



Universitas Muhammadiyah Malang, East Java, Indonesia

Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature

p-ISSN: 2622-738X, e-ISSN: 2622-7371 // Vol.5 No.1 April 2022, pp. 87-100



<https://doi.org/10.22219/jiz.v4i3.20647>



<http://ejournal.umm.ac.id/index.php/izdihar/index>



izdihar.jurnalpba@umm.ac.id

Quizizz Application As Arabic Online Learning Evaluation Tool in University level

Miatin Rachmawati^{a,1}, Ahmad Rizki Nugrahawan^{a,2}, Nurul Hidayati Rofi'ah^{b,3}

^aUniversity of Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia

^bGraduate School for IDEC Hiroshima University

¹miatinrachmawati@uhamka.ac.id, ²arizki@uhamka.ac.id, ³d191200@hirosima-u.ac.jp

ARTICLE INFO

Article History:

Received: 21/03/2022

Revised: 21/04/2022

Accepted: 27/04/2022

Published: 30/04/2022

*Corresponding

Author:

Name:

Miatin Rachmawati

Email:

miatinrachmawati@uhamka.ac.id

ABSTRACT

The purpose of this study was to show how to use Quizizz-based psycholinguistic evaluation in a learning evaluation and to assess its effectiveness. This study used a qualitative descriptive case study approach, which resulted in descriptive data in the form of written or spoken statements from the participants and observations of their behavior. Thus, direct interviews with students of Independent Campus Freedom to learn were one of the data collection strategies. According to the findings of the questionnaire and interview distribution, 89 percent of respondents claimed that this evaluation was not dull but provided a lot of diversity, even if 14.3 percent said they utilized Quizizz because it did not support the signal. Furthermore, 100% of respondents thought the learning evaluation method was not dull or monotonous. These findings suggest that Quizizz-based evaluation is a lot of fun and does not get boring in the classroom, and it gets students excited about learning.

Copyright © 2022, Rachmawati et al

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



Keyword

Implementation; Learning Evaluation; Quizizz; Strategy

مستخلص البحث

كان الغرض من هذه الدراسة هو إظهار كيفية استخدام التقييم اللغوي النفسي القائم على كوييز في تقييم التعلم وتقييم فعاليته. استخدمت هذه الدراسة منهج الوصفي النوعي والذي ينتج عنه بيانات وصفية في شكل بيانات مكتوبة أو منطوقة من المشاركين وملاحظات عن سلوكهم. وبالتالي فإن المقابلات المباشرة مع طلاب حرم الجامعة المستقلة للتعلم كانت إحدى استراتيجيات جمع البيانات. وحسب نتائج الاستبيان وتوزيع المقابلة الشخصية. و ٨٩٪ من المستجيبين أن هذا التقييم لم يكن مملاً ولكنه قدم الكثير من التنوع ، حتى لو قال ١٤,٣٪ إنهم استخدموا كوييز لأنه لا يدعم الإشارة. إذا اعتقد ١٠٠٪ من المستجيبين أن طريقة تقييم التعلم لم تكن مملة أو رتيبة. وتشير هذه النتائج إلى أن التقييم المستند إلى كوييز هو الكثير من المرح ولا يصبح مملاً في الفصل الدراسي ، كما أنه يجعل الطلاب متحمسين للتعلم.

تقييم التعلم؛ تطبيق؛ إستراتيجية؛ كوييز

كلمات أساسية

Please cite this article as Rachmawati, M., Nugrahawan, A.R, and Rofi'ah , N.H. (2022). Quizizz Application As Arabic Online Learning Evaluation Tool in University level. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 5(1), 87-100.

DOI: <https://doi.org/10.22219/jiz.v4i3.20647>

INTRODUCTION

In Indonesia, Arabic education as a second language is very uproar, especially as one of the subjects that must be taken, from lower levels to major academies, especially in schools or Islamic learning institutions located under the auspices of the Ministry of Religion of the Republic of Indonesia. This implies that the value of the Arabic language is not an absolute requirement in the graduation of Students. This can lead to jealousy for Arabic language observers (Setiyawan, 2014). Therefore, in relation to language education, it is also included in Arabic language education, so that linguistic research needs to be complemented by interdisciplinary research, especially between linguistics and psychology, the author will focus on the review of psycholinguistic interpretation.

