


Improving reading skills by using Tyler model with the help of Quizizz

Meningkatkan keterampilan membaca dengan model Tyler berbantuan media Quizizz

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ABSTRACT

Based on the results of the documentary research, the average score of the fifth-graders at Madrasah Diniyah Al-Fadlilah on Arabic subject is still low (below the Minimum Criteria of Mastery Learning). The purpose of this research is to determine the impact of the implementation of MTBMQ (Tyler-Model-Based Quizizz Learning Media) or Tyler model along with Quizizz on students' reading skills in Arabic subject, as well as to find the issues and solutions in the implementation of MTBMQ. This research utilizes a one group pre-test post-test design. The data are collected through multiple choice tests, along with semi-open Likert Scale questionnaires. Due to the fact that the research data are normally distributed, the researchers decide to use parametric statistical tests. The results show that this implementation has a significant effect on the students' reading skills in Arabic subject. Furthermore, the test results of the paired sample t-test show a sig (2-tailed) value of $0.000 < 0.025$. It means that after implementing MTBMQ, students' score has increased. The result of the N-Gain test, namely 0.65, also shows that MTBMQ is efficient to be implemented to improve students' reading skills, especially when the material is in the moderate category. The results of the Likert Scale questionnaire show that the main hindrances in implementing the MTBMQ are that students experience problems when logging into the Quizizz web and submitting answers, having difficulty finding the meaning of a word in the dictionary, and a lack of interest in learning to read.

KATA KUNCI

keterampilan
 membaca,
 media Quizizz,
 model Tyler

ABSTRAK

Berdasarkan hasil studi dokumen, rerata hasil belajar siswa kelas V Madrasah Diniyah Al-Fadlilah pada mata pelajaran bahasa Arab masih di bawah KKM. Penelitian ini bertujuan untuk mengetahui adanya pengaruh penerapan Model Tyler berbantuan media Quizizz (MTBMQ) terhadap hasil belajar siswa pada keterampilan membaca bahasa Arab serta untuk mengetahui kendala dan solusi penerapan MTBMQ. Penelitian ini menggunakan rancangan *one group pretest posttest design*. Teknik pengumpulan data dilakukan dengan menggunakan tes pilihan ganda sebanyak sepuluh butir soal dan angket Skala Likert semi terbuka. Karena data pada penelitian ini berdistribusi normal, peneliti menggunakan uji statistik parametrik. Hasil penelitian ini menunjukkan bahwa penerapan ini memberikan pengaruh yang signifikan terhadap hasil belajar siswa pada keterampilan membaca bahasa Arab. Hasil uji *paired sample t-test* memiliki nilai sig (2-tailed) sebesar $0,000 < 0,025$ yang berarti hasil belajar siswa sesudah diberi perlakuan dengan penerapan MTBMQ mengalami peningkatan. Selain itu, hasil uji *N-Gain* sebesar 0,65 menunjukkan bahwa penerapan MTBMQ cukup efektif dalam pembelajaran membaca dengan kategori sedang. Hasil angket Skala Likert menunjukkan bahwa kendala utama dalam penerapan MTBMQ ini ialah siswa mengalami kendala ketika *log in* ke dalam web Quizizz serta *submit* jawaban, mengalami kesulitan mencari makna sebuah kata dalam kamus, dan kurangnya minat belajar membaca.

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Introduction

Internet-based learning media have been used to improve students' learning outcome (Irwan et al., 2019). Nurrita (2018) believes that there are at least six benefits from using internet-based learning media during the process of learning, which are: (1) an easier and more interesting learning process; (2) an efficient learning process; (3) a more target-oriented process; (4) the increase of students' enthusiasm; (5) a more thorough learning experience; and (6) a more participatory learning process. The development of internet-based learning media affect the development of education. Through these developments; teachers are able to design more creative and innovative learning activities; hence improving learning qualities, particularly when it comes to competency achievement (Ulya & Arifi, 2020).

One of the examples of an internet-based learning media that can make online class more approachable and interesting is *Quizizz*. It is a game-based online learning platform that brings multi-game activities to class, making the learning process more interesting and fun (Mulyati & Evendi, 2020; Solikah, 2020; Aini, 2019). It is usually utilized as an assessment tool in a learning process, as well as to train students to develop technological literacy. Students can use the platform on several devices, such as computers, laptops, or smartphones. As a learning evaluation tool, it can complement the Tyler model; which is a learning model emphasizing the aspects of objectives and learning evaluation.

