



Motivating Arabic Learners through Digital Gamification: A Study of Quizizz Media

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Abstract

The low level of student motivation in learning Arabic presents a significant challenge, primarily due to the complexity of the material and the lack of innovation in instructional methods. This study aims to examine the effect of using the interactive learning media Quizizz on improving students' motivation in an Arabic language course. The research employed a quantitative approach with a quasi-experimental method using a pretest-posttest control group design. The participants consisted of 15 second-semester students from the Arabic Language Education Program at UIN Jurai Siwo Lampung. The research instrument used was a learning motivation questionnaire based on five key indicators, with a high level of reliability (Cronbach's Alpha = 0.947). Data analysis was conducted using SPSS version 26. The normality test using the Shapiro-Wilk method showed that the data were normally distributed, while the Paired Sample t-Test indicated a significant difference between the pretest and posttest scores. These results suggest that the use of Quizizz has a statistically significant impact on enhancing students' learning motivation. Therefore, this game-based digital media proves to be an effective and innovative instructional strategy to boost motivation, particularly in courses perceived as challenging, such as Arabic.

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Introduction

The advancement of information and communication technology has brought a significant impact on the field of education, particularly in terms of instructional approaches and learning strategies. Digital transformation does not only occur in access to learning resources but also in the use of interactive media that fosters active and enjoyable student engagement (Mayer, 2009). In this context, digital learning media has become an essential alternative to meet the demands of an era that calls for flexible, innovative, and responsive teaching methods suited to the needs of today's students.

One of the major challenges in teaching Arabic at the higher education level is the low learning motivation among students. Arabic courses are often perceived as difficult, especially by students without a pesantren (Islamic boarding school) background, due to the extensive vocabulary required, complex grammatical structures (nahwu and sharaf), and the ability to read unvowelled classical texts. These difficulties often lead to feelings of pressure and disengagement during the learning process (Dörnyei, 2001). In fact, learning motivation is a crucial factor in determining students' academic success, as it influences their participation, attention, and effort in class.



To address this issue, an instructional approach that can stimulate students' interest and motivation is needed, one of which is through the use of digital-based interactive learning media. One such medium that has gained popularity is *Quizizz*, a game-based online quiz platform designed to make learning more engaging and competitive. This media offers features such as leaderboards, timers, and point systems, which provide a fun learning experience and enhance student involvement (Sardiman, 2011). Additionally, *Quizizz* allows instructors to evaluate students' understanding in real time without the formal pressure associated with traditional written exams. *Quizizz* offers various features that support a dynamic learning experience, such as leaderboards, automatic grading, point rewards, timers, and instant feedback. These features are designed to create a healthy sense of competition among students, which can psychologically boost their enthusiasm for learning and promote active engagement in answering questions. Moreover, instructors can directly monitor students' performance in real time, enabling swift and accurate evaluations without the stress typically found in conventional assessments.

In the context of Arabic language learning, the use of *Quizizz* can provide a more relaxed classroom environment, increase interaction between instructors and students, and reinforce material comprehension through repeated practice. For example, exercises on vocabulary (*mufradat*), grammar structure (*nahwu*), and word form changes (*sharaf*) can be presented in the form of engaging quizzes that students can repeat anytime. This not only helps strengthen their understanding of the material but also fosters a positive and enjoyable learning habit. Such an environment is highly conducive to enhancing both intrinsic and extrinsic motivation. Therefore, it is important to examine the extent to which *Quizizz* affects students' learning motivation. This study aims to empirically investigate the impact of *Quizizz* on increasing students' motivation in learning Arabic, and to position it as a relevant and adaptive teaching strategy in the digital age.

