Using Quiz Whizzer as a Medium for Evaluating Arabic Vocabulary Learning in Class VII.9 Students

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Abstract: This study aims to describe the implementation of QuizWhizzer as an interactive medium for evaluating Arabic vocabulary learning and to examine students' responses to its use in Grade VII.9 at MTsN 2 Makassar. The study was motivated by the low level of students' interest and engagement resulting from the continued use of conventional evaluation methods. Therefore, a technology-based evaluation medium was needed to create a more interactive and enjoyable learning environment. This research employed a descriptive qualitative approach involving six Grade VII.9 students of MTsN 2 Makassar as research participants. Data were collected through classroom observation, in-depth interviews, and documentation, and analysed using the Miles and Huberman data analysis model, which includes data reduction, data display, and conclusion drawing. The findings indicate that QuizWhizzer creates a more enjoyable evaluation environment, enhances students' active participation, and increases learning motivation. Students reported feeling more relaxed and interested due to the game-based features and real-time feedback, which helped them identify errors more quickly. However, limitations related to device availability and internet connectivity were identified. Overall, QuizWhizzer is an effective interactive evaluation tool for Arabic vocabulary learning at the junior secondary school level.

Keywords: QuizWhizzer, interactive evaluation media, vocabulary learning, Arabic language

How to Cite?
Al Ghifary, A. N., Beddu Malla, A., Wahyudin, Zainal, A. Q., & Muhammad. (2025). Using Quiz Whizzer as a Medium for Evaluating Arabic Vocabulary Learning in Class VII.9 Students. Journal of Digital Arabic Language Education, 1(2), 9–16. https://doi.org/10.33096/22chfj63

1.   Introduction

Education plays a vital role in shaping human resources and must continuously evolve in response to rapid technological developments. In the digital era, integrating technology into teaching and learning processes is no longer optional but essential to enhance instructional quality and student engagement. Educational institutions are required to adopt innovative strategies that not only facilitate content delivery but also

improve learning evaluation in meaningful and interactive ways.(Svari & Arlinayanti, 2024)

Within the Indonesian educational context, Arabic language instruction occupies a significant position, particularly in Islamic educational institutions such as Madrasah Tsanawiyah. Arabic is taught not merely as a foreign language but as a key instrument for understanding Islamic sources, including the Qur'an and Hadith. Consequently, vocabulary mastery (mufradāt) serves as a fundamental component in Arabic language learning, as it directly influences students' ability to comprehend texts, construct sentences, and develop other language skills.(Ridlo, 2015)

However, in practice, Arabic vocabulary learning at the junior secondary level still encounters various challenges. Many students perceive Arabic as a difficult subject due to unfamiliar vocabulary, limited exposure, and traditional, teacher-centred instructional approaches. Evaluation activities are frequently conducted using conventional written tests that tend to emphasise memorisation rather than meaningful understanding. Such evaluation models often fail to stimulate students' motivation and active participation, resulting in low engagement and suboptimal learning outcomes.(Khotimah & Nurlaila, 2024)

Effective learning evaluation should not only measure students' cognitive achievement but also encourage active involvement, enjoyment, and confidence in the learning process. Therefore, the use of interactive, technology-based evaluation media becomes increasingly relevant.(Fitriani et al., 2025) One digital platform that offers such potential is QuizWhizzer, a game-based learning application that incorporates elements of gamification, such as competition, visual interaction, and immediate feedback. Through these features, QuizWhizzer transforms evaluation activities into an engaging learning experience rather than a stressful assessment.

Previous studies have provided empirical evidence supporting the effectiveness of QuizWhizzer and similar game-based media. (Azka et al., 2024)demonstrated that the implementation of QuizWhizzer using gamification methods significantly improved learning outcomes, with the learning process categorised as "very well implemented" based on lesson plan indicators. Likewise,(Alfianistiawati et al., 2022)reported that the use of QuizWhizzer in sociology learning successfully increased students' interest and enthusiasm, particularly in subjects often perceived as monotonous. Furthermore, (Juhaeni et al., 2023)found that educational game media supported by Canva and QuizWhizzer were highly feasible and effective in improving students' mathematics learning outcomes, as evidenced by expert validation and learning achievement gains.

Although these studies confirm the pedagogical benefits of QuizWhizzer, most of them focus on subjects such as vocational education, sociology, and mathematics, with an emphasis on quantitative learning outcomes. Research that specifically examines the use of QuizWhizzer as an evaluation medium in Arabic language learning, especially in vocabulary mastery at the Madrasah Tsanawiyah level, remains scarce. Moreover, few studies explore the qualitative aspects of students' learning experiences and engagement during game-based evaluation activities.

This study addresses this gap by focusing on the implementation of QuizWhizzer as an interactive evaluation medium in Arabic vocabulary learning among Grade VII.9 students at MTsN 2 Makassar. The uniqueness of this research lies in the researcher's direct involvement in designing and implementing the evaluation process using QuizWhizzer in the classroom. Through this approach, the study not only examines the effectiveness of the media but also explores students' responses, participation, and learning experiences during the evaluation process. By emphasising both pedagogical practice and learner engagement, this research is expected to contribute meaningful insights into the development of innovative, technology-based evaluation models for Arabic language learning that align with the characteristics of digital-age learners.

