CREATIVE ARABIC LEARNING BASED ON QUIZIZZ: MODEL AND IMPACT

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Article Info	Abstract
	Since entering the Covid pandemic, learning has been shifted simultaneously to an online or blended learning mode. Teachers need alternative creative learning based on media and digital- guides, including Arabic language teachers. The article aims to describe the creative learning model using Quizizz and its impact. For this reason, descriptive qualitative type of field study is used as research method. The results are; 1) After the teacher is able to design a creative Arabic learning model from planning, implementation, and assessment, it shows that the teacher can analyze students needs, able to be creative, active, and fun, and also the teacher has good professionalism; 2) Quizizz has a positive impact on students and their grades and learning performance.

Keywords:	Creative Arabic Learning; Quizizz; Online learning.

مستخلص البحث

منذ دخول جائحة كوفيد، تم تحويل التعليم إلى وضع التعليم عبر الإنترنيت أو المختلط. يحتاج المدرسون تعليم إبداعي على أساس رقمي، بما فيه مدرسون اللغة العربية. تهدف المقالة إلى وصف نموذج التعلم الإبداعي باستخدام كويزيز وتأثيره. لهذا السبب، استخدم الكيفي الوصفي للدراسة الميدانية كمنهج بحث. النتائج هي: ١) بعد أن يصبح المدرسة قادرة على تصميم نموذج تعلم عربية إبداعي من التخطيط والتنفيذ والتقييم فإن تظهر أنها يمكن القيام على تحليل احتياجات التلاميذ، وقادرة على الإبداع والنشاط والمرح، ولها مهنية جيدة ٢) أن كويزيز له تأثير إيجابي على التلاميذ ونتائج تعلمهم وأداء التعليم.

كلمات أساسية: تعليم اللغة العربية الإبداعي؛ كويزيز؛ تعليم عبر الإنترنيت.

Introduction

Since the announcement of the policy regarding the New Normal era by the Indonesian government on June 2, 2020, several activities that had previously been stopped or limited will begin to reopen, including educational activities. Reporting from detik.com, the President of the Republic of Indonesia, Joko Widodo, stated that the spread of Covid-19 in the country could not be adequately controlled. Therefore, the policy of opening several activities will be accompanied by several tight health rules and protocols.

Learning in schools has begun to be carried out online[1], making teachers, including Arabic teachers, required to adapt quickly to circumstances, forced to develop an online teaching and learning framework, and asked to be more creative in implementing digital-based learning.[2] This fact is accordance with Craft's opinion that since entering the 21st century, the most uncertain century, current necessity forces everyone to have and improve their life skills, especially creativity skill, and recently creativity raised interest in education[3], both learning and teaching beside art, science, technology, economics, and politics. Creative learning during this online period is needed to maintain student motivation, involvement in the learning process, and concentration from time to time.[4]

The learning process that held without face to face minimizes the interaction between teachers and students or students and students. It also can result in a lack of learning motivation; alongside, low learning motivation has an impact on

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[1] Hayu Wuranti, "Pembelajaran Daring Di Era New Normal," *TIMES Indonesia*, accessed June 7, 2022, https://www.timesindonesia.co.id/read/news/283689/pembelajaran-daring-di-era-new-normal.

[2] Sri Bulan and Husniyatus Salamah Zainiyati, "Pembelajaran Online Berbasis Media Google Formulir dalam Tanggap Work From Home Masa Pandemi Covid-19 di Madrasah Ibtidaiyah Negeri (MIN) 1 Paser," *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)* 8, no. 1 (2020): 15–34, https://journal.uinsi.ac.id/index.php/syamil/article/view/2300; Ahmad Makki Hasan, Risna Rianti Sari, and Qurrotul A'yuni, "Creative Teaching in Arabic Language Learning (Using Kahoot, Socrative and Google Form)," *IJ-ATL (International Journal of Arabic Teaching and Learning)* 4, no. 2 (2020): 171, https://ejournal.unuja.ac.id/index.php/ij-atl/article/view/1570; Agus Wilson, "Penerapan Metode Pembelajaran Daring (Online) melalui Aplikasi Berbasis Android saat Pandemi Global," *SAP (Susunan Artikel Pendidikan)* 5, no. 1 (2020), https://doi.org/10.30998/sap.v5i1.6386.

