

# The Use of Quizizz Application–Based Learning Media to Improve Vocabulary Mastery in Arabic Language Learning

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**Abstract:** The low level of students' mastery of mufrodat (vocabulary) in Arabic language learning is one of the factors hindering the achievement of learning objectives, particularly among Grade VII students at MTsN 2 Makassar. Conventional teaching methods have resulted in students being less active and less motivated to participate in the learning process. Therefore, this study aims to examine the implementation of the Quizizz application–based learning media in teaching mufrodat in Arabic language learning and to analyze its effectiveness in improving vocabulary mastery among Grade VII students of MTsN 2 Makassar. This research employed a Classroom Action Research (CAR) approach using the Kemmis and McTaggart model, which consists of four stages: planning, action implementation, observation, and reflection. The study was conducted in two cycles with 38 Grade VII students of MTsN 2 Makassar as the research subjects. Data were collected through observation, tests (pre-test and post-test), and documentation. Data analysis was carried out using qualitative and quantitative approaches with comparative descriptive statistics. The results of the study indicate that the use of the Quizizz application–based learning media can increase students' activeness and learning outcomes in mufrodat mastery. This is evidenced by improvements in learning completeness, which increased from 5.26% in the pre-cycle stage to 52.63% in Cycle I and 86.84% in Cycle II. Thus, the Quizizz application–based learning media is proven to be effective and feasible for improving mufrodat mastery in Arabic language learning.

**Keywords:** Learning Media; Quizizz; Mufrodat; Arabic Language.

## How to Cite?

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## 1. Introduction

Education is a conscious effort to prepare learners to enlighten the life of the nation and to pass on the noble values of national culture, thereby shaping individuals of high quality. Fulfilling these demands is pursued through the educational pathway, which serves as an effective medium. Education aims to ensure that culture, as the noble values of the nation, can be inherited and embraced by the younger generation so that it remains relevant and significant in meeting the demands of life. Among the many

cultural elements that must be passed on to the younger generation, language is one of the most important, as it is an essential tool for communication (Hijriyah, 2018).

Good language learning is systematic. Systematic means being conducted through logical stages based on the level of material mastery, differences in learning styles, age differences, and motivational differences. In other words, effective Arabic language learning is learning that takes individual differences into consideration (Saepuddin, 2012).

Learning a foreign language is different from learning one's mother tongue; therefore, the fundamental principles of its instruction may also differ, whether in terms of methods, materials, or learning processes. Language is a system composed of several elements and aspects that have different objects of study yet remain interconnected. Consequently, language learning must involve various aspects or fields of study, which should always be interrelated with one another (Munir, 2017).

Language is not an innate ability, but rather an achievement resulting from serious effort, and it requires a conducive learning process as well as supportive facilities and environments. Learning a language is essentially a process of transforming and transmitting certain skills or competencies. In general, language skills are divided into four categories: listening (or auditory comprehension), speaking, reading, and writing.

Every child can master any language. However, learning one's mother tongue is relatively more successful, whereas learning a foreign language tends to be more difficult. This is due, at least, to four important factors: first, differences in learning objectives; second, differences in learners' basic abilities; third, the learning environment; and fourth, the facilities used in the learning process. (Munir, 2017)

In reality, the teaching of Arabic as a foreign language in Indonesia largely lacks language laboratories, and only a small number of institutions have dormitories that serve as language activity spaces. Consequently, it can be concluded that the majority of Arabic language instruction as a foreign language in Indonesia still faces serious challenges. (Baharuddin, 2023)

The emergence of problems in the process of teaching Arabic as a foreign language, as mentioned above, is also due to inadequate understanding of the principles of foreign language learning. Therefore, a teacher who teaches a foreign language such as Arabic needs to understand five fundamental principles of foreign language instruction: first, the principle of priority in presentation; second, the principle of correctness and feedback; third, the principle of gradation; fourth, the principle of internalization; and fifth, the principle of content correlation. (Munir, 2017)

Arabic is one of the foreign languages widely studied by the Indonesian community. Therefore, it is necessary to examine appropriate approaches to language instruction for non-Arab learners. Foreign language learning, including Arabic, can be carried out through various approaches and methods. The same applies to the teaching of vocabulary (*al-mufradāt*). (Mustofa, 2021)