2. Method

This study employed a descriptive qualitative research approach aimed at obtaining an in-depth understanding of the implementation process of QuizWhizzer as an interactive evaluation medium in Arabic vocabulary learning. The qualitative approach was chosen because it allows the researcher to comprehensively explore learning phenomena, interpret participants' experiences, and describe real classroom conditions naturally. (Waruwu, 2024)

Through this approach, the research focused on students' responses, participation, and learning experiences during QuizWhizzer implementation. In addition, the researcher was directly involved in planning, implementing, and evaluating the use of QuizWhizzer in the classroom, enabling a reflective and contextual analysis of the learning process.

This research was conducted at MTsN 2 Makassar, located on Jalan Perintis Kemerdekaan Km. 10, Makassar, South Sulawesi, Indonesia. The selection of this location was based on the consideration that the school has implemented digital media, particularly QuizWhizzer, in Arabic language learning activities.

The study was conducted during the Arabic language learning process in the odd semester of the academic year, aligned with the school's instructional schedule.

The subjects of this research were six students in class VII.9 MTsN 2 Makassar. Participants were selected using purposive sampling, with consideration of variations in students' Arabic language proficiency levels: high, medium, and low. This classification was based on previous academic records and teacher evaluations. (Noviati et al., 2019)

In this study, the researcher was directly involved as the practitioner who implemented QuizWhizzer in the learning process. The researcher's involvement enabled direct observation of students' learning behaviour, interaction, and responses toward the use of QuizWhizzer as an interactive evaluation medium.

To obtain comprehensive and valid data, several data collection techniques were employed:

Observation was conducted to examine the Arabic vocabulary learning process using QuizWhizzer. The researcher observed classroom interactions, students' participation, enthusiasm, and responses during the evaluation activities. The observation was carried out systematically using an observation guide.

In-depth, semi-structured interviews were conducted with the students to explore their experiences, perceptions, and opinions regarding the use of QuizWhizzer in Arabic vocabulary evaluation. Open-ended questions were used to allow participants to express their views freely and in detail.

Documentation involved collecting relevant materials, such as lesson plans, QuizWhizzer evaluation results, and visual documentation (photos), throughout the learning process. These documents served as supporting evidence to strengthen the research findings. (Astari et al., 2013)

The data obtained were analysed using the qualitative data analysis model proposed by Miles and Huberman, which consists of three main stages:

Data reduction involved selecting, focusing, simplifying, and transforming raw data obtained from observations, interviews, and documentation to ensure relevance to the research focus.(Majid, 2017)

The reduced data were organised and presented in descriptive narratives and tables to facilitate interpretation and understanding of the research findings.(Febriani et al., 2023)

Conclusions were drawn by interpreting patterns, meanings, and relationships within the data to answer the research questions and yield valid findings grounded in empirical evidence.(Handoko et al., 2024)

3. Result and Discussion

3.1. Implementation of QuizWhizzer in Arabic Vocabulary Learning

The implementation of QuizWhizzer as an interactive evaluation tool was conducted in Grade VII.9 at MTsN 2 Makassar over approximately 2 months, from 25 July to 15 September 2025. The researcher was directly involved as the Arabic language teacher, designing, implementing, and evaluating the learning activities using QuizWhizzer. This direct involvement allowed for comprehensive observation of the learning process and students' responses in a natural classroom setting.

The implementation process consisted of three main stages: preparation, implementation, and evaluation. During the preparation stage, the researcher selected Arabic vocabulary materials relevant to students' daily context, including vocabulary related to classroom objects (*al-fashl*), daily activities, and pronouns (*ḍamīr*). Interactive evaluation questions were designed on the QuizWhizzer platform in the form of multiple-choice and true–false items, adjusted to students' cognitive levels. Technical

preparations, including internet connectivity, devices, and QR code access, were also ensured to minimise disruptions during learning activities.

The learning implementation was carried out in four meetings, each lasting 3 × 40 minutes. Classroom activities followed three phases: opening, core activities, and closing. In the opening phase, the researcher introduced QuizWhizzer and explained its procedures. Students showed positive initial interest and readiness to engage with the platform. During the core activities, students participated in interactive evaluations using QuizWhizzer after receiving vocabulary explanations and pronunciation practice. Observations revealed a high level of student engagement, reflected in active participation, quick responses, and peer interaction. In the closing phase, real-time evaluation results were displayed, and corrective feedback was provided to reinforce students' understanding of vocabulary items.

Overall, the implementation of QuizWhizzer created an interactive, enjoyable, and student-centred learning environment. Students demonstrated greater focus, enthusiasm, and active participation than with previous conventional evaluation methods.

3.2. Students' Responses and Learning Engagement

Students' responses and learning engagement served as key indicators in assessing the effectiveness of QuizWhizzer. Data from classroom observations and interviews with six students revealed a significant positive shift in students' attitudes toward learning Arabic vocabulary.

