The Use of Quizalize Media to Improve Arabic Listening Skills of Students at Nahdlatul Ulama University

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Abstract

The low listening ability of students in learning Arabic is caused by the use of learning media that is still conventional and less interactive. This study aims to examine the use of Quizalize as an interactive learning and evaluation medium in Arabic listening instruction and to explore students' responses to its implementation. Employing a quantitative descriptive approach, the study involved third-semester students of the Interdisciplinary Islamic Studies Study Program at Nahdlatul Ulama University of Yogyakarta. Data were collected through a questionnaire designed to capture students' perceptions of Quizalize in terms of usability, attractiveness, learning motivation, and perceived effectiveness. The results indicate that students responded positively to the use of Quizalize, particularly regarding increased engagement, ease of use, and immediate feedback during listening activities. These findings suggest that Quizalize supports a more interactive and student-centered learning environment and functions effectively as a formative evaluation tool in listening instruction. In conclusion, this study contributes to the growing body of research on digital learning media by highlighting the pedagogical value of Quizalize in Arabic language education. Future research is recommended to investigate its impact on other language skills and to employ experimental designs for measuring learning gains more comprehensively.

Keywords: Arabic Language Learning, Digital Learning Media, Interactive Evaluation, Listening, Quizalize

ملخص

يعود ضعف قدرة الطلاب على الاستماع في تعلم اللغة العربية إلى استخدام وسائل تعليمية لا تزال تقليدية وأقل تفاعلية. تهدف هذه الدراسة إلى بحث استخدام منصة قويزاليز كوسيلة تفاعلية للتعلم والتقييم في تدريس مهارات الاستماع باللغة العربية، واستكشاف ردود فعل الطلاب تجاه تطبيقها. استخدمت الدراسة منهجًا وصفيًا كميًا، وشملت طلاب الفصل الدراسي الثالث في برنامج الدراسات الإسلامية متعددة التخصصات بجامعة نهضة العلماء في يوجياكارتا. جُمعت البيانات من خلال استبيان مصمم لرصد تصورات الطلاب عن منصة قويزاليز من حيث سهولة الاستخدام، وجاذبيتها، ودافعية التعلم، والفعالية المتصورة. تشير النتائج إلى استجابة إيجابية من الطلاب لاستخدام منصة قويزاليز، لا سيما فيما يتعلق بزيادة التفاعل وسهولة الاستخدام والتغذية الراجعة الفورية أثناء أنشطة الاستماع. وتوحي هذه النتائج بأن قويزاليز تدعم بيئة تعليمية أكثر تفاعلية وتركيزًا على الطالب، وتؤدي دورًا فعالًا كأداة تقييم تكويني في تعليم الاستماع. في الختام، تُسهم هذه الدراسة في إثراء البحث المتنامي حول وسائط التعلم الرقمية من خلال تسليط الضوء على القيمة التربوية لمنصة قويزاليز في تعليم اللغة العربية. وتوصي الدراسة بإجراء بحوث مستقبلية لدراسة تأثيرها على مهارات لغوية أخرى، وتوظيف تصاميم تجريبية لقياس التحصيل الدراسي بشكل أكثر شمولًا.

الكلمات المفتاحية: التقويم التفاعلي، الوسائل التعليمية الرقمية، تعليم اللغة العربية، قويزاليز، مهارة الاستماع

Introduction

Listening skills constitute one of the fundamental competencies in Arabic language learning, as they serve as the primary gateway for learners to acquire linguistic input before developing speaking, reading, and writing skills. In the context of higher education, mastery of *istimā'* is essential not only for understanding spoken Arabic texts but also for supporting academic communication and comprehension of instructional materials delivered orally.[1]

However, the reality of learning Arabic in universities, including in the interdisciplinary Islamic studies Study Program of Nahdlatul Ulama University Yogyakarta, shows that students' listening skills still do not reach maximum results. This low result is caused by several factors, namely: the limitations of varied learning media, the lack of original audio material, and the dominance of lecture methods that make the learning process less interesting.[2]

In the Arabic language learning context at Nahdlatul Ulama University of Yogyakarta, especially among third-semester students of the Interdisciplinary Islamic Studies Study Program, listening instruction has not yet produced optimal outcomes. Preliminary observations reveal that learning activities tend to rely heavily on conventional methods, such as lecturer-centered explanations and limited use of authentic audio materials. In addition, the lack of varied and interactive learning media has resulted in low student engagement and reduced motivation during *istimā'* learning sessions. These conditions indicate a gap between the expected learning outcomes and the realities of classroom practice.

The rapid development of educational technology in the digital era presents new opportunities to address these challenges. Millennial and Generation Z students are generally more responsive to technology-based learning environments that emphasize interactivity, immediacy, and engagement. Consequently, Arabic language instructors are encouraged to integrate digital learning media that align with students' learning preferences while simultaneously supporting instructional objectives. One digital platform that has gained attention in educational contexts is Quizalize, a game-based assessment tool that allows lecturers to design interactive quizzes, provide instant feedback, and monitor students' learning progress in real time.[3]

Quizalize offers several features that are pedagogically relevant to listening instruction, including audio-based questions, automated scoring, immediate feedback, and competitive elements that promote student motivation. Through these features, Quizalize has the potential to transform listening practice from a passive activity into an active and engaging learning process. Despite its potential benefits, empirical research examining the use of Quizalize specifically for improving

[1] Muhammad Rosihan Anwar and Danial Hilmi, *Students' Critical Thinking Skills and Arabic Learning Outcomes Using Quizlet Media,* Ijaz Arabi : Journal of Arabic Learning 8, no. 1 (2025): 41–53. DOI: https://doi.org/10.18860/ijazarabi. V8i1.30206

[2] Hamidah and Marsiah, "*Pembelajaran Maharah Al-Istima' dengan Memanfaatkan Media Youtube : Problematika dan Solusi,*" Al-Ta'rib 2, no. 1 (2021): 147–60. DOI: https://doi.org/10.23971/altarib.v8i2.2282

[3] Nurlaila and Fatimah Zahrah, *The Effect of Using the Instagram Application on the Learning Outcomes of Maharah Qiraah at Madrasah 'Aliyah,* Qaul 'Arabiy 1, no. 3 (2025): 93–100. https://journal.zmsadra.or.id/index.php/jqa/article/view/151/113

Arabic listening (*istimā'*) skills at the university level remains limited, particularly within Indonesian higher education institutions.

Several previous studies have reported that digital and interactive learning media can enhance student motivation, participation, and learning outcomes in language learning contexts. Research on digital quizzes, gamification, and interactive platforms has demonstrated positive effects on learners' engagement and assessment efficiency. However, most existing studies focus on general language skills or other language components, such as reading, grammar (*nahwu*), or vocabulary acquisition. Studies that specifically investigate Quizalize as an evaluation-based digital medium for Arabic listening instruction, especially using a pre-experimental research design, are still scarce. This lack of focused empirical evidence highlights the need for further investigation.[4]

Based on this research gap, the present study aims to examine the effectiveness of using Quizalize as a digital learning medium to improve students' listening (*istimā'*) skills in higher education. Specifically, this study seeks to analyze (1) the improvement of students' listening abilities after the implementation of Quizalize-based learning, and (2) students' perceptions of the use of Quizalize in *istimā'* instruction. The novelty of this research lies in its emphasis on the integration of Quizalize as an evaluation-based digital medium for Arabic listening skills within an Indonesian Islamic university context, using a pre-experimental one-group pre-test–post-test design.