[3] Lene Tanggaard, "Stories about Creative Teaching and Productive Learning," *European Journal of Teacher Education* 34, no. 2 (2011): 219, https://doi.org/10.1080/02619768.2011.558078; Alan Maley and Tamas Kiss, *Creativity and English Language Teaching* (London: Palgrave Macmillan, 2018), https://link.springer.com/book/10.1057/978-1-137-46729-4; Anna Craft, "The Limits To Creativity In Education: Dilemmas For The Educator," *British Journal of Educational Studies* 51, no. 2 (2003): 113, https://doi.org/10.1111/1467-8527.t01-1-00229; Anna Craft, *Creativity and Education Futures: Learning in a Digital Age* (Stoke-on-Trent: Trentham Books, 2010).

[4] Michael D. Hanus and Jesse Fox, "Assessing the Effects of Gamification in the Classroom: A Longitudinal Study on Intrinsic Motivation, Social Comparison, Satisfaction, Effort, and Academic Performance," *Computers & Education* 80 (2015): 152, https://doi.org/10.1016/j.compedu.2014.08.019; Ming-Shiou Kuo and Tsung-Yen Chuang, "How Gamification Motivates Visits and Engagement for Online Academic Dissemination – An Empirical Study," *Computers in Human Behavior* 55 (2016): 16–27, https://doi.org/10.1016/j.chb.2015.08.025.

learning outcomes and the atmosphere in the classroom.[5] On other hand, various approaches can make online learning more lively and interactive; one is creative learning based on digital games. According to Sharples, games can benefit academic results, motivation, and class dynamics. Digital game-based creative learning is possible with applications such as Kahoot!, Socrative, Quizlet, Poll Everywhere, Quizizz, and others.

The application of game to the creative learning process can using one of the widely used platform namely Quizizz. As in previous research which stated that Quizizz app can help the language learning process such as grammar[6], reading comprehension[7], nahwu[8], enhancing vocabulary knowledges[9], motivation and interest to understanding and learning language.[10] From these various studies, it can be concluded that the Quizizz app is a good choice and alternative for Arabic teachers to choose various engaging lesson plans and activities, doing formative assessment, student motivation, and engagement.

Quizizz is a learning platform that uses interactive game-based quizzes to help people learn or teach anything directly or remotely created in 2015. Quizizz is used by more than 20 million people per month, whether accessed through schools, homes, and offices worldwide. The platform has also been used in classrooms in more than 100 countries worldwide and 50 per cent US schools. It also helps educators and professionals quickly assess a topic and analyse the results instantly.

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[5] Ou Lydia Liu, Brent Bridgeman, and Rachel M. Adler, "Measuring Learning Outcomes in Higher Education: Motivation Matters," *Educational Researcher* 41, no. 9 (2012): 352, https://doi.org/10.3102/0013189X12459679.

[6] Dian Fadhilawati, "Using Quizizz Application for Learning and Evaluating Grammar Material," *JOSAR (Journal of Students Academic Research)* 6, no. 1 (2021): 85–94, https://ejournal.unisbablitar.ac.id/index.php/josar/article/view/1448.

[7] N. W. I. Priyanti, M. H. Santosa, and K. S. Dewi, "Effect of Quizizz Towards The Eleventh-Grade English Students' Reading Comprehension In Mobile Learning Context," *Language and Education Journal Undiksha* 2, no. 2 (2019): 71–80, https://doi.org/10.23887/leju.v2i2.20323; P. a. K. Juniarta et al., "The Analysis on the Implementation of Mobile-Assisted Language Learning Strategy Through Quizizz Application to Improve Student's Reading Comprehension at Undiksha Singaraja" (3rd International Conference on Innovative Research Across Disciplines (ICIRAD 2019), Atlantis Press, 2020), 323, https://doi.org/10.2991/assehr.k.200115.053.

[8] Hendrawanto Ch, "Analysis Of The Need For Quizizz-Based Nahwu Learning Application Model In Arabic Education Study Program, State University Jakarta," *Journal International Seminar on Languages, Literature, Arts, and Education (ISLLAE)* 2, no. 2 (2020): 109, http://journal.unj.ac.id/unj/index.php/isllae/article/view/18251.

[9] Caroline V. Katemba and Grace V. Sinuhaji, "Can ESA Method Through Quizizz Games Enhance Vocabulary Knowledge?," *International Journal of Game-Based Learning (IJGBL)* 11, no. 3 (2021): 19–37, https://doi.org/10.4018/IJGBL.2021070102; Law Szee Huei, Melor Md Yunus, and Harwati Hashim, "Strategy to Improve English Vocabulary Achievement during Covid-19 Epidemic. Does Quizizz Help?," *Journal of Education and E-Learning Research* 8, no. 2 (2021): 135, https://ideas.repec.org/a/aoj/jeelre/v8y2021i2p135-142id2717.html.

