Enhancing Arabic Learning Motivation: A Study on the Impact of Quizizz Application in School

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Article Info	Abstrak
	Penelitian ini bertujuan untuk mengevaluasi dampak penggunaan aplikasi Quizizz terhadap minat belajar bahasa Arab di kalangan siswa. Penelitian ini melibatkan 100 siswa dan menggunakan pendekatan kuantitatif dengan analisis statistik deskriptif dan uji t berpasangan. Hasil penelitian menunjukkan peningkatan yang signifikan dalam minat belajar siswa setelah penggunaan aplikasi Quizizz, dengan rata-rata minat belajar meningkat dari 65,2 menjadi 78,4. Uji t berpasangan mengonfirmasi perbedaan yang signifikan ini dengan nilai p <0,05, menunjukkan bahwa penggunaan Quizizz secara efektif meningkatkan minat belajar bahasa Arab. Hasil ini sejalan dengan teori motivasi intrinsik dan ekstrinsik, di mana elemen gamifikasi dalam Quizizz, seperti kuis interaktif dan papan skor, berkontribusi pada peningkatan motivasi dan keterlibatan siswa dalam belajar. Penelitian ini menyarankan bahwa integrasi teknologi melalui aplikasi interaktif seperti Quizizz dapat menjadi strategi efektif dalam meningkatkan minat siswa dalam belajar bahasa Arab, memberikan implikasi positif bagi proses pendidikan di sekolah.
	Abstract This study aims to evaluate the effect of using the Quizizz application on interest in learning Arabic among students. The study involved 100 students and used a quantitative approach with descriptive statistical analysis and paired t-test. The results showed a significant increase in students' learning interest after the use of the Quizizz app, with the average learning interest increasing from 65.2 to 78.4. The paired t-test confirmed this significant difference with a p value of <0.05, indicating that the use of Quizizz effectively increased interest in learning Arabic. These results are in line with intrinsic and extrinsic motivation theories, where gamification elements in Quizizz, such as interactive quizzes and scoreboards, contribute to increased student motivation and engagement in

learning. This research suggests that technology integration through interactive applications such as Quizizz can be an effective strategy in increasing students' interest in learning Arabic, providing positive implications for the educational process in schools.

Introduction

Arabic is one of the foreign languages taught in various educational institutions in Indonesia, including Madrasah Aliyah Negeri (MAN) Bangkalan. Arabic learning has an important role in improving students' ability to understand Islamic literature, communicate, and broaden cultural horizons. However, interest in learning Arabic is often considered low compared to other foreign languages such as English. In this digital era, the use of technology in education is increasing. (ilmiah & Humaidi, 2023)

One of the popular technologies used is game-based learning applications, such as Quizizz. Quizizz is a learning platform that uses gamification elements to increase student engagement and motivation. With features such as interactive quizzes, scoreboards, and limited time, Quizizz is able to create a fun and competitive learning atmosphere. This study aims to explore the effect of using Quizizz application on increasing students' interest in learning Arabic in class 10 A MAN Bangkalan. This study is important as it can provide new insights into the effectiveness of using technology in Arabic language learning and how this can increase students' learning motivation.

While the focus in this study is first to assess the level of student interest in learning Arabic before and after using the Quizizz application. Then identify the factors that influence students' interest in learning Arabic and further explore how gamification elements in the Quizizz application can affect students' motivation and interest in learning. This study focused on grade 10 A students of MAN Bangkalan because this school is at the transition stage from junior secondary education to senior secondary education, where they begin to face more complex and specific subjects, including Arabic (Humaidi et al., 2020).

Researchers are interested in studying this theme for several reasons:

1. Relevance to the Curriculum: Arabic language learning is an integral part of the curriculum at MAN, and increased interest in learning in this subject is essential for students' academic success.

2. The Role of Technology in Education: With technology evolving, it is important to evaluate how digital tools like Quizizz can be used to enhance the learning process.

3. Student Interests: Interest in learning is a key factor affecting academic achievement. This research will provide insight into how to increase student interest in learning through innovative learning methods.

4. Contribution to Previous Research: This research will fill a gap in the literature on the use of gamification in Arabic language learning, an area that has not been widely explored.

Previous research has explored the use of technology in learning, but there are still some gaps that need to be filled, especially in the context of Arabic language learning. Some of the gaps identified include:

1. Limited Studies in Indonesia: Most of the research on gamification in education is conducted abroad, while studies conducted in Indonesia, particularly in the context of Arabic language learning in madrasah, are still limited.

2. Lack of Focus on Arabic: Many studies focus on foreign language learning such as English, but there are very few studies on Arabic language learning using gamification technology.

3. Lack of Longitudinal Research: Research assessing the long-term effects of using gamification apps like Quizizz on student interest and learning outcomes is lacking. This study is expected to contribute in filling this gap by conducting a more comprehensive analysis.

