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IMPLEMENTATION OF KAHOOT! AS A LEARNING TOOL TO DEVELOP MASTERY OF ARABIC *MUFRODAT* FOR CLASS X STUDENTS AT MA AL-ANWAR SARANG

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Abstract

Kahoot! Is a digital application that has great potential in its development as a learning media. Technological advances that go hand in hand with obstacles and challenges demand innovative learning media, especially in Arabic language learning. This study aims to explore the Kahoot! learning media as a game media to improve mufradat mastery in class X students of MA Al-Anwar Sarang and review student responses to its implementation. The method used in this study is experimental with descriptive qualitative techniques. Data collection methods use observation, interview, and questionnaire techniques. In analyzing the data, researchers used the effectiveness of learning media approaches as a benchmark for application assessment. The results of this study explain the strategies and steps of the Kahoot! learning media can be implemented innovatively through various products by utilizing the application's features. Student responses to the implementation of the Kahoot! game media are very positive and interactive, so learning is easy to understand, interesting, and creative to apply in the learning process at school. This application has also been proven to increase students' enthusiasm for learning. It acts as a quiz innovation that can improve the quality of student involvement in learning in the classroom. Developing technology-based learning media, such as Kahoot!, requires creativity in creating practical innovations for the teaching and learning process. Teachers are expected to be more creative in choosing learning media to improve students' mufradat memorization.

Keywords: Arabic Mufradat, Kahoot!, Learning Tool, experimental study

Abstract

Kahoot! Merupakan aplikasi digital yang memiliki potensi besar dalam pengembangannya sebagai media pembelajaran. Kemajuan teknologi yang berjalan seiring dengan hambatan dan tantangan menuntut media pembelajaran inovatif terutama pada pembelajaran Bahasa Arab. Penelitian ini bertujuan mengeksplorasi media pembelajaran Kahoot! Sebagai media game untuk meningkatkan penguasaan mufrodat pada siswa kelas X MA Al-Anwar Sarang dan meninjau respons siswa terhadap implementasinya. Metode yang digunakan dalam penelitian ini adalah eksperimental dengan teknik kualitatif deksriptif. Metode pengumpulan data menggunakan teknik observasi, wawancara, dan kuisioner. Dalam menganalisis data, peneliti menggunakan pendekatan efektifitas media pembelajaran sebagai tolak ukur penilaian aplikasi. Hasil dalam penelitian ini menjelaskan bahwa strategi dan langkah-langkah media pembelajaran Kahoot! Dapat diimplementasikan secara inovatif melalui berbagai produk dengan memanfaatkan fitur dari aplikasi. Respons siswa pada implementasi media game Kahoot! Sangat positif dan interaktif sehingga pembelajaran sangat mudah dipahami, menarik, dan kreatif untuk diterapkan dalam proses belajar di sekolah. Aplikasi ini juga terbukti dapat meningkatkan semangat belajar siswa dan berperan sebagai inovasi kuis yang mampu meningkatkan kualitas keterlibatan siswa dalam pembelajaran di kelas. Pengembangan media pembelajaran berbasis teknologi, seperti Kahoot!, memerlukan kreativitas dalam menciptakan inovasi yang efektif untuk proses belajar mengajar. Guru diharapkan lebih kreatif dalam memilih media pembelajaran yang mampu meningkatkan hafalan mufrodat siswa.

Kata Kunci: *Kahoot!, mufrodat bahasa arab, media pembelajaran, penelitian eksperimen*

INTRODUCTION

The current modern era shows increasingly rapid technological progress. 21st-century skills also require the ability to utilize information and communication technology.¹ Gibson & Smith, stated that in this fast-moving world, where technology is woven into everyday life, information is at our fingertips.² This era means that all aspects of life must be able to adapt to technological developments, including the educational aspect. The realm of education needs to utilize technology to find reliable sources of information because we are now living in the information era, the digital age, and the new media era. Educational institutions must make the learning atmosphere conducive and enjoyable through technology. The rapid increase in the availability and affordability of interactive technology is contributing to the adoption of games in science and education to foster collaborative learning, exploration, and discovery. This trend encourages students to engage actively in experimenting with various technologies to support their learning, particularly as they are increasingly proficient in using

¹ Puji Astuti et al., "Penerapan Aplikasi Kahoot Sebagai Media Pembelajaran Interaktif," *Cendikia: Jurnal Pendidikan dan Pengajaran* 2, no. 8 (2024): 215–219.

² Poppy Gibson, "Digital Literacies: Preparing Pupils and Students for Their Information Journey in the Twenty-First Century," *Information and Learning Sciences* 119, no. 2 (2018).

mobile technology. In line with this development, the study conducted by A. Tegar Babur Firdaus, Moh. Ainur Rizal, and Thoifur Rahman demonstrates that the use of technologies such as learning management systems, augmented reality, and artificial intelligence significantly develop learning interactivity. However, their research also highlights challenges, including limited infrastructure and educators' digital competence. Therefore, while technology integration holds substantial potential to improve the interactivity of learning, it requires comprehensive and sustainable implementation strategies to ensure its effectiveness.³

One way to increase learning effectiveness is to provide stimulation to motivate students through an innovative and creative learning system that stimulates critical thinking patterns. Teachers also need to be creative, one of which is by combining learning and information technology. Teacher creativity can increase students' motivation and attention so their understanding of the material improves. Mei explained that changes in educational practices and developments in technology have increased the use of digital learning tools in higher education.⁴ A participatory learning system with high assessment methods is needed to increase student participation so that they are more empowered and the quality of education increases.⁵

