Development of Quizlet Platform-Based Learning Media for Middle School Students' Understanding of Arabic Vocabulary

Annisa Hanin Larenzi*[1], Syarifudin Basyar[2], Fachrul Ghazi[3], Tamer Sa'ad Ibrahim Khedr[4]

[1,2,3]Arabic Education Study Program Postgraduate Universitas Islam Negeri Raden Intan Lampung, Indonesia.

[4]Faculty of Arts Suez Canal University, Egypt.

Correspondence Address: hanin.larenzi@gmail.com

Abstract

Quizlet platform-based learning media is an interactive learning media that can be used in the Arabic language learning process, especially vocabulary. This research is based on the problems students encounter when learning Arabic, especially vocabulary. Students have difficulty learning Arabic because they consider Arabic to be a difficult subject and the lack of learning media used by teachers means that students lack enthusiasm in the learning process. This research is research and development research (R&D), namely research activities that begin with research and end with development. This research uses a mixed methods approach and the Hannafin and Peck development model, which consists of three phases: the first phase is need assessment, the second phase is design, and the third phase is development and implementation. This research aims to determine the feasibility of learning media based on the researcher' developed Quizlet platform. The data in this research are in the form of observations, interviews, questionnaires, and documentation. The subjects of this research are students in class 8F of the Insan Mulia Islamic Boarding School in Pringsewu Lampung. The following are the research steps carried out by the researcher: 1. The first phase is needs analysis, the researcher carries out direct observations and personal interviews with Arabic teachers. 2. The second phase, namely design, the researcher designed an Arabic language learning media design based on the Quizlet platform. 3. The third phase, namely development and implementation, researcher developed learning media based on the Quizlet platform and validate it by experts. Researcher conducted product feasibility tests. Several validators validated these: two were learning material experts, two were learning media experts, and one was an educational practitioner expert. Researcher obtained research results with validation results by experts with very good grades, including: 91% by material experts, 94% by learning media experts, and 90% by education practitioner experts. Therefore, Arabic language learning media based on the Quizlet platform developed by researchers is suitable for use in Arabic language learning, especially vocabulary.

Keywords: Arabic Language Learning, Development, Learning Media, Quizlet

ملخص

تعتبر وسيلة تعليم وتعلم باستخدام كويزليت من وسائل التعلم التفاعلية التي يمكن استخدامها في عملية تعلم اللغة العربية، وخاصة المفردات. يعتمد هذا البحث على المشكلات التي يواجهها الطلاب عند تعلم اللغة العربية، وخاصة المفردات. يواجه الطلاب صعوبة في تعلم اللغة العربية لأنهم يعتبرون اللغة العربية مادة صعبة، كما أن عدم وجود وسائل تعليمية يستخدمها المعلمون يعني افتقار الطلاب إلى الحماس في عملية التعلم. هذا البحث هو بحث وتطوير (R&D)، أي الأنشطة البحثية التي تبدأ بالبحث وتنتهي بالتنمية. يستخدم هذا البحث منهج الأساليب المختلطة ونموذج التطوير هانافين وبيك، والذي يتكون من ثلاث مراحل: المرحلة الأولى هي تحليل الاحتياجات، والمرحلة الثانية هي التصميم، والمرحلة الثالثة هي التطوير والتنفيذ. يهدف هذا البحث إلى تحديد جدوى وسيلة تعليم وتعلم باستخدام كويزليت التي طورها الباحث. البيانات الواردة في هذا البحث هي

الملاحظات والمقابلات والاستبيانات والوثائق. موضوع هذا البحث هم طلاب الصف الثامن "ف" بمعهد إنسان موليا برينجسيوو لامبونج. قامت الباحثة بالاختبارات جدوى المنتج. وفيما يلي خطوات البحث التي قامت بها الباحثة: ١. المرحلة الأولى هي تحليل الاحتياجات، حيث تقوم الباحثة بالملاحظة المباشرة والمقابلات الشخصية مع معلمي اللغة العربية. ٢. المرحلة الثانية وهي التصميم، صممت الباحثة تصميم وسيلة تعلم اللغة العربية باستخدام كويزليت. ٣. أما المرحلة الثالثة وهي التطوير والتنفيذ، فقد قامت الباحثة بتطوير وسيلة تعليم وتعلم باستخدام كويزليت والتحقق من صحتها من قبل الخبراء. وقد قام العديد من المدققين بالتحقق من صحة هذه الأمور: اثنان كانا من خبراء المواد التعليمية، واثنان من خبراء وسائل الإعلام التعليمية، وواحد كان خبيرًا ممارسًا تعليميًا. حصلت الباحثة على نتائج البحث مع نتائج التحقق من قبل خبراء بدرجات جيدة جداً، منها: ٩١% من خبراء المواد، ٩٤% من خبراء الإعلام التعليمي، و٩٠% من خبراء ممارسي التعليم، ولذلك فإن وسيلة تعليم وتعلم باستخدام كويزليت التي طورتها الباحثة مناسبة للاستخدام في تعلم اللغة العربية، وخاصة المفردات.

الكلمات المفتاحية: تطوير، تعلم اللغة العربية، وسائل تعليمية، كويزليت

Introduction

This research is based on the problems students encounter when learning Arabic, especially vocabulary. Students have difficulty learning Arabic because they consider Arabic to be a difficult subject and the lack of learning media used by teachers means that students lack enthusiasm in the learning process. Therefore, in the process of learning activities there needs to be a means to achieve the goals of the expected learning outcomes.

Language is an essential communication tool: language humans can understand what other humans convey. Language will make it easier for humans to socialize, communicate, and adapt to their environment.[1] The language in this case is Arabic, and Arabic has a special place among world languages and is the language of the al-Qur'an which is a source of pride and honor for Muslims in the world.[2]

One of the essential things in teaching Arabic is vocabulary. Vocabulary is vital because it has many benefits in advancing that language. Anyone who wants to learn one of these languages must have in-depth mastery of that vocabulary. The more vocabulary a person has, the more

---

[1] Mohammad Fauziddin and Makhyatul Fikriya, "*Mengenal Kosakata Bahasa Arab Melalui Permainan Kartu Huruf Hijaiyah yang Dilengkapi Kosakata,*" Journal on Early Childhood Education Research (JOECHER) 1, no. 1 (2020): 47. DOI: https://doi.org/10.37985/joecher.v1i2.13

[2] محمَّد السامعي،اللغة العربية: مهارات – نحو – إملاء – أدب – بلاغة (اليمن: كلية الجزيرة للعلوم الصحية, ٢٠١٩)، ص٢٠.https://www.noor-book.com/en/ebook-المهارات-اللغويه-pdf

skilled a person is in language.[3] Vocabulary teaching is a basic requirement for teaching a second language and a condition for its response. The criterion for proficiency in teaching vocabulary is that students are able to use the right words in the right place.[4] Understanding vocabulary is essential in learning Arabic. Without a good understanding of vocabulary, students will experience difficulties in learning Arabic. From the explanation above, researcher can describe that the purpose of using vocabulary is a person's ability to use words to communicate and convey information using Arabic. Given the significance of vocabulary in foreign language learning, it is imperative to employ a variety of techniques in order to meet the objectives of the anticipated learning outcomes.[5]

Learning media technologies to support students' learning is essential to the educational process. Anything that transmits information or messages from the news source to the intended audience is considered learning media.[6] In this regard, now that technology has developed, teachers must be able to use creative and effective methods. The learning method used in books has shortcomings, including causing some students not to focus on the material being taught due to minimal interaction in the learning process. Therefore, teachers need other alternative media as teaching materials to provide illustrations and more understanding by using applications in the form of multimedia-based learning media. Multimedia can have a significant influence on student motivation and learning outcomes.[7]

As time goes by, in this digital era, there are more and more opportunities to utilize existing applications to be used as media in learning, including vocabulary learning media, one of which is Quizlet media. Quizlet is a website that lets users use different learning methods, including languages, to learn vocabulary using flashcard sets. Users can use it anywhere and anytime because it is compatible with iOS and Android operating systems. Teachers can design classes with specific language components to ensure students learn them. Any user can easily create free Quizlet flashcard sets depending on the terminology they wish to learn. Students can also form their learning vocabulary sets or participate in groups teachers have formed. Terms for lexical items and definitions for descriptions-descriptions to which visuals or sounds can be added-make up collections.[8]

The learning model available on With its matching games, Quizlet can engage pupils and pique their interest in learning language. Pupils can view their rankings and scores and attempt

[3] Mariyatul Qibtiyah, "*Pengajaran Bahasa Arab Menggunakan Media Gambar Bergerak untuk Meningkatkan Penguasaan Kosakata,*" An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab 22, no. 01 (2020): 74. DOI: https://doi.org/10.32332/an-nabighoh.v22i01.2076

⁴ رشدي أحمد طعيمة و مُحَمَّد السيد مناع،تعليم العربية والدين بين العلم والفن، ط.٢ (القاهرة: دار الفكر العربي، ٢٠٠١)، ص.١٩٤.