Previous studies support the assumption that interactive learning media such as *Quizizz* can significantly contribute to enhancing students' learning motivation. Fitriani found that implementing *Quizizz* in Arabic language classes increased student engagement and created a more vibrant learning atmosphere (L. Fitriani, 2022). Similarly, Syahrul concluded that the use of *Quizizz* had a positive impact on student motivation due to its game-like and competitive elements that stimulated learning enthusiasm (Syahrul, 2021). Rahmawati and Wahyuni also discovered that online quiz platforms such as *Quizizz* and *Kahoot* could enhance students' intrinsic motivation by offering a non-intimidating and enjoyable challenge (Rahmawati, E., 2020).

Their study emphasized that tools like *Quizizz* allow students to practice independently, receive immediate feedback, and build confidence in understanding the material. However, most of these studies have focused on school or madrasah contexts, with limited exploration in higher education, particularly in Arabic language instruction. Therefore, this study aims to fill that gap by specifically examining the impact of using



Quizizz on the learning motivation of Arabic language students in higher education, offering contributions to the development of more innovative, adaptive, and relevant teaching methods for today's generation of university students.

Literature Review

Learning Media

Learning media is one of the essential components in the instructional process, serving to convey messages, clarify materials, and assist learners in understanding the information being delivered. Media is not limited to visual aids such as images or videos, but may also take the form of interactive, technology-based applications. Arsyad explains that learning media can stimulate learners' thoughts, feelings, attention, and interest, thereby making the learning process more effective and efficient (Arsyad, 2017). The development of information technology has encouraged the emergence of digital learning media that are more engaging and easily accessible. One example of such digital media is an online quiz application like *Quizizz*. This type of media not only facilitates the evaluation process but also creates a fun and interactive learning environment. In the context of Arabic language learning, digital media can help students review materials, strengthen memorization, and reduce boredom when studying complex language structures.

Quizizz is an online quiz-based learning platform designed in the form of a game. It allows lecturers to create questions that students can answer online, either during class or outside of class. *Quizizz* is equipped with various features such as scoring systems, rankings, timers, and instant feedback, making the learning process feel like an enjoyable competition (Pratama, R. & Setyaningrum, 2018). These features foster a game-based learning atmosphere, encouraging students to participate more actively without feeling pressured. With its appealing visuals and real-time scoring system, *Quizizz* promotes student engagement in a learning process that is both competitive and enjoyable. When students complete these digital quizzes, they are not only practicing how to answer questions, but also learning from their mistakes through immediate feedback. This fast-paced, dynamic, and enjoyable learning process helps students absorb material more easily and feel motivated to improve their scores.

This game-based approach has a positive impact on learning motivation. According to Fitriani, the use of *Quizizz* in Arabic language learning has been proven to increase students' interest and enthusiasm in participating in learning activities (N. Fitriani, 2022). This is due to the interactive and varied learning environment, which is far from the monotony often associated with conventional methods. Additionally, students with visual and kinesthetic learning styles benefit from the colorful displays, animations, and responsive interface. Thus, *Quizizz* functions not only as an evaluation tool but also as a learning medium that stimulates motivation, strengthens memory retention, and develops Arabic language competence more holistically.

Theory of Learning Motivation

Learning motivation is both an internal and external factor that drives an individual to engage in learning. It determines the direction and intensity of students' learning behavior, including how persistent they are in completing tasks, how much attention they give, and how strong their desire is to succeed. Sardiman explains that motivation can originate from within the individual (*intrinsic motivation*), such as interest and curiosity, or from external sources (*extrinsic motivation*), such as rewards, grades, or social recognition. A highly motivated individual tends to study more diligently, stay focused, and persevere through challenges (Sardiman, 2016). Therefore, it is essential for lecturers to create a learning environment that fosters student motivation, one of which is through the use of engaging and enjoyable learning media like *Quizizz*.