At MA Al-Anwar Sarang, the implementation of quiz-based applications such as Kahoot! has brought a noticeable transformation to the classroom learning environment, especially in Arabic language lessons.⁶ Initially introduced to overcome student boredom and low engagement in traditional learning, Kahoot! was adopted by teachers as an interactive tool to assess student understanding of *mufrodāt* material.⁷ During classroom activities, students participated in real-time quizzes using their smartphones,⁸ which immediately captured their attention due to the game-like format. According to observations and interviews with the Arabic teacher, Mr. Afif Hidayatulla, students showed greater enthusiasm, competitiveness, and focus during Kahoot! sessions. The use of visual elements, time limits, and instant feedback helped students not only retain vocabulary more effectively but also encouraged collaborative learning through discussions before and after each quiz

³ A. Tegar Babur Firdaus, Moh. Ainur Rizal, and Thoifur Rahman, "Pemanfaatan Teknologi Dalam Pendidikan: Meningkatkan Interaktivitas Pembelajaran," *Pragmatik : Jurnal Rumpun Ilmu Bahasa dan Pendidikan* 3, no. 1 (January 6, 2025): 256–265, <https://journal.aspirasi.or.id/index.php/Pragmatik/article/view/1347>.

⁴ Afyah Al Fajriyyah and Meida Nugrahalia, "Efektivitas Aplikasi Kahoot! Sebagai Alat Evaluasi Kognitif Pada Materi Sistem Pencernaan Manusia," *Jurnal Pelita Pendidikan* 8, no. 4 (2020).

⁵ Josep Lluís del Olmo Arriaga, Juan J. Guardia Hernández, and Vanesa Berlanga Silvente, "Innovation in the Teaching-Learning Process: The Case of Kahoot!," *On the horizon* 27, no. 1 (2019).

⁶ Noza Aflisia et al., "Pemanfaatan Aplikasi Kahoot Untuk Meningkatkan Penguasaan Unsur Bahasa Arab," *Al-Muktamar As-Sanawi li Al-Lughah Al-'Arabiyyah (MUSLA)* 1, no. 1 (2020): 1–17.

⁷ Aceng Cucu Bunyamin, Dewi Rika Juita, and Noer Syalsiah, "Penggunaan Kahoot Sebagai Media Pembelajaran Berbasis Permainan Sebagai Bentuk Variasi Pembelajaran," *Gunahumas* 3, no. 1 (2020): 43–50.

⁸ Ibid.

session. Over time, the use of Kahoot! became an integral part of lesson planning and was adapted for different skill levels.⁹ This experience shows that the application is not only suitable for delivering evaluations in a fun way but also supports creative thinking and digital literacy among students in the context of Education 4.0.¹⁰

Various studies show that Kahoot learning media improves students' understanding of Arabic. For example, research by Ismatul and colleagues indicates that Kahoot can be used to support the achievement of Arabic language learning goals effectively.¹¹ Research by Andi Fauzi Riantimun and colleagues also shows that Kahoot media in learning Arabic can increase students' enthusiasm during the learning process in class.¹² Research by Zakiyatul Abidah and colleagues shows that implementing the Kahoot application positively affects Arabic writing skills. The T-test results show a value of 12.999 with degrees of freedom (d.b) $N-1 = 29-1 = 28$. Based on the T table for one group, the significant value at the 0.05 level is 2.05, and at 0.01 is 2.76. Because the results of the T analysis are higher than the significant value, the Working Hypothesis (H_a) is accepted, and the Null Hypothesis (H_o) is rejected. In addition, relative frequency distribution analysis shows that Kahoot-based e-learning media reached 70.166%, which is included in the excellent category (61% - 84%).¹³ Research by Novita and Tatang regarding the influence of Kahoot learning media on interest in learning Arabic shows that variable X (Kahoot media) reaches 81%, which is in the good category. This means that Kahoot has a positive impact on the learning process. Likewise, with variable Y, which also shows a figure of 81%, it can be concluded that the use of Kahoot media has a good effect on students' interest in learning.¹⁴ Previous studies support the effectiveness of Kahoot! as an interactive learning tool. Rojabi et al. found that its use in English language learning improved students' test scores (from 45.00 to 64.17) and enhanced motivation through a fun, competitive environment, despite technical limitations.¹⁵ Similarly, Alsswey and Malak reported that Kahoot! significantly reduced stress and anxiety symptoms, while improving self-efficacy and academic achievement among university students in Jordan. These findings confirm that, when supported by

⁹ Arriaga, Hernández, and Silvente, "Innovation in the Teaching-Learning Process: The Case of Kahoot!"

¹⁰ Bunyamin, Juita, and Syalsiah, "Penggunaan Kahoot Sebagai Media Pembelajaran Berbasis Permainan Sebagai Bentuk Variasi Pembelajaran."

¹¹ Iis Ismatul Aliah, Amirudin, and Iqbal Amar Muzaki, "Pemanfaatan Aplikasi Kahoot Sebagai Media Pembelajaran Bahasa Arab," *PIWULANG: Jurnal Pendidikan Agama Islam* 6, no. 1 (2023).

¹² Andi Fauzi Riantimun et al., "Pemanfaatan Aplikasi Kahoot Sebagai Media Pembelajaran Bahasa Arab Interaktif," *Shaut al Arabiyyah* 11, no. 2 (January 2024): 352–369.

