

Utilization of Quizizz Digital Media in Arabic Language Learning at SD Muhammadiyah Ambarketawang 3

Nur Azizah Samsudin, Ari Purnawan

Universitas Negeri Yogyakarta, Indonesia

Email: nurazizah.2023@student.uny.ac.id, ari_purnawan@uny.ac.id

ABSTRACT

Advances in digital technology have transformed Arabic language learning methods. This study aims to analyze the use of digital media, particularly the Quizizz application, in Arabic language learning at SD Muhammadiyah Ambarketawang 3. It employs a descriptive qualitative approach, utilizing non-participatory observation and structured interviews with two Arabic language teachers who have 5–8 years of teaching experience in grades 4–6. Data were analyzed using thematic analysis following Miles and Huberman's framework, including data reduction, data display, and conclusion drawing/verification, with methodological triangulation to ensure validity. The results indicate that using Quizizz, YouTube, and PowerPoint in Arabic language learning boosts student motivation, listening and writing skills, and enables a more flexible evaluation process. Students showed higher engagement levels, with teachers reporting improved istima' (listening) and kitabah (writing) competencies. Quizizz's interactive features, including real-time feedback and gamification elements, emerged as key factors in sustaining student interest. Despite challenges such as technical constraints related to internet connectivity, limited device availability, and teachers' adaptation to new pedagogical approaches, digital media proved effective in enhancing learning quality. This study recommends ongoing teacher training to optimize learning technology use and institutional investment in digital infrastructure to support sustainable technology-enhanced Arabic language instruction.

KEYWORDS

digital media, Arabic language learning, Quizizz, elementary school



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INTRODUCTION

Arabic language learning in Indonesia has been introduced and taught from kindergarten to university (Akmaliyah et al., 2021; Marni & Rahmi, 2025; Sabbilla & Miftachudin, 2022). As a key component of Islamic education and an important international language, Arabic holds significant value in Indonesia's educational landscape (Mustofa, 2020). Globally, language education has undergone substantial transformation driven by technological advancements. UNESCO's 2023 report on digital learning emphasizes that technology-enhanced language instruction can improve learning outcomes by up to 35% compared to traditional methods, particularly in developing speaking and listening competencies (UNESCO, 2023). Similarly, the Indonesian Ministry of Education and Culture's digital transformation roadmap (2020–2024) prioritizes the integration of information and communication technology across all educational levels, with language learning identified as a critical area for innovation (Kemendikbud, 2020).

Arabic language learning in schools combines several language skills, especially istima' (listening), kalam (speaking), qira'ah (reading), and kitabah (writing) (Al-Qudah, 2020). To practice these four skills, students must build a large vocabulary (Riaz & Shah, 2021). However, improving Arabic language skills is essential (Abdullah & Sulaiman, 2022). In Indonesia, Arabic is the second most widely studied foreign language (Kurniawan & Budianto, 2021). Therefore, it is important for educators and learners of Arabic to utilize technology (Al-

Ma'arri & Ahmed, 2021). Arabic language proficiency alone does not guarantee expertise in teaching Arabic (Nasser & Ramadan, 2020). The most important skills required by teachers are proficiency in Arabic, understanding of Arabic language and culture, and skills in teaching Arabic (Sulaiman, 2022).

Several elements are needed to achieve Arabic language competence, namely mastery of these core skills: *istima'* (listening), *kalam* (speaking), *qira'ah* (reading), and *kitabah* (writing) (Uliyah & Isnawati, 2019). The selection of relevant learning methods and media has become a challenge amid rapid technological developments. Despite the widespread recognition of digital technology's potential, its implementation in Indonesian elementary schools faces significant barriers. A 2022 survey by the Indonesian Teachers Association revealed that only 43% of Arabic language teachers regularly integrate digital tools into their instruction, citing inadequate training (67%), limited infrastructure (58%), and insufficient technical support (52%) as primary obstacles (IGI, 2022). These challenges are particularly acute in primary education, where foundational language skills are established and pedagogical approaches must balance traditional methods with innovative practices.

In recent years, digital technology has brought new opportunities in language teaching, including the use of applications such as Quizizz, YouTube, and PowerPoint to deliver material interactively (Desrani & Zamani, 2021). Quizizz, a game-based learning platform launched in 2015, has gained popularity in language education due to its interactive assessment features, real-time feedback mechanisms, and gamification elements that promote student engagement (Zhao, 2019). The platform allows teachers to create customized quizzes with multimedia content, track individual student progress, and generate instant performance reports—features particularly valuable for language skill assessment (Mei et al., 2018).