The evaluation of Arabic learning is basically still classified as conventional, the evaluation carried out is still using paper and pencil, this can be seen in school or university exams which focuses on reading, writing, vocabulary, and grammar causes conventional evaluation to be preferred by Arabic teachers in schools, Islamic boarding schools and universities (Rahman et al., 2021). During the current pandemic, online learning makes it possible for lecturers and students to interact in delivering lectures from home. It can be concluded that e-learning is a program to organize online learning courses to reach a large audience. However, the goal of e-learning is to provide quality e-learning services on a large scale to reach an increasingly large audience. Likewise with a lecture evaluation. The novelty of this research is to explain the evaluation of learning in Quizizz-based lectures which is one of the media to see the effectiveness of an online lecture to see the competencies possessed by Students.

The statement above implies that in a learning, the media is needed, especially in the current pandemic conditions. An educational media can be referred to as an intermediary for educators and Students participants in delivering messages (educational modules). Educational media can be defined as something that educators can use to deliver messages to Students. Educational media is one component to convey messages in education from educators to Students. In this case, the media acts as a messenger (educational module) from an educator to their Students to meet educational goals, as well as the media for assessing an education (Abd Wahab Rosyidi & Mamlu'atul Ni'mah, 2011). However in the current pandemic era, online-based evaluation is very popular in the community. Several studies have shown that web-based evaluation systems offer greater flexibility, because tests can be taken at different times and locations by Students. While paper based test, it is very suitable for summative evaluation (Fiani, Ahsanuddin, 2021).

In addition, the form of psycholinguistics teaching materials can vary. One of the supports adapted to current technological developments is information

technology. Therefore, this media is suitable to support distance learning between educators and Students in certain subjects/courses. The e-learning model can initially be used to describe computerized learning systems on the Internet. So, teachers and students can study even though they are far apart (Candra Rolisca & Achadiyah, 2014). Therefore, Learning materials based on the use of computer technology can be in the form of multimedia materials and internet-based materials. Internet-based media has the advantage of being able to connect one person to another even though they are far apart.

Arabic as a second language, which is shown in psycholinguistics as a medium for identifying problems and solving problems (Yusuf, 2019). Quizizz-based learning evaluation is a web-based learning media, used to create interactive quiz games for use in classroom learning. Such as formative assessment is very easy to use, desired interactive quiz. The answer choices include the correct answer. In addition, the demands of the Industrial Revolution 4.0 era have forced various fields of life, including the education sector, to reorient to determine the direction of educational policies in order to answer educational challenges, comprehensive upgrade in individual competence through various effects in the world of education, such as the education system that involves technology in the learning process as well as learning now (Aini, 2019).

The Covid 19 pandemic that is currently happening in Indonesia poses challenges in various sectors of our lives, one of which is in the field of education. To face these challenges, the government issued several policies in the field of education. Face-to-face teaching and learning activities are limited. This is in accordance with Made's opinion that an interesting learning process requires a touch of technology in innovation in the development of learning media (Tanuwijaya & Tambunan, 2021). In today's conditions, students and educators must be technology literate to maintain good teaching and learning activities.

In online learning, mastery of ICT is required, both by lecturers and Students. Because Tik (ICT) is present as a driver of significant change in educational institutions, especially universities (PT). In particular, apart from enhancing education without borders, elements of ICT, such as hardware, software and the Internet, have enabled universities to improve their management processes and facilitate day-to-day activities. The learning process has become simpler and faster, such as using online and electronic methods for admissions, registration, and classes. Information and communication technologies, such as e-mail, video, and teleconferencing technology, can even improve communication between the academic community, for example between faculty and Students, between faculty and staff, or Students and staff. Likewise

in lectures (Hidayat et al., 2017). Seeing the theory above, the researcher wants to see how the implementation of this evaluation in a learning process is carried out.

The method of Arabic language education has received the attention of language education experts by carrying out various studies and research to determine the effectiveness and success of various educational methods. Because in it there is an extraordinary language uslub for humans and no one is also able to match it (Hasan, 2018). The results of psychologist research can be used to understand mastery of the first language as well as in learning a second or foreign language. The reason is that the psychology study line is useful for language learning. In the year in the Arabic teaching program, psycholinguistics was included in the teaching group of cognitive processes subjects, and not in the group of linguistics subjects. This is because the subjects in psycholinguistics are closely related to the activities of the language learning process (Suhartono, 2015). Psycholinguistics or known as the science of *allughah An-nafsyie* is one of language learning, especially Arabic. So it can be concluded that what is called Psycholinguistics is closely related to the language process. Psycholinguistics in this interpretation also aims to explain how speakers control communication with listeners and how readers and writers communicate. Psycholinguistics connects areas related to linguistic theory as well as in areas outside linguistics to help communicants understand and produce their ideas. The focus is how language is actually used (Muradi, 2018). Psycholinguistics is one of the courses in the Department of Arabic Language Education, first we must understand what the meaning of Arabic language education is. It is one of the foreign language education and also to pursue a foreign language takes time and a fairly long description.