¹³ Zakiyatul Abidah, M. Fathor Rohman, and Yeni Rahmadian, "Pengaruh Penerapan Media Pembelajaran E-Learning Berbasis Aplikasi Kahoot Terhadap Keterampilan Menulis Bahasa Arab," *Edu Journal* 1, no. 2 (2023).

¹⁴ Az-Zahwa Tri Novita and Tatang, "Pengaruh Media Pembelajaran Kahoot Terhadap Minat Belajar Bahasa Arab Siswa Kelas 12 Agama Di MAN 1 Lahat," *Jurnal Pendidikan Tambusai* 8, no. 2 (2024): 17432–17437.

¹⁵ Ahmad Ridho Rojabi et al., "Kahoot, Is It Fun or Unfun? Gamifying Vocabulary Learning to Boost Exam Scores, Engagement, and Motivation," *Frontiers in Education* 7 (2022).

proper technical preparation and instructional design, Kahoot! can enhance both emotional well-being and learning outcomes.¹⁶

Strategies in teaching Arabic to non-Arabic speakers are an essential aspect that can help students achieve their learning goals and develop their skills.¹⁷ Previous research related to Arabic language learning has highlighted the use of various educational media, such as images, videos, and digital technologies, to improve students' understanding and motivation.¹⁸ Learning Arabic includes four primary skills: listening, speaking, reading and writing, and requires mastery of mufradat and grammar.¹⁹ The focus of teaching should be on students' communication skills in Arabic, both orally and in writing. Mufrodat (mufradat) is a crucial element in learning Arabic, supporting communication and understanding.²⁰ Adding mufradat is essential for developing language skills, and appropriate media is needed in teaching so students can understand texts well, one of which is Kahoot media.

Based on observations and interviews conducted at MA Al-Anwar Serang on November 10, 2022, with one of the Arabic language teachers, Mr. Afif Hidayatulla, it was found that students initially felt bored and less motivated due to the conventional and monotonous methods used in Arabic language learning. The teacher explained that traditional lectures and textbook-based instruction made it difficult to capture students' attention, leading to passive participation in class. However, after integrating the Kahoot application into the teaching process, a significant shift occurred. Learning became more interactive and fun, and students began to participate more actively. According to Mr. Afif, the competitive nature of Kahoot quizzes sparked students' curiosity and encouraged them to be more engaged. This was also supported by classroom observations showing that students appeared more enthusiastic, responded faster, and showed greater understanding of the vocabulary taught (*mufrodat*). The colorful visuals, time-bound challenges, and immediate feedback provided by Kahoot contributed to creating a dynamic and enjoyable learning environment. In

¹⁶ Ahmed Alsswey and Malakeh.Z. Malak, "Effect of Using Gamification of 'Kahoot!' As a Learning Method on Stress Symptoms, Anxiety Symptoms, Self-Efficacy, and Academic Achievement among University Students," *Learning and Motivation* 87 (August 2024): 101993, <https://linkinghub.elsevier.com/retrieve/pii/S0023969024000353>.

¹⁷ Muhammad'Ainul Yaqin, "Istrāṭijīyat Al-Ta'allum Al-Lughah Al-'Arabīyah Li-l-Nāṭiqīn Bi-Ghayr Al-'Arabīyah Li-Taṭwīr Mahārat Al-Kalām Li-Ṭullāb Ghayr Al-Sa'ūdīyīn Fī Barnāmaj Al-Mukhāṭaṭif Qism Al-Lughah Wa Al-Thaqāfah Ma'had Al-Lughawīyāt Al-'Arabīyah Bi-Jāmi'at Al-Malik Sa'ūd," *Alsinatuna* 5, no. 2 (2020): 204–215.

¹⁸ Syarofah Syarofah, Murdiono Murdiono, and Anisatu Thoyyibah, "Enhancing Students' Arabic Learning Outcomes Using Kinemaster Based Audiovisual Media: A Case in Al-Irsyad Junior High School Banyuwangi East Java," *Alsinatuna* 9, no. 2 (2024): 131–145.

¹⁹ Nur Rif'atul Mahmudah et al., "Peningkatan Penguasaan Mufrodat Melalui Metode As-Sam'iyyah Asy-Syafawiyah Di SD Islam Assuniyah Tulang Bawang Barat," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (January 2024): 35–47.

²⁰ Umi Hijriyah et al., "Arabic Learning Media Based on Smart Apps Creator for Students of Islamic Junior High School," *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 9, no. 2 (December 2022): 217–230.

conclusion, the change in teaching media not only improved student motivation but also increased their ability to absorb the material more effectively.²¹

Based on the description above, researchers are interested in exploring the implementation and effectiveness of Kahoot! in learning Arabic in class X MA Al-Anwar Sarang. This research aims to examine how the use of Kahoot as an interactive learning media can play a role in improving students' understanding of the Arabic language.

The main aim of this research is to explore the use of Kahoot! as a game-based digital learning media to develop students' mastery of Arabic *mufrodat* in grade X at MA Al-Anwar Sarang. This study also aims to analyze students' responses toward the use of Kahoot! in the classroom and evaluate its effectiveness in increasing student engagement and enthusiasm for learning. Through this, the research seeks to offer innovative strategies in implementing technology-based media to support Arabic language acquisition in modern classrooms.