The urgency of this study is rooted in the need to innovate Arabic language teaching practices that are more adaptive to technological developments and learner characteristics. By providing empirical evidence on the pedagogical value of Quizalize for listening instruction, this research is expected to contribute both theoretically and practically. The findings may enrich the literature on digital media integration in Arabic language learning and offer practical recommendations for lecturers in designing more effective, interactive, and engaging *istimā'* learning activities in higher education.[5]

The development of Arabic language learning based on digital media has received significant attention in recent years, in line with the growing demand for learning approaches that are interactive, effective, and aligned with learners' characteristics in the digital era. Numerous studies have demonstrated that the utilization of technology-based media can enhance students' learning motivation, active participation, and learning outcomes, particularly in the development of language skills.

The first study, conducted by Abidah and Setyabudi in 2025, examined the effectiveness of the Quizalize application as an evaluation medium in teaching *maharah qirā'ah* at the senior secondary school level. Their findings indicated that Quizalize was able to increase students' learning interest and comprehension of Arabic reading texts. However, the study primarily focused on reading skills and did not address listening skills (*istimā'*), especially within the context of higher education.[6]

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[4] Akmal Kurniawan Fatoni and Nur Ainiyah, *Pemanfaatan Media Pembelajaran Berbasis Platform Quizalize dalam Pembelajaran Bahasa Arab Siswa di Madrasah Tsanawiyah Negeri 2 Bolaang Mongondow*, Jurnal Ilmiah Al-Mashadir: Journal of Arabic Education and Literature 04 (2024): 33–47. DOI: https://doi.org/10.30984/almashadir.v4i1.803

[5] Annisa Elita Rahmawati et al., *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

[6] Nur Alfi Abidah and M Arif Setyabudi, *Effectiveness of Using the Quizalize Application as an Evaluation Medium for Maharah Qiro'ah Learning at MAN 8 Jombang*, YASIN ; Jurnal Pendidikan dan Sosial Budaya 5, no. 1 (2025): 3481–3505. DOI: https://doi.org/10.58578/yasin.v5i4.6208

Furthermore, Rachmawati et al in 2023, investigated the use of the Quizalize application in teaching Arabic listening skills. The study emphasized that Quizalize could help improve students' comprehension of audio materials through interactive quiz-based exercises. Nevertheless, the research mainly provided a descriptive account of media use and did not quantitatively measure students' listening skill improvement through a pre-test and post-test design.[7]

Another study by Masyithoh and Alwi in 2025, discussed the utilization of website-based digital media in teaching *maharah istimā'*. The results showed that digital media use enhanced students' engagement and helped them understand audio materials in a more contextual manner. However, the media employed in the study were not evaluation-based interactive tools that provide immediate feedback and real-time learning outcome analysis.[8]

Meanwhile, Nailil Amalia et al. in 2025, examined the optimilization of Quizalize as a formative assessment tool in teaching *nahwu*. The findings revealed that Quizalize was effective as a formative evaluation instrument that encouraged active participation and reflective learning. Nevertheless, the study did not focus on receptive language skills such as listening (*istimā'*), nor did it directly link the use of Quizalize to the improvement of specific language skills.[9]

Finally, Nestia et al. in 2025, explored the integration of interactive Lumio media in developing Arabic listening skills at the senior secondary school level. The study found that interactive media were able to enhance students' activeness and comprehension. However, the research employed a different platform and did not focus on game-based evaluation media such as Quizalize, nor was it conducted in a higher education context.[10]

Based on the previous research presented, it can be concluded that although numerous studies have been conducted on digital media, interactive quizzes, and *istimā'* learning, research specifically examining the use of Quizalize as an interactive evaluation-based learning medium to improve Arabic listening skills in higher education is still very limited. Furthermore, the use of a pre-experimental research design with a one-group pre-test–post-test model to measure listening comprehension improvement has also not been widely implemented. Therefore, this research has a strategic position in filling this gap.

Unlike previous studies, this research specifically focuses on the use of Quizalize as an interactive, evaluation-based digital learning medium to enhance Arabic listening (*istimā'*) skills in higher education contexts. While earlier studies have predominantly examined Quizalize as a general formative assessment tool or as a means to increase student engagement, this study positions Quizalize as an integral component of listening instruction. By embedding evaluative activities

[7] Miatin Rachmawati, Ari Khairurrijal Fahmi, and Alfred Sirait, *Reviewing Listening Arabic Skill Using the Quizalize Application,* Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature 6, no. 1 (2023): 77–90. DOI: https://doi.org/10.22219/jiz.v6i1.25261

[8] Siti Masyithoh and Itsnaini Muslimati Alwi, *Pemanfaatan Website Aljazeera Learning Arabic Sebagai Media Pembelajaran Maharatul Istima',* Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban 8, no. 1 (2025): 146. DOI: https://doi.org/10.35931/am.v8i1.4605

[9] Nabila Nailil Amalia, Nida Husnia Ramadhani, and Rinda Eka Mulyani, *Optimalisasi Quizalize Sebagai Asesmen Formatif dalam Pembelajaran Nahwu Berbasis Community Language Learning,* Jurnal Pendidikan Bahasa dan Sastra Arab 7, no. 1 (2025): 333–50. DOI: https://doi.org/10.21154/tsaqofiya.v5i1.435

[10] Berlian Nestia, Evi Muzaiyidah Bukhori, and Mokhammad Miftakhul Huda, *Integration of Interactive Lumio Media for the Development of Arabic Listening Skills in Islamic Senior High Schools,* Arabiyatuna: Jurnal Bahasa Arab 9, no. 1 (2025): 1–26. DOI: https://doi.org/10.29240/jba.v9i1.12441

within the learning process, Quizalize functions not only as an assessment platform but also as a pedagogical medium that supports continuous listening practice and feedback.[11]

Furthermore, this study employs a one-group pre-test–post-test pre-experimental design to quantitatively measure improvements in students' listening skills after the implementation of Quizalize. In addition to examining learning outcomes, the research also analyzes students' responses through questionnaire data to capture their perceptions of motivation, time efficiency, and content relevance. This dual focus allows the study to provide a more comprehensive understanding of both the effectiveness of Quizalize in improving listening performance and its acceptance among learners. Consequently, the findings contribute empirical evidence to the field of Arabic language education by demonstrating the instructional and evaluative potential of interactive digital media in higher education settings.

Method

This study used a quantitative approach with a one-group pre-test–post-test pre-experimental design to measure the improvement in students' listening skills (*istimāʿ*) after the implementation of Quizalize digital learning media. The research population consisted of all 33 third-semester students of the Interdisciplinary Islamic Studies (SII) Program at Nahdlatul Ulama University Yogyakarta. The research sample was determined using total sampling technique, where all students in one class were made the research subjects, considering the homogeneity of their Arabic language proficiency and the uniformity of their previous learning experiences.[12]

The research instruments consisted of two types, namely listening comprehension tests and student response questionnaires. The listening comprehension tests were used to measure students' abilities before (pre-test) and after (post-test) using Quizalize. The tests were compiled based on the *istimāʿ* material taught and covered understanding of audio content, identification of key information, and the ability to grasp details. The questionnaire was developed using a Likert scale to measure students' perceptions of the use of Quizalize, covering aspects of learning motivation, effectiveness of learning time use, and relevance of quiz questions to *istimāʿ* material. The questionnaire instrument was developed based on the research objectives and adapted to the context of Arabic language learning in higher education.[13]

The research procedure was carried out in several stages. First, students were given a pre-test to determine their initial listening skills. Next, *istimāʿ* learning was carried out using Quizalize as an interactive evaluation medium, where lecturers delivered material, provided quiz-based exercises, and evaluated learning through the platform. Quizalize was used in a structured manner during several meetings in accordance with the lecture schedule. After the entire learning series was completed, students were given a post-test with a form and level of difficulty equivalent to the pre-test. In the

