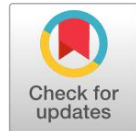


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Digital Play in Language Learning: A Narrative-Based Approach to Understanding Student Motivation in Interactive Arabic Assessments

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ABSTRACT

Background. The development of digital technology in education has encouraged teachers to implement interactive learning media to increase student engagement during the learning process. In Arabic language learning, conventional teaching methods often make students less active and less motivated during classroom activities. Quizizz is one of the gamification-based learning platforms that can create a more interactive, competitive, and enjoyable learning environment for students.

Purpose. This study aimed to explore students' learning experiences during the implementation of Quizizz in Arabic language learning, particularly related to emotional engagement, classroom participation, interaction, motivation, and reflective learning experiences.

Method. This study employed a qualitative approach using Narrative Inquiry with a phenomenological-narrative orientation. The participants consisted of one Arabic language teacher and four students selected purposively based on their involvement in Quizizz-based learning activities. Data were collected through in-depth interviews, classroom observations, reflective conversations, and documentation. Data analysis was conducted using thematic narrative analysis by organizing participants' experiences into thematic clusters.

Results. The findings showed that the use of Quizizz increased students' emotional engagement, classroom participation, interaction, motivation, and self-confidence during Arabic learning activities. Students experienced a more interactive and enjoyable learning atmosphere through leaderboard features, scoring systems, and direct feedback during quizzes.

Conclusion. Quizizz not only functioned as a digital evaluation tool but also created meaningful learning experiences through interactive, reflective, and gamified learning activities in Arabic language learning.

KEYWORDS

Arabic Learning, Gamification, Narrative Inquiry, Student Engagement, Quizizz

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INTRODUCTION

Arabic learning in the current educational era faces various challenges, particularly in maintaining student engagement and participation during the learning process. In many classrooms, Arabic instruction is still dominated by conventional teaching approaches that rely heavily on lectures, memorization, and monotonous evaluation techniques. Such conditions often cause students to feel less motivated and passive during learning activities, which ultimately affects their learning outcomes and classroom interaction. Learning outcomes are not merely reflected through cognitive achievement, but also through students' emotional involvement, participation, and learning experiences during instructional activities (Khomsah & Imron, 2020; Rahmawati et al., 2025). Therefore, creating meaningful and engaging learning experiences has become an important issue in contemporary Arabic education (Mustakim et al., 2024).

The rapid advancement of information and communication technology has significantly transformed educational practices in the twenty-first century (Wang et al., 2024; Zou et al., 2025). Digital technology is no longer positioned solely as a supporting tool in learning, but also as a medium capable of creating adaptive, interactive, and student-centered learning experiences (Kalyani, 2024; Rahimi & Oh, 2024). In this context, digital learning environments provide opportunities for students to participate actively, collaborate, and construct their own understanding through interactive experiences (Otto et al., 2023). Educational technology also contributes to the development of learning environments that are more flexible and responsive to students' individual needs and learning characteristics (Togatorop et al., 2025; Zhiyenbayeva & Abdigapbarova, 2021).

Within this digital transformation, gamification and game-based learning have emerged as promising approaches for increasing student motivation, engagement, and participation (Dahalan et al., 2023). Game-based learning environments are believed to foster engagement, flow, and immersion that support deeper involvement in learning activities (Bodzin et al., 2020; Hsu & Cheng, 2021; Wan et al., 2021). By incorporating game elements into instruction, gamified learning can transform routine classroom tasks into more enjoyable and meaningful experiences (Duncan, 2020; Silva et al., 2019).

One of the digital learning platforms widely used in educational settings is Quizizz. Quizizz is a game-based learning application that allows teachers to deliver quizzes, evaluations, and exercises interactively through gamification features such as points, leaderboards, avatars, instant feedback, and competitive learning systems (Yunus & Hua, 2021). Numerous studies have reported that Quizizz positively affects students' motivation, engagement, and learning achievement across various subjects, including language learning (Inayati & Waloyo, 2022; Lim & Yunus, 2021; Zhang & Crawford, 2023). In language classrooms specifically, Quizizz has been associated with increased enjoyment, active participation, and sustained motivation (Fahada & Asrul, 2024; Munirah & Sahriani, 2024; Permana et al., 2023). Studies also indicate that Quizizz can enhance vocabulary acquisition and learner autonomy (Liu et al., 2025; Panmei & Waluyo, 2022), although its effects on learning outcomes are sometimes dynamic and dependent on task difficulty (Rokhaniyah et al., 2025).