METHOD

This research uses an experimental method to test the effectiveness of implementing learning methods using Kahoot! in Arabic language teaching. The experimental approach was chosen because it allows researchers to determine cause-and-effect relationships between the tested variables. The validator questionnaire sheet and student responses are used to calculate the percentage of data obtained. The following is the design used:

$$P = f N \times 100\%$$

Information:

- P : Questionnaire data percentage figure
f : Total score obtained
N : Maximum total score

In line with this aim, the research method used is a qualitative descriptive method which aims to describe all responses given by students through questionnaires.²² The measurement scale used is the Likert scale with five indicators, namely 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree). As in the table below:

²¹ Afif Hidayatullah, *Wawancara Singkat Kepada Staf Guru Ma Al-Anwar Sarang* (Sarang, 2023).

²² John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (California: SAGE Publications, 2014).

Table 1. Media Eligibility Criteria

Achievement Level	Information
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly agree

In this research, the population studied consisted of 25 students of class X at MA Al-Anwar Sarang. The researchers chose the Al-Anwar Rembang Foundation educational institution because it is a Salaf-based educational institution that utilizes technology to support the learning process. Students are allowed to bring mobile phones and have access to Wi-Fi for internet-based learning. According to Arikunto,²³ if the population is less than 100, it is better to take all of them as the research sample. Therefore, the total number of students in class X was used as the research sample. Data collection techniques used in this research include observation, interviews, and questionnaires related to the use of Kahoot! in mufrodat Arabic.²⁴

This research uses a mixed-method approach, combining qualitative and quantitative methods. Qualitative observations were conducted by researchers through direct involvement in the field to observe individual behavior and classroom activities, particularly focusing on the use of Kahoot in Arabic *mufrodat* learning.²⁵ This involved direct observation of phenomena, including the selection, modification, and documentation of learning processes before the implementation of *Mahārah Kitābah* activities using Kahoot media. In parallel, quantitative data were also collected through pre-test and post-test scores to measure the effectiveness of the learning intervention. This combination allowed the researchers to gain a comprehensive understanding of both the process and outcomes of using Kahoot in the Arabic language classroom.

Qualitative interviews are used to obtain information or views from informants directly.²⁶ This research conducted interviews before the Kahoot experiment in learning maharah kitabah with the teacher to explore data. Interview activities include interviews with teachers before using Kahoot and interviews with students to obtain additional information. A questionnaire is a data collection

²³ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Edisi Revi. (Jakarta Timur: PT. Rineka Cipta, 2025).

²⁴ John Creswell, *Research Design Pendekatan Metode Kualitatif, Kuantitatif, Dan Campuran* (Yogyakarta: Pustaka Pelajar, 2016).

²⁵ Vicki L. Plano Clark and Nataliya V. Ivankova, *Mixed Methods Research* (London: SAGE Publications, 2015).

²⁶ Loso Judijanto et al., *Research Design: Pendekatan Kualitatif Dan Kuantitatif* (Jambi: PT. Sonpedia Publishing Indonesia, 2024).

technique that is carried out by giving a set of written questions to respondents to answer. This questionnaire collects data and discovers changes that occur when using Kahoot in learning maharah kitabah, including students' opinions about Kahoot media.

Data from observations and interviews will be analyzed using descriptive analysis techniques to find information before using Kahoot media. Data analysis techniques include analysis of initial interview results, analysis of questionnaires from media expert validators, and analysis of student responses. A Likert Scale calculates the percentage of data obtained on the validator questionnaire sheet and student responses.

RESULT AND DISCUSSION

Strategy and Steps for Implementing Kahoot for Learning Arabic Mufrodat at MA Al-Anwar Sarang Rembang

The use of Kahoot media in learning Arabic mufrodat in class X MA Al-Anwar Sarang Rembang has been implemented with several strategic steps designed to improve students' skills in mastering mufrodat. These steps not only leverage the gamification aspect of Kahoot, but also make the learning process more interactive and fun. The steps are as follows:

Table 2. Kahoot steps in learning Arabic

No	Teacher	Student
1.	The teacher provides Arabic mufrodat material	Students observe material about Arabic mufrodat
2.	The teacher gives examples of the use of mufrodat in sentences.	Students analyze examples of the use of mufrodat in sentences
3.	The teacher asks students to make sentences using the mufrodat they have learned.	Students make sentences that are appropriate to the mufrodat they have learned.
4.	The teacher gives a quiz using Kahoot (http://Kahoot.it/) in the mufrodat material.	Students started entering Kahoot (http://Kahoot.com) for mufrodat material.
5.	The teacher gives a code to enter Kahoot.	Students enter a code from the teacher to be able to enter Kahoot.
6.	The teacher provides instructions or directions for taking the Kahoot quiz.	Students listen to instructions from the teacher to take the quiz.
7.	Teachers ask students to take Kahoot quizzes and can monitor the results of students' answers.	Students answer the quiz correctly according to the answer choices available.
8.	Teachers can see student score results from highest to lowest.	Students can only see the highest 10 scores after being notified by the teacher.

9.	Teachers can analyze quiz results based on multiple choice questions.	Students can evaluate wrong answers and correct them.
10	The teacher provides reinforcement or rewards for students who get high scores.	Students feel motivated and more enthusiastic in learning mufrodat.

From the explanation in the table above, it is:

1. The teacher provides Arabic mufrodat material

The teacher delivers Arabic mufrodat material with relevant themes, such as animals (الحيوان), profession (المهنة), verbs (الفعل) and presentative noun (اسم الإشارة). Next, students were asked to observe, reread, and memorize the mufrodat using the Kahoot application. These activities help students understand new mufrodat and increase their engagement through interactive learning methods.

