



Implementation of QuizWhizzer as a Game-Based Educational Evaluation Medium in a Nahwu Course

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Abstract

This study aims to describe the implementation of QuizWhizzer as a game-based educational evaluation medium in the Nahwu I course and to examine students' responses to its use. This study employed a descriptive qualitative approach. The participants were 58 first-semester students of the Arabic Language Education Program at UIN Kiai Ageng Muhammad Besari Ponorogo. Data were collected through classroom observations, questionnaires, and documentation, and were analyzed using an interactive analysis model and descriptive statistics. The findings indicate that QuizWhizzer created a more interactive, engaging, and enjoyable evaluation process through features such as the board game interface, leaderboard, and immediate feedback. Students also expressed positive perceptions regarding learning interest and motivation, ease of use, material relevance, the learning atmosphere, and the sustainability of using the platform. These findings suggest that QuizWhizzer has the potential to serve as an alternative educational evaluation medium for Nahwu instruction in higher education while extending the application of game-based evaluation in Arabic language learning.

Keywords: Educational Games; Learning Evaluation; Nahwu; QuizWhizzer.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi QuizWhizzer sebagai media evaluasi pembelajaran berbasis game edukasi pada mata kuliah Nahwu I serta mengetahui respons mahasiswa terhadap penggunaannya. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian adalah 58 mahasiswa semester 1 Program Studi Pendidikan Bahasa Arab UIN Kiai Ageng Muhammad Besari Ponorogo. Data dikumpulkan melalui observasi, angket, dan dokumentasi, kemudian dianalisis menggunakan analisis interaktif dan statistik deskriptif. Hasil penelitian menunjukkan bahwa QuizWhizzer mampu menciptakan proses evaluasi yang lebih interaktif, menarik, dan menyenangkan melalui fitur board game, leaderboard, serta umpan balik langsung. Mahasiswa juga memberikan respons positif terhadap penggunaan QuizWhizzer pada aspek minat dan motivasi belajar, kemudahan penggunaan, kesesuaian materi, suasana evaluasi, dan keberlanjutan penggunaan media. Temuan ini menunjukkan bahwa QuizWhizzer berpotensi menjadi alternatif media evaluasi pembelajaran Nahwu di perguruan tinggi sekaligus memperluas pemanfaatan game-based evaluation dalam pembelajaran bahasa Arab.

Kata Kunci: Evaluasi Pembelajaran; Game Edukasi; Nahwu; QuizWhizzer.

INTRODUCTION

The continued dominance of lecture-based methods and paper-based evaluation in Nahwu learning has increasingly faced criticism regarding its effectiveness, particularly in addressing the needs of students from the digital generation. The mismatch between traditional instructional methods and the characteristics of contemporary learners highlights the urgency of developing more interactive, adaptive, and contextual evaluation media. Digital generation students tend to exhibit learning preferences that emphasize visualization, interactivity, and immersive experiences. Consequently, monotonous and one way evaluation approaches are no longer able to optimally accommodate their learning needs.¹

Learning evaluation constitutes a crucial component of the educational process, as it aims to measure students' understanding and learning outcomes.² In the context of Nahwu learning, evaluation plays an essential role in ensuring students' comprehension of complex grammatical structures. However, poorly designed and unengaging evaluation formats often hinder student involvement in the learning process. When evaluation is perceived merely as an academic formality, students become less motivated to explore their linguistic competence in depth. Therefore, alternative evaluation innovations are required, ones that not only measure learning achievement but also enhance students' motivation and active participation.³

One evaluation approach that is considered capable of providing engaging and interactive learning experiences while fostering collaboration and communication is the use of games.⁴ Educational games can create enjoyable learning environments while simultaneously supporting deeper conceptual understanding. Games are

¹ Muhammad Nadeem dkk., "Effect of Digital Game-Based Learning on Student Engagement and Motivation," *Computers* 12, no. 9 (2023): 177, <https://doi.org/10.3390/computers12090177>.

