



Development of Quizizz Application as an Instrument for Evaluation in Arabic Language Learning at Madrasah Aliyah

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Abstract:

In response to the need for effective and interactive evaluation tools in Arabic language learning, this study aims to develop a Quizizz-based evaluation instrument for use at the Madrasah Aliyah level, employing the ADDIE instructional design model. The research involves a comprehensive process including needs analysis, item development aligned with curriculum standards, validation by content and media experts, limited trials with students, and product evaluation. Expert validation indicates a high level of content accuracy and media effectiveness, while feedback from teachers and students confirms the instrument's practicality and ease of implementation. The results also highlight the application's advantages in facilitating fast, accurate, and engaging assessments. Although the development faced several challenges, such as limited technological infrastructure and user proficiency, it was supported by strengths including the platform's user-friendly design, interactive features, and efficiency in generating instant feedback. This study contributes to Arabic language pedagogy by integrating digital innovation into formative assessment practices suitable for faith-based and resource-limited educational environments.

Keywords: *Arabic Language Learning, Evaluation Instrument, Quizizz Application, Educational Technology, Instrument Development*

Abstract :

Sebagai respons terhadap kebutuhan akan alat evaluasi yang efektif dan interaktif dalam pembelajaran bahasa Arab, penelitian ini bertujuan untuk mengembangkan instrumen evaluasi berbasis Quizizz untuk digunakan pada jenjang Madrasah Aliyah dengan menerapkan model desain pembelajaran ADDIE. Penelitian ini mencakup proses yang komprehensif, termasuk analisis kebutuhan, pengembangan butir soal yang selaras dengan standar kurikulum, validasi oleh ahli materi dan media, uji coba terbatas dengan peserta didik, serta evaluasi produk. Hasil validasi para ahli menunjukkan tingkat akurasi konten yang tinggi dan efektivitas media yang baik, sementara umpan balik dari guru dan siswa mengonfirmasi bahwa instrumen ini praktis dan mudah diimplementasikan. Hasil penelitian juga menunjukkan keunggulan aplikasi ini dalam memfasilitasi penilaian yang cepat, akurat, dan menarik. Meskipun proses pengembangan menghadapi beberapa tantangan, seperti keterbatasan infrastruktur teknologi dan keterampilan pengguna, pengembangan ini tetap didukung oleh kekuatan berupa desain platform yang ramah pengguna, fitur interaktif, serta efisiensi dalam memberikan umpan balik secara instan. Studi ini memberikan kontribusi bagi pedagogi bahasa Arab dengan mengintegrasikan inovasi digital dalam praktik penilaian formatif yang sesuai untuk lingkungan pendidikan berbasis keagamaan dan dengan sumber daya terbatas.

Kata kunci: *Pembelajaran Bahasa Arab, Instrumen Evaluasi, Aplikasi Quizizz, Teknologi Pendidikan, Pengembangan Instrumen*

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INTRODUCTION / المقدمة

The integration of digital technology into language learning has reshaped the landscape of educational assessment, particularly in evaluating student performance in Arabic language education. As teachers are increasingly expected to adapt to technological advancements, the need for effective and interactive evaluation tools becomes more pressing (Hursen, 2021; Izzah, 2019; Mukhamadiarova & Nizamutdinova, 2023). Traditional assessment methods, often paper-based and one-directional, are no longer sufficient to capture the dynamic competencies required in 21st-century learning environments (Moh. Fery Fauzi, Ahmad Fatoni, 2020). In this context, educators are challenged not only to maintain pedagogical relevance but also to employ evaluation instruments that are engaging, efficient, and aligned with students' digital literacy.

One such innovation is the use of the Quizizz application, a game-based online platform that allows for formative and summative assessment through real-time quizzes. The platform supports instant feedback, question randomization, and visual appeal features that are conducive to Arabic language learning, especially among high school learners. The demand for such tools has grown significantly in response to the digital shift in classrooms, encouraging educators to reimagine evaluation practices that are both pedagogically sound and technologically adaptive (I. Irwan, Z.F. Lutfhi, 2019; Panmei & Waluyo, 2023; Yunus & Hua, 2021). Quizizz not only accommodates different learning speeds but also motivates students through gamified elements, making it a promising alternative to traditional test formats (Carrión Candel & Colmenero, 2022; Wiyono et al., 2021; Zuhriyah & Pratolo, 2020). So the evaluation is also a series of steps to get information about learning students and determine results or performance. Study them during the learning process. Evaluation alone is the process of planning, obtaining, and providing information as an tool alternative to make a Decision.