After knowing the theory of first and second language acquisition or foreign languages to teach foreign languages, it is hoped that there will be no problems in the teaching process. Therefore, it is no exaggeration to say that psycholinguistics is very useful for Arabic Language Education Students (Setiadi, n.d.) We know In Indonesia, learning Arabic as a second language (second language) is very popular and has even become one of the compulsory subjects, from elementary to university levels, especially in Islamic schools or educational institutions under the auspices of the Ministry of Religion of the Republic of Indonesia.

Quizizz can show information and statistics related to Students performance, can also be accessed with an Android PC connected to the internet, has an attractive appearance, easy to input questions. The process of implementing the Quizizz application-based evaluation, questions and answers are automatically displayed on the screen of each user, either a smartphone or a

computer/pc, so there is no need for LCD or projection screen assistance (Sugian Noor, 2020).

Urgency for the researchers themselves, this research is useful for measuring the role of Quizizz-based learning evaluation for Students Of Independent Campus Freedom To Learn, which will then be proposed by researchers for internal programs. therefore with this research, we can know that the Quizizz-based evaluation has a positive impact among students.

In this case, the researcher was assigned to teach Students Of Independent Campus Freedom To Learn at SPADA Indonesia or known as SPADA DIKTI, which is an Indonesian Online Learning System. SPADA Indonesia is one of the programs of the Directorate of Studies and Student Affairs under the Ministry of Research, Technology and Higher Education to promote equitable access to academic quality of university education. In this Spada Dikti-based lecture, the researcher conducts several evaluations to determine student competence in a lecture, and as a step so that lectures are not boring. In addition, the current complex existence of Information and Communication Technology (ICT) offers great potential to address the challenges outlined above. with Quizizz-based evaluation we can find out how to apply this evaluation media. With the evaluation based on Quizizz, we can find out how to apply this evaluation media as well as see the extent to which students' competencies are involved in learning.

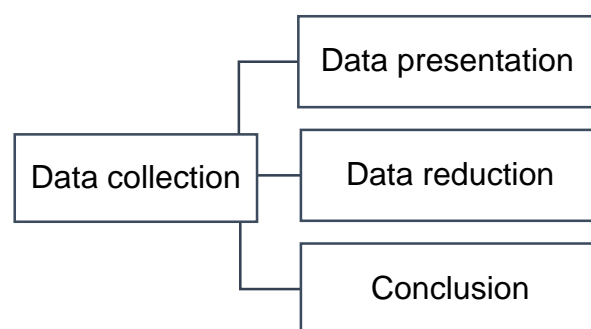
METHOD

This study used a descriptive qualitative that produces descriptive data in the form of written or spoken words from people and observed behavior of research is a case study approach. This study aimed to implement Quizizz-based evaluation as an online evaluation medium for Psycholinguistics courses. The researcher also explores the advantages and disadvantages of online evaluation of Arabic with Quizizz media. The subjects of this research are Indonesian students of independent campus freedom to learn, Students who take the Psycholinguistics course for the 2020/2021 academic year seven Students, 6 females and 1 male from three higher education institution, including from Al-Azhar University Indonesia, Muhammadiyah University of Kupang, and Juanda University Bogor. The research approach is qualitative because the data in the study are taken from phenomena in the field that are not in the form of numbers (Bahruddin et al., 2021). And data analysis was carried out using the Miles and Huberman model with the steps of collecting data, reducing data, presenting data, and drawing conclusions (Fitriliza & Rachmawati, 2021).

This study uses qualitative research with interviews and direct practice as instruments. In addition, there are two main objectives, firstly this research describes and reveals, and secondly this research describes and explains. It can be underlined that qualitative research can use instruments by collecting data in accordance with the objectives to be achieved. Analysis of data collection is carried out by means of natural settings, the primary data source which is carried out with a data collection technique is more on observation.

This research to collect data from lectures at SPADA DIKTI, and the Students involved here are students of independent campus freedom to learn. The development of the evaluation tool that will be applied here is based on Quizzes, an interactive quiz game that can be applied to learning in the classroom, as an example of the application of formative evaluation.