² Surya Andika Permana dkk., "Perancangan Media Evaluasi Pembelajaran Berbasis Game Menggunakan Quizwhizzer," *Intellect : Indonesian Journal of Learning and Technological Innovation* 03, no. 02 (2024): 132–141, <https://10.57255/intellect.v3i2.358>.

³ Uliana Hidayatika dan Didah Nurhamidah, "Quizwhizzer as A Innovative Evaluation Learning Media Bahasa Indonesia," *Aksis : Jurnal Pendidikan Bahasa dan Sastra Indonesia* 8, no. 1 (2024): 79–90, <https://doi.org/10.21009/AKSIS.080106>.

⁴ Ani Dhorifah dan Ulfi Andrian Sari, "Pengaruh Model Game Based Learning Terintegrasi Artificial Intelligence Dengan Media QuizWhizzer Untuk Meningkatkan Collaborative Skill Siswa," *Dinamika Sosial: Jurnal Pendidikan Ilmu Pengetahuan Sosial* 4, no. 3 (2025): 313–27, <https://doi.org/10.18860/dsjpips.v4i3.18126>.

frequently employed in educational settings because they can increase learners' attention and possess characteristics that stimulate learning motivation.⁵

The implementation of Game-Based Learning has been shown to improve instructional effectiveness and encourage active learner participation by incorporating competitive elements, entertainment value, and reward mechanisms as motivational reinforcements.⁶ Various game innovations also introduce diverse learning atmospheres through elements of fantasy, challenge, and curiosity. These elements foster positive interactions among learners while guiding them to follow specific rules in order to achieve learning objectives.⁷

QuizWhizzer is a web based platform designed to enrich classroom learning experiences through the application of gamification principles.⁸ The use of educational games such as QuizWhizzer is believed to enhance student engagement in the learning process.⁹ As a digital evaluation based learning medium, QuizWhizzer is presented in the form of a web application equipped with quiz based games.¹⁰ The platform offers a flexible and narrative driven learning approach through educational gameplay, providing an enjoyable evaluation experience that can increase students' learning enthusiasm. Given the widespread accessibility of digital learning media today, educators are able to utilize and optimize QuizWhizzer to design more effective evaluations aligned with learning objectives.¹¹

The QuizWhizzer platform allows students to respond to questions directly using their own devices, monitor their progress through visual representations of

⁵ Nuthfah Faijah dkk., "Students' Responses to QuizWhizzer Educational Game to Strengthen Mathematical Concept Understanding Ability," *Journal Of Education And Teaching Learning (JETL)* 4, no. 2 (2022): 94–104, <https://doi.org/10.51178/jetl.v4i2.503>.

⁶ Tri Wahyuningtyas dkk., *Pengaruh Model Game Based Learning Berbantuan Media QuizWhizzer Terhadap Kemampuan Penguasaan Bahasa Inggris Pada Siswa SD*, 10, no. 3 (2025).

⁷ Suharsono dkk., "Inovasi Penilaian Pembelajaran Bahasa Arab Berbasis Games KAHOOT Untuk Meningkatkan Keterampilan Menyimak Di Ma'had IIT Rabbani Bengkulu," *Muhadasah: Jurnal Pendidikan Bahasa Arab* 2, no. 2 (2020): 149–57, <https://doi.org/10.51339/muhad.v2i2.209>.

⁸ Septiana Maliya Dewi, *Pengaruh Problem Based Learning Berbasis QuizWhizzer Terhadap Keaktifan Siswa Pada Mata Pelajaran Sejarah di SMA Negeri 7 Surabaya*, 15, no. 4 (2024).

⁹ Lailatul Isnaini dkk., "Penggunaan Game Edukasi QuizWhizzer dalam Pembelajaran Bahasa Indonesia Di SMP," *Triangulasi: Jurnal Pendidikan Kebahasaan, Kesastraan, Dan Pembelajaran* 5, no. 1 (2025): 52–60, <https://doi.org/10.55215/triangulasi.v4i2.10927>.