Vocabulary is one of the essential elements of language that must be possessed by foreign language learners, including learners of Arabic. An adequate command of Arabic vocabulary can support a person in communicating and writing in the language. Thus, it

can be stated that speaking and writing, which are language skills, inevitably require support from rich, productive, and up-to-date knowledge and mastery of vocabulary. (Hijriyah, 2018)

In the modern era, the use of technology has continued to increase. This is indicated by the growing number of internet users across all social strata, from upper to lower levels. It is expected that the use of the internet will help people accomplish tasks, including those related to education. Consequently, a person is considered competent when they possess good knowledge and are able to utilize it to carry out activities or tasks. Mastery of vocabulary has an impact on listening, speaking, reading, and writing skills in language learning. (Hilmy, 2024)

Arabic is regarded as an international language; therefore, students are expected to learn it. According to research, Arabic offers many benefits across various fields. In the religious sphere, Arabic is considered the language of worship, and it is believed that a servant can communicate with his or her Lord through this language. (Sanwil et al., 2021)

In the current digital era, conventional teaching methods are gradually being abandoned and replaced by modern, digitally based approaches, particularly in Arabic language instruction at various levels of education. The use of instructional media primarily aims to introduce variety into the teaching and learning process, helping students avoid boredom, especially in learning Arabic (Zainal et al., 2025).

Quizizz is a learning tool that uses online quizzes. However, most people tend to use Quizizz merely as a game. In fact, as an instructional medium, Quizizz offers a range of formal learning features, including quizzes, daily assessments, surveys, and semester examinations. In addition to being available on the App Store and Play Store, Quizizz is also very appealing to use directly in a web browser (Saepuddin, 2012).

Quizizz randomizes questions, making it difficult for students to cheat by copying from their peers. As noted in previous research, Quizizz is one of the most effective e-learning-based evaluation tools for conducting quick and immediate assessments, enabling teachers to provide enrichment or remedial instruction so that students can acquire the next set of fundamental skills (Hilmy, 2024).

Arabic is one of the subjects that play an important role at the Madrasah Tsanawiyah level, as it not only serves as a means of communication but also provides a key to understanding Islamic teachings in their original sources, namely the Qur'an and Hadith. In Arabic language learning, mastery of *mufradāt* (vocabulary) is the fundamental basis that students must acquire to support overall language skills, including reading, writing, speaking, and listening (Munir, 2017).

However, the reality in the field shows that many students experience difficulties in mastering *mufradāt*. This is caused by several factors, including monotonous teaching methods, limited variation in instructional media, and students' low motivation to learn Arabic. Teacher-centered and passive learning models make students less interested and quickly bored, resulting in low learning outcomes in vocabulary mastery (Kelas & Tahfiz, 2024).

Along with the development of information and communication technology, the use of digital-based instructional media has become a potential alternative for improving learning effectiveness. One of the most popular and widely used media is the Quizizz application, an interactive, enjoyable quiz-based learning platform. Quizizz integrates elements of gamification, time-based challenges, and immediate feedback, which can motivate students to be more active and enthusiastic in learning (Hilmy, 2024).

Based on preliminary observations at MTSN 2 Makassar, it was found that the use of digital learning applications remains suboptimal, particularly in Arabic language instruction. In fact, media such as Quizizz can help teachers present mufradāt material in a more engaging, easily understood manner for students. Therefore, it is necessary to conduct a study to determine whether the use of the Quizizz application can improve mastery of mufradāt in Arabic language learning among seventh-grade students (Oktaviani, 2024).

## 2. Method

This study employs a mixed-methods approach using Classroom Action Research (CAR). (Pahleviannur et al., 2022) This approach was chosen because it can combine qualitative and quantitative data to obtain a comprehensive understanding of the learning process and the changes that occur in students after the implementation of Quizizz-based instructional media in Arabic language learning, particularly in mufradāt (vocabulary) materials.

The Classroom Action Research (CAR) model used in this study is the Kemmis and McTaggart model, which consists of four main stages: planning, action implementation, observation, and reflection. (Arif & Oktafiana, 2023) The research was conducted in three stages: the pre-cycle, Cycle I, and Cycle II. Each cycle was designed based on a lesson plan (Rencana Pelaksanaan Pembelajaran / RPP) adjusted to the basic competencies, achievement indicators, and the objectives of the actions to be achieved.

