

Kahoot as a Tool for Evaluating Arabic Vocabulary Learning at SMP IT Darul Wahdah

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Abstract

The rapid development of educational technology requires assessment strategies that are more interactive, effective, and aligned with the characteristics of 21st-century learners. This study aimed to describe the use of Kahoot as an assessment tool for Arabic vocabulary learning and to examine the responses of teachers and students to its implementation at SMP IT Darul Wahdah. This research employed a descriptive qualitative approach. Data were collected through observation, interviews, questionnaires, and documentation. The participants consisted of 31 eighth-grade students from classes VIII A and VIII B. Data were analyzed using the Miles and Huberman model, including data reduction, data display, and conclusion drawing and verification. The findings show that Kahoot increased students' motivation, participation, and enthusiasm during assessment activities, while also helping teachers evaluate students' understanding quickly and efficiently. Nevertheless, its implementation was constrained by limited technological facilities and unstable internet access. In conclusion, Kahoot is an effective innovative assessment medium, but its optimal use depends on adequate infrastructure and technological readiness. Future studies are recommended to apply experimental or quasi-experimental designs to measure more precisely the impact of Kahoot on Arabic vocabulary learning outcomes.

Keywords : Kahoot, Learning Assessment, Arabic Vocabulary, Learning Motivation, Digital Media

A. Introduction

The digital transformation in education has accelerated the use of various game-based platforms as learning and assessment tools, particularly in language education.¹ However, their implementation in Arabic language learning, especially in regions with limited technological infrastructure, remains relatively under-researched.² Advances in information and communication technology have shifted the learning paradigm from conventional approaches toward more interactive, flexible, and learner-centered models.³ Technology functions not only as a learning aid but also as a catalyst for educational innovation that is more effective and efficient.⁴ In this context, educators are required to integrate technology into the learning process, including the evaluation stage, in order to create a more engaging learning environment that aligns with the characteristics of digital-generation learners.⁵

Assessment is an integral component of the learning system and cannot be separated from the educational process itself. In a broad sense, assessment is a systematic process of collecting, analyzing, and interpreting information to determine the extent to which learning objectives have been achieved. More specifically, learning evaluation is a continuous process involving the collection and interpretation of information to assess the effectiveness of the learning system and support decisions for future improvement.⁶ Good evaluation serves not only as a measure of learning outcomes but also as feedback for teachers and

¹ Alim Al Ayub Ahmed et al., "An Empirical Study on the Effects of Using Kahoot as a Game-based Learning Tool on EFL Learners' Vocabulary Recall and Retention," *Education Research International* 2022, no. 1 (2022): 9739147; Mohd Elmagzoub Eltahir et al., "The Impact of Game-Based Learning (GBL) on Students' Motivation, Engagement and Academic Performance on an Arabic Language Grammar Course in Higher Education," *Education and Information Technologies* 26, no. 3 (2021): 3251-78; Ganjar Yusup Sofian et al., "The Effectiveness of AI Based Microlearning Platforms through Vlog Content to Improve Arabic Listening Skills," *Arabiyatuna: Jurnal Bahasa Arab* 10, no. 1 SE-Articles (May 1, 2026): 39-62, <https://doi.org/10.29240/jba.v10i1.16265>.

² Irma Nur Fiani, Mohammad Ahsanuddin, and Romyi Morhi, "The Effectiveness of Using Kahoot! Application as an Evaluation Tool in Arabic Vocabulary Learning at Madrasah Ibtidaiyah," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 2 (2021): 243-56; Husnul Hamidah, Nur Hasaniyah, and Abdul Muntaqim Al Anshory, "Gamified Assessment: Utilizing Kahoot to Improve Vocabulary Learning Outcomes," *Al-Irfan: Journal of Arabic Literature and Islamic Studies* 8, no. 1 (2025): 614-30.

³ Eltahir et al., "The Impact of Game-Based Learning (GBL) on Students' Motivation, Engagement and Academic Performance on an Arabic Language Grammar Course in Higher Education."

⁴ A I Stoumpou and R I Stoumpou, "Modern Digital and Technological Educational Methods," *Trends in Higher Education* 4, no. 2 (2025), <https://doi.org/10.3390/higheredu4020025>; S Vemula, "Leveraging VR/AR/MR and AI as Innovative Educational Practices for 'IGeneration' Students," in *Handbook of Research on Equity in Computer Science in P-16 Education*, 2020, 265-77, <https://doi.org/10.4018/978-1-7998-4739-7.ch015>.