[10] Ine Nur Fadillah and Rina Maryanti, "Application of Learning Videos and Quizizz in Increasing Students Interest in Learning English in Middle Schools," *Indonesian Journal of Multidiciplinary Research* 1, no. 2 (2021): 329, https://doi.org/10.17509/ijomr.v1i2.37853.

The study presented in this article aims to showing creative Arabic learning by Quizizz app from model (including planning and concepts, implementation, and formative assessment) and impact at first grade elementary school for studying vocabulary. The result of this study can be used to determine the continued use Quizizz as one alternative for creative Arabic learning that combines gamification which easy, useful, and fun for students. In addition, futher usage from impact Quizizz needs to be known so many other teachers can find out the impact of using Quizizz towards students' vocabulary output and also can recommend them to implement gamification in learning process so that students have high involvement and engagement with course material. This article is also a series of studies on Arabic creative, which has thoroughly discussed alternatives to creative teaching in the Arabic language uses digital applications Kahoot!, Socrative, and Google forms. This article will continue this series by offering another digital application (read: Quizizz) that Arabic teachers can use during online learning.

Method

This study uses descriptive qualitative type field study by designing creative Arabic learning models using Quizizz including planning and concepts, implementation, and formative assessment and seeing it impact. The model can be used as a reference in applying Quizizz in learning and formative assessment, while the impact can be considered for other teachers to use this application or continuing. The qualitative method was chosen for get maximum results. Based on the theory of Creswell & Creswell, qualitative has unique data analysis steps and presents a variety of designs. Reserchers who involved in the experience of creative Arabic learning by Quizizz are also required to reflect on the role they play during the process to describe phenomena naturally according to reality.[11]

Participant

The research was conducted at MI Manarul Islam Malang with participant from three classes from the first grade of elementary school, totaling 91 people. The selection of schools and participants was selected purposively (purposive sampling) because this school is a place where one of researchers teach. In addition to this consideration, researchers also know well about the neediness, weaknesses, strengths of Manarul Islam's students, and the conditions of the place. These participants helped the researchers to understand the research problem and question.

Data Collection

Research data in the form of observations, documentation, and students' report. The three data were obtained through: 1) observations derived from learning monitoring during the pandemic, both from learning motivation and desire

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[11] John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE Publications, 2018).

to learn, learning values, and student participation; 2) documentation derived from pictures of Quizizz, course material, assessment instruments, results student performance; 3) student reports are obtained from collect student responses after learning by Quizizz.

Data Analysis

The data analysis technique utilizes the theory of three qualitative studies developed by Miles and Huberman (1994): data reduction, data presentation, discussion and conclusion. Data from observations, documentation, and student reports were reduced according to research needs. The presentation of data is written after being reduced in the research results. To avoid bias, value, student's personal background researchers use reflection of findings or triangulation in preparation of discussions and conclusions.

Result and Discussion

The Plan of Creative Arabic Learning-Based Quizizz

Technological advances influence the learning model in the modern era, and currently, the most relevant to this is the online-style learning process. The online-style learning model has become increasingly popular since the start of the Covid-19. Indonesia even requires all formal education institutions to hold a online teaching and learning process. 'Different terms, different practice', these words are following offline and online learning terms. Offline learning, which in practice utilises learning with pencils and paper, blackboards and chalk/markers, or textbooks, then online learning cannot just rely solely on these objects.

Teachers need to carry out 'learning creativity' and 'learning for creativity. Learning creativity means teachers use various creative approaches to make learning more meaningful, efficient, exciting, and unforgettable. In this process, teachers can use various approaches, methods, media, and materials to arouse students' attention and enhance their learning. On the other hand, learning for creativity improves students' creative thinking skills.[12]

It must be done by Arabic language teachers while held their teaching obligations during the online learning period. Besides grammatical mastery, learning Arabic also focuses on students' language skills. To master Arabic skills, both receptive (listening and reading) and productive (speaking and writing) skills are needed. However, before mastering at these two skills, students must be able to master a variety of vocabulary. This is the basis for a language learner, limited vocabulary can lead to lack of confidence in communicating and difficulty in mastering the two abilities above. Based on the learning purpose of first-grade elementary school students, in addition to introducing hijaiyyah letters and

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[12] Seçil Tümen Akyıldız and Vildan Çelik, "Thinking Outside the Box: Turkish EFL Teachers' Perceptions of Creativity," *Thinking Skills and Creativity* 36 (2020): 100649, https://doi.org/10.1016/j.tsc.2020.100649.