The subjects of the study were 38 seventh-grade students of MTsN 2 Makassar and one Arabic language teacher. This research was conducted at MTsN 2 Makassar, located in the Biringkanaya District of Makassar City.

Data collection techniques included observation, documentation, and tests. Observation was used to examine students' activities, participation, and responses during the learning process using the Quizizz application. (Yusuf, 2017) Documentation in the form of field notes, photographs of learning activities, and students' work served as supporting data. Meanwhile, tests in the form of pre-tests and post-tests were used to measure students' level of mufradāt mastery before and after the intervention in each cycle.

Data analysis was conducted using both qualitative and quantitative approaches. Qualitative data were analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. (Yusuf, 2017) Meanwhile, quantitative data were analyzed using comparative descriptive statistics through the calculation of mean scores and the percentage of students' learning mastery based on the Minimum Mastery Criteria (KKM). The results of this analysis were used to assess

the effectiveness of implementing the Quizizz application in improving students' mastery of mufradāt.

### 3. Research Results

#### 3.1. The Implementation of the Quizizz Application as an Instructional Media in Grade VII at MTsN 2 Makassar

The implementation of Quizizz as an application-based instructional medium was carried out by utilizing its interactive features to enhance students' mastery of Arabic vocabulary (mufradāt). The use of Quizizz was designed to create a more engaging, enjoyable, and effective learning atmosphere through visual displays, repeated practice, and interactive activities that support vocabulary retention. The learning materials were adjusted for each cycle, namely a'dā' al-jism (parts of the body) in Cycle I and al-alwān (colors) in Cycle II.

The learning process was conducted in two cycles, each consisting of two meetings. Students were introduced to the Quizizz application and guided in learning vocabulary through activities such as recognizing meanings, listening to pronunciation, and repeating vocabulary independently and in groups. The learning process showed an increase in students' activeness and enthusiasm in participating in Arabic language learning activities.

Evaluation was conducted through written tests, observation, and educational exercises within the Quizizz application. The evaluation results indicated that the use of Quizizz helped students understand and remember vocabulary more effectively. Overall, the implementation of Quizizz had a positive impact on students' mastery of mufradāt and supported the creation of more interactive, contextual, and aligned Arabic language learning aligned with the development of educational technology.

#### 3.2. The Results of Implementing the Quizizz Application as an Instructional Medium in Grade VII at MTsN 2 Makassar

The research results indicate that the implementation of Quizizz application-based instructional media improved the mastery of mufradāt among seventh-grade students at MTsN 2 Makassar, gradually and significantly. In the pre-cycle stage, students' vocabulary ability was still relatively low because learning was conducted conventionally without the support of interactive media. After Quizizz was implemented in Cycle I, there was an improvement in students' engagement and learning outcomes, although optimal classical mastery had not yet been achieved. Improvements in instructional strategies in Cycle II resulted in a greater increase, as indicated by higher average scores and a higher percentage of learning mastery exceeding the Minimum Mastery Criteria (KKM). This demonstrates that the Quizizz application is an effective instructional medium for learning Arabic vocabulary.

##### a. Pre-Cycle

At the pre-cycle stage, the learning process still employed conventional methods without the support of technology-based media. The main findings of the pre-cycle were as follows:

- 1) Learning had not yet utilized interactive media.
- 2) Students were less active and showed low motivation in learning mufrodat.
- 3) The students' average score was 46.32.
- 4) Only 2 out of 38 students (5.26%) achieved the Minimum Mastery Criteria (KKM).
- 5) The majority of students (95.74%) had not yet achieved mastery.
- 6) Most students were in the "Low" score category

Pre-cycle conclusion: Students' mastery of mufrodat was still low; therefore, more innovative learning actions were required.

#### b. Cycle I

In Cycle I, application-based learning media using Quizizz was introduced with the theme of mufrodat related to body parts (الأعضاء الجسم). The main findings of Cycle I were:

- 1) Students began to show interest and participate more actively in learning.
- 2) The use of Quizizz increased interaction and learning motivation.
- 3) The average score increased to 75.00.
- 4) 21 students (55.26%) achieved the KKM.
- 5) 17 students (44.74%) had not yet achieved mastery.
- 6) Students' learning activities were categorized as fair to good.

