



Development of the ProProfs platform as an E-Quiz for Arabic Language Learning in Early Childhood Education

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ABSTRACT

The development of technology has a huge impact on the education system, there are many free platforms that provide applications to create learning media. One of them is the ProProfs platform, this platform can be used to create online Quiz. The purpose of the research is to utilize and develop the ProProfs platform as Arabic learning media for online Quiz at the Early Childhood Education level. This research method uses the Development Method (Research and Development) using the ASSURE model whose steps are as: (1) analyze student characteristics; (2) determine learning objectives; (3) choose methods, media, and learning strategies; (4) use learning materials; (5) conduct evaluation and revision. The results of this study explain that the ProProfs platform can be used to improve Early Childhood achievement with evidence that these children have memorized more than 100 Arabic vocabulary. The conclusion of the research is to explain that the ProProfs platform can help teachers in making E-Quiz, so that students are happy and interested in learning Arabic. The limitation of the study is that researchers only conducted research in Early Childhood education, which incidentally these children do not understand technology and need supervision from teachers, for that the researcher hopes that future researchers can conduct research with the same platform but developed at a higher level.

Keywords: *E-Quiz, Learning Media, ProProfs Platform*

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INTRODUCTION

Nowadays, humans cannot be separated from technological advances (O'Callaghan et al., 2020; Papadakis et al., 2019). The development of technology can be seen from the ease with which information enters a society (Anglemyer et al., 2020; J. Lee et al., 2018). In fact, technology greatly affects people's lives and has become a basic necessity for them (Abdel-Basset et al., 2019; Ahmed & Tewari, 2018; Visvizi & Lytras, 2018). The development of technology can be utilized by humans as a means of communication with other people even at a distance, thus providing convenience in communication and also making it easier to get information and knowledge more quickly (Ray, 2018). The development of technology can be utilized by humans as a means of communication with other people even at a distance, thus providing convenience in communication and also making it easier to get information and knowledge more quickly (Albillos et al., 2020). All information is easily obtained and utilized to develop broad insights (Théry et al., 2018). That is one of the benefits of technology that can be used in education (Scherer et al., 2019). For this reason, the benefits of technology can be developed and used in education as a learning facility (Britt et al., 2018). One of them is helping educators in making learning plans, learning materials and making learning media (Parong & Mayer, 2018). In the past, the learning media used were only limited to facilities from the school such as blackboards, modules and so on (Carlson et al., 2018). And now it can be developed into online-based learning media or using technology so that students can be interested in learning.

Especially in learning Arabic language really needs the name of technology because so far the media used by educators is only limited to material from books (Britt et al., 2018; Ray, 2018). Now the internet can be used as a more interesting learning media in Arabic language learning that can be adapted to the times (Noman Qasem et al., 2022; Qadi et al., 2019). For this reason, educators are encouraged to be able to use technology as needed in the teaching and learning process (Chick et al., 2020; Varghese et al., 2019). Educators can make Arabic learning media as interesting as possible by using various applications that are developing today (Faris et al., 2020; Nassif et al., 2021). The sources that educators want as materials to make learning media can be accessed by educators easily on the internet.

An educator should be able to create a pleasant learning atmosphere both for students and for himself (Roman et al., 2021; Sousa, 2021). To realize this learning atmosphere, educators can combine between materials designed with developing technology, such as using the platform (Ray, 2018; Sousa, 2021). One of the platforms that can be used for learning Arabic is the Proprofs platform. In the Proprofs platform, there are many games that contain knowledge and can also be used to determine the competence of students in the teaching and learning process (Hill & Nassrallah, 2018; Montejo Bernardo & Fernández González, 2021). A suitable platform is utilized so that students are interested in learning Arabic, including by using the proprofs platform.