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[11] Zelika Afaria, Desky Halim Sudjani, and Fikni Mutiara Rachma, *Pengaruh Media Pembelajaran Berbasis Permainan Digital Terhadap Minat Belajar Bahasa Arab pada Siswa Kelas X MA Miftahul Huda*, Tatsqifiy: Jurnal Pendidikan Bahasa Arab 3, no. 2 (2022): 94–103. DOI: https://doi.org/10.30997/tjpba.v3i2.6235

[12] Sayfudin Zuhdi, Syahrial, and Muhammad Sofyan, *The Effect of the Use of Interactive Media in Arabic Language Learning on Students' Learning Outcomes at Nurul Ilmi Integrated Islamic Elementary School*, Asian Journal of Education and Social Studies 51, no. 1 (2025): 158–64. DOI: https://doi.org/10.9734/ajess/2025/v51i11736

[13] Muhammad Syaifullah, Nailul Izzah, and Hernisawati, *Penerapan Metode Bamboo Dancing untuk Meningkatkan Hasil Pemahaman Teks Materi Qiro'ah Mahasiswa*, An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab 22, no. 01 (2020): 1–16. DOI: https://doi.org/10.32332/an-nabighoh.v22i01.1940

final stage, a questionnaire was distributed to collect data on student responses to the use of Quizalize in *istimā'* learning.[14]

The quantitative data obtained from the tests were analyzed using descriptive and inferential statistics to determine the differences between the pre-test and post-test results. The analysis was conducted by comparing the average scores before and after the treatment to identify improvements in students' listening skills. Meanwhile, the questionnaire data were analyzed descriptively and quantitatively in the form of percentages to illustrate students' response trends to the use of Quizalize media. This analysis was used to support the test results and provide a comprehensive picture of the effectiveness of the media from the students' perspective.[15]

The research data consisted of quantitative data in the form of pre-test and post-test scores, observational data on student activities during learning, and student perception data related to the effectiveness of learning media. The data source comes directly from third-semester students of the interdisciplinary Islamic studies Study Program who take the *Arabiyyah lil Akādīmiyyah course*. Data collection techniques are carried out through tests, observations, and questionnaires. The test was used to measure *istimā'* ability before and after treatment through Quizalize-based audio questions.[16]

Observations are carried out during the learning process using Google Form-based observation sheets to record student activity and involvement. A Google Form-based questionnaire is used to find out how students respond to the use of Quizalize. All data were analyzed using quantitative descriptive analysis techniques. Pre-test and post-test scores were analyzed through the gain score formula to measure the level of improvement in *istimā'* ability, while observation and questionnaire data were analyzed to illustrate the tendency of students' activities and perceptions during learning.[17]

To ensure the validity and reliability of the research, the test instruments and questionnaires were developed based on listening skill indicators and clear learning objectives, and were adapted to the material being taught. In addition, the use of a pre-test–post-test design allowed for the direct measurement of changes in ability in the same subjects. However, this study has methodological limitations, namely the absence of a control group, so that the results of the study focused on measuring the improvement in abilities and responses of students in one group. Nevertheless, the systematic research procedures and detailed description of the methodology allow this study to be replicated in similar contexts and subjects in the future.

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[14] Rizka Utami et al., *Media Pembelajaran Bahasa Arab* (Aceh: Yayasan Penerbit Muhammad Zaini, 2021), hlm. 32.

[15] Mustafiqul Hilmi and Nur Hasaniyah, *Penerapan Media Pembelajaran Digital dalam Pengajaran Bahasa Arab*, ICONTIES (International Conference on Islamic Civilization and Humanities) Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya, 2023, 488–90. http://repository.uin-malang.ac.id/16718/2/16718

[16] Muhammad Syaifullah and Nailul Izzah, *Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab*, Arabiyatuna : Jurnal Bahasa Arab 3, no. 1 (2019): 127. DOI: https://doi.org/10.29240/jba.v3i1.764

[17] Asni Furoidah, *Media Pembelajaran dan Peran Pentingnya dalam Pengajaran dan Pembelajaran Bahasa Arab*, Al-Fusha : Arabic Language Education Journal 2, no. 2 (2020): 63–77. DOI: https://doi.org/10.36835/alfusha.v2i2.358

Result and Discussion

**Figure 1.** Quizalize Application Front Screen Display

Based on figure 1, Quizalize is a digital learning platform based on interactive quizzes designed to support formative assessment and enhance student engagement in the learning process. The platform enables teachers and lecturers to create various types of quiz-based questions that can be accessed by students through digital devices such as laptops, tablets, and smartphones. By integrating instructional content with assessment activities, Quizalize facilitates a more dynamic and interactive learning environment. One of the key features of Quizalize is its user-friendly and visually appealing interface, which allows students to understand and operate the platform easily without encountering technical difficulties. The application adopts a gamification approach, presenting learning activities in the form of competitive yet educational games. This approach encourages active participation, increases learning motivation, and creates a more enjoyable classroom atmosphere.[18]

Quizalize also provides instant and automated feedback after each question is answered, enabling students to immediately recognize their mistakes and improve their understanding. From the instructor's perspective, the platform offers real-time learning analytics, including accuracy rates, response speed, and individual progress tracking.[19] These features allow instructors to monitor student performance effectively and make data-driven instructional decisions. In the context of listening (*istimāʿ*) skills instruction, Quizalize is particularly relevant because it supports audio-based questions that can be replayed as needed. This functionality helps students practice listening comprehension by focusing on general meaning, specific details, and contextual understanding of spoken Arabic texts. Through repeated exposure and immediate feedback, students can gradually improve their listening accuracy and processing speed.

[18] Divine Julia Ardhani and Khizanatul Hikmah, *Pengaruh Media Quizalize Terhadap Motivasi Belajar Bahasa Arab Siswa Kelas XI di SMA Muhammadiyah 2 Sidoarjo*, Pendas : Jurnal Ilmiah Pendidikan Dasar 10 (2025): 180-193. DOI: https://doi.org/10.23969/jp.v10i4.34363

[19] Sahkholid Nasution et al., *Learning Arabic Language Sciences Based on Technology in Traditional Islamic Boarding Schools in Indonesia*, Nazhruna : Jurnal Pendidikan Islam 7, no. 1 (2024): 77–102. DOI: https://doi.org/10.31538/nzh.v7i1.4222

Pedagogically, the use of Quizalize aligns with the principles of student-centered and active learning, as it encourages learners to engage directly with learning materials, participate actively in assessment activities, and develop autonomous learning habits. Therefore, Quizalize can be considered an effective interactive evaluation-based digital learning medium that supports the development of listening skills in Arabic language learning at the higher education level.
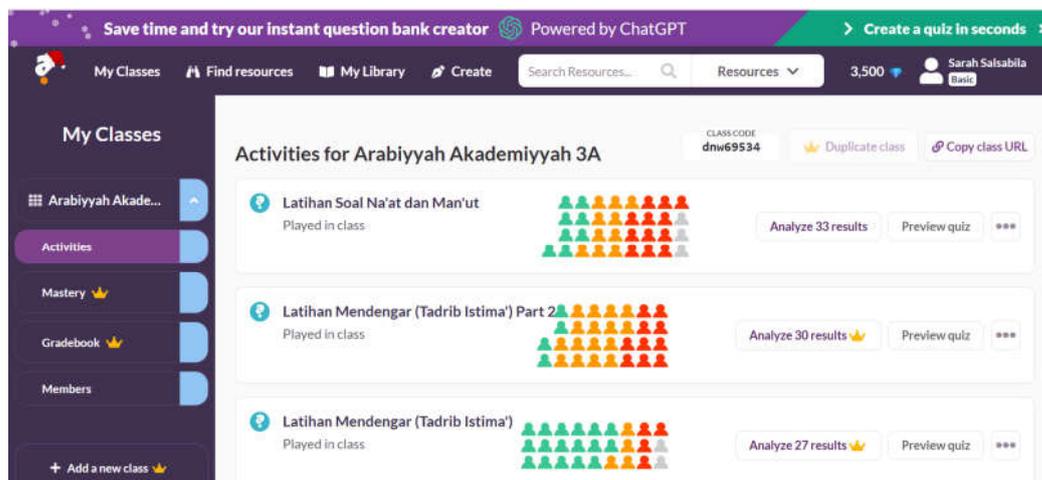
Figure 2. Teacher dashboard of Quizalize Showing Class Activities and Analysis Features for Listening *(Istimāʿ)* Instruction

Based on figure 2, Quizalize is implemented through a teacher dashboard interface that functions as the central control system for managing quiz-based learning activities. The interface displays a structured overview of class activities, including the course title, list of quizzes, student participation indicators, and real-time access to learning analytics. This dashboard allows the lecturer to organize, monitor, and evaluate learning activities efficiently within a single digital environment.

