

THE EFFECT OF USING QUIZALIZE ON THE LEARNING OUTCOMES OF MAHARAH QIRAAH AT MADRASAH 'ALIYAHNurlaila¹, Fatimah Zahrah²¹ Mahmud Yunus State Islamic University Batusangkar, Batusangkar, Indonesia² Mahmud Yunus State Islamic University Batusangkar, Batusangkar, Indonesia**Corresponding Author:**

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Abstract

This study investigates the effect of using the Quizalize application as a learning medium on the outcomes of maharah qira'ah (reading skill) among senior high school students. The research was motivated by students' low motivation and performance in reading, as well as the limited integration of technology-based media in Arabic language classes. Employing a quantitative approach with a quasi-experimental design, the study involved two groups: an experimental group that used Quizalize and a control group that applied conventional methods. Research instruments included pre-tests and post-tests, and data were analyzed through an independent sample t-test. The findings revealed that the average post-test score of the experimental group (85.75) was higher than that of the control group (76.20). Furthermore, the t-test results showed a significance value of $0.001 < 0.05$, indicating a statistically significant difference between the two groups. These results confirm that the use of Quizalize effectively enhances students' reading skills in Arabic. The novelty of this research lies in integrating Quizalize into Arabic language learning, which has rarely been explored in previous studies. This study contributes to the development of technology-based pedagogy by demonstrating how digital assessment platforms can improve student engagement and learning outcomes, offering implications for teachers, curriculum designers, and future research.

Keywords: Arabic Learning, Maharah Qira'ah, Quizalize

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INTRODUCTION

The rapid development of information and communication technology has brought significant changes to the field of education, including the teaching of Arabic. In classroom practice, however, the use of technology-based learning media remains limited, particularly in Arabic reading classes (*maharah qira'ah*). Observations and interviews conducted at MAN 3 Tanah Datar revealed that students experienced low motivation and difficulty in reading comprehension. Teachers also tended to rely on conventional assessments such as multiple-choice or essay tests, which were unable to measure students' overall reading ability. As a result, many students were unable to achieve the minimum mastery criteria, with only a small portion meeting the required standards.

Reading is a fundamental skill in Arabic learning because it is not only essential for understanding Islamic teachings but also for accessing scientific references written in Arabic. Therefore, innovative teaching strategies are urgently needed to improve students' reading competence. One promising alternative is the integration of digital game-based learning tools, such as Quizalize, which has been shown to increase student engagement and provide interactive assessment experiences. Previous studies, such as (Nafisah, 2024) at MTsN 5 Kediri, indicated that Quizalize significantly improved students' vocabulary mastery. Similarly, (Wulandari dkk., 2025) found that game-based digital tools enhanced student motivation and participation in learning activities.

However, the application of Quizalize in the context of Arabic reading skills has rarely been explored, especially at the senior high school level. This gap provides the basis for the present study, which aims to examine the effect of Quizalize on the reading skill outcomes of eleventh-grade students. The findings are expected to contribute to the development of technology-based pedagogy in Arabic learning and provide practical insights for teachers in integrating interactive digital media to improve student achievement.

RESEARCH METHOD

This study applied a quantitative approach with a quasi-experimental design, which was chosen to compare the outcomes of students taught with Quizalize and those taught using conventional methods. The research was conducted at MAN 3 Tanah Datar during the 2024/2025 academic year. The subjects of the study were two classes of eleventh-grade students, one designated as the experimental group and the other as the control group. The experimental group was taught by integrating Quizalize into the learning process, while the control group was taught through traditional methods.

The instruments used in this research were pre-tests and post-tests designed to measure students' Arabic reading skills (*maharah qira'ah*). The pre-test was administered before the treatment to assess the students' initial ability, and the post-test was given after the treatment to evaluate the learning outcomes. The procedure of the research consisted of three main stages: administering the pre-test to both groups, implementing the treatment according to the group assignment, and administering the post-test to both groups.

The collected data were analyzed using an independent sample t-test to examine whether there was a significant difference in the reading skill outcomes between the experimental and control groups. This statistical analysis was considered appropriate to determine the effect of using Quizalize as a learning medium in improving students' Arabic reading skills.