¹⁰ Filaili Ainun Jariyah dkk., *Respon Siswa Terhadap Penggunaan Website QuizWhizzer Sebagai Media Pembelajaran dalam Kelas*, 04, no. 05 (2024): 642–51.

¹¹ Nurhanisa Nurhanisa dkk., "Penggunaan Aplikasi Quizwhizzer dalam Peningkatan Penguasaan Kosakata (Mufradat) Bahasa Arab," *Fondatia*, 9, no. 2 (2025): 352–67, <https://doi.org/10.36088/fondatia.v9i2.5735>.

player positions on a game board, and receive instant feedback for each response.¹² As a board game and competition based learning medium, QuizWhizzer offers a more engaging evaluation format compared to conventional methods. Through its attractive interface, competitive mechanics, and high level of interactivity, the platform is able to create an enjoyable learning atmosphere while encouraging active student participation.¹³

Furthermore, the use of QuizWhizzer facilitates the evaluation process by automatically displaying scores, rankings, and correct answers. This feature supports immediate feedback and encourages students to engage in self-correction. Learning activities packaged in a game-based format also contribute to increased student motivation and enhanced evaluation effectiveness.¹⁴

The implementation of educational game-based media such as QuizWhizzer does not merely transform traditional quizzes into digital formats but also creates learning experiences oriented toward active engagement. Students are no longer passive recipients of information but are directly involved in the learning process through challenging and competitive activities.¹⁵ Its application in Nahwu learning is expected to enhance students' self-efficacy, as challenging learning experiences combined with immediate system feedback can foster confidence and positive perceptions of their academic abilities.

Despite the growing adoption of gamification in educational settings, empirical evidence regarding the implementation of QuizWhizzer as an evaluation medium in Arabic grammar (Nahwu) learning remains scarce, particularly in higher education. In addition, little is known about students' perceptions of using QuizWhizzer as a game-based evaluation medium in Nahwu learning. Accordingly, this study addresses the following research questions: (1) How is QuizWhizzer implemented as an evaluation medium in Nahwu I learning? and (2) How do students perceive the use of QuizWhizzer

¹² Maria Monalisa Tey Seran dkk., *Pengaruh Penerapan Media Pembelajaran QuizWhizzer Berbasis Game Race Terhadap Hasil Belajar dan Motivasi Belajar Siswa Pada Materi Sistem Periodik Unsur Kelas X di SMA Negeri 2 Kupang*, 2024, 70–84.

¹³ Firdiawan Ekaputra, *Pemanfaatan Aplikasi Quizwhizzer dalam Meningkatkan Efikasi Diri Mahasiswa pada Mata Kuliah Biokimia II*, 13, no. 2 (2025): 182–87.

¹⁴ Annisa Nurkhadijah dan Tati Narawati, *Implementasi Teknologi Pendidikan Digital Melalui Aplikasi Quizwhizzer Sebagai Media Pembelajaran Seni Budaya*, 14, no. 3 (2025), <https://jurnaldidaktika.org>.

¹⁵ Zamzam Badrouzzaman, *Pengembangan Media QuizWhizzer dalam Pembelajaran SKI Bagi Mahasiswa PAI UIN Palangkaraya Kelas C Angkatan 2023*, 3, no. 1 (2025): 620–28.

as an evaluation medium in Nahwu I learning? By answering these questions, this study contributes to the growing body of research on game-based learning by providing empirical evidence on the implementation of QuizWhizzer in Nahwu learning and students' perceptions of its use as an evaluation medium.

METHOD

This study employed a qualitative approach with a descriptive method to examine the use of QuizWhizzer as a game-based educational evaluation medium in Nahwu instruction. The researcher designed a game-based evaluation tool using QuizWhizzer and implemented it in classroom learning activities. The research participants consisted of all first-semester students of the Arabic Language Education Program in the 2025 academic year at UIN Kiai Ageng Muhammad Besari Ponorogo, totaling 58 students who were divided into two classes.