As shown in the figure, the Quizalize dashboard provides detailed information on each listening activity, such as the number of participating students and the availability of analytical features through the "Analyze results" option. This feature enables the lecturer to examine student performance immediately after the activity is completed, including accuracy levels and overall participation. The presence of this feature indicates that Quizalize is not merely used as a testing tool, but as an evaluation-based learning medium that supports formative assessment.[20]

Furthermore, the figure illustrates that Quizalize allows lecturers to manage multiple listening activities within the same class, including sequential listening exercises (*Tadrīb Istimāʿ*) and grammar-related activities. This flexibility demonstrates that the platform supports continuous learning cycles, where listening practice, assessment, and feedback are integrated into a single instructional process. The visual indicators representing student participation also suggest a high level of engagement during the learning activities.

In the context of this study, the Quizalize dashboard shown in Figure X was used to deliver audio-based listening quizzes aligned with the instructional objectives of the course. Through this interface, the lecturer was able to control the flow of listening activities, provide immediate

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evaluation, and monitor student involvement in real time. Therefore, the figure serves as empirical documentation of how Quizalize was practically applied as a digital learning medium to support listening (*istimāʿ*) instruction in higher education.[21]
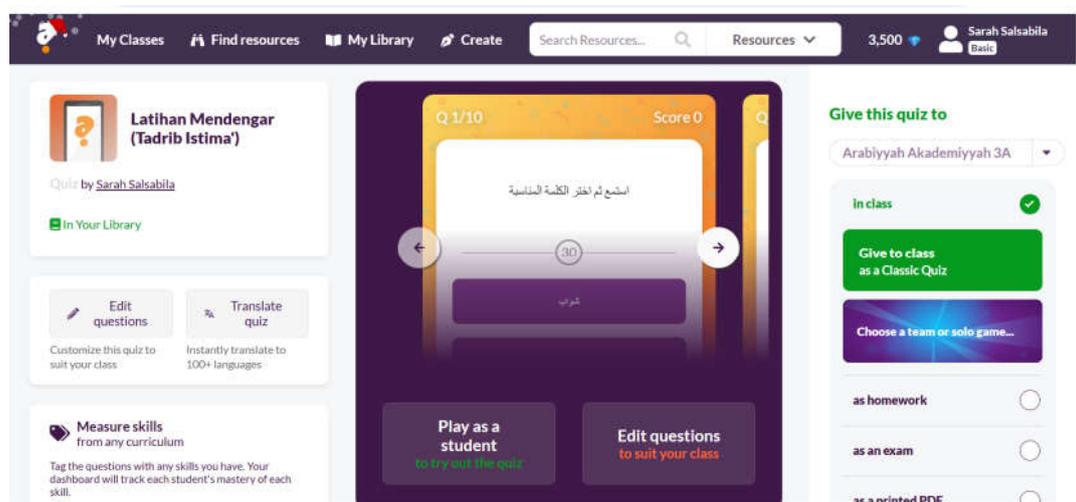
Figure 3. Quizalize Teacher Interface Showing Preview and Configuration of Audio-Based Listening Quizzes

Based on figure 3, the image illustrates the Quizalize quiz preview and configuration interface used by the lecturer prior to classroom implementation. This interface allows the instructor to review, edit, and manage listening-based quiz activities before they are delivered to students. The figure clearly shows that the quiz entitled *"Latihan Mendengar (Tadrīb Istimāʿ)"* was designed and prepared as part of the listening instruction in the Arabic language course.

As depicted in the figure, the interface displays a preview of the listening quiz questions, including the question sequence (Q1/10), audio-based instructions, and multiple-choice answer options. This preview function enables the lecturer to ensure that the listening materials, question format, and instructional content are aligned with the learning objectives of *istimāʿ* skills. The presence of audio elements in the preview confirms that the quiz is specifically designed to train students' listening comprehension rather than merely assessing written knowledge.[22]

Furthermore, the figure demonstrates several instructional management features, such as options to edit questions, translate the quiz, and select the mode of quiz delivery (e.g., in-class activity, homework, or exam). These features indicate that Quizalize is not only used as an assessment platform but also as a flexible learning management tool that supports different instructional strategies. The option "Play as a student" allows the lecturer to experience the quiz from the learner's perspective, ensuring clarity of instructions and appropriate difficulty levels before implementation.

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[21] Gusti Khairani, Rina Hayati Maulidiah, and Isnaini Isnaini, *Peningkatan Minat Belajar Siswa Melalui Penggunaan Media Digital Quizalize Berbasis Game pada Pelajaran Bahasa Indonesia Kelas VII-1 SMPN 3 Kisaran*, Bahastra: Jurnal Pendidikan Bahasa dan Sastra Indonesia 8, no. 2 (2024): 149–53. DOI: https://doi.org/10.30743/bahastra.v8i2.8954

[22] Taufiqurrahman, Mad Ali, and Shofa Musthofa Khalid, *Analisis Penggunaan Duolingo Sebagai Media Pembelajaran Maharah Istima' pada Abad 21*, Jurnal Ilmiah Ar-Risalah: Media Keislaman, Pendidikan dan Hukum Islam 22 (2024): 148-157. DOI: https://doi.org/10.69552/ar-risalah.v22i1.2385

In the context of this study, the interface shown in figure X was used to configure audio-based listening quizzes before they were administered in the classroom. This process ensured that the learning activities were well-structured, technically functional, and pedagogically appropriate. Therefore, figure X serves as empirical documentation of the preparation stage of Quizalize-based listening instruction and highlights the role of digital media in supporting effective and interactive *istimā*ʿ learning in higher education.
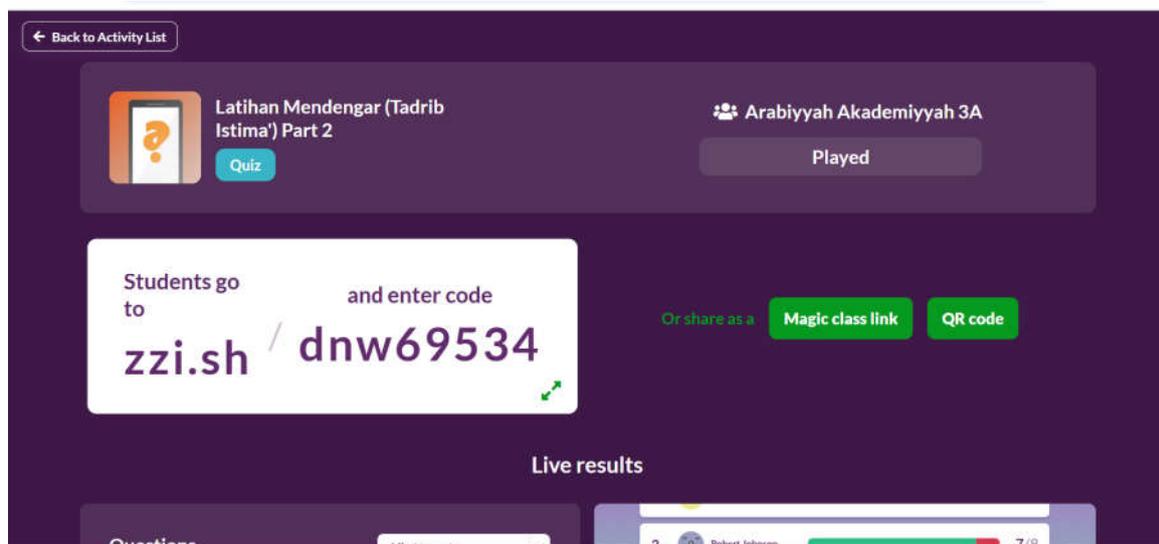
Figure 4. Quizalize Teacher Interface Showing Live Session Access, Student Entry Codes, and Real-Time Results for Listening (*istimā*ʿ) Activities