Global demands require the world of education to continue adapting to technological developments to improve education quality, most notably through the integration of information and communication technology in learning processes (Hasan, 2019). Digital media facilitates active learning and provides stimuli that increase participation (Fauzan & Elwin, 2020). Furthermore, Hasan and Baroroh (2019) state that audiovisual-based learning media can increase student motivation and understanding of the material. However, the implementation of digital media also faces challenges, including infrastructure limitations and teachers' readiness in designing technology-based learning (Aisyah & Al Rasyid, 2023). Therefore, the issue needs to be studied based on field data.

Existing research on digital media in language learning provides important context for this study. Wahyuni and Pratiwi (2020) investigated the use of Kahoot! in English vocabulary instruction at the elementary level, finding significant improvements in retention rates ($p < 0.05$) but noting that effectiveness varied based on student digital literacy levels. Their study, however, did not examine Arabic language contexts or explore teacher perspectives in depth. Similarly, Sari et al. (2021) examined the integration of digital tools in Arabic instruction at Islamic junior high schools, reporting positive student attitudes toward technology-enhanced learning but limited analysis of specific platform features or implementation challenges.

Regarding Quizizz specifically, Purba (2021) studied its application in Islamic education at the secondary level, documenting increased student engagement and formative assessment efficiency. However, this research focused on religious content rather than language skills development and was conducted with older students whose learning needs

differ substantially from elementary learners. Internationally, Basuki and Hidayati (2019) compared multiple game-based learning platforms (including Quizizz, Kahoot!, and Socrative) for English language teaching in Indonesian contexts, concluding that Quizizz's self-paced mode and detailed performance analytics made it particularly suitable for mixed-ability classrooms. Yet their study did not address Arabic language learning or examine implementation from the teacher's perspective.

These studies reveal important gaps: (1) limited research on Quizizz application specifically in elementary-level Arabic language instruction, (2) insufficient attention to teacher experiences and pedagogical decision-making in implementing digital tools, (3) lack of examination of how multiple digital media (Quizizz, YouTube, PowerPoint) are integrated within a cohesive instructional approach, and (4) minimal focus on Muhammadiyah school contexts, which have unique curricular structures combining general education with Islamic studies (*ismuba* curriculum). This study addresses these gaps by providing detailed analysis of digital media integration in primary Arabic education from the teacher's perspective.

The problems in this study are: (1) How is digital media, especially Quizizz, used in Arabic language learning at SD Muhammadiyah Ambarketawang 3? (2) What are the advantages and challenges faced by teachers in using digital media? This study will describe the use of digital media in Arabic language learning and identify the advantages and challenges of using digital media from the teachers' perspective. What distinguishes this research is its focused examination of primary-level Arabic instruction in a Muhammadiyah school setting, where Arabic serves both linguistic and religious purposes. Unlike previous studies that examine digital tools in isolation, this research explores how teachers strategically combine multiple digital platforms (Quizizz for assessment, YouTube for listening exposure, PowerPoint for content delivery) to address diverse language learning objectives. Furthermore, by centering teacher voices and pedagogical reasoning, this study provides insights into the practical realities of technology integration that are often absent in effectiveness-focused research.

This study aims to: (1) document and analyze the specific ways Arabic language teachers at SD Muhammadiyah Ambarketawang 3 integrate Quizizz and other digital media into their instructional practice, (2) identify the perceived advantages of digital media use for developing students' Arabic language competencies, particularly listening and writing skills, (3) examine the challenges teachers encounter in implementing technology-enhanced instruction, and (4) extract practical recommendations for effective digital media integration in elementary Arabic language education.

The practical implications of this research extend to multiple stakeholders. For teachers, the study provides concrete examples of digital media integration strategies and insights into managing common implementation challenges. For school administrators, findings can inform decisions about professional development priorities, infrastructure investment, and curricular support for technology-enhanced instruction. For teacher education programs, the study highlights competencies needed for effective digital pedagogy in language teaching. Finally, for policymakers in Islamic education, the research demonstrates both the potential and limitations of digital learning initiatives in resource-constrained school environments, offering evidence to guide future educational technology policies and funding allocations.

METHOD

This study employed a descriptive qualitative method to produce descriptive data in the form of written or oral narratives from individuals and observed behavior (Creswell & Poth, 2018). Unlike experimental or quasi-experimental designs that measure causal relationships between variables, this study provided thick descriptions of digital media use in its natural educational setting, capturing nuances of teacher decision-making, student responses, and contextual factors (Merriam & Tisdell, 2016).