While the approach in this research was a case study approach, research methods to gain in-depth knowledge, elements are not just asking questions, but about a process, program, event, and an activity. Thus, the variations of the data collection methods are interviews directly with students of independent campus freedom to learn, participant observation (seeing lecture conditions), experiments (directly in Quizizz-based practice) and direct data collection (collecting some data that occurred during the study). The methods relied on by qualitative research for gathering information are, participating in the setting, direct observation, in depth interviewing, and document review (Walidah et al., 2020).



Figur 1. Data analysis procedures

While the data analysis method used four steps as in [Figure 1](#), namely data collection, data reduction, analysis, and drawing conclusions. data collection is by interview, observation, documentation. Data reduction is the process of selecting, centralizing, simplifying, and abstracting the raw data contained in the field note data collection process and this process continues throughout the research implementation. Analysis of the data taken in this study in the form of pictures, the percentage of development. While drawing conclusions, the data here is a unit that explains each other, the data are closely related, so that

relevant conclusions are drawn from the research results. (Fitriliza & Rachmawati, 2021)

RESULTS & DISCUSSION

The process of collecting data in this study was carried out in 2 ways, namely giving motivational questionnaires and giving tests. Giving a motivational questionnaire was conducted to determine the effectiveness of the use of the Quizizz application in terms of Students learning motivation. Meanwhile, the test was conducted to determine the effectiveness of using the Quizizz application in terms of Students learning outcomes. Alternative use of assessment can be in the form of quiz as a stimulant that is "fun" but still "learning" which can refresh memory and be interesting for Students, especially during this pandemic (Sugian Noor, 2020), In implementing the use of Quizizz in Psycholinguistics learning, the question model is designed by involving all aspects, especially about language psycholinguistics that has been achieved at the end of the learning. Before the data was obtained, the researcher prepared the necessary instruments such as questions according to the Psycholinguistics course that would be used, and a list of questions and interviews that would be used. Before the learning conducted, the students had already received some material that was delivered online by the learning.

This evaluation is used in the summative evaluation, namely after meeting 9, And this Quizizz-based evaluation design was started to be designed in a multiple choice format. Next the instructor starts the quiz by sharing the game code (generated by the website automatically) to the students, then students can enter the game code and join the game easily on their mobile devices. After that each student will see a unique avatar given to him when joining the game. And it is in this phase that they usually get excited about the next evaluation because of their unique appearance. The Instructor then monitors the students who join the game (with their names and avatars displayed on the screen) and starts the game when all students have joined. The learning evaluation applied here is a dichotomous evaluation, namely in the form of an objective test where each item provides more ; with more than two possible answers, and only one of the choices is correct or the most correct, according to the designed semester lesson plan, and this objective test uses the Quizizz application that is easily accessible to students. There are also several forms of this type of test which are multiple choice accessible to students. This is an individual competency in accordance with the theory put forward by Aini in individual competence through various

effects in the world of education, such as the education system that involves technology in the learning process (Aini, 2019).

As we know Quizizz is an Educational games which is designed with created to stimulate thinking power, and including the increasing concentration and to be solving problems and the Quizizz is an educational application in the form of an interactive quiz game and used in online learning. Its use is relatively easy application, and equipped with themes, and memes, and music, and can add images to the background of the question evaluation of application (Fauzia, at.al. 2021.)

In accordance with the statement that summative evaluation can provide an overview of the level of Students mastery of one material, provide an overview of Students learning difficulties, and provide an overview of the position of Students among their friends (Setemen, 2010). Then at the 13th meeting and continued at the 14th meeting as a closing evaluation. Because after the 14th meeting, Students are expected to have mastered all the material presented at the previous meeting about Quizizz-based evaluation. The steps for using Quizizz-based evaluation are described as follows:

The first step to start using the Quizizz application, Students must first download the Quizizz application at www.quizizz.com login. After that, the learner must prepare several questions according to the material that has been presented previously. The material in focus should appear in the questions in Quizizz to remind them of the material. The questions in this Psycholinguistic Evaluation lesson are presented in Figure 2.