In Arabic language learning, the use of Quizizz is considered capable of creating a more enjoyable and engaging classroom atmosphere. Students are encouraged to participate actively because the learning process becomes more dynamic and interactive rather than monotonous (Suo Yan Mei et al., 2018). Recent studies in Arabic education have shown that Quizizz can improve reading skills (maharah al-qira'ah) (Zaharo et al., 2024), writing skills (maharah al-kitabah) (Akbar et al., 2025), and vocabulary mastery (Arrahma & Ammar, 2023), as well as support CEFR-based interactive assessment (Mustakim et al., 2024). These findings position Quizizz as a relevant medium for enriching Arabic instruction in the digital era.

However, most previous studies concerning Quizizz primarily focused on quantitative measurements such as test scores, learning outcomes, motivation scales, and the statistical effectiveness of instructional media (Panmei & Waluyo, 2022; Zhang & Crawford, 2023). Research discussing Quizizz in Arabic learning contexts often emphasizes cognitive achievement while paying limited attention to students' learning experiences, emotional engagement, classroom interaction, and meaning-making processes during learning activities. In fact, digital learning platforms do not merely function as instructional tools, but also shape students' learning journeys, participation patterns, and social interaction experiences within the classroom environment (Otto et al., 2023).

From the perspective of narrative learning theory, students' experiences during learning activities are important sources for understanding how knowledge is constructed through interaction, reflection, and participation (Connelly & Clandinin, 1990). Narrative inquiry emphasizes that learning should not only be viewed through measurable outcomes, but also through students' stories, experiences, and interpretations of their learning process (Clandinin & Connelly, 2000; Morettini, 2019). According to narrative learning perspectives, educational experiences are shaped through continuous interaction between learners, environment, and instructional media, which together form meaningful learning journeys (Rice, 2023). Narrative inquiry has also been increasingly applied to understand lived experiences in technology-supported and online learning environments (Timpani et al., 2021). In gamified learning environments, students' emotional responses, competition experiences, collaboration, and engagement become essential elements influencing the quality of learning experiences.

In addition, the concept of gamification narrative explains that game-based learning applications such as Quizizz create experiential learning situations in which students experience challenge, achievement, competition, and feedback as part of their learning narratives (Silva et al., 2019). Gamification does not only increase motivation mechanically, but also influences students' emotional involvement, self-confidence, participation, and perceptions toward learning activities (Hsu & Cheng, 2021). Therefore, the integration of Quizizz into Arabic learning should be understood not only as the use of digital media, but also as a process that shapes students' qualitative learning experiences and classroom interactions.

Based on these conditions, there remains limited research exploring students' learning experiences narratively in Quizizz-based Arabic learning environments. Previous studies predominantly concentrated on quantitative effectiveness, while studies investigating how students experience, interpret, and engage with gamified Arabic learning activities remain underexplored. This gap indicates the need for research that examines Quizizz not only from the perspective of learning outcomes but also from the perspective of students' learning journeys and narrative experiences during instructional activities.

Therefore, this study aims to explore students' learning experiences, engagement, participation, and interaction in Quizizz-based Arabic learning through a narrative approach. This research is expected to contribute theoretically to narrative learning and gamification studies in educational technology while also providing practical insights into the implementation of interactive digital learning in Arabic language education.

To guide the inquiry, this study addressed the following research questions: (1) How do students experience emotional engagement during Quizizz-based Arabic learning? (2) How does the use of Quizizz shape students' classroom participation and interaction? (3) How do students experience competition, collaboration, motivation, and self-confidence during gamified Arabic learning activities? and (4) How do students reflect on their learning experiences in Quizizz-based Arabic learning environments?

RESEARCH METHODOLOGY

This study employed a qualitative approach using a Narrative Inquiry design with a phenomenological-narrative orientation. The qualitative approach was selected because this research aims to explore students' learning experiences, participation, emotional engagement, and interaction during Quizizz-based Arabic learning activities rather than merely measuring learning outcomes statistically. Narrative inquiry focuses on understanding how participants construct meaning through stories, reflections, and lived experiences within educational settings (Barkhuizen et al., 2024). Therefore, this approach is considered appropriate for examining students' learning journeys and experiences in gamified Arabic learning environments.

The phenomenological-narrative orientation was applied to understand participants' lived experiences during the implementation of Quizizz in Arabic language learning. This approach emphasizes how students interpret, experience, and reflect on digital learning activities through emotional, cognitive, and social interaction processes (Creswell & Poth, 2024). In this study, learning is viewed as an experiential and reflective process shaped through participation, interaction, competition, and engagement during classroom activities.

This research was conducted at MTsN Laboratory Jambi during the 2025/2026 academic year. The participants were selected purposively based on their direct involvement in Quizizz-based Arabic learning activities. Narrative qualitative research prioritizes the depth and richness of participant experiences rather than large sample representation (Campbell et al., 2020). Therefore, the participants in this study consisted of one Arabic language teacher and four students with different levels of learning achievement and classroom participation, namely high-achieving, moderate-achieving, and low-achieving students. The variation of participants was intended to provide diverse perspectives regarding students' experiences, engagement, and interaction during gamified learning activities.