Data were collected through three techniques: (1) observation, (2) questionnaires, (3) documentation. Classroom observations were conducted during the implementation of QuizWhizzer to examine students' participation and responses to its use. Students' perceptions of QuizWhizzer were gathered using a questionnaire consisting of 15 close-ended items and one open-ended question. The close-ended items were developed based on five indicators: learning interest and motivation, visual design and ease of use, material relevance and Nahwu comprehension, learning atmosphere and evaluation, and the sustainability of media use.

Responses were measured using a four-point Likert scale consisting of four response categories: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. The four-point scale was selected to encourage respondents to express either positive or negative perceptions by eliminating the neutral option. The close-ended questionnaire data were analyzed descriptively by calculating the mean (M) and standard deviation (SD). Mean scores closer to 4 indicated more positive perceptions of QuizWhizzer.¹⁶

Responses to the open-ended question were analyzed thematically to identify recurring themes and enrich the quantitative findings. Meanwhile, the observation and documentation data were analyzed using an interactive analysis model consisting of

¹⁶ Harry Boone dan Deborah Boone, "Analyzing Likert Data," *Journal of Extension* 50, no. 2 (2012), <https://doi.org/10.34068/joe.50.02.48>.

data collection, data condensation, data display, and conclusion drawing and verification.¹⁷

DISCUSSION

Implementation of QuizWhizzer as a Game-Based Educational Evaluation Medium in a Nahwu Course

The implementation of QuizWhizzer as a game-based educational evaluation medium was conducted on 19 November 2025 in the Nahwu I course. The material evaluated focused on *na'at* (adjectives), which is one of the fundamental topics in Nahwu learning and requires both conceptual understanding and accurate application of grammatical rules within Arabic sentence structures. The learning activities were organized into three main stages: the opening stage, the core learning activities, and the closing and reflection stage.

Opening Stage

The learning activities began with a collective prayer and attendance checking. The researcher then explained the learning objectives and informed the students that the evaluation for the session would be conducted using a game-based educational medium, namely QuizWhizzer. This opening stage aimed to foster students' learning readiness and to create a conducive classroom atmosphere before proceeding to the core learning activities.

Core Learning Activities

The core learning activities comprised material presentation, discussion, and learning evaluation. The researcher delivered the material on *na'at* in a systematic manner, covering its definition, types, and its agreement with the *man'ūt* in terms of *i'rāb*, number, gender, and definiteness-indefiniteness (*ma'rifat-nakirah*). The material presentation was accompanied by simple sentence examples to help students understand the concepts concretely.

Following the material presentation, the learning process continued with a discussion session. Students were given opportunities to ask questions, express their opinions, and discuss sample exercises related to the topic of *na'at*. This discussion

¹⁷ Chotijah Maulidiah dkk., "IMPLEMENTATION OF JOYFULL LEARNING METHOD IN DEVELOPING STUDENTS' ENTHUSIASM FOR LEARNING IN ISLAMIC EDUCATION LESSON," *ICHES: International Conference on Humanity Education and Social* 2, no. 1 (2023).

aimed to deepen students' understanding before the learning evaluation was conducted.

The learning evaluation was carried out using QuizWhizzer as a game-based educational evaluation medium. The researcher shared the game link or access code through the class group. Students accessed the game using Google Chrome without the need to create an account and logged in by entering their respective names.