Based on figure 4, the image represents the Quizalize live quiz session interface (teacher view) used during the implementation of listening (*istimā*ʿ) activities. This interface functions as the central access and control page for conducting a live quiz session in the classroom. It displays essential information such as the quiz title *"Latihan Mendengar (Tadrīb Istimā*ʿ*) Part 2"*, the target class (*Arabiyyah Akademiyyah 3A*), and the status of the activity, indicating that the quiz has been played.

As shown in the figure, students are required to join the listening activity by accessing a specific link and entering a unique session code provided by the lecturer. This access mechanism ensures that only registered participants can join the activity and allows the lecturer to manage student participation in a structured manner. The availability of alternative access options, such as a magic class link and a QR code, demonstrates the flexibility of Quizalize in facilitating student entry into the learning activity using different digital devices.[23]

Furthermore, the figure highlights the "Live results" feature, which enables the lecturer to monitor student participation and performance in real time during the listening activity. This feature indicates that Quizalize supports immediate observation of learning progress, making it possible for the lecturer to identify student engagement and response patterns while the activity is ongoing. Such

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real-time monitoring reinforces the role of Quizalize as an evaluation-based learning medium, rather than merely a post-test assessment tool.[24]

In the context of this study, the interface shown in figure X was used to manage live listening sessions, distribute access codes to students, and observe learning outcomes during the activity. Therefore, the figure serves as empirical documentation of the implementation stage of Quizalize-based listening instruction, demonstrating how digital media can support interactive, controlled, and data-informed learning processes in higher education.
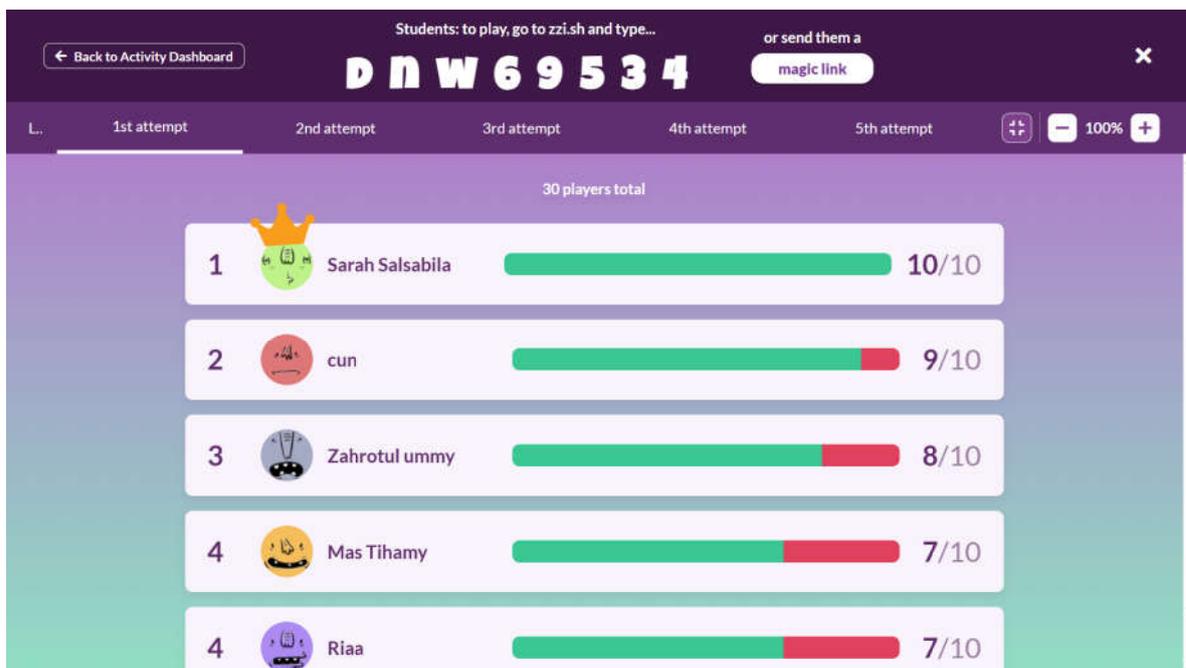
Figure 5. Real-Time Leaderboard of Quizalize Showing Student Listening Performance

Based on figure 5, the image illustrates the Quizalize real-time results and leaderboard interface (teacher view) used to display student performance during listening (*istimāʿ*) activities. This interface presents a ranked list of participants who have completed the quiz session, along with their individual scores and visual performance indicators. The presence of numerical scores (e.g., 10/10, 9/10) and color-coded progress bars provides an immediate overview of students' listening comprehension outcomes.

As shown in the figure, the leaderboard displays the total number of participants (*30 players total*), individual student rankings, and multiple attempt records (1st–5th attempt). These features indicate that Quizalize allows students to engage in repeated listening practice, while enabling the lecturer to observe performance development across attempts. The ranking system and crown symbol for the highest score function as motivational elements that encourage competitive yet constructive learning engagement.[25]

Furthermore, the real-time display of results demonstrates that Quizalize supports instant performance monitoring, allowing the lecturer to identify variations in student achievement during

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[24] Kurnia Wahyuni and Mugni Assapari, *Technology As a Modern Arabic Language Learning Medium*, Al-Afkar : Journal for Islamic Studies 8, no. 2 (2025): 43–54. DOI: https://doi.org/10.31943/afkarjournal.v8i2.1392

[25] Mahyudin Ritonga et al.,*The Effect of Technology on Arabic Language Learning in Higher Education*, Journal of Education and Learning (EduLearn) 18, no. 1 (2024): 116–27. DOI: https://doi.org/10.11591/edulearn.v18i1.20867

the learning process. This functionality positions Quizalize not merely as a summative assessment tool, but as an evaluation-based learning medium that integrates assessment, feedback, and motivation within a single instructional activity. The visual representation of correct and incorrect responses also assists the lecturer in diagnosing learning difficulties and adjusting instructional strategies accordingly.[26]