The primary data collection techniques used in this study were in-depth interviews, classroom observations, reflective conversations, and documentation. In-depth interviews were conducted semi-structurally to allow participants to narrate their learning experiences, emotional responses, classroom interaction, and perceptions regarding the use of Quizizz in Arabic learning activities. Classroom observations were conducted to examine students' participation, enthusiasm, interaction patterns, and engagement during learning sessions. Documentation such as lesson plans, screenshots of Quizizz activities, student assignments, reflective notes, and classroom records were used as supporting data to strengthen the credibility of the findings.

The main research instrument in this study was the researcher, supported by interview guidelines, observation sheets, reflective field notes, and documentation checklists. In narrative inquiry research, the researcher plays an essential role in interpreting participants' stories, experiences, and reflections contextually. Therefore, reflexivity was continuously maintained throughout the research process to minimize interpretative bias and preserve the authenticity of participants' narratives.

Data analysis was conducted using thematic narrative analysis. The interview recordings were first transcribed verbatim to preserve the originality of participants' stories and experiences. After transcription, the researcher conducted coding procedures by identifying meaningful statements, emotional expressions, repeated experiences, interaction patterns, and reflective narratives related to Quizizz-based Arabic learning activities. The coding process followed thematic analysis procedures consisting of data familiarization, initial coding, theme categorization, theme review, and interpretation (Braun & Clarke, 2021).

The coded interview narratives were then organized into clusters of student learning experience themes. These thematic clusters included: (1) emotional engagement during gamified learning activities, (2) classroom participation and interaction, (3) competitive and collaborative learning experiences, (4) motivation and self-confidence development, and (5) reflective learning experiences in digital Arabic learning environments. Through these thematic clusters, the researcher interpreted how Quizizz influenced students' learning journeys qualitatively rather than merely functioning as a digital assessment tool.

To ensure the trustworthiness of the findings, this study applied triangulation techniques through the comparison of interview results, classroom observations, and supporting documentation. Member checking was also conducted by reconfirming participants' statements and narrative interpretations to maintain data credibility and accuracy. In addition, reflective analysis was continuously employed throughout the research process to strengthen interpretative validity and minimize researcher subjectivity.

Overall, the use of Narrative Inquiry with a phenomenological-narrative orientation enabled this study to explore deeply how Quizizz shapes students' learning experiences, emotional engagement, participation, interaction, and reflective learning processes in Arabic language learning contexts. This approach is expected to provide richer insights into the qualitative impact of gamified educational technology on students' learning journeys and classroom experiences.

RESULT AND DISCUSSION

Students' Emotional Involvement in Gamification Learning Activities

Table 1. Results of Observation of Students' Emotional Engagement during Quizizz-Based Arabic Learning

Yes	Observation Aspect	Field Findings
1	Student response when a Quizizz code is shared	Most students immediately pick up their devices and pay attention to the screen without being pointed at repeatedly
2	Changes in students' expression during learning	Students several times showed expressions of smiling, laughing, and cheering when scores changed
3	Focus of student attention	Most students keep paying attention to the questions until the quiz session is over
4	Response to leaderboard	Students are seen several times comparing ranking positions with peers
5	Reaction to the correct answer	Students show a satisfied expression and spontaneously mention the score obtained
6	Reaction to incorrect answer	Students immediately try to correct the answer to the next question
7	Passive student involvement	Some students who are usually inactive are seen starting to answer and pay attention to the course of the quiz
8	Intensity of engagement during learning	Students continue to participate in the quiz activities from start to finish without leaving the learning activities
9	Classroom atmosphere	The class becomes more crowded, active, and communicative than previous learning
10	Response after the quiz is completed	Some students asked the teacher to increase the number of questions and continue the quiz

Table 2. Results of In-Depth Interviews of Students' Emotional Experiences

Participants	Interview Results
Student 1	"Usually I'm afraid of Arabic lessons because I often give the wrong answers, but when I use Quizizz, it feels more relaxed because it's like playing."
Student 2	"I kept paying attention to the score because I wanted to be in the top three in the class."
Student 3	"If my answer is correct and the score goes up, I will be more enthusiastic about answering the next question."
Student 4	"Learning is not boring because we can immediately know the results of the answers."
Teacher	"Students who are usually silent start paying attention and trying to answer questions during Quizizz."