analyzing sounds, basic vocabulary mastery is very important for achieving knowledge and communication skills such as in themes "introduction/at-ta'aruf", or "home/baiti" for asking information from parents and sister or broter, or asking about "hobbies/hiwayati" and so forth. To support and make learning and assessment run well, creative Arabic learning is needed to build a better quality of teaching and learning.[13]

Arabic teachers can use the Quizizz digital learning media as an alternative during the teaching and learning process. To apply creative learning-based Quizizz, Arabic teachers must: 1) start plan lessons and integrate it with new learning design and Quizizz; 2) implementation creative Arabic learning; 3) doing formative assessment. In the preparation or planning section, the Arabic teacher prepares lesson plans, learning designs, quizzes, and assessment instruments.

Lesson Plan

Before starting the lesson, the teacher prepares a lesson plan or online based learning plans (RPP). RPP used by teacher is not from the recommendations of The Ministry of Education and Culture but use the lesson plan design determined by the school, MI Manarul Islam. This lesson plan consists of learning purpose, learning activities, learning assessment. The following table of learning implementation plans or lesson plan:

Table 1. Lesson Plan for Learning by Using Quizizz

LESSON PLAN (RPP)

School Name	: MI Manarul Islam Malang
Class/Semester	: 1/odd
Theme	: Fruits
Times	: 12 JP x 25 minutes

Learning Purpose
1. Students are able to distinguish hijaiyyah letters which allow students to read Arabic writing
2. Students can give and distinguish simple information related to the names of fruits
3. Students can actively ask the fruit in Arabic that they know to teachers, friends, and parents
4. Students can facilitate their Arabic writing skills and can distinguish hijaiyah letters that have been connected to other hijaiyah letters

Learning Activities:

Activities	Activities Description
Apperception	Learning activities began with greeting, praying together and attending. The teacher conveys the points of the material to be studied
Core Activities	a. Students observe pictures of fruits from flash card media. b. Students are given the opportunity to ask questions or respond. c. Students pay attention to the teacher's directions and answer

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[13] Makhi Ulil Kirom, *Bahasa Arab MI Kelas 1*, ed. Danial Hilmi, 1st ed. (Direktorat Jenderal Pendidikan Islam, 2020).

		questions posed by the teacher about fruits
		d. By using the drill method, students read aloud according to the teacher's directions and are read over and over again
		e. Students do a quiz about fruits by passing Quizizz.
		f. Students present to their friends in front of the class the fruits they know by showing pictures as an exercise of maharah al-kalam.
		g. Students write ta', dza', 'ain, ghain, fa', and qaf.
		h. Students write words from the existing letters
		i. Students connect the question with the correct answer
		j. Students answer the teacher's questions
Closing		a. The teacher and students conclude the material together.
		b. Teachers and students reflect, assign and deliver the next material.
		c. The learning activities were closed with closing prayers and greetings.

Learning Assesment
1. **Attitude**
   a. Spiritual: pray in an orderly manner
   b. Social: obedient and responsible
2. Knowledge: writing, speaking
2. Skills: Presentation, Writing

Malang, 18 July 2021
Head Master,   Islamic and Arabic Teacher

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Learning Design

To implementing Quizizz in creative Arabic learning, the researcher used the adoption of the learning designs which is used by Medical Colleges in North India as the initial action of the Covid-19 Pandemic, after learning is switched to online mode. They use the Demonstrate-Engage-Assess framework for online practical teaching of Preclinical subjects (DEAPP) developed by the campus.[14] This design aims to integrate teachers, students, and available technology during online learning. Demonstrate-Engage-Assess learning design imitated and applied to Quizizz-based creative Arabic learning during online learning for first-grade at MI Manarul Islam.

Demonstrate-Engage-Assess focus on interaction principles, engage students, build critical thinking and analysis, and assess learning outcomes. In implementing creative Arabic learning-based Quizizz, demonstrations are carried out with live broadcasts through Zoom Meeting or Google Meet. The engagement after the lesson explanation, question and ask session are done by using multiple choice

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[14] Amir Maroof Khan et al., "Rapid Transition to Online Practical Classes in Preclinical Subjects during COVID-19: Experience from a Medical College in North India," *Medical Journal Armed Forces India* 77 (2021), https://doi.org/10.1016/j.mjafi.2020.12.030.

quiz feature in the Quizizz app. The multiple choice is one of Quizizz features that requires the teacher to make answer options, but students must choose one correct answer. The multiple choice can help in students recalling the newly taught vocabulary and building interaction and class dynamics. Assessment will be supported by the quiz feature in Quizizz, which presents by multiple choice.