The Proprofs platform is one of the applications that is currently developing, many educators use this application as teaching material. In the platform, there are many features such as puzzles, quizzes, and many more interesting features in it (Bhardwaj et al., 2018; Nassif et al., 2021). Proprofs E-quiz platform is an interactive

learning media based on electronic quiz (Koka et al., 2020; Vo & Sharp, 2019), students can play while learning when using the platform, and make learners become interested and do not feel bored because they get a different learning atmosphere (Li & Hudson, 2019; Wu et al., 2021). The platform also makes it easier for lecturers to evaluate students' learning outcomes (Hegarty & Thompson, 2019; Zhu et al., 2022) . So that it can provide convenience in the teaching and learning process for both students and educators to achieve educational goals.

The Proprofs platform has advantages over other applications, one of which is the e-certificate that students will get directly after doing the electronic quiz (S. H. Lee, 2018; Madala et al., 2018). And in the e-certificate there are scores obtained by students along with their predicates (Lentaris et al., 2018; Porter et al., 2018) . And it becomes an interesting thing for students as a form of appreciation they get. So that it makes students become enthusiastic in doing Arabic learning with electronic-based online quizzes (Ning & Li, 2019). With that, the Arabic teaching and learning process can run well in accordance with the objectives of learning. Thus, learning Arabic using Proprofs media as an electronic quiz can run well and interestingly.

Wijayati et al., (2021) stated in his research entitled "Proprofs Multiple Choice Online Assessment Platform, Hotspot and Hangman Game" that online assessment training can add to educators' references in choosing learning platforms. The Proprofs platform has many attractive features for learners and educators such as more varied games, certificates for learners and answers to the quiz. According to Azhar & Rahmawati, (2022) said in his research entitled "Software and Digital Applications Supporting Learning Evaluation" that software or electronic applications as support for learning evaluation are Quizziz, Google Form, Kahoot, Testmoz, Quizstar, and Proprofs. The use of electronic platforms is used for learning evaluation to make it more effective, efficient, fun and increase students' interest. According to Wahyuni & Mudlofir, (2021) said in his research entitled "musykilat almuallim wa hilluha fi attalim allughah al- arabiyah abra al intirnit khilal jaihah covid-19" that the use of online applications in Arabic language learning can help teachers in developing material online due to the spread of the corona virus encouraging teachers to create a new idea by developing applications on the internet. The difference between this research and previous research is that in the development section of the Proprofs platform, previous research was less effective and efficient in developing the Proprofs platform, previous research focused more on using the platform without paying attention to the development of the platform in learning (Gámiz-Sánchez et al., 2019; Gardanova et al., 2020; Witherby & Tauber, 2019). While this research focuses more on the development of the Proprofs platform in learning so that the teaching and learning process can run effectively and efficiently.

This research seeks to conduct research again on the development of the Proprofs platform as an E-quiz, namely electronic quizzes. By using this Proprofs platform, it is expected that learners can master more Arabic vocabulary than before, it can also create a conducive and fun learning atmosphere. So that it can increase students' interest in learning and help teachers in evaluating students' learning scores. Based on the explanation above, it is necessary to take an action to overcome the problems in

learning Arabic, so the researcher developed the Proprofs platform as an E-quiz as a medium for learning Arabic in early childhood education as an application to help lecturers and also students to achieve the goals of learning Arabic.

RESEARCH METHODOLOGY

The Proprofs platform as an E-Quiz was developed by researchers in this study using the development model of Heinich, Molenda and Russell in his book entitled (Instructional Technology and Media) published in 1980. And now it has been developed by other authors who changed to (Instructional Technology and Media for Learning) in terms of changes in the title, and the structure of the book. In developing this study, researchers used the model developed by the researcher, namely by applying the ASSURE model (Mojahed Yazdi et al., 2020; Vabalas et al., 2020). That is a learning model that has a meaning that means convincing. That is, convincing whether the media made is appropriate to use as a method, material and teaching material for learning (Makransky et al., 2021; Parong & Mayer, 2018). This model is one of the currently developing models used in learning media.

