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Utilization of the Quiziz media in the Arabic Learning Process at State Islamic Senior High School 2 Of City Malang

Nur Hasaniyah*1, Madinatul Munawwarah*2, Ummi Hasanah*3

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Jalan Gajayana, no.50 Dinoyo, Indonesia

Email : hasaniyah@bsa.uin-malang.ac.id

ABSTRACT

One of the learning media that has been favored by students lately is Quiziz. The beginning of the maximum use of Quiziz in learning was when the co-19 pandemic attacked the world. This article aims to reveal the benefits of using Quiziz media in the Arabic language learning process at State Islamic Senior High School 2 Of City Malang. This research uses a type of qualitative research. The data collection technique was through direct observation for twelve lesson hours at State Islamic Senior High School 2 Of City Malang, and the object of research was the students of class XI MIPA 7 which amounted to 34 students. The results showed that the use of Quiziz as a medium in the Arabic language learning process at State Islamic Senior High School 2 Of City Malang can reduce and even eliminate boredom so that it can increase students' interest in learning Arabic subjects.

Keyword

Arabic Language; State Islamic Senior High School 2 Of City Malang;
Quiziz

مستخلص البحث

Quiziz هي واحدة من وسائل الإعلام التعليمية التي أحبها العديد من الطلاب مؤخرا. كانت بداية استخدام Quiziz المستخدم على النحو الأمثل في التعلم عندما هاجم جائحة COVID-19 في العالم. تهدف هذه المقالة إلى الكشف عن فوائد استخدام وسائل Quiziz في عملية تعلم اللغة العربية في المدرسة الثانوية الحكومية الثانية بمدينة مالانج. يستخدم هذا البحث نوعا نوعيا من البحث. كانت تقنية جمع البيانات من خلال الملاحظة المباشرة لمدة اثني عشرة ساعة من الدروس في المدرسة الثانوية الحكومية الثانية بمدينة مالانج، وكان موضوع البحث هو الطلاب من الصف الحادي عشر العلوم الطبيعية السابعة الذي يتكون من 34 طالبا. أظهرت النتائج أن استخدام Quiziz كوسيلة في عملية تعلم اللغة العربية في في المدرسة الثانوية الحكومية الثانية بمدينة مالانج، يمكن أن يقلل أو حتى يزيل الملل

بحيث يمكن أن يزيد من اهتمام الطلاب بتعلم المواد العربية.

اللغة العربية ؛ المدرسة الثانوية الحكومية الثانية بمدينة مالانج ؛ Quiziz

كلمات أساسية

Introduction

The development of technology can no longer be avoided. The Covid-19 pandemic is the beginning where technological developments look very significant. This is due to the demands that make all media must be transferred to safe media with minimal direct interaction. In all domains, technology began to be developed. Such as in the realm of social, health, entertainment, economy, and not forgetting education (Zhao, 2019).

In its implementation, online learning requires a difficult adaptation. It requires adjustment of teachers, students, teaching materials, and learning facilities. Many complaints and problems are found. For example, the boredom faced by students in listening to lessons and also the limitations of teachers to memorize the material taught (Sitorus & Santoso, 2022). In offline learning and teaching activities alone require extra effort, let alone in teaching and learning activities without face-to-face contact (Asria et al., 2021). Therefore, education personnel and all their staff strive to create an interactive learning space even through online media. Many new innovations are starting to be used. Such as the use of power points, animated videos, guess the picture, Quiziz, etc. These innovations are presented to attract students' attention in learning activities. So that they do not get bored quickly and it is hoped that it will make it easier to provide understanding (Yunus & Hua, 2021).

Although it is done online, the quality of education received by students should not be reduced. In this case, the use of innovations that have been mentioned is utilized in improving the quality of learning (Mahmud & Law, 2022). One of the media that have been popular with students lately is Quiziz. The Quiziz media is used as a stimulant that is fun but also makes sense. This is because Quiziz is designed to

be interesting, interactive, and leave a good memory for students. Thus, it is hoped that Quiziz will be able to help teachers to convey subject matter maximally and excitingly.

