

The Effectiveness of Quizizz in Improving Learning Outcomes in Nahwu (Arabic Grammar)

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ABSTRACT

This study aims to examine the effectiveness of using Quizizz as a learning medium in improving students' learning outcomes in nahwu (Arabic grammar) within balaghah instruction. The study employed a quantitative approach using a quasi-experimental method with a pretest-posttest control group design. The subjects of this study were students at Institut Agama Islam Negeri Kerinci, who were divided into an experimental group and a control group. Data were collected through learning outcome tests in the form of pretest and posttest, while data analysis was conducted using an independent sample t-test to determine the differences in learning outcomes between the two groups. The results of the study indicate that there is a significant improvement in the learning outcomes of students who were taught using Quizizz compared to those who were taught using conventional methods. In addition, the use of Quizizz also enhances students' motivation, engagement, and active participation in the learning process. Therefore, it can be concluded that Quizizz is an effective alternative learning medium for improving students' learning outcomes in nahwu within balaghah instruction.

Keywords: Quizizz, Nahwu, Improving Learning Outcomes

ABSTRAK

Penelitian ini bertujuan untuk menguji efektivitas penggunaan media Quizizz dalam meningkatkan hasil belajar ilmu nahwu dalam pembelajaran balaghah. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen semu (*quasi-experimental design*) dan desain pretest-posttest control group. Subjek penelitian adalah mahasiswa di Institut Agama Islam Negeri Kerinci yang dibagi menjadi kelompok eksperimen dan kelompok kontrol. Teknik pengumpulan data dilakukan melalui tes hasil belajar berupa pretest dan posttest, sedangkan analisis data menggunakan uji t untuk mengetahui perbedaan hasil belajar antara kedua kelompok. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan pada hasil belajar mahasiswa yang menggunakan media Quizizz dibandingkan dengan metode konvensional. Selain itu, penggunaan Quizizz juga meningkatkan motivasi, keterlibatan, dan keaktifan mahasiswa dalam pembelajaran. Dengan demikian, dapat disimpulkan bahwa media Quizizz efektif digunakan sebagai alternatif media pembelajaran dalam meningkatkan hasil belajar ilmu nahwu pada pembelajaran balaghah.

Kata Kunci: Quizizz, Nahwu, Hasil Belajar

INTRODUCTION

Arabic language learning plays a crucial role in Islamic education, particularly in understanding the primary sources of Islamic teachings such as the Qur'an and Hadith (Ferki Ahmad Marlion & Ahmad Dardiri, 2019). One of the fundamental branches of knowledge in mastering the Arabic language is nahwu (Arabic grammar) (Al-ansori, 2023).

Nahwu studies sentence structure and the inflection of word endings, making it essential for accurately comprehending Arabic texts (الركابي, 1996). A strong mastery of nahwu enables students to interpret texts precisely and deeply. However, in practice, the learning of nahwu is often perceived as difficult by students (أوريل بخر الدين, 2010). This difficulty arises from the large number of grammatical rules that must be understood as well as the abstract nature of the subject. As a result, students' interest in learning nahwu tends to be low, which ultimately affects their learning outcomes negatively (Zuhriyah, 2020).

The challenges in learning nahwu are not only related to the complexity of the material but also to the teaching methods employed (Kamaluddin et al., 2022). Conventional teaching approaches, such as lectures and rote memorization, often lead to passive learning environments (Mulyasa, 2007). This condition limits students' active participation and reduces their depth of understanding. In addition, the lack of variation in instructional media further contributes to the low level of learning outcomes (Rathomi, 2019). Therefore, innovation in both teaching methods and learning media is necessary to enhance student engagement. Such innovations are expected to create a more engaging and enjoyable learning environment. Consequently, the effectiveness of nahwu instruction can be improved (Faizin, 2019).