This model consists of six components which is an explanation of the abbreviation of the model's name, ASSURE. As stages to apply in learning media, they are as follows: 1) analyze learners (Analyze Learner), 2) formulate learning objectives or competencies (State Objectives), 3) select methods, media and teaching materials (Select Methods, Media and Materials), 4) use media and teaching materials (Utilize Media and Materials), 5) develop the role of learners (Require Learner Participation), 6) assess and improve (Evaluate and Revise). These components are a description of the word ASSURE (Genuardi et al., 2019; Zhang et al., 2018). This model is very suitable for use in learning Arabic to make it easier for teachers to make Arabic teaching materials and to facilitate teachers in evaluating students.

The data collection techniques carried out by researchers in this study are as follows: 1) Observation, researchers made observations by not going directly to school to observe the Arabic language learning process. But through interviews with Arabic language subject teachers. Through these interviews, researchers obtained observations about the benefits of the Proprofs platform as a learning media that can make the teaching and learning process interesting and not boring. The interview was conducted with a lecturer at Jakarta State University. 2) Feasibility test using a questionnaire, this is done by distributing questionnaires or questionnaires to respondents. Consisting of Jakarta State University students, and lecturers became respondents in the questionnaire. This aims to determine the response and assessment of lecturers and students to the media that has been developed. In this questionnaire using measurement with the answer model "strongly agree, agree, disagree, and strongly disagree.

This research uses the ASSURE model which has six components or steps described in the table below.

Table 1. Components and steps of research

Stage	Component	Activity
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	1	Analyzing everything about students in the form of characteristics, learning styles and everything related to students in conducting research.
Analyze Learner	2	This research conducted observations in the form of a questionnaire to formulate Arabic learning objectives using the ABCD formula.
Formulate learning objectives or competencies (State Objectives)	3	After making observations in the form of filling out a questionnaire, researchers get results as material for choosing methods, media and teaching materials in learning Arabic.
Select methods, media and teaching materials (Select Methods, Media and Materials)	4	Then after choosing methods, media and teaching materials, researchers apply or use the media that has been made.
Using media and materials (Utilize media and materials)	5	Furthermore, this research develops the role of students in learning, namely by proving whether students use the media properly and correctly.
Developing the role of learners (Require Learner participation)	6	This research then assesses the learning outcomes of students after using the learning media, whether it can achieve learning objectives properly and correctly.

The time and place of this research, will be carried out by researchers at the Jakarta State University, this research will be carried out in October 2022. The subjects and objects of this research are media, language and media validators, as well as the students concerned. The object of this research is about the feasibility of the Proprofs platform as an E-Quiz in Arabic learning media to increase student interest and help teachers in the teaching and learning process. The method used by researchers is to use quantitative methods, namely by making observations through filling out questionnaires. Also with qualitative methods, namely with the percentage results of the questionnaire. The data analysis technique used by researchers is using descriptive analysis using data analysis techniques for media and material experts, as well as using data analysis techniques for student responses. By using these data analysis techniques, researchers get observation results from the analyzed data.

RESULT AND DISCUSSION

The result of this research is to develop the Proprofs media platform as an electronic quiz at PIAUD Al-Falah Payakumbuh school as a learning medium to achieve the objectives of Arabic language learning. The process of developing this media is done by analyzing students by conducting online interviews with the teacher concerned. Then proceed with the selection of materials, media and learning methods that suit the needs in learning, by making observations through filling out questionnaires or questionnaires to students and teachers. Furthermore, after knowing the methods, media and materials that are suitable for use in learning, researchers carry out the process of making electronic quiz Proprofs media by designing the media first.

Furthermore, researchers conducted media trials to students as a result of observations to find out whether the media was suitable for use in learning. The results of the assessment of the electronic quiz Proprofs platform at Jakarta State University in Arabic language learning are as follows:

Media Feasibility Validation Sheet

The results of testing the feasibility of media by media experts, the purpose of this validation is to find out the assessment of media experts about the shortcomings of the electronic quiz Proprofs platform made by researchers as Arabic language learning media. Researchers observed the assessment of this media using a questionnaire, also distributed to students. The purpose of this media is to increase the knowledge of Arabic vocabulary for students, as well as to create a pleasant teaching and learning atmosphere. The purpose of this assessment is to determine the feasibility of this media used in Arabic language learning media at PIAUD Al-Falah Payakumbuh school. To find out the results of the assessment of the media, the researcher attaches the media feasibility validation data from the results of the questionnaire that has been filled in the table below.

