in the Choose Relevant Subject column; 10) click next; 11) select the form of questions you want to create, such as multiple-choice, checkbox, fill-in-the-blank, poll, and open-ended; 12) click publish; 13) click share to send a question access link to students. Please note, in making questions or lessons through Quizizz, the teacher can also make them with color pictures or moving videos. After students work on the questions on Quizizz, educators will get the results of student work right away.

Furthermore, for the students, if they would like to utilize Quizizz, they may follow the following steps, such as: 1) students click on the link shared by the teacher; 2) click request access; 3) select Gmail account to access; 4) give names; 5) then directly answer the question; 6) students can see the live score when answering questions.

The focus of the Arabic language learning carried out in this study is only on Arabic vocabulary that adapts to learning at the seventh-grade level of *Madrasah*. Figure 1 shows the display results of an example of learning Arabic vocabulary using Quizizz.

Figure 1. Example of the Arabic vocabulary learning display in Quizizz (Quizizz — The World's Most Engaging Learning Platform, n.d.-a)

In the Quizizz that has been developed, as seen in figure 1, shows how the appearance of the developed Arabic Language learning model looks like. With the interactive learning media, basically, the researcher hopes for the enjoyment that students have in learning the Arabic language, as well as the ease with which students can remember each vocabulary displayed. Furthermore, the researcher also gave various types of quizzes in the Arabic language learning that had been carried out (see figure 2).

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Figure 2. Examples of interactive quiz in the Arabic learning Based Quizizz (Quizizz — The World's Most Engaging Learning Platform, n.d.-b)
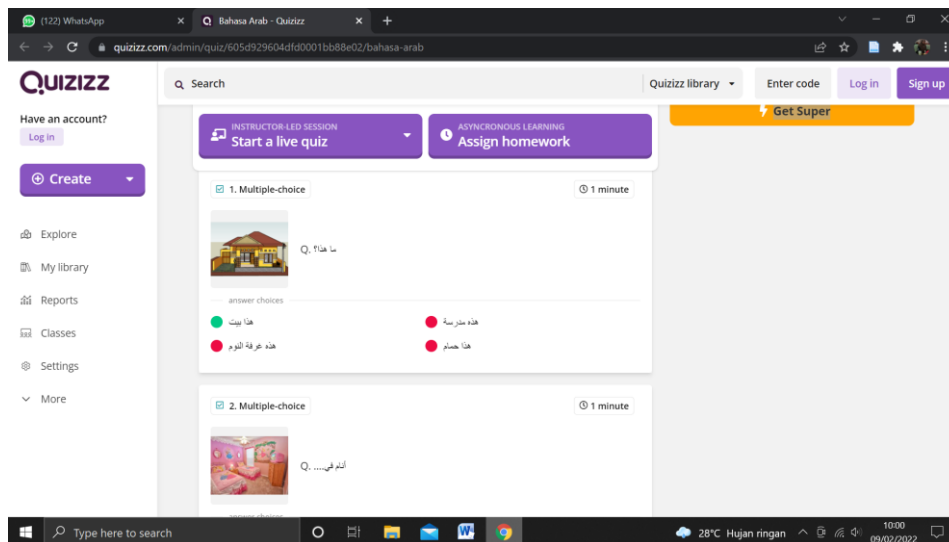
It can be seen in figure 2, how is an example of an interactive quiz in Arabic learning on the Quizizz media. The interactive quiz given is not limited to showing the existence of several Arabic vocabularies, but there were also pictures that actually clarify the actual meaning of the word, thus students can remember the vocabularies referring to the existing images, and can make it easier for students to remember various Arabic vocabularies.

The strengths and the weakness of Quizizz in learning Arabic vocabulary

As we know, each method and media have its strengths and weaknesses. Following on the results of interviews by researchers with students of MtsN Rimbo Mulyo with open-ended questions, there is information about: the weaknesses and strengths of using Quizizz in learning Arabic. The weakness in the use of Quizizz in Arabic learning focuses on discussing the difficulties and aspects that hinder the use of Quizizz in learning Arabic vocabulary.