⁵ Hamza Farhane, "An Investigation of the Effect of Kahoot on Vocabulary Retention among Moroccan EFL Secondary School Students: A Quasi-Experimental Study," *Journal of English Language Teaching and Applied Linguistics* 7, no. 3 (2025): 242-57.

⁶ Ahmed et al., "An Empirical Study on the Effects of Using Kahoot as a Game-based Learning Tool on EFL Learners' Vocabulary Recall and Retention"; Eltahir et al., "The Impact of Game-Based Learning (GBL) on Students' Motivation, Engagement and Academic Performance on an Arabic Language Grammar Course in Higher Education."

students to improve the quality of learning.⁷ Therefore, the selection of appropriate evaluation media and methods is a crucial factor in the success of the learning process.⁸

Arabic language learning at the junior high school (SMP) level faces several challenges, one of which is vocabulary mastery (mufradat).⁹ Vocabulary is the primary foundation in Arabic language learning and supports the four language skills: listening (maharah istimā'), speaking (maharah kalām), reading (maharah qirā'ah), and writing (maharah kitābah).¹⁰ As explained in the related literature, vocabulary is a crucial foundational component for supporting mastery of the four core language skills.¹¹ Without adequate vocabulary mastery, these four skills are difficult to develop optimally.¹² Vocabulary mastery also serves as an early indicator of success in learning a foreign language, including Arabic.¹³

Based on interviews with Arabic teachers at SMP IT Darul Wahdah, vocabulary assessment is still dominated by written tests and has not yet utilized digital media. Teachers also noted that students appear less enthusiastic compared to when learning uses technology-based media. Since this method tends to be monotonous and lacks variety, it has the potential to reduce students' motivation to learn. Research has shown that technology-based learning media can significantly foster student interest compared to conventional methods.¹⁴ Therefore, innovation in learning assessment media is needed to enhance student engagement and motivation.

With the rapid development of digital technology, various interactive learning platforms have emerged as innovative solutions, one of which is Kahoot! Kahoot! is a game-based learning platform that can be used to review students'

⁷ Hamidah, Hasaniyah, and Al Anshory, "Gamified Assessment: Utilizing Kahoot to Improve Vocabulary Learning Outcomes."

⁸ Fiani, Ahsanuddin, and Morhi, "The Effectiveness of Using Kahoot! Application as an Evaluation Tool in Arabic Vocabulary Learning at Madrasah Ibtidaiyah."

⁹ Ahkmad Zainudin and Muhammad Tareh Aziz, "Memorizing Arabic Vocabularies (Fi'il Mudhori') with the Help of Educative Media in Junior High School," *Journal of Linguistics and Applied Linguistics* 2, no. 3 (2024): 64–71; Ahmad Fadhel Syakir Hidayat et al., "Attempts to Unravel and to Overcome The Educational Issues of Nahwu (A Multi-Site Descriptive Study at UINSI Samarinda and UNSIQ Wonosobo)," *Al-Jawhar: Journal of Arabic Language* 2, no. 1 (June 1, 2024): 1–18, <https://doi.org/10.69493/ajoa.v2i1.41>.

¹⁰ Ahmad Fadhel Syakir Hidayat et al., "Keterampilan Berbahasa Arab Dalam Literatur Akademik Indonesia: Tren Penelitian Dalam Jurnal Terakreditasi SINTA (2018-2022)," *Borneo Journal of Language and Education* 4, no. 1 (2024): 50–64, <https://doi.org/https://doi.org/10.21093/benjole.v4i1.8085>; Cecep Muttaqin et al., "Students' Perceptions of ChatGPT as a Learning Aid in Arabic Language Education at Universitas Islam KH. Ruhiat Cipasung," *Borneo Journal of Language and Education* 5, no. 2 (July 2025): 269–86, <https://doi.org/10.21093/benjole.v5i2.11183>.

¹¹ M Mustamin, A F S Hidayat, and ..., "Efektifitas Media Audio Visual Terhadap Penguasaan Kosakata Siswa MI Al Ma'arif Samarinda," *Borneo Journal of ...*, 2022, <https://journal.uinsi.ac.id/index.php/bjpe/article/view/5587>.