2. The teacher gives examples of the use of mufrodat in sentences.

The teacher presents various types of mufrodat related to animals (الحيوان), profession (المهنة), verbs (الفعل), and presentative noun (اسم الإشارة) via the Kahoot application, complete with images. Students are required to choose a mufrodat that matches the image displayed in Kahoot, as follows:



Figure 1. Arabic Mufrodat in Kahoot

The mufrodat given includes an animal theme (الحيوان), profession (المهنة), verbs (الفعل) and presentative noun (اسم الإشارة). which is detailed as follows:

Table 3. List of Animal Themed Mufrodat (الحيوان)

الموضوع	المفردات	الترجمة	الموضوع	المفردات	الترجمة
الحيوان	طائر	Bird	الحيوان	أسد	Lion
	دجاجة	Hen		فيل	Elephant
	ديك	Rooster		نمر	Tiger
	ببغاء	Parrot		ذئب	Wolf
	بط	Duck		ثعلب	Change
	عصفور	Sparrow		دب	Bear
	ثعبان	Snake		زرافة	Giraffe
	سمكة	Fish		غزال	Deer
	نملة	Ant		حمار	Donkey
	نحلة	Bee		حصان	Horse
	حصان البحر	Seahorse		بقرة	Cow
	سلحفاة	Turtle		خروف	Sheep
	فأر	Rat		ماعز	Goat
	فراشة	Butterfly		جمل	Camel
				كلب	Dog
				قط	Cat

Table 3 above presents a collection of animal-themed mufrodat (الحيوان), which consists of 30 terms in Arabic. In the Kahoot game, students will be asked to match pictures related to these animals. After that, they will be given four choices of correct Arabic terms to answer. Next, students are expected to memorize the mufrodat. The following are also mufrodat related to the profession (المهنة):

Table 4. List of Profession Theme Mufrodat (المهنة)

الموضوع	المفردات	الترجمة	الموضوع	المفردات	الترجمة
المهنة	صيدلي	Pharmacist	المهنة	طبيب	Doctor
	مدير	Director		مهندس	Engineer
	صحفي	Journalist		معلم	Teacher
	فنان	Artist		محامي	Lawyer
	ممثل	Actor/Actress		ممرض	Nurse

Policeman	شرطي	Driver	سائق
Pilot	طيار	Worker	عامل
Carpenter	نجار	Salesperson	بائع
Blacksmith	حداد	Electrician	كهربائي
Farmer	فلاح		
Chef	طباخ		

Table 4. above presents a collection of profession-themed mufrodat (المهنة) which consists of 20 terms in Arabic. In the Kahoot game, students will be asked to match pictures related to that profession. After that, they will be given four choices of correct Arabic terms to answer. Next, students are expected to be able to memorize the mufrodat they have studied. Apart from the mufrodat theme about animals (الحيوان) and profession (المهنة) which is included in the noun category (الاسم), Also explained about verbs (الفعل) which is divided into three parts: past tense verbs (الفعل الماضي), kor work that is or will occur (present tense verb), and command words (verb of command). This explanation can be seen in the following table:

Table 4. above presents a collection of profession-themed mufrodat (المهنة) which consists of 20 terms in Arabic. In the Kahoot game, students will be asked to match pictures related to that profession. After that, they will be given four choices of correct Arabic terms to answer. Next, students are expected to be able to memorize the mufrodat they have studied. Apart from the mufrodat theme about animals (الحيوان) and profession (المهنة) which is included in the noun category (الاسم), Also explained about verbs (الفعل) which is divided into three parts: past tense verbs (الفعل الماضي), or work that is or will occur (الفعل المضارع), and command words (فعل الأمر). This explanation can be seen in the following table:

Table 5. List of Verb Theme Mufrodat (الفعل)

المفردات	الترجمة
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الموضوع	الفعل الماضي	الفعل المضارع	فعل الأمر
أكل	يأكل	كُلْ	Eat
شرب	يشرب	اشرب	Drink
ذهب	يذهب	اذهب	Go
جاء	يجي	جي	Come
نام	ينام	نم	Sleep
استيقظ	يستيقظ	استيقظ	Wake Up
جلس	يجلس	اجلس	Sit
قام	يقوم	قم	Stand
قرأ	يقرأ	اقرأ	Read
كتب	يكتب	اكتب	Write
سمع	يسمع	اسمع	Hear
نظر	ينظر	انظر	See
فهم	يفهم	افهم	Understand
مشى	يمشي	امش	Walk
ركض	يركض	اركض	Run
غسل	يغسل	اغسل	Wash
طبخ	يطبخ	اطبخ	Cook
فتح	يفتح	افتح	Oper
أغلق	يُغلق	أغلق	Close
عمل	يعمل	اعمل	Work
لعب	يلعب	العَب	Play
سأل	يسأل	إسأل	Ask
أجاب	يجيب	أجب	Answer
بدأ	يبدأ	ابدأ	Starting
انتهى	ينتهي	انته	Ending
درس	يدرس	ادرس	Learning
علم	يعلم	علم	Teaching
طبّق	يطبّق	اطبّق	Applying
شاهد	يشاهد	شاهد	Watching
ركب	يركب	اركب	Driving

الفعل

3. The teacher asks students to make sentences using the mufrodats they have learned

After the teacher gives examples of Arabic mufrodat, the teacher asks students to make simple sentences that follow the rules of number *ismiyah* or *fi'liyah* while remaining related to the mufrodat. Students are then asked to practice making sentences according to the rules taught.