Cycle I conclusion: The implementation of Quizizz showed positive results; however, classical mastery had not yet reached the target, so improvements were needed in Cycle II.

#### c. Cycle II

In Cycle II, learning was improved based on the reflection from Cycle I, using the theme of mufrodat related to colors (الألوان), along with strengthened guidance and learning motivation. The main findings of Cycle II were:

- 1) Students were more enthusiastic, active, and confident.
- 2) Students' mastery of mufrodat increased significantly.
- 3) The average score increased to 84.21.
- 4) 33 students (86.84%) achieved the KKM.
- 5) Only 5 students (13.16%) had not yet achieved mastery.
- 6) Students' learning activities were categorized as good to very good.

Cycle II conclusion: The use of the Quizizz application was effective in improving students' mastery of mufrodat and learning mastery; therefore, the research did not need to continue into the next cycle.

## 4. Discussion

The research results show that the implementation of Quizizz application-based instructional media was able to significantly improve the mastery of Arabic mufradāt (vocabulary) among seventh-grade students at MTsN 2 Makassar. This improvement was observed gradually from the pre-cycle to Cycle II, both in terms of learning outcomes and students' activeness during the learning process.

In the pre-cycle stage, Arabic language learning was still conducted conventionally without utilizing technology-based media. The pre-test results indicated that students' initial ability in mastering mufradāt was relatively low, with an average score of 46.32%. Out of 38 students, only 2 students (5.26%) achieved the Minimum Mastery Criteria (KKM), while 36 students (94.74%) had not yet achieved mastery. This condition reflects students' low understanding and motivation in learning mufradāt.

In Cycle I, the implementation of Quizizz began with the material a'dā' al-jism (parts of the body). The post-test results showed a fairly significant improvement, with the average score increasing to 75.00%. The number of students who achieved mastery increased to 20 students (52.63%). However, these results had not yet met the research success indicators, so improvements were needed in the next cycle.

Improvements in instructional strategies were implemented in Cycle II by focusing on the material al-alwān (colors) and enhancing guidance in the use of the Quizizz application. The post-test results in Cycle II showed a very significant improvement, with the average score reaching 86.84%. A total of 32 students (86.84%) achieved learning mastery, while only 5 students (15.79%) had not yet met the criteria.

This improvement in learning outcomes was accompanied by increased student activeness, enthusiasm, and motivation throughout the learning process. The interactive features of the Quizizz application helped students learn mufradāt in a visual, contextual, and enjoyable way, making it easier for them to understand, remember, and apply vocabulary in simple contexts. Thus, the implementation of Quizizz media has proven to be effective in improving Arabic mufradāt mastery among seventh-grade students at MTsN 2 Makassar.

The following is comparative data from the research results:

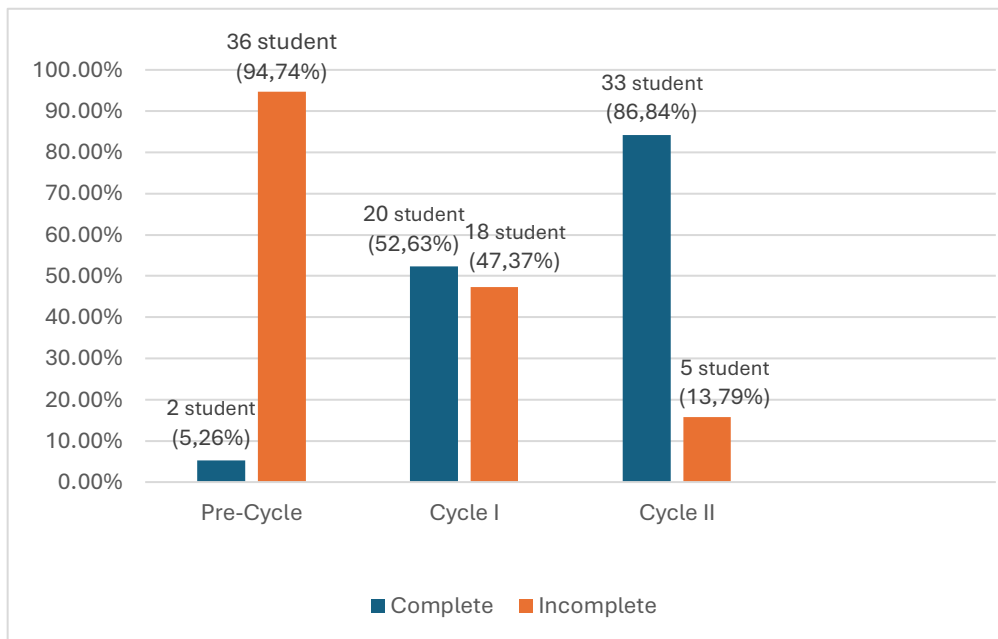
**Table 1.** Comparison of Students' Scores in the Pre-Cycle, Cycle I, and Cycle II