¹² Ali Al Shra'ah and Malek Hussein, "The Effect of Kahoot on Developing EFL Saudi Students' Vocabulary Acquisition, Reading Comprehension, and Their Attitudes towards Such a Strategy.," *IUG Journal of Educational & Psychological Studies* 29, no. 1 (2021).

¹³ K Abusyairi et al., "Development Strategy of Arabic Language Education Program through Alumni Penetration in East Kalimantan Madrasah," *Borneo Journal of ...*, 2024, <https://doi.org/10.21093/benjole.v3i2.8246>.

¹⁴ Ah Alrabani, Muh Anwar, and Fatkhul Ulum, "The Influence of the Use of Educational Game-Based Learning Media Kahoot in Arabic Language Learning on the Learning Motivation of Madrasah Aliyah Students in Bima City," *Pinisi Journal of Education* 5, no. 6 (2025): 147–58.

knowledge, conduct formative assessments, or provide a fun break from traditional classroom activities.¹⁵ This platform allows students to participate in online quizzes that combine competitive and collaborative elements.¹⁶ Kahoot! features interactive quizzes where participants answer questions via internet-connected devices such as smartphones, laptops, or tablets while the questions are displayed on the teacher's main screen. Engaging visual elements and an easy-to-understand game structure make Kahoot! not only enhance students' active participation but also encourage collaboration within groups.¹⁷

Several studies have examined the use of Kahoot! in language learning, including Arabic. Fiani et al. described the implementation of Kahoot!, Socrative, and Google Forms in Arabic language learning and concluded that these platforms can be used by Arabic language teachers as creative tools in the learning assessment process, particularly for quizzes on language skills and linguistic elements.¹⁸ This qualitative descriptive study provides an overview of the application of Kahoot! in Arabic language classrooms. Similar findings were also reported by Hamidah et al., who noted that Kahoot can function effectively as a gamified assessment medium for vocabulary learning outcomes.¹⁹

A quantitative study by Riwanda et al. examined the effect of game-based learning using Kahoot! on improving Arabic vocabulary mastery.²⁰ The results indicated that Kahoot! was effective in improving students' vocabulary learning outcomes through gamification. Other research also supports the positive role of Kahoot in vocabulary learning and retention, showing significant effects on learners' achievement and motivation.²¹ This evidence provides empirical support that Kahoot! can be an effective medium in vocabulary instruction.

Several studies have shown that Kahoot can function effectively as an assessment medium in language learning. Fiani et al. found that Kahoot supported Arabic vocabulary evaluation by making the assessment process more interactive and engaging,²² while Hamidah et al. reported that gamified assessment through Kahoot helped improve vocabulary learning outcomes and made evaluation more efficient.²³ In a broader language-learning context, Eltahir

¹⁵ Farhane, "An Investigation of the Effect of Kahoot on Vocabulary Retention among Moroccan EFL Secondary School Students: A Quasi-Experimental Study."

¹⁶ Eltahir et al., "The Impact of Game-Based Learning (GBL) on Students' Motivation, Engagement and Academic Performance on an Arabic Language Grammar Course in Higher Education."

¹⁷ Ahmed et al., "An Empirical Study on the Effects of Using Kahoot as a Game-based Learning Tool on EFL Learners' Vocabulary Recall and Retention."

¹⁸ Fiani, Ahsanuddin, and Morhi, "The Effectiveness of Using Kahoot! Application as an Evaluation Tool in Arabic Vocabulary Learning at Madrasah Ibtidaiyah."

¹⁹ Hamidah, Hasaniyah, and Al Anshory, "Gamified Assessment: Utilizing Kahoot to Improve Vocabulary Learning Outcomes."

²⁰ Agus Riwanda, Muhammad Ridha, and M I Islamy, "Increasing Arabic Vocabulary Mastery Through Gamification; Is Kahoot! Effective?," *Lisania Journal of Arabic Education and Literature* 5, no. 1 (2021): 19-35, <https://doi.org/10.18326/lisania.v5i1.19-35>.

²¹ Ahmed et al., "An Empirical Study on the Effects of Using Kahoot as a Game-based Learning Tool on EFL Learners' Vocabulary Recall and Retention"; Farhane, "An Investigation of the Effect of Kahoot on Vocabulary Retention among Moroccan EFL Secondary School Students: A Quasi-Experimental Study."

²² Fiani, Ahsanuddin, and Morhi, "The Effectiveness of Using Kahoot! Application as an Evaluation Tool in Arabic Vocabulary Learning at Madrasah Ibtidaiyah."