Even though students use Kahoot media, they are still required to take notes and compose sentences in Arabic according to the order of numbers *Ismiyah* And *fi'liyyah*. In this way, students learn to utilize technology and practice their Maharah Kitabah (writing) skills well. This approach helps students understand the structure of the Arabic language in more depth while improving their writing skills. Next, the researcher will explain some of the results of students' answers in constructing Arabic sentences based on the mufrodat contained in Kahoot:

Table 5. Results of Students' Answers in Compiling Mufrodat

الطلاب	الجملة			الترجمة
	الجملة الاسمية	الجملة الفعلية	الجملة الاسمية	الجملة الفعلية
Student A	علي نائم في الفصل	يعلّم الأستاذ اللغة العربية في المدرسة الابتدائية	Ali slept in class	The teacher is teaching Arabic at Madrasah Ibtidaiyah
Student B	فاطمة تغسل ملابس في يوم العطلة	أجاب زيد السؤال من أستاذه	Fatimah is washing clothes on holiday	Zaid has answered questions from his teacher
Student C	زيد راكب الفرس	يشاهد فبري كرة القدم في الملعب	Zaid rides a horse	Febri watches football on the field
Student D	همزة يأكل الرز	شرب سليمان العصير	Hamzah will eat rice	Sulaiman had drunk the juice

4. The teacher gives a quiz using Kahoot (<http://Kahoot.it/>) in the mufrodat material

In learning Arabic, teachers use the Kahoot platform to give quizzes about mufrodat. Kahoot is an interactive tool that allows students to participate actively through fun quiz games. By using Kahoot, students can answer questions about mufrodat in real-time, which not only improves their understanding of mufrodat, but also strengthens memory.

This quiz is designed to test students' knowledge of previously studied mufrodat. Each question asked will involve various aspects, such as meaning, usage in sentences, as well as synonyms and antonyms of these words. This method makes students more involved and motivated because they can see their scores directly.

Additionally, using Kahoot also facilitates instant feedback. Students can find out the extent of their understanding of the material taught, and teachers can identify areas that need improvement. Thus, this quiz functions as an evaluation and an interactive and effective learning tool. Overall, the application of Kahoot in the mufrodat material quiz creates a more exciting and dynamic learning atmosphere and supports the development of students' Arabic language skills.

5. The teacher gives a code to enter Kahoot.

After students open the link (<http://Kahoot.com>), the teacher provides a code or PIN so students can access Kahoot. Next, students enter the code or PIN the teacher gave to join the game. Below is an example of an image showing the code or PIN given to students.



Figure 2. Pageview of PIN Kahoot!

Providing this code or PIN is essential to ensure only registered students can participate in the quiz. This process facilitates access and creates a structured and safe learning environment. With clear steps, students can quickly engage in interactive learning activities.

6. The teacher provides instructions or directions for taking the Kahoot quiz.

The teacher gives directions to students via their respective devices to access <https://kahoot.com> and enter the PIN given by the teacher to enter the Kahoot game. Students are given 1 minute per question to complete the quiz, so they must be quick and careful in answering. During this process, students also listen to instructions from the teacher to do well on the quiz.



Figure 3. View Kahoot from Mobile Phone

This short setting aims to train students' speed and accuracy in answering, which are essential language-learning skills. Additionally, listening to the teacher's instructions is essential to ensure that students understand how to take quizzes correctly, so they can maximize their learning experience.

7. Teachers ask students to take Kahoot quizzes and monitor the results of students' answers

After students successfully log in to Kahoot, the teacher asks them to start working on the quiz questions that have been prepared. The teacher's Kahoot allows him to monitor the progress of the quiz and see the results of student's answers in real time. Meanwhile, students began answering quiz questions which consisted of several answer choices related to Arabic mufrodat.

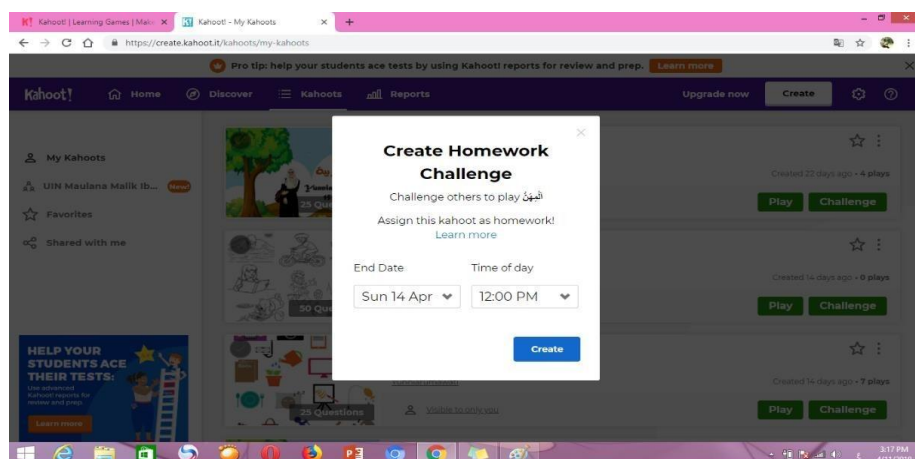


Figure 4. Page View Create Homework Challenge

This process not only tests students' knowledge about mufrodat, but also provides an opportunity for teachers to evaluate students' understanding directly. By looking at the results of the answers, teachers can provide constructive feedback and help students understand material they have not yet mastered.