[5] Ridwan and A. Fajar Awal, "*Penerapan Metode Bernyanyi dalam Meningkatkan Penguasaan Mufradat dalam Pembelajaran Bahasa Arab di Raodhatul Athfal,*" DIDAKTIKA: Jurnal Kependidikan 13 (2019): 57. DOI: https://doi.org/10.30863/didaktika.v13i1.252

[6] Amalia Firdausia, Imam Asrori, and Mohammad Ahsanuddin, "*Pengembangan Media Pembelajaran Bahasa Arab Berbasis Web Offline pada Siswa Kelas X SMA Negeri 8 Malang,*" Al-Musannif : Journal of IslamicEducation and Teacher Training 2, no. 2 (2020): 90. DOI: https://doi.org/10.56324/al-musannif.v2i2.39

[7] Ali Sadikin, Asni Johari, and Lili Suryani, "*Pengembangan Multimedia Interaktif Biologi Berbasis Website dalam Menghadapi Revolusi Industri 4.0,*" Edubiotik : Jurnal Pendidikan, Biologi dan Terapan 5, no. 01 (2020): 19. DOI: https://doi.org/10.33503/ebio.v5i01.644

[8] Agung Ginanjar Anjaniputra and Vina Aini Salsabila, "*The Merits of Quizlet for Vocabulary Learning at Tertiary Level,*" Indonesian EFL Journal 4, no. 2 (2019): 2. DOI: https://doi.org/10.25134/ieflj.v4i2.1370

again for higher grades. After that, acquiring language does not rapidly become boring for the children. However, kids can enjoy learning English using technology because they can use the Quizlet program. This results from increased student involvement in the language learning process. Consequently, when utilizing Quizlet, students will concentrate more on the target words they study.[9]

However, researcher found problems after making direct observations in Arabic language learning at the Insan Mulia Boarding School Pringsewu Lampung Islamic Boarding School as follows:[10] 1) Lack of students' understanding of vocabulary, which be seen in students' ability to mention vocabulary and its meaning, 2) Basic experience from different student backgrounds, and this is because the majority of students come from public schools and not from madrasah ibtidaiyyah, so that Arabic is a new language for them to learn, 3) Students have no interest in learning Arabic because they consider Arabic to be a complex subject, 4) Students have low enthusiasm in learning vocabulary, 5) There are minimal facilities used by teachers in learning activities, this can be seen from the use of blackboards in the classroom when teaching Arabic, 6) The use of facilities is less so that learning is often presented orally without the support and this can make students indifferent in listening to the material explained by the teacher.

Researcher also interviewed Ustadzah Novita Fitri Handayani, M.Pd. an Arabic language teacher at this school. Based on Ustadzah Novita's opinion, learning Arabic, especially vocabulary, is essential, especially in beginner classes. If the vocabulary obtained is somewhat mature, God willing, you are ready to continue learning to the next stage. However, their response to learning Arabic, especially vocabulary, could be better. Most of them still think Arabic is difficult to understand because of the lack of vocabulary, so they tend to be frustrated in the learning process.[11]

Many studies have researched and developed multimedia learning media with various applications by current developments, such as applications based on Quizlet, Kahoot, and so on. For example, research conducted by Umi Hijriyah, Koderi, Erlina, Irwandani, and Muhammad Aridan concluded that students were more enthusiastic if learning was carried out using various media, for example, interactive learning media. With its matching games, Quizlet can engage pupils and pique their interest in language learning. Pupils can view their rankings and scores and attempt again for higher grades. After that, acquiring language does not rapidly become boring for the children. However, kids can enjoy learning English using technology because they can use the Quizlet program. This results from increased student involvement in the language learning process. Consequently, when utilizing Quizlet, students will concentrate more on the target words they study.[12] Previous research was conducted by Andi Sari Sartika Fitri, Syamsu Rijal, and Burhanuddin, who concluded that the process of learning to master German vocabulary using the Quizlet application had increased. The evaluation results of German language learning have grown and are supported by the average score obtained in cycle I was

---

[9] M. Rizky Setiawan and Pangesti Wiedarti, "*The Effectiveness of Quizlet Application towards Students' Motivation in Learning Vocabulary,*" Studies in English Language and Education 7, no. 1 (2020): 88. DOI: https://doi.org/10.24815/siele.v7i1.15359

[10] Observasi, di Pondok Pesantren Insan Mulia Boarding School Pringsewu Lampung, Selasa 9 Mei 2023.

[11] Wawancara bersama Novita Fitri Handayani (guru bahasa Arab Pondok Pesantren Insan Mulia Boarding School Pringsewu, Pringsewu), Kamis 24 Agustus 2023, pukul 09.30 WIB.

[12] Umi Hijriyah et al., "*Arabic Learning Media Based on Smart Apps Creator for Students of Islamic Junior High School,*" Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 9, no. 2 (2022): 228. DOI: https://doi.org/10.15408/a.v9i2.27586

70.31, while the average score obtained in cycle II was 96.42. So it can be concluded that increasing German vocabulary through the use of the Quizlet application for Kleas X IPS 1 SMA Kartika students was declared successful.[13]

Meliyani, Koderi, et al. also conducted Other previous research. Who concluded that the validation results from subject experts, evaluation experts, and facility experts on Arabic objective test evaluation tools using the Kahoot application were suitable for use as an assessment tool for education that reaches the vocational school level.[14] Ahmad Zubaidi also conducted earlier research and concluded that Kahoot media might help students become more proficient in maharah istima'. The quality of the material received an average rating of 5,37 from the expert validators, while the quality of the Kahoot application media received an average rating of 4,75. Therefore, professional validators say that this product is appropriate for use.[15] Bodhi Wallio and Jennifer Lyle Bucol also conducted prior research, and their findings indicated that the Quizlet application demonstrated the beneficial impact of simulated vocabulary learning at home on the vocabulary learning results of children who struggle in the classroom.[16]

Based on the discussion above, the researcher chose the title of this research as Development of Quizlet Platform-Based Learning Media for Middle School Students' Understanding of Arabic Vocabulary. This title has the advantage that researcher have yet to develop learning media based on the Quizlet platform in previous studies, especially in learning Arabic at the junior high school level.

Based on this explanation, researcher hope that this media can become an alternative solution to problems in the world of education so that education becomes interesting and motivates students in education. In addition, the aesthetically pleasing display of learning materials, such as Arabic online applications, will help pupils retain the information taught in class.[17] Arabic teachers can use this learning media, especially when teaching vocabulary. This learning media can help increase students' enthusiasm and interest in learning activities.