With the rapid development of information and communication technology, the field of education has undergone significant transformation, particularly in the use of learning media (Marlion et al., 2025). Digital-based learning media have emerged as effective alternatives to improve the quality of instruction. These media provide more interactive, engaging, and less monotonous learning experiences (Nofrizal et al., 2022). Furthermore, digital media enhance student participation in the learning process, making education more relevant to contemporary developments (Tri Yulia Wijayanti & Ferki Ahmad Marlion, 2019). Therefore, the integration of technology in teaching has become an unavoidable necessity. In this context, nahwu learning also needs to incorporate technology-based media (Rosyid, 2008).

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One of the widely used digital learning media today is Quizizz. Quizizz is a game-based learning platform that enables students to learn through interactive quizzes (Misie Adityarini, 2025). It is designed to increase student engagement through game elements such as scores, rankings, and time limits. The incorporation of game elements makes the learning process more enjoyable and less monotonous. Additionally, its attractive interface enhances students' interest in participating in learning activities. This makes Quizizz a promising medium for teaching nahwu. Therefore, its use requires further investigation (Faridatul 'Azza, 2024).

The use of Quizizz in learning has significant potential to improve students' motivation. The competitive elements encourage students to become more active and enthusiastic in answering questions (Hanif et al., 2022). This, in turn, motivates them to engage more seriously with the learning material. Moreover, Quizizz provides immediate feedback, allowing students to recognize whether their answers are correct or incorrect (Kamaluddin et al., 2024). This feature enables them to correct their mistakes promptly. Such feedback is highly beneficial for effective learning. Thus, Quizizz functions not only as an assessment tool but also as a learning medium. This indicates its important role in the instructional process (Ediyani & Munip, 2017).

In the context of nahwu learning, Quizizz can serve as a solution to address students' difficulties. Complex grammatical concepts can be presented in the form of interactive and engaging exercises (Kamaluddin, Ferki Ahmad Marlion, et al., 2023). As a result, students do not merely memorize rules but also understand concepts through repeated practice. This process helps reinforce their comprehension of the material. Additionally, repeated practice enhances students' memory retention. This is particularly important in nahwu learning, which requires deep understanding. Therefore, the use of Quizizz can improve the overall quality of nahwu instruction. For this reason, it is worth further investigation (Mamonto, 2022).

Previous studies have shown that digital learning media can improve students' learning outcomes. This indicates that innovation in teaching methods plays a significant role in enhancing educational quality (Fitri Sukmarini, Mauludiyah Lailatul , Roziqi & Nurdianto, 2021). However, studies specifically examining the effectiveness of Quizizz in nahwu learning remain limited. Therefore, further research is needed to determine the extent to which this medium influences student learning outcomes. This study is expected to contribute to the development of instructional methods. Additionally, its findings may serve as a reference for

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educators. Thus, this research holds significant value in the field of education.

A major issue in nahwu learning is students' low understanding of fundamental concepts. This is largely due to teaching methods that do not actively involve students in the learning process. Monotonous teaching approaches can lead to boredom among students. Therefore, there is a need for learning media that can capture students' attention. Quizizz, as an interactive learning medium, offers a potential solution to this problem. With its engaging features and interactive design, it creates a more enjoyable learning environment. This, in turn, can increase students' interest in learning. Consequently, the learning process becomes more effective.

Furthermore, the use of Quizizz also assists teachers in evaluating the learning process. Teachers can easily assess students' understanding through automatically generated quiz results. This facilitates the analysis of student performance and helps in planning subsequent instructional steps. As a result, the evaluation process becomes more efficient and effective. In this study, a quantitative approach is employed to measure the effectiveness of Quizizz. This approach allows for the collection of objective and measurable data. Therefore, the findings can be scientifically justified.

This study is also expected to contribute to the development of Arabic language teaching methods, particularly in the field of nahwu. The findings may serve as a reference for educators in selecting effective learning media. Moreover, this research aligns with the demands of 21st-century education, which emphasizes the integration of technology in learning. Digital media such as Quizizz are highly relevant to students who are familiar with technology. Therefore, its utilization is expected to enhance students' interest in learning.