Evaluation, in essence, is the process of collecting, interpreting, and using information to make educational decisions and improve instructional quality (Bilasa & Taspinar, 2020; Harrison, 2020; Rahmawati & Hijriyyah, 2023). In Arabic language learning, evaluation plays a central role in determining students' linguistic competence and in guiding teaching strategies. Yet, the potential of digital evaluation tools like Quizizz remains underutilized, particularly in the context of Madrasah Aliyah where such innovations are still in the early adoption stage. Empirical findings by Afifah et al., (2020) indicate that Quizizz-based evaluation has proven effective in enhancing student participation and comprehension at MTs Muhammadiyah 1 Probolinggo, highlight its positive impact on writing skill assessments at the tertiary level.

Building on these foundations, this study aims to explore the development and application of the Quizizz platform as an evaluation instrument in Arabic learning for Grade X students at Madrasah Aliyah. The primary objective is to assess how the digital evaluation model influences learning outcomes and student engagement in Arabic classes. This study seeks to address the following research question: How effective is the development of Quizizz as an evaluation instrument in Arabic language learning at the Madrasah Aliyah level? The underlying assumption is that the integration of Quizizz can support a more interactive and learner-centered evaluation process, thus contributing to the modernization of Arabic pedagogy in formal religious education settings.

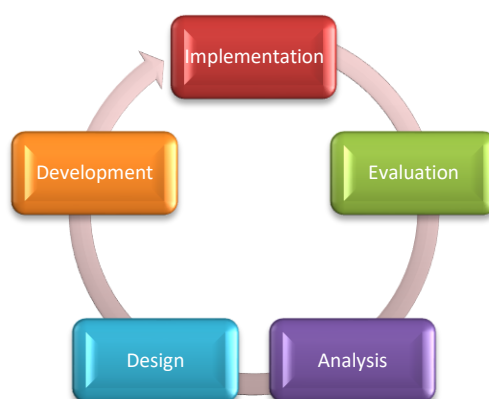
The originality of this research lies in its contextual focus on Madrasah Aliyah, where Arabic language instruction often follows traditional evaluation formats. By

developing and implementing a Quizizz-based assessment model tailored to the curriculum and learner characteristics at this level, the study contributes not only a practical solution for digital evaluation but also empirical insights into its applicability and effectiveness. This work aspires to enrich the academic discourse on Arabic language education and to offer a replicable framework for digital evaluation practices in similar educational contexts.

RESEARCH METHOD / المنهجية

This study employs the Research and Development (R&D) method, as the primary goal of the research is to produce a practical product in the form of an evaluation tool to measure the effectiveness of Arabic language learning using the Quizizz application (Baiq Deai Dwi Arianti, 2021). The R&D approach is considered appropriate because it facilitates the systematic design, testing, and refinement of educational products aimed at improving learning outcomes.

To implement the R&D process, this study adopts the ADDIE development model, which consists of five sequential phases: Analysis, Design, Development, Implementation, and Evaluation (Andi Rustandi and Rusmayanti, 2021). Each stage in the ADDIE model plays a critical role in ensuring that the final product is pedagogically sound, user-friendly, and aligned with the instructional objectives of Arabic language learning. The application of the R&D method through the ADDIE model is illustrated in the following diagram, which outlines the workflow from initial needs analysis to final evaluation:



This research adopts a developmental approach that aims to produce a specific and functional product, which in this case is an evaluation instrument for Arabic language learning using the Quizizz application. The methodological framework emphasizes both product development and product testing, ensuring that the tool created is not only theoretically grounded but also practically effective in real educational settings. To achieve these objectives, the research includes two main components: (1) a needs analysis, which identifies the specific requirements of the target users (students and teachers) in Arabic learning contexts, and (2) an effectiveness testing phase, where the developed product is implemented and evaluated to determine its functionality, usability, and impact on learning outcomes.

According to Sherly Yustuti, Masrun Masrun & Hikmah (2022), research of this kind is essential in ensuring that the developed product meets the expectations of educational stakeholders and can be applied widely, including in formal school environments. By

combining analysis, design, and empirical validation, this method ensures that the resulting product is both pedagogically appropriate and adaptable for broader implementation across various educational institutions.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة

Development applications like Quizizz, theory development involving the principles and methodologies used for designing, building and improving applications so that it is appropriate with the needs of users and the purposes of development. In the development stage of evaluation instruments for Arabic language learning, using the application Quizizz; of course, several stages must be passed. Development of evaluation instruments for learning Arabic with an application, quizizz, on research. This uses the ADDIE model, namely: with Stage Analysis, Design Phase, Design Phase Development, Stage Implementation, and Stage Evaluation (Evaluation. Based on the research and development conducted, the results study are as follows:

Findings

Stage Analysis

At the Analysis stage, the researcher carried out three main forms of analysis: needs analysis, curriculum analysis, and material analysis. In the needs analysis, preliminary interviews were conducted with an Arabic teacher for Grade 10 at MAN 2 Mataram, who showed strong enthusiasm for the development of an evaluation instrument using the Quizizz application. The teacher emphasized that such a digital tool would significantly ease the assessment process by offering automatic correction features and enhancing student engagement. In the curriculum analysis, it was identified that MAN 2 Mataram applies the Independent Curriculum (Kurikulum Merdeka), which emphasizes thematic and contextual learning with a focus on communicative competence. The development of the evaluation instrument was therefore aligned with the curriculum's objectives and targeted competencies in Arabic language instruction.