Tyler model is created by Ralph W. Tyler, an educator who is also an education assessor and evaluator (Hidayat et al., 2019). An example from the many implementations provided by Tyler's evaluation model is pre-test and post-test (Wardani et al., 2022; Novalinda et al., 2020; Arifin, 2010). Fransisca and Fadhlurrahman (2021) explain the use of this model in the study of Qur'an and Hadith. The results mention that there are at least four learning models in the study of Qur'an and Hadith, which are: (1) determining the goals; (2) selecting the learning experiences; (3) organizing the learning experiences; and (4) evaluating the effectiveness of the learning experiences. Optimally, clear learning goals and useful learning experiences are the things that has to be achieved in the study of the Qur'an and Hadith. However; research conducted by Hidayat et al. (2019) explains that the implementation of Tyler model on Islamic Education still needs to be developed and studied from various aspects, particularly those that are related to Islamic Education which holds the values of faith, devotion, and morals. Therefore, it is certain that Islamic Education must be focused on the ongoing educational process, instead of merely emphasizing the evaluation which happens at the end of the learning process.

The results of the interviews on the teachers of Arabic in Madrasah Diniyah Al-Fadlillah show that the use of the current models and media is still inadequate, hence students only got low marks in Arabic (below the Minimum Criteria of Learning Mastery). Several students still find it hard to learn Arabic, especially when it comes to reading comprehension. They are only able to memorize a few words, and they cannot put them all together. This causes a lack of enthusiasm, interest, and motivation in their learning process; which leads to their low marks. In fact, their scores on this particular subject is lower than their scores on the other subjects. Therefore, any kind

of innovation is necessary in the learning process of this difficult subject, so as to increase the students' scores.

Based on recent research, *Quizizz* can significantly increase students' scores. The researchers have summarized some research from that list, starting from research done by Wafa (2020), which explains that the implementation of Team Assisted Individualization Model along with *Quizizz* greatly affects students' reading skills of the seventh-graders in Madrasah Tsanawiyah Negeri 1 Sidoarjo. Moreover, research done by Mulyati and Evendi (2020) describes that the students' scores on mathematics in SMP 2 Bojonegara had improved after the implementation of *Quizizz*. The research shows that there is an increase in the students' average score from 63% in the first cycle, before the implementation of *Quizizz*, to 78% in the second cycle, after the implementation of *Quizizz*. Furthermore, another research done by Ramliyana and Ramdhan (2021) discusses the implementation of *Quizizz* to online learning during the new normal era. The results indicate that *Quizizz* is very effective, due to its capabilities of upgrading the students' learning processes. By implementing the platform, teachers can shift from conventional into a more modern, technology-based, learning instruments. That way, students will be more interested and focused during learning process.

This research applies Tyler model along with *Quizizz* as a tool to evaluate students' achievements. Moreover, the subject which becomes the focus of this research is Arabic, focusing on reading comprehension. Based on the aforementioned background, the researchers decide to identify the problem, which is the inability of teachers in implementing particular learning model and utilizing learning media, which leads to the students' Arabic low average score (below the Minimum Criteria of Learning Mastery). Hence the researchers draw the following problem formulation: how is the students' reading skills prior to and after the implementation of MTBMQ (Tyler-Model-Based Quizziz Learning Media) or Tyler model along with *Quizizz*; what are the issues found and its solutions when applying the MTBMQ. This research aims to determine the impact of the implementation of MTBMQ to improve students' reading skills.

Method

This is a quantitative study utilizing pre-experiment with one group pre-test and post-test design. A purposive sampling technique was applied to a group of students who owned a gadget and an active internet bill. Only 20 out of 25 students in Grade 5 of Madrasah Diniyah Al-Fadlilah Cianjur have fulfilled the criteria. The instrument used in this research is test and non-test. The test consisted of 10 multiple-choice questions; meanwhile, the non-test instrument was a semi-open questionnaire. The questionnaire was used to find out the hindrances and suggestions from the students related to MTBMQ implementation in improving students' learning outcomes in Arabic reading skills. Therefore, the researcher can find solutions to these hindrances based on research results in the field. Data in this research were analyzed using IBM SPSS Statistics 25 and Microsoft Excel 2010. The steps taken to analyze the data are validity, reliability, and normality tests. Because the data were normally distributed, a parametric statistical test was performed through paired sample t-test. After that, the N-Gain test was carried out to determine the significance of students' learning output improvement on reading skills. Meanwhile, the questionnaire's result was analyzed

through Likert Scale to reveal the hindrances to MTBMQ implementation and the solutions.

