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Digitalization of Nahwu Learning in Linguistic Perspective Through Quizizz Integration As Arabic Teaching Evaluation Instrument

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ABSTRACT

The digitalization of Arabic language learning has transformed assessment methods into more interactive approaches, particularly in *nahwu* (Arabic syntax), which is often considered abstract and complex. This study aims to analyze the implementation of Quizizz as a digital assessment tool in *nahwu* instruction from a linguistic perspective, examine its contribution to students' learning engagement, and describe its role in improving students' understanding of Arabic grammatical structures. This qualitative study employed a case study design at Bondowoso State Islamic Senior High School (*Madrasah Aliyah Negeri Bondowoso*). The participants included one Arabic language teacher and 30 students selected through purposive sampling. Data were collected through participant observation, semi-structured interviews, and document analysis, then analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings show that Quizizz enhanced students' motivation, participation, and engagement through gamification features, including scoring, leaderboards, and immediate feedback. It also supported more efficient formative assessment and fostered systematic understanding of syntactic functions, sentence structures, and relationships among Arabic linguistic components. Despite limitations in internet connectivity and device availability, Quizizz contributed positively to making Arabic language assessment more interactive, effective, and relevant to 21st-century learning.

Informasi Artikel

Kata Kunci:
Digitalisasi Pembelajaran, Nahwu (Tata Bahasa Arab), dan Quizizz.

ABSTRAK

Digitalisasi pembelajaran bahasa Arab telah mengubah metode penilaian menjadi pendekatan yang lebih interaktif, terutama dalam bidang nahwu (tata bahasa Arab), yang sering dianggap abstrak dan rumit. Penelitian ini bertujuan untuk menganalisis penerapan Quizizz sebagai alat penilaian digital dalam pengajaran nahwu dari perspektif linguistik, menelaah kontribusinya terhadap keterlibatan belajar siswa, serta menggambarkan perannya dalam meningkatkan pemahaman siswa terhadap struktur tata bahasa Arab. Penelitian kualitatif ini menggunakan desain studi kasus di Madrasah Aliyah Negeri Bondowoso. Peserta penelitian meliputi satu guru bahasa Arab dan 30 siswa yang dipilih melalui pengambilan sampel purposif. Data dikumpulkan melalui observasi partisipatif, wawancara semi-terstruktur, dan analisis dokumen, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Temuan menunjukkan bahwa Quizizz meningkatkan motivasi, partisipasi, dan keterlibatan siswa melalui fitur gamifikasi, termasuk sistem penilaian, papan peringkat, dan umpan balik langsung. Aplikasi ini juga mendukung penilaian formatif yang lebih efisien serta menumbuhkan pemahaman sistematis mengenai fungsi sintaksis, struktur kalimat, dan hubungan antar komponen linguistik bahasa Arab. Meskipun terdapat keterbatasan dalam konektivitas internet dan ketersediaan perangkat, Quizizz memberikan kontribusi positif dalam menjadikan penilaian bahasa Arab lebih interaktif, efektif, dan relevan dengan pembelajaran abad ke-21.

Article History

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1. Introduction.

Arabic language learning, particularly the study of nahwu rules from a linguistic perspective [1], is still facing challenges at an ideological level (Ideological) due to the abstract and complex nature of its material, so it is often perceived as difficult from a linguistic perspective by students in Indonesia, which constitutes the research problems (The Research Background) [2]. Meanwhile, *"Digital Learning Technology Theory"* [3] emphasizes that interactive media can enhance students' learning motivation and engagement; however, the practice of teaching *nahwu* from a linguistic perspective is still dominated by conventional methods, so the utilization of digital technology through the integration of Quizizz has not yet been optimal as an evaluation instrument in Arabic language teaching [4].