Furthermore, the strengths of Quizizz discuss that Quizizz has a positive effect, so Quizizz is appropriate to use as a medium for learning Arabic vocabulary in the digital era. To make it easier to summarize students' answers, the researcher classified the answers and gave a pseudonym (I) to each student instead of the student's name.

Table 1.
Topic and perception branches

Topic	Mapping of perception (f)	Pseudonyms
Weakness	Difficulty in using Quizizz	I1
	Quizizz app display	I1
Strengths	Enjoyment in learning	I3

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	Ease of using Quizizz	I2: I3
Relevance of Quizizz as Vocabulary Arabic media learning	Can improve quality of learning	I2; I3
	Doesn't have a significant effect on learning	I1

Following the participants' perception obtained through open-ended questions, four main topics are explained the positive effect of learning Arabic vocabulary are: 1) does not require a download process to access Quizizz; 2) can be accessed via the web; 3) can be accessed via mobile phones that are flexible without being limited by space and time; 3) attractive Quizizz display with color pictures; 4) the score is seen immediately after answering the questions.

As said by participants I2 and I3:

"Quizizz is very practical. At first, I was worried that I couldn't access it, because my phone's memory didn't allow me to download new apps. However, Quizizz doesn't need to be downloaded first, so I don't have to delete the existing application because Quizizz can be accessed directly via the web." (I2)

"I like to use Quizizz causes the pictures are funny also fun to have a competition with friends when working on questions because the scores come out right away." (I3)

Weaknesses of Quizizz in learning

Following the interview above, one of the participants thinks that Quizizz is difficult to use. As the results of the interview with participant I1. She said:

"Sis, I have trouble using Quizizz because of my bad internet connection. I am also confused about how to use it. This difficulty makes me disinterested in the learning." (I1)

This interview explained that Quizizz's weakness lies in the process in use and problems that originate from the unstable internet so that students lose their enthusiasm for learning.

DISCUSSION

In this study, the focus of the lesson in the development of Arabic language learning media based on Quizizz is limited to Arabic Vocabulary learning, which is adapted to the current curriculum that applies to the seventh-grade level of Madrasah. Vocabulary is one of the best aspects of learning a language because someone will easily understand and make sentences. There are many ways to learn Arabic vocabulary, one of which is the memorization method. However, this method gives the impression of being bored to the students. Another factor that makes learning Arabic seem unattractive is the teacher's lack of ability to operate technology, so there is no innovation in learning (Nihriry, 2015). Therefore, educators need to find the right methods and media to learn (Fauziddin & Fikriya, 2020).

The digital era has a very significant influence on various aspects of life. The demand for data every day is always increasing and has become an inevitable explosion every minute. It changes the way humans interact with the help of various available media (Abdel-Aziz et al., 2016; Osburg & Lohrmann, 2017). This

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change also occurs in the education aspect, where everyone can access information and knowledge easily through the internet.

The development of this digital world certainly has strengths and weaknesses in implementation and always requires improvements to make it more relevant to use in learning for students today. This learning is certainly one way to improve the quality of learning itself.

Quality in learning is not only by interactions between teachers and students face-to-face but also with the media. This innovation is important to facilitate the delivery of information in learning with the help of technology-based media that continues to develop in the digital era (Osman & Hamzah, 2017). This technology can be used by educators and students in the knowledge transfer process, in this case Arabic vocabulary.

There are many methods to support Arabic learning, such as 1) grammatical-translation method; 2) direct method; 3) reading method; 4) audiolingual method; 5) communicative method, and 6) the electric method. An educator can choose one or combine one method with another to create interest learning (Sam, 2016).