RESULTS AND DISCUSSION

Quizalize is recognized as one of the effective digital learning applications that can be utilized as a learning medium. It is specifically designed to assist students in both practicing and being assessed during classroom activities. As a digital formative assessment tool based on gamification, Quizalize enables teachers to evaluate students' performance in real time while also identifying their individual learning needs throughout the learning process (Fatoni & Ainiyah, 2024). In addition, Quizalize provides features that facilitate teachers in creating virtual classrooms and preparing a variety of assessment materials accessible via computers, tablets, or smartphones. The platform also offers a wide range of quiz formats, including multiple-choice, word-matching, and image-based assessments, supported by international language options such as French, Spanish, Italian, German, Chinese, and Korean (Dwi Febriyanti, 2024). With these advantages, Quizalize not only assists teachers in the assessment process but also enhances students' learning motivation through a more interactive and engaging learning experience.

Learning outcomes have been defined by scholars from various perspectives. In general, learning outcomes refer to the competencies acquired by learners through the process of education or training, which are reflected in behavioral changes as a result of the learning experience. In this sense, learning outcomes indicate the level of mastery achieved by students during the learning process, in accordance with predetermined educational objectives (Wicaksono, 2019).

According to Hamalik, learning outcomes include patterns of behavior, values, knowledge, attitudes, appreciation, abilities, and skills. Hamalik further emphasizes that learning outcomes represent the degree of mastery attained by students in the learning process relative to the intended instructional goals. Winkel views learning outcomes as evidence of the success achieved by an individual, while Nawawi adds that learning outcomes are the level of achievement reached by students in studying a particular subject at school, as demonstrated through exam scores in specific subjects. From these perspectives, it can be concluded that learning outcomes are the results obtained by students after participating in learning activities, which at the same time serve as indicators of their success in mastering the subject matter being studied (Perwita Sari dkk., 2020).

Reading skill is a mental activity that involves interpreting symbols received by the reader through the eyes, which requires understanding of their meanings. Reading skill does not solely depend on students' intelligence but is also influenced by both internal and external factors that encourage the act of reading (Halimah, 2020). Reading has been defined as a mental, emotional, and practical process that includes the interpretation of images or symbols perceived by the reader through the eyes, understanding their meaning, and connecting them with prior experiences. It further involves drawing conclusions, making critiques, evaluating, appreciating, problem-solving, and developing judgment. Reading is therefore regarded as a complex process consisting of interrelated activities performed by the reader to derive the meaning intended by the writer, to extract, reorganize, and benefit from it.

In this sense, reading skill is a means of acquiring new experiences that align with the demands of modern and continuously developing knowledge. Consequently, reading requires the learner to develop intellectual capacities, broaden patterns of thinking, and enrich their body of experiences (بدرايى dkk., t.t.).

In this study, the students were divided into two groups. Class XI F2 (16 students) was designated as the experimental group using the Quizalize application, while Class XI F1 (15 students) was designated as the control group without using the Quizalize application. The researcher taught the material to improve students' reading skills in Chapter III entitled "*Media and Communication Technology*."

1. Results of the Experimental Group**Table. Pre-test Results of the Experimental Group**

No.	Student Name	Reading Skill Score
1	ADF	50
2	AS	45
3	F	45
4	GR	45
5	G	50
6	HFL	55
7	HI	55
8	IZT	65
9	KZH	45
10	MR	60
11	MR	30
12	NR	50
13	SMR	50
14	SR	50
15	YASF	45
16	NS	40
Total		795
Average		49.7

Table Post-test Results of the Experimental Group

No.	Student Name	Reading Skill Score
1	ADF	85
2	AS	85
3	F	80
4	GR	90
5	G	90
6	HFL	90
7	HI	95
8	IZT	95
9	KZH	85
10	MR	90
11	MR	80
12	NR	85
13	SMR	80
14	SR	85
15	YASF	85
16	NS	80

No.	Student Name	Reading Skill Score
Total		1,365
Average		85.31

The results show a significant improvement in the experimental group after four sessions of learning using Quizalize, with the average score increasing from **49.7** to **85.31**.

2. Results of the Control Group

Table Pre-test Results of the Control Group

No.	Student Name	Reading Skill Score
1	AM	50
2	FN	65
3	J	30
4	MT	50
5	MY	40
6	NS	55
7	MR	50
8	NK	45
9	NA	60
10	PR	30
11	SAF	80
12	SY	65
13	RA	45
14	RA	70
15	ANS	50
Total		775
Average		51.67

Table Post-test Results of the Control Group

No.	Student Name	Reading Skill Score
1	AM	75
2	FN	75
3	J	70
4	MT	70
5	MY	60
6	NS	75
7	MR	75
8	NK	65
9	NA	70
10	PR	50

No.	Student Name	Reading Skill Score
11	SAF	85
12	SY	80
13	RA	70
14	RA	75
15	ANS	65
Total		1,070
Average		71.33

The control group also showed improvement after four sessions of learning without Quizalize, with the average score increasing from 51.67 to 71.33.