Quiziz is a web tool that is used to create interactive Quiziz and will also display assessment results. Quiziz has been around since 2015, when it was first launched its users had reached 40 million in the world and 5 million users in Indonesia (Zuhriyah & Pratolo, 2020). However, since the Covid-19 pandemic, the use of Quiziz has been maximized, especially in the world of education.

Currently, Quiziz is still widely used as a learning medium. Even though online learning is no longer enforced, Quizizes are still relied upon. Currently, Quiziz can be very easily accessed. Teachers can customize the subject matter they want to convey with the animations provided by Quiziz. Quiziz can be used as a good and interactive learning strategy, without losing the essence of ongoing learning (Lim & Yunus, 2021). According to Sugian Noor in his research, the use of Quiziz can increase active student involvement from the beginning to the end of the lesson. Especially in learning that requires students' full attention to pay attention to the teacher's delivery of the material presented. Such as learning in language learning in the classroom (Noor, 2020).

This research will focus on examining the use of Quizizes in Arabic language learning for students at State Islamic Senior High School 2 Of City Malang. Language learning tends to be boring and makes students sleepy quickly. This is due to the limitations of teachers in presenting an interactive and non-boring classroom atmosphere. However, teachers at State Islamic Senior High School 2 Of City Malang are trying to bring back the interactive media they found during online learning. They realize that even though the pandemic has ended, the good things found during this time should not be forgotten. In conducting research, researchers found several previous studies related to the use of Quiziz as a learning media. The first is research by Sugian Noor which discusses the use of Quiziz in learning biology in 6th grade students of Senior High School 7 in Banjarmasin (Noor, 2020). Second, research by Cahyani Amildah Citra and Brillian Rosy which discusses the effectiveness of using Quiziz learning media on the learning outcomes of office technology for class X students of vocational high school Ketintang Surabaya (Citra & Rosy, 2020). Third,

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is research by Muhtadin Amri and Yus Arija Shobri which discusses student perceptions of the use of Quiziz in learning Islamic bank consolidated accounting at IAIN Ponorogo (Amri & Shobri, 2020). Fourth, is research by Nizaruddin, et al. which examines training in the use of Quiziz as an online learning evaluation media (Nizaruddin et al., 2021). Finally, there is research by Rica Wijayanti, et al. which examines the effectiveness of using the Quiziz media in school mathematics courses in terms of student motivation and learning outcomes (Wijayanti et al., 2021). The previous research mentioned will be the foundation of this research in describing the process of using Quiziz learning media in Arabic language division at State Islamic Senior High School 2 Of City Malang, East Java.

Methods

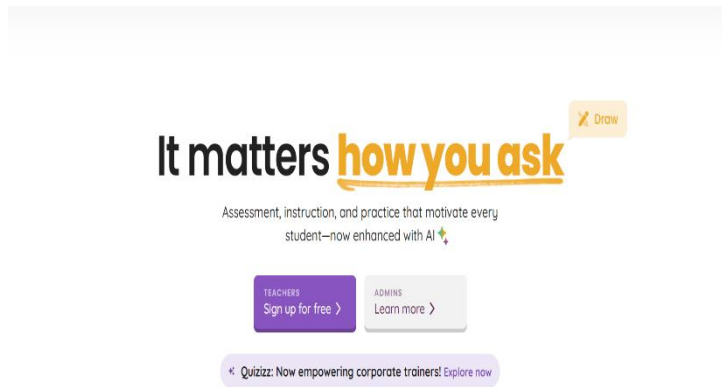
The research was conducted using qualitative methods. The software media used in this research is Quiziz software media, which by using this media can make it easier for educators to provide interactive and exciting material. The types of data collected are primary and secondary data. Primary data in the form of observations made by the teacher for 6 face-to-face sessions which are divided into 12 lesson hours. The observations were made to XI MIPA 7 students at State Islamic Senior High School 2 Of City Malang. While secondary data is generated from several related studies, journals, books, and news. The subject of this research is the Arabic language teacher of class XI MIPA 7 at State Islamic Senior High School 2 Of City Malang. The research technique was carried out offline through direct observation conducted by the teacher to 34 students of XI MIPA 7. This research on the utilization of Quiziz learning media is used to increase student interest in learning and also makes it easier for teachers to produce teaching materials that are easily understood by students.