In the context of this study, the interface shown in figure5 was used to evaluate students' listening performance immediately after the Quizalize-based activity. Therefore, the figure serves as empirical evidence of how digital quiz media can facilitate real-time evaluation, enhance student engagement, and support data-informed decision-making in Arabic listening instruction at the higher education level.
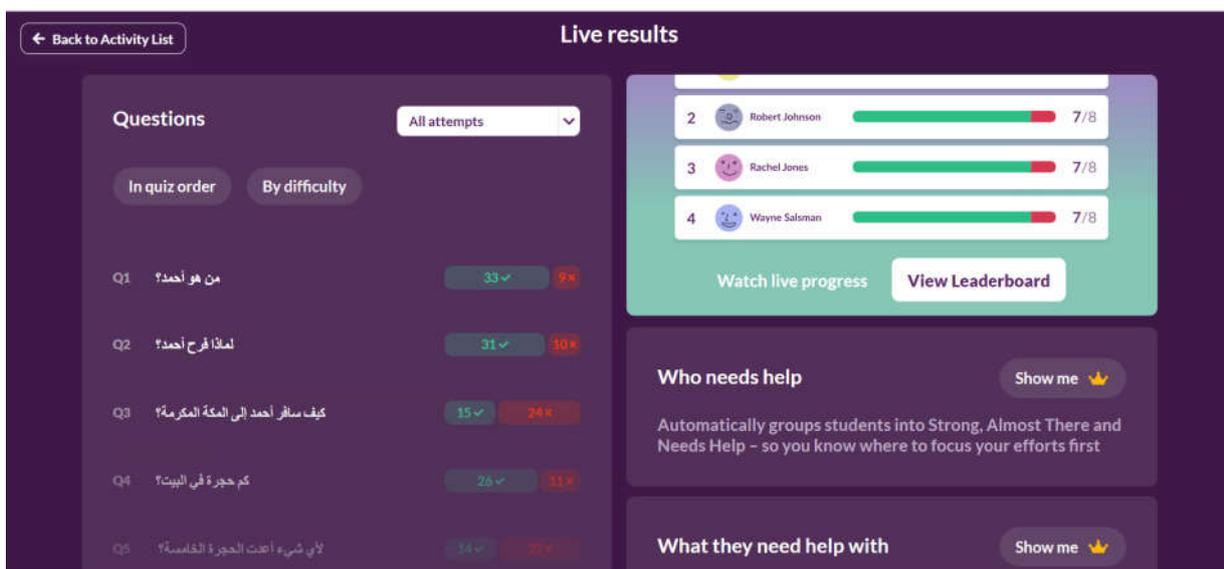
Figure 6. Teacher Dashboard for Real-Time Question-Level Analysis in Quizalize

Based on The figure presents the Quizalize Live Results and Question-Level Analysis interface (teacher view), which was used in this study to monitor students' listening (*istimāʿ*) performance in real time. On the left side of the screen, a list of Arabic listening comprehension questions (Q1–Q5) is displayed, accompanied by indicators showing the number of correct and incorrect responses for each item. This feature enables the instructor to identify variations in item difficulty and to determine which listening questions posed greater challenges to the students.

On the right side of the interface, the live progress panel displays students' names, partial scores, and visual progress bars, allowing the instructor to continuously observe students' performance while the quiz is in progress. This real-time monitoring function indicates that Quizalize operates not merely as a summative assessment tool, but as a formative evaluation medium that provides immediate feedback during the learning process.[27]

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[26] Sivakorn Malakul and Innwoo Park, *The Effects of Using an Auto‑Subtitle System in Educational Videos to Facilitate Learning for Secondary School Students : Learning Comprehension , Cognitive Load , and Satisfaction*, Smart Learning Environments 10, no.4 (2023): 1-17. DOI: https://doi.org/10.1186/s40561-023-00224-2

[27] Galina G Artyushina, Olga A Sheypak, and Roman S Golov, *Podcasting as a Good Way to Learn Second Language in E-Learning*, In Proceedings of the 8th International Conference on E-Education, E-Business, E-Management and E-Learning (IC4E 2017), 51–55. New York: ACM, 2017: 51-55. DOI: https://doi.org/10.1145/3026480.3029590

Furthermore, the presence of the "Who needs help" feature demonstrates Quizalize's diagnostic capability, as it automatically categorizes students based on their level of achievement. This function supports data-driven instructional decision-making by enabling the instructor to identify students who require additional support in listening comprehension and to implement timely pedagogical interventions.[28]

Overall, the figure illustrates that Quizalize functions as an interactive, data-based learning media that facilitates formative assessment, real-time performance analysis, and targeted instructional support in Arabic listening (*istimāʿ*) instruction.

This section discusses students' responses to the use of Quizalize as a learning medium in Arabic listening (*istimāʿ*) instruction. The data were obtained through a questionnaire administered after the implementation of Quizalize in the learning process. The questionnaire was designed to capture students' perceptions regarding the ease of use, attractiveness, learning motivation, and perceived effectiveness of Quizalize in supporting listening comprehension. Students' responses provide important insight into the practicality and acceptability of Quizalize from the learners' perspective, thereby complementing the quantitative findings on learning outcomes and offering a more comprehensive understanding of the role of digital media in Arabic language learning.[29]

The results of the study show that the use of Quizalize media has a positive influence on improving the ability of students in the third semester of the Interdisciplinary Islamic Studies (SII) Study Program, Nahdlatul Ulama University Yogyakarta. The increase can be seen from the comparison of pre-test and post-test scores which showed a significant increase after students went through a series of interactive audio exercise-based learning. In the early stages, many students have difficulty distinguishing sounds, capturing explicit information, and understanding the global meaning of Arabic audio. However, after being given training gradually through Quizalize, their abilities improved, especially in terms of answering accuracy and speed of processing auditory input.[30]
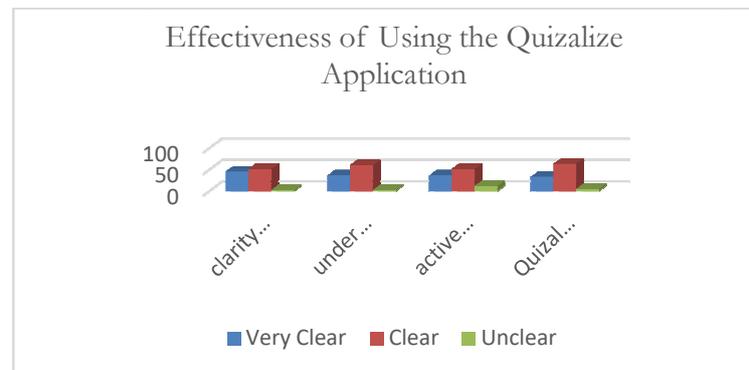
Figure 7. Students' Perceptions of the Effectiveness of Quizalize
in Arabic listening (*istimāʿ*) Learning

[28] Yanling Xiao, *The Impact of AI-Driven Speech Recognition on EFL Listening Comprehension, Flow Experience, and Anxiety: A Randomized Controlled Trial*, Humanities and Social Sciences Communications 12, no. 245 (2025): 1–14. DOI: https://doi.org/10.1057/s41599-025-04672-8

[29] Isnaini Aprilia Nur Amin and Aulia Mustika Ilmiani, *Penggunaan Media Audio Visual Berbasis Animasi dalam Pembelajaran Maharah Istima*, Indonesian Journal of Arabic Education and Learning 1, no. 1 (2025): 66–75. https://jurnal.stiq.assyifa.ac.id/ijael/article/view/587

[30] Nila Takrimah, Ahmad Umar Faruq, and Dwi Umar Jaya, *Effectiveness of Audiovisual Media in Teaching Mahārah Istimāʿ Through Behaviorist and Cognitivist Approaches*, Kitaba 3, no. 2 (2025): 79–97. DOI: https://doi.org/10.18860/kitaba.v3i2.35074

Based on figure 7, illustrates students' perceptions of the effectiveness of using Quizalize in Arabic listening (*istimā'*) learning across four key aspects: clarity of instructions, understanding of the lecturer's explanations, students' active participation, and ease of use of the application. The diagram shows that the majority of students rated Quizalize as Clear or Very Clear in all assessed aspects, while responses indicating Unclear remained minimal.