²³ Hamidah, Hasaniyah, and Al Anshory, "Gamified Assessment: Utilizing Kahoot to Improve Vocabulary Learning Outcomes."

et al. also demonstrated that game-based learning can enhance students' motivation, engagement, and academic performance.²⁴ These findings suggest that digital game-based assessment not only creates a more conducive learning environment but also supports faster, more practical, and more learner-centered evaluation processes.

Although the studies mentioned above have made significant contributions, several gaps remain. First, based on a literature review covering 2020–2025, research on the use of Kahoot! in Arabic language instruction has mainly been conducted at the senior high school and university levels, while studies at the junior high school level remain relatively limited.²⁵ Second, existing research tends to focus on quantitative outcomes without examining in depth the simultaneous responses of students and teachers to Kahoot!.²⁶ Third, there has not been much research documenting technical barriers such as network instability and device limitations that arise during implementation in the field, as well as how those barriers affect program sustainability.²⁷ These gaps indicate that more context-specific research is needed.

Given this gap, the novelty of this study lies in its examination of Kahoot as a tool for evaluating Arabic vocabulary, which not only explores student responses but also teacher responses and the challenges of implementation in schools with limited digital infrastructure. This focus is important because the effectiveness of technology-based assessment does not depend solely on the platform itself but also on the readiness of users and supporting facilities. In this sense, the present study contributes a more contextual understanding of how Kahoot operates in real classroom conditions.

Based on the background and research gaps outlined above, this study aims to describe the steps for using Kahoot! as an assessment tool for Arabic vocabulary learning in the 8th grade at SMP IT Darul Wahdah and analyze student and teacher responses to the use of Kahoot! in assessing Arabic vocabulary learning. The results of this study are expected to contribute to the development of innovative methods for evaluating Arabic vocabulary learning that align with the characteristics of digital-generation learners, while also serving as a basis for teachers and schools in adopting digital media in areas with limited facilities.

B. Method

To conduct research on the use of Kahoot as a tool for evaluating Arabic vocabulary learning, the researcher decided to use a qualitative approach with a descriptive research design at SMP IT Darul Wahdah. Qualitative research is based on the philosophy of postpositivism, focusing on the natural conditions of

²⁴ Eltahir et al., "The Impact of Game-Based Learning (GBL) on Students' Motivation, Engagement and Academic Performance on an Arabic Language Grammar Course in Higher Education."

²⁵ Mohammad Zaki, "Enhancing Arabic Vocabulary Mastery through Kahoot: Evidence from Elementary Madrasah Students," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 13, no. 2 (2025): 423–42.

²⁶ Riwanda, Ridha, and Islamy, "Increasing Arabic Vocabulary Mastery Through Gamification; Is Kahoot! Effective?"

²⁷ Hamidah, Hasaniyah, and Al Anshory, "Gamified Assessment: Utilizing Kahoot to Improve Vocabulary Learning Outcomes."

Kahoot as a Tool for Evaluating Arabic Vocabulary Learning at SMP IT Darul Wahdah

the subject.²⁸ This approach allows the researcher to obtain rich and comprehensive data through direct observation, in-depth interviews, and relevant documentation, thereby providing a complete picture of the phenomenon under study.

The sources in this study include the principal of SMP IT Darul Wahdah, the Arabic language teacher at SMP IT Darul Wahdah, and several students of SMP IT Darul Wahdah. The research subjects in this study are all eighth-grade students at SMP IT Darul Wahdah. According to Meleong, research subjects are the sources of information required for data collection.

The data collection techniques used were observation, interviews, and documentation, namely: (1) Observation, which in this study was conducted to gather and collect data directly from the field, examining how the Kahoot platform functions when used in the evaluation of Arabic language learning (2) Interviews were conducted with Arabic language teachers and several students through purposive sampling to gather their opinions, experiences, and responses regarding the use of Kahoot (3) A questionnaire was administered to students participating in the vocabulary learning assessment process via the Kahoot platform (4) Documentation in this study consists of the Kahoot quiz questions used and the students' assessment results.

The data analysis technique used in this study is qualitative data analysis based on the Miles, Huberman, and Saldaña model,²⁹ which consists of three stages: (1) data condensation, the process of selecting, simplifying, and focusing the raw data obtained from the field; (2) data display, namely the systematic presentation of information to facilitate understanding and interpretation; and (3) conclusion drawing and verification, that is, formulating conclusions based on the analyzed data and checking their consistency through ongoing review of the findings. Data validity was ensured through triangulation of sources and techniques using observations, interviews, questionnaires, and documentation.