The subjects were two Arabic teachers at SD Muhammadiyah Ambarketawang 3 Gamping who taught fourth- to sixth-grade students. The school was selected through purposive sampling based on three criteria: (1) active implementation of digital media in Arabic language instruction, (2) willingness of school leadership to support research activities, and (3) accessibility for sustained observation. Both teachers—Teacher A (female, 8 years of teaching experience, certified Arabic education graduate, teaching grades 4 and 5) and Teacher B (male, 5 years of teaching experience, Arabic literature graduate, teaching grade 6)—had received basic training in digital media use through school-sponsored workshops in 2023. Participants were selected for their active use of Quizizz and other digital platforms in Arabic instruction for at least one academic semester. Written informed consent was obtained from both teachers, and pseudonyms protected participant confidentiality. Parents also provided consent for classroom observations, with no individual student data collected or reported. The object of the study was the application of digital learning media, specifically Quizizz, in the learning process. The study was conducted from March to June 2024.

Data collection involved non-participatory observations and structured interviews. Observations occurred during teaching and learning activities, while interviews used a validated set of questions aligned with the research focus and objectives.

Data collection unfolded over four months in three phases. The initial phase in March 2024 included classroom observations to understand the school context and refine the observation guide. The intensive second phase in April–May involved twelve structured observations across Arabic lessons, with detailed field notes and photographs of instructional materials. The final phase in May–June consisted of in-depth, audio-recorded interviews with each teacher to elaborate on and reflect upon their practices.

Data analysis followed the stages outlined by Miles and Huberman (2020). Data reduction involved coding observation notes and interview transcripts to identify recurring themes and patterns related to digital media use. The data presentation phase organized these codes into thematic matrices supported by direct participant quotations. Conclusions were drawn and verified through iterative checking against raw data, consideration of alternative explanations, and discussions with the research supervisor.

Triangulation tested data validity through methodological comparison of classroom observations (capturing actual practices and student responses) and teacher interviews (revealing pedagogical intentions and perceptions). Convergence between sources strengthened findings, while discrepancies prompted deeper analysis of differences between stated beliefs and observed practices. This process enhanced the credibility and trustworthiness of the conclusions.

RESULT AND DISCUSSION

Implementation Patterns of Digital Media in Arabic Instruction

Education has undergone changes over time, with the aim of improving the quality of education at every level. All aspects have been renewed in accordance with educational needs adapted to the times. Today, such educational renewal is better known as technology-based education in the era of reform, which has become integrated into the learning process. The use of technology has opened the door to a more interactive and collaborative approach to learning Arabic.

Learning can be defined as a learning process developed by teachers to foster creative thinking that can improve students' thinking skills and enhance their mastery of the subject matter. In learning, teachers must understand the essence of the learning material they teach as a lesson that can develop students' thinking skills and understand various learning models that can stimulate students' ability to learn with careful teaching planning by teachers (Darmawati et al. 2019).

SD Muhammadiyah Ambarketawang 3 is one of the schools that uses digital learning media in Arabic language learning. Observations revealed systematic integration of three primary digital platforms—Quizizz, YouTube, and PowerPoint—each serving distinct pedagogical functions within the Arabic language curriculum. The way to integrate digital learning media into the curriculum is by adjusting the material in the ismuba curriculum (Al-Islam, *Kemuhammadiyaan* and Arabic) in Muhammadiyah educational institutions. Teachers follow a structured weekly pattern: PowerPoint presentations are used primarily at the beginning of new topics to introduce vocabulary and grammar concepts with visual support; YouTube videos are incorporated mid-week for listening comprehension practice and cultural exposure; and Quizizz assessments are administered at the end of instructional units to evaluate learning outcomes and provide formative feedback.

One form of implementation of this digital media integration is the use of the Quizizz application in the learning process. During observed Quizizz sessions, teachers followed a consistent implementation protocol: (1) Pre-quiz preparation where learning objectives and quiz format were explained to students (5 minutes), (2) Technical setup ensuring all students successfully logged into the Quizizz session on shared classroom devices—typically 15 tablets rotated among 30 students, requiring pair work (3-5 minutes), (3) Quiz completion with students progressing through 10-15 questions at their own pace while the teacher monitored progress via the teacher dashboard and provided assistance as needed (15-20 minutes), (4) Review session where the teacher projected quiz results, discussed commonly missed questions, and facilitated peer explanation of correct answers (10-12 minutes). This structured approach was observed consistently across both teachers, though Teacher A tended to allocate more time for post-quiz discussion than Teacher B.