Results and Discussion

Students learning outcomes before and after using MTBMQ

Arabic learning with MTBMQ was carried out through three stages. First, students were given a pre-test before class. Second, students went through learning process with the MTBMQ implementation in reading comprehension. Third, students were given a post-test to measure the student's ability to understand the taught material (Mudlofir, 2011). It is in line with Sukardi's research (2011), which explained that the essence of the Tyler model is emphasizing the importance of assessment before and after the learning process.

Before the MTBMQ implementation, the researcher first determined the purpose of learning as a stage commonly implemented in the Tyler model. It is in line with Mardiah and Syarifuddin's (2018) opinion. They believe that the Tyler model is a goal-oriented model that has been planned before the activities are carried out. The learning purpose that is adopted from the existing lesson plan and adjusted with the learning material in the form of Qiraah text about *al-Unwān* (address) is as follows: (1) After listening to material from Quizizz, which contains text on *al-Unwān* material, students are able comprehend several new vocabularies, phrases, and sentences; (2) Students are able to understand *al-Unwān* texts and discourses and can write down new vocabulary in the discourse; (3) Students are able to produce new vocabularies that were written separately and randomly; and (4) Students can understand sentence structures in *al-Unwān* discourse.

In the first meeting before the implementation of MTBMQ, 20 students took pre-test beforehand. Pre-test questions were previously tested on the students to see their validity and reliability. The pre-test consisted of 40 multiple-choice questions. The validity test was performed using the Pearson Correlation Product Moment formula by comparing the value of r_{count} with r_{table} . The result was then compared to the calculation of validity and reliability through Microsoft Excel, in which both tests had the same results. Based on the validity test, there are ten valid questions, which are as follows: two easy questions, six moderate questions, and two difficult questions. Meanwhile, 30 questions are rendered invalid because the value of r_{count} is less than the r_{table} (Sugiyono, 2014). Based on the significance level, if the value of $\text{sig} < 0.05$, then the question is valid, and if $\text{sig} > 0.05$, then the question is not valid. From the validity test result, it can be seen that ten questions are valid because the sig value < 0.05 , and 30 questions are not valid because the sig value > 0.05 (Janna & Harianto, 2021). The researcher then conducted a reliability test using Cronbach's Alpha (α). The reliability test result is 0.67, which means the questions are reliable because of Cronbach's Alpha (α) > 0.60 .

The tested questions have gone through the level of difficulty test. A level of difficulty test was conducted to understand how easy or hard a question is. A question is classified as hard when it has a difficulty index of < 0.30 , moderate when it has a difficulty index of $0.31 - 0.70$, and easy when it has a difficulty index of > 0.70 (Maulida et al., 2015). Based on the level of the difficulty test result on the test instrument, two questions are in the easy category, six are in the moderate category, and two are in the hard

category. If it is changed into a percentage, the test instrument would be constructed of 20% easy, 60% moderate, and 20% hard questions (Arifin, 2014).

After the questions were declared valid and met the difficulty level criteria, the researcher conducted a pre-test on the students. The average pre-test result is 45.5, which means that according to Arikunto (2016), falls into the poor category (D). The given pre-test is parallel with the implementation of the Tyler model. According to Novalinda et al. (2020), the pre-test and post-test are activities conducted in a lesson that applies the Tyler model. The pre-test and post-test results were used to discover changes in student behavior in class.