Researcher found students' Arabic language scores could have been more satisfactory. After conducting direct observations and interviews, researchers found several problems faced by students at this school, especially class 8f students who experienced difficulties in learning Arabic, especially vocabulary. These problems include: 1. Student learning outcomes are relatively low, 2. There is no enthusiasm for learning Arabic, 3. Lack of learning media used in the learning process. Therefore, one of the ways researcher overcome this is by developing learning media based on the Quizlet platform, which can create interaction in the learning

---

[13] Andi Sari Sartika Fitri, Syamsu Rijal, and Burhanuddin, "*Aplikasi Quizlet dalam Meningkatkan Kosakata Bahasa Jerman,*" PHONOLOGIE: Journal of Language and Literature 2, no. 2 (2022): 221. DOI: https://doi.org/10.26858/phonologie.v2i2.35303

[14] Meliyani et al., "*The Development of Arabic Learning Evaluation Based on Kahoot Application in Covid Outbreak - Tatwir Taqwim Ta'lim Al-Lughah Al 'Arabiyyah Ala Asas Tatbiq Kahoot Khilala Jaikhah Covid,*" Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab 13, no. 1 (2021): 181. DOI: https://doi.org/10.24042/albayan.v

[15] Ahmad Zubaidi, "*Development of Mahârah Al-Istimâ' Test Instrument for Electronic Based Arabic Student Using the Kahoot! Application,*" Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 7, no. 1 (2020): 75. DOI: https://doi.org/10.15408/a.v7i1.13002

[16] Budi Waluyo and Junifer Leal Bucol, "*The Impact of Gamified Vocabulary Learning Using Quizlet On Low-Proficiency Students,*" Computer Assisted Language Learning Electronic Journal 22, no. 1 (2021): 180-181. DOI: https://old.callej.org/journal/22-1/Waluyo-Bucol2021.pdf

[17] Pangadilan Rambe, "*Pengembangan Aplikasi Pembelajaran Inovatif dalam Pembelajaran Bahasa Arab Berbasis Web,*" Arabi : Journal of Arabic Studies 4, no. 1 (2019): 57. DOI: https://doi.org/10.24865/ajas.v4i1.138

process and make learning activities more interesting because Quizlet contains several features that can help students learn vocabulary more accessible and fun.[18]

With the results of previous research showing positive results, it will also show positive results. This research aims to develop and determine the feasibility of learning media based on the Quizlet platform for understanding vocabulary for junior high school students. This learning media was designed to improve students' ability to understand vocabulary so that Arabic subjects, known to be boring, can become more enjoyable. Not only that, Quizlet is also a learning medium that can increase student participation in class.[19]

Method

This research was conducted at the Insan Mulia Boarding School Pringsewu Lampung Islamic Boarding School for class VIII F students. This study focuses on research and development. In a book named Research and Development (R&D), Sugiyono claims that methods are research techniques used to create particular items and evaluate their efficacy.[20] Wiwin Yuliani and Nurmauli Banjarnahor expressed almost the same understanding that the R&D methodology in educational research requires researcher to produce efficient products or services related to pedagogical practices to improve, develop, and evaluate learning.[21] The Hannafin and Peck research approach, which comprises three research and development steps—needs assessment, design and development, implementation, and evaluation—was employed in this study.[22]

Hannafin and Peck's research model can be described as follows:
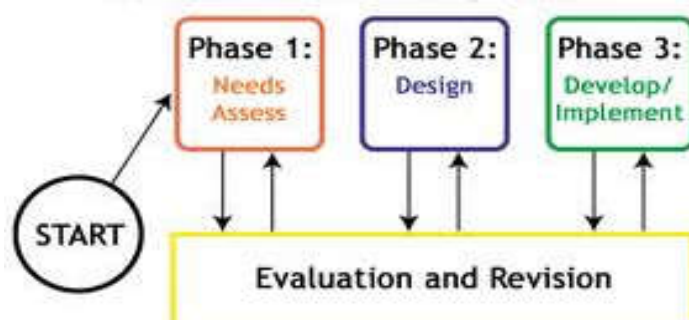
Figure 1. Hannafin and Peck Development Model[23]

[18] Alesandro Woisela Prayogi and Mega Wulandari, "*Implementing a Mobile Application Quizlet to Help Senior High School Students Learn Vocabulary,*" ELT Forum: Journal of English Language Teaching 10, no. 1 (2021): 90. DOI: https://doi.org/10.15294/elt.v10i1.42775

[19] Dhany Efita Sari, "*Quizlet: Aplikasi Pembelajaran Berbasis Smartphone Era Generasi Milenial,*" Jurnal Pendidikan Ilmu Sosial 29, no. 1 (2019): 13. DOI: https://doi.org/10.23917/jpis.v29i1.8150

[20] Rina Dian Rahmawati and Ima Liana, "*Pengembangan Kamus Saku Arab-Indonesia untuk Meningkatkan Ketrampilan Membaca Siswa Kelas VIII di Pesantren Roudhotul Qur'an an-Noer,*" DINAMIKA : Jurnal Kajian Pendidikan dan Keislaman 6, no. 1 (2021): 46. DOI: https://doi.org/10.32764/dinamika.v6i1.1273

[21] Wiwin Yuliani and Nurmauli Banjarnahor, "*Metode Penelitian Pengembangan (R&D) dalam Bimbingan dan Konseling,*" QUANTA 5, no. 3 (2021): 113-114. DOI: https://doi.org/10.22460/q.v2i1p21-30.642

[22] Indri Yuli Yanti, I Ketut Pudjawan, and Ignatius I Wayan Suwatra, "*Pengembangan Lembar Kerja Siswa Model Hannafin and Peck untuk Meningkatkan Hasil Belajar Siswa,*" Journal of Education Technology 4, no. 1 (2020): 69. DOI: https://doi.org/10.23887/jet.v4i1.24094

[23] Niken Eka Priyani, "*Pengembangan Modul Etnomatematika Berbasis Budaya Dayak dalam Pembelajaran Matematika dengan Pendekatan Joyfull Learning,*" Jurnal Didaktika Pendidikan Dasar 5, no. 1 (2021): 114. DOI: https://doi.org/10.26811/didaktika.v5i1.226

This research began by carrying out the first step, namely needs analysis. This stage was carried out to identify problems to obtain information and analyze problems with the activities of class VIII students at the Insan Mulia Boarding School Pringsewu Lampung Islamic Boarding School. According to Martin et al quoted by Tegeh et al. in the journal "Journal of Education Technology", the analysis in this case is (1) analysis of learning problems, (2) learner analysis, (3) goal analysis, and (4) analysis of learning settings.[24] In the second stage, the researcher creates a design or product design from the results of the analysis in the previous step. The product created is learning media based on the Quizlet platform on Arabic subject matter, especially vocabulary for class VIII SMP/MTs students. The designs made at this stage include 1) formulating learning objectives, 2) formulating the skills of potential users, 3) compiling the material, and 4) creating a storyboard.

The period of development and implementation is the third step. At this point, the researcher turned the design into a learning media product based on the Quizlet platform and evaluated the product's suitability for usage in subsequent Arabic language learning activities, particularly with regard to vocabulary related to the actual subject—that is, pupils in class VIII SMP/MTs. The researcher created educational materials using the Quizlet platform, registered, and logged in to the Quizlet app during the creation stage. During the implementation phase, formative evaluations were conducted by researchers, including one-on-one expert validation. Validators—material specialists, media experts, and educational practitioners, such as subject teachers—conduct validation to ascertain whether the Quizlet platform-based learning media that are being built are feasible.[25]

The score table for evaluating answer choices and the table of criteria for interpreting the suitability of media validation results are as follows:

Table 1. Answer Choice Assessment Score[26]

Answer Choices	Score
Very Good	5
Good	4
Fair	3
Not Good	2
Very Bad	1

Based on table 1, it was found that the highest score in the answer choices was 5 in the very good category and the lowest score was 1 in the very bad category.