At the initial stage, some students expressed hesitation due to unfamiliarity with digital evaluation platforms. However, after receiving guidance, curiosity quickly transformed into enthusiasm. Students perceived the learning process as similar to playing a game, which reduced anxiety commonly associated with traditional tests. One student stated that QuizWhizzer made learning feel enjoyable and helped maintain focus, while another emphasized that real-time feedback facilitated faster understanding of correct and incorrect answers.

As learning progressed, students' activity levels increased noticeably. They actively responded to questions, engaged in brief discussions, and demonstrated concentration throughout the evaluation. Competitive elements such as avatars, scores, and game boards fostered motivation and healthy competition. Importantly, students also demonstrated collaborative behaviour by assisting peers experiencing technical difficulties, reflecting the emergence of social interaction and cooperation.

Emotionally, students reported feeling happy, motivated, and confident during the learning process. Immediate feedback and visible progress on the game board contributed to positive emotional engagement. These findings indicate that QuizWhizzer effectively enhances students' motivation, confidence, and participation in Arabic vocabulary learning.

3.3. Learning Outcomes of Arabic Vocabulary Evaluation Using QuizWhizzer

The evaluation results demonstrated a clear improvement in students' vocabulary mastery. Repeated exposure to vocabulary items through interactive quizzes

strengthened students' memory retention and comprehension. Students showed increased accuracy and speed in recognising vocabulary meanings across learning sessions.

The automatic feedback feature of QuizWhizzer allowed students to immediately identify and correct mistakes, promoting meaningful learning rather than rote memorisation. Observations confirmed that students who initially struggled with vocabulary gradually showed better performance in subsequent sessions.

In addition to cognitive improvement, affective outcomes were also evident. Students exhibited higher learning motivation and interest in Arabic lessons. The game-based evaluation reduced learning anxiety and transformed the evaluation into an enjoyable learning experience. This dual impact on cognitive and affective domains underscores QuizWhizzer's effectiveness as an evaluation tool.

3.4. Challenges and Solutions in Implementing QuizWhizzer

Despite its effectiveness, several challenges emerged during implementation. Technical issues, particularly unstable internet connectivity, occasionally hindered students' access to the platform. To address this, the researcher provided personal hotspot connections and extended working time to ensure all students could participate.

Another challenge involved students' initial unfamiliarity with the platform. This was resolved through direct demonstrations and continuous guidance during early sessions. Device limitations also posed difficulties, as not all students owned smartphones. The researcher addressed this by lending personal devices and encouraging device sharing among students.

Classroom management became another consideration, as high enthusiasm sometimes led to increased noise levels. Clear instructions, reinforcement of learning objectives, and positive classroom management strategies helped maintain a conducive learning atmosphere. These challenges provided valuable insights for refining instructional strategies and improving future implementation.

3.5. Discussion

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3.6. Researcher's Reflection

As both teacher and researcher, the implementation of QuizWhizzer provided valuable professional reflection. The study demonstrated that meaningful learning extends beyond test scores to include students' enthusiasm, confidence, and active involvement. Technical challenges became opportunities for pedagogical innovation, reinforcing the importance of adaptability and creativity in digital-era teaching.

The experience confirms that interactive evaluation media such as QuizWhizzer can transform Arabic vocabulary learning into an engaging, student-centered process. This research underscores the need for continuous innovation in Arabic language instruction to meet the learning characteristics of 21st-century students.

4. Conclusion

This study concludes that the implementation of QuizWhizzer as an interactive evaluation medium in Arabic vocabulary learning for Class VII.9 students at MTsN 2 Makassar has a positive impact on both the learning process and students' learning experiences. The use of QuizWhizzer creates a more enjoyable, interactive, and participatory evaluation atmosphere compared to conventional evaluation methods commonly applied in Arabic language instruction. Students demonstrated increased engagement, enthusiasm, and confidence during vocabulary evaluation activities.

The findings from observations and interviews indicate that the gamification elements embedded in QuizWhizzer—such as visual displays, digital board-game mechanics, and real-time feedback—play a significant role in enhancing students' learning motivation. Evaluation activities were no longer perceived as stressful, but rather as meaningful and engaging learning experiences. Furthermore, the researcher's direct involvement in implementing the media provided deeper contextual insights into classroom dynamics and student responses.

However, this study also identified several challenges in the implementation of QuizWhizzer, particularly related to limited access to digital devices and unstable internet connectivity. These challenges highlight that the effectiveness of digital-based evaluation media is closely linked to the availability of adequate technological infrastructure. Institutional support and careful technical planning are therefore essential to ensure optimal implementation.

Overall, this study confirms that QuizWhizzer is an effective interactive evaluation medium for Arabic vocabulary learning. The distinctiveness of this research lies in its specific focus on Arabic vocabulary instruction at the Madrasah Tsanawiyah level and its qualitative approach involving the researcher's direct participation in the teaching process. Consequently, this study contributes to the development of innovative and contextually relevant evaluation models for Arabic language learning in the digital era.

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