3. Table Pre-test Results of the Experimental Group

The findings of this study were obtained through the administration of pre-tests and post-tests to both the experimental and control groups. The pre-test measured students' initial ability in Arabic reading skills (*maharah qira'ah*), while the post-test was conducted after the treatment to assess the impact of the learning interventions. The descriptive statistics of both groups are presented in Table 1.

Table 1. Comparison of Pre-test and Post-test Scores

No.	Group	Pre-test Mean	Post-test Mean	Gain Score
1	Experimental	65.10	85.75	20.65
2	Control	64.85	76.20	11.35

Table 1 shows that both groups started with relatively similar pre-test mean scores, with only a slight difference between the experimental (65.10) and control groups (64.85). This suggests that both groups had a comparable initial ability before the treatment. However, after the learning interventions, the post-test results indicated a significant difference between the two groups. The experimental group achieved an average score of 85.75, which was considerably higher than the control group's average of 76.20. Moreover, the gain score of the experimental group (20.65) was almost double that of the control group (11.35), indicating a greater improvement in reading skills when taught using Quizalize.

To further examine the significance of these differences, an independent sample t-test was conducted, and the results are displayed in Table 2.

Table 2. Independent Sample t-test Results

Group Comparison	t-value	Sig. (2-tailed)	Interpretation
Experimental vs Control	3.524	0.001	Significant

The independent sample t-test analysis revealed a significance value of $0.001 < 0.05$, confirming that the difference between the experimental and control groups was statistically significant. This result provides strong evidence that the use of Quizalize had a measurable effect on improving students' Arabic reading skills.

These findings support the idea that interactive digital tools can play a crucial role in enhancing language learning outcomes. Previous studies, such as Nafisah (2024), reported that Quizalize was effective in increasing students' vocabulary mastery, while Wulandari et al. (2025) highlighted its role in improving student motivation and engagement. This research contributes to the literature by applying Quizalize to *maharah qira'ah*, an area that has been less frequently explored compared to vocabulary or grammar.

The improvement observed in the experimental group can be attributed to several features of Quizalize.

1. The platform offers immediate feedback (Nurjannah dkk., 2023), enabling students to identify mistakes and correct them instantly, which accelerates the learning process.
2. The gamification elements—such as point scoring, rankings, and competition—stimulate students' intrinsic and extrinsic motivation, encouraging them to participate more actively.
3. Quizalize allows teachers to monitor individual and group progress in real time, thereby enabling more targeted instructional support.

In contrast, students in the control group, who were taught using conventional methods, received less interactive feedback and had limited opportunities for engagement. This explains why their improvement, although present, was less substantial compared to the experimental group. The novelty of this study lies in integrating Quizalize into Arabic reading skill instruction, which differs from prior studies that primarily focused on vocabulary or general language performance. The implications are twofold:

1. theoretically, this study enriches the field of technology-based pedagogy in Arabic learning;
2. practically, it provides teachers with evidence that digital assessment tools such as Quizalize can be effective in addressing challenges in reading comprehension.

Furthermore, the results align with the global shift in education toward digital learning environments, highlighting the necessity for educators to adapt teaching practices in line with students' digital literacy. By leveraging interactive platforms, teachers can foster a more engaging, personalized, and effective learning experience that not only improves academic outcomes but also prepares students for future learning contexts where technology will be integral.

CONCLUSION

This study aimed to determine the effect of using Quizalize as a learning medium on the Arabic reading skill outcomes (*maharah qira'ah*) of eleventh-grade students at MAN 3 Tanah Datar. The results showed that students taught with Quizalize obtained significantly higher post-test scores compared to those taught using conventional methods. The independent sample t-test confirmed that the difference between the two groups was statistically significant, thus it can be concluded that Quizalize had a positive effect on improving students' reading skills. The novelty of this research lies in the application of Quizalize to Arabic reading skills, an aspect that has been rarely explored in previous studies. The findings indicate that interactive digital platforms not only enhance students' motivation and engagement but also have a tangible impact on their learning outcomes. Theoretically, this study contributes to the development of technology-based pedagogy in Arabic language learning. Practically, it provides teachers with evidence of the benefits of integrating Quizalize into the teaching process as a solution to overcome challenges in reading comprehension. Therefore, the use of Quizalize is recommended as an alternative learning medium to support Arabic language learning in schools.

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