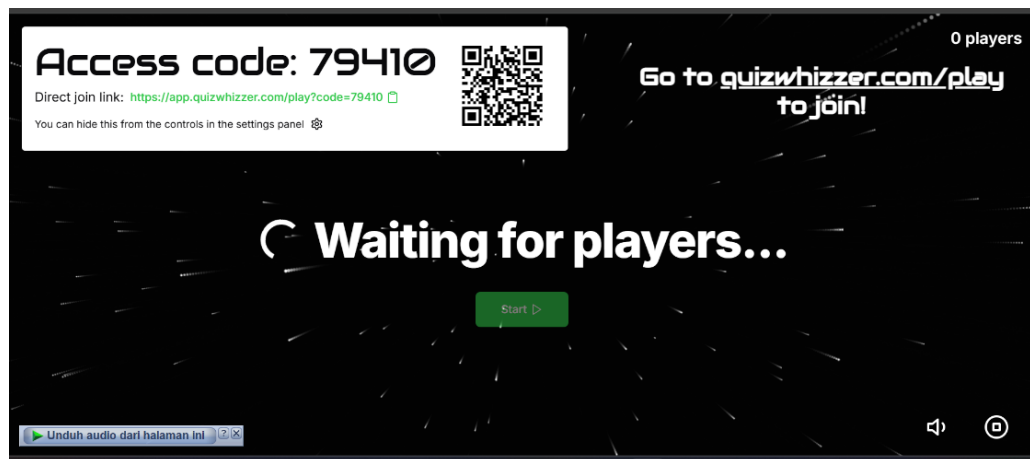


Figure 1. QuizWhizzer interface while waiting for students to join the room via the link provided by the researcher.

The questions focused on the topic of *na'at* and were presented in the form of multiple-choice and true-false items. Each response was immediately followed by an explanation, enabling students to identify their mistakes and understand the correct concepts.

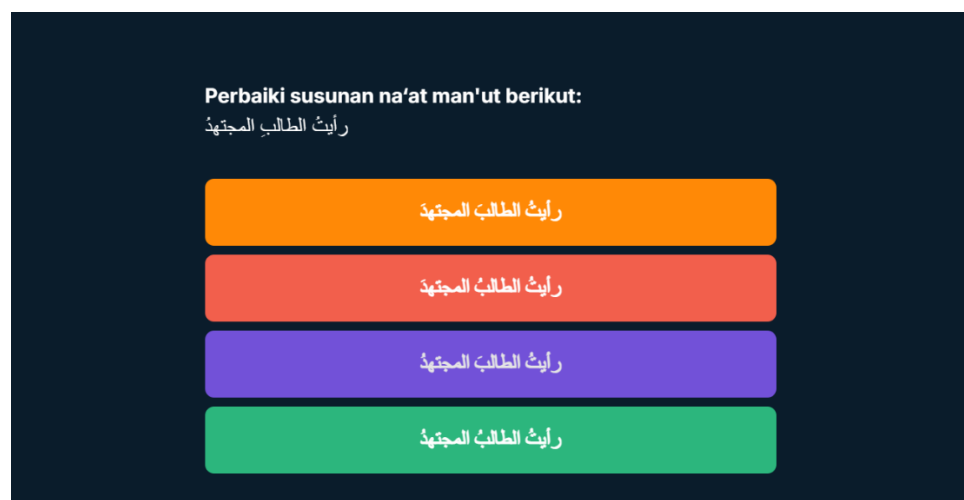


Figure 2. Question display in QuizWhizzer



Figure 3. Board game/racing/competition display in QuizWhizzer

During the evaluation process, students advanced one step on the game board for each correct answer, while incorrect responses resulted in no movement. The leaderboard feature allowed the researcher to monitor students' performance in real time throughout the game. After the game concluded, the evaluation results could also be displayed in a tabular format, making it easier for the researcher to review students' scores and overall performance.