As students' interest in learning increases, their learning outcomes are also expected to improve. This indicates that the appropriate use of learning media can positively impact both the learning process and outcomes. However, the effectiveness of Quizizz in nahwu learning must be empirically tested through systematic research. Therefore, this study aims to examine its effectiveness. The main focus is to determine whether the use of Quizizz can improve students' learning outcomes in nahwu. Thus, the study has clear and well-defined objectives. Ultimately, this research is expected to contribute to improving the overall quality of Arabic language learning.

RESEARCH METHODOLOGY

This study employed a quantitative approach using a quasi-experimental design to examine the effectiveness of a digital learning medium in improving students' learning outcomes in nahwu (Arabic grammar). A quantitative approach was selected as it enables the researcher to obtain objective, measurable, and statistically analyzable data (Mahsun, 2005). This approach is particularly suitable for testing hypotheses and determining causal relationships between variables. The quasi-experimental design was chosen due to practical constraints that prevented full control over external variables affecting the instructional process. Therefore, this design is considered appropriate for educational research settings where randomization is limited. Additionally, this approach allows for a systematic comparison between treated and untreated groups. As a result, the findings can be scientifically validated and generalized within similar contexts. The use of quantitative methods is also widely recognized in educational research, particularly in evaluating instructional effectiveness. Thus, its application in this study is methodologically justified.

The research adopted a pretest–posttest control group design, which is commonly used in experimental studies to measure learning gains (Hanafi, 2003). This design involved two groups: an experimental group and a control group. The experimental group received instruction using Quizizz, while the control group was taught using conventional instructional methods. Prior to the intervention, both groups were administered a pretest to assess their baseline knowledge of nahwu. Following the instructional treatment, a posttest was conducted to evaluate any improvement in learning outcomes. The comparison between pretest and posttest scores enabled the researcher to determine the effectiveness of the intervention. This design enhances internal validity by controlling initial differences between groups. Furthermore, it allows for a more accurate measurement of learning progress. Consequently, this design is widely regarded as robust in educational experimentation.

The study was conducted at Institut Agama Islam Negeri Kerinci. The selection of this site was based on several considerations, including the relevance of its academic programs to Arabic language instruction, particularly in the area of nahwu. Additionally, the availability of suitable participants and supportive academic facilities contributed to the selection of this institution. The study was carried out within a natural classroom setting to ensure ecological validity. This approach allows the findings to reflect authentic teaching and learning

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conditions. Moreover, the accessibility of the research site facilitated the data collection process. The institutional context also provided a representative environment for studying Arabic language instruction at the tertiary level. Therefore, the research setting was deemed appropriate for achieving the study objectives.

The population of this study consisted of all students enrolled in nahwu-related courses at the institution. This population was selected due to its direct relevance to the research focus. Furthermore, the participants shared relatively homogeneous academic backgrounds, which helped minimize variability that could influence the results. This homogeneity is important in maintaining the internal validity of the study. The population also represents typical learners in higher education settings studying Arabic grammar. Thus, the findings are expected to provide meaningful insights into nahwu instruction. The selection of the population was carried out systematically to align with the research objectives. This contributes to enhancing the external validity of the study. Therefore, the population selection was methodologically sound.

The sample was selected using purposive sampling, a non-probability sampling technique based on specific criteria. These criteria included similarity in academic ability, class size, and instructional schedule. Two classes with comparable characteristics were chosen as research samples (Aini, 2010). One class was assigned as the experimental group, while the other served as the control group. This selection aimed to ensure comparability between groups for valid analysis. Purposive sampling is widely used in educational research where random assignment is not feasible. It allows researchers to focus on participants who are most relevant to the study. As such, the sampling technique used in this study is considered appropriate. This approach ensures that the findings are both relevant and reliable.

The research instrument used in this study was a multiple-choice test designed to measure students' learning outcomes in nahwu. The test items were developed based on established learning indicators aligned with the curriculum. The instrument aimed to assess various levels of understanding, including recognition, application, and analysis of grammatical rules. Prior to its use, the instrument underwent validity and reliability testing. Validity testing ensured that the instrument accurately measured the intended constructs. Reliability testing, on the other hand, assessed the consistency of the measurement results. These procedures are essential for ensuring data accuracy and credibility. A well-constructed

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instrument contributes to the overall quality of the research. Therefore, instrument validation was a critical step in this study.