The researchers taught the students in the second, third, and fourth meeting by implementing MTBMQ in Arabic on *al-Unwān*. MTBMQ was implemented with games and material presentations using PowerPoint with interesting animations. Therefore, students became more enthusiastic because the learning was more conducive, engaging, and fun (Pusparani, 2020). After that, Quizizz was used as a learning evaluation media (Noor, 2020; Salsabila, et al., 2020). The researchers performed the learning evaluation in the fifth meeting. In this stage, the researchers conducted the post-test on the students to find out the effectiveness of the learning. Compared to the results of the pre-test, the average post-test score is 83.00, which according to Arikunto (2016), falls into the excellent category (A). Figure 1 illustrates the changes in student learning outcome before and after the implementation:

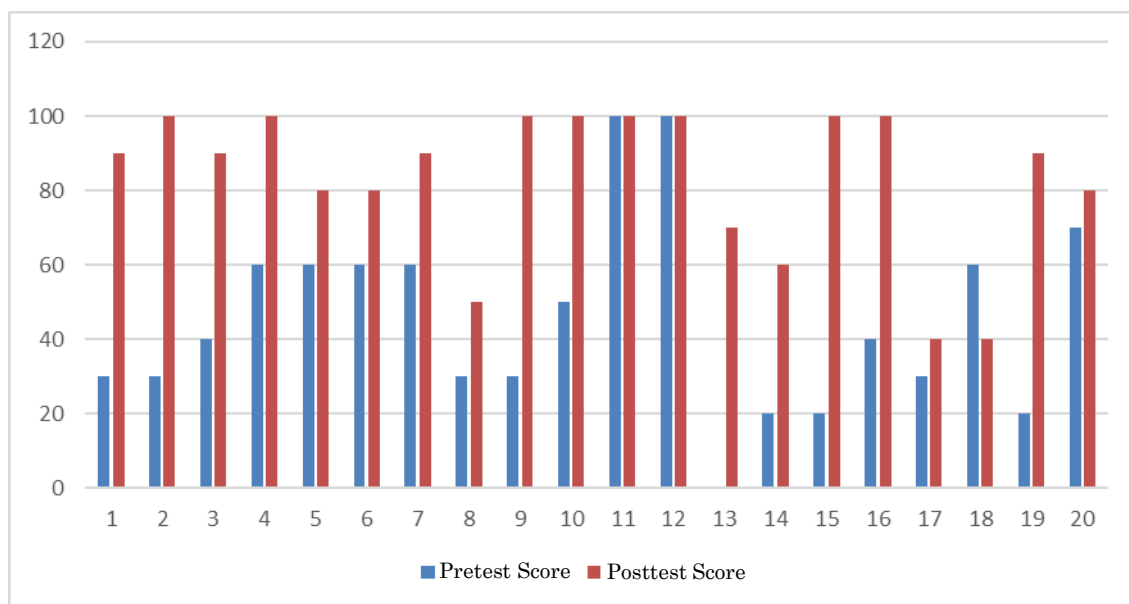


Figure 1. Changes in student learning outcomes pretest and post-test

Figure 1 shows that student learning outcomes improve before and after the implementation. This is in line with the research from Citra and Rosy (2020), which elaborated that Quizizz effectively improves student learning outcomes. The research's result is also in line with the research from Mawaddah et al., (2021), which explained that Quizizz could create a fun learning environment that would not make students feel bored and could improve student learning outcomes.

After the pre-test and post-test data were presented, a normality test was conducted using the Shapiro-Wilk approach. This research data has a significance value of 0,277

> 0,05 which means that the data is normally distributed. Subsequently, a parametric statistical test was conducted using a paired sample t-test to point out any differences in the average student learning outcomes before and after the treatment. The test was conducted by comparing the difference between the two averages derived from two paired samples (Fraenkel & Wallen, 2015).

Table 1. Paired sample T-Test results on pretest and post-test scores

Pair	Pretest Score	Posttest Score	Paired Differences				t	Df	Sig. (2-tailed)	
			Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
						Lower				Upper
1			28.996	6.484	-51.071	-23.929	-5.784	19	.000	

The paired sample t-test result reached a sig (2-tailed) value of $0.000 < 0.025$ in Table 1. The value shows that H_0 is rejected and H_1 is accepted (Sugiyono, 2009). It could be concluded that there is a significant difference in the average scores between the pre-test and post-test. As Wafa (2020) explained, using the Team Assisted Individualization model with the help of Quizizz significantly influences students' reading skills.

After paired sample t-test was conducted, the researchers carried out the N-Gain test to see the effectivity level on MTBMQ implementation. The N-Gain test result can be seen in Table 2:

Table 2. N-Gain result on pretest post-test scores

	N	Minimum	Maximum	Mean	Std. Deviation
Gain Score	18	-.50	1.00	.6543	.40253
Gain Prosen	18	-50.00	100.00	65.4299	40.25278
Valid N (listwise)	18				

Table 2 shows that the N-gain test result is 0.65 or 65.43% which falls into the moderate category. Moreover, the result itself from its efficiency falls into the fairly effective category (Hake, 2002). The result is in line with Citra's and Rosy's research (2020), which stated that Quizizz effectively improves student learning outcomes.

The hindrances of MTBMQ implementation in reading class

In reality, not every learning model will run smoothly without any hindrances; even in this study, hindrances are inevitable and prone to occur. According to Septianingrum (2021), a hindrance is a condition that hinders the progress of achieving certain goals. The researchers distributed a semi-open questionnaire with Likert Scale to reveal three hindrances to MTBMQ implementation, which are: (1) the hindrance in using the Tyler model; (2) the hindrance in using *Quizizz*; (3) the hindrance in reading skills. The questionnaire aims to discover hindrances in MTBMQ implementation on Arabic reading skills.

(1) The hindrance in using the Tyler model

From the questionnaire that contains responses from 20 students on the hindrance in using the Tyler model in learning reading skills, the information that is obtained is as follows:

Table 3. Hindrance questionnaire scores frequency using the Tyler model

No.	Statement	Answers								N	Score	Percentage	Percent- age Aver- age
		SS (4)		S (3)		TS (2)		STS (1)					
		F	%	F	%	F	%	F	%				
1	Students' success	16	80	4	20	0	0	0	0	20	76	95.00%	91.87%
2	Material suitability	9	45	10	50	1	5	0	0	20	68	85.00%	
3	Question suitability	17	85	3	15	0	0	0	0	20	77	96.25%	
4	Students' interest	13	65	7	35	0	0	0	0	20	73	91.25%	
Total											294		

Table 3 generally shows that 91.87% of students considered the Tyler model is very appropriate (Arikunto, 2015) for learning reading skills. The first statement received a percentage rate of a staggering 95.00%, which specifically means that most students (Arikunto, 2019) considered that the Tyler model helps students succeed in learning reading skills. The second statement received a percentage rate 85.00% percent, meaning that most students felt the material used in the Tyler model was suitable for learning purposes. The following 96.25% a percentage rate in the third statement shows that most students felt that the questions given were suitable for the delivered material. Furthermore, the 91.25% a percentage rate in the fourth statement shows that most students liked the Tyler model implementation in the learning process. It shows no hindrances found in the Tyler model implementation in learning reading skills.

In the questionnaire, the researchers gave a blank space that can be filled by the students in order to discover the reason why they prefer learning with the Tyler model. The results of the data shows that 50% or half of the students stated that *it was really fun*, 16% or only a few students stated that *it was fun*, 27.8% or almost half of them stated that *they like it*, and 5.5% of the students stated that *it could sharpen the brain*. According to Mudlofir (2011), the Tyler learning model must determine the learning experience used to achieve learning objectives. The applied learning experience has a pleasant influence on the students and sharpens the brain so learning objectives can be achieved.

(2) The hindrance in using Quizizz

The researchers asked for responses from 20 students using a questionnaire on hindrances in using Quizizz in learning reading skills. The results of the questionnaire on hindrances in using Quizizz are:

Table 4. Questionnaire score frequencies on hindrances in using Quizizz

No.	Statement	Answers								N	Score	Percent- age	Percentage Average
		SS (4)		SS (3)		TS (2)		STS (1)					
		F	%	F	%	F	%	F	%				
1	Internet accessibility	1	5	6	30	7	35	6	30	20	42	52.50%	45.18%
2	Quizizz login issues	2	10	6	30	9	45	3	15	20	47	58.75%	
3	Quizizz usage issues	0	0	1	5	7	35	12	60	20	29	36.25%	
4	Answer submission issues	4	20	2	10	11	55	3	15	20	47	58.75%	
5	Supervision issues	0	0	2	10	8	40	10	50	20	32	40.00%	
6	Time issues	0	0	0	0	14	70	6	30	20	34	42.50%	
7	Students' interest	0	0	0	0	2	10	18	90	20	22	27.50%	
Amount											253		

In general, 45.18% of the total students indicates that almost half of the students struggled with using Quizizz as a learning medium. The first statement in table 4

received 52.20% percentage rate, meaning that more than half of the students experienced a difficulty in accessing the internet. The second statement received a 58.75% percentage rate, meaning that more than half of the students struggled to log in to the Quizizz website. Furthermore, the third statement received an 36.25% percentage rate, meaning almost half of the students struggled in operating Quizizz. The fourth statement received a 58.75% percentage rate, meaning more than half of the students struggled to submit the answers. The fifth statement received a 40.00% percentage rate which means that almost half of the students felt that Quizizz enable them to cheat from their friends. Moreover, the sixth statement received a 42.50% percentage rate, meaning that almost half of the students feel that more than the time given to work on the questions is needed. Finally, a 27.50% percentage rate was received by the seventh statement, which indicates that almost half of the students are struggling to find interest in using Quizizz.

The findings above reveal some hindrances to using Quizizz in learning reading skills. Among these hindrances happened when students logged in to the Quizizz website and submitted their answers. This is in line with Suhartatik's points of view (2020), who explained that in the login process, many students still write their names when they should have written numbers of code instead. On the other hand, mistakes could happen, which require students to re-log in with a different name. Students often experience signal interferences, which causes them to fail to submit answers. In this case, students try to reload the web. Nevertheless, when it does not work out, students have to re-log in with a different name and work on the test from the beginning. Even with these hindrances, most students are able to operate Quizizz and are happy to use the media.

(3) Hindrances to learning reading skills

Besides asking for responses on the hindrances in using the Tyler model and Quizizz media, the researchers also asked for students' responses to the hindrances in learning reading skills. Reading skill aspects are divided into two: 1) linguistic aspect; and 2) nonlinguistic aspect.

Table 5. Linguistic hindrances in reading lessons

No.	Statements	Answers								N	Score	Percentage	Percentage Average
		SS (4)		SS (3)		TS (2)		STS (1)					
		F	%	F	%	F	%	F	%				
1	Reading difficulty	2	10	6	30	6	30	6	30	20	44	55.00%	55.21%
2	Lack of Arabic vocabulary	2	10	3	15	9	45	6	30	20	41	51.25%	
3	Pronunciation difficulty	0	0	4	20	9	45	7	35	20	37	46.25%	
4	Right-to-Left text direction	2	10	4	20	11	55	3	15	20	45	56.25%	
5	The difficulty in understanding changes in word forms	2	10	5	25	10	50	3	15	20	46	57.50%	
6	The difficulty of finding meanings in the dictionary	6	30	2	10	10	50	2	10	20	52	65.00%	
Amount											265		

More than half of the students (54.17%) experienced hindrances in reading lessons from the linguistic aspect. The first statement in table 5 received a 48.75% percentage rate, meaning that almost half of the students found reading in Arabic difficult. Fifty-one point twenty five percent percentage rate in the second statement means that more than half of the students experienced difficulty reading because of their lack of Arabic vocabulary. Forty-six point twenty five percent percentage rate in the third statement

means that almost half of the students experienced difficulty pronouncing Arabic letters. Fifty-six point twenty five percent percentage rate in the fourth statement means that more than half of the students experienced difficulty reading Arabic because the text direction starts from right to left. Fifty-seven-point fifty percent percentage rate in the fifth statement means that more than half of the students experienced difficulty changing word forms. Sixty five percent percentage rate in the sixth statement means that more than half of the students struggled to find word meanings in a dictionary.

In the first statement, the researchers gave the students some space in the questionnaire to reveal why they struggled to read Arabic text. Based on the result, it is found that 60% or most of the students stated that *the pictures presented are not clear or blurred*, and 40% or almost half of the students told that *they do not understand nor proficient at reading Arabic text*. The pictures are blurred because the researchers presented text in the form of a picture with a medium font that may not be clearly read. The second reason for the student's lack of Arabic comprehension is that they do not yet understand the meanings of Arabic vocabulary. The changes in Arabic word forms also make students not understand Arabic.

Table 6. Nonlinguistic hindrances in reading lessons

No.	Statements	Answers								N	Score	Percentage	Percentage Average
		SS (4)		SS (3)		TS (2)		STS (1)					
		F	%	F	%	F	%	F	%				
1	Motivation issues	2	10	0	0	12	60	6	30	20	38	47.50%	48.13%
2	Interest issues	0	0	7	35	7	35	6	30	20	41	51.25%	
3	Unsupportive reading materials	0	0	3	15	9	45	8	40	20	35	43.75%	
4	Below optimal learning facilities	3	15	0	0	11	55	6	30	20	40	50.00%	
Amount											154		

Percentage rate of 48.13% in Table 6 shows that almost half of the students experienced nonlinguistic hindrances in reading lessons. In the first statement, a 47.50% percentage rate was obtained. It means that almost half of the students struggled to get motivated in reading lessons. The second statement obtained a 51.25% percentage rate, which means that more than half of the students struggled to find interest in Arabic reading lessons. The third statement obtained a 43.75% percentage rate, meaning that half of the students argued that the textbook was in a poor condition and outdated. Fifty percent percentage rate in the fourth statement means that half of the students stated that the learning facilities are less than optimal.

The solutions for MTBMQ implementation hindrances in reading skill lessons

(1) Solutions for hindrances in using Quizizz

There are five points in the hindrances that are found when using Quizizz in reading skill lesson, which is: (1) Internet accessibility; (2) login issues; (3) answer submission issues; (4) supervision issues; (5) time issues (Table 4). The researchers offer five solutions that are hoped to be able to solve those problems, and they are as follows:

First, according to Suhartatik (2020), if a learning process inside of a class experiences signals interference, then learning can be carried out outside of the class so that students can get a good signal. Furthermore, if the problem still persist, the internet bill must be checked, and devices should be restarted.

Second, according to Yuwafi (2021), teachers should directly guide students, such as students who experience problems in logging-in. Another solution to this problem is guiding the students during the login process carefully, such as paying attention to

what kind of information must be filled in, the quiz code, or the student's name. Then, if students are playing a quiz, they better instructed not to open another application that may require them to re-log into the app.

Third, the teacher must introduce to the student about the media that will be used during class. Then, the teacher gives the appropriate steps to use the media that will be used in detail and clearly, so that students are able to operate the media correctly. According to Arsyad (2017) when students are able to operate the media correctly, then the media can facilitate the learning process and can improve learning outcomes.

Fourth, according to Hautauruk and Sidabutar (2020), if a problem happens when submitting answers, ensure the internet has good quality and does not experience any interference. If the problem persists, then the student must click the "reload" button on the screen. Nevertheless, if it does not work out, students must re-log in using a different name and play the quiz from the beginning.

Fifth, according to Andiwatir and Khakim (2019), the given solution to prevent students from cheating is that teachers must supervise them more by paying attention to students' movements and gestures when working on the quiz and make sure that there are no students who cheat on each other.

Sixth, if students feel that the time given to work on the questions is not enough, which makes students answer them in a rush, then the solution, according to Suhartatik (2020), could be given by teachers by telling the students to be careful and answering the questions right.

Seventh, the teacher provides more interesting learning media so as to improve student learning outcomes. According to Sudjana and Rivai (2010) using the right learning media can make students more interested, able to understand learning material well and increase student activity not only just listening, but there are other activities such as observing, analyzing, etc.

(2) Solutions to the hindrances to reading class

Hindrances in the field in the lesson on the reading skill process are divided into two aspects: the linguistic and nonlinguistic aspects. The researchers offer solutions to solve these hindrances, which are:

a) Solutions to the linguistic hindrances in reading lessons

Six hindrances in the linguistic aspect happen in reading skills, which are: (1) reading difficulty; (2) lack of Arabic vocabulary; (3) pronunciation difficulty; (4) right-to-left text direction; (5) the difficulty in understanding changes in word forms; (6) the difficulty to find meanings in a dictionary (Table 5). Related to these hindrances, the researchers offer six solutions as follows:

First, the teacher double-checks the infocus display that will be presented to students to see if it is clear. Furthermore, the teacher uses a standard-size font with a clear choice of color in a particular picture so that Arabic text can be read clearly. The other solution from Alwi and Fatmawati (2018) is that teachers could implement an intensive reading method in Arabic learning. The purpose of intensive reading is to improve student's reading skills and vocabulary and teach them the qawā'id they need in reading practice.

Second, the teacher gives vocabulary material to students in every Arabic learning session; then, students memorize the vocabulary. Febrianingsih (2021) offers the solution by using cards that are shown at a glance. These cards could also be called memory cards. The memory card is made out of paper that contains vocabulary.

Third, the teacher gives the students examples of pronouncing vocabulary in Arabic. The students listen to the pronunciation, and they repeat after the teacher. It should be done repeatedly. According to Ad-dalīmī (2005), the goal of reading in Arabic is to make students understand and pronounce hijaiyah letters correctly.

Fourth, the teacher familiarized students with reading in Arabic so that they get used to it even though the text direction differs from Indonesian. In teaching Arabic reading skills, a teacher must pay attention to students' ability to read texts to obtain information or to understand the content of the text. According to Irsandi (2021), a good reading lesson is essential to improve students' ability in reading. In this situation, teachers have an essential role in developing and improving students' reading skills.

Fifth, the teacher gives students an understanding of changes in Arabic word forms with an explanation that students easily understand. According to Fahrurrozi (2014), the learning process could be more effective if teachers found a proper learning method or technique by themselves compared to memorizing methods that are not accompanied by an understanding of what is being learned. Moreover, students are allowed to do more practice as a form of learning.

Sixth, if students experience difficulty finding meanings in a dictionary, they are taught to change a word to its' root form. Students are also familiarized with independently finding the meanings of words in a dictionary. According to Febrianingsih (2021), teachers should properly train their students to use a dictionary. Teachers must also teach students how to find the meaning of a word by determining its' root in the *ṣulāsi* form and then looking it up based on the rows of the alphabet in the dictionary.

b) Solutions for nonlinguistic hindrances in reading lessons

Based on the Likert Scale questionnaire result in Table 6, it was found that four nonlinguistic hindrances occurred in a reading lesson: (1) Reading lesson motivation issues; (2) Reading lesson interest issues; (3) Unsupportive reading materials; (4) Below optimal learning facilities. Therefore, the researchers offer four solutions related to the problems as follows:

First, the teacher must encourage students to learn how to read Arabic. This is in line with Fahrurrozi's opinion (2014), which stated that teachers must encourage students to like Arabic and gives the understanding that learning Arabic would be helpful in their lives later.

Second, the teacher creates a fun learning atmosphere and gives various methods of learning in order to increase the students' learning interest. Using learning media could also increase students' interest and attention so that the learning objectives can be achieved (Daryanto, 2016).

Third, the teacher expands the collection and the number of Arabic textbooks so that each student has one. The teacher could also complement Arabic textbooks with other references supporting Arabic learning. According to Wahdah (2018), if each student has their own textbook, they will not experience any difficulty, so that the learning process

can run smoothly (Wahdah, 2018). One important thing to be considered in textbook development is that the curriculum in the textbook must be based on the curriculum running in certain educational institutions so that the used textbooks would be relevant and effective in the teaching and learning process (Hanifah, 2014).

Fourth, the teacher fixes and improves the quality of the learning facilities, such as the library, Wi-Fi, language lab, and others. Therefore, a comfortable and fun learning atmosphere can be created. According to Fahrurrozi (2014), a comfortable and fun learning atmosphere can make students feel at home in a study room which could improve their learning outcomes.

Conclusion

Student learning outcomes in reading skills after implementing MTBMQ have improved. The paired sample t-test result shows that MTBMQ implementation has a significant value on student learning outcomes in Arabic reading skills. N-Gain test result also shows that MTBMQ implementation is effective to give influence in student learning outcomes. There are a few hindrances in MTBMQ implementation, which are: (1) more than half of the students experienced problems when logging in to the Quizizz website and when submitting answers, and (2) more than half of the students experienced difficulties in looking up the meanings in a dictionary. Therefore, the solutions offered related to the hindrances are: (1) students are asked to be careful in the login and answer submission process, and (2) students are guided to find root words and are accustomed to finding the meaning of a word independently. The researchers recommend that the school complement the adequate learning facilities and provide training so teachers can develop more exciting learning models and take advantage of existing technology. The subsequent research is hoped to inspire future research to create more exciting learning models or media with technology development.

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