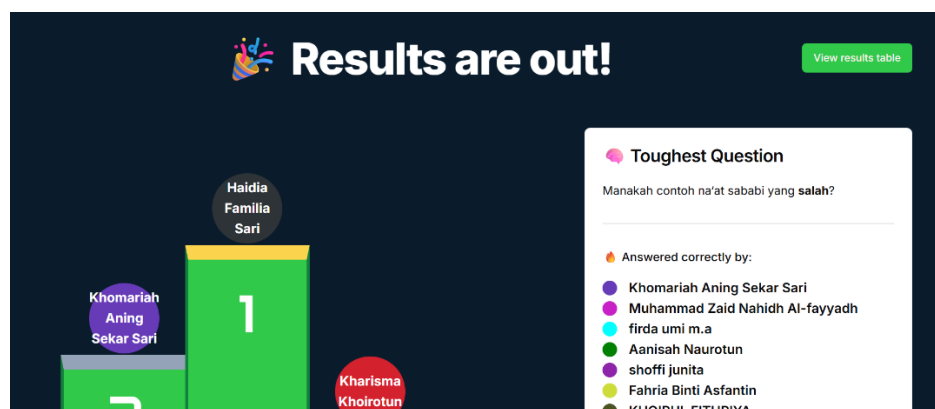


Figure 4. Ranking display in QuizWhizzer

Based on observational findings, the use of QuizWhizzer was able to create a more interactive and enjoyable evaluation atmosphere. Students appeared enthusiastic and motivated to answer questions correctly in order to achieve higher scores and better rankings. Although several technical issues were encountered, such

as unstable internet connections or delays in joining the game, these obstacles did not diminish the overall benefits of the learning process.

Based on the observational findings, the implementation of QuizWhizzer created a more interactive and enjoyable evaluation environment. This can be attributed to several game-based features embedded in the platform, particularly the board game interface and leaderboard. The board game interface provided students with a visual representation of their progress throughout the evaluation, encouraging them to complete each question while maintaining their interest and active participation.¹⁸ Meanwhile, the leaderboard introduced a healthy sense of competition, motivating students to achieve higher scores and improve their rankings. These findings are consistent with gamification theory, which emphasizes that game elements such as competition and rewards can increase learners' motivation, encourage goal-oriented behaviour, and sustain engagement during learning activities.¹⁹

In addition, the immediate feedback feature enabled students to recognize and correct their mistakes immediately after answering each question. This timely feedback not only helped students strengthen their understanding of the grammatical concepts being assessed but also served as a form of positive reinforcement that encouraged them to continue participating actively throughout the evaluation process by helping them identify the gap between their current performance and the expected learning outcomes.²⁰ Therefore, the integration of the board game interface, leaderboard, and immediate feedback in QuizWhizzer not only made the evaluation process more engaging but also promoted students' motivation, persistence, and active involvement in Nahwu learning.

Closing and Reflection Stage

During the closing stage, students were asked to complete a response questionnaire distributed via Google Forms regarding the use of QuizWhizzer as an

¹⁸ M. Mahmubi dan Homaidi, "Analisis Implementasi Pembelajaran Berbasis Gamifikasi Pada Peningkatan Motivasi Belajar Siswa," *Jurnal Al-Abshor : Jurnal Pendidikan Agama Islam* 2, no. 1 (2025): 1–9.

¹⁹ Lailatur Rosida dan Sapti Wahyuningsih, "PENGUNAAN LEADERBOARD MELALUI EDUCAPLAY UNTUK MENINGKATKAN MOTIVASI BELAJAR SISWA KELAS VII," *Jurnal Integrasi dan Harmoni Inovatif Ilmu-Ilmu Sosial* 4 (2024), <https://doi.org/10.17977/um063.v4.i5.2024.9>.

²⁰ Hulusi Karabiber dan Yonca Deniz Gürol, "Feedback, Competition, and Cooperation: Behavioral Effects of Gamification Elements in Individual and Team Settings," *Acta Psychologica* 266 (Juni 2026): 106908, <https://doi.org/10.1016/j.actpsy.2026.106908>.

educational evaluation medium. The questionnaire aimed to examine students' perceptions of learning interest, ease of use, material relevance, learning atmosphere, and the effectiveness of QuizWhizzer in supporting Nahwu learning evaluation.

The questionnaire results indicated that the majority of students expressed positive responses. QuizWhizzer was perceived as engaging, easy to use, relevant to the *na'at* material, and effective in enhancing learning motivation as well as creating an enjoyable evaluation atmosphere.

