

Developing Zep Quiz-Based Media for Vocabulary Learning in Grade XI-4

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Abstract

The problems in this study include the low interest of students in learning Arabic mufradat, the lack of use of learning media that supports mufradat learning, students' difficulties in understanding Arabic vocabulary, and the use of learning methods that are still conventional so that the learning process becomes less interesting and effective. Media *Zep Quiz* is a game-based digital learning media that educators can use to create interactive quizzes so that the mufradat learning process becomes more interesting and fun. This study aims to determine the procedure for developing *Zep Quiz* media and the effectiveness of its use in mufradat learning in students of grades XI-4 MAN 2 Situbondo. The research method used is Research and Development (R&D) with the ADDIE development model. The results of the study showed that *Zep Quiz media* obtained a percentage of media expert validation of 92% and validation of material experts of 90.67% with the category of "very feasible". The results of the T-test showed an increase from 39.58 during *the pretest* to 65.43 during *the posttest* so that there was a significant difference in student learning outcomes before and after the use of *Zep Quiz media*. In addition, the teacher's response obtained a percentage of 92% with the "very feasible" category and the student response of 80.13% with the "feasible" category. It can be concluded that *Zep Quiz media* is effectively used in mufradat learning

Keywords: Media *Zep Quiz*, Mufradat Learning

Abstrak

Permasalahan dalam penelitian ini meliputi rendahnya ketertarikan siswa dalam belajar mufradat bahasa Arab, kurangnya penggunaan media pembelajaran yang mendukung pembelajaran mufradat, kesulitan siswa dalam memahami kosakata bahasa Arab, serta penggunaan metode pembelajaran yang masih bersifat konvensional sehingga proses pembelajaran menjadi kurang menarik dan efektif. Media *Zep Quiz* merupakan media pembelajaran digital berbasis game yang dapat digunakan pendidik untuk membuat kuis interaktif sehingga proses pembelajaran mufradat menjadi lebih menarik dan menyenangkan. Penelitian ini bertujuan untuk mengetahui prosedur pengembangan media *Zep Quiz* dan efektivitas penggunaannya dalam pembelajaran mufradat pada siswa kelas XI-4 MAN 2 Situbondo. Metode penelitian yang digunakan adalah Research and Development (R&D) dengan model pengembangan ADDIE. Hasil penelitian menunjukkan bahwa media *Zep Quiz* memperoleh presentase validasi ahli media sebesar 92% dan validasi ahli materi sebesar 90,67% dengan kategori "sangat layak". Hasil Uji-T menunjukkan adanya peningkatan dari 39,58 pada saat pretest menjadi 65,43 pada saat posttest sehingga terdapat perbedaan yang signifikan terhadap hasil belajar siswa sebelum dan sesudah penggunaan media *Zep Quiz*. Selain itu, respon guru memperoleh persentase sebesar 92% dengan kategori "sangat layak" dan respon

peserta didik sebesar 80,13% dengan kategori “layak”. Dapat disimpulkan bahwa media Zep Quiz efektif digunakan dalam pembelajaran mufradat.

Kata-kata kunci: Media Zep Quiz, Pembelajaran Mufradat

1. INTRODUCTION

Education is essentially a conscious and planned process carried out to develop the potential of students as a whole. Education does not only focus on the aspect of knowledge, but also includes the formation of attitudes, values, skills, and personalities so that individuals are able to live a meaningful life in society. As stated in Law Number 20 of 2003 Chapter 1 Article 1 concerning the National Education System, it is stated that education is a conscious or planned effort to create a learning atmosphere in the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state ¹.