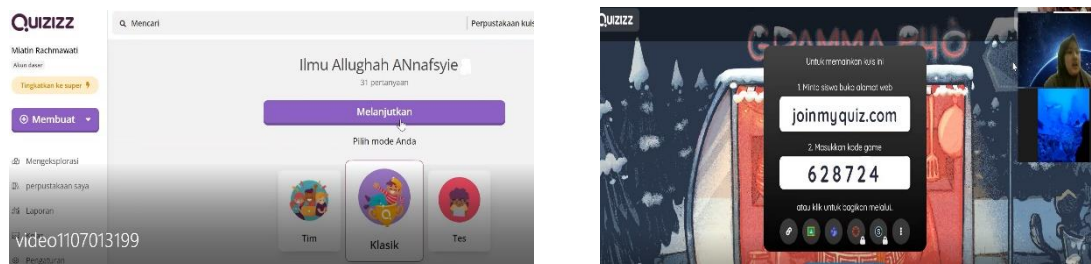


Figure 2. Preparation steps

Figure 2 describes the Psycholinguistic Evaluation and some questions related to preparation during the Quizizz game. Furthermore, after Students complete the Quizizz in the first step, the scores they get will automatically appear. The results of this Quizizz test obtained by Students will appear immediately. The form of the link, the code is presented in Figure 2, as well as the display of students rankings and showing the visible value in each individual which is shown in Figure 2. Starting from the highest value to the lowest value, and it can be seen which students are competent in evaluating the language

process material, in accordance with the statement that, it is obvious that one way to increase the effectiveness of learning is to provide a stimulant element to motivate Students. Therefore, one of the elements is more innovative and creative as well as an evaluation system that can stimulate critical thinking patterns. And the teacher must create an evaluation system that utilizes information technology because it can arouse Students' motivation and attention to improve their understanding of the learning material system (Fiani, Ahsanuddin, 2021).

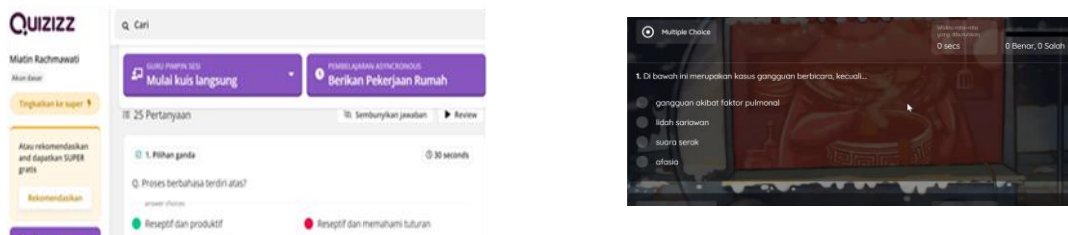


Figure 3. Questions about the material

Figure 3 Describes explanation of Quizizz evaluation questions according to the material being studied. The second step is the same as the initial step but the difference is in the learning material carried out at the summative evaluation at the next meeting, which is about "The psycholinguistic concept of language acquisition studies" then the materials that are the focus must be raised on questions in Quizizz to remind the material. This is in accordance with the theory put forward that the memory of learning materials is one of the goals of the teaching and learning process, because basically learning outcomes must be remembered in memory to be later re-expressed when needed and this is one of the strategies to make it easier for Students to accept and understand the material learning, which in the end the learning objectives can be mastered at the end of the learning activities (Hendri, 2017).

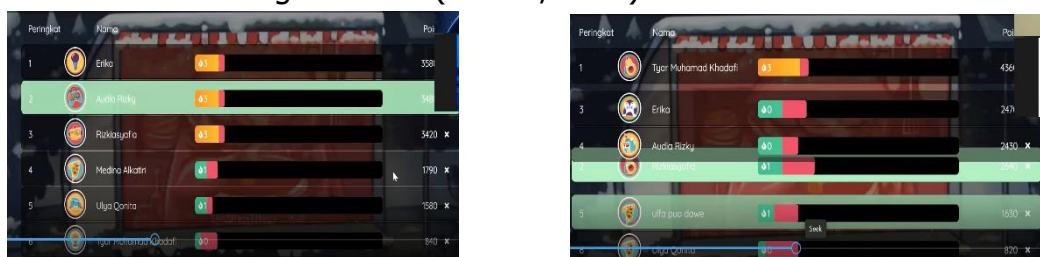


Figure. 4 Implementation Of The Evaluation Of The Quizizz Application

Figure 4 Explains that Quizizz evaluation is being played with a very fun game-based course evaluation game. The third step is for Students to get used to using Quizizz-based learning evaluations in evaluating new material about Language Disorders. And this is the learning of last step to use the Quizizz Application during learning. After Students complete the Quizizz, the scores they get will automatically appear. With this Quizizz evaluation, it is easier for lecturers

to see the competence of students with the highest to lowest scores without the need to check their answers one by one. In this evaluation, it was seen how enthusiastic the Students were at the end of the use of the Quizizz application in psycholinguistic learning, and their results were getting better in accordance with previous research theory that, in the world of education today is very demanding of learning using learning media that is not monotonous, this is motivated by conditions that are not safe to carry out classroom learning as usual (Haryudin & Imanullah, 2021).