Students' Responses to the Use of QuizWhizzer as an Educational Evaluation Medium

Table 1. Students' Responses to the Use of QuizWhizzer

Indicator	M	SD
Learning Interest and Motivation	3.09	0.63
Visual Design and Ease of Use	2.92	0.62
Material Relevance and Nahwu Comprehension	3.05	0.69
Learning Atmosphere and Evaluation	2.97	0.64
Sustainability of Media Use	3.08	0.67

Students generally showed positive perceptions of QuizWhizzer as an educational evaluation medium across all five indicators. As presented in Table 1, the mean scores ranged from 2.92 to 3.09 on a four-point Likert scale, indicating that QuizWhizzer was well accepted by the participants.

The highest mean score was obtained for learning interest and motivation ($M = 3.09$, $SD = 0.63$), suggesting that QuizWhizzer successfully increased students' interest and encouraged their active participation in Nahwu learning. The sustainability of media use indicator also received a high mean score ($M = 3.08$, $SD = 0.67$), indicating that most students expressed their willingness to use QuizWhizzer again in future learning activities.

The material relevance and Nahwu comprehension indicator achieved a mean score of 3.05 ($SD = 0.69$), indicating that students considered the evaluation items to

be relevant to the learning materials and helpful in improving their understanding of Nahwu concepts. Similarly, the learning atmosphere and evaluation indicator obtained a mean score of 2.97 (SD = 0.64), suggesting that QuizWhizzer created a more enjoyable learning environment while supporting students in evaluating their understanding.

Among the five indicators, visual design and ease of use received the lowest mean score (M = 2.92, SD = 0.62). Although students generally perceived the platform as easy to use, several participants reported minor technical difficulties when accessing or completing the activities.

The quantitative findings were supported by the responses to the open-ended question. Many students described QuizWhizzer as *interesting*, *fun*, and *engaging*, indicating that the game-based format increased their enthusiasm during the evaluation process. One student commented, "*The learning activity was very good and engaging*," while another wrote, "*It was fun and enjoyable*." Several students also stated that QuizWhizzer motivated them to learn Nahwu more enthusiastically. Nevertheless, some constructive suggestions were provided. A few participants recommended improving the visual appearance of the platform, simplifying the wording of several questions, and addressing minor technical issues, such as Arabic text that did not display properly or questions that unexpectedly appeared in Indonesian.

Overall, these findings indicate that QuizWhizzer was positively perceived as a game-based educational evaluation medium. In addition to increasing students' motivation and engagement, the platform created a more enjoyable evaluation experience and supported their understanding of Nahwu. However, several technical aspects still need to be improved to optimize its implementation in future learning activities.

CONCLUSION

This study demonstrates that QuizWhizzer can be effectively implemented as a game-based educational evaluation medium in Nahwu instruction at the university level. Its implementation created a more interactive and enjoyable evaluation environment, encouraged students' active participation, and supported their understanding of Nahwu concepts. The questionnaire findings also revealed consistently positive student perceptions across all measured indicators, particularly

in terms of learning interest and motivation, material relevance, and the intention to use the platform in future learning activities.

The novelty of this study lies in extending the use of QuizWhizzer beyond general classroom assessment to the context of Nahwu learning in Arabic Language Education. While previous studies have primarily examined game-based learning platforms in general education subjects, research on game-based educational evaluation for Nahwu at the higher education level remains limited. Therefore, this study contributes to filling this gap by providing empirical evidence that QuizWhizzer is not only capable of making the evaluation process more engaging but also supports students' learning experiences in Arabic grammar.

These findings have practical implications for Arabic Language Education programs. Game-based evaluation platforms such as QuizWhizzer may be integrated into course plans and continuous assessment practices to create more interactive, motivating, and student-centered evaluation activities. Future studies are recommended to investigate the effectiveness of QuizWhizzer in improving learning outcomes through experimental or quasi-experimental designs and to explore its application in other areas of Arabic language learning.

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