C. Findings and Discussion

SMP IT Darul Wahdah is a private junior high school located in Gerung Subdistrict, West Lombok Regency, West Nusa Tenggara Province. The total sample for this study consisted of 31 students, encompassing all students from classes VIII A and VIII B. Although the school is a technology-based educational institution, the use of technology in Arabic language instruction remains limited. Teachers predominantly rely on traditional teaching methods, such as lectures, without integrating digital media. This approach has resulted in a monotonous learning experience, which may reduce students' engagement and their interest in using digital tools in the context of Arabic language learning. To address this issue, the Kahoot platform was introduced to enhance students' motivation during the assessment of Arabic vocabulary learning.

²⁸ J W Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches," Sage Publications, 2021.

²⁹ J Miles, M. B., Huberman, A. M., & Saldaña, *Qualitative Data Analysis: A Methods Sourcebook (3rd Ed.)* (SAGE Publications, 2014).

Concept and Steps in the Arabic Vocabulary Learning and Assessment Using Kahoot

The Arabic vocabulary learning and assessment process was conducted over two sessions, targeting 8th-grade Class B in the first session and Class A in the second session, with identical procedures applied to both groups. We conducted the Arabic vocabulary learning and assessment process at SMP IT Darul Wahdah in two sessions; the first session targeted 8th-grade Class B students, while the second session targeted 8th-grade Class A students, following the same steps. The following are the steps in the Arabic vocabulary learning activity and its assessment:

The first step involved preparation by setting up the necessary equipment for the Kahoot quiz, including laptops and network connections. In the second step, a brief explanation of the Kahoot application was provided to ensure that students were familiar with the platform before proceeding to the vocabulary material. In the third step, students were presented with a set of 40 vocabulary words covering topics such as school, hobbies, professions, and animals, which formed the basis of the Kahoot quiz. During this presentation, a short quiz was conducted where students who answered quickly and accurately were rewarded with special prizes. The fourth step consisted of administering the Kahoot quiz, which included multiple-choice and true/false questions. In the fifth step, students were provided with a code or PIN to join the Kahoot game. Subsequently, in the sixth step, students were instructed to access the Kahoot website via their devices, enter the provided PIN, and participate in the quiz. All students answered the questions simultaneously, with a 10-second time limit per question to encourage quick and accurate responses. Finally, in the seventh step, students who achieved the top three scores were awarded prizes. Teachers were able to view students' scores, ranked from lowest to highest, which also allowed them to identify which questions were challenging and which were correctly answered by students. This scoring information can be used as a measure of student learning and to inform future instructional planning.



Multiple-Choice Question



Vocabulary Materials



Kahoot Game PIN



True Or False Questions

Kahoot as a Tool for Evaluating Arabic Vocabulary Learning at SMP IT Darul Wahdah



Session 1 Podium

nama pengguna :	Peringkat :	Jawaban yang benar :	Benar dijawab :	Skor akhir :
ursia	1	100%	—	35.750
NIANE	2	100%	—	31.025
xini	3	100%	—	30.700
alia	4	100%	3	23.800
Wagdy	5	100%	1	29.627
anika riyani	6	100%	2	27.858
afifa adharman	7	100%	5	27.254

Student Scores

Figure 1. Arabic Vocabulary Learning and Assessment Process Using Kahoot: Materials, Quiz, and Results

Teachers can also access and review students' Kahoot quiz scores in detail, which provides a valuable tool for assessing individual and overall student learning outcomes. By examining these scores, educators can identify patterns in students' performance, including which specific questions were most frequently answered correctly and which posed difficulties for the majority of students. This information enables teachers to pinpoint areas where students may require additional instruction, reinforcement, or practice, allowing for more targeted and effective teaching strategies. Moreover, the detailed scoring data facilitate the evaluation of students' understanding of Arabic vocabulary, providing both formative feedback during the learning process and summative insights at the conclusion of the quiz. In addition, these scores can inform curriculum planning and the design of subsequent learning activities, ensuring that instruction aligns with students' proficiency levels and learning needs. Overall, the integration of Kahoot as an assessment tool not only enhances student engagement but also equips teachers with actionable data to improve the quality and effectiveness of Arabic language instruction.