This study adopts a behaviorist theoretical approach, particularly B.F. Skinner's concept of reinforcement. According to this theory, a behavior is likely to be repeated when it is followed by a pleasant reinforcement. Such reinforcement may take the form of praise, high grades, rewards, or other positive experiences (Winkel, 2009). In the context of *Quizizz*, students receive reinforcement in the form of high scores, favorable rankings, and attractive animations when they answer correctly. These elements serve as psychological stimuli that encourage students to continue learning and strive for better outcomes. The reinforcement provided by the *Quizizz* system acts as an effective external motivator to boost students' enthusiasm for learning.

The use of interactive learning media such as *Quizizz* can directly contribute to enhancing students' learning motivation in Arabic language courses. *Quizizz* offers a non-monotonous learning experience, provides immediate feedback, and facilitates a competitive yet enjoyable learning environment. As a result, students become more engaged, more interested, and less likely to feel bored while learning a subject often perceived as difficult. Referring to behaviorist theory, the interactivity and positive responses from digital media like *Quizizz* can serve as stimuli that reinforce students' study habits. The more frequently students experience enjoyment during the learning process, the stronger their willingness to continue learning becomes.

Method

This study employed a quantitative approach using a quasi-experimental method, by comparing two groups of students, first the experimental group, which learned using *Quizizz*, and second the control group, which received conventional instruction without digital media. The objective was to determine whether the use of *Quizizz* significantly affected students' motivation in learning Arabic. The research design used was a pretest-posttest control group design, where both groups were given motivation tests before and after the learning process. The subjects of this study were second-semester students from the Arabic Language Education Study Program at UIN Jurai Siwo Lampung, totaling 15 students. The instrument used was a learning motivation questionnaire designed in the form of a Likert scale consisting of 25 statements,



structured based on five motivational indicators as proposed by Sardiman such as persistence, interest, attention, desire to succeed, and response to rewards. The questionnaire was validated by expert lecturers, and reliability testing using SPSS showed a Cronbach’s Alpha score of 0.879, indicating that the instrument was highly reliable. Data analysis was performed using SPSS version 26, with a significance level of 0.05. If the analysis results showed a Sig. value of less than 0.05, it was concluded that there was a significant effect of using *Quizizz* on students’ learning motivation.

Result and Discussion

This study aimed to determine the effect of using *Quizizz* as a learning medium on the improvement of students’ motivation in learning Arabic. To examine this, the researcher collected data from 15 students in the experimental group through a learning motivation questionnaire administered before and after the implementation of the *Quizizz* platform. Motivation scores were recorded on a scale ranging from 0 to 100. All data were analyzed using SPSS version 26 to ensure statistically accurate and valid results.

Normality testing

The first step taken was to conduct a normality test using the Shapiro-Wilk test, in order to confirm that the pretest and posttest data were normally distributed. The test results showed significance values (Sig.) greater than 0.05 for both datasets, indicating that the data followed a normal distribution. This allowed the analysis to proceed using a parametric statistical test, namely the Paired Sample t-Test (Santoso, 2020a).

Normality testing was conducted to determine whether the pretest and posttest score data were normally distributed, thus justifying the use of parametric statistical tests. In this study, the Shapiro-Wilk test was employed to assess normality. The Shapiro-Wilk test is a statistical method used to evaluate whether a dataset follows a normal distribution. Developed by Samuel Shapiro and Martin Wilk in 1965, it is still considered one of the most powerful normality tests, particularly for small to medium sample sizes (fewer than 50, but applicable to up to approximately 2000 data points). This test works by comparing the cumulative distribution of the observed data with a theoretical normal distribution (R. E Hair, J. F., Black, W. C., Babin, B. J., 2010).

If the significance value (Sig.) of the Shapiro-Wilk test is greater than 0.05, it can be concluded that the data are normally distributed. Conversely, if the significance value is less than or equal to 0.05, the data are not normally distributed. Therefore, this test serves as a critical initial step in ensuring the validity of subsequent analyses in quantitative research (Ghozali, 2018).