8. Teachers can see student score results from highest to lowest.

At this stage, teachers can see student scores from lowest to highest. Apart from that, the teacher can also discuss answers to questions related to Arabic. He can ask students why the wrong answer choices are wrong to evaluate their understanding of mufrodat. In this way, teachers can find out which students understand the material or who still need help.

The teacher also told the students about the ten highest scores in Diniah's 1st class. Students can only see the list of the ten highest scores after being informed by the teacher.



Figure 5. Leaderboard of Kahoot!

This process is very important because it helps students understand their mistakes and encourages them to learn more actively. Through this discussion, students are expected to be able to learn from each other and correct mistakes in understanding the material being taught

9. Teachers can analyze quiz results based on multiple-choice questions.

After that, the teacher can analyze each multiple-choice question by pressing the 'Save Result' button, selecting 'Direct Download', and pressing the 'Save to My Computer' button. The downloaded file will be a question analysis in Excel format. Students can also evaluate wrong answers to be correct after the teacher tells them the right answer.



Figure 6. Evaluate Wrong Answer

This analysis is very useful for identifying questions that may confuse students so that teachers can provide further explanations. This way, students know the correct answer and understand the thought process behind it, which can improve their understanding of the material.

10. The teacher provides reinforcement or rewards for students who get high scores

In the learning process, teachers provide reinforcement or rewards to students who achieve high scores on quizzes. These rewards serve as additional motivation for students to study harder and achieve good results. Rewards can be praise, certificates, or small gifts that indicate appreciation for their efforts and achievements.

This positive reinforcement not only increases the enthusiasm of students who get high scores but can also trigger other students to try better.²⁷ With healthy competition, students are motivated to improve their understanding of the material being taught. Apart from that, giving rewards also helps create a positive and supportive learning environment.

Through this strategy, teachers can grow students' self-confidence and encourage them to continue learning and developing their skills. As a result, the learning process becomes more effective and enjoyable

Students' Responses to the Use of Kahoot in Learning Arabic

Using Kahoot! for learning Arabic affects learning performance²⁸ while improving the quality of learning.²⁹ Implementation of learning using the Kahoot! proven to build class dynamics, student

²⁷ Adrián Domínguez et al., "Gamifying Learning Experiences: Practical Implications and Outcomes," *Computers & Education* 63 (2013): 380–392.

²⁸ Sherlock A. Licorish et al., "Students' Perception of Kahoot!'s Influence on Teaching and Learning," *Research and Practice in Technology Enhanced Learning* 13, no. 1 (2018).

²⁹ Alf Inge Wang and Rabail Tahir, "The Effect of Using Kahoot! For Learning – A Literature Review," *Computers and Education* 149 (2020).

involvement in learning, active motivation in learning, and improve student learning experiences. Especially in mufradat learning, Kahoot! effectively allowing learners to expand their more profound understanding of mufradat.³⁰ Kahoot! is an interesting online platform and tool as a learning medium that invites students to participate in games to make learning exciting and fun.

The results of this research are based on student opinion variables regarding the use of Kahoot! Results obtained through interviews with students' assessments of the use of Kahoot! as a creative learning medium, which includes 8 statements and five answer choices, namely: Strongly Disagree (STS), Disagree (TS), Disagree (KS), Agree (S), and Strongly Agree (SS). Based on student responses, it can be formulated in the following table:

Table 6. Student Response Questionnaire Results

Indicator	Maximum Score	Average Score
Instructional Media	25	79%
Learning materials	15	77%
Amount	40	78%
Presentation		78%

To ensure the credibility of the questionnaire results, a validity and reliability test was conducted prior to data analysis. The validity of the questionnaire was assessed using Pearson's correlation, which showed that all items had a significance value (p) less than 0.05, indicating that all questionnaire items were valid. The reliability was tested using Cronbach's Alpha, and the result was 0.821, which exceeds the acceptable threshold of 0.7. This confirms that the instrument used is reliable for measuring student responses.

The effectiveness of learning media is viewed from all methods used to collect information about students' knowledge, abilities, understanding, attitudes, and motivation, which can be done through tests and self-assessments, both formally and informally. Testing is a procedure that can be used to assess student performance. Tests can be objective or subjective. Tests are also a method for measuring a person's abilities, knowledge, or understanding in a particular field.³¹

The central premise is that for students to improve, they need to learn to self-assess the quality of their work. To do so, they must know what good results look like, be able to compare their work

³⁰ Rojabi et al., "Kahoot, Is It Fun or Unfun? Gamifying Vocabulary Learning to Boost Exam Scores, Engagement, and Motivation."

³¹ Mira Mira, Syihabudin Syihabudin, and Yayan Nurbayan, "Evaluation Of Arabic Learning Using The Kahoot Application In The Pandemic Era Of Covid-19," *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 4, no. 2 (2020): 153–164.

to higher standards objectively, and have ways to improve it. These skills can be developed through real, direct evaluation experience.³²

Based on the student response questionnaire data above, the two-way interactive learning media uses Kahoot! in Arabic subjects, and it is considered very worthy. The average percentage obtained from the student response questionnaire was 78%, so this learning media was declared very suitable for use in the Arabic language learning process.

Based on the results of this research, it is known that the use of the Kahoot! can motivate students to pay more attention to the material presented by the teacher in class. This is because answers must be filled in correctly in the Kahoot! quiz. Students are also motivated to become quiz winners by achieving the highest score. With the time limit for completing each quiz question, it is possible that students will not be able to discuss it with other friends, so they will focus more on their respective assignments.