The results of the study showed that the use of Quizizz increased students' emotional engagement during Arabic learning. Students look more enthusiastic, focused, and active during the quiz activity. The classroom atmosphere becomes more lively through students' spontaneous responses to scores and leaderboards. In addition, students find learning more relaxing, interesting, and less stressful than previous learning. The findings of this study are in line with the research of Zainuddin et al. (2020) who explained that gamified e-quizzes are able to increase students' emotional engagement through interactive elements such as direct feedback, a point system, and competitions during learning. The study showed that gamification-based learning creates higher emotional engagement than conventional learning.

In addition, research by Munawir & Wahyu (2021) also shows that the use of Quizizz has a positive influence on students' emotional engagement and affective outcomes during the learning process. Students feel more interested, more comfortable, and enjoy learning activities more when learning is packaged in the form of interactive game-based quizzes. (Uniku Journal) The emotional involvement found in this study also showed that the elements of leaderboard and score have an influence on students' attention during learning. Most students keep an eye out for changes in ranking positions and try to maintain the scores obtained during the quizzes. This condition shows that gamification elements are able to create a non-monotonous learning experience so that students remain emotionally engaged until the end of learning.

In addition, changes in students' emotional engagement were also seen in students who previously tended to be passive during conventional learning. During the use of Quizizz, some students began to show courage to participate in learning activities and pay more attention to the course of the quiz. This shows that gamification-based learning is able to create a more open and less stressful learning environment for students. Pitoyo (2020) also explained that the use of Quizizz provides a washback effect on student learning engagement through a more interactive and fun learning atmosphere. Students become more actively interested in learning because of the combination of challenges, games, and direct feedback during learning activities.

Classroom Participation and Interaction Experience

Table 3. Results of Observation, Participation, and Class Interaction

Yes	Observation Aspect	Field Findings
1	Student activeness during learning	Most students are more active in responding to questions during the use of Quizizz
2	Student-teacher interaction	Students respond more often to the teacher's instructions and questions directly
3	Interaction between students	Students discussed the answers and scores obtained several times

4	Passive student participation	Students who are usually silent begin to be involved in answering questions
5	Student response to quiz activity	Students respond faster when the question is displayed
6	Class discussion activities	The classroom atmosphere becomes more communicative during learning
7	Student engagement in learning	Almost all students took part in the quiz activity until it was finished
8	Students' attention to instruction	Students pay more attention to the teacher's explanation before the quiz starts
9	Classroom communication intensity	Communication between students and teachers improves during learning
10	Class conditions during the activity	Learning takes place more actively than previous learning

Table 4. In-Depth Interview Results on Classroom Participation and Interaction Experiences

Participants	Interview Results
Student 1	"I answered more often because all the students participated in the quiz."
Student 2	"If there are difficult questions, we usually discuss them immediately after the quiz is over."
Student 3	"I was more daring to ask because the atmosphere in the classroom was not too tense."
Student 4	"Usually I am silent during lessons, but during Quizizz I pay attention because I want to answer."
Teacher	"Students seem to be more actively interacting than regular learning."

The use of Quizizz increases student participation and interaction during Arabic learning. Students were more active in responding to questions, discussing, and following the teacher's instructions during the quiz activity. In addition, the classroom atmosphere becomes more communicative so that students who are usually passive begin to be more actively involved in learning activities. The increase in student participation has been seen since the quiz activity began. Most students immediately follow the teacher's instructions, pay attention to the questions displayed, and respond to learning activities faster than previous learning. In addition, some students who are usually less active begin to show involvement during the learning process. Students looked more courageous to answer questions and began to pay attention to the course of learning until the end of the quiz session.

Class interactions also change during the use of Quizizz. Based on the results of observations, students were seen several times discussing question answers, comparing scores, and giving comments to friends during learning activities. In addition, communication between teachers and students looks more active because teachers several times provide direct responses to the development of student quiz results during learning. The findings show that the use of gamification-based learning media is able to create a more participatory and interactive learning environment. Students not only play the role of receivers of information, but begin to actively engage in the learning process through direct response activities, discussions, and classroom interactions during the use of Quizizz. The results of this study are in line with the research of Bond et al. (2020) who explained that interactive digital learning is able to increase student engagement through social engagement, active participation, and more dynamic classroom communication during the learning process. The research shows that the use of interactive learning technology can strengthen the relationship between students and learning activities so that class participation increases more noticeably.