Table 2. Media Feasibility Validation Sheet.

No	Assessment Aspects	Strongly Agree	Agree	Disagree	Strongly Disagree	Criteria
1	The platform uses images that appeal to learners	43,3%	50%	6,7%	-	Agree
2	The features used are appropriate to the material	36,7%	43,3%	20%	-	Agree
3	Proprofs E-Quiz is suitable to be applied in Arabic language learning	46,7%	26,7%	23,3%	3,3%	Strongly Agree
4	Compatibility of Arabic text with Indonesian	6,7%	63,3%	20%	10%	Agree
5	The placement of the image has harmony with the text	6,7%	60%	23,3%	10%	Agree
6	Font size is clear and appropriate	20%	43,3%	23,3%	13,3%	Agree
7	Arabic writing is clear and in accordance with the media	10%	56,7%	23,3%	10%	Agree
8	The spacing of each word is appropriate and harmonious with the color	6,7%	60%	23,3%	10%	Agree
9	The size of the image is in accordance with its	16,7%	53,3%	23,3%	6,7%	Agree

	placement					
10	Quiz time is as needed	36,7%	43,3%	16,7%	3,3%	Agree

Description:

SS = Strongly Agree

S = Agree

TS = Disagree

STS = Strongly Disagree

From the data from the results of observations using a questionnaire on the assessment of the media, there are percentage results from 30 respondents, namely the highest percentage result was obtained as much as 56% as the agree category (S). The second highest percentage result is 46.7% as a strongly agree category (ST). The third highest percentage is 23.3% as a category of disagree (TS), and the last or lowest percentage result is 3.3% as a category of strongly disagree (STS). Based on the results of the data from the questionnaire that has been filled in by media experts and students, the level of media quality of the electronic quiz Proprofs platform is included in the agreed category. So the conclusion proposed by the media expert on the electronic quiz Proprofs platform media says that the media is feasible to be developed or tested in Arabic language learning media in Early Childhood Education schools.

Language Feasibility Validation Sheet

Assessment of the feasibility of language validation, researchers conducted a trial using a questionnaire to linguists, namely to Arabic language teachers as material to find out the shortcomings of the electronic quiz Proprofs platform media in the language section. Also carried out an assessment from students about the language used by researchers, whether it can be understood by students or not. For this reason, researchers can find out which language is suitable for use in the media. The purpose of this assessment is to facilitate researchers in making suitable media in Arabic language learning, also to make it easier for students to know Arabic vocabulary and can help teachers in the teaching and learning process. To find out the results of the assessment of the language, the researcher attached the media feasibility validation data from the results of the questionnaire that had been filled in the table below.

Table 3. Language Feasibility Validation Sheet

No	Aspek Penelitian	Strongly Agree	Agree	Disagree	Strongly Disagree	Categories
1	E-Quiz ini memiliki bahasa yang jelas	63,6%	36,4%	-	-	Strongly Agree
2	Dalam E-Quiz ini menggunakan kalimat yang efektif	42,4%	57,6%	-	-	Agree
3	Penulisan mufradatnya sesuai dengan kaidah bahasa arab	12,1%	81,8%	6,1%	-	Agree
4	Ketepatan dalam pemberian harakat	15,2%	84,8%	-	-	Agree

	sesuai dengan kaidah bahasa arab					
5	Menggunakan kata yang baku	27,3%	69,7%	3%	-	Agree
6	Kalimatnya mudah dipahami	27,3%	72,7%	-	-	Agree
7	Ketepatan dalam menerjemahkan mufradat	21,2%	75,8%	3%	-	Agree
8	Menggunakan istilah yang benar	18,2%	81,8%	-	-	Agree
9	Menggunakan bahasa arab yang benar	30,3%	69,7%	-	-	Agree