Results & Discussion

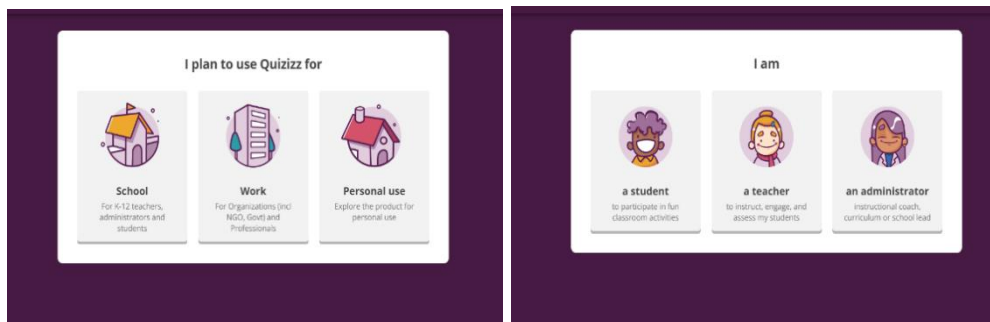
In this section, the researcher will explain how the use of Quiziz media, what features can be utilized in Arabic language learning, and how the benefits of Quiziz on students of MIPA 7 at State Islamic Senior High School 2 Of City Malang.

Steps to use Media Quiziz

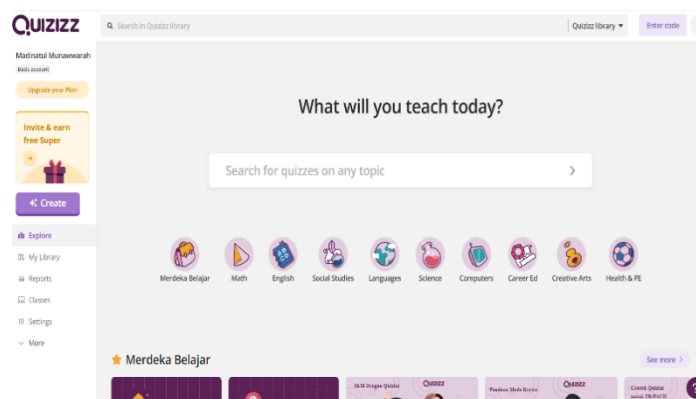
- Log in to www.Quizziz.com
- Click log in, sign up if you don't have a Quiziz account yet



- Then click 'school' to continue, then select 'teacher' as the instructor.

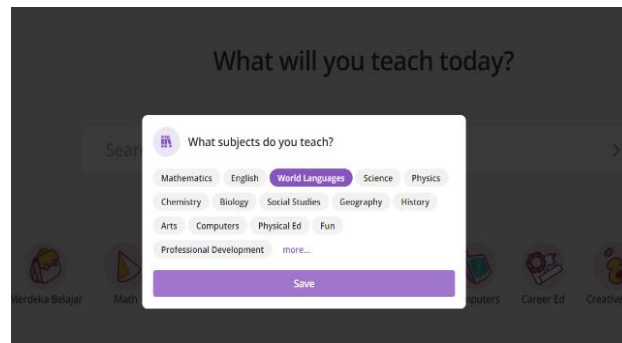


- Enter your identity, in the form of username, email, and password
- If it has been declared logged in, then create a quiz, on the writing create a quiz
- A display appears to create a quiz, select create to continue