In addition, *"Multimedia Learning Cognitive Theory"* [5] states that the integration of text, visuals, and digital interactivity can improve comprehension by reducing students' cognitive load, while the *"Theory of Nahwu Rules from a Linguistic Perspective"* [6] refers to a study that systematically examines the structure of the Arabic language by combining traditional grammatical principles with modern linguistic analysis to understand patterns, functions, and relationships among elements within sentences. From a linguistic perspective, *nahwu* learning is understood not merely as the mastery of Arabic grammatical rules but also as a process of understanding the functions, structures, and relationships among linguistic units in the construction of meaning. This approach enables learners to analyze syntactic elements more systematically, thereby making *nahwu* learning more contextualized and applicable in language use.

However, studies on the digitalization of Arabic language learning through Quizizz generally focus on vocabulary, general assessment, or specific language skills, while its integration as an evaluation instrument for *nahwu* rules from a linguistic perspective remains limited [7]. This condition indicates an analytical need to examine how the integration of digital interactive media can contribute to the transformation of *nahwu l*earning from a linguistic perspective that is more adaptive, participatory, and aligned with the characteristics of 21st-century learning [8]. Research conducted within the last three years as Previous Studies (State of The Art) demonstrates that the use of gamification-based learning media has increasingly developed in enhancing students' engagement and learning motivation. "*Zhang and Crawford"* found that the implementation of Quizizz integration in gamification-based learning can significantly improve students' motivation and active participation [9]. Furthermore, "*Lim and Yunus"* demonstrated that the integration of Quizizz as a 21st-century digital learning medium serves as an effective alternative for creating more interactive and adaptive learning environments [10]. In addition, "*Waluyo and Tran"* emphasized that Gamified Online Quizizz is capable of increasing learning motivation and providing a more engaging learning experience in foreign language learning. These findings indicate that current research trends are directed toward strengthening the integration of interactive digital media in gamification-based learning [11].

Although various studies have demonstrated the effectiveness of using Quizizz as a gamification tool in improving motivation and learning outcomes in the classroom, most of these studies still focus on general aspects such as vocabulary, learning assessment, or the quantitative improvement of learning outcomes [12]. In addition, existing studies have not extensively elaborated on the specific application of interactive media, such as the integration of Quizizz as an evaluation instrument in Arabic language teaching, within the digitalization of *nahwu* learning from a linguistic perspective, which is characterized by more abstract and structural material. Several studies are also still limited to general language learning contexts without emphasizing the systematic integration between rule-based linguistic materials and interactive digital learning design. Therefore, this study aims (Research Objectives) to examine the implementation of Quizizz integration as an evaluation instrument in Arabic language teaching within the digitalization of *nahwu* learning in order to bridge the gap between traditional learning approaches and the demands of 21st-century digital learning transformation.

Based on this research gap (Gap Research), this study aims to analyze and describe the implementation of the digitalization of *nahwu* rules learning from a linguistic perspective through the integration of interactive media, namely Quizizz, as an evaluation instrument in Arabic language teaching. Specifically, this study aims to examine the effectiveness of using Quizizz as an evaluation instrument in Arabic language teaching in enhancing learning engagement, to understand its contribution to the comprehension of *nahwu* rules from a linguistic perspective, and to identify the role of this media in supporting digital-based Arabic language learning in the era of 21st-century education.

2. Method

2.1 Research Design.

This study employed a qualitative approach with a case study design to examine the implementation of Quizizz as a digital evaluation instrument in nahwu learning at Madrasah Aliyah Negeri Bondowoso (MAN Bondowoso), Indonesia. A case study design was selected to explore the implementation of the platform within its actual educational context and to understand the experiences and classroom processes associated with its use [REF—case study methodology] [13].

The case was bounded by the implementation of Quizizz in nahwu learning at MAN Bondowoso during the researcher's Pengenalan Lapangan Pendidikan (PLP) placement, from 2 September to 2 October 2025. The study focused on one Arabic language teacher and 30 students involved in the learning activities. Data were gathered through classroom observation, interviews, student questionnaires, and documentation of learning activities and Quizizz results. These sources were used to examine how Quizizz was implemented as an evaluation instrument and how students responded to its use in the classroom [14].