[24] Ni Luh Putu Jayanti Dewi and I Wayan Sujana, "*Learning Multimedia Based on RPG Maker MV Material for Circumference and Area of Flat Shapes for Elementary School Students,*" Journal of Education Technology 5, no. 3 (2021): 367. DOI: https://doi.org/10.23887/jet.v5i2.34462

[25] Annisa Elita Rahmawati et al., "*Development of the Quizizz Application-Based Evaluation Tool for Learning Arabic for MTs│Pengembangan Alat Evaluasi Berbasis Aplikasi Quizizz pada Pembelajaran Bahasa Arab untuk MTs,*" Mantiqu Tayr: Journal of Arabic Language 3, no. 2 (2023): 139. DOI: https://doi.org/10.25217/mantiqutayr.v3i2.3484

[26] Danang Dwi Pangestu, Purwadi, and Ferina Agustini, "*Pengembangan Media Parajo (Puzzle Gambar Rumah Adat Joglo) Berbasis Model Number Head Together Pada Pembelajaran Matematika,*" Jurnal Penelitian dan Pengambangan Pendidikan 3, no. 2 (2019): 119. DOI: https://doi.org/10.23887/jppp.v3i2.17389

Table 2. Criteria for Percentage of Validation Results[27]

Intervals	Categories
81% - 100%	Very Decent
61% - 80%	Decent
41% - 60%	Quite Decent
21% - 40%	Less than Decent
0% - 20%	Very Inadequate

Based on table 2, it was found that the highest interval in the percentage of validation results was 81%-100% in the very decent category and the lowest interval was 0%-20% in the very inadequate category.

Observation, interviews, and documentation were used to collect data for this research. The assessment instrument uses a questionnaire. Researcher use data analysis techniques with the following formula:

Percentage $\% = \frac{total\ score\ amount\ (x)}{maxium\ score\ amount(x1)}$ x 100%

Result and Discussion

The researcher's research and development efforts have created learning materials based on the Quizlet platform for Arabic language instruction. Specifically, the materials cover class VIII vocabulary in the odd semester and blend the school's curriculum and the curriculum of the Islamic boarding school. The three development stages of the Hannafin and Peck development model are applied in this research and development using the Research and Development (R&D) technique. The steps the researcher took are as follows:

Needs Assessment

Several analyses are conducted at this stage to obtain information on learning media appropriate to students' needs. Researcher made direct observations at the Insan Mulia Pringsewu Islamic Boarding School and interviewed several Arabic teachers there. Direct observations have been carried out from April 1, 2023 until now. In observation activities, researcher observe teaching and learning activities in the classroom. Observation activities were carried out in the Arabic language (Nahwu Sharaf) class VIII subject. Learning activities begin with the educator's explanation and continue with working on practice questions. Based on the observations, researcher found that the school has facilitated various types of media and the Internet. However, teachers must still be more active in utilizing the facilities provided. Most of the explanations by educators are carried out using conventional methods, namely the qawaid and tarjamah methods and whiteboard media tools.[28] The use of less attractive media makes

---

[27] Danang Dwi Pangestu, Purwadi, and Ferina Agustini, "*Pengembangan Media Parajo (Puzzle Gambar Rumah Adat Joglo) Berbasis Model Number Head Together pada Pembelajaran Matematika*," Jurnal Penelitian Dan Pengambangan Pendidikan 3, no. 2 (2019): 119. DOI: https://doi.org/10.23887/jppp.v3i2.17389

[28] Observasi, di Pondok Pesantren Insan Mulia Boarding School Pringsewu Lampung, Selasa 9 Mei 2023.

students less responsive to the teaching presented by the teacher,[29] so that students are less interested in the process of teaching and learning activities.

Researcher also interviewed several Arabic language teachers at this school, namely Ustadzah Novita Fitri Handayani, M.Pd., and Ustadzah Nopitasari, S.Pd. They concluded that learning Arabic, especially vocabulary, is essential, especially in beginner classes. If the vocabulary acquired is somewhat mature, God willing, they are ready to continue learning to the next stage. However, students' responses to learning Arabic, especially vocabulary, could be better. Most of them still think Arabic is difficult to understand because of the need for more vocabulary, so they tend to be frustrated and lazy in the learning process.[30] Researcher also formulated students' initial behavior after conducting direct observations and personal interviews with Arabic teachers. In this case, there are four identifications of students' initial behavior: basic abilities, experience background, social background, and individual differences of students. Most of the students at this school, especially students in class VIII F, have an educational knowledge from State Elementary Schools. Arabic is a new subject for students, so their interest and motivation to learn Arabic is also low. The lower a student's interest in learning, the lower the student's motivation to learn.[31]

Researcher also obtained students' Arabic language scores to determine students' abilities before using Quizlet media in the learning process. The results of the student scores in this class show different scores, the highest score is 66 and the lowest score is 26, and the average score is 44. The average student score is 44 in the "fail" category, this shows that the majority of students' abilities in this lesson are still lacking. The percentage of students' Arabic language scores is depicted in the pie chart as follows:
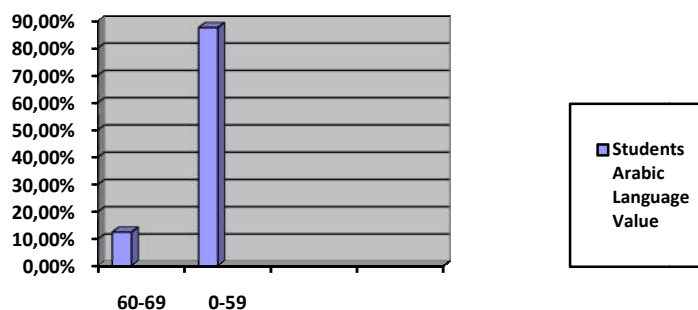
Figure 2. Bar Chart of Percentage of Students' Arabic Language Score

Based on figure 2, it was found that The percentage results obtained are as follows: 28 students got a score in the category " failed" (87.5%), four students got a score in the

---

[29] Isra Hanifa and Fuji Astuti, "*Perbedaan Hasil Belajar Seni Tari Menggunakan Multimedia Interaktif Dengan Media Konvensional pada Siswa di SMP N 1 Talamau Differences in Dance Learning Outcomes Using Interactive Multimedia With Conventional Media in Students in SMP N 1 Talamau,*" Jurnal Sendratasik 11, no. 3 (2022): 394. DOI: https://doi.org/10.24036/js.v11i3.117813

[30] Wawancara bersama Novita Fitri Handayani dan Nopitasari (Guru Bahasa Arab Pondok Pesantren Insan Mulia Boarding School Pringsewu Lampung), Kamis 24 Agustus 2023, Pukul. 09.30 WIB.

[31] Keysha Shira Zafirah, Hikmah Maulani, and Tatang Tatang, "*Pengaruh Latar Belakang Pendidikan Pondok Pesantren Modern terhadap Motivasi Belajar Bahasa Arab,*" Al-Ittijah: Jurnal Keilmuan dan Kependidikan Bahasa Arab 15, no. 1 (2023): 8. DOI: https://doi.org/10.32678/alittijah.v15i1.7619

"acceptable" category (12.5%), and no students got a score in the "good", "very good" or "perfect" categories.

According to the justification above, creativity is required to get pupils interested in and pay closer attention to learning activities: creativity is needed. The learning materials that are utilized can implement this innovation. A crucial component of teaching and learning is the use of learning media. In addition, using educational media can help teachers inspire and interact with students more productively. Quick technology advancements can be used to create educational materials that will pique students' curiosity and make learning both inside and outside of the classroom simpler. Learning media are primarily used to facilitate students' easier assimilation of the material. This way, learning resources will be straightforward to comprehend without dulling students.[32] Based on the problems above, the researcher intends to develop learning media based on the Quizlet platform for learning Arabic (Nahwu Sharaf), especially vocabulary, with the hope of fostering fun and motivating learning activities for students, and students can also review the material via Quizlet at outside learning activities at school.[33] so can improve student learning outcomes.

Design

The next step is the design stage. At the design stage, researcher designed the concept of learning media products based on the Quizlet platform that would be developed. This stage contains a learning design plan adopted from the Insan Mulia Pringsewu Islamic Boarding School syllabus. The steps at this stage include 1) formulating learning objectives, 2) formulating initial user behavior, 3) compiling materials, and 4) creating a storyboard. Learning objectives are arranged based on Core Competencies (KI) and Basic Competencies (KD) in Arabic language material, especially Nahwu Sharaf class VIII at this school.