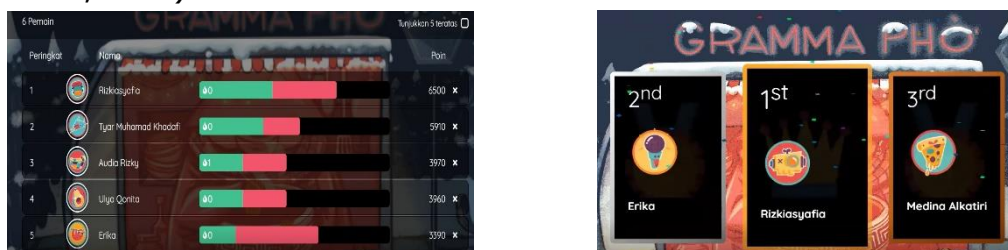


Figure 5. Acquisition of Evaluation Results

Figure 5 explains the results of the Quizizz-based evaluation and the rating display that Students get will immediately appear. Data collection was continued by distributing questionnaires. Students stated that this Quizizz greatly increased their interest in learning. It is evident from the questionnaire distributed that this application is very helpful in evaluating psycholinguistic learning. The results of distributing questionnaires and interviews that have been conducted show that by using Quizizz, learning Psycholinguistics becomes more interesting, where before the use of Quizizz, they said that learning psycholinguistics was very boring with many tasks that they did not understand. The survey said that the Quizizz was able to train Students to do tests carefully, so as to improve Students' understanding and memory. This is illustrated by 89% of "Independent Campus Freedom To Learn" who said that this evaluation was not boring but provided a very pleasant variety, although some 14.3% said that they used Quizizz because they lacked signal support. This is in accordance with some theories that "Through the Quizizz-based learning evaluation application, Students can apply their knowledge by using gadgets and internet networks. In addition, the use of Quizizz can also be used as a good and fun learning strategy without losing the essence of ongoing learning (Ch, 2020).

In addition, 100% of Students said the learning evaluation method was not boring plus appropriate media during online lectures and not monotonous, especially during this pandemic. According to the statement, Media-based learning methods are needed in teaching especially Arabic which has received attention from language learning experts.

This is done by referring to various techniques, studies and research aimed at knowing the benefits, effectiveness and success of various learning methods,

especially in learning Arabic.(Miatin Rachmawati, et al. 2020) we know psycholinguistics is, it can be concluded that the scope of Psycholinguistics is language acquisition, language use, language production, language processing, coding process, the relationship between language and human behavior, the relationship between language and the brain (Sutarman, 2008).

From the data that has been generated by the researchers, it turns out that Quizizz-based learning evaluation is interesting for students to take online learning, besides that Quizizz implementation can motivate Students to keep carrying out the learning process, in this case it is more focused on the review process before the evaluation. Previous research also revealed that: Quizizz application media can improve students learning outcomes, especially in language learning (Aini, 2019).

This Quizizz-based evaluation can also provide competition motivation for each Students, it is proven that they compete with each other and this is in accordance with theory, in addition to helping Students recall the material that has been given the Quizizz application can also create competition among students so that they are challenged to become best-in-class and Evaluate ongoing learning about gathering and interpreting information (Kalahatu, 2021). The results of this psycholinguistic learning to find out how far the success of the learning process that are being or have been implemented using Quizizz. Therefore, teachers must master the principles of education and are also required to understand the principles of psychology and linguistics which are psycholinguistic studies (Ismail, 2013).

As we know when associated with language skills that must be mastered by a student. This is related to language skills, namely listening, speaking, reading, and writing. The above opinion also explicitly states that Psycholinguistics also studies the acquisition of language by humans so that humans are able to speak and communicate (Natsir, 2017).