Figure 1. Demonstrate-Engage-Assess for online practical teaching of Preclinical subject (DEAPP): Creative Arabic Learning based on Quizizz version
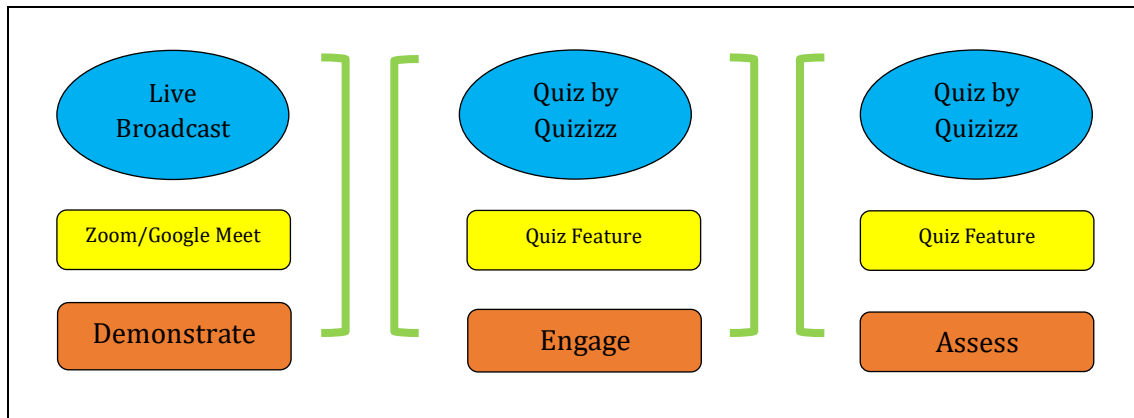
The Arabic teachers can be creative by creating many questions on the topics taught in the class and students will be answering via the device.

Quiz

Before using Quizizz, the Arabic teacher prepared questions written in Microsofts Word (MW). Questions can be added with some pictures to make them more interesting and varied. The following questions are prepared by the teacher for the fruit/ al-fawakih chapter:

Figure 2. Quiz for Chapter 7 Fruits/ Al-Fawakih

Choose by giving a cross (X) on letters أ, ب, or ج which is the most correct answer!

اختر الإجابة المناسبة بإعطاء علامة (X) في حرف أ أو ب أو ج!

١ – هٰذَا بُرْتُقَالٌ.

٢ – هٰذِهِ فَرَاوِلَةٌ.

٣ – مَا هٰذَا؟ هٰذَا ....

أ تُفَّاحٌ   ب. جَوَّافَةٌ   ج. فَرَاوِلَةٌ

.

٤ – مَا هٰذِهِ؟ هٰذِهِ ...

أ جَوَّافَةٌ   ب. بِطِّيْخٌ   ج. عِنَبٌ

.

٥ – .... جَوَّافَةٌ.

أ هٰذِهِ   ب. هٰذَا   ج. فِيْ

.

٦ – .... بُرْتُقَالٌ.

أ هٰذَا   ب. فِيْ   ج. هٰذِهِ

.

٧ – هٰذَا بِطِّيْخٌ. أُحِبُّ بِطِّيْخًا جِدًّا.

Kata yang bergaris bawah mempunyai arti ....

أ. Semangka   ب. saya suka   ج. ini adalah

٨ – هٰذِهِ جَوَّافَةٌ وَهٰذَا عِنَبٌ.

Kata yang bergaris bawah mempunyai arti ....

أ. Anggur   ب. Jambu   ج. Apel

٩ – تُ فَّ ا حُ

Huruf-huruf di atas jika disusun menjadi lafaz ....

أ تُفَّاحٌ   ب. تُحَّافٌ   ج. فُتَّاحٌ

10 - Kata مَوْزٌ terdiri dari huruf ....

أ زَ وْ جٌ   ب. كَ وْ زٌ   ج. مَ وْ زٌ

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Assesment Instrument

On Quizizz instruments and student work can be downloaded automatically. Below is how it looks like:

Picture 1. Screen Capture of The Assesment Instrument and Students' Performance from Quizizz

The instrument and performance are then converted bythe teacher into Google Sheetsspread (GS) or Microsoft Excel (ME) to detail the overall score:

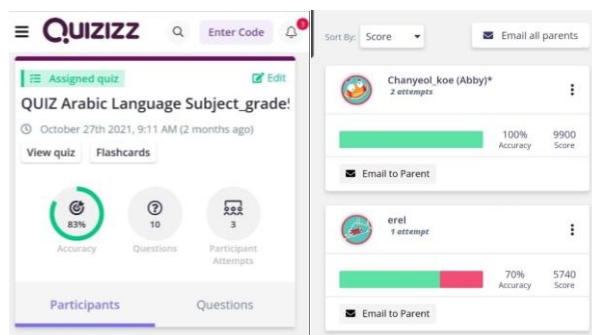**Tabel 2.** The Assesment Instrument and Students' Performance from ME:
Arabic Quiz Score 1A - Chapter 7 (Fruits/Al-Fawakih)

No	Name	Score Each Question										Total
		1	2	3	4	5	6	7	8	9	10	
1	Student 1A	10	10	10	10	10	0	0	10	10	10	80
2	Student 2A	10	10	10	10	10	10	0	0	10	0	70
3	Student 3A	10	10	10	10	10	10	10	10	10	10	100
4	Student 4A	10	10	0	0	0	10	10	10	0	0	50
5	Student 5A	10	10	10	10	10	10	10	10	10	10	100

Implementation and Formative Assesment

In implementing learning with Quizizz, the teacher combines it with formative assessment. As stated by Nurjannah that formative assessment is a form of assessment that is carried out while learning is in progress.[15] The purpose is carried out during learning to improve the teaching and learning process, especially the strategies used by teachers and students learning performance.[16]

The steps used by Arabic teacher when using Quizizz for learning engagement and formative assessment are as follows: 1) after the teacher explained about lesson material and held question and ask session, the teacher shares the Quizizz link and display it on the Zoom Meeting/Google Meet; 2)

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[15] Nurjannah Nurjannah, "Efektivitas Bentuk Penilaian Formatif Disesuaikan Dengan Media Pembelajaran," *Parameter: Jurnal Pendidikan* 29, no. 1 (2017): 75–90, https://doi.org/10.21009/parameter.291.08.

[16] Fabienne M. Van der Kleij et al., "Integrating Data-Based Decision Making, Assessment for Learning and Diagnostic Testing in Formative Assessment," *Assessment in Education: Principles, Policy & Practice* 22, no. 3 (2015): 324, https://doi.org/10.1080/0969594X.2014.999024.

students open the link and then work on the questions on Quizizz; 3) The teacher checks the students' performance results; 4) The teacher downloads student grades and transfer the grades into ME.

Score Processing

The scores obtained by each first-grade at MI Manarul Islam after completing the questions on Quizizz are as follows:

Tabel 3. Score from All Students after Using Quizizz for Learning and Assesment

No	Class	Total Students	Total Score	Average
1.	A	31	2440	78,7
2.	B	30	2520	84
3.	C	30	2370	79
Average of all students				80,5

Based on the table above, the three classes that learn vocabulary using the Quizizz have different scores. Class A with a total of 31 students has a total score of 2440 and a grade average of 78.7. Class B with a total of 30 students has a total score of 2520 and a grade average of 84. Class C with a total of 30 students has a total score of 2370 and a grade average of 79. The average for the whole three class is 80,6. From this data, it can be concluded that the students's ability to master vocabulary is good by using Quizizz.

The Impact of Using Quizizz in a Creative Learning

The study on the impact of using Quizizz in creative learning was reviewed through observation, documentation from their score, and student reports. This impact will be divided into three parts: 1) comparison of scores before and after using Quizizz; 2) student reports; 3) teachers' perspective about learning performance while using Quizizz.

To see the progress of student learning, the researcher compared the value of learning before using Quizizz and after using Quizizz. The following is a table of student scores before using Quizizz for studying chapter "My Home/baiti":

Tabel 4. Score from All Students before Using Quizizz for Learning and Assesment

No	Class	Total Students	Total Score	Average
1.	A	31	1820	58,7
2.	B	30	1940	64,6
3.	C	30	1780	59,3
Average of all students				60,9

Based on the table above, the three classes that learn vocabulary before using the Quizizz have different scores. Class A with a total of 31 students has a total score of 1820 and a grade average of 58,7 . Class B with a total of 30 students has a total score of 1940 and a grade average of 64,6. Class C with a total of 30 students

has a total score of 1780 and a grade average of 59,3. The average for the whole three class is 60,9.

If the above average grade is compared with the average grade per class and the whole class from after using Quizizz , it can be concluded if there is an increase in student scores which is from 60,9 incrase to 80,5. The percentage of first-class grades MI Manarul Islam grades increase 19,6%. Based on this comparison, it can be concluded that the use of Quizizz helps students learn and master vocabulary better and faster.

Tabel 5. Comparison Grade between before and after

No	Class	Total Students	Before	After
1.	A	31	58,7	78,7
2.	B	30	64,6	84
3.	C	30	59,3	79
Average of all students			60,9	80,5

To see how is the impact of using Quizizz for engagement and formative assessment from the students's perspective, the researcher obtained through student reports. Like how they always complained and told that only Arabic lesson uses Quizizz during learning and assessment. These reports are supported by their words like, "Ustadzah, why is Quizizz only used in Arabic lessons? I'm sad! Because I like answering quizzes like a game". These reports prove and reinforce that students love game-based learning and assessment that is easy, fun, and challenging. Especially they are still children from first-grade of elementary school who really like to play. Quizizz is supported with game features such as speed, competition, shuffle, music playback, and leader boards helping students answer questions happily and at their own pace.

For the impact of using Quizizz from the result of teacher observations on students' attitudes and responses toward learning Arabic vocabulary using Quizizz summarized in several points that are *first* from the competitive side, students are more enthusiastic to compete with themselves and their friends when they get question from Quizizz. *Second*, enjoyment, students are happy, excited, and enjoy answering questions one by one. *Third*, challenge, students are challenged and willing to solve all the questions. Because the Quizizz system can be used in asynchronous learning, students can work on questions outside of school hours. Thanks to this system, if they get low scores and find themselves unable to answer the questions correctly, students try to repeat answering the questions several times. The teacher stated that some students tried to repeat the exercise five to seven times. For students who repeat when answering questions, the final score is taken by adding up the total score and then dividing it by the number of repetitions.

Forth, perceived usefulness, because Quizizz has a good impact on their learning performance, their level of confidence and trustworthy in using Quizizz increases. This is evidenced by their desire that other subjects also use Quizizz in learning and assessment. *Fifth*, satisfaction and continue use, evidenced by how students protested and annoyed when the teacher tried to distribute quizzes by returning to using paper. *Sixth*, individual impact, it can be seen from their mastery of vocabulary and their daily life, such as when teachers ask outside the classroom at lunchtime about what food to bring from home, they answer in Arabic, "I brought **'inab**, ustadzah". From these points, conclusions can be drawn that accordance with the opinion Tahir that game-based platforms have a close relationship with motivation, engagement, fun, learning achievement, and class dynamics. It concluded that Quizizz is user-friendly and has valuable features that can support creative Arabic learning.[17]

Discussion

Quizizz as a digital game-based creative learning support application does not necessarily become the leading solution and choice for online learning situations. It is one of the alternatives offered to Arabic teachers to facilitate the teaching, learning process, and doing assesment. In addition, implementing Quizizz media also requires expertness and skills to integrate Arabic teacher competence, lesson plan, learning design, subjects, and applications to design and develop exciting and innovative learning.[18] This study not only describing the model of using Quizizz from lesson plan, lesson design, making quiz, and assessment instrument, but also provides additional empirical evidence on how good the use of Quizizz is in learning Arabic (in this context of vocabulary learning and mastering) by showing impact from the side of score comparision, student reports, and teacher perspectives.

In the process of compiling a creative Arabic learning model using Quizizz, it was proven that the teacher observed the students' learning needs based on her observations, considerations of circumstances and situations for online learning, and the results of previous grades. What the fisrt-grade Arabic teacher at MI Manarul Islam did is accordance with Trisiana and Wartoyo said that its important for teachers to identify learning needs and analyze learning designs based on the applicable system if they want to design learning activities.[19] In addition, the

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[17] Alf Inge Wang and Rabail Tahir, "The Effect of Using Kahoot! For Learning – A Literature Review," *Computers & Education* 149 (2020): 103818, https://doi.org/10.1016/j.compedu.2020.103818.

[18] Ashinida Aladdin, "A Needs Analysis for the Course Materials Design of the Arabic Language Course," *International Journal of Social Science and Humanity* 6, no. 6 (2016): 423, https://doi.org/10.7763/IJSSH.2016.V6.684.

[19] Anita Trisiana and Wartoyo, "Desain Pengembangan Model Pembelajaran Pendidikan Kewarganegaraan Melalui Addie Model Untuk Meningkatkan Karakter Mahasiswa Di Universitas Slamet Riyadi Surakarta" 11, no. 1 (2016), https://jurnal.fkip.uns.ac.id/index.php/progresif/article/view/9728.

teacher's ability to initiatie online learning shows that the Arabic teacher is able to make creative Arabic learning, active, and fun decisions for students.[20] Teacher is able to meet the demands to continue to grow and innovative not only in conventional learning models but also online learning; how is the attitude of teacher to make decisions to create good online learning, shown a professional attitude towards her profession by choosing the right platform according to class conditions and students which in this study the teacher chose to use Quizizz.[21] This argument is appropriate andrefers to the previous research of Wardoyo et al.

The analysis of the data collected to support the impact of using Quizizz in term of increasing grades, student reports, and teacher perspectives is in line with all principles of the research design model development by Yekti et al that they used to evaluate the use of Kahoot! as gamification-based learning, all principles are competitive, enjoyment, challenge, perceived usefulness, satisfaction, individual impact, and desire to continue use.[22] In addition to the alignment of the impact with the seven principles above, the overall score of 91 students increased by a percentage of 19.6%. This data reinforces that their learning performance increases; students feel interested in finding the correct answer when they answer wrongly, which means this situation helps the learning process; encourage them to learn; allows students to assess how much they have understood the lesson; and learning with questions and answers model is the best way to arouse their curiosity. This incresing line with research result from Colleges in East India that conducted by Khan et al.[23]

Due to the fact before, Quizizz needs to be continued as an alternative for Arabic learning. The purpose of creating the Quizizz platform is 100% user engagement through live engagement, asynchronous learning, and insights and reporting. Although in this study the teacher only used the multiple-choice feature in Quizizz, other teachers could use other features to accommodate learning; such as live engagement/broadcast that accommodated by quiz, poll, and lesson features. Besides when the teachers want to do asynchronous learning, teacher can

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[20] Mostafa Al-Emran, Hatem M. Elsherif, and Khaled Shaalan, "Investigating Attitudes towards the Use of Mobile Learning in Higher Education," *Computers in Human Behavior* 56 (2016): 93, https://doi.org/10.1016/j.chb.2015.11.033; Ming-Hung Lin, Huang-g Chen, and kuang-Sheng Liu, "A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome," *Eurasia Journal of Mathematics, Science and Technology Education* 13, no. 7 (2017): 3553, https://doi.org/10.12973/eurasia.2017.00744a.

[21] Cipto Wardoyo et al., "Do Technological Knowledge and Game-Based Learning Promote Students Achievement: Lesson from Indonesia," *Heliyon* 7, no. 11 (2021), https://doi.org/10.1016/j.heliyon.2021.e08467.

[22] Yekti Wirani, Tifanny Nabarian, and Muh Syaiful Romadhon, "Evaluation of Continued Use on Kahoot! As a Gamification-Based Learning Platform from the Perspective of Indonesia Students," *Procedia Computer Science*, Sixth Information Systems International Conference (ISICO 2021), 197 (2022): 545, https://doi.org/10.1016/j.procs.2021.12.172.

[23] Khan et al., "Rapid Transition to Online Practical Classes in Preclinical Subjects during COVID-19."

control students learning regulations with deadlines and provision of exercises or subject materials in class features that are freely accessible as long as they have a class code.

Insights and reporting help teachers identify student understanding issues instantly with report data (for further reading, visit Quizizz app and help center). For the future research direction, the researcher sees the potential to continue this study by examining and evaluating of continue on Quizizz by quatitative data from teachers and students' perspective.

Conclusion

This article presents the results of a description of the model of using Quizizz and its impact on creative Arabic learning. The conclusion from this study are; 1.) Teacher able to design a model for creative Arabic learning from making lesson plan, adopting learning design, creating quizzes, arranging assessment instrument, then applied them on vocabulary learning and assessment. These actions and attitudes show that the tecaher can analyze students needs, able to be creative, active, and fun, and also the teacher has good professionalism; 2) Quizizz has a positive impact on students and their grades and learning performance. And this shows that the use of Quizizz deserves to be continued and considered

A limitation in this study is the measurement of impact based on qualitative data from observing students attitudes toward learning by Quizizz and their repots and grades. However, it would be better if this measurement can be done with measured data using quantitative. So the researcher recommends for future research to conduct research in order to calculate the effectiveness and impact of quizizz in learning Arabic, either comparing the control and experimental classes or only the experimental class. Further researchers can also examine whether the use of Quizizz can facilitate the idxmprovement of students' speaking, writing, listening, and reading competences.

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