From this understanding, education can be understood as a form of guidance and development of students' potential to develop optimally and in accordance with national education goals. Education and learning are an inseparable package. Learning has a very important role in the educational process of achieving educational goals. Learning and learning can help students to develop their potential and improve their quality of life.²

Learning is a planned and systematic process that involves interaction between teachers, students, and learning resources to optimally develop students' cognitive, affective, and psychomotor skills. According to Kaniawati *et al*, learning is the process of interaction between students and educators in a learning environment, where educators play a role as a learning resource. Through the learning process, students gain knowledge, and are guided in character formation accompanied and assisted by educators.³

In Indonesia, there are various kinds of learning that are held according to the needs and characteristics of students, one of which is Arabic language learning. Learning Arabic not only focuses on mastering the linguistic aspects of Arabic, but also on mastering the mufradat. Mastery of mufradat is one of the essential components of learning Arabic. Maswan argued that the mastery of mufradat occupies a very important place in the Arabic language learning process. The position of mufradat is the foundation for learning Arabic. Fundamentally, the mastery of mufradat has a significant impact on the mastery of the four maharah lughoh, namely listening (*istima'*), speaking (*kalam*), reading (*qiro'ah*) and writing (*kitabah*). With adequate mastery of mufradat, a person will be able to communicate well, convey his ideas and feelings to others or his interlocutor with the language he learns⁴.

Therefore, adequate mastery of mufradat is the key to students' success in understanding the text, composing sentences, and communicating effectively. However, the reality on the ground

¹ “Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional” (2003).

² Haizatul Faizah and Rahmat Kamal, “Belajar Dan Pembelajaran,” *Jurnal Basicedu* 8, no. 1 (February 2024): 466–76, <https://doi.org/10.31004/basicedu.v8i1.6735>.

³ E. Kaniawati et al., “EVALUASI MEDIA PEMBELAJARAN,” *Journal of Student Research (JSR)*, vol. 1, 2023.

⁴ Maswan Ahmadi, “Teknik Pembelajaran Mufradat Dalam Perspektif Teori Belajar Edward Lee Thorndike,” *AL-WARQAHA Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2024): 32–41, <https://doi.org/10.30863/awrq.v4i2.5547>.

shows that in Indonesia there are still many students who have difficulties in memorizing and understanding mufradat, especially in high schools because of monotonous and uninteresting learning.

Various factors behind the problems of mufradat learning. As stated by Marzuqoh in his research on the problems of mufradat learning with the title of the research "Problems of Learning Mufradāt Arabic for Grade VII Students of Comal Islamic Junior High School, Pemalang Regency", that there are several obstacles related to the problem of mufradat learning, including methods and media that do not vary, as well as lack of interest and motivation⁵. Students generally consider memorization of mufradat as a boring and heavy activity because it is presented through lecture methods, writing on the board, and monotonous written exercises. The lecture and memorization method from textbooks is considered less attractive by students and causes low learning outcomes for students.

Madrasah Aliyah Negeri 2 Situbondo is one of the religion-based top-level educational institutions that is quite old in Situbondo Regency. In this madrasah, teachers teach students Arabic lessons only using textbooks, not using other media. This causes students' enthusiasm in learning to be low. Students tend to be passive, unfocused, and even show an unserious attitude during the learning process because the material presented feels monotonous and difficult to understand without a variety of interactive and visual media, especially in mufradat learning. Meanwhile, learning materials must incorporate clear objectives for each language skill.⁶

Based on the observations found by the researchers, learning Arabic at MAN 2 Situbondo, especially grades XI-4, has obstacles, namely the lack of interest of students in learning Arabic because of the unpleasant method and the books they use are only colorless photocopies. So that in learning mufradat they do not know for sure with the pictures in their books. Also during evaluation, they tend not to want to do assignments or exams, if they only write and use paper. This is contrary to the development of the current era which is marked by rapid digitalization in various fields of life, including in the world of education.

In today's rapidly growing era of digitalization, the use of media and technology in teaching has become an important aspect in modern education, one of which is through the use of *Zep Quiz media*. Media *Zep Quiz* is a web-based interactive learning media that allows teachers to create materials, educational games with quizzes, and interactive evaluation activities. In the context of learning Arabic mufradat, this media has the potential to increase students' motivation to learn through fun activities and provide a communicative learning experience. With *Zep Quiz*, teachers can manage vocabulary materials and various variations of quiz forms, either with individual or group games. So, students work on quizzes while playing games, and the grading system is also a hands-on assessment that helps students understand their shortcomings. And this media is suitable in all subjects, especially Arabic.