In addition, research by Redmond et al. (2021) also explains that interactive digital learning environments are able to increase collaborative participation and classroom interaction through more open and communicative learning activities. In technology-based learning, students tend to interact more actively because the learning process is not solely centered on the teacher, but instead involves participatory and collaborative learning experiences. The increase in classroom interaction in this study can also be seen from the students' courage in conveying responses during learning. Some students admitted that they felt more comfortable participating because the learning atmosphere was less formal and more like a game activity. This condition makes it easier for students to interact with teachers and peers during the learning process. In addition, the use of Quizizz also creates more active communication between students and teachers during evaluation activities. Teachers can immediately respond to the results of the students' quizzes and discuss questions that are considered difficult together. This situation makes learning more communicative than conventional learning which was previously more centered on teacher explanations. Research by Kohnke & Moorhouse (2021) also explains that the use of interactive digital learning platforms can increase classroom communication and active participation because students get a more flexible and responsive learning space during the learning process. Thus, the results of this study show that the use of Quizizz in learning Arabic not only increases students' learning activities, but also forms more active, communicative, and participatory classroom interactions during the learning process.

Competition and Collaboration Experience in Using Quizizz

Table 5. Results of Observation of Student Competition and Collaboration Experience

Yes	Observation Aspect	Field Findings
1	Student response to the leaderboard	Students notice changes in ranking positions several times during the quiz
2	The spirit of obtaining a high score	Students try to answer faster to improve scores
3	Reaction to the score competition	Students show an enthusiastic expression when they successfully pass the scores of other friends
4	Discussion activities between students	Students are seen discussing the answers after the question is finished
5	Student cooperation	Some students help a friend understand the meaning of vocabulary that they have not yet understood
6	Intensity of student engagement	Students remain actively taking the quiz until the end of the session
7	Response to the final results of the quiz	Students compare score and ranking results with classmates
8	Competitive activities during the quiz	The atmosphere of the classroom becomes more competitive but still conducive
9	Student social interaction	Students communicate more often during learning activities
10	Enthusiastic about participating in the next session	Some students ask the teacher to hold the quiz again at the next meeting

Table 6. In-Depth Interview Results on Competition and Collaboration Experience

Participants	Interview Results
Student 1	"I became more enthusiastic because I wanted to get the top ranking."
Student 2	"If my score drops, I immediately try to answer faster in the next question."
Student 3	"We often discuss the answers after the quizzes are over so we know which ones are wrong."

Student 4	“Even though there is competition, we still help each other if someone doesn’t understand.”
Teacher	“Students look more active and the classroom atmosphere becomes more lively during the quiz activities.”

The use of Quizizz creates a competitive and collaborative experience during Arabic learning. Students are seen actively paying attention to the leaderboard, comparing scores, and trying to improve their rankings during the quiz. In addition, students also discuss with each other and help understand the answers so that the learning atmosphere becomes more active, communicative, and interactive. The results of the interviews showed that students felt more motivated to participate in learning because of the ranking and score system during the quiz activity. Some students admitted that they felt challenged to get the best position so that they focused more on the problems and were more active in following the course of learning. In addition, students also said that discussions with friends after the quiz helped them understand the wrong answers and improve their understanding of the material studied.

The Arabic teacher also said that the competitive atmosphere during the use of Quizizz makes students more actively participate in learning. Teachers observed that students seemed to be more focused on paying attention to the problem and responding faster to learning activities than previous conventional learning. Nonetheless, the teacher also saw that the competition that emerged still took place in a conducive atmosphere because the students still showed good cooperation and communication during the quiz activities. The findings of this study are in line with the research of Toda et al. (2021) who explained that gamification in learning is able to form competitive engagement and collaborative learning experiences through a point system, leaderboard, and interactive activities during the learning process. The research shows that the game element can increase learning focus while building social interaction between students during learning. In addition, the research of Bai et al. (2020) also explains that the use of gamification-based learning media is able to increase student engagement through a combination of competition and collaboration during learning activities. A game-based learning environment makes students more actively participating and more open to discussing with peers about learning materials.

The competitive experience in this study can be seen from the students’ efforts to maintain the leaderboard position during the quiz. Students several times try to answer faster when their score position is below the rest of their peers. On the other hand, a collaborative experience is seen when students explain to each other about the wrong answers after the quiz is completed. The situation shows that the use of Quizizz not only creates academic competition, but also builds social interaction during the learning of Arabic. Alabbasi’s research (2022) also shows that gamification-based learning is able to increase collaborative engagement because students are more encouraged to interact and discuss during the learning process. Competitive activities combined with social interaction make learning more active and less monotonous for students. Thus, the results of this study show that the use of Quizizz in learning Arabic creates a learning experience that is competitive and collaborative through leaderboard activities, scoring systems, discussions between students, and social interaction during the learning process.