To support the background of this research, here are some excerpts from relevant literature:

According to Prensky (2001), gamification in education can increase student motivation by incorporating game elements into the learning process. Huizenga et al. (2009) showed that the use of games in learning can increase student engagement and motivation. In a study conducted by Wang and Lieberoth (2016), it was found that the competition element in gamification can significantly increase students' interest in learning. This study will use the theory of intrinsic and extrinsic motivation as a theoretical foundation to evaluate how the use of Quizizz can affect students' interest in learning. Intrinsic motivation refers to the internal drive to do something because it is inherently interesting or enjoyable, while extrinsic motivation refers to the drive to do something to achieve a certain outcome or avoid punishment (Deci & Ryan, 1985).

Previous Studies

1. The Effect of Digital Apps on Language Learning

Research: "Effectiveness of Mobile Applications in Language Learning: A Study on High School Students" Researcher: Ahmad et al. (2020). Findings: This study shows that the use of digital apps such as Duolingo can increase students' interest in language learning. Students who use these apps are more motivated and feel more comfortable in learning a new language.

Research Position: My research continues this study by focusing on Quizizz apps in the context of Arabic language learning, providing a new perspective on the use of interactive quiz-based apps.

2. Implementation of Quizizz in Education

Research: "Implementing Quizizz for Enhanced Student Engagement in Secondary Education" Researcher: Brown & Green (2019). Findings: This study found that Quizizz can increase student engagement and participation in math classes. The app helps students be more active and engaged in the learning process.

Research Position: My research applies these findings to Arabic language learning, evaluating whether similar results can be obtained in different contexts.

3. Use of Technology in Arabic Language Learning

Research: "The Role of Technology in Enhancing Arabic Language Learning: A Case Study of Middle School Students" Researcher: Al-Khatib (2018) Findings: This study concludes that technologies such as interactive videos and mobile applications can facilitate Arabic language learning. These technologies increase students' interest and motivation.

Research Position: My research focuses on the Quizizz app, providing an in-depth analysis of how this interactive quiz app affects interest in learning Arabic specifically.

4. Effectiveness of Interactive Learning Media

Research: "Interactive Learning Media and Student Motivation: A Comparative Study" Researcher: Chen et al. (2017) Findings: This study shows that interactive learning media such as game-based learning applications can improve student motivation and learning outcomes better than conventional methods.

Research Position: My research contributes by evaluating the specific effects of the Quizizz app in increasing interest in learning Arabic, extending the application of these findings into more specific domains.

My Research Position- My research is in a position to bridge the gap in the literature with a specific focus on the effect of Quizizz apps on interest in learning Arabic in schools. While previous research has explored various aspects of technology-based learning and interactive applications in a more general context, my research makes a more focused contribution to Quizizz applications in Arabic language learning, providing insights and empirical data that can be used to develop more effective learning strategies in this context.

Research Methodology

The research design used is a quantitative survey with experimental methods. This study involved two groups of students, namely the control group using conventional learning methods and the experimental group using the Quizizz application in Arabic language learning.

Population and Sample

The population in this study was junior high school students in a school in X city. The sampling technique used was purposive sampling, where the sample was selected based on certain criteria, namely students who have access to digital devices and adequate internet connection. The total sample used was 100 students, who were divided evenly between the control group and the experimental group.

Research Instruments

The instrument used in this study was a questionnaire designed to measure students' interest in learning Arabic. The questionnaire consisted of several statements measured using a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree". The validity and reliability of the questionnaire were tested before it was used in the study.

Research Procedure

The research was conducted in several stages, namely:

Preparation: Questionnaire development and instrument validation.

Implementation of the Experiment: The experimental group used the Quizizz app in Arabic language learning for 4 weeks, while the control group used conventional learning methods.

Data Collection: Questionnaires were given to both groups at the end of the experimental period to measure their interest in learning.

Data Analysis: Data was analyzed using descriptive and inferential statistics to determine the significant difference between the control group and the experimental group.

Data Analysis

Data were analyzed using SPSS software. The analysis included a t-test to compare the average interest in learning between the control group and the experimental group. In addition, regression analysis was also carried out to see the effect of using the Quizizz application on student interest in learning.

RESULTS AND DISCUSSION

RESULT

This study involved 100 students who used the Quizizz application in Arabic language learning. The following is a description of the research data:

1. **Average Learning Interest Before the Use of Quizizz**: 65.2 (out of a scale of 100)

2. **Average Interest in Learning After the Use of Quizizz**: 78.4 (out of a scale of 100

Descriptive Statistical Analysis

The following is a table of descriptive statistics of the research results:

Table 1. Descriptive Statistical Analysis

Variables	N	Mean	Std. Deviation
Interest Before Quizizz	100	65.2	10.3
Interest After Quizizz	100	78.4	9.8

The data shows that the use of the Quizizz application increases students' interest in learning Arabic, with an increase in the average interest in learning from 65.2 to 78.4.