2.2 Research Subject (*Setting, Participants and Data Sources)*.

This study was conducted at Madrasah Aliyah Negeri Bondowoso (MAN Bondowoso), an Islamic senior secondary school in Bondowoso, Indonesia. The participants involved in the classroom learning activities consisted of one Arabic language teacher and 30 students. The teacher was included because of their direct involvement in implementing Quizizz as an evaluation instrument in nahwu learning, while the students participated in the learning activities being examined. The

students' grade and class should be specified here to clarify the educational context of the study (Isnaini et al., 2025),

Participants and informants were selected based on their relevance to the research objectives and their involvement in the implementation of Quizizz. In addition to the classroom participants, the school principal was interviewed to provide contextual information about the educational setting. The principal's role was that of an interview informant and should be distinguished from the 30 students and one Arabic language teacher involved in the classroom activities [REF—purposive sampling, if applicable].The subject selection technique employed Purposive Sampling in qualitative research [15],

The study drew on information from classroom observations, interviews, student questionnaires, and documentation. Interviews were conducted with the Arabic language teacher and the school principal, while the students provided responses through a questionnaire. Documentary data included available Quizizz results and records of learning activities. These sources were used to describe the implementation of Quizizz and the responses associated with its use in nahwu learning [16].

2.3 Research Focus.

Rather than examining variables in the quantitative sense, this qualitative study focused on three interconnected aspects: the implementation of Quizizz as a digital evaluation instrument, students' responses and engagement during its use, and the role of Quizizz in supporting the learning of nahwu from a linguistic perspective. These aspects guided the observation, interviews, questionnaire administration, and document analysis. The analysis focused on describing how Quizizz was used in the classroom and how the available data reflected students' participation and learning experiences [17].

2.4 Research Data Collection Techniques.

Data were collected through classroom observation, semi-structured interviews, student questionnaires, and documentation during the researcher's PLP placement at MAN Bondowoso from 2 September to 2 October 2025. Classroom observation was conducted during PLP activities to document the implementation of Quizizz in nahwu learning, including classroom interactions and students' participation in the digital evaluation activities. The observations were guided by the research focus on the use of Quizizz as an evaluation instrument. The number of observation sessions, the duration of each session, and the observation instrument should be reported according to the actual field records [18].

Semi-structured interviews were conducted with the Arabic language teacher and the school principal on the first day of the PLP placement. The interviews were intended to obtain contextual information about Arabic language learning and the use of Quizizz at the school. The interview guide covered topics relevant to the implementation of the platform and the classroom evaluation process. The interview duration, recording or note-taking procedure, and specific interview topics should be stated according to the procedures actually used.

A questionnaire was administered to the students to collect their responses concerning their experience of using Quizizz in nahwu learning. The questionnaire's administration date, number of items, response scale, and number of students who completed it should be specified based on the instrument and completed responses. Documentation was also collected in the form of available Quizizz results and records of learning activities. These documents were used to complement the observational and interview data and to provide contextual evidence of the evaluation activities.

2.5 Research Trustworthiness.

Data trustworthiness was addressed by comparing information obtained from different data sources and data collection methods. Observation records were considered alongside relevant interview responses, student questionnaire responses, and available Quizizz documentation to examine whether the information was consistent or whether differences required further interpretation [REF—qualitative trustworthiness and triangulation]. This comparison was intended to provide a more contextualized account of Quizizz implementation in nahwu learning. The triangulation procedure reported here should reflect the comparisons actually conducted during the analysis [19].

2.6 Ethical Considerations.

Permission to conduct the study was obtained from Madrasah Aliyah Negeri Bondowoso before the research activities were carried out. Consent was also obtained from the relevant participants and the parents or guardians of participating students, in accordance with the procedures applied during the study. The research was conducted in the context of the researcher's PLP placement, and the data were used to examine the implementation of Quizizz in nahwu learning. Any formal institutional ethics approval, reference number, or additional student assent procedure should be reported only if it was obtained or implemented.

Permission to conduct the research was obtained from Madrasah Aliyah Negeri Bondowoso, as documented in the school's research statement letter. The study was conducted in the school setting during the researcher's field placement.

Figure 1. Documentation of Research Permission and School Authorization.

a. Research permission request letter issued by UIN Kiai Haji Achmad Siddiq Jember.