Students’ Reflective Experience of Digital Arabic Learning

Table 7. Results of Student Reflective Experience Observation

Yes	Observation Aspect	Field Findings
1	Students’ response to the answer results	Students immediately pay attention to the correct and incorrect answers after the questions are completed

2	Error correction activity	Some students try to remember the wrong answer to the previous question
3	Attention to feedback	Students read the results of the score and discussion after the quiz is completed
4	Changes in learning focus	Students look more serious about the material before the quiz starts
5	Understanding of the material	Some students understand the meaning of vocabulary and reading content faster
6	Self-evaluation activities	Students compare the results of the previous score with the results obtained on the next quiz
7	Interest in digital media	Students are more interested in quizze-based learning than regular written exercises
8	Intensity of attention during learning	Most students continue to participate in learning until the end of the session
9	Response to incorrect answers	Students look curious about the wrong answer and try to figure out the correct answer
10	Changes in the way you follow learning	Students pay more attention to the teacher's explanation before the quiz starts

Table 8. In-Depth Interview Results on Students' Reflective Experiences

Participants	Interview Results
Student 1	"I knew immediately which part was wrong after seeing the results of the quiz."
Student 2	"If my score is low, I try to focus more on the next question."
Student 3	"It makes it easier for me to remember vocabulary because it comes up a lot in quizzes."
Student 4	"The learning feels more interesting because the results are immediately visible."
Teacher	"Students seem to pay more attention to the wrong answers than during regular exercises."

The use of Quizizz provides a reflective experience during Arabic learning. Students seem to pay more attention to the results of the answers, understand the mistakes, and try to improve the learning results on the next question. In addition, students become more focused on participating in learning because feedback and scores can be known immediately after the quiz activities are completed.

Changes in student learning behavior are also seen during the use of Quizizz. Some students start to pay more serious attention to the teacher's explanation before the quiz starts because they want to get better results in the next session. In addition, students seem to be more focused on paying attention to the material that is considered to often appear in quiz questions during learning. The results of the interviews show that students find it easier to find out the parts of the material that have not been understood because the results of the answers can be seen immediately after the question is finished. Some students admit that immediate feedback makes them realize mistakes faster and try to improve the answers to the next question. In addition, students also said that the direct display of scores made them pay more attention to the development of learning outcomes during learning.

Some students also admitted that it was easier to remember Arabic vocabulary because the quiz questions were displayed repeatedly and associated with game activities during learning. This condition makes students feel that learning is more interesting than ordinary written exercises because they can immediately see the results of their learning abilities during quiz activities. The Arabic teacher also said that the use of Quizizz makes students pay more attention to learning outcomes than previous learning. Teachers observe that students are more active in asking wrong answers and are

more interested in knowing parts of the material that they do not understand after the quiz results are displayed on the classroom screen. The findings of this study are in line with Kohnke & Moorhouse (2021) who explain that the use of interactive digital learning media is able to improve the reflective learning experience through direct feedback and active student involvement during the learning process. The research shows that students are more likely to evaluate their learning comprehension when learning outcomes can be known directly. In addition, Rapanta et al.'s (2020) research also explains that interactive digital learning allows students to build a more reflective learning experience through a process of self-evaluation, active engagement, and attention to the development of learning outcomes during learning.

The reflective experience in this study can be seen from the change in students' attention to wrong answers during the quiz activity. Students not only see the final score, but begin to notice the wrong answer and try to understand the reason for the error before moving on to the next question. In addition, some students also seem to be more focused on paying attention to the teacher's explanation after knowing that certain material is still difficult to understand. Research by Haleem et al. (2022) also shows that digital technology-based learning is able to improve self-reflective learning because students have the opportunity to evaluate their learning abilities directly during the learning process. A digital learning environment provides space for students to understand the development of their learning abilities more independently and actively.

Narrative of Student Motivation and Confidence Development

Table 9. Results of Student Motivation and Confidence Observation

Yes	Observation Aspect	Field Findings
1	Students' enthusiasm for learning	Students look more enthusiastic from the beginning of learning
2	The Courage to Answer Questions	Students are quicker to try to answer questions without waiting for other friends
3	Student confidence	Students look more confident when choosing answers during the quiz
4	Response to the score results	Students are motivated to improve their scores on the next question
5	Passive student involvement	Some students who are usually silent begin to answer questions
6	Enthusiastically participating in the evaluation	Students are more interested in taking quiz-based evaluations than written exercises
7	Student focus on learning	Most students keep an eye on the course of the quiz until it is finished
8	Intensity of student participation	Almost all students actively participated in the quiz activities
9	Responses to quiz challenges	Students look challenged when the work time is limited
10	Learning atmosphere	The classroom atmosphere becomes more active and encourages students to participate

Table 10. In-Depth Interview Results on Student Motivation and Confidence

Participants	Interview Results
Student 1	"I became more enthusiastic about studying because I wanted to get a higher grade."
Student 2	"Usually I'm afraid of being wrong, but during the quiz I'm more brave to try to answer."
Student 3	"If my score goes up, I will be more confident to do the next question."
Student 4	"I am more interested in learning Arabic because it feels exciting."
Teacher	"Students look more confident and more active than in previous learning."