Media *Zep Quiz* has been proven to be able to support and support learning. It is evidenced by research using *Zep Quiz media*, namely, a study entitled "The Effectiveness of Gamification with *Zep Quiz* in Improving Arabic Vocabulary Mastery" by Afiyatul Maulidiyah *et al.* Based on his research, Media *zep Quiz* is effective in improving Arabic vocabulary while supporting

⁵ Marzuqoh, "PROBLEMATIKA PEMBELAJARAN MUFRADĀT BAHASA ARAB SISWA KELAS VII SMP ISLAM COMAL KABUPATEN PEMALANG" (2024).

⁶ Shofwatul Fu'adah *et al.*, "Al-Usus Al-Ta'limiyah Li I'dadi Mawad Ta'lim Al-Lughah Al-'Arabiyah," Cordova Journal: Language and Culture Studies, 2023, <https://doi.org/https://doi.org/10.20414/cordova.v13i1.7717>.

motivation and equitable distribution of student achievement⁷. Also in the research of Triya Yulianti, et al "The Effectiveness of *Quiz Zep* Learning Media on the Cognitive Learning Outcomes of Javanese Language for High School Students". The results of his research show that *Zep Quiz* media is proven to improve students' cognitive learning outcomes compared to conventional learning methods or lectures.⁸

The above research uses quantitative research methods and *Zep Quiz* media is used only for evaluation features, not using other features such as material features in *Zep Quiz* media before starting evaluation. This is contrary to the development research conducted by the author, the researcher uses *Zep Quiz* not only on the evaluation feature, but also on the material feature.

Thus, the author is interested in researching and developing Arabic learning media to determine the development of mufradat learning in grade XI-4 students. So the author considers it important to raise this title to then develop and research on "Development of *Zep Quiz* Media in Mufradat Learning in Grade XI-4 Students of Madrasah Aliyah Negeri 2 Situbondo Academic Year 2025-2026" to be subsequently used as a learning medium that is useful for its users.

2. THEORETICAL FOUNDATION

a. Learning Media

Learning media is a means or tool used to help the process of delivering learning materials from educators to students. The use of learning media aims to make the material easier to understand, attract students' attention, and increase the effectiveness of the teaching and learning process⁹. Learning media can be in the form of visual, audio, audiovisual, or digital technology-based media that are tailored to the learning needs and characteristics of students¹⁰. The fundamental tasks of educational technology include managing all aspects of educational implementation to ensure it proceeds effectively and aligns with intended goals.¹¹

In the educational process, learning media has an important role because it can help explain material that is difficult to understand if it is only delivered verbally¹². The use of media can also increase learning motivation, student participation, and a more interactive learning atmosphere. In addition, learning media helps teachers convey information more systematically so that students can more easily receive and remember the material learned. The current technological developments have caused learning media to develop increasingly in the direction of digital and interactive. Teachers not only use books or pictures, but also

⁷ Afyatul Maulidiyah et al., "Efektivitas Gamifikasi Dengan Zep Quiz Dalam Meningkatkan Penguasaan Kosakata Bahasa Arab," *Jiip - Jurnal Ilmiah Ilmu Pendidikan* 8, no. 10 (2025): 12038–44, <https://doi.org/10.54371/jiip.v8i10.9538>.

⁸ Triya Yulianti, Nur Hanifah Insani, and Joko Sukoyo, "EFEKTIVITAS MEDIA PEMBELAJARAN QUIZ ZEP TERHADAP HASIL BELAJAR KOGNITIF BAHASA JAWA SISWA SMA," *Jurnal Ilmiah Pendidikan Citra Bakti* 12, no. 4 (November 22, 2025): 1170–83, <https://doi.org/10.38048/JIPCB.V12I4.5627>.

⁹ Abdul Wahab Rosyidi and Mamlu'atul Ni'mah, *Memahami Konsep Dasar Pembelajaran Bahasa Arab*, ed. Bayu Tara Wijaya and Robait Usman, مجلة الناطقين بغير اللغة العربية, vol. 1 (Malang: UIN MALIKI PRESS, 2011).

¹⁰ Abdul Wahab Rasyidi, *Media Pembelajaran Bahasa Arab*, ed. A. Halim Fathani, 4th ed. (Malang: UIN MALIKI PRESS, 2020).

¹¹ Shofwatul Fu'adah, "Tathbiq Tikhulüjîyâ (Istirâtîjîyah Al-Kharîthah Al-Dzihniyah) Li Hilli Musykilah Ta'lim Mufradât Al-Lughah Al-'Arabiyah Lada Thullâb Al-Fashl Al-Sâbi' Fî Al-Madrasah Al-Tsânawiyah 'Nurul Jadid Banyuputih - Situbondo,'" *Alibbaa': Jurnal Pendidikan Bahasa Arab* 1, no. 2 (August 25, 2020): 197–209, <https://doi.org/10.19105/AJPBA.V1I2.3572>.

¹² Yudhi Munadhi, *Media Pembelajaran: Sebuah Pendekatan Baru*, 1st ed. (Jakarta, 2013).

take advantage of learning apps, educational videos, and technology-based educational games¹³. The use of digital media provides easy access to learning anytime and anywhere so that the learning process becomes more flexible and innovative^{14 15}.

b. Media Zep Quiz

Zep Quiz is a game-based digital learning medium that is used to create a more interesting and fun learning atmosphere. This media presents interactive quizzes in a virtual space so that students can learn while playing. In its use, students can use avatars and take part in various quiz challenges that have been created by teachers according to the learning material. The use of Zep Quiz in learning is able to increase student motivation and involvement during the learning process. The learning atmosphere becomes more active because students not only listen to the teacher's explanations, but also engage directly in educational games. In addition, this media provides feedback quickly so that students can know their learning results firsthand.

Media Zep Quiz has several advantages, such as an attractive display, easy access through digital devices, and supports technology-based learning. However, the use of this media also has limitations, such as requiring a stable internet connection and teachers' ability to manage digital learning media. Therefore, the use of Zep Quiz needs to be adjusted to school conditions and students' abilities so that learning goals can be achieved optimally^{16 17 18}.

c. Mufradat

Mufradat is a vocabulary in Arabic that is an important basis for learning Arabic. Mastery of mufradat is very necessary because the ability to understand and use vocabulary will affect other language skills, such as reading, writing, listening, and speaking. The more vocabulary that students master, the easier it will be for them to understand Arabic material. Mufradat learning can be done through various methods and media so that students can more easily understand and remember the vocabulary learned¹⁹. Teachers can use pictures, educational games, simple dialogues, and interactive digital media to increase students' interest in learning. Learning that is done in a fun and contextual way will help students use vocabulary in everyday life more appropriately²⁰.

In addition to increasing vocabulary memorization, mufradat learning also aims to train students' ability to use words according to the context of sentences and communication

¹³ Mohammad Rizqi Alif Syuhada' and Ubaid Ridho, "Penelitian Linguistik Modern Tentang Mufradat," *Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2025): 21–31, <https://doi.org/10.59829/9w4ysq04>.

¹⁴ Muhammad Hasan et al., *Media Pembelajaran, Tahta Media Group*, 2021.

¹⁵ Firman Aziz et al., *Media Pembelajaran Digital* (makassar: CV. TOHAR MEDIA, 2024).

¹⁶ Citra Adinda, Emil El Faisal, and Susilawati, "UPAYA MENINGKATKAN MOTIVASI BELAJAR PESERTA DIDIK KELAS IX.7 MELALUI MODEL PEMBELAJARAN TGT MELALUI APLIKASI ZEP QUIZ," *Jurnal Ilmiah Pendidikan Dasar* 10, no. 2 (2025): 268–76.

¹⁷ R. R. Mulyawan, G., Ramanda, P., Damayanti, S. Y., & Jannah, "IMPLEMENTASI APLIKASI ZEP QUIZ DALAM PERENCANAAN KARIR SISWA," *Jurnal Inovasi* ... 3, no. 10 (2025): 369–77, <https://doi.org/10.46306/jurinotep.v3i3.140>.

¹⁸ Maulidiyah et al., "Efektivitas Gamifikasi Dengan Zep Quiz Dalam Meningkatkan Penguasaan Kosakata Bahasa Arab."

¹⁹ Ahmad Fuad Effendy, *Metodologi Pengajaran Bahasa Arab* (Malang: Misykat, 2012).

²⁰ Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Remaja Rosdakarya, 2014).

situations. Evaluation of mufradat learning can be done through oral tests, written tests, or the practice of using vocabulary in simple conversations. Thus, the mastery of mufradat focuses not only on the number of vocabulary memorized, but also the ability to apply it in Arabic communication effectively^{21 22 23}.

3. RESEARCH METHODS

This research uses *the Research and Development (R&D)* method with the ADDIE development model which includes five stages, namely analysis, design, development, implementation, and evaluation. The research aims to develop a website-based learning media in the form of Zep Quiz on Arabic mufradat learning. The research was carried out at MAN 2 Situbondo with a population of 140 students in class XI, while the research sample consisted of 15 students in grades XI-4 and one teacher of Arabic subjects. The trial design used was a one-group pretest-posttest to determine the effectiveness of the media before and after the use of Zep Quiz²⁴.

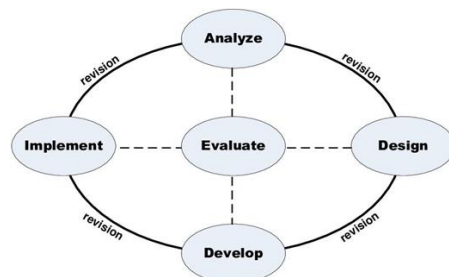


Image 1. ADDIE Development Model

The *analysis stage* is carried out by identifying the needs and problems of mufradat learning through observation, interviews, and questionnaires of student needs. The results of the analysis show that learning is still monotonous, does not use digital media, and causes students to be less active and bored easily. At the design stage, the researcher designed an interactive game-based Zep Quiz media by determining the mufradat material, compiling question grids, designing website displays, and preparing research instruments in the form of observation sheets, interview guidelines, validation questionnaires, and pretest-posttest tests. The media is designed to be accessible through digital devices with the features of materials, interactive quizzes, avatars, scores, and leaderboards to increase students' motivation to learn.

The *development stage* is carried out by realizing the design into a Zep Quiz media product that is ready to be used. At this stage, validation is carried out by media experts and material experts to assess the feasibility of the display, ease of use, suitability of the material, and the quality of the questions presented. The validation results are used as the basis for product revision until the media is declared feasible to be applied in learning. Furthermore, at the implementation stage,

²¹ Mohammad Zaki and Rahmat Linur, "PENINGKATAN KEMAMPUAN MENGHAFAK MUFRADAT SISWA KELAS VII SMP NURUL HUDA MENEMENG," *El-Jaudah : Jurnal Pendidikan Bahasa Dan Sastra Arab* 3, no. 1 (2022): 32–46, <https://doi.org/10.56874/faf.v3i1.780>.

²² Titi Fitri, Wildana Wargadinata, and Shofil Fikri, "Evaluation Of Mufradat Learning Based On Situational Approach At SD IT Alam Talago, Sawahlunto, West Sumatera," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (2025): 70, <https://doi.org/10.35931/am.v8i1.4671>.

²³ Syaiful Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif*, ed. Robait Usman, neiyarahay (Malang: UIN MALIKI PRESS, 2020).

²⁴ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D* (Bandung: Alfabeta, 2021).

Zep Quiz media was tested for students in grades XI-4 through mufradat learning activities. Students are given a pretest before the use of media and a posttest after learning takes place to determine the improvement of learning outcomes. In addition, teachers and students were also asked to respond to the use of media through questionnaires.

The *evaluation stage* is carried out by assessing the entire process of developing and using media based on validation results, user responses, and student learning outcomes. Research data was collected through observation, interviews, questionnaires, and tests. Data analysis used qualitative descriptive analysis to process suggestions and comments, quantitative descriptive analysis with a Likert scale to determine the level of media eligibility, and paired sample t-test using SPSS to determine the effectiveness of the use of Zep Quiz media in improving students' mufradat learning.

4. DISCUSSION

a. Analysis

The analysis stage was carried out before the development of Zep Quiz media by examining several aspects, namely needs analysis, student analysis, material analysis, and learning objective analysis. The results of observations and interviews show that the mufradat learning process in the classroom is still centered on the teacher with lecture and memorization methods so that students are less active and easily feel bored. The Arabic teacher of class XI-4 MAN 2 Situbondo also said that digital-based learning media has not been used optimally, even though students are more interested in game-based learning or games. In addition, students still have difficulties in memorizing and understanding Arabic vocabulary, so more interactive and interesting media are needed.

The results of the student needs questionnaire for 15 respondents showed a percentage of 70.13% which was included in the needed category. Most students have difficulty remembering mufradat and showing interest in the use of digital media in learning. The highest percentage is found in the statement that digital-based evaluations are more interesting than using paper. Students also expect media that can be used flexibly both at school and at home. Therefore, it is necessary to establish objectives, as they assist in selecting learning materials, determining teaching methods and instructional media, and choosing appropriate assessment tools whether at the level of the curriculum, the educational institution, or the individual learner.²⁵ Based on these results, the materials developed were adjusted to the curriculum and students' ability levels, while the learning objectives were focused on improving understanding, memorization, and the use of mufradat in a simple context. Therefore, Zep Quiz media was chosen as an interactive learning solution to improve student motivation and learning outcomes.

²⁵ رياض عارف الجبان, الوسائل التعليمية وطرائق التدريس. دمشق: دار العصماء, ٢٠٠٩.

b. Design

The design stage in Figures 2 to 7 is focused on planning and compiling the concept

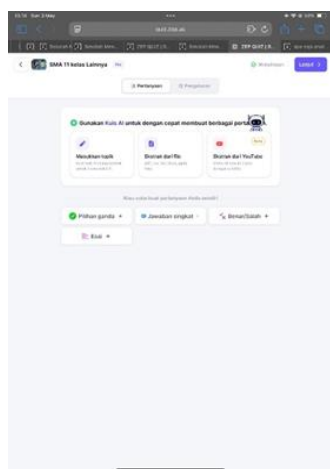


Image 2. Initial view of Zep Quiz media

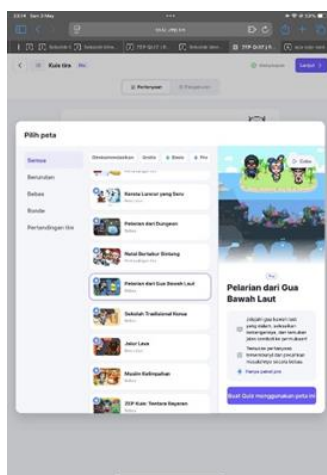


Image 3. Question creation menu display

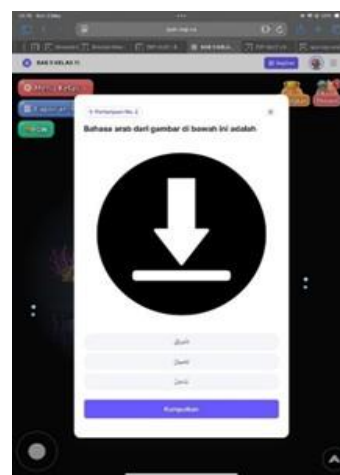


Image 4. Display of questions in Zep Quiz

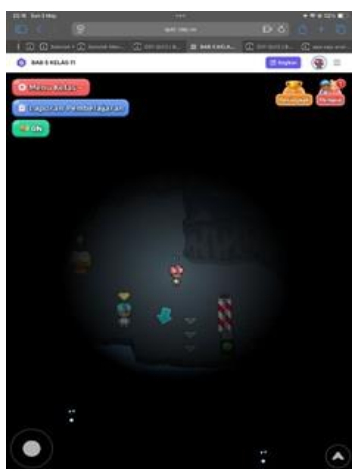


Image 5. Interface of Zep Quiz



Image 6. Zep Quiz leaderboard view



Image 7. End of Zep Quiz game

of Zep Quiz-based learning media used for learning Arabic mufradat. The materials selected include the themes of Hajj and Umrah, information and communication technology, and religions in Indonesia that are tailored to the abilities and needs of students. The selection of materials was based on the results of previous analysis which showed that students still had difficulty in understanding and memorizing Arabic vocabulary. Therefore, the media is designed in the form of interactive quizzes with various types of questions, such as multiple-choice, true-false, and image-based questions to help students recognize and remember mufradat through a more interesting and fun visual approach. Media design also pays attention to the appearance of a simple, interactive, and easily accessible interface through digital devices so that it can be used flexibly both inside and outside the classroom.

The design process is carried out through several steps, namely preparing materials and questions, creating an account on the Zep Quiz platform, choosing a virtual space design, input questions into the system, arranging the appearance and interaction of the game, and revising the product. In this stage, the researcher also combines Zep Quiz with PowerPoint media for the presentation of material because Zep Quiz's built-in material feature only supports PDF files that are considered less interesting. The material in PowerPoint is developed with additional images, animations, sounds, and color variations so that learning becomes more interactive. However, the design development process faced several obstacles, such as the limitations of features on the free account, the adjustment of the material with the available game features, the use of foreign languages on the platform, and the adjustment of the appearance of PowerPoint with the Zep Quiz system. However, through the design, it is hoped that learning media can increase students' interest, motivation, and active participation in mufradat learning.

c. Development

At the development stage, the researcher refined the Zep Quiz-based learning media product through a validation process by media experts and material experts. The validation of media experts was carried out by Yoga Purnama Saputra, S.Kom as an IT teacher at MAN 2 Situbondo. The results of the assessment showed that the media obtained a total score of 69 out of a maximum score of 75 with a percentage of 92% so that it was included in the "Very Feasible" category. The assessment includes aspects of visual display, practicality of use, ease of operation, suitability of media with learning objectives, and the ability of media to improve student interaction. Based on the results of the validation, Zep Quiz media is considered to be able to support mufradat learning effectively and can be used both independently and with teachers. However, the validator suggested that the media be further developed by adding more variety of materials and adjusted to the needs of the curriculum and the conditions of students. The suggestions are then used as a basis for researchers to revise and improve the appearance and content of the media so that they are more optimally used in the learning process.

In addition to media validation, validation of material experts as lecturers at the Faculty of Tarbiyah, Ibrahimy University was also carried out. The validation results showed a total score of 68 out of a maximum score of 75 with a percentage of 90.67% and was included in the "Very Feasible" category. The assessment includes the suitability of the mufradat material with basic competencies, the level of students' ability, the accuracy of the writing of the mufradat, the suitability of the questions with the learning objectives, and the use of language that is easy for students to understand. Although it does not require major revisions, the validator provides several notes related to the writing of mufradat that must be corrected to conform to the correct rules. In addition, the validator also suggested that mufradat learning should not only focus on giving meaning directly, but rather emphasize the use of context, images, and applications in sentences so that students can more easily understand and remember the vocabulary learned. Based on these inputs, the researcher made improvements to the writing of mufradat and the presentation of the material so that the learning media became more effective, interesting, and in accordance with the learning objectives.

d. Implementation

After validating the product to experts and *Zep Quiz* media is declared suitable for use, the product can be tested on students. This trial was conducted by researchers to determine the effectiveness of the product in increasing students' interest in learning Arabic. Trial data can be obtained by spreading *pretest* before the application of the developed product, and *posttest* after the application of the developed product. As well as questionnaires to teachers and students after the product is used. The researcher tested it on all students in grades XI-4 of Madrasah Aliyah Negeri 2 Situbondo which amounted to 15 people. The results of the analysis showed that there was an increase in students' learning outcomes after using *Zep Quiz* media in learning Arabic mufradat

e. Evaluation

And at this stage the researcher does not revise the product again, because the data produced by media experts, material experts, student responses and teacher responses show that it is suitable for use. From the results of the T test, a significant score was also obtained, meaning that *the Zep Quiz* media has been proven to be feasible and good to be used for learning Arabic mufradat.

The Effectiveness of Media Zep Quiz in Mufradat Learning

Table 1.
T Test Results

One-Sample Statistics						
	N	Red	Std. Deviation	Std. Error Mean		
Pretest	15	60.6667	5.93617	1.53271		
Posttest	15	77.3333	4.57738	1.18187		

One-Sample Test						
Test Value = 0						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	39.581	14	.000	60.66667	57.3793	63.9540
posttest	65.433	14	.000	77.33333	74.7985	79.8682

The results of the analysis of Table 1 show that the provision of *Zep Quiz* media in learning Arabic mufradat has a difference of 14, namely from 39.58 during the *pretest* to 65.43 during the *posttest*. Based on the above output, it is known that the significance value is less than 0.05 ($0.000 < 0.05$), so it can be concluded that the data of this study shows an increase in student learning outcomes after using *Zep Quiz* media in learning Arabic mufradat.

This is also supported by data obtained from the response questionnaire of Arabic subject teachers, which shows a percentage of 92% with the category "very feasible" to be used in the

Arabic mufradat learning process. In addition, the results of the student response questionnaire obtained a percentage of 80.13% which was included in the "feasible" category of use. Thus, *Zep Quiz* media is considered feasible and effective to be used in learning Arabic mufradat.

This aligns with Ayyub's view that interactive media contributes to enhancing learners' psychological aspects and increasing their desire for independent learning.²⁶ The use of applications or other media makes students more focused, makes the learning process clearer, more enjoyable, and more effective than traditional methods.²⁷

5. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the development of *Zep Quiz*-based learning media on Arabic mufradat learning has been successfully developed using the ADDIE model which includes the stages of analysis, design, development, implementation, and evaluation. This model helps researchers in systematically arranging media so that the development process can run more effectively and in a targeted manner. The validation results from media experts and material experts show that the developed media is in the category of being very feasible for use in learning. In addition, input from validators related to the writing of mufradat and the presentation of the material is the basis for improvement so that the media is more in line with the goals of learning Arabic. The use of *Zep Quiz* media combined with PowerPoint is also able to create a more interesting, interactive, and not boring learning atmosphere for students.

The results of the study also show that the use of *Zep Quiz* media is effective in improving student learning outcomes in mufradat learning. This can be seen from the increase in student learning outcomes after the use of media in the learning process. In addition to improving learning outcomes, this media also has a positive impact on student motivation and participation during learning. Students look more active, enthusiastic, and interested in participating in Arabic language learning. Based on these results, the researcher gave several suggestions, namely teachers are expected to be able to use this media as an innovative learning alternative, students can use media as a means of independent learning, the madrasah is expected to support the development of technology-based learning facilities, and the next researcher is expected to develop *Zep Quiz* media with a more creative design and variety of materials so that Arabic learning becomes more effective and interesting.

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²⁶ عبد الرحمن أيوب, طرائق تدريس اللغة العربية (القاهرة: المكتبة الأنجلو, ٢٠١٧).

²⁷ Zahratul Fitri, Ruwaida, and Idiatussaufiah, "تطوير وسائل الاختبار على الويب لترقية مهارة القراءة اللغة العربية للطلاب الصف " *Lughatu Ad-Dhat* 6, no. 2 (January 27, 2026): 199–212, <https://doi.org/10.37216/LUGHATUAD-DHAT.V6I2.2911>.

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