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Nomor : B-3195/In.20/3.a/PP.009/07/2024
Sifat : Formal
Perihal : Permohonan Izin Penelitian Skripsi

Yth. Kepala Sekolah Madrasah Aliyah Negeri BONDOWOSO. Alamat : Jl.Khairil Anwar, Tegalbatu Utara, Badean,Kec.Bondowoso, Kabupaten Bondowoso, Jawa Timur 68214.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 214101020023.
Nama : Najma Rahmatin Nazila Insyirah Kautsariyah.
Semester : Tujuh
ProgramStudi : Pendidikan Bahasa Arab

Untuk meneliti [Penelitian Skripsi Bahasa Arab] Ketika PLP (KurangLebih 2 Bulan) Di lingkungan lembaga wewenang Bapak Untuk mengadakan peneltian Skripsi: Adapun pihak-pihak yang dituju adalah sebagai berikut :

فعالية توظيف برانج كويزز لمهارة القراءة في اللغة العربية التفاعلية لطالبات الصف احلادي عشر في امادرسة الثانوية الإسلامية احلكومية بيوندوسو للسنة الدراسية ٢٠٢٤/٢٠٢٥ م

1. Kepala Sekolah / Wakil Kepala Sekolah
2. GuruBahasa Arab
3. Laboratorium Komputer

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Kepala Sekolah MAN BONDOWOSO
SANTOSO, S.Ag., M.Pd.
NIP:197008192005011004

Bondowoso,02 September 2024.
an.Dekan,WakilDekanBidang Akademik,
KHOTIBUL UMAM

Source: Research permission and school authorization documents.

b. Research statement letter issued by Madrasah Aliyah Negeri Bondowoso (MAN Bondowoso).



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SURAT KETERANGAN
NOMOR : 501/Ma.13.06.01/05/2025

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri Bondowoso menerangkan bahwa :

Nama : Najma Rahmatin Nazila Insyirah Kautsariyah
NIM : 214101020023
Fakultas : Tarbiyah Dan Ilmu Keguruan.
Prodi/ Jurusan : Pendidikan Bahasa Arab
Asal Kampus : UIN KH. Achmad Siddiq Jember
Judul Penelitian : فعالية توظيف برنامج كويزز لمهارة القراءة في اللغة العربية التفاعلية لطالبات الصف الحادي عشر في المدرسة الثانوية الإسلامية الحكومية بيوندوسو للسنة الدراسية ٢٠٢٤/٢٠٢٥

Yang bersangkutan telah selesai melaksanakan penelitian di lembaga kami sejak tanggal 02 September 2024 s/d 02 Oktober 2024.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Bondowoso, 6 Mei 2025
Kepala,
Santoso

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara

Source: Research permission and school authorization documents.

Negeri Bondowoso in the process of learning *nahwu* rules through the use of the interactive media platform Quizizz. Based on interview findings with the teacher, Quizizz facilitates the implementation of formative assessment in Arabic language learning. The platform's automated system enables teachers to obtain students' learning outcomes quickly and accurately. In addition, Quizizz-generated reports assist teachers in identifying *nahwu* topics that still require reinforcement, thereby allowing the instructional process to be adjusted to meet students' learning needs. Based on the findings from interviews, classroom observations, and learning reflections derived from previously analyzed quantitative data, two tables related to students' learning experiences were identified, as presented below:

2.7 Research Data Analysis Techniques.

Data analysis was guided by the interactive model of Miles, Huberman, and Saldaña, which comprises data condensation, data display, and conclusion drawing or verification [REF—Miles, Huberman, and Saldaña's analytical model]. The collected materials included observation records, interview information, student questionnaire responses, and available Quizizz documentation. During data condensation, the materials were organized and selected according to their relevance to the research focus. The data were then displayed in a structured form to facilitate examination of the implementation of Quizizz and students' responses to its use in nahwu learning [20].

Categories or themes should be described according to the actual procedure used to interpret the data. The analysis should explain how the categories were identified from the observation records, interview information, questionnaire responses, and documentation, and whether the categories were developed from the research focus, the data themselves, or both. Conclusions were checked against the available data sources to identify supporting evidence and inconsistencies. Any coding procedure, software, or additional analytical technique should be reported only if it was actually used in the study [21]

3. Finding

This study was conducted to examine the learning experiences of eleventh-grade students at Madrasah Aliyah

Table 1. Themes of Students Learning Experiences through Quizizz.

No.	Theme	Description of Students' Learning Experiences
1	Enhanced Learning Motivation, Engagement, and Participation	Students became more enthusiastic and motivated during the learning process because the game elements, points, and ranking features in Quizizz created an enjoyable competitive learning environment.
2	Simpler and More Contextual Understanding of Nahwu Rules	Students reported that through interactive questions and immediate feedback, they were able to understand the concepts of *i'rab* and sentence structure more clearly and efficiently.
3	Positive Digital Collaboration and Interaction	The use of Quizizz encouraged collaboration, discussion, and mutual support among students throughout the learning process.
4	Technical Challenges and Access Limitations	Some students experienced issues such as unstable internet connectivity and limited access to devices; however, these challenges did not diminish their enthusiasm for learning.

Table 1. Themes of Students' Learning Experiences through the Interactive Media Platform Quizizz
Source: *Research data (processed from undergraduate thesis data and students' reflective interviews, 2026).*

Figure 2. Documentation of the Discussion Interview.



Figure 2: Documentation of the discussion interview conducted to obtain permission and gather information regarding students' learning experiences through the interactive Arabic language learning media platform, Quizizz.
Source: *Research data (compiled from interviews and observations conducted with the teacher at Madrasah Aliyah Negeri, 2026).*

The observation results indicated that the implementation of Quizizz as an evaluation instrument had a positive impact on students' engagement in *nahwu* learning. Most students actively participated throughout the digital evaluation process. Gamification features such as score accumulation, leaderboards, and immediate feedback encouraged students to remain more focused and motivated when completing *nahwu*-related exercises. Interview findings further revealed that students perceived the evaluation process as more engaging and enjoyable compared to conventional paper-based assessment methods.

Table 3. Student Engagement in Quizizz-Based Nahwu Learning.

No.	Engagement Aspect	Observation Findings
1.	Participation in Answering Questions	The majority of students actively participated in the quizzes.
2.	Learning Enthusiasm	Students demonstrated positive responses throughout the evaluation process.
3.	Classroom Interaction	Discussions regarding answers and nahwu rules occurred during the learning activities.
4.	Learning Motivation	Students were motivated by the scoring system and leaderboard features.

Table 2: Student Engagement in Quizizz-Based Nahwu Learning.
Source: *Compiled by the author based on the research findings (2026).*

Table 3. Quizizz as a Digital Evaluation Instrument.

No.	Evaluation Function	Findings
1.	Formative Assessment	Implemented effectively.
2.	Immediate Feedback	Provided automatically by the platform.
3.	Monitoring Learning Progress	Easily conducted by the teacher.

4.	Assessment Efficiency	Improved significantly.

Table 3. Quizizz as a Digital Evaluation Instrument.
Source: *Compiled by the author based on the research findings (2026).*

Figure 3. Documentation of Quizizz Observation and Evaluation.



Figure 3: Documentation of the observation and evaluation of the nahwu rules learning process conducted through the use of the Quizizz platform.
Source: *Research field data (compiled from the observation and evaluation of students at Madrasah Aliyah Negeri Bondowoso, 2026).*

The research findings indicate that the use of Quizizz functions not only as an evaluation tool but also as a medium that supports students' understanding of **nahwu** concepts from a linguistic perspective. Through questions based on the analysis of Arabic sentence structures, students are able to identify syntactic functions, relationships among words, and grammatical patterns in a more systematic manner. The immediate feedback provided by the platform helps students recognize their mistakes and improve their understanding of **nahwu** rules.

Table 3: Contribution of Quizizz to *Nahwu* Understanding from a Linguistic Perspective.

No.	Indicator	Findings
1.	Identification of Syntactic Functions	Easier to understand
2.	Analysis of Sentence Structure	Improved
3.	Understanding Relationships among Linguistic Elements	More systematic
4.	Correction of Nahwu Errors	Faster through immediate feedback

Table 3: Contribution of Quizizz to Understanding Nahwu from a Linguistic Perspective.
Source: *Compiled by the author based on the research findings (2026).*

4. Discussion and Analysis

4.1 *Digitalization of Nahwu Learning and the Enhancement of Student Engagement.*

The findings of this study indicate that the integration of Quizizz enhances student engagement in ***nahwu*** learning. These results are consistent with digital learning theory, which emphasizes that interactive media can increase students' motivation and participation in the learning process [3]. Within the context of ***nahwu*** learning, which has traditionally been perceived as abstract and complex, gamification elements such as scoring systems, competition, and immediate feedback successfully create a more engaging and enjoyable learning experience. These findings also support the study conducted by Zhang and Crawford (2024), which demonstrated that Quizizz significantly increases students' active participation in gamification-based learning environments.

4.2 Quizizz as a Support for Understanding Nahwu from a Linguistic Perspective.

The findings further reveal that the use of Quizizz assists students in understanding the functions, structures, and relationships among linguistic units within Arabic sentences. This finding is relevant to the concept of **nahwu** learning from a linguistic perspective, which emphasizes the understanding of syntactic structures as a means of constructing linguistic meaning [6]. Furthermore, the results support the Cognitive *"Theory of Multimedia Learning"* [5], which explains that the integration of text, visuals, and digital interactivity can reduce cognitive load, thereby facilitating students' comprehension of complex concepts.

4.3 The Transformation of Arabic Language Assessment through Quizizz.

This study demonstrates that Quizizz functions not only as a learning medium but also as an effective evaluation instrument in Arabic language learning. Automated feedback and real-time presentation of results enable teachers to conduct formative assessment more efficiently. These findings are consistent with the perspective of Technology-Enhanced Learning (TEL), which views technology as an integral component of a learning ecosystem that combines pedagogical, technological, and learner-interaction dimensions [22].
Several students reported technical challenges, including unstable internet connectivity and limited access to digital devices. Nevertheless, they continued to demonstrate strong enthusiasm for learning. This phenomenon suggests that technological factors do not constitute the primary barrier to learning; rather, they represent variables that can be adapted and addressed through collaborative and supportive instructional approaches.

4.4 Interpretation of the Research Findings.

The interpretation of the findings extends beyond a mere repetition of the data and highlights their broader educational significance. Students appreciated Quizizz not only because it was enjoyable but also because the platform enhanced their self-confidence, understanding of meaning, and active participation in ***nahwu*** learning. These findings indicate that gamification elements such as scores, leaderboards, and immediate feedback effectively increase student engagement in ***nahwu*** learning. This phenomenon suggests that learning motivation is influenced not only by instructional content but also by the design of an interactive digital learning environment that actively engages learners throughout the learning process.

4.5 Theoretical Contribution and Research Novelty (Key Argument).

The primary contribution of this study lies in advancing the discourse on the digitalization of ***nahwu*** learning from a linguistic perspective through the integration of Quizizz as an evaluation instrument in Arabic language teaching. Unlike previous studies, which have primarily focused on enhancing learning motivation, vocabulary acquisition, or general learning outcomes, this study demonstrates that Quizizz can also facilitate the understanding of abstract and complex Arabic syntactic structures.

Accordingly, this study addresses a gap in the existing literature concerning the utilization of digital gamification media in the evaluation of ***nahwu*** learning from a linguistic perspective. The findings strengthen the argument that the digitalization of Arabic language learning should not be viewed solely from a technological standpoint but also as a means of supporting the development of learners' linguistic competence in a more contextualized, interactive, and pedagogically meaningful manner that aligns with the demands of 21st-century education.

4.6 Research Limitations.

This study has several limitations. First, it was conducted within a single classroom using a case study approach; therefore, the findings are not intended to be statistically generalized to broader populations. Second, the study focused specifically on the implementation of Quizizz in the evaluation of **nahwu** learning. Future research may investigate the use of other digital platforms or employ mixed-methods designs to provide a more comprehensive understanding of the effectiveness of digitalized Arabic language learning.

In addition, the study was limited by the number of participants involved (31 students) and the specific educational context of Madrasah Aliyah Negeri Bondowoso. Furthermore, the data were derived from the transformation of quantitative findings into reflective qualitative narratives, which restricts the extent of generalizability. Nevertheless, this study offers a meaningful contribution to the field of Arabic language education by enhancing understanding of how learning experiences facilitated through interactive media can foster linguistic awareness and strengthen students' learning motivation.

Figure 4. Concept Map of the Digitalization of *Nahwu* (Arabic Syntax) Instruction from a Linguistic Perspective through the Integration of Quizizz as an Assessment Tool for Arabic Language Teaching.

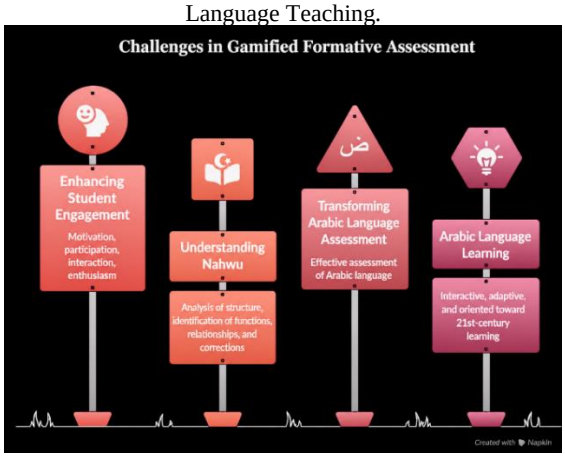


Figure 4. Concept Map of the Digitalization of *Nahwu* (Arabic Syntax) Instruction from a Linguistic Perspective through the Integration of Quizizz as an Assessment Tool for Arabic Language Teaching.

Source: *Compiled by the author based on the research findings (2026).*

5. Conclusions

This study demonstrates that the digitalization of *nahwu* (Arabic syntax) instruction through the integration of Quizizz as an assessment tool makes a significant contribution to improving the quality of Arabic language education. The implementation of Quizizz promotes a more interactive, effective, and engaging assessment process, thereby enhancing students' motivation, active participation, and overall learning engagement throughout the instructional process. Gamification features, including scoring systems, leaderboards, and immediate feedback, have proven effective in fostering a learning environment that is both competitive and enjoyable, encouraging students to participate more enthusiastically than they do under conventional assessment methods.

From a linguistic perspective, Quizizz serves not only as a digital assessment platform but also as a pedagogical tool that supports students in developing a more systematic understanding of *nahwu* concepts. By presenting assessment tasks based on the analysis of Arabic sentence structures, students are encouraged to identify syntactic functions, recognize the relationships among linguistic units, and refine their grammatical understanding through immediate feedback. These findings suggest that the digitalization of learning effectively integrates pedagogical, linguistic, and technological dimensions, thereby making *nahwu* instruction more contextualized, practical, and accessible to learners.

Overall, this study confirms the potential of Quizizz as an innovative approach to transforming Arabic language assessment in the digital era. Although its implementation continues to face technical challenges, particularly those related to internet connectivity and the availability of digital learning devices, these limitations do not diminish students' enthusiasm for participating in the assessment process. Therefore, the digitalization of *nahwu* instruction through Quizizz can be regarded as an effective alternative assessment strategy for fostering linguistic competence, enhancing the quality of Arabic language education, and addressing the demands of 21st-century education, which emphasize the meaningful integration of digital technologies into teaching and learning.

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The author recognizes that this study has several limitations and therefore welcomes constructive comments and suggestions for future improvement. It is hoped that the findings of this study will contribute to the advancement of Arabic language education, particularly in the digitalization of *nahwu* (Arabic syntax) instruction through the integration of Quizizz as an assessment tool. Furthermore, it is expected that this study will serve as a valuable reference for teachers, researchers, and educational practitioners in developing more innovative, effective, and technology-enhanced approaches to Arabic language teaching and learning.

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