The use of Quizizz increases students' motivation and confidence during Arabic learning. Students look more enthusiastic, more courageous in answering questions, and more actively participating in learning activities. In addition, the score system and leaderboard make students more motivated to improve learning outcomes and more confident during the learning process. Changes in student confidence can be seen when some students who are usually passive begin to try to answer questions independently without waiting for answers from other friends. Some students also seem to be more courageous to participate in learning activities even though they were rarely involved in the question and answer process during Arabic learning. The results of the interviews showed that students felt more motivated to participate in learning because of the score system and leaderboard during the quiz activity. Some students admitted that they felt challenged to get higher grades than the previous results. In addition, students also said that the direct display of scores made them more confident when they managed to answer questions correctly.

Some students admitted that learning Arabic felt more interesting when using Quizizz because the learning atmosphere was less formal and resembled a game. This condition makes students feel more comfortable participating in learning and are less afraid of making mistakes when answering questions during quizzes. The Arabic teacher also said that the use of Quizizz makes students more active and more confident during learning. Teachers observed that students who previously tended to be silent began to show courage to participate in learning activities and responded faster to the teacher's instructions than to previous learning. The findings of this study are in line with Saleem et al. (2020) who explained that a gamification-based learning environment is able to increase students' learning motivation and self-confidence through interactive and fun learning activities. The research shows that the point system, challenges, and direct feedback in game-based learning can increase student engagement and confidence during the learning process.

In addition, research by Buckley & Doyle (2020) also explains that the use of gamification in learning can increase student motivation and learning persistence because students feel more interested in participating in competitive and interactive learning activities. A game-based learning environment makes students more motivated to try, correct mistakes, and improve their learning outcomes independently. The development of motivation in this study can be seen from the increase in student involvement during learning activities. Most students continue to pay attention to the course of the quiz until the end of the session and show a desire to get better results on each question they are working on. In addition, the change in students' confidence can be seen from their courage in trying to answer questions even though they previously found it difficult to follow Arabic learning. Research by Kalogiannakis et al. (2021) also shows that gamification-based learning is able to increase student confidence and active participation because students feel more comfortable and more involved during learning activities. The use of interactive learning media makes students more open to participate without fear of making mistakes.

Teachers' Reflections on the Implementation of Quizizz in Arabic Language Learning**Table 11. Observation Results on the Implementation of Quizizz by Teachers**

Yes	Observation Aspect	Field Findings
1	Classroom management during Quizizz	Teachers find it easier to direct students' attention during learning
2	Teacher's response to student activities	Teachers have given a direct response to the development of student scores several times
3	Teacher-student interaction	Teachers interact more often during quiz activities
4	Monitoring student engagement	Teachers find it easier to see students who are active and who are less engaged
5	Learning atmosphere	Teachers create a more relaxed and interactive classroom atmosphere
6	Learning evaluation activities	The teacher immediately discussed the questions that many students answered incorrectly
7	Use of digital media	Teachers look more active using evaluation and leaderboard features
8	Teacher's response to passive students	Teachers are more likely to encourage passive students to engage during quizzes
9	Learning barriers	Some students experience internet network delays during the quiz
10	Effectiveness of using Quizizz	Learning activities take place more actively than previous learning

Table 12. Results of In-Depth Interviews Reflections of Teachers

Participants	Interview Results
Teacher	"Students seem to be more active and respond faster during learning."
Teacher	"Quizizz helps make the classroom atmosphere more lively than regular learning."
Teacher	"Students who are usually passive start trying to answer questions during the quiz activity."
Teacher	"It is easier for me to find out students who have not understood the material through the results of the quiz."
Teacher	"The most visible obstacle is the internet network of some students which is sometimes unstable."

The use of Quizizz helps teachers create more active and interactive Arabic language learning. Teachers find it easier to monitor student engagement, provide hands-on evaluations, and build a more communicative classroom atmosphere. In addition, students who were previously passive began to show involvement during the quiz activity even though there were still internet network problems.

During the learning process, the teacher several times gave a direct response to the development of student scores and discussed questions that were answered incorrectly after the quiz was completed. This condition makes the interaction between teachers and students more active than previous learning. Teachers not only deliver material, but also engage directly in evaluation activities and discussions during the use of Quizizz. In addition, teachers seem to find it easier to monitor student engagement. During the learning process, the teacher several times gave a direct response to the development of student scores and discussed questions that were answered incorrectly after the quiz was completed. This condition makes the interaction between teachers and students more active than previous learning. Teachers not only deliver material, but also engage directly in evaluation activities and discussions during the use of Quizizz. In addition, teachers seem to find it easier to monitor student involvement during learning activities. Through the display of quiz results, teachers can find out students who are actively answering questions and students who are still having difficulty

understanding Arabic material. Some students who previously tended to be passive also began to be seen paying attention to learning activities and trying to answer questions independently during the quizze.

During the learning activities. Through the display of quiz results, teachers can find out students who are actively answering questions and students who are still having difficulty understanding Arabic material. Some students who previously tended to be passive also began to be seen paying attention to learning activities and trying to answer questions independently during the quizze. The results of the interviews showed that teachers felt that the use of Quizizz helped create a more lively learning atmosphere compared to previous conventional learning. The teacher said that students seemed to respond faster to learning instructions, were more active in participating in class activities, and enjoyed the learning process more during the use of Quizizz. The teacher also said that the use of Quizizz helps the learning evaluation process because the results of students' answers can be known immediately after the quiz is completed. This condition makes it easier for teachers to know material that is still difficult for students to understand so that the discussion of questions can be done directly during the learning process. Nonetheless, teachers also observed some technical obstacles during the use of Quizizz in Arabic language learning. The most common obstacle that arises is the stability of the internet network on some students' devices, causing delays when accessing questions or sending answers during quizzes. In addition, some students also still need direction at the beginning of using the application because they are not used to participating in digital quiz-based learning.

The findings of this study are in line with Trust & Whalen (2021) who explained that the use of digital learning platforms helps teachers create higher classroom engagement through interactive and responsive learning activities. The use of digital media allows teachers to build more active communication with students during the learning process. In addition, Moorhouse & Kohnke's (2021) research also explains that digital learning technology helps teachers build a more student-centered learning environment through more flexible and participatory interactions during the learning process. Teachers have a greater opportunity to monitor student engagement and provide feedback directly during learning activities. Teachers' reflections in this study show that the use of Quizizz not only affects students' learning activities, but also affects how teachers manage Arabic learning in the classroom. It is easier for teachers to build an active classroom atmosphere, monitor student involvement, and evaluate learning directly during the learning process. Research by Martin et al. (2022) also shows that the use of gamification-based learning media helps teachers increase student participation and classroom interaction through learning activities that are more interactive and interesting for students. The digital learning environment provides opportunities for teachers to create a more dynamic learning experience during the learning process.

CONCLUSION

Based on the results of the study, the use of Quizizz in Arabic learning has a positive influence on the student learning experience during the learning process. The use of Quizizz is able to create higher emotional engagement of students through an interactive, competitive, and fun learning atmosphere. Students look more enthusiastic, focused, and active while participating in gamification-based learning activities. In addition, the use of Quizizz also increases class participation and interaction during the learning process. Students become more courageous in answering questions, more active in discussions, and more responsive to teachers' instructions than previous conventional learning. Interaction between students and teachers as well as between students takes place more communicatively during quiz activities. The results of the study also show that the use of Quizizz creates a competitive and collaborative experience in Arabic language learning. A score system and

leaderboard encourage students to be more motivated to follow learning, while discussion and collaboration activities between students help increase social engagement during the learning process. In addition, the use of Quizizz provides a reflective experience to students through direct feedback and the display of the answer results after the quiz is completed. Students will find it easier to find out answer errors, evaluate learning abilities, and improve their understanding of the Arabic material they are learning. The use of Quizizz also increases students' motivation and confidence during learning. Students seem to be more courageous to participate in learning activities and more confident in answering questions than before. Teachers also assessed that the use of Quizizz helps create a more active, interactive learning atmosphere and facilitates the learning evaluation process in the classroom.

Despite these contributions, this study has several limitations. It involved a small number of participants (one Arabic teacher and four students) at a single school, so the findings are intended to provide an in-depth understanding of students' learning experiences rather than to be generalized to other contexts. The study also focused on a limited period of Quizizz implementation and on selected Arabic skills. Future research is therefore encouraged to involve more participants across different schools and educational levels, to examine the long-term effects of gamified learning on Arabic language achievement, and to combine narrative inquiry with quantitative approaches for a more comprehensive understanding of gamified Arabic learning.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work, the author utilized ChatGPT (OpenAI) to assist with language refinement, grammar improvement, and paragraph organization. Following its use, all content was thoroughly reviewed, edited, and verified by the author, who assumes full responsibility for the final manuscript.

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AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

Author 6: Other contribution; Resources; Visualization; Writing - original draft.

Author 7: Supervision; Validation.

Author 8: Supervision; Validation.

DECLARATION OF COMPETING INTEREST

The author states that there are no financial interests or personal relationships that can affect the results of the research in this article.

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