Data collection was carried out through the administration of pretest and posttest assessments. The pretest was conducted before the intervention to determine students' initial competence in nahwu. The posttest was administered after the instructional treatment to measure learning improvement. In addition, classroom observations were conducted to assess student engagement during the learning process. The data obtained from these instruments were systematically recorded and organized for analysis. This structured approach ensured the reliability and validity of the collected data. Furthermore, the use of multiple data collection techniques strengthened the study's methodological rigor. As a result, the findings are considered robust and credible.

Data analysis in this study employed inferential statistical techniques. Specifically, an independent sample t-test was used to determine whether there was a significant difference in learning outcomes between the experimental and control groups (Ferki Ahmad Marlion, 2017). Prior to conducting the t-test, prerequisite tests were performed, including tests of normality and homogeneity. The normality test was used to determine whether the data followed a normal distribution, while the homogeneity test assessed the equality of variances between groups. Meeting these assumptions is essential for the validity of parametric statistical tests. Once the assumptions were satisfied, the t-test was conducted to test the research hypothesis. This systematic analytical procedure ensures the accuracy and reliability of the results. Therefore, statistical analysis plays a crucial role in validating the findings of this study.

RESULT AND DISCUSSION

RESULT

The results of this study are presented based on the data obtained from the administration of pretests and posttests in both the experimental and control groups. The experimental group consisted of students who participated in learning activities using Quizizz, while the control group was taught using conventional instructional methods. The collected data were systematically analyzed to identify differences in students' learning outcomes in nahwu (Arabic grammar). Appropriate statistical techniques were employed to ensure the

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accuracy and validity of the findings. This analytical process provides a reliable basis for drawing research conclusions. Therefore, the results presented reflect the actual learning conditions experienced by the participants.

Based on the pretest results, it was found that the initial abilities of students in both groups were relatively comparable. The mean scores of the experimental and control groups did not show any statistically significant difference. This indicates that both groups had a similar level of prior knowledge in nahwu before the treatment was implemented. Establishing equivalence in initial ability is crucial in experimental research, as it ensures that any differences observed in the posttest can be attributed to the intervention. This condition strengthens the internal validity of the study. Furthermore, it minimizes potential bias at the baseline stage. Consequently, the comparison of learning outcomes becomes more objective and reliable.

Following the implementation of the instructional treatment, the posttest results revealed an improvement in learning outcomes in both groups. However, the increase observed in the experimental group was significantly higher than that of the control group. This finding suggests that the use of Quizizz had a greater impact on enhancing students' understanding of nahwu. The improvement reflects the effectiveness of the learning medium applied in the experimental group. Moreover, it indicates that instructional strategies play a critical role in influencing learning outcomes. Therefore, selecting appropriate learning media is essential in achieving optimal educational results. This difference serves as a clear indicator of the success of the intervention. Hence, the findings hold substantial significance.

Descriptively, the mean posttest score of the experimental group showed a considerable increase compared to its pretest score. This improvement indicates a positive shift in students' comprehension of nahwu concepts. In contrast, although the control group also demonstrated progress, the increase was less substantial. This suggests that while conventional methods may still contribute to learning improvement, their effectiveness is relatively limited. The disparity in improvement between the two groups highlights the differential impact of the instructional approaches. Consequently, Quizizz can be considered a more effective learning medium. These findings further support the results of the statistical analysis. Therefore, the use of interactive digital media is highly recommended in nahwu instruction.

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The results of the normality test indicated that the data from both groups were normally distributed. This confirms that one of the key assumptions for parametric statistical analysis was met. In addition, the homogeneity test showed that the variances of the two groups were equal. With both assumptions satisfied, the data were deemed suitable for further analysis using parametric tests. These prerequisite tests are essential to ensure the validity of subsequent statistical procedures. By meeting these conditions, the reliability of the analysis is strengthened. This systematic approach demonstrates that the research was conducted rigorously. Therefore, the findings can be considered statistically valid and dependable.