CONCLUSIONS

Based on the explanation and analysis of the data above, it was found that: *By using* this Quizizz-based learning evaluation, the teacher can see the highest score to the lowest score, and it can also be seen which Students are competent in evaluating according to the material that has been given. *Then the materials* that are the focus must be raised in the questions on Quizizz to remind them of the material. *With this Quizizz evaluation*, it is easier for lecturers to see the competence of Students with the highest to lowest scores without the need to check their answers one by one. *The results of distributing* questionnaires and interviews that have been carried out show that by using Quizizz, psycholinguistic

learning becomes more interesting, where before the use of Quizizz, it was proven that 89% said that the evaluation was very pleasant even though there were 14.3% who answered uncomfortable because of signal problems. However, *100% of Students said* the learning evaluation method was not boring plus appropriate media during online lectures and not monotonous, especially during this pandemic.

ACKNOWLEDGMENT

We would like to thank all those who have helped this research to be published in the journal. We dedicate this article to teachers of Arabic education for Students of Arabic language education at the Universitas Muhammadiyah Prof. Dr. Hamka and thanks to the Uhamka Research and Development Institute for supporting this research.

BIBLIOGRAPHY

- Abd Wahab Rosyidi & Mamlu'atul Ni'mah. (2011). Memahami konsep dasar pembelajaran bahasa Arab. UIN Maliki Press
- Aini, Y. I. (2019). Pemanfaatan media pembelajaran quizizz untuk pembelajaran jenjang pendidikan dasar dan menengah di Bengkulu. *Jurnal Kependidikan* 2(25). 1–6.
<http://jurnal.umb.ac.id/index.php/kependidikan/article/view/567>
- Bahrudin, U., Ramadhan, M. F., Halomoan, H., Alzitawi, D. U. D. M., & Hamid, M. A. (2021). The quality improvement of the interaction indicators of the Arabic language learning in higher education. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 4(1), 59-70.
<https://doi.org/10.22219/jiz.v4i1.15919>
- Candra Rolisca, R. U., & Achadiyah, B. N. (2014). Pengembangan Media Evaluasi Pembelajaran Dalam Bentuk Online Berbasis E-Learning Menggunakan Software Wondershare Quiz Creator Dalam Mata Pelajaran Akuntansi Sma Brawijaya Smart School (Bss). *Jurnal Pendidikan Akuntansi Indonesia*, 12(2). <https://doi.org/10.21831/jpai.v12i2.2706>
- Ch, H. (2020). Analysis of the need for quizizz-based nahwu learning application model in Arabic education study program, state university Jakarta. *Journal International Seminar on Languages, Literature, Arts, and Education (ISLLAE)*, 2(2), 109-122. <https://doi.org/10.21009/ISLLAE.02209>
- Fiani, I. N., Ahsanuddin, M., & Morhi, R. (2021). The Effectiveness of Using Kahoot! Application as An Evaluation Tool in Arabic Vocabulary Learning at Madrasah Ibtidaiyah. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 4(2), 243-256. <https://doi.org/10.22219/jiz.v4i2.17186>
- Liza, F., Rachmawati, M., & Shahrour, A. (2021). Fun Learning Arabic Speaking Skills Using Kinemaster Video. *Izdihar: Journal of Arabic Language Teaching*,