Description:

Strongly Agree (ST)

Agree (S)

Disagree (TS)

Strongly Disagree (STS)

Through observation data using a questionnaire on the assessment of language, there are percentage results from 33 respondents, namely the highest percentage result is 84.8% as a category of agree (S). The second highest percentage result is 63.6% as a strongly agree category (ST). The third highest percentage is 6.1% as a category of disagree (TS), and the last or lowest percentage result is 0% as a category of strongly disagree (STS). Based on the results of the data from the questionnaire that has been filled in by linguists and students, the level of media quality of the electronic quiz Proprofs platform is included in the agreed category. So the conclusion proposed by linguists on the Proprofs electronic quiz platform media says that the media is feasible to be developed or tested in Arabic language learning media in Early Childhood Education schools.

Material Feasibility Validation Sheet

Assessment of the feasibility of material validation, researchers conducted a trial using a questionnaire to material experts, namely to Arabic language teachers as material to find out the shortcomings of the electronic quiz Proprofs platform media in the material section in accordance with Arabic language learning teaching materials. Also carried out an assessment from students about the material used by researchers, whether it can be understood by students or not. For that researchers can find out the material that is suitable for use in the media. The purpose of this assessment is to facilitate researchers in making suitable media in Arabic language learning, also to make it easier for students to know Arabic vocabulary and can help teachers in the teaching and learning process. To find out the results of the assessment of the material, the researcher attached the material feasibility validation data from the results of the questionnaire that had been filled in the table below.

Table 4. Material Feasibility Validation Sheet

No	Research Aspects	Strongly Agree	Agree	Disagree	Strongly Disagree	Categories
1	Proprofs platform is a media that is easy to reach	40%	50%	6,7%	3,3%	Agree
2	The material made is interesting for students	43,3%	46,7%	6,7%	3,3%	Agree
3	The platform created is in accordance with the needs of students	33,3%	56,7%	6,7%	3,3%	Agree
4	The Proprofs platform can make it easier for students to understand the material	30%	56,7%	10%	3,3%	Agree
5	The material made is in accordance with the concept of the material	30%	53,3%	10%	6,7%	Agree
6	E-Quiz can make it easier for teachers to evaluate student learning outcomes.	40%	53,3%	3,3%	3,3%	Agree
7	This media is very suitable to be applied in learning Arabic	36,7%	53,3%	10%	-	Agree
8	This platform is very effective in Arabic language learning	40%	50%	6,7%	3,3%	Agree
9	By using this media, learning objectives can be achieved well.	43,3%	46,7%	3,3%	6,7%	Agree
10						Categories

Description:

Strongly Agree (ST)

Agree (S)

Disagree (TS)

Strongly Disagree (STS)

Through observation data using a questionnaire on the assessment of the material, there are percentage results from 30 respondents, namely the highest percentage result is 56, 6%% as the category of agree (S). The second highest percentage result is 43, 3% as a strongly agree category (ST). The third highest percentage is 10% as a category of disagree (TS), and the last or lowest percentage result is 3.3% as a category of strongly disagree (STS). Based on the results of the data from the questionnaire that has been filled in by material experts and students, the level of media quality of the electronic quiz Proprofs platform is included in the agreed category. So the conclusion proposed by the material expert on the Proprofs electronic quiz platform media says that the

media is feasible to be developed or tested in Arabic language learning media at the school of Childhood Education.

Picture of Proprofs E-Quiz



In the picture above is an example of the Proprofs E-Quiz platform, this media was developed by researchers to assist students in adding Arabic vocabulary in early childhood education. Also to create a teaching and learning atmosphere that is more fun and not boring because the learning made is a new atmosphere by using electronics or the internet as a learning medium. In addition, it also helps teachers in creating teaching materials that are in accordance with the method or learning style desired by students. Proprofs E-Quiz platform can be used in learning media both in Islamic education, mathematics, and Arabic language subjects. by using this media, the objectives of Arabic language learning can be achieved well because students can add their insights to the material being taught.