The results of the independent sample t-test revealed a statistically significant difference between the learning outcomes of the experimental and control groups. The obtained significance value was lower than the predetermined significance level ($\alpha = 0.05$), indicating that the alternative hypothesis was accepted. This finding confirms that the use of Quizizz has a significant effect on students' learning outcomes in nahwu. The observed difference reflects the substantial impact of the instructional treatment. Furthermore, it highlights the effectiveness of technology-based learning compared to conventional methods. These results demonstrate strong statistical evidence supporting the research hypothesis. Therefore, the findings can serve as a foundation for improving instructional practices in Arabic grammar learning.

DISCUSSION

The Development of Nahwu Learning Materials Using Quizizz

The findings of this study indicate that the use of Quizizz as a learning medium has a significant effect on improving students' learning outcomes in nahwu (Arabic grammar). This suggests that the integration of technology in education is not merely supplementary but has become an essential component in enhancing both the learning process and outcomes. Quizizz provides an interactive, dynamic, and responsive learning environment that meets students' needs.

This condition creates a non-monotonous learning atmosphere, enabling students to better understand abstract materials such as grammatical rules in nahwu. Furthermore, students' active participation in answering questions directly strengthens their conceptual understanding of Arabic sentence structures. Thus, the use of technology-based media has

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proven to contribute significantly to the improvement of nahwu learning quality (Gustinata & Marlion, 2021). These findings are in line with modern educational paradigms that emphasize the importance of technology integration in the learning process (Wijayanti et al., 2022). Therefore, the implementation of digital media such as Quizizz needs to be continuously developed in Arabic language learning. This also indicates that instructional innovation is an essential necessity. Hence, this study reinforces the urgency of transforming teaching methods in the digital era.

The improvement in learning outcomes observed in the experimental group demonstrates that technology-based learning can create more meaningful learning experiences compared to conventional methods. Students are not merely passive recipients of information but actively engage in thinking, analyzing, and responding to questions presented through Quizizz.

This activity promotes deeper understanding of nahwu concepts, such as i'rab, sentence types, and the relationships among sentence elements (Mustofa, 2011a). Moreover, student engagement in the learning process contributes to improved retention of the material. This indicates that active participation leads to more effective learning outcomes. The variation of questions presented in an engaging manner also prevents boredom among students. This condition creates a more conducive and enjoyable learning environment.

Therefore, the use of interactive media represents an appropriate strategy in teaching nahwu. These findings also indicate that the success of learning is highly influenced by the methods employed. Accordingly, the selection of instructional media should be aligned with the characteristics of nahwu as a subject and the needs of the learners.

In the context of nahwu learning, which is widely recognized as complex and abstract, the use of interactive media such as Quizizz is capable of simplifying difficult concepts. Nahwu materials that are typically delivered in a theoretical manner can be transformed into practical and contextual exercises (Nofrizal & Ferki Ahmad Marlion, 2025). This enables students to better understand the functions and structures of Arabic sentences, such as the positions of mubtada', khabar, fi'l, and fa'il. In addition, presenting the material in the form of interactive quizzes helps students connect theory with practice directly.

This process is essential in nahwu learning, as understanding should not be limited to memorization but must include application (Tri Yulia Wijayanti et al., 2022). Consequently,

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students not only memorize grammatical rules but also understand their use in real sentences. This approach reduces the level of difficulty perceived by students. Furthermore, students become more confident in solving nahwu-related problems. This indicates that appropriate instructional media can change students' perceptions of difficult subjects. Therefore, the use of Quizizz can be considered an innovative solution in nahwu learning.

The use of Quizizz in this study demonstrates that educational technology can serve as a transformative tool in the learning process, particularly in teaching nahwu, which has traditionally been perceived as difficult and less engaging (Ferki Ahmad Marlion et al., 2021).

The integration of digital media does not merely function as a supporting tool but also as a learning strategy that shifts the paradigm from teacher-centered to student-centered learning. This is evident in the increased active participation of students during the learning process. In addition, students show greater enthusiasm when using game-based media compared to conventional methods.