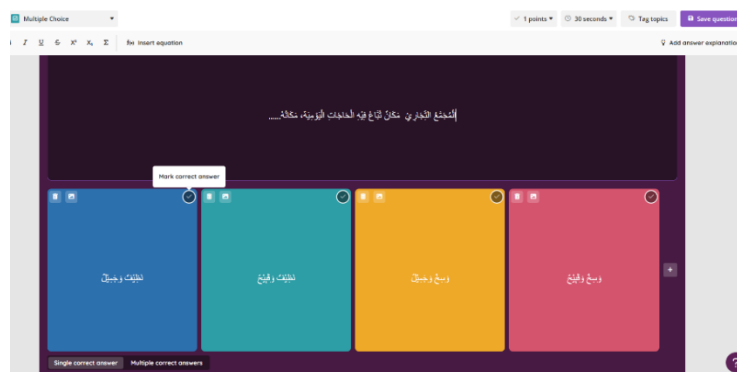


- Select the subject of the quiz you want to create. For Arabic, select World Language

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- Then click save
- Next, click create new question
- Select the question type as needed. There are multiple choice, fill-in, and others
- For multiple choice, write the question in the column provided, "Write Question Here", then enter the answer options in the column "Answer option 1, answer option 2, and so on"



- Check the correct answer choice
- Then set the duration and score weight of each question
- Click save Questions
- When you have finished filling out the quiz, click "Finish Quiz"
- The quiz details will appear (set the class to which the quiz will be addressed), then click save details.
- Then, the next display will appear, select "Homework", if you want to use it as homework, and select "Play Live", if you want to use it now.
- Enter the deadline (set the date and time) and click "Proceed".

- Then, the next display appears, which is the code used to enter the quiz.
- Then open the link <http://quizizz.com/admin/>

Quizizz can be optimized to the maximum so that Arabic learning can be held more effectively because this media is very interesting to use.

Quizizz features suitable for Arabic language subjects

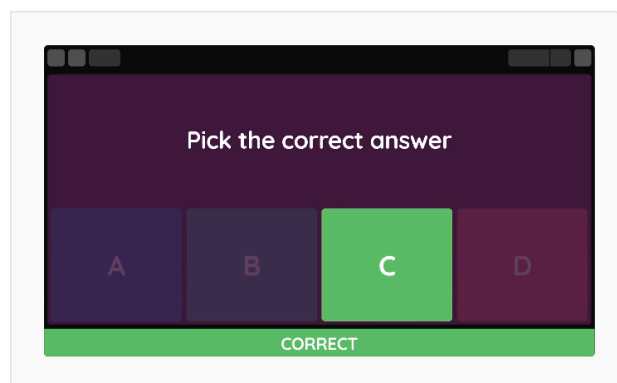
Quizizz has many features that can be used in the learning process, but not all Quizizz features are also suitable for Arabic language learning. Some features such as diagrams and images are more relevant to math subjects. Researchers found two features that are very suitable for Arabic language subjects in the form of assessment and higher-order thinking.

1. Assessment

In the assessment, there are eight features that are relevant for use in learning Arabic, namely multiple choice, fill in the blank, reorder, match, drag and drop, drop down, labelling, and categorize features. The following is the explanation.

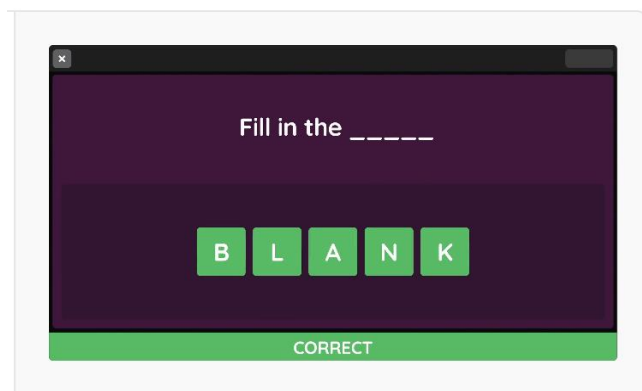
a. Multiple Choice

Multiple choice is one of the features that can be used in making Arabic questions. Multiple choice in this feature in Quizizz is the same as multiple choice as usual, the difference is that in Quizizz there is a time limit for doing each question, so that if it has reached the time limit then the question is automatically unanswered. Here is an image of multiple choice in Quizizz.