In addition to methods, educators must also know about operating and choosing the media. Before choosing media, things that must first be considered are the objectives, such as 1) the purpose of education, namely changing perceptions, habits, and instilling new behaviors; 2) the purpose of using the media, namely as a training and learning tool, as a tool to attract students' attention, and make it easier for students to remember lessons (Harsanto, 2017). The ways to choose the media are: 1) educators need to know the characteristics of the media first; 2) consider the media following the material and learning objectives (Arif & Makalalag, 2020).

However, an educator must also observe things to choose the media: 1) learning barriers which include factors of funds, facilities, time, and so on; 2) the type of learning; and 3) students' abilities (Iskandar et al., 2020). Furthermore, he also explained that media needs to adapt to the curriculum, affordable costs, adequate facilities, available in the market, and easy to use.

The integration of technology-based media will make it easier to achieve learning objectives. The types of media are: 1) interactive multimedia by combining images, text, animation, video, and audio. For example, games or interactive CDs; 2) hyperactive multimedia that allows students to open links on the web via shared links. Such as online games; 3) linear sequential multimedia; 4) multimedia learning presentations. Such as PowerPoint from MS office (Iskandar et al., 2020).

Furthermore, in this study, it has been explained how the perception of students who are not interested in learning the Arabic language on the use of Quizizz media as a supporter of learning the Arabic language is explained. Based on their perceptions, it can be mapped that learning using Quizizz can cause students to be happy in learning, where enjoyment in learning has a strong correlation with students' motivation and interest in learning (Ainley & Ainley, 2011; Ciampa, 2014; Ikhlas, Kuswanto, & Hartina, 2021). Students who experience fun learning tend to have high interest and motivation towards existing learning. In addition, there was convenience in learning to use Quizizz media, whereby easy

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access to learning is also could be a factor that can increase students' motivation and interest in learning (Gedera et al., 2015; Swarat et al., 2012), especially in Arabic Language learning.

The participant's explanation above explains that quizzzz more identified as a technology-based visual media can increase motivation and interest in learning. This is supported by Levie and Levie's statement in (Kustandi & Darmawan, 2020) who said that visual stimuli are better used to make it easier to memorize, recall, do tasks, recognize, and connect facts with concepts.

Following the interview, I3 supports research (Zainuddin et al., 2020) that says that Quizizz has a positive effect on learning because Quizizz is an innovation of learning media that can foster a spirit of competition among students.

On the other hand, there were also students who have difficulty using Quizizz as a learning medium. The difficulty is due to the poor network owned by students, so this has an impact on the lack of good display of the Quizizz given, and can also cause quite a long time to access the learning. Regarding this issue, (Orhan Göksün & Gürsoy, 2019) also finds that Quizizz does not affect learning because of several shortcomings in the tool. However, the instability of the internet connection remains an issue in accessing learning media, especially in the current era of massive technological development, where internet stability is very necessary, especially in the process of teaching and learning activities. This can also be input for related stakeholders, such as teachers, parents, supervisors, and the department of education, to pay more attention to the obstacles faced by students, especially those obstacles that come from external students.

CONCLUSION

The digital era provides various kinds of convenience in learning. Therefore, to improve the quality of learning, teachers must adapt to technological advances. For example, in this study, the researcher used Quizizz as a support for learning the Arabic Language. In the learning process carried out, the researcher limited the learning content to only Arabic vocabulary and reviewed the perceptions of students who did not have or were less interested in learning the Arabic language on the use of the Quizizz media. Quizizz has several strengths that can help teacher and students in the learning process, such as enjoyment in learning and easy of utilizing, while the weakness comes from the unstable internet network that makes students difficult in accessing the learning. This study result needs some improvements for current and future researchers to correct these deficiencies or find better methods and media in learning Arabic vocabulary. In addition, the existence of obstacles related to poor internet connection can be a trigger for teachers to be more creative in choosing and developing learning media that have low internet consumption and can be input for other related stakeholders, such as parents, supervisors, and government, to pay more attention to the needs of students in current massive technological development era.

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