In the material analysis, the researcher examined the instructional resources used in Grade 10 Arabic classes, which are based on student worksheets (LKS) for both odd and even semesters. Since the research was conducted during the odd semester, only materials from that period were considered. The Arabic textbook for the odd semester contains three chapters, but due to time limitations, the focus was placed solely on Chapter 1, titled Greetings and Introductions (التحية والتعارف), a chapter that serves as a fundamental component for beginner-level Arabic learners. Based on the overall analysis, the researcher formulated relevant learning objectives and designed a question grid (blueprint) to structure the development of the Quizizz-based evaluation instrument. These objectives serve as the foundation for ensuring the validity and alignment of the instrument with instructional goals.

Table 1. Arabic Language Learning Objectives – Grade 10 (Chapter 1: Greetings and Introductions)

No	Learning Objective
10.1	Evaluate information related to greetings and self-introduction.
10.2	Use grammatical structures correctly to evaluate spoken information.
10.3	Interact with complex texts about greetings and introductions.
10.4	Apply grammar in communicative contexts.
10.5	Comprehend multimodal texts as tools for religious learning from authentic sources.
10.6	Interactively reflect on multimodal texts.
10.7	Understand explicit and implicit information from various text types.
10.8	Construct logical sentence sequences in limited discourse contexts.

10.9	Present coherent paragraphs in both oral and written forms.
10.10	Create logically connected sequences about greetings and introductions.
10.11	Express ideas using proper grammar and text structure.

This structured analysis ensures that the evaluation instrument is not only aligned with the curriculum but also addresses actual classroom needs and learning goals in Arabic language education. It provides the foundation for the subsequent stages in the ADDIE model: Design, Development, Implementation, and Evaluation.

Design Phase

At the Design stage, the researcher began constructing Arabic language questions within the Quizizz application, guided by the results of the prior needs, curriculum, and material analyses. This phase aimed to translate the identified learning objectives into interactive digital evaluation instruments. The design process involved several technical steps: first, the researcher accessed the official website at www.quizizz.com. For users who did not yet have an account, the platform required registration through the "Sign Up" feature, while existing users could directly log in.

Once logged in, the researcher initiated the quiz creation process by clicking the plus (+) symbol located on the right-hand side of the dashboard. From there, question sets were developed in alignment with the Chapter 1 theme, Greetings and Introductions (التحية والتعارف), as outlined in the material analysis. The structure of the questions considered various levels of cognitive demand, ranging from basic recall to application, ensuring that the instrument could both assess and reinforce student learning effectively through the gamified, interactive features of Quizizz.