Benefits of Kahoot for Students in Evaluating Arabic Vocabulary (Mufrodat) Learning at SMP IT Darul Wahdah

The implementation of Kahoot in assessing Arabic vocabulary (mufrodat) learning at SMP IT Darul Wahdah provides several notable benefits for both students and teachers. For students, the use of Kahoot transforms the evaluation process into a more enjoyable and engaging experience, reducing stress commonly associated with traditional testing methods. Additionally, Kahoot familiarizes students with the integration of technology in educational contexts, helping them become more comfortable and adaptive to digital learning environments.

For teachers, the platform offers valuable insights into the use of digital media as a means of enhancing student engagement and motivation. Through the analysis of Kahoot quiz results, teachers can effectively assess the extent of their students' mastery of Arabic vocabulary, identifying strengths and areas requiring further reinforcement. This immediate feedback allows for informed instructional adjustments and supports the development of targeted learning strategies.

The reported benefits are corroborated by data collected through a questionnaire administered to students in classes VIII A and VIII B, who participated in the Arabic vocabulary assessment. Responses were categorized using a Likert scale with the following options: SA (Strongly Agree), A (Agree), N

Kahoot as a Tool for Evaluating Arabic Vocabulary Learning at SMP IT Darul Wahdah

(Neutral), D (Disagree), and SD (Strongly Disagree), providing quantitative support for the observed advantages of Kahoot in the learning process.

Table 1. Students' Perceptions Of The Use Of Kahoot

No	Question	SA	A	N	D	SD	Result
1	I feel good about learning Arabic vocabulary using Kahoot	26	5				97,7%
2	Kahoot makes learning more fun	25	6				96,1%
3	I find it easier to remember vocabulary after playing Kahoot	23	7	1			94,1%
4	The use of Kahoot makes me more focused when learning	22	9				94,1%
5	I understand the vocabulary questions given through Kahoot	20	10	1			92,2%
6	I had a hard time following Kahoot	6	8	5	7	5	61,9%
7	I want Kahoot to be reused in other Arabic lessons	23	8				94,8%
8	In my opinion, Kahoot is suitable for testing vocabulary comprehension	23	8				94,8%

Based on the survey results, the overall responses indicate a highly positive perception of the statements presented. In the first statement, 26 respondents strongly agreed and 5 agreed, yielding a score of 97.7%. For the second statement, 25 respondents strongly agreed and 6 agreed, with a percentage of 96.1%. The third statement received responses from 23 respondents who strongly agreed, 7 who agreed, and 1 who was neutral, resulting in 94.1%. Similarly, the fourth statement obtained 22 strongly agree responses and 9 agree responses, also reaching 94.1%. In the fifth statement, 20 respondents strongly agreed, 10 agreed, and 1 was neutral, producing a score of 92.2%. The sixth statement showed more varied responses, with 6 respondents strongly agreeing, 8 agreeing, 5 remaining neutral, 7 disagreeing, and 5 strongly disagreeing; however, the final percentage remained high at 94.1%. Meanwhile, the seventh and eighth statements each received 23 strongly agree responses and 8 agree responses, with both achieving 94.8%. These findings suggest that the majority of respondents expressed strong agreement toward the evaluated aspects, reflecting a generally favorable assessment of the implementation being studied.

Based on our observations, the students participated in the quiz with great enthusiasm and spirit, of course, until the event concluded. Regarding understanding how to use the Kahoot platform, the researcher provided a thorough explanation of the procedures for using Kahoot. Regarding technical issues, during the first session, we as organizers encountered some difficulties with the login page, where the Gmail accounts prepared by the school did not

function consistently. Throughout the program until its conclusion, the students appeared to be thoroughly entertained and laughing, and they also demonstrated discipline in following the rules and instructions provided by the organizers.

During the interview session, the researcher selected three distinct student groups: those with the highest scores, average scores, and lowest scores. Based on the interview results, students with the highest scores did not face time constraints when answering, whereas those with the lowest scores disagreed; they felt that the 10-second time limit was too short and insufficient to formulate their answers (this is also due to the limited study time); from this, it can be concluded that no matter how effective or enjoyable a method may be, there are always individual factors that influence its effectiveness, such as students' academic ability, their readiness to learn, and their individual time management. Therefore, as educators, we need to consider the diversity of students' characteristics when implementing learning methods so that the results can be more equitable and fair.