Arabic teachers at SD Muhammadiyah Ambarketawang 3 stated that the use of Quizizz made students more enthusiastic. Teacher A elaborated: "When I announce we'll use Quizizz today, students immediately become more alert and excited. They ask, 'Can we work in pairs?' or 'Will there be a leaderboard?' This enthusiasm continues throughout the activity—they focus intently on answering questions, different from when I give paper-based exercises where some students look distracted or copy from their neighbors." The use of Quizizz is very effective, especially in improving listening and writing skills. One teacher said, "Alhamdulillah, it is very

effective for students' Arabic language skills. One of them is listening skills and writing skills. For the fifth-grade students, the areas needing improvement are speaking skills and reading skills (Interview, April 2024). Teacher B provided specific evidence: "I can track improvement in kitabah through the Quizizz reports. For example, in the unit on family vocabulary, the first quiz average was 65%, but after three weeks using Quizizz regularly with similar question formats, the final quiz average reached 82%. Students are becoming more accurate in Arabic spelling because they receive immediate feedback on their written responses."

Digital media is used alternately, one day with digital media and the next day without digital media, to evaluate its effectiveness. This alternating pattern, according to Teacher A, serves two purposes: "First, we can directly compare student responses and learning outcomes between digital and non-digital sessions for the same content. Second, it prevents over-reliance on technology—students still need to develop skills with traditional methods like writing in notebooks and reading from textbooks. We found that using digital media every class session actually reduces its novelty effect and students start taking it for granted."

Regarding frequency and duration, analysis of classroom observation data shows that digital media was integrated in approximately 55% of observed Arabic language sessions. Quizizz was used an average of twice per week (typically for 15-20 minute segments), YouTube was incorporated weekly (10-15 minute videos), and PowerPoint appeared in most new topic introduction lessons. Teacher B noted: "I try to use Quizizz at least once per week for each grade I teach. But it depends on the content—some topics work better with Quizizz than others. For conjugation practice or vocabulary review, it's excellent. For reading comprehension of longer texts, I prefer other methods".

Perceived Benefits and Impact on Language Skills

The use of Quizizz creates a fun competitive atmosphere. Teachers mention that students rate learning with digital media as "exciting, interesting, active, not boring, and easier to understand the material." This shows that digital media increases motivation and engagement in learning. However, the challenge is how to create interesting media and deal with students who cannot yet read the Hijaiyah alphabet. Theoretically, the effectiveness of Quizizz is in line with behaviorist theory, which emphasizes reinforcement through stimulus-response. Quizizz features that provide questions with instant scores, leaderboards, and direct feedback create conditions for positive reinforcement (Hasan & Baroroh, 2019). Furthermore, from a constructivist perspective, students actively construct meaning through direct engagement and interaction with content facilitated by Quizizz's interactive features and post-quiz discussions (Desrani & Zamani, 2021).

Findings in the field show that interactive-based digital learning approaches are very much in line with the principles of 21st-century education, namely collaborative, technologybased, and learner-centered (Trilling & Fadel, 2019). Through this, Quizizz not only serves as an evaluation tool, but also as a learning medium that stimulates students' critical thinking and problem-solving skills.

Furthermore, the use of media such as YouTube and animated PowerPoint presentations also reinforces previous research findings that diversity in sensory channels in presenting material can improve student information retention (Mayer, 2020). The integration of sound, images, and text through digital platforms helps students make connections more quickly,

especially when learning vocabulary and sentence structure in Arabic. Arabic teachers at SD Ambarketawang 3 actively ensure the quality of learning content by regularly updating the material. Faced with limited access to learning media, teachers also develop media independently, such as creating puppets as visual aids in delivering material about family.

The findings of this study have strategic implications for the importance of school investment in building a stable and integrated digital learning ecosystem. Teacher training needs to focus not only on the technical use of media, but also on learning theory-based instructional design. In addition, technology development and educational stakeholders (Yuliana, 2022).

CONCLUSION

This study found that Quizizz digital media effectively enhanced Arabic language skills—particularly *maharah istima'* (listening) and *maharah kitabah* (writing)—at SD Muhammadiyah Ambarketawang 3, aligning with behaviorist and constructivist principles through real-time formative evaluation and creating an enjoyable, competitive learning atmosphere, as reported by teachers. While technical constraints posed ongoing challenges, the school's implementation demonstrated clear benefits across listening, reading, speaking, and writing competencies. Schools should provide regular teacher training and infrastructure support to sustain these gains. For future research, comparative studies across diverse Muhammadiyah schools could examine long-term student outcomes and the impact of advanced Quizizz features, such as AI-driven personalization, on Arabic proficiency.

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