Name	KKM	Scores		
		Pre-Cycle	Cycle I	Cycle II
A. Arrum Abiyansyah	80	30	60	60
A.Qaireen Gaisara M	80	30	80	80
Ahmad Aditya Satya	80	60	80	90
Andi Bulang W	80	50	60	80
Andi Ardhani R.S	80	40	80	80
Andi Muh. Fakhri A	80	40	70	80
Andi Muh Najib A	80	50	80	80
Andi Naufal H.M.A	80	30	70	80
Azizul Rafie Annur	80	60	90	90
Azkya Humaira S	80	60	90	100

Besse Tenri Faiqah A	80	60	70	90
Dinara Gadiza M	80	30	50	80
Fahwil Rusma	80	40	70	80
Faiqah Dzakiyah F	80	60	80	90
Fatima Az-zahra	80	40	80	90
Hauzah Ihrab Nabil	80	40	80	90
Ibnu Zaki Muazzam	80	50	90	90
Inayah Izzatunnisa	80	50	80	90
Jumiati Putri	80	50	90	90
Jutika Aulia Ramadhani	80	30	70	90
Keisah Makaila Syahrir	80	50	70	80
Laode Muh.Naufal A	80	10	40	60
M. Daffa Asyam S	80	40	70	80
Muh. Fayruz A.H	80	50	80	90
Muh. Fachrul F	80	50	70	85
Muhammad As'ad	80	30	60	90
Muhammad Fakhry	80	40	60	70
Muhammad Fayyad	80	50	90	90
Muhammad Syalom	80	40	80	90
Nurul Qaidah Randi	80	50	60	80
Raesya Putri A	80	70	90	100
Rezky Khaerunnisa	80	80	100	100
ST. Aqilah Ghoniyyah I	80	60	90	90
Tiara Ronatul I	80	80	90	100
Widhy Ashantya	80	40	70	70
Yasmin	80	60	70	90
Ahmad Aqeel Akbar	80	30	60	60
Axelle Muh. Surya	80	30	80	80
Total		1.760	2.850	3.210
Average		46,32	75,00	84,27
Percentage of Mastery		5,26%	52,63%	86,84%

Source: Primary data, 2025

For clearer information, the percentage of improvement in vocabulary mastery from the pre-test, Cycle I, and Cycle II can be seen in the following graph:



**Graph 1.** Percentage Results of the Comparison between the Pre-Cycle, Cycle I, and Cycle.

## 5. Conclusion

The implementation of application-based learning media using Quizizz in Arabic language instruction, particularly for mufrodāt (vocabulary) material in Grade VII at MTsN 2 Makassar, was carried out through the stages of planning, implementation, observation, and reflection, using interactive features such as visual displays, audio, and repetitive practice exercises. The use of this media enables students to learn both independently and collaboratively, making the learning process more active, interactive, and enjoyable.

The research results indicate that the Quizizz application is effective in improving students' mastery of mufrodāt. Learning outcomes showed a consistent increase from the pre-cycle stage, rising from 5.26% to 52.63% in Cycle I and to 86.84% in Cycle II. In addition to improving mastery, the use of Quizizz also positively impacted students' learning activities, as reflected in increased enthusiasm, active participation, and improved mastery and pronunciation of Arabic vocabulary. Therefore, the Quizizz application can be used as an effective alternative learning medium in teaching Arabic mufrodāt.

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