Although the majority of 8th-grade students at SMP IT Darul Wahdah agreed that Kahoot should be used regularly as a tool to assist in vocabulary assessment activities, unfortunately, this view is contradicted by the teachers' perspective. In interviews, teachers stated that the use of the Kahoot app remains ineffective due to a lack of facilities, such as devices when used simultaneously, and an internet connection that is not always reliable. This finding aligns with the results of Wang & Tahir's (2020) study, which noted that while Kahoot has been proven to increase student motivation and engagement, technical challenges such as internet connectivity and device availability remain major obstacles to its implementation in certain contexts. Similarly, research by Ilmiyah & Sumbawati found that high learning motivation does not always correlate directly with learning outcomes if not supported by adequate infrastructure.³⁰ Thus, the success of integrating digital media such as Kahoot into learning assessment depends not only on the design of the media itself but also on the readiness of school infrastructure and teachers' digital competencies. This study recommends that schools strengthen their technological facilities and provide training to teachers before fully adopting digital media in the learning evaluation process.

Discussion

The findings of this study show that Kahoot was perceived as an effective assessment tool for Arabic vocabulary learning because it increased students' motivation, participation, and enthusiasm while helping teachers check understanding quickly and efficiently. This result is meaningful because it confirms a central proposition in formative assessment theory: assessment becomes more valuable when it provides timely evidence that can immediately support learning decisions rather than merely producing scores at the end of instruction.³¹ In this study, Kahoot did not function only as a testing medium, but

³⁰ Nur Hafidhotul Ilmiyah and Meini Sondang Sumbawati, "Pengaruh Media Kahoot Dan Motivasi Belajar Terhadap Hasil Belajar Siswa," *JIEET (Journal of Information Engineering and Educational Technology)* 3, no. 1 (2019): 46–50.

³¹ Paul Black and Dylan Wiliam, "Developing the Theory of Formative Assessment," *Educational Assessment, Evaluation and Accountability (Formerly: Journal of Personnel Evaluation in Education)* 21, no. 1 (2009): 5–31; Dylan Wiliam, "What Is Assessment for Learning?," *Studies in Educational Evaluation* 37, no. 1 (2011): 3–14.

also as a feedback-rich learning experience. The game format transformed assessment into an activity that students experienced as engaging rather than intimidating. This helps explain why the classroom atmosphere became more active and interactive during vocabulary evaluation.

The increase in student motivation can be interpreted through the motivational affordances of gamified learning. Kahoot offers immediate feedback, visible scoring, time pressure, and competition, all of which can make learners more alert and emotionally involved in the task. Similar findings were reported in previous studies showing that Kahoot tends to raise classroom engagement and positive attitudes because it combines learning with play and instant response.³² In the present study, this motivational effect was especially relevant because Arabic vocabulary assessment at SMP IT Darul Wahdah had previously relied on monotonous written tests. The shift to Kahoot therefore created a novelty effect, making students more willing to participate and more eager to answer questions quickly and accurately.

The teacher response in this study is equally important. Teachers found Kahoot helpful because it allowed them to assess students' comprehension more quickly and efficiently. This supports the view that assessment should function as an ongoing process that informs instruction and teacher decision-making, not simply as a summative score-giving activity.³³ Kahoot enabled the teacher to monitor responses in real time, identify which vocabulary items were understood and which were still problematic, and maintain the pace of the lesson. In this sense, Kahoot strengthened the formative dimension of assessment. The result is consistent with earlier research indicating that Kahoot can support classroom assessment by making feedback faster, more visible, and easier to interpret.³⁴

From the perspective of Arabic vocabulary learning, the findings also confirm that vocabulary instruction benefits from media that encourage repetition, retrieval, and active engagement. Vocabulary is the foundation for the four language skills, and students who lack adequate vocabulary often struggle in listening, speaking, reading, and writing. Kahoot supports vocabulary learning because it presents words in a short, repeated, and interactive format, which helps learners recall meanings more easily under time-limited conditions. This is in line with prior empirical studies showing that Kahoot can improve vocabulary recall and retention in language learning contexts,³⁵ including Arabic vocabulary learning specifically.³⁶ Therefore, the present study contributes evidence that a

³² Ahmed et al., "An Empirical Study on the Effects of Using Kahoot as a Game-based Learning Tool on EFL Learners' Vocabulary Recall and Retention"; Azza Alawadhi and Emad A S Abu-Ayyash, "Students' Perceptions of Kahoot!: An Exploratory Mixed-Method Study in EFL Undergraduate Classrooms in the UAE," *Education and Information Technologies* 26, no. 4 (2021): 3629–58.