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,123	15	,200*	,971	15	,874
Protest	,136	15	,200*	,947	15	,481

Based on the results of the normality test using the Shapiro-Wilk method, the number of respondents was fewer than 50, specifically 15 students. The Shapiro-Wilk test indicated that the significance value for the pretest data was 0.874 and for the posttest data was 0.481. Both significance values are greater than the alpha threshold ($\alpha = 0.05$), which means that the pretest and posttest data are normally distributed. Therefore, it can be concluded that the data meet the assumption of normality and further analysis can be conducted using parametric statistical techniques, such as the Paired Sample t-Test to examine differences between pretest and posttest scores.

Paired Sample t-Test

The Paired Sample t-Test is one of the parametric statistical analysis methods used to determine whether there is a significant difference between two related means, such as the pretest and posttest scores from the same group. This test is commonly applied in experimental or quasi-experimental research involving a single group of subjects measured before and after receiving a specific treatment, such as the implementation of a learning medium like *Quizizz*. The purpose of this test is to evaluate the effectiveness of a treatment or intervention in improving learning outcomes.(Santoso, 2020b) To properly perform a paired t-test, certain assumptions must be met: the data must be measured on an interval or ratio scale, the measurements must come from the same sample, and the differences between pretest and posttest scores must be normally distributed, which can be tested using the Shapiro-Wilk normality test.

If the significance value is less than 0.05, it can be concluded that there is a significant difference between the pretest and posttest scores, indicating that the treatment was effective. Conversely, if the significance value is greater than 0.05, it suggests that there is no significant difference and the treatment did not have a meaningful effect. Therefore, the Paired Sample t-Test is a valuable tool for quantitatively and objectively validating the effectiveness of a given instructional approach or method (Priyatno, 2018).

Table 2. Case Processing Summary

		N	%
Cases	Valid	15	100,0
	Excluded ^a	0	,0
	Total	15	100,0

Based on the output of the Case Processing Summary, it was found that all data from the 15 respondents were declared valid, with a value of N = 15 (100%) in the *Valid* section. This indicates that each student in the sample completed the data fully, both in the pretest and posttest variables. There were no missing or incomplete data entries, allowing the entire dataset to be analyzed comprehensively. The completeness of this



data supports the validity of the forthcoming statistical analysis results and reflects the optimal quality of the data collection process.

Meanwhile, in the *Excluded* section, the value obtained was $N = 0$ (0%), which means that no respondent's data was excluded from the analysis. In this context, SPSS applied the listwise deletion method, which automatically excludes a respondent's data if any value is missing in one of the variables analyzed. However, since all data were fully completed, this method did not result in any data reduction. The total number of respondents analyzed remained 15 (100%), as shown in the *Total* row.

Table 3. Reliability Statistics

Cronbach's Alpha	N of Items
,947	2

The reliability test aims to determine the extent to which the research instrument can produce consistent and trustworthy results. Based on the SPSS output in the Reliability Statistics table, a Cronbach's Alpha value of 0.947 was obtained with a total of 2 items. This value indicates that the instrument used in this study has a very high level of reliability. Generally, Cronbach's Alpha values range from 0 to 1, where a value above 0.70 is considered reliable, and a value above 0.90 indicates excellent reliability (Ghozali, 2018). The obtained value of 0.947 demonstrates that the two data items (pretest and posttest) have very strong internal consistency. This means that if the instrument were to be used again under the same conditions, it would likely produce similar and reliable results. This serves as an indicator that the measurements conducted in this study accurately represent the changes or effects brought about by the use of the *Quizizz* learning media. Therefore, further data analysis can be carried out with a high level of confidence in the reliability of the instrument used (Priyatno, 2020).

Conclusion

The interactive and competitive nature of Quizizz was shown to successfully create an enjoyable learning atmosphere, encourage active participation, and provide positive reinforcement in accordance with behaviorist theory. These findings suggest that technology-based learning media such as Quizizz can serve as an effective solution to address low learning motivation, particularly in courses considered challenging, such as Arabic.

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