The highest positive responses appear in the aspect of Quizalize's appearance and ease of use, indicating that the platform is user-friendly and easily understood by students. This ease of use supports smoother learning activities and reduces technical barriers during listening exercises. In addition, high levels of clarity in instructions and lecturer explanations suggest that Quizalize effectively facilitates the delivery of learning materials, particularly in guiding students through listening tasks.

Furthermore, the results demonstrate that Quizalize encourages active student participation during *istimā'* activities. The dominance of positive responses in this aspect indicates that interactive features, such as instant feedback and game-based elements, contribute to increased student engagement. These findings are consistent with previous studies highlighting the role of digital quiz-based platforms in promoting active learning and learner motivation. Therefore, the data confirm that Quizalize is an effective learning and evaluation medium for supporting Arabic listening instruction.[31]

The improvement can be understood through Quizalize's working mechanism which presents direct, repeated, and adaptive training. The platform's features that feature short audio, automatic assessment, live feedback, and competitive play help students be more active in the listening process. During the lesson, students showed enthusiasm in waiting for quick results from each question item that was done. The instant feedback allows students to immediately identify their mistakes, improve their comprehension, and refine their listening strategies for the next question. This process makes listening exercises more effective than conventional methods that usually rely on manual correction and wait longer times.[32]

Student activities during learning show interesting developments. At the first meeting, most students seemed cautious and tended to be slow in responding to questions. They take longer to play back the audio and confirm the answer.[33] However, at the next meeting, the students looked faster and more confident. They are able to identify keywords as well as sentence patterns that mark important information in the audio. The observation sheets showed increased activeness, especially in indicators of engagement in training, attention to audio, and speed of response.[34] This shows that digital quiz-based learning encourages students to participate more intensively in the learning process.

[31] Indah Rahmayanti et al., *Pengembangan Formative Sebagai Media Evaluasi Maharah Al Qira'ah Siswa Kelas X MAN Kota Batu Malang*, Mantiqu Tayr: Journal of Arabic Language 4, no. 1 (2024): 257-278. DOI: https://doi.org/10.25217/mantiqutayr.v4i1.4134

[32] Samsuar A Rani et al., *Inovasi Blended Learning dalam Pembelajaran Bahasa Arab : Tantangan dan Peluang di Era Society 5.0*, LISANUNA : Jurnal Ilmu Bahasa Arab dan Pembelajarannya 14, no. 2 (2024): 267–86. DOI: https://doi.org/10.22373/ls.v14i2.26612

[33] Nurul Fawzani, Firdaus, and Akmal, *Hubungan Lagu Berbahasa Arab dengan Maharah Istima' Mahasiswa*, Jurnal Naskhi: Jurnal Kajian Pendidikan dan Bahasa Arab 4, no. 2 (2022): 32–39. DOI: https://doi.org/10.47435/naskhi.v4i2.1214

[34] Sherly Yustuti, Masrun, and Hikmah, *Development of Listening Skills Evaluation Instruments |Pengembangan Instrumen Evaluasi Keterampilan Menyimak*, Mantiqu Tayr: Journal of Arabic Language 3, no. 1 (2022): 1–10. DOI: https://doi.org/10.25217/mantiqutayr.v3i1.2614
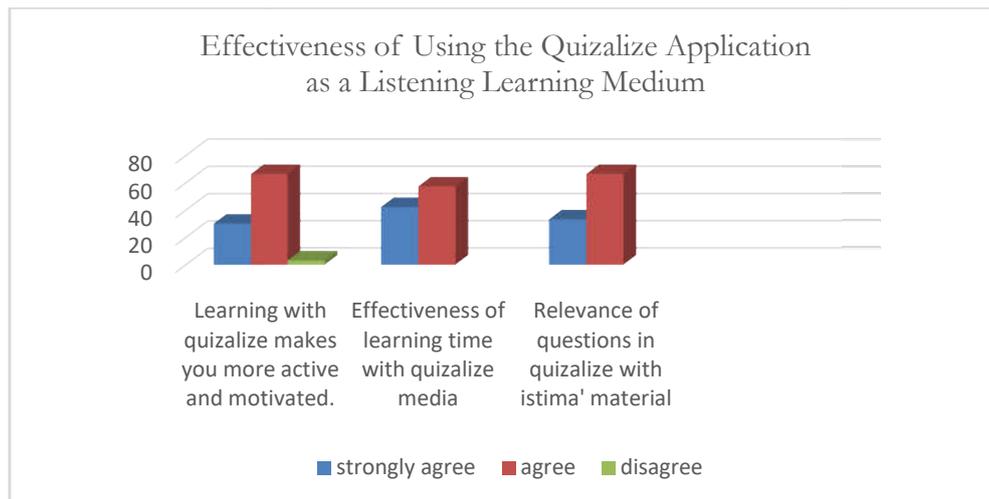
Figure 8. Grouped Bar Chart Illustrating Students' Responses to the Effectiveness of Quizalize as a Listening *(istimā')*

Based on figure 8 The data presented in figure X indicate that the majority of students responded positively to the use of Quizalize as a listening *(istimā')* learning medium. Most respondents selected agree and strongly agree across all evaluated indicators, including increased learning motivation, effectiveness of learning time, and the relevance of quiz questions to the listening material. This pattern of responses reflects a consistently favorable perception of Quizalize among students, suggesting that the platform is well accepted as part of the listening instruction process.[35]

These findings further suggest that Quizalize creates an engaging learning environment that encourages active student participation and supports efficient learning time management. The interactive features embedded in the platform, such as instant feedback and game-based elements, appear to motivate students to remain focused and involved during listening activities. Moreover, the high level of agreement regarding the relevance of quiz content demonstrates that the questions provided through Quizalize are closely aligned with the instructional objectives of *istimā'* learning, enabling students to practice listening skills in a structured and goal-oriented manner.

The relatively low percentage of disagree responses across all indicators further confirms that Quizalize is perceived as an effective and supportive digital learning medium. This positive perception is consistent with previous studies highlighting the benefits of interactive, game-based learning platforms in enhancing student engagement and learning effectiveness. Therefore, the findings of this study reinforce the potential of Quizalize not only as an assessment tool but also as a pedagogically meaningful medium for improving students' listening skills in Arabic language learning.[36]

In addition, the classroom dynamics become more lively. The innate competitive nature of Quizalize makes students motivated to compete with each other in a healthy way to achieve the

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[35] Husnaini Jamil and Nur Agung, *Tantangan Pembelajaran Bahasa Arab di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif*, Alibbaa': Jurnal Pendidikan Bahasa Arab 3, no. 1 (2022): 38–51. DOI: https://doi.org/10.19105/ajpba.v3i1.5536