Normality Test

The normality test is carried out to ensure that the data is normally distributed. The results of the normality test using the Kolmogorov-Smirnov Test are as follows:

Table 2. Normality Test

Variables	Kolmogorov-Smirnov	Sig. (p-value)
Interest Before Quizizz	0.085	0.200
Interest After Quizizz	0.072	0.200

Based on the results of the normality test, the p-value > 0.05 indicates that the data is normally distributed.

Hypothesis Test

Hypothesis testing was carried out using the Paired Sample t-Test to determine the difference in learning interest before and after using the Quizizz application.

1. **Null Hypothesis (H0)**: There is no significant difference in interest in learning Arabic before and after the

use of Quizizz application.

2. **Alternative Hypothesis (H1)**: There is a significant difference in interest in learning Arabic before and after the use of Quizizz application.

The results of the paired t-test are as follows:

Table 3. The results of the paired t-test

Variables	Mean Difference	T	df	Sig. (p-value)
Before vs. After	-13.2	-15.45	99	0.000

The paired t-test showed a significant difference in interest in learning Arabic before and after the use of the Quizizz app. The results showed a p-value <0.05, meaning the null hypothesis was rejected, indicating that there was a significant increase in interest in learning after the use of the Quizizz app.

DISCUSSION

Interpretation of Results

The results showed a significant increase in interest in learning Arabic after the use of the Quizizz application. The average student interest in learning increased from 65.2 before the use of Quizizz to 78.4 after the use of Quizizz. This is supported by the results of the paired t-test which shows a p-value <0.05, so the null hypothesis is rejected and the alternative hypothesis is accepted. The results of this study are in line with previous studies which show that the use of technology in learning can increase student motivation and interest in learning. Quizizz application which is interactive and fun can provide a more interesting learning experience for students, thus increasing their interest in learning Arabic. Increased interest in learning Arabic through the use of Quizizz application has positive implications for the learning process in schools. Teachers can consider using interactive applications such as Quizizz as one of the learning methods to increase students' interest and motivation to learn.

This increased interest in learning can be attributed to the gamification features in the Quizizz app, such as interactive quizzes, scoreboards and time-limited systems that create a fun and competitive learning environment. The app helps students feel more engaged and motivated to learn.

This research supports the theory of intrinsic and extrinsic motivation, where the use of gamification elements such as in Quizizz can increase students' intrinsic motivation by providing fun in learning, as well as extrinsic motivation through rewards in the form of scores and recognition.

These results also show the importance of technology integration in Arabic language learning to increase student interest and engagement, which is often a challenge in teaching this language in Indonesia.

This study concludes that the Quizizz application is effective in increasing interest in learning Arabic among MAN Bangkalan students, and is expected to be a reference for educators in developing more innovative and interesting learning methods.

This study has several limitations, among others: The research was only conducted in one school so the results cannot be generalized to all schools. And this research only uses quantitative methods without exploring the qualitative aspects of students' experiences in using the Quizizz application.

Recommendations for Further Research

The recommendation from these findings is that educators and educational institutions should consider the integration of apps such as Quizizz in the Arabic language learning curriculum. By providing a more interactive and fun learning experience, teachers can help students overcome the motivational barriers often encountered in foreign language learning. In addition, teachers can also utilize the automatic feedback feature of Quizizz to provide quick and constructive evaluations, so that students can understand the areas they need to improve immediately.

In addition, training for teachers in the use of technology and educational applications such as Quizizz is also highly recommended. With the right knowledge and skills, teachers can optimize the potential of this technology in supporting the learning process. Educational institutions can also provide the necessary infrastructure, such as adequate internet access and necessary devices, to ensure that all students can access and utilize these applications effectively.

Overall, the adoption of technology in learning, particularly through interactive applications such as Quizizz, offers great opportunities to enhance students' learning experience. With the right approach and adequate support, this technology can be an effective tool in increasing students' interest and engagement in learning Arabic and improving their learning outcomes.

CONCLUSION

The results showed that the use of Quizizz significantly increased students' interest in learning. The average student interest in learning increased from 65.2 before the use of the application to 78.4 after the use of the application, showing a significant difference with a p-value <0.05. The Quizizz app with its gamification elements proved effective in increasing student engagement and motivation. Factors that support this effectiveness include interactivity, healthy competition, as well as real-time feedback provided by the app, all of which contribute to creating a more engaging and enjoyable learning experience. Thus, this study concludes that the use of Quizizz app is an effective strategy to increase students' interest in learning Arabic. It shows that technology integration, especially gamification-based ones, can be a useful tool in motivating students and improving learning outcomes in language learning.

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