Next, formulate initial user behavior, namely determining each student's abilities in using the product that will be produced. Students at this school are not allowed to bring smartphones, so the learning process uses a PC/laptop provided by the teacher. The initial behavioral formulation of potential users is as follows: 1. Students are skilled at operating a PC/laptop, 2. Students are skilled at using learning media based on the Quizlet platform, 3. Students are adept at doing various exercises on learning media based on the Quizlet platform: in this case. The teacher asks students to do practice questions from several existing features such as learn, test, match, gravity, and Quizlet live.

The next step in the design stage is arranging the material. Because learning media based on the Quizlet platform will be tested for class VIII students, the researcher developed the material in the odd semester according to the existing syllabus. The material is vocabulary related to the topic: al-fail, al-mafʻul bih, and tsulatsi mujarrad (first - sixth chapter). After determining the material, the researcher prepared a storyboard. The preparation of the storyboard begins with choosing the number of flashcard charts based on the material analysis results by the Arabic language syllabus (Nahwu Sharaf) for class VIII students at this school. There are three

[32] Andita Aprilia Fridayanti, "*Pembelajaran Kosakata Bahasa Arab-Indonesia Menggunakan Media Audio Visual Channel Youtube di MTs NU Mranggen*," Maharaat: Jurnal Pendidikan Bahasa Arab 4, no. 1 (2021): 84. DOI: https://doi.org/10.18196/mht.v4i1.12950

[33] Dian Fadhilawati, Bahrul Ulum, and Dwita Laksmita Rachmawati, "*Implanting Vocabulary for Long Terms Memory through Memrise and Quizlet Applications,*" JPI (Jurnal Pendidikan Indonesia) 11, no. 1 (2022): 39. DOI: https://doi.org/10.23887/jpi-undiksha.v11i1.29504

sections/sets of cards, namely topic-related vocabulary: al-fail (35 cards), al-maf'ul bih (50 cards), and tsulatsi mujarrad: first - sixth chapter (40 cards).

Examples of flashcard storyboards made by researcher can be seen in Table 3, Table 4, and Table 5 below.

Table 3. Example of Storyboard Flashcard Quizlet Card Set 1: الفاعل

Card Number	Terms (Front View)	Definitions (Back View)
٦	قِطٌّ	الْحَيَوَانُ الأَلِيْفُ الَّذِي يُحِبُّ أَنْ يَأْكُلَ السَّمَكَ
١١	طَبِيْبٌ	الشَّخْصُ الَّذِي يَعْمَلُ فِي الْمُسْتَشْفَى
١٢	فَلَّاحٌ	الشَّخْصُ الَّذِي يَعْمَلُ فِي الْمَزْرَعَةِ

Based on table 3, it was found that there are several examples of storyboards related to vocabulary, images, definitions and card numbers in the "الفاعل" material.

Table 4. Example of Storyboard Flashcard Quizlet Card Set 2: المفعول به

Card Number	Terms (Front View)	Definitions (Back View)
١	حَبْلٌ	هٰذَا حَبْلٌ
٤	شَبَكَةٌ	الشَّيْءُ الَّذِي نَصِيْدُ بِهِ الأَسْمَاكَ

٤١	مَزَّقَ — يُمَزِّقُ	مَزَّقَ عَلِيٌّ الْقِرْطَاسَ

Based Based on table 4, it was found that there are several examples of storyboards related to vocabulary, images, definitions and card numbers in the "المفعول به" material.

Table 5. Example of Storyboard Flashcard Quizlet Card Set 3: الثلاثي المجرد

Card Number	Terms (Front View)	Definitions (Back View)
١	نَصَرَ — يَنْصُرُ	يَنْصُرُ أَحْمَدُ صَاحِبَهُ
٦	سَارَ — يَسِيْرُ	يَسِيْرُ أَخِيْ مِنْ بَيْتِهِ إِلَى مَدْرَسَتِهِ
٢٤	قَرَأَ — يَقْرَأُ	يَقْرَأُ إِبْرَاهِيْمُ الْكِتَابَ

Based Based on table 3, it was found that there are several examples of storyboards related to vocabulary, images, definitions and card numbers in the "الثلاثي المجرد" material.

The definitions and images in the storyboard are designed and adapted to the vocabulary in question. Most images are available on the Quizlet platform, and some researcher download them online. Images arranged and presented well will increase students' enthusiasm for participating in the teaching and learning process.[34]

---

[34] Mariyatul Qibtiyah, *"Pengajaran Bahasa Arab Menggunakan Media Gambar Bergerak untuk Meningkatkan Penguasaan Kosakata,"* An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab 22, no. 01 (2020): 76. DOI: https://doi.org/10.32332/an-nabighoh.v22i01.2076

Development

The next stage of the Hannafin and Peck model is the third phase, namely development and implementation. Hannafin and Peck state that the activities carried out in this phase are generating flow charts, testing, and formative and summative assessments. In this case, the type of assessment carried out by researcher is formative assessment, namely, an assessment carried out by material experts, media experts and educational practitioners. So, in this phase, the media is developed, and learning is carried out by the objectives that have been created based on the needs analysis and designs that have been designed.[35]

Next, the researcher inserted the prepared vocabulary, definitions and images into the flashcard feature on Quizlet media. Examples of several Quizlet flashcard displays that have been created by researcher are as follows:
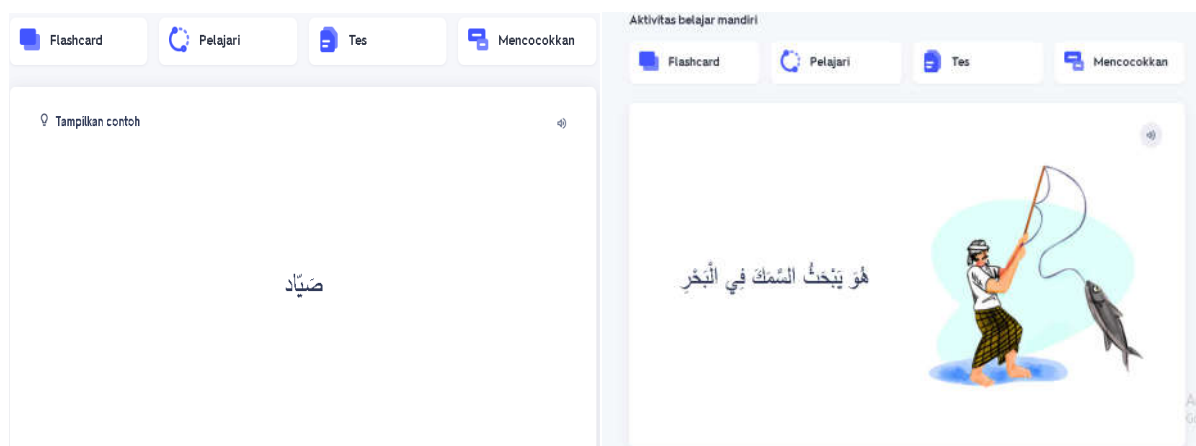
Figure 3. Example of Flashcard Card Set 1: الْفَاعِلُ

Based on Figure 3, it was found that the researcher displayed an example of a flashcard display on the "الْفَاعِلُ" material that had been developed by the researcher based on the storyboard created previously.
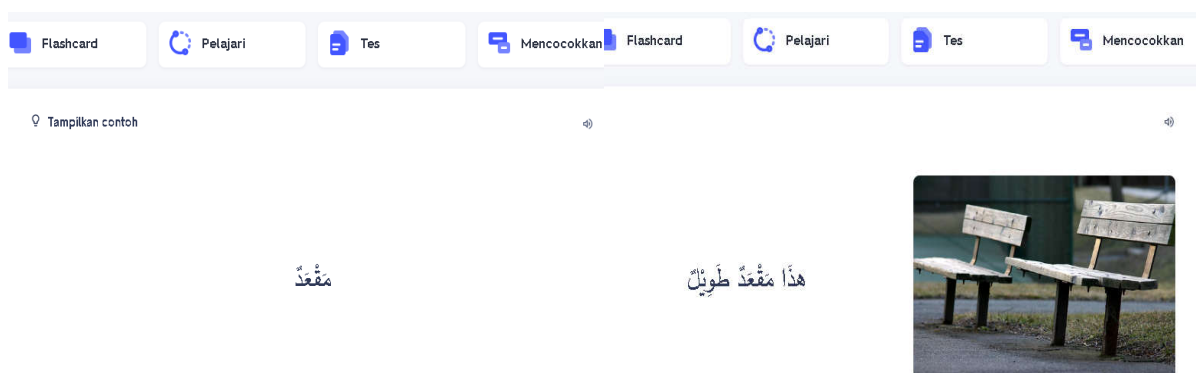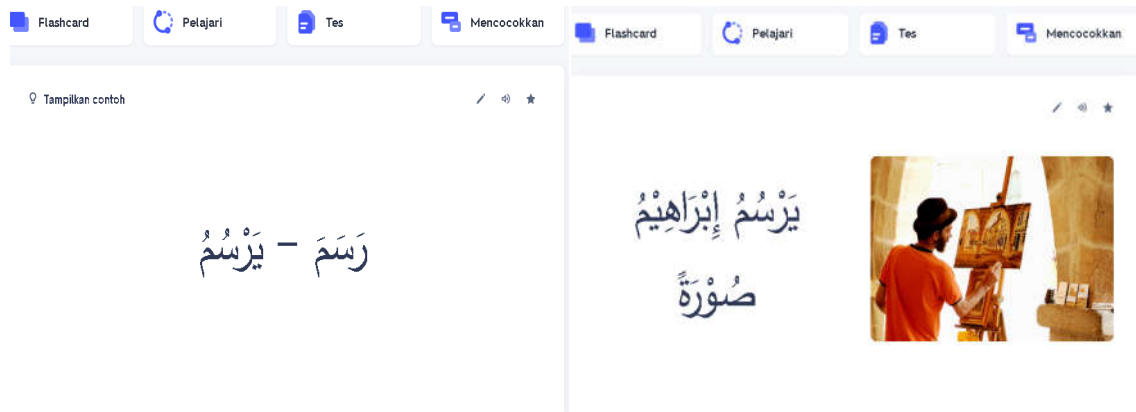

Figure 4. Example of Flashcard Card Set 2 : الْمَفْعُوْلُ بِهِ

35 Indri Yuli Yanti, I Ketut Pudjawan, and Ignatius I Wayan Suwatra, "*Pengembangan Lembar Kerja Siswa Model Hannafin and Peck untuk Meningkatkan Hasil Belajar Siswa,*" Journal of Education Technology 4, no. 1 (2020): 69. DOI: https://doi.org/10.23887/jet.v4i1.24094

Based on Figure 4, it was found that the researcher displayed an example of a flashcard display on the "الْمَفْعُوْلُ بِهِ " material that had been developed by the researcher based on the storyboard created previously.

Figure 5. Example of Flashcard Card Set3 : الثُّلَاثِي الْمُجَرَّدُ

Based on Figure 5, it was found that the researcher displayed an example of a flashcard display on the "الثُّلَاثِي الْمُجَرَّد" material that had been developed by the researcher based on the storyboard created previously.

Validation

The Quizlet platform-based learning media that has been designed and developed is then validated by experts to obtain an assessment to assess the validity of the product in the hope of producing valid media to be used as learning media.[36] Two media experts, two material experts, and one Arabic language instructor serving as an educational practitioner completed this validation step.

First, validation results by learning material experts.

Evaluation of individual tests (one-to-one expert) by learning material experts is an effort made by researcher to determine the appropriateness of the material on the Quizlet platform-based learning media being developed. The learning material expert in this research is Dr. Umi Hijriyah, M.Pd. and Dr. Yusika Sumanto, Lc., M.Ed. as a lecturer at the Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.

Appropriateness assessments by material experts are seen from several aspects, such as material suitability aspects, language suitability aspects, presentation suitability aspects, and presentation suitability aspects with student-centered learning demands using a questionnaire containing 14 sub-indicators, namely: the material/content presented is appropriate with KI and KD, the material is by indicators of competency achievement, the material is by learning objectives, the material can develop the cognitive domain, the accuracy of sentence structure, the effectiveness of sentences, the accuracy of grammar, the accuracy of writing, the images

---

presented are by the material, the images can help understand the material, foster students' curiosity, encourage student interaction, encourage students to study in groups and increase students' interest and motivation in the learning process. The validation results by material experts are depicted in Table 6 below.

Table 6. Feasibility Test Results by Learning Material Experts

No.	Assessment Indicators	Validator 1	Validator 2	Score (%)	Categories
1	Material by KI and KD	5	4	90%	Very Decent
2	Material by competency achievement indicators	5	5	100%	Very Decent
3	Material by learning objectives	5	4	90%	Very Decent
4	Material can develop the cognitive domain	5	4	90%	Very Decent
5	Accuracy of sentence structure	5	4	90%	Very Decent
6	the effectiveness of sentences	5	4	90%	Very Decent
7	Accuracy of grammar	5	4	90%	Very Decent
8	Accuracy of writing	5	5	100%	Very Decent
9	Images presented are by the material	5	4	90%	Very Decent
10	Images can help to understand the material	5	5	100%	Very Decent
11	Fostering students' curiosity	5	4	90%	Very Decent
12	Fostering student interaction.	4	4	80%	Very Decent
13	Encourage students to study in groups	5	4	90%	Very Decent
14	Increase student interest and motivation in the learning process	5	4	90%	Very Decent
	Amount	**69**	**59**	**640%**	
	Average	**4,9**	**4,2**	**91%**	**Very Decent**

Based on Table 6 above, the researcher obtained validation results from the two learning material experts with feasibility scores for each indicator on the Quizlet platform-based learning media. So, the researcher obtained an average assessment value for all learning material indicators on the Quizlet platform-based learning media, namely 91% with a very feasible category. The researcher accepted and corrected all input and suggestions from material experts. It is possible to classify this final draft of learning materials— based on the Quizlet platform as

appropriate for learning Arabic, particularly vocabulary. It can continue to be tested to determine its effectiveness in improving students' Arabic learning outcomes, especially regarding vocabulary learning.

Second, validation results by learning media experts.

Evaluation of individual tests (one-to-one expert) by learning media experts is an effort made by researcher to determine the level of feasibility of the learning media based on the Quizlet platform being developed. The learning media expert in this research is Dr. Agus Jatmiko, M.Pd. as a lecturer at the Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung and Dr. M. Kholis Amrullah, M.Pd.I. as a lecturer at the Faculty of Tarbiyah and Teacher Training at IAIN Metro Lampung.

Appropriateness assessments by media experts are seen from several aspects, such as material suitability aspects, media display aspects, media use aspects, and presentation suitability aspects with student-centered learning demands using a questionnaire containing 12 sub-indicators, namely material by KI and KD, material by competency achievement indicators, material by learning objectives, suitability of image selection with vocabulary, suitability of font type and size selection, suitability of text color selection, suitability of design and appearance, attractiveness of the media, easy to use by teachers and students, instructions for using the media clear and complete, the images presented are appropriate to the material,and the images can help understand the material. So, the researcher obtained an average assessment value for all Quizlet platform-based learning media indicators, namely 94% with a very feasible category. The validation results by material experts are depicted in Table 7 below.

Table 7. Feasibility Test Results by Learning Media Experts

No.	Assessment Indicators	Validator 1	Validator 2	Score (%)	Categories
1	Material by KI and KD	4	5	90%	Very Decent
2	Material by competency achievement indicators	4	5	90%	Very Decent
3	Material by learning objectives	5	5	100%	Very Decent
4	Suitability of image selection with vocabulary	5	5	100%	Very Decent
5	Suitability of font type and size selection	5	5	100%	Very Decent
6	Suitability of text color selection	5	4	90%	Very Decent
7	Suitability of design and appearance	5	4	90%	Very Decent
8	Attractiveness of the media	5	5	100%	Very Decent
9	Easy to use by teachers and students	5	4	90%	Very Decent
10	Instructions for using the media clear and complete	4	5	90%	Very Decent

11	The images presented are appropriate to the material	4	5	90%	Very Decent
12	The images can help understand the material	5	4	90%	Very Decent
Amount		**56**	**56**	**560%**	
Average		**4,7**	**4,7**	**94%**	**Very Decent**

Based on Table 7 above, the researcher obtained validation results from two learning media experts with feasibility scores for each indicator on the Quizlet platform-based learning media. So, researcher got an average assessment value for all Quizlet platform-based learning media indicators, namely, 94% with a very feasible category. All input and suggestions by media experts were accepted and corrected by researcher. Thus, the final project design for quiz platform-based learning media for learning Arabic, especially essays, can be summarized as suitable for use. It can continue to be tested to determine its effectiveness.

Third, Validation Results by Education Practitioners

At this stage, validation was carried out by Mrs. Novita Fitri Handayani, M.Pd., an Arabic language teacher at the Insan Mulia Islamic Boarding School in Pringsewu Lampung. Researcher distributed validation questionnaires to educational practitioner experts and obtained an average score of 4.5 with a percentage of 90% in the "very appropriate" category.

Based on the previous explanation, quiz platform-based learning media for Arabic language learning, especially for understanding students in class VIII at the SMP/MTs level, can be used in the learning process because it has been declared "very feasible" by experts, namely two validators as learning material experts, two validators as experts learning media, and one validator as an educational practitioner, namely an Arabic language teacher.

Several previous studies have also shown positive results, namely, that Quizlet media can increase student interest and learning outcomes. Research conducted by Durratul Hikmah and Abdul Hannan[37] concluded that Quizlet is one of the best learning sites in the world. In his research, Quizlet proved to be very effective in improving students' mastery of English vocabulary, especially in informatics. It has also been demonstrated that Quizlet helps students engage more in their studies and avoid boredom. Eric Kunto Aribowo and Ari Purwanto conducted a similar study and concluded that teachers could use Quizlet-created flashcards as learning media to review information. Most students in this study thought that learning activities using Quizlet were more fun, exciting, and interesting.[38] Other research was also conducted by Dian Fadhilawati et al., who concluded that most students felt learning vocabulary using Quizlet was fun and exciting. Students can memorize vocabulary better after learning using Quizlet.[39] This research also concludes that the Memrise and Quizlet applications can increase students' achievement of vocabulary mastery in the long term. Based on previous research, the researcher

---

[37] Durratul Hikmah and Abdul Hannan, "*Quizlet: A Digital Media for Learning Informatics Terms,*" International Journal of English Education and Linguistics (IJoEEL) 1, no. 1 (2019): 8. DOI: https://doi.org/10.33650/ijoeel.v1i1.450

[38] Eric Kunto Aribowo and Ari Purwanto, "*Pembuatan Media Pembelajaran Berbasis Smartphone Menanfaatkan Aplikasi Quizlet, Quizizz , dan Perangkat Lunak EclipseCrossword,*" Jurnal Pengabdian pada Masyarakat 6, no. 4 (2021): 1136-1139. DOI:https://doi.org/10.30653/002.202164.1062

[39] Dian Fadhilawati, Bahrul Ulum, and Dwita Laksmita Rachmawati, "*Implanting Vocabulary for Long Terms Memory through Memrise and Quizlet Applications,*" JPI (Jurnal Pendidikan Indonesia) 11, no. 1 (2022): 38. DOI: https://doi.org/10.23887/jpi-undiksha.v11i1.29504

concluded that much research on Quizlet had been carried out, but it differed from the study conducted by researcher. For example, the material developed and the detailed stages of making flashcards were unavailable in previous research.

Closing

This quizlet platform-based learning media is suitable for learning Arabic, especially vocabulary. As mentioned, the researcher only achieved this after completing several processes, including needs assessment in the first phase, design in the second phase, and development and execution in the third phase. After completing the development stages, the Quizlet platform-based learning media is validated by specialists, including educational practitioners, learning material experts, and learning media experts. Quizlet is a platform-based learning media that has been created. Researcher conducted product feasibility tests. Researcher obtained research results with validation results by experts with very good grades, including: 91% by material experts, 94% by learning media experts, and 90% by education practitioner experts. So, the Quizlet platform-based learning media is suitable for use and testing in Arabic language learning, especially vocabulary. From these results, it is hoped that schools and teachers can utilize existing technology to make learning Arabic more exciting and no longer boring.

Acknowledgment

Bibliografi

Anjaniputra, Agung Ginanjar, and Vina Aini Salsabila. "*The Merits of Quizlet for Vocabulary Learning at Tertiary Level.*" Indonesian EFL Journal 4, no. 2 (2019): 1. DOI: https://doi.org/10.25134/ieflj.v4i2.1370

Aribowo, Eric Kunto, and Ari Purwanto. "*Pembuatan Media Pembelajaran Berbasis Smartphone Menanfaatkan Aplikasi Quizlet, Quizizz, dan Perangkat Lunak Eclipse Crossword.*" Jurnal Pengabdian pada Masyarakat 6, no. 4 (2021): 1125–41. DOI: https://doi.org/10.30653/002.202164.1062

Dewi, Ni Luh Putu Jayanti, and I Wayan Sujana. "*Learning Multimedia Based on RPG Maker MV Material for Circumference and Area of Flat Shapes for Elementary School Students.*" Journal of Education Technology 5, no. 3 (2021): 365–74. DOI: https://doi.org/10.23887/jet.v5i2.34462

Fadhilawati, Dian, Bahrul Ulum, and Dwita Laksmita Rachmawati. "*Implanting Vocabulary for Long Terms Memory through Memrise and Quizlet Applications.*" JPI (Jurnal Pendidikan Indonesia) 11, no. 1 (2022): 34–42. DOI: https://doi.org/10.23887/jpi-undiksha.v11i1.29504

Fauziddin, Mohammad, and Makhyatul Fikriya. "*Mengenal Kosakata Bahasa Arab Melalui Permainan Kartu Huruf Hijaiyah yang Dilengkapi Kosakata.*" Journal on Early Childhood Education Research (JOECHER) 1, no. 1 (2020): 46–54. DOI: https://doi.org/10.37985/joecher.v1i2.13

Firdausia, Amalia, Imam Asrori, and Mohammad Ahsanuddin. "*Pengembangan Media Pembelajaran Bahasa Arab Berbasis Web Offline pada Siswa Kelas X SMA Negeri 8 Malang.*" Al-Musannif : Journal of Islamic Education and Teacher Training 2, no. 2 (2020): 89–100. DOI: https://doi.org/10.56324/al-musannif.v2i2.39

Fitri, Andi Sari Sartika, Syamsu Rijal, and Burhanuddin. "*Aplikasi Quizlet dalam Meningkatkan Kosakata Bahasa Jerman.*" PHONOLOGIE: Journal of Language and Literature 2, no. 2 (2022): 216–23. DOI: https://doi.org/10.26858/phonologie.v2i2.35303

Fridayanti, Andita Aprilia. "*Pembelajaran Kosakata Bahasa Arab-Indonesia Menggunakan Media Audio Visual Channel Youtube di MTs NU Mranggen.*" Maharaat: Jurnal Pendidikan Bahasa Arab 4, no. 1 (2021): 78–88. DOI: https://doi.org/10.18196/mht.v4i1.12950

Hanifa, Isra, and Fuji Astuti. "*Perbedaan Hasil Belajar Seni Tari Menggunakan Multimedia Interaktif dengan Media Konvensional pada Siswa di SMP N 1 Talamau Differences in Dance Learning Outcomes Using Interactive Multimedia With Conventional Media in Students in SMP N 1 Talamau.*" Jurnal Sendratasik 11, no. 3 (2022): 391–401. DOI: https://doi.org/10.24036/js.v11i3.117813

Hijriyah, Umi, Koderi, Erlina, Irwandani, and Muhammad Aridan. "*Arabic Learning Media Based on Smart Apps Creator for Students of Islamic Junior High School.*" Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 9, no. 2 (2022): 217–30. DOI: https://doi.org/10.15408/a.v9i2.27586

Hikmah, Durratul, and Abdul Hannan. "*Quizlet: A Digital Media for Learning Informatics Terms.*" International Journal of English Education and Linguistics (IJoEEL) 1, no. 1 (2019): 1–9. DOI: https://doi.org/10.33650/ijoeel.v1i1.450

Meliyani, Koderi, Zulhanan, Munir Tubagus, and Muhammad Sholeh Fauzan. "*The Development of Arabic Learning Evaluation Based on Kahoot Application in Covid Outbreak - Tatwir Taqwim Ta'lim Al-Lughah Al 'Arabiyyah Ala Asas Tatbiq Kahoot Khilala Jaikhah Covid.*" Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab 13, no. 1 (2021): 168–85. DOI: https://doi.org/10.24042/albayan.v

Pangestu, Danang Dwi, Purwadi, and Ferina Agustini. "*Pengembangan Media Parajo (Puzzle Gambar Rumah Adat Joglo) Berbasis Model Number Head Together pada Pembelajaran Matematika.*" Jurnal Penelitian dan Pengambangan Pendidikan 3, no. 2 (2019): 117–21. DOI: https://doi.org/10.23887/jppp.v3i2.17389

Panjaitan, Ruqiah Ganda Putri, Titin Titin, and Neuwidia Nuzul Putri. "*Multimedia Interaktif Berbasis Game Edukasi sebagai Media Pembelajaran Materi Sistem Pernapasan di Kelas XI SMA.*" Jurnal Pendidikan Sains Indonesia 8, no. 1 (2020): 141–51. DOI: https://doi.org/10.24815/jpsi.v8i1.16062

Prayogi, Alesandro Woisela, and Mega Wulandari. "*Implementing a Mobile Application Quizlet to Help Senior High School Students Learn Vocabulary.*" ELT Forum: Journal of English Language Teaching 10, no. 1 (2021): 87–99. DOI: https://doi.org/10.15294/elt.v10i1.42775

Priyani, Niken Eka. "*Pengembangan Modul Etnomatematika Berbasis Budaya Dayak dalam Pembelajaran Matematika dengan Pendekatan Joyfull Learning.*" Jurnal Didaktika Pendidikan Dasar 5, no. 1 (2021): 109–24. DOI: https://doi.org/10.26811/didaktika.v5i1.226

Qibtiyah, Mariyatul. "*Pengajaran Bahasa Arab Menggunakan Media Gambar Bergerak untuk Meningkatkan Penguasaan Kosakata.*" An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab 22, no. 01 (2020): 71–86. DOI: https://doi.org/10.32332/an-nabighoh.v22i01.2076

Rahmawati, Annisa Elita, Zulhannan, Umi Hijriyyah, Erlina, and Koderi. "*Development of the Quizizz Application-Based Evaluation Tool for Learning Arabic for MTs│Pengembangan Alat Evaluasi Berbasis Aplikasi Quizizz pada Pembelajaran Bahasa Arab untuk MTs.*" Mantiqu Tayr: Journal of Arabic Language 3, no. 2 (2023): 135–50. DOI: https://doi.org/10.25217/mantiqutayr.v3i2.3484

Rahmawati, Rina Dian, and Ima Liana. "*Pengembangan Kamus Saku Arab-Indonesia untuk Meningkatkan Ketrampilan Membaca Siswa Kelas Viii Di Pesantren Roudhotul Qur'an an-Noer.*" DINAMIKA : Jurnal Kajian Pendidikan dan Keislaman 6, no. 1 (2021): 41–54. DOI: https://doi.org/10.32764/dinamika.v6i1.1273

Rambe, Pangadilan. "*Pengembangan Aplikasi Pembelajaran Inovatif dalam Pembelajaran Bahasa Arab Berbasis Web.*" Arabi : Journal of Arabic Studies 4, no. 1 (2019): 55–64. DOI: https://doi.org/10.24865/ajas.v4i1.138

Ridwan, and A. Fajar Awal. "*Penerapan Metode Bernyanyi dalam Meningkatkan Penguasaan Mufradat dalam Pembelajaran Bahasa Arab di Raodhatul Athfal.*" DIDAKTIKA: Jurnal Kependidikan 13 (2019): 56–67. DOI: https://doi.org/10.30863/didaktika.v13i1.252

Rizky Setiawan, M., and Pangesti Wiedarti. "*The Effectiveness of Quizlet Application towards Students' Motivation in Learning Vocabulary.*" Studies in English Language and Education 7, no. 1 (2020): 83–95. DOI: https://doi.org/10.24815/siele.v7i1.15359

Sadikin, Ali, Asni Johari, and Lili Suryani. "*Pengembangan Multimedia Interaktif Biologi Berbasis Website dalam Menghadapi Revolusi Industri 4.0.*" Edubiotik : Jurnal Pendidikan, Biologi Dan Terapan 5, no. 01 (2020): 18–28. DOI: https://doi.org/10.33503/ebio.v5i01.644

Sari, Dhany Efita. "*Quizlet: Aplikasi Pembelajaran Berbasis Smartphone Era Generasi Milenial.*" Jurnal Pendidikan Ilmu Sosial 29, no. 1 (2019): 9–15. DOI: https://doi.org/10.23917/jpis.v29i1.8150.

Waluyo, Budi, and Junifer Leal Bucol. "*The Impact of Gamified Vocabulary Learning using Quizlet on Low-Proficiency Students.*" Computer Assisted Language Learning Electronic Journal 22, no. 1 (2021): 158–79. https://old.callej.org/journal/22-1/Waluyo-Bucol2021.pdf

Yanti, Indri Yuli. I Ketut Pudjawan, and Ignatius I Wayan Suwatra. "*Pengembangan Lembar Kerja Siswa Model Hannafin and Peck untuk Meningkatkan Hasil Belajar Siswa.*" Journal of Education Technology 4, no. 1 (2020): 69. DOI: https://doi.org/10.23887/jet.v4i1.24094

Yuliani, Wiwin, and Nurmauli Banjarnahor. "*Metode Penelitian Pengembangan (RND) dalam Bimbingan dan Konseling.*" QUANTA 5, no. 3 (2021): 111–18. DOI: https://doi.org/10.22460/q.v2i1p21-30.642

Zafirah, Keysha Shira, Hikmah Maulani, and Tatang Tatang. "*Pengaruh Latar Belakang Pendidikan Pondok Pesantren Modern terhadap Motivasi Belajar Bahasa Arab.*" Al-Ittijah: Jurnal Keilmuan dan Kependidikan Bahasa Arab 15, no. 1 (2023): 1–17. DOI: https://doi.org/10.32678/alittijah.v15i1.7619

Zubaidi, Ahmad. "*Development of Mahârah Al-Istimâ' Test Instrument for Electronic Based Arabic Student Using the Kahoot! Application.*" Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 7, no. 1 (2020): 61–77. DOI: https://doi.org/10.15408/a.v7i1.13002

السامعي، محمَّد. *اللغة العربية: مهارات – نحو – إملاء – أدب – بلاغة*. اليمن: كلية الجزيرة للعلوم الصحية، ٢٠١٩ https:/www.noor-book.com/en/ebook المهارات–اللغويه–pdf.

طعيمة، رشدي أحمد، ومحمَّد السيد مناع. *تعليم العربية والدين بين العلم والفن*. ط.٢. القاهرة: دار الفكر العربي، ٢٠٠١.