[36] Khoirul Umam et al., *Penerapan Media Audio, Visual, dan Multimedia untuk Peningkatan Keterampilan Mendengar Bahasa Arab Siswa*, Lisan An Nathiq: Jurnal Bahasa dan Pendidikan Bahasa Arab 7, no. 1 (2025): 231–41. DOI: https://doi.org/10.53515/lan.v7i1.6691

highest score. When a student answers correctly and gets points, other students spontaneously try to improve their strategies so as not to fall behind. This situation encourages peer motivation, which is motivation that arises from the interaction of fellow students. Special learning that is usually considered monotonous and challenging for some students becomes more interesting and fun. This motivational factor has been shown to support the improvement of their overall abilities.[37]
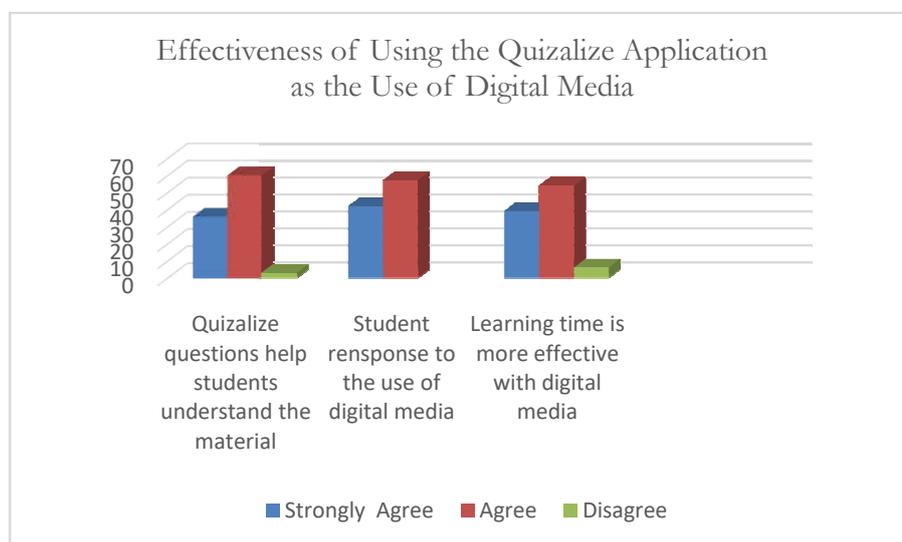
Figure 9. Students' Perceptions of the Effectiveness of Quizalize Application as a Digital Learning Medium

Based on figure 9, the questionnaire results indicate that the majority of students expressed positive perceptions toward the use of the Quizalize application as a digital learning medium. For the first indicator, Quizalize questions help students understand the material, most respondents selected the Agree category, followed by Strongly Agree, while only a small proportion indicated Disagree. This finding suggests that the interactive question features provided by Quizalize effectively support students' understanding of the learning material. Regarding the second indicator, Student response to the use of digital media, the responses were similarly dominated by the Agree and Strongly Agree categories. This result indicates that students demonstrate a positive attitude and high acceptance of application-based digital media in the learning process.[38]

For the third indicator, Learning time is more effective with digital media, the results reveal a comparable pattern, with most respondents agreeing or strongly agreeing that the use of Quizalize contributes to more efficient learning time. The proportion of students who disagreed remained relatively low, indicating that only a small number of students perceived digital media as less effective in terms of time efficiency. Overall, these findings demonstrate that the use of the Quizalize application as a digital learning medium is perceived as effective in enhancing students'

[37] Alfianor, *Pengelolaan Pembelajaran Maharah Istima' dan Kalam oleh Himpunan Mahasiswa Prodi PBA STIQ Amuntai*, Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan 16, no. 2 (2022): 420. DOI: https://doi.org/10.35931/aq.v16i2.869

[38] Najmawati, Kaharuddin, and Muhammad Irwan, *Penggunaan Media Video Bahasa Arab dalam Meningkatkan Maharah Al-Istima' Siswa*, E-Jurnal IAIN Parepare 2, no. Language Education (2024): 53–61. https://ejurnal.iainpare.ac.id/index.php/sipakainge/article/download/10595/2200

understanding of the material, fostering positive student responses, and improving learning time efficiency.[39]

In terms of the quality of audio comprehension, students experience development in three main aspects. First, the ability to understand general information is improved through basic audio training. Second, the ability to capture detailed information" develops as students become familiar with the question format that requires them to find specific data in audio. Third, the ability to recognize meaning from context also increases with varying audio exposure. The process of repetition and constant practice that Quizalize provides strengthens students' memory and sensitivity to the structure of spoken Arabic.[40]

The results of the questionnaire show that students feel that they have benefited significantly from the use of Quizalize. The majority stated that this platform makes learning easier and more fun. They find it more helpful in understanding audio material because they can repeat playback as needed, get scores automatically, and see their progress directly. In addition, students stated that digital learning helps them learn independently outside of the classroom because Quizalize can be accessed through personal devices whenever needed. This shows that digital media not only supports the learning process in the classroom, but also expands students' learning spaces beyond formal meetings.[41]

These findings strengthen the argument that the integration of digital media in Arabic language learning, especially in listening skills, is able to overcome the challenges of students' low interest and difficulty in understanding spoken Arabic. Through interactive features, Quizalize helps overcome these difficulties with a more systematic, structured, and attention-grabbing process. The learning experience is no longer limited to static audio exposure, but becomes a series of active activities that involve quick responses, analysis of answer choices, and self-evaluation.[42]

When compared to traditional learning models that rely solely on lectures and audio playback in the classroom, the use of Quizalize provides a more personalized approach. The platform allows students with lower abilities to repeat as many exercises as needed without feeling stressed, while students with higher abilities can complete assignments faster. Thus, differences in individual abilities can be better accommodated, so that learning becomes more inclusive and effective.

Overall, Quizalize-based *istimā'* learning makes a significant contribution to improving the listening ability of students in the third semester of the interdisciplinary Islamic studies of Nahdlatul Ulama University of Yogyakarta Study Program. Through interactive audio exercises, instant feedback, healthy competition, and self-study opportunities, students can develop language input processing skills, understand context, and improve answering accuracy. With consistent results

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[39] Nirmala et al., *Pengembangan Materi Istima' Terhadap Pembelajaran Bahasa Arab Berbasis Media Online pada Mahasiswa PBA Semester 1 IAIN Ambon*, Jurnal Lingue Bahasa Budaya, dan Sastra 5, no. 1 (2023): 119–30. DOI: https://doi.org/10.33477/lingue.v5i2.6502

[40] Shalahudin Al-Ayubi Yusuf, Sudarmadi Putra, and Sabil Mokodenseho, *Penggunaan Metode Audiolingual dalam Maharah Istima' di Madrasah Tsanawiyah Al-Kahfi Hidayatullah Surakarta*, Journal of Education Research 4, no. 4 (2023): 1839–45. DOI: https://doi.org/10.37985/jer.v4i4.530

[41] Siti Latifah Cahyani and Umi Hanifah, *Pemanfaatan Media Pembelajaran Aplikasi Fun Easy Learn Arabic dalam Pemahaman Kosa Kata Bahasa Arab Terhadap Peserta Didik*, JIIP - Jurnal Ilmiah Ilmu Pendidikan 8, no. 10 (2025): 11502–8. DOI: https://doi.org/10.54371/jiip.v8i10.9486

[42] Asep Sunarko, Ikhfanul Chakiki, and Luthfiyatuz Zuhriyah, *Optimalisasi Pembuatan Media Pembelajaran Bahasa Arab Berbasis AI Melalui Platform Quizizz*, Citizen : Jurnal Ilmiah Multidisiplin Indonesia 5, no. 5 (2025): 1334–44. DOI: https://doi.org/10.53866/jimi.v5i5.837

between test data, activity observations, and questionnaire responses, it can be concluded that Quizalize is an effective medium to be applied in learning *istimā'* skills in higher education.

Closing

This study demonstrates that the integration of Quizalize as a digital learning medium contributes positively to students' listening (*istimāʿ*) skills by fostering active engagement and providing immediate feedback during the learning process. In contrast to previous studies that primarily positioned digital quizzes as summative assessment tools, the findings of this research highlight Quizalize's potential as an interactive, performance-based learning instrument that supports real-time monitoring and formative evaluation. The improvement observed in students' listening performance indicates that technology-assisted assessment can meaningfully enhance language skill development when aligned with instructional objectives. Therefore, this study offers practical and theoretical implications for Arabic language instruction by reinforcing the role of digital media in creating responsive, data-informed, and learner-centered listening activities within a realistic classroom context.

Acknowledgment

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