³³ Black and Wiliam, "Developing the Theory of Formative Assessment"; Wiliam, "What Is Assessment for Learning?"

³⁴ Fiani, Ahsanuddin, and Morhi, "The Effectiveness of Using Kahoot! Application as an Evaluation Tool in Arabic Vocabulary Learning at Madrasah Ibtidaiyah"; Alawadhi and Abu-Ayyash, "Students' Perceptions of Kahoot!: An Exploratory Mixed-Method Study in EFL Undergraduate Classrooms in the UAE."

³⁵ Ahmed et al., "An Empirical Study on the Effects of Using Kahoot as a Game-based Learning Tool on EFL Learners' Vocabulary Recall and Retention."

³⁶ Fiani, Ahsanuddin, and Morhi, "The Effectiveness of Using Kahoot! Application as an Evaluation Tool in Arabic Vocabulary Learning at Madrasah Ibtidaiyah"; Riwanda, Ridha, and Islamy, "Increasing Arabic Vocabulary Mastery Through Gamification; Is Kahoot! Effective?"

game-based assessment tool can support not only enjoyment, but also a pedagogically relevant vocabulary review process.

At the same time, the study also shows that the success of Kahoot is not determined by the platform alone. The implementation was constrained by unstable internet access and limited technological facilities, which eventually led the school to discontinue the program. This is a crucial finding because it qualifies the generally positive effects of game-based learning reported in previous studies. In other words, the present results confirm the pedagogical potential of Kahoot, but they also reject the assumption that digital tools can be sustained without adequate infrastructure. The problem was not the learning design itself, but the practical conditions of implementation. This aligns with broader evidence that digital learning tools are effective only when users have sufficient access, technical readiness, and institutional support.³⁷

This limitation also clarifies the broader significance of the study. SMP IT Darul Wahdah is described as a technology-based school, yet Arabic instruction still rarely used digital media before Kahoot was introduced. Because of that, Kahoot produced a strong positive response from students, but the school's limited infrastructure created a gap between innovation and sustainability. The study therefore contributes a realistic picture of technology integration in school contexts where digital aspirations exceed available resources. This is an important contribution because many previous studies on Kahoot in Arabic language learning have focused mainly on efficacy, while fewer have documented the institutional and technical barriers that affect continued use. The present study fills that gap by showing that innovation must be evaluated not only by its immediate impact, but also by its feasibility over time.

The findings also have implications for teachers and school leaders. For teachers, Kahoot can be used as a practical formative assessment tool to increase participation and reduce the monotony of vocabulary testing. For schools, however, the study shows that successful implementation requires stable internet connections, enough devices, and technical support. This means that the adoption of digital assessment should be accompanied by planning, training, and infrastructure improvement. The study thus contributes to the field by demonstrating both the educational value of Kahoot and the conditions required for its sustainability. Future studies would benefit from combining qualitative evidence with experimental or quasi-experimental designs so that the effect of Kahoot on Arabic vocabulary achievement can be measured more precisely, alongside a deeper examination of access, readiness, and long-term use.

D. Conclusion

Based on the results of this study, it can be concluded that the use of the Kahoot app as a learning assessment tool has a positive impact on student engagement and motivation, creates an interactive, competitive, and enjoyable learning environment, and makes it easier for teachers to assess student learning outcomes quickly and efficiently. However, the use of Kahoot is still limited by the school's facilities and internet connectivity, which can hinder its optimal

³⁷ Alawadhi and Abu-Ayyash, "Students' Perceptions of Kahoot!: An Exploratory Mixed-Method Study in EFL Undergraduate Classrooms in the UAE"; Eltahir et al., "The Impact of Game-Based Learning (GBL) on Students' Motivation, Engagement and Academic Performance on an Arabic Language Grammar Course in Higher Education."

Kahoot as a Tool for Evaluating Arabic Vocabulary Learning at SMP IT Darul Wahdah

implementation. The implications of this study are as follows: first, for schools, there is a need to improve technological infrastructure, particularly the availability of devices and a stable internet connection, as prerequisites for implementing digital media in learning. Second, for Arabic language teachers, the results of this study provide an empirical basis for adopting game-based assessment tools like Kahoot as an alternative evaluation method that is more engaging and efficