

## DEVELOPMENT OF INTERACTIVE VIDEO USING EDPUZZLE TO IMPROVE EVALUATION OF ARABIC LEARNING FOR STUDENTS OF UNIVERSITY

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**Abstract:** This study aims to develop interactive video media based on Edpuzzle as a means of evaluating Arabic language learning more effectively, especially for students of university. The research method used is Research and Development (R&D) with the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The media was developed by integrating evaluative questions into Arabic learning videos covering listening (*istima'*), reading (*qira'ah*), and vocabulary comprehension skills. The test subjects were 2nd semester students at the Arabic Language Education study programme of IAI Badrus Sholeh Kediri. The data collection techniques in this study are observation, interview, documentation and test. The results of expert validation show that this media is very feasible in terms of content, design and interactivity. The field trial showed that the use of Edpuzzle was able to increase students' involvement in the evaluation process and provide immediate feedback that strengthened concept understanding. In addition, students showed high enthusiasm for the visual and contextualised evaluation model. The conclusion of this study is that interactive video using Edpuzzle can be an alternative formative evaluation that is innovative and in accordance with the characteristics of today's digital generation in learning Arabic for students of university.

**Keywords:** Development, Edpuzzle, Interactive Vidio, Evaluation

### INTRODUCTION

The development of information and communication technology has brought about major transformations in the world of education, including in higher education. The learning process now relies not only on face-to-face interaction, but also utilizes various digital media that support the achievement of learning objectives (Handayani & Syafi'i, 2022). Arabic as a subject in higher education needs to adapt to these changes in order to meet the needs of digital generation students who are accustomed to using technology in their daily lives.

Evaluation is a very important aspect of the language learning process, including Arabic, because through evaluation it is possible to determine the extent to which students are able to understand concepts, master skills, and apply language abilities in various contexts (Rosyada dkk., 2025). Evaluation is not merely a tool for measuring final achievement, but also serves as a diagnostic instrument for identifying students' weaknesses, strengths, and learning needs. In Arabic language learning, evaluation should be able to measure the four main skills listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*) in a balanced manner. Thus, instructors can obtain a more comprehensive understanding of students' skill development, not only cognitive aspects but also practical skills that are at the core of language learning. This conventional evaluation pattern has a number of limitations (Defi Septiyani & Sigit Yulianto,

2025). First, the evaluation results obtained are less accurate because they only measure some aspects of language skills. Second, students tend to feel stressed and less motivated because evaluation is seen as a burden rather than part of an enjoyable learning process. Third, instructors face difficulties in conducting objective and comprehensive assessments, especially in large classes with a high number of students. This results in evaluation outcomes that do not always accurately reflect students' actual competencies.

The main challenge faced by lecturers today is how to find evaluation methods that are not only effective in measuring learning outcomes but also innovative enough to foster active student engagement (Nunik Zuhriyah dkk., 2025). Good evaluation should be an integral part of the learning process itself, not merely a separate final stage detached from learning activities. Therefore, an approach is needed that can integrate the delivery of material with the assessment of competency outcomes in an integrated manner (Kurniasih dkk., 2023) . One relevant alternative is the use of interactive video-based media, which allows instructors not only to present material in audiovisual form but also to incorporate evaluation tools directly integrated into it. As a result, the evaluation process can occur naturally, enjoyably, and contextually, aligning with the characteristics of the digital generation of students.

Edpuzzle as an interactive video platform, offers features that allow lecturers to insert questions, quizzes, and explanatory notes directly into videos. This allows students to learn and evaluate themselves at the same time (Syarif Hidayat dkk., 2021). In addition, Edpuzzle provides comprehensive learning outcome analysis, enabling lecturers to obtain more accurate data on student learning achievements (Rahmah, 2025). Research and development (R&D) on the use of Edpuzzle in Arabic language learning is very important. Through an R&D approach, interactive video products are not only developed but also tested for quality through expert validation and trials with students. This aims to ensure that the media produced is appropriate, effective, and capable of meeting the needs of more comprehensive learning evaluation.

Research similar to this study according to (Aziimah & Ammar, 2024) The title of the study is “The Effect of Edpuzzle Digital Media on the Arabic Language Learning Outcomes of Ninth Grade Students at SMP Muhammadiyah 1 Babat”. The results of the study indicate that there is a difference in the average pretest and posttest scores of ninth grade students at SMP Muhammadiyah 1 Babat after using Edpuzzle media. There is an influence on Arabic language learning outcomes and the effectiveness of the Edpuzzle media on Arabic language learning outcomes in the moderate category. The similarity between the two studies is that both use Edpuzzle as the main tool to support learning, while the difference is that this R&D study focuses on more interactive and comprehensive learning evaluation, while the above study emphasizes learning outcomes after the application of Edpuzzle. The novelty of this study presents a new perspective on how Edpuzzle can be adapted for students who have higher critical thinking skills, more complex evaluation needs, and better readiness in utilizing digital technology.

This study aims to develop interactive videos using Edpuzzle to improve Arabic language learning evaluation at IAI Badrus Sholeh Kediri. This study is expected to contribute significantly to the provision of innovative alternative evaluation media, support the achievement of learning objectives, and enrich research and development (R&D) in the field of Arabic language education in the digital era. The development of interactive videos using Edpuzzle is expected to increase student motivation to learn. The interactive nature of Edpuzzle can foster curiosity, active engagement, and provide a more enjoyable learning experience (Anggela, 2025). This will certainly have a positive impact on evaluation results, as students are not only tested, but also experience a dynamic and adaptive learning process that suits their learning styles.

## METHOD

This study uses a Research and Development (R&D) approach aimed at developing an interactive video product based on Edpuzzle in order to improve the quality of Arabic language learning evaluation for students at IAI Badrus Sholeh. The development model used refers to the ADDIE stages (Analysis, Design, Development, Implementation, and Evaluation), which are considered relevant in producing systematic, effective, and tested learning media products (Lutfiana dkk., 2025). During the analysis stage, the researcher identified needs through observation, documentation, interviews with Arabic language lecturers and test (Widia & Nasrullah, 2025). The test subjects were 2nd semester students at the Arabic Language Education study programme of IAI Badrus Sholeh Kediri. The design stage focused on designing video content, developing interactive evaluation scripts, and selecting Edpuzzle features aligned with the Arabic language competencies to be measured, particularly the aspects of listening (*istimā'*) and speaking (*kalām*).

The development stage was carried out by producing interactive videos using Edpuzzle, inserting evaluative questions in the form of multiple choice quizzes, short answer questions, and oral questions that require student responses. The resulting product was then validated by subject matter experts and media experts to ensure the suitability of the content, design and interactivity. Next, during the implementation stage, the product was tested on a limited basis with second semester students in the Arabic Language Education program at IAI Badrus Sholeh to obtain empirical data on the effectiveness and usability of the media. Evaluation was conducted both formatively and summatively, using questionnaires, interviews, and analysis of student evaluation results on Edpuzzle. The collected data were analyzed using descriptive qualitative and simple quantitative methods to determine the level of validity, practicality and effectiveness of the developed product.

## FINDINGS AND DISCUSSION

The results of this development research produced a product in the form of an Edpuzzle-based interactive video designed to support the Arabic language learning evaluation process for students at IAI Badrus Sholeh Kediri are as follows:

### 1. Analysis

During the needs analysis stage, it was found that the evaluation process was still conventional, predominantly based on written tests and simple oral exams. This evaluation pattern is unable to comprehensively assess students' language skills, particularly in the areas of listening (*istimā'*) and speaking (*kalām*). Observations and interviews revealed that students felt the evaluation process was monotonous and did not provide significant feedback on the development of their skills. These findings underscore the urgency of developing more innovative, interactive, and technology-based evaluation media.

### 2. Design

At the design stage, researchers designed the concept of an Arabic learning evaluation tool based on Quizizz to be developed. The design activity was carried out by selecting materials that would make it easier for researchers to formulate questions during the evaluation. Next, create a 6–10 minute video to maintain student focus and keep cognitive load moderate. Each video has a narrative structure (introduction, main body and conclusion) that incorporates target vocabulary and grammatical structures aligned with the CPMK.



**Figure 1: interactive video with edpuzzle**

The main script is in Arabic with an accompanying Indonesian language sheet for instructors. Use Arabic subtitles, Indonesian/Arabic closed captions, on-screen highlights when key terms appear, and light sound effects to mark transitions. Once the materials have been determined, the next step is to compile statements or questions, which then undergo a review process. The purpose of this review process is to ensure that each item in the instrument is relevant and appropriate for the indicators being measured. In this way, the questionnaire designed for online-based evaluation can be ensured to be relevant to the established CPMK indicators, making it suitable to proceed to the development stage.

3. Development

During the development stage, the learning process is structured according to the selected material. To achieve learning objectives, the selection of material needs to be tailored to the characteristics of students so that lecturers can determine teaching strategies that are relevant to their needs. In structuring the material, there are several important aspects that must be considered, namely the relevance of the material, the form of evaluation, the use of language, and the learning strategies applied. The design of questions in interactive videos is structured with consideration for the need for authentic Arabic language evaluation. The use of Edpuzzle is chosen because this platform allows for the integration of evaluation tools directly into the video, enabling students to actively engage through quizzes, open ended questions, or brief reflective activities rather than merely acting as passive viewers.

No	criteria	Σx	Σxy	Category
1	Alignment of indicators with core competencies	4	5	very good
2	Relevance and clarity of material in accordance with indicators and learning objectives	3	5	very good
3	Presentation of material in accordance with students' cognitive development	4	5	very good
4	Alignment of questions and vocabulary with the topic	4	5	very good
5	Easy-to-use material	4	5	very good
6	Interactive questions	4	5	very good
7	Ongoing questions and answers	4	5	very good
8	Relevance of topics in the development of teaching media	4	5	very good
9	Vocabulary appropriate to the material	4	5	very good
10	Clarity of vocabulary	4	5	very good
Total		42	50	
Average			89%	

**Figure 2: Expert Content Validation Result**

Design validation was carried out by testing the product through a validation process using a questionnaire that covered various aspects of assessment, as well as providing columns for comments, suggestions, and input for product evaluation and refinement. This validation process was carried out by Mrs. Maftah R as a lecturer at the Badrus Sholeh Islamic Institute in Kediri. The validation results from media experts indicate that the developed video design meets the criteria for clarity, interactivity, and ease of user access. Content validation is the process of evaluating the learning content contained in teaching materials in media products. In this study, the content expert was MZ Muhaimin, a lecturer at IAIFA. The validation process was carried out through a questionnaire that assessed various aspects related to the quality of the content or discussion content, while also

providing space for suggestions and comments as a basis for improvement. The validation results showed that the feasibility level of the Edpuzzle media product reached 89%.

#### 4. Implementation

The implementation stage provides empirical evidence of the effectiveness of the developed media. Limited trial results indicate an improvement in student achievement after using the Edpuzzle interactive video, both in terms of conceptual understanding, learning motivation, and active engagement during evaluation. Quantitative data show an increase in the average evaluation scores, while qualitative data from surveys and interviews indicate that students find the evaluation more enjoyable, challenging, and helpful in understanding the material. This analysis reinforces that the integration of Edpuzzle not only enriches the variety of evaluations but also shifts the evaluation paradigm from merely assessing learning to assessment for learning that is more process-oriented.

#### 5. Evaluation

The evaluation stage shows that the developed product has advantages in terms of practicality and usefulness. Lecturers can easily monitor student learning outcomes through the Edpuzzle report feature, while students receive immediate feedback on the questions they answer. This creates a more adaptive evaluation cycle, as lecturers can immediately identify student difficulties and adjust their next learning strategies. This analysis indicates that the developed media not only impacts improved evaluation outcomes but also enhances the overall quality of the learning process.

### CONCLUSIONS AND SUGGESTIONS

Based on the results of research and development that has been conducted, it can be concluded that interactive video products using Edpuzzle are proven to be feasible and effective in improving the quality of Arabic language learning evaluation for students at IAI Badrus Sholeh Kediri. The R&D process, which includes the stages of needs analysis, design, development, validation, and limited testing, shows that this media is capable of providing a more interactive learning experience. Expert validation by subject matter experts and media experts confirms that the developed product meets the criteria of clarity, relevance, interactivity, and ease of access, thereby supporting the achievement of CPMK objectives more effectively. The results of the pilot testing indicate that students are more active, motivated and able to understand the material better through interactive video-based evaluations. The Edpuzzle feature that allows the insertion of quizzes, open-ended questions, and brief reflections within the video flow successfully makes the evaluation not only passive but also encourages direct student engagement. Thus, this study confirms that the development of interactive videos based on Edpuzzle can serve as an innovative alternative in Arabic language learning evaluation at the university level, while addressing the challenges of the need for more authentic, varied, and technology-aligned evaluation methods.

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