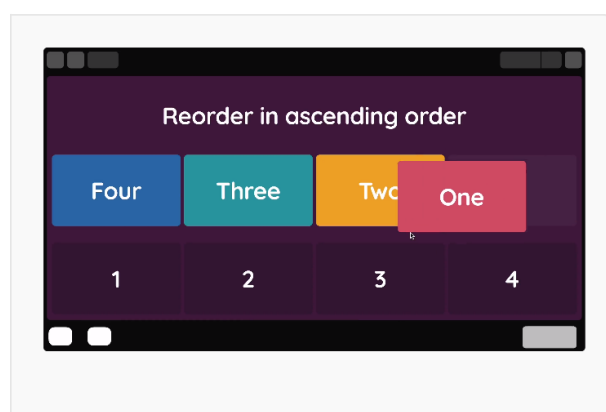
b. Fill in the Blank

The fill in the blank feature is actually almost the same as multiple choice, but this feature can help students to think because there are random letters written at the bottom of the question that are arranged to form the right word. So, if put into Arabic, let's say the question is "Jilbabiy _ _ _ _ " and its random letters consist of the letters ر أ ص خ .



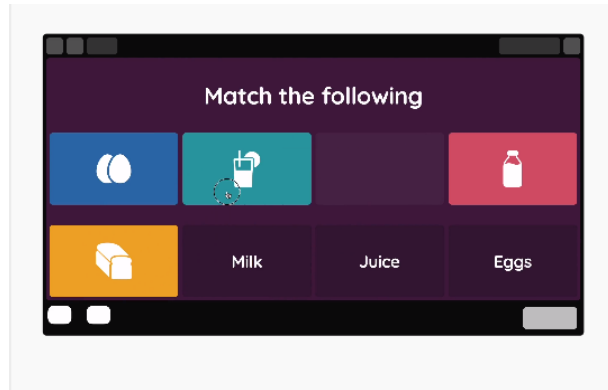
c. Reorder

This feature is almost similar to the "match" feature because they both pair the appropriate top and bottom. The difference is that in this feature there are no images, but only text that is matched according to its pair.



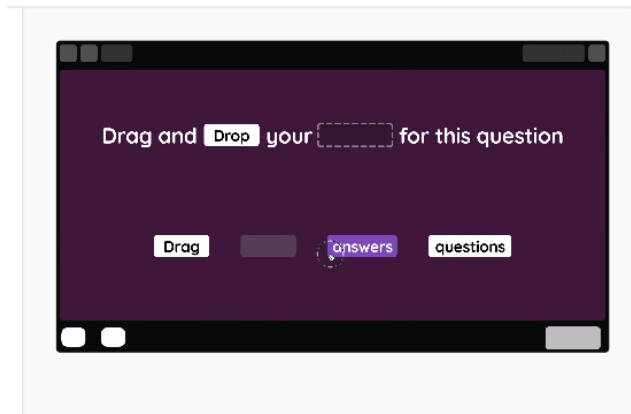
d. Match

This feature is almost similar to the previous feature "reorder" because they both pair the appropriate top and bottom parts. The difference is, in this feature there is an image at the top that will be matched with the writing at the bottom according to the pair.



e. Drag and Drop

This feature is almost similar to the "reorder" feature because both pair the top text and the corresponding bottom text. The difference is that not everything can be matched in this feature. Words that can be matched are only found in a few words.

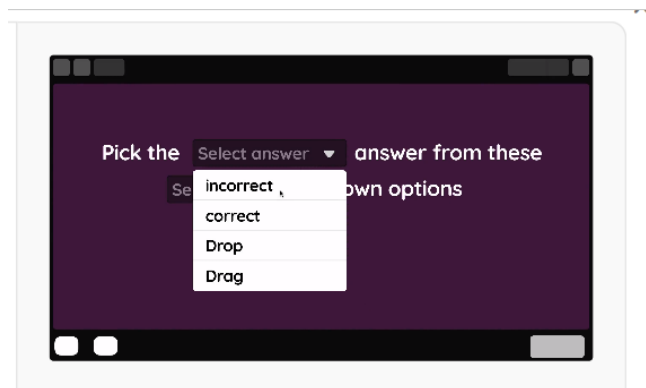


f. Drop Down

This feature is almost similar to the "multiple choice" feature because both choose the correct answer among several options. The difference is that one

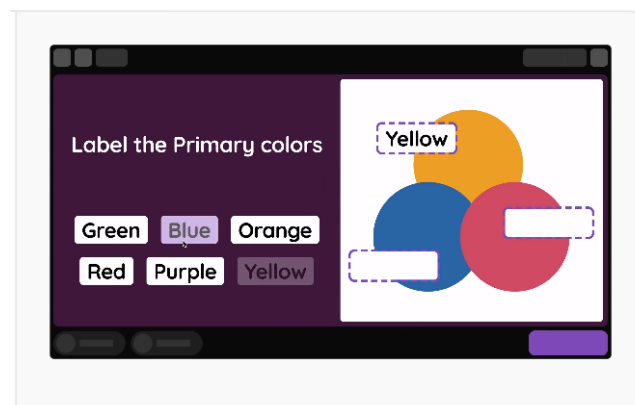
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question in this feature can choose more than one option because there is not only one blank part.



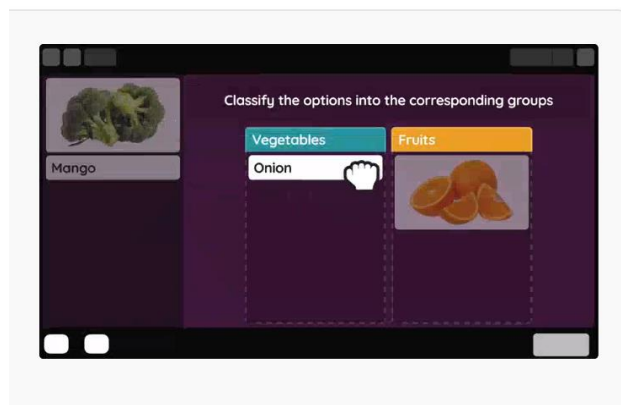
g. Labeling

This feature is almost similar to the previous feature "match" because it is the same pairing between text and image. The difference is that this feature has more answer choices than the number of questions so students can be fooled if they are not careful.



h. Categorize

This feature serves to categorize the elements found on the screen. As in the picture, there are two categories, namely vegetables and fruits, so students categorize the picture and writing based on the specified category.

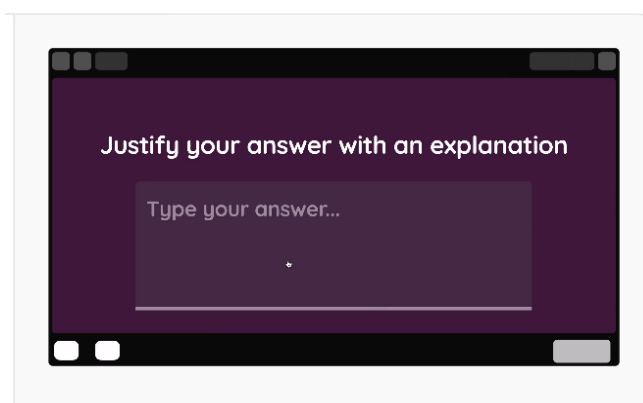


2. Higher-order thinking

This feature is used for questions that require higher-level thinking, so that students are more free to express their opinions.

a. Open Ended

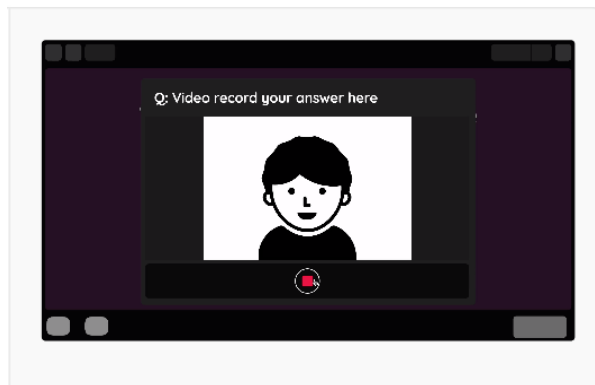
In the open ended feature, the ability that is emphasized on students is maharah kitabah. Students are required to answer questions by writing long.n which is emphasized on students is maharah kitabah. Students are required to answer questions by writing long.



b. Video Response

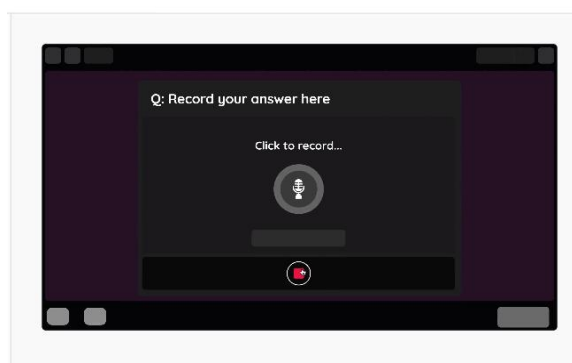
In the video response feature, the ability that is emphasized on students is maharah kalam. Students are required to answer questions by speaking directly with video recordings to answer the specified questions.

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c. Audio Response

In the audio response feature, the ability that is emphasized on students is maharah kalam. Students are required to answer questions by speaking directly to answer the specified questions. This feature is similar to the video response feature because both use maharah kalam, but this feature only answers in the form of audio without visuals.



Benefits of Quiziz in Arabic Language Learning at State Islamic Senior High School 2 Of City Malang

Quiz is very helpful for State Islamic Senior High School 2 Of City Malang students not to feel bored with Arabic lessons. Many of them dislike Arabic lessons. Arabic lessons are considered a monotonous and boring lesson so that it becomes a challenge for teachers so that students do not feel bored. The use of Quiz media can be one of the solutions to eliminate boredom in learning (Rofiq et al., 2022).

This is in line with what happened at State Islamic Senior High School 2 Of City Malang. The existence of several Quiz features helps eliminate the boredom of learning Arabic and makes it interesting. The use of Quiziz in Arabic subjects at State Islamic Senior High School 2 Of City Malang makes them feel excited. They said the use of Quiziz in class felt like playing a game, because there was music that made the quiz more fun.

In addition, the work limit for each question made the lesson more exciting and challenging. The existence of a leaderboard displayed on the classroom screen also made the quiz atmosphere more exciting and challenging because the results of quiz work in one class were immediately visible so they had to try to pay more attention to the teacher's lesson when explaining because the quiz answers were contained in the teacher's explanation.

Conclusions

The use of Quiziz as a learning media in Arabic language subjects can increase interest in learning and help reduce and even eliminate boredom in students. This is evidenced by the good response obtained from students of XI MIPA 7 State Islamic Senior High School 2 Of City Malang which was shown when the observation trial period lasted for twelve lessons. This research is limited to the use of Quiziz media at State Islamic Senior High School 2 Of City Malang, so future researchers should be able to further expand the media that can be used to support Arabic language learning to make it more attractive to students.

Acknowledgment

In this occasion, we would like to thank the entire team who have helped complete the writing of this scientific work. The author hopes that this paper can be useful in the development of Arabic language learning.

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