- Linguistics, and Literature*, 4(3), 363-372.
<https://doi.org/10.22219/jiz.v4i3.17851>
- Haryudin, A., & Imanullah, F. (2021). The utilization of kinemaster applications in the making of multimedia based teaching materials for english e-learning in new normal (Covid-19). *PROJECT (Professional Journal of English Education)*, 4(2), 341. <https://doi.org/10.22460/project.v4i2.p341-352>
- Hasan, H. (2018). Psikolinguistik: Urgensi dan manfaatnya pada program studi pendidikan bahasa Arab. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban*, 1(2), 1-18. <https://doi.org/10.35931/am.v1i2.41>
- Hendri, M. (2017). Pembelajaran keterampilan berbicara bahasa Arab melalui pendekatan komunikatif. *POTENSIA: Jurnal Kependidikan Islam*, 3(2), 196-210. <https://doi.org/10.24014/potensia.v3i2.3929>
- Hidayat, H., Hartono, H., & Sukiman, S. (2017). Pengembangan Learning Management System (LMS) untuk Bahasa Pemrograman PHP. *Jurnal Ilmiah Core IT: Community Research Information Technology*, 5(1). 20-29. <http://www.ijcoreit.org/index.php/coreit/article/viewFile/11/11>
- Ismail, M. (2013). Peranan psikolinguistik dalam pembelajaran bahasa Arab. *At-Ta'dib*, 8(2), 281-297. <http://dx.doi.org/10.21111/at-tadib.v8i2.508>
- Kalahatu, M. F. (2021). Persepsi peserta pelatihan dasar terhadap penggunaan quizizz sebagai metode evaluasi pembelajaran. *Akademika: Jurnal Teknologi Pendidikan*, 10(01), 163-178. <https://doi.org/10.34005/akademika.v10i01.1228>
- Rahayu, M. K. P. (2018). Peta penggunaan e-learning oleh dosen fakultas ekonomi dan bisnis pasca hibah spada. *Jurnal Manajemen Bisnis*, 9(2), 175-192. <https://doi.org/10.18196/mb.9264>
- Rachmawati, M., Nugrahaeni, F., & Mauludiyah, L. (2020). Improving Arabic speaking skill through mind mapping strategy. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 3(1), 31-44. <https://doi.org/10.22219/jiz.v3i1.10967>
- Mulyadi, M. (2011). Penelitian kuantitatif dan kualitatif serta pemikiran dasar menggabungkannya. *Jurnal studi komunikasi dan media*, 15(1), 128-137. <https://doi.org/10.31445/jskm.2011.150106>
- Muradi, A. (2018). Pemerolehan bahasa dalam perspektif psikolinguistik dan Alquran. *Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan*, 7(2). <https://doi.org/10.18592/tarbiyah.v7i2.2245>
- Natsir, N. (2017). Hubungan psikolinguistik dalam pemerolehan dan pembelajaran bahasa. *RETORIKA: Jurnal Bahasa, Sastra, dan Pengajarannya*, 10(1). 20-29. <https://doi.org/10.26858/retorika.v10i1.4610>
- Rahman, N. F., Dakhoir, A., Hasan, A. M., Ihsani, H. N., & Khair, N. (2021). Web based assessment alternative for Arabic online exam. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 4(2), 179-194. <https://doi.org/10.22219/jiz.v4i2.16525>
- Setemen, K. (2010). Pengembangan evaluasi pembelajaran online. *Jurnal*

- Pendidikan dan pengajaran*, 43(3). 207–214.
<https://doi.org/10.23887/jppundiksha.v43i3.124>
- Setiadi, F. M. (2020). Pendekatan Psikolinguistik bahasa arab di Indonesia. *Ihya Al-Arabiyah: Jurnal Pendidikan Bahasa Dan Sastra Arab*, 6(1), 57-68.
<http://jurnal.uinsu.ac.id/index.php/ihya/article/view/7746>
- Setiyawan, A. (2014). Mudzakkar dan Muannats: Sumber Pendidikan Islam Bias Gender. *Jurnal Pendidikan Islam*, 3(2), 245-266.
<https://doi.org/10.14421/jpi.2014.32.245-266>
- Noor, S. (2020). Penggunaan quizizz dalam penilaian pembelajaran pada materi ruang lingkup biologi untuk meningkatkan hasil belajar siswa kelas X. 6 SMAN 7 Banjarmasin. *Jurnal Pendidikan Hayati*, 6(1), 1-7.
<https://doi.org/10.33654/jph.v1i1.927>
- Suhartono. (2015). *Psikolinguistik dan Perkembangannya*. Universitas Terbuka
- Tanuwijaya, N. S., & Tambunan, W. (2021). Alternatif solusi model pembelajaran untuk mengatasi resiko penurunan capaian belajar dalam pembelajaran tatap muka terbatas di masa pandemic covid 19. *Jurnal Manajemen Pendidikan*, 10(2), 80-90.
<https://doi.org/10.33541/jmp.v10i2.3272>
- Fauzia, V. R., Nursyamsiah, N., & Sopian, A. (2021). The use of media learning quizizz in vocabulary Arabic language. In *International Conference on Arabic Language and Literature*. 134-139.
<http://proceedings2.upi.edu/index.php/ical/index>
- Walidah, Z., Yanuar, M., Azizah, D. N., & Qalyubi, S. (2020). Stylistic Analysis in Surah Al-Najm. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 3(2), 129-146. <https://doi.org/10.22219/jiz.v3i2.11624>
- Yusuf, M. (2019). Psikolinguistik Dalam Metodologi Pembelajaran Bahasa Arab Di Era Postmetode. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban*, 2(2), 183. <https://doi.org/10.35931/am.v2i2.123>
- Sya'bani, M. Z. (2019). Analisis Kemampuan Mengubah Pronomina (Isim Dhomir) Mahasiswa Semester IB Akhwat STIT Darul Fattah Bandar Lampung. *An Naba*, 2(2), 10-20. <https://doi.org/10.2512/annaba.v2i2.27>