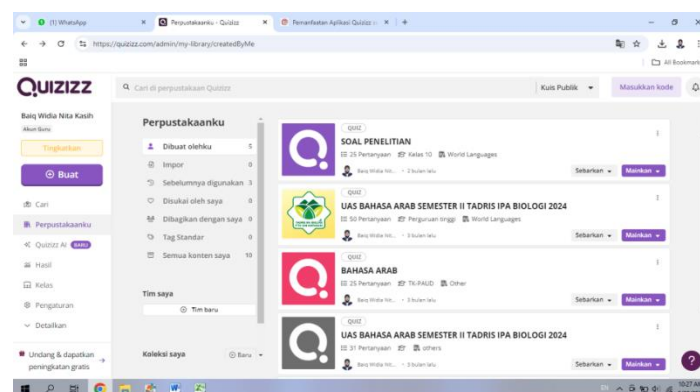


Figure 1. Select Quiz Feature

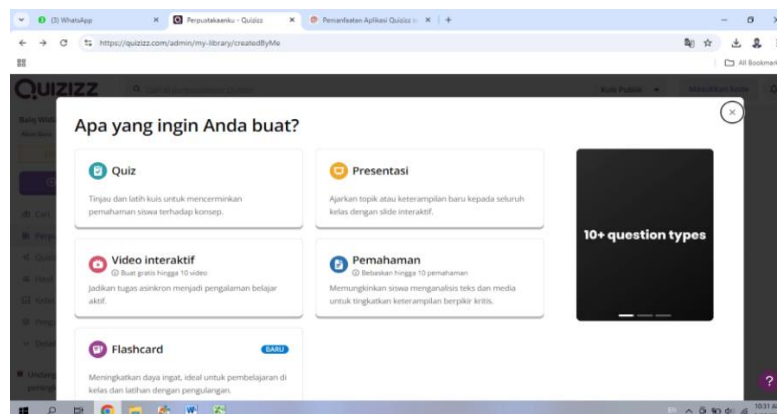


Figure 2. Select "create" from the beginning

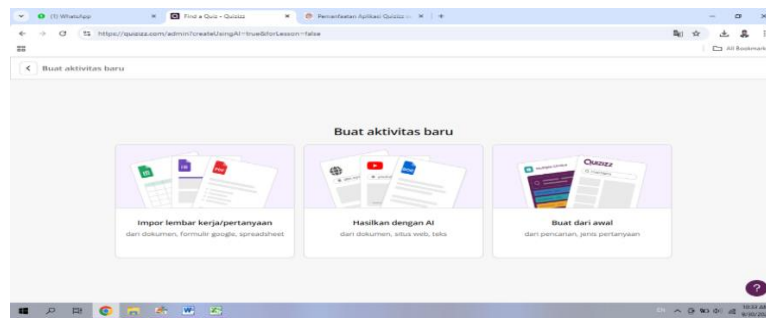


Figure 3. Choose a question type. To add questions, Researchers use the type choice double

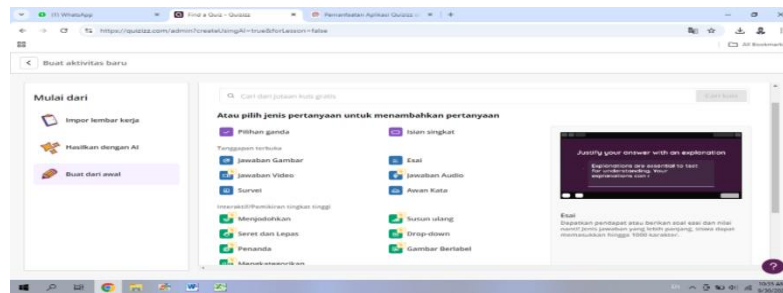


Figure 4. Appearance of the question that has been created, Click save question if already finished.

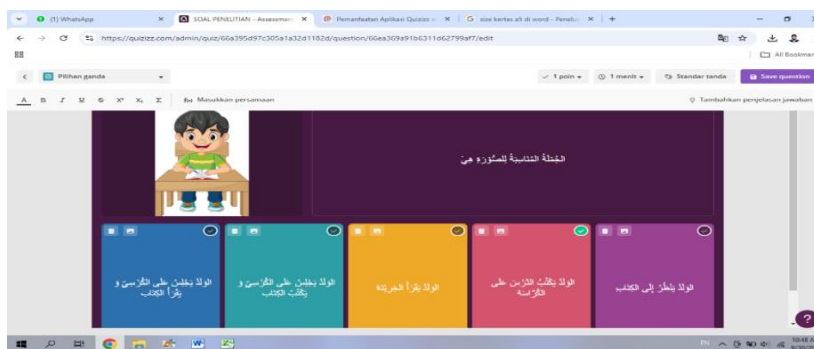


Figure 5. Finishing the Process

In continuing the design process, the researcher selected the “Create” feature on the Quizizz platform as the initial step in developing the evaluation instrument. To construct the test items, the multiple-choice question type was chosen, as it is most suitable for assessing students' understanding of basic Arabic vocabulary and sentence structures, particularly in the context of greetings and introductions. This format allows for clear measurement of recognition and recall, while also accommodating the integration of distractors to gauge comprehension accuracy. Once each question was composed and its answer options finalized, the researcher clicked the “Save Question” button to store it in the system. This step ensured that all questions were securely recorded and could be compiled into a complete quiz, ready for implementation in the next phase of the development process. The design choices reflect a commitment to both pedagogical validity and digital accessibility, key considerations in technology-based language assessment.

Development

At the development stage, validation was conducted to determine the feasibility and quality of the evaluation instrument that had been created using the Quizizz application. This validation process involved two experts: a material expert and a media expert. The material validation was carried out by Mr. M. Syarifuddin, M.Pd., I, a lecturer from the Arabic Language Education Department at the Faculty of Tarbiyah, State Islamic University of Mataram. The validation session took place on September 9, 2024. The purpose of this process was to assess the accuracy, relevance, and alignment of the test items with the established learning objectives. The quantitative results of the material expert's validation are presented in the form of a table, providing measurable feedback for refining the instrument before it is implemented in classroom settings.

Table 2. Analysis Results Subject Matter Expert Validation

No	Question	Tse	Tsh	P (%)	Validity level
1	Compliance grain question with the standard competence and basic competence indicators, and objective learning	5	5	100%	Very Valid
2	Compliance grain question with the material		5	100%	Very Valid
3	The image presented in the grain question is already provided by the material.	5	5	100%	Very Valid
4	The style of language used in the grain question is already clear.	5	5	100%	Very Valid
5	Compliance grain question with the option answer	5	5	100%	Very Valid
6	Compliance grain question with the ability of participants to educate MA level	4	5	80%	Valid
7	Use of stimulus on items, questions, and distractors on answer options	5	5	100%	Very Valid
Total		34	35	97.1%	Very Valid

Based on the Table 2 above, if the results validation is interpreted based on the criteria adopted categorization from Akbar, then the results in validation his entered at the level of achievement of the interval $\geq 81.5 - 100$, with the number 97.1%, which means the product tool evaluation is very valid and can be used without revision. In addition to quantitative data, validation is also supported by qualitative data obtained from comments and suggestions from experts on the products developed. As for the comments and suggestions given by the experts material served in the table is as follows:

Table 3. Comments and Suggestions from Subject Matter Experts

No	Comment And Suggestion
1	Very good
2	Can be used without revision

The media expert validation was conducted to evaluate the technical and visual aspects of the Quizizz-based evaluation instrument. This validation was carried out by Mr. Muhammad Nurman, M.Pd., a lecturer in the Department of Biology Education at the Faculty of Tarbiyah and Teaching, State Islamic University of Mataram. The validation session took place on September 9, 2024. This stage aimed to assess the usability, functionality, and design quality of the Quizizz application as a digital evaluation tool in Arabic language learning. The results of this validation, presented in quantitative form,

provided important insights into the effectiveness and appropriateness of the media used, ensuring that the digital platform met the standards for instructional use.

Table 4. Questionnaire Media Expert Response

No	Question	Tse	Tsh	P (%)	Validity level
1	Attraction appearance tool evaluation	5	5	100%	Very Valid
2	Clarity instruction use tool evaluation	5	5	100%	Very Valid
3	Clarity of writing in the paragraph, questions, and the answer options	5	5	100%	Very Valid
4	Attraction uses color	5	5	100%	Very Valid
5	Level of practicality: Use tool evaluation	5	5	100%	Very Valid
6	Use letters in the tool evaluation	5	5	80%	Valid
7	Compliance image on the options answer with the father's question	5	5	100%	Very Valid
8	The level of effectiveness of using the tool evaluation with characteristics of students	4	5	100%	Very Valid
9	Convenience use tool evaluation	5	5	80%	Valid
10	Compliance duration workmanship question with level difficulty question	4	5	Very Valid	Valid
Total		48	50	96%	Very Valid

Based on the table, if the validation of the results in interpretation based on the criteria adopted categorization from Akbar, then the validation of the results enters at the level of achievement of interval $\geq 81.5 - 100$, with the stated amount of 96% very valid. With this product tool evaluation can be used without revision. Quantitative data validation is also supported by qualitative data obtained from comments and suggestions from media experts on the products developed. As for the comments and suggestions given by the experts material served in the table is as follows:

Table 5. Comments and Suggestions From Media Experts

No	Comment And Suggestion
1	The questions are made more varied
2	Can be used without revision

Next, the researcher conducted a series of statistical tests to ensure the quality of the Quizizz-based evaluation instrument, including validity tests, reliability tests, and item difficulty level analysis. These tests were essential to determine whether the questions developed were both accurate and consistent in measuring students' understanding of Arabic language material. For the validity test, the researcher utilized the SPSS application to analyze each item, aiming to verify the extent to which the questions aligned with the intended learning objectives. The results of this analysis are presented in quantitative form, indicating which items were considered valid and thus suitable for use in the final version of the instrument.

Table 6. Validity Test Results: Question Items

No	Results Test Validity	Information
1	0.262	Less Valid
2	0.202	Less Valid
3	0.392	Less Valid
4	0.460	Valid Enough
5	0.404	Valid Enough
6	0.212	Less Valid
7	0.426	Valid Enough

8	0.320	Less Valid
9	0.377	Less Valid
10	0.594	Valid Enough
11	0.615	Valid
12	0.576	Valid Enough
13	0.231	Less Valid
14	0.398	Less Valid
15	0.336	Less Valid
16	0.434	Valid Enough
17	0.426	Valid Enough
18	0.257	Less Valid
19	0.404	Valid Enough
20	0.538	Valid Enough
21	0.639	Valid
22	0.632	Valid
23	0.520	Valid Enough
24	0.164	Not Valid
25	0.155	Not Valid

For the reliability test, the researcher calculated the reliability coefficient of the test items to determine the consistency of the evaluation instrument. The results showed a reliability coefficient of 0.79, which falls within the range of 0.60–0.79, indicating that the instrument is categorized as having high reliability. This suggests that the test items consistently measure students' performance and can be depended upon to yield stable and accurate results when administered in similar contexts. The detailed results are presented in the accompanying figure, which visually supports the reliability classification.

► Reliability

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	35	100.0
	Excluded ^a	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.790	25

Figure 6. Reliability Test

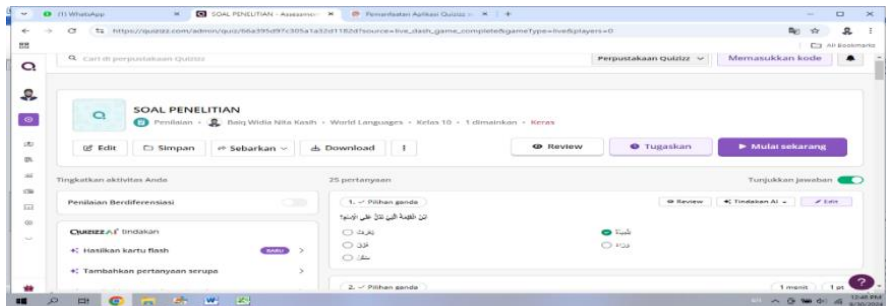
For the difficulty level test, the researcher analyzed each test item to determine how easy or difficult it was for students to answer correctly. This analysis helps ensure that the evaluation instrument contains a balanced mix of easy, moderate, and difficult questions, which is essential for accurately measuring different levels of student understanding. The results of the difficulty level test were categorized based on standard item difficulty indices, where items with higher values are considered easier and those with lower values are deemed more difficult. The analysis showed that most items fell within the ideal range, indicating that the test was appropriately constructed to challenge students while

remaining accessible. This balance enhances the effectiveness of the Quizizz-based evaluation tool in assessing Arabic language proficiency among Grade 10 students.

Table 7. Difficulty Level Analysis Results

No	Results Level Difficulty	Information
1	0.71	Easy
2	0.94	Easy
3	0.88	Easy
4	0.37	Currently
5	0.48	Currently
6	0.8	Easy
7	0.65	Currently
8	0.51	Currently
9	0.57	Currently
10	0.54	Currently
11	0.42	Currently
12	0.45	Currently
13	0.37	Currently
14	0.68	Currently
15	0.28	Difficult
16	0.54	Currently
17	0.65	Currently
18	0.88	Easy
19	0.48	Currently
20	0.57	Currently
21	0.51	Currently
22	0.62	Currently
23	0.54	Currently
24	0.91	Easy
25	0.47	Currently

At the implementation stage, the researcher conducted a trial of the Arabic language evaluation instrument developed using the Quizizz application with Class X-7 students at MAN 2 Mataram. The implementation involved several key steps. First, students were instructed to download the Quizizz application from the Play Store. After installation, they were asked to create student accounts on the platform. The researcher then prepared the quiz by selecting the “Start” menu on Quizizz, activating the test session. Next, students were guided to join the game using a provided code, which granted them access to the evaluation. Once the students completed the quiz, their scores and responses appeared in real-time, allowing the researcher to immediately observe their performance. This trial phase was essential to assess the practicality and user experience of the digital evaluation tool in an actual classroom setting.



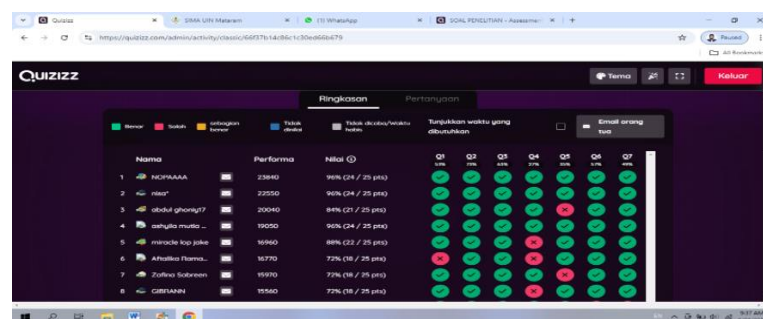
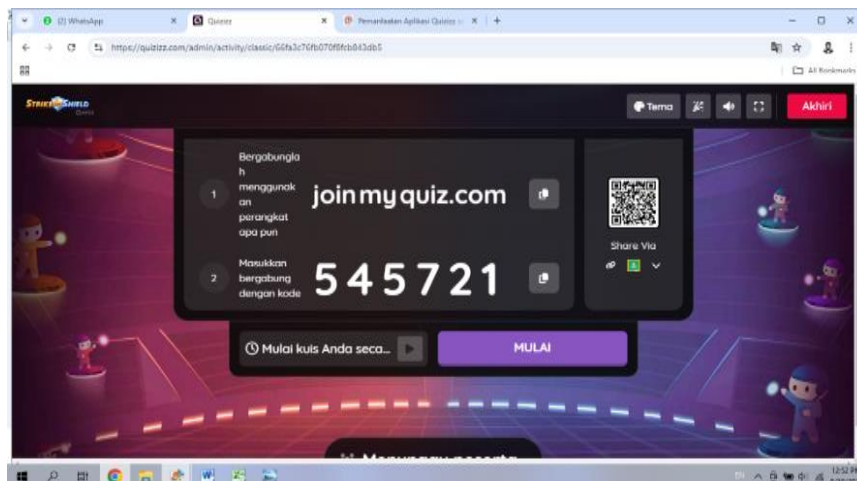


Figure 7. A Trial Implementation Involved Several Key Steps

After conducting a trial, students were instructed to fill in a questionnaire that had been compiled by researchers with the objective of getting information as well as knowing the response of students to the tool evaluation learning Arabic with an application based on Quizizz, which has already been developed. The percentage results questionnaire for students, which is 83.7%, meaning if interpreted enter to in the range 81.5 – 100%, indicates that the product is very practical and can be used without revision. Analysis Results Arabic Language Subject Teacher Questionnaire Based on the table above, if the results validation in interpretation based on the criteria adopted categorization from Akbar, then validation. First, enter at the level of achievement of the interval $\geq 81.5 - 100$, with the stated number of 97.7% is very practical. The product tool evaluation can be used without revision.

Table 8. Comments and Suggestions From Language Teachers

No	Comment And Suggestion
1	Makes it easier to evaluate, especially for large classes.
2	Can be used without revision

Stage evaluation. This is done to evaluate eligibility by expert materials, media experts, and practitioners' education. Evaluation of the product (tool) evaluation based on quizizz, which was developed, was also carried out to see related responses from students, so that it can be concluded whether the instrument evaluation, quizizz, which has been developed, the worthy or not for use. The following are the results assessment carried out

by expert materials, media experts, Arabic language teachers, and students to produce a tool based on quizizz.

Table 9. Recap results evaluation product

No	Types of Evaluation	Results	Information
1	Evaluation of expert material	97.1%	Very valid and can be used without revision.
2	Evaluation media expert	96%	Very valid and can be used without revision.
3	Teacher assessment	97.7%	Very practical and can be used without revision.
4	Evaluation student	83.7%,	Very practical and can be used without revision.

From table 9 above, it can be concluded that the validation results from both the material expert and media expert indicate that the product is highly valid and meets the required quality standards for use as an evaluation instrument in Arabic language learning without the need for revision. Additionally, the results of the practicality evaluation conducted with Arabic language teachers and students show that the Quizizz-based evaluation tool is very practical, user-friendly, and effectively supports the learning process. This means the product is ready for implementation in real classroom settings and does not require further modification, both in terms of content accuracy and media functionality. The strong responses from both expert validators and users affirm the product's reliability and feasibility as a digital assessment tool in educational environments.

Discussion

The findings of this study reveal that the development of an Arabic language evaluation instrument using Quizizz presents a significant innovation in technology-integrated language assessment at the secondary level. Its development process, structured through the ADDIE model, reflects rigorous instructional design practices rooted in established educational technology theory. The result is a product that is not only valid and reliable but also practical and accessible for both teachers and students. This discussion analyzes how these outcomes align with theoretical frameworks in language assessment and digital pedagogy, and further elaborates on their pedagogical implications in the context of Arabic language instruction in madrasah environments.

At the analysis and design stages, the development process demonstrated strong alignment with the principle of constructive alignment proposed by Handoko et al. (2021), where instructional goals, learning activities, and assessments are cohesively structured. The initial needs analysis confirmed that teachers were eager for tools that could reduce assessment load while engaging students more interactively. This aligns with emerging research in digital learning environments, which suggests that teacher readiness and curriculum relevance are critical to successful EdTech implementation (Alajaji & Alshwiah, 2021; Janković & Lambić, 2022; Pham, 2022). The deliberate focus on Chapter 1 (greetings and introductions) grounded the assessment tool in immediate learner needs and curriculum-based competencies, ensuring contextual relevance and cognitive appropriateness. This step is not merely procedural; it forms the epistemological basis for validity in instrument development.

The successful transformation of learning objectives into interactive, multiple-choice questions during the design and development phases also reflects the application

of Cognitive Load Theory (Carnero, 2021). By using a platform like Quizizz, which presents questions in a gamified, bite-sized format, learners can process information more efficiently without being overwhelmed by dense textual formats. Moreover, the high validity score (96%) and substantial reliability coefficient (0.79) reflect both content validity and internal consistency, key constructs in classical test theory. Theoretically, these results confirm the argument of Rahmah et al. (2019) that a well-designed digital assessment must blend authenticity, reliability, and construct coverage criteria that this instrument fulfills. The reason behind these high outcomes lies in the integration of expert feedback, blueprinting, and item analysis essential components often neglected in less rigorous development efforts.

The implementation findings, particularly the practicality scores of 97.7% from teachers and 83.7% from students, reveal that the instrument is not only effective in terms of design but also usable in real-time classroom environments. This speaks to its ecological validity, or its relevance and adaptability in authentic school settings (Ccoa et al., 2023; Mahmud & Law, 2022; Ordu & Caliskan, 2023). The live deployment of the Quizizz-based test allowed immediate feedback and performance tracking elements that reflect the core principles of Formative Assessment Theory. Here, the “so what” becomes clear: teachers gain access to real-time analytics, while students engage with assessments as interactive learning experiences rather than high-pressure tests. This transformation from traditional testing to formative, engaging evaluation has important implications for student motivation and metacognitive growth (Arifin et al., 2024; Herlina, 2024; Safar et al., 2022).

Furthermore, the layered validation involving material experts, media experts, and classroom practitioners represents a triangulated approach to development and evaluation. Such a design aligns with Design-Based Research (DBR) principles of Dextre-Vilchez (2022), which emphasize iterative refinement, stakeholder collaboration, and context-based improvement. The involvement of Arabic language educators ensures that the tool is grounded in pedagogical realities rather than abstract design ideals. The positive student response, coupled with successful difficulty level balance in the test items, suggests that digital tools can be both rigorous and engaging (Ariyarit et al., 2023; Nashar et al., 2021; Wang et al., 2021). This challenges the persistent view that Arabic language instruction, especially in Islamic education contexts, must rely on traditional, teacher-centered methods. The Quizizz model opens doors for learner-centered, feedback-rich environments that foster autonomy and digital literacy.

Thematically, the core contributions of this study converge on the transformative potential of low-cost, high-impact educational technology in Arabic language education. Unlike resource-intensive platforms, Quizizz offers a scalable solution that is both pedagogically sound and institutionally accessible (Abdullah, 2024; Bina et al., 2022; Santos et al., 2023; Sintya Dewi et al., 2020). The study affirms that digital evaluation does not require advanced infrastructure to be effective; rather, it requires thoughtful design, alignment with learner needs, and an understanding of assessment theory. As Arabic language pedagogy increasingly intersects with digital innovation, this study offers a replicable model for integrating formative, gamified assessments into curriculum delivery without compromising educational integrity.

In conclusion, this study provides empirical and theoretical support for a shift in Arabic language assessment practices from conventional paper-based testing to interactive, digital evaluation. By embedding assessment within a well-defined

instructional design model, validated by experts and tested in authentic classrooms, the Quizizz-based instrument embodies a fusion of pedagogical innovation and practical utility. For educators and curriculum designers in madrasah and Islamic education institutions, this approach offers a powerful reference for future technology-enhanced instructional strategies. It is not merely a tool, but a pathway toward more engaging, efficient, and learner-centered Arabic language education.

CONCLUSION / الخلاصة

This study concludes that the development of an Arabic language evaluation instrument using the Quizizz platform represents an effective and innovative application of digital tools in language learning. Employing the ADDIE model—Analysis, Design, Development, Implementation, and Evaluation—the process resulted in a valid, reliable, and practical assessment tool aligned with learning objectives and curriculum standards. The integration of expert validation and item analysis via SPSS further strengthened the instrument’s credibility. While the development faced inhibiting factors such as limited infrastructure, user technical skills, and resource constraints, these were counterbalanced by strong supporting factors, including user-friendliness, interactivity, flexibility, and immediate evaluation features. These strengths enhance both learner engagement and instructional effectiveness. Pedagogically, the study contributes to the modernization of Arabic language assessment through technology-enhanced strategies that remain accessible and contextually relevant, particularly in resource-limited environments. However, the study’s scope was confined to a specific institutional setting. Further research is needed to examine the tool’s adaptability, long-term effectiveness, and potential integration across varied educational contexts and broader language competencies.

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