Mufrodat is often defined as a collection of words that a person masters and can use to construct new sentences. Mufrodat is one of the three crucial elements of language that must be mastered, both in spoken and written form, and functions as a tool for developing Arabic language skills.³³

In mufrodat learning, several indicators must be achieved by students, including 1) students' ability to pronounce words correctly, 2) ability to translate mufradat well, 3) ability to write words without spelling errors, and 4) ability to read words correctly appropriate.³⁴

Kahoot! is an application designed to help teachers create innovative, fun, and enjoyable Arabic language learning. This application is designed with a user-friendly interface, paying attention to comfort for both teachers and students. Using Kahoot! does not require software installation on a computer or smartphone; All that is required is registering an account on Kahoot.com as a teacher or trainer. Students can access Kahoot. without having to register, simply by entering the PIN provided by the teacher when this application is used.³⁵

Although Kahoot! offers many advantages, but there are several limitations, such as the need for a fast internet connection and school regulations prohibiting using smartphones or laptops in the school environment.

³² D Royce Sadler, "Formative Assessment and the Design of Instructional Systems," *Instructional Science* 18, no. 2 (1989): 119–144.

³³ Nafsiah Hafidzoh Rahman et al., "PENGARUH MEDIA FLASHCARD DALAM MENINGKATKAN DAYA INGAT SISWA PADA MATERI MUFRODAT BAHASA ARAB," *Jurnal Tahsinia* 2, no. 2 (2021).

³⁴ Hasnidar, "Peningkatan Penguasaan Mufradat Siswa Melalui Media Kartu Kata Bergambar Pada Mata Pelajaran Bahasa Arab Di MTsN Palopo," *Didaktika: Jurnal Kependidikan* 10, no. 3 (August 2021): 197–206.

³⁵ Aulia Rahman, Wahid Murni, and Nurhadi Nurhadi, "Manajemen Kurikulum Bahasa Arab Di Madrasah: Kajian Problematika," *CENDEKIA* 16, no. 01 (2024): 86–97.

In this study, Kahoot! used as an online quiz application with the following steps: 1) educators create a free account at <https://kahoot.com>, which can be connected to a Google account, 2) educators arrange question material according to students' learning needs, 3) after the material is finished, the educator provides an access PIN from Kahoot! and ask students to visit <https://kahoot.it>, 4) the teacher's primary device will display questions in multiple-choice format or factual/false statements, 5) students choose answers within the specified time, 6) students who answer quickly and correctly will get higher score, 7) at the end of the game, educators can save the students' scores and answers in Google Drive or download them in spreadsheet form as evaluation material.³⁶ As a form of motivation, educators can also give awards to students with the highest scores.³⁷

Based on the research objectives, the results showed that the implementation of Kahoot! in Arabic vocabulary (mufradat) learning was not only effective in improving student engagement and understanding but also introduced a creative solution to the challenges of conventional learning. The novelty of this study lies in its contextual application of Kahoot! in a salaf-based Islamic educational institution that embraces digital transformation.

Therefore, it is recommended that Arabic language teachers consider integrating Kahoot! into their lesson plans, especially when aiming to increase student participation and memorization in vocabulary learning. This research also encourages schools to facilitate supportive digital infrastructure to enhance the effectiveness of technology-based learning.

CONCLUSION

Kahoot! can create an innovative, fun, and not dull learning atmosphere. It has a user-friendly interface and easy access without software installation, Kahoot! makes it easier for teachers and students to interact during the learning process. This makes Kahoot! an effective medium for increasing student motivation and involvement in learning Arabic. Using the Kahoot! As a learning medium, it is easy to understand, exciting, and creative to apply in the learning process at school. This application has also been proven to increase students' enthusiasm for learning and act as a quiz innovation that can improve the quality of student involvement in classroom learning. Developing technology-based learning media, such as Kahoot!, requires precision and creativity in creating

³⁶ Muhammad Infithar Al Ahqaf et al., "Using Kahoot! Application in the Daily Evaluation of Arabic Lesson: Experimental Studies at Islamic Senior High School in Indonesia | Istikhdam Kahoot! Fi Al-Taqwīm Al-Yaumī Li-Mādah Al-Lughah Al-'Arābīyah: Al-Bahts Al-Tajribī Fi Al-Madrasah Al-Tsānawīyah," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 10, no. 2 (October 2022): 241–254.

³⁷ Dheyana Yolanda Assesanti, "The Effectiveness of Using Kahoot! In Teaching Arabic Grammar in Terms of Interest and Learning Results/ فعالية استخدام كاهوت! في تعليم القواعد العربية من حيث الاهتمام ونتائج التعلم," *ATHLA : Journal of Arabic Teaching, Linguistic and Literature* 2, no. 2 (December 2021): 180–195.

practical innovations for the teaching and learning process. Therefore, teachers should be more creative in choosing learning media to improve students' memorization.

Based on these findings, it is recommended that teachers be more creative in selecting digital learning tools to support students' memorization and mastery of vocabulary. Schools should also consider supporting digital-based learning by providing stable internet access and allowing responsible use of smartphones during lessons. For future researchers, it is suggested to expand the scope of study by exploring Kahoot!'s impact on other language skills such as speaking or writing, and to combine it with other interactive platforms to further enhance student engagement and learning outcomes.

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