This study uses the ASSURE model developed by researchers in this study using the development model of Heinich, Molenda and Russell in his book entitled (Instructional Technology and Media) published in 1980. And developed by other authors who changed to (Instructional Technology and Media for Learning) in terms of changes in the title, and the structure of the book. In the development of this study, researchers used a model developed by the researcher, namely by applying this model. That is a learning model that has a meaning that means convincing. That is, convincing whether the media made is appropriate to be used as a method, material and teaching material for learning Arabic. This model is one of the currently developing models used in learning media in accordance with technological developments.

This model consists of six components or steps which is an explanation of the abbreviation of the model's name, ASSURE. As stages to apply in learning media, they are as follows: 1) analyze learners (Analyze Learner), 2) formulate learning objectives or competencies (State Objectives), 3) select methods, media and materials (Select Methods, Media and Materials), 4) use media and materials (Utilize Media and Materials), 5) develop the role of learners (Require Learner Participation), 6) assess and improve (Evaluate and Revise). These components are the description of the word

ASSURE. This model is very suitable for use in learning Arabic to make it easier for teachers to evaluate students, also to make it easier for students to understand or know Arabic learning material and to create a pleasant learning atmosphere for students.

The Proprofs E-Quiz platform is one of the online learning media that has developed recently, along with the development of technology. The Proprofs E-Quiz platform is an electronic quiz learning media that provides a variety of interesting features so that students in learning do not feel bored and after answering the quiz students will get E-certificates with the scores and predicates obtained so that students feel rewarded for the results they have tried. For this reason, students feel happy in learning, and the teaching and learning process can run effectively. In addition, this media can help teachers in making teaching materials and media desired by students in learning Arabic. Teachers should not make teaching materials and learning media with their own thoughts but by combining the opinions of teachers with students. Thus, the purpose of learning Arabic can run well and correctly.

The result of the development of this research is to use the Proprofs platform as an E-Quiz in Arabic learning media to improve students' abilities and interests and make it easier for teachers to teach. The components or steps used in this research are references from the Heinich, Molenda and Russell development model, also developed by other authors. Furthermore, this media development uses the ASSURE model which has several components or steps as stages in developing the media that has been made. There are six components or steps in this model. For more details, the researcher will explain the components or steps in this study. The description of the components or steps in this study are as follows:

First, namely analyzing learners or learners (Analyze Learner), at the stage of analyzing learners, researchers make indirect observations, but by conducting online interviews with Arabic language subject teachers to find out things related to learners. Such as about the characteristics of learners, the preferred learning style of learners, the competencies possessed and everything related to learners. The purpose of analyzing learners is to find out whether the Proprofs as E-Quiz learning media made by researchers is suitable to be applied in the Arabic language learning process. Researchers also made observations by making questionnaires or questionnaires for students as material and evidence of the success of the media made in the Arabic language teaching and learning process. The main purpose of making this learning media is to achieve success in the teaching and learning process.

Second, formulating learning objectives or competencies (State Objectives), researchers formulate learning objectives or competencies from the results of questionnaire observations or questionnaires that have been distributed. from the results of the questionnaire, researchers can find out the competencies that exist in students so that researchers can apply the media that has been made. So to formulate learning objectives or competencies can use the ABCD formula, which is as follows: A (Audience), which is all learning related to the characteristics of students. So researchers conduct an analysis related to the characteristics of students so that learning objectives can be achieved. B (Behavior), which is a description of the abilities that must be possessed by students. For this reason, researchers conducted interviews with

Arabic language subject teachers as material for researchers to find out the abilities that students must have. C (Condition), which is a situation that can create a good learning atmosphere. Researchers asked the teacher concerned about the atmosphere of learning Arabic at the school. D (Degree), which is a special requirement as a standard for achieving learning objectives. Researchers made observations that must be achieved in learning Arabic.

Third, select methods, media and materials, at this stage the researcher chooses methods, media and teaching materials according to the results of questionnaires or questionnaires that have been distributed to students and teachers. Researchers create Arabic learning media using the Proprofs platform as an E-Quiz as teaching material for teachers in the teaching and learning process. At this stage there are three stages carried out, namely as follows: 1) determining methods that are in accordance with Arabic language learning, from the results of these observations researchers get results as material for making appropriate methods applied in Arabic language learning. 2) Choosing media in accordance with the planned method, researchers choose Arabic learning media after getting the right learning method. 3) Choosing and making teaching materials, at this stage researchers choose teaching materials for teachers that are in accordance with Arabic language learning.

Fourth, namely using media and teaching materials (Utilize media and materials), in this stage, after selecting methods, media and teaching materials, researchers apply the media platform Proprofs electronic quiz at Jakarta State University and also apply to teachers as teaching materials to teach Arabic at the school. From the development of Smalldino and friends, researchers combine the development of these stages with the development for the utilization of media and learning materials, namely there are five formulas as follows: (review Arabic teaching materials or Preview the materials), (prepare Arabic teaching materials or Prepare the materials), (prepare the environment or Prepare environment), (prepare the learners or Prepare the learners), (determine the learning experience of learners or Provide the learning experience). Those are the stages carried out by researchers before implementing the Proprofs electronic quiz platform media and also as teaching materials for teachers in Arabic language learning at Jakarta State University.

Fifth, developing the role of learners (Require learner participation), at this stage researchers develop the role of learners in learning Arabic, researchers see how the role of students during the Arabic learning process. That is by looking at the effect of the Proprofs platform media as an electronic quiz in learning carried out by students at the school. With this media, researchers can see students whether it is applied or used as a learning media to increase knowledge about Arabic as well as a new learning atmosphere that is more fun and not boring. Here the role of students is very necessary for the teaching and learning process because students are the object of learning. For this reason, researchers develop the role of students in learning Arabic.

Finally, namely by assessing and improving material for students (Evaluate and revise), in this study, researchers conducted an assessment and improvement of Arabic language materials, because one of the objectives of learning is to assess or determine the understanding of students in learning not to see the intelligence of these students.

For this reason, researchers improve Arabic language materials by using online-based materials or using technology. That is by creating the Proprofs platform as an electronic quiz to create a fun and not boring learning atmosphere, because the learning material used to only use books as learning media so that students felt bored and did not want to learn Arabic, so that the purpose of learning to improve students' abilities in learning did not run well and effectively.

The purpose of this research is to add insight to students about Arabic vocabulary as well as to create a learning atmosphere that is fun and not boring for students. In addition, it is also a teaching material for teachers to make it easier for them to teach Arabic. To achieve these goals, researchers use the ASSURE model which has various components or steps before applying the learning media created, namely the Proprofs platform as an electronic quiz. This learning media is very suitable to be applied in learning, one of which is in learning Arabic because by using this media, students will get a new learning atmosphere for them. So that students have the enthusiasm to learn Arabic, and the objectives of Arabic learning can be carried out effectively and efficiently.

Based on the results of the research and discussion that has been described, it can be concluded that this research produces Proprofs E-Quiz Platform learning media as an online learning media that is applied in Islamic religious education, mathematics and Arabic language subjects. Research applies this media to Arabic language learning to increase vocabulary in early childhood education. In addition, as teaching materials for teachers so that the teaching and learning process can run effectively. From the observation results of the questionnaire that has been distributed to 33 responders on the feasibility of material validation, the feasibility of language validation and the feasibility of media validation, getting the highest data results of 84.8% with the category agree (S). So it can be concluded that the Proprofs E-Quiz platform as Arabic learning media is feasible to be applied or used in learning Arabic in early childhood education.

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