This condition supports the assumption that enjoyable learning enhances learning effectiveness. Therefore, the use of Quizizz impacts not only learning outcomes but also the learning process itself. This indicates that digital media play a strategic role in modern education. Accordingly, the utilization of technology should continue to be developed in nahwu learning. These findings provide evidence that instructional innovation is essential in addressing the challenges of 21st-century education.

Furthermore, the results of this study indicate that the improvement in learning outcomes is not incidental but rather the result of a structured and systematic learning process supported by the interactive features of Quizizz.

Students experience more varied learning through engaging and challenging questions. This helps them understand nahwu concepts that were previously considered difficult (Yuliana Wijayanti & Ahmad Marlion, 2022). In addition, the presence of scoring systems and leaderboards encourages students to perform better in answering questions. This condition creates a healthy competitive environment in the classroom (Budi et al., 2026). Consequently, students are motivated not only to understand the material but also to achieve optimal performance.

This process indirectly enhances the quality of learning. Therefore, game-based learning can be considered an effective approach in education. These findings also indicate that

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motivation plays a crucial role in learning success. Thus, the use of Quizizz can serve as an effective solution for improving students' learning outcomes in nahwu.

Analysis of Quizizz-Based Media Development in Nahwu Learning

The development of Quizizz-based learning media in nahwu must be systematically designed by referring to learning objectives and the characteristics of the subject matter. Nahwu, which is abstract and rule-based, requires a well-structured presentation to facilitate students' understanding (Kamaluddin, Marlion, et al., 2023). Therefore, in the design phase, educators need to determine clear learning indicators, such as the ability to identify word functions (fi'l, fa'il, maf'ul bih), determine i'rab, and understand sentence structures. The questions designed in Quizizz should preferably take the form of multiple-choice items that assess conceptual understanding rather than mere memorization (Wulan Kurnia et al., 2026). In addition, the use of Arabic in the questions should be adjusted to the students' proficiency level to avoid confusion.

The presentation of questions should also be varied, such as sentence analysis, completing i'rab, or identifying the syntactic role of words within sentences (Refania et al., 2026). Thus, Quizizz functions not only as an assessment tool but also as an effective practice medium. This indicates that careful instructional design plays a crucial role in the success of nahwu learning. Therefore, the design of learning media must be well-planned and systematically organized.

In addition to the design aspect, the implementation of Quizizz-based media is also a critical factor in the success of nahwu learning. In practice, the use of Quizizz should be aligned with interactive and participatory learning strategies (Mustofa, 2011b). Educators need to provide clear instructions before using the media and explain the objectives of each learning activity. During the learning process, students are encouraged to actively answer questions and understand the immediate feedback provided by the system. Features such as scores, time limits, and leaderboards in Quizizz can be utilized to enhance students' learning motivation.

However, educators must ensure that the competition remains healthy and supportive of the learning process. Furthermore, quiz results can be used as evaluation data to assess students' understanding of nahwu material. Thus, the use of Quizizz not only improves

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learning outcomes but also assists educators in reflecting on their teaching practices. This demonstrates that the effectiveness of learning media is determined not only by its design but also by its implementation. Therefore, the use of Quizizz should be conducted optimally and in a well-planned manner.

CONCLUSION

Based on the findings of this study, it can be concluded that the use of Quizizz is effective in improving students' learning outcomes in nahwu within the context of balaghah instruction. This effectiveness is indicated by the significant difference between the experimental and control groups, where students who used Quizizz showed greater improvement. The interactive and engaging features of Quizizz, including immediate feedback, game elements, and varied question formats, contribute to enhancing students' understanding of grammatical concepts that are often perceived as complex and abstract.

Furthermore, the use of Quizizz also positively affects students' affective and motivational aspects. Students become more active, enthusiastic, and confident during the learning process, which creates a more conducive and enjoyable learning environment. This suggests that effective learning is influenced not only by the material but also by the instructional methods and media employed. Therefore, integrating technology-based media such as Quizizz is highly recommended to support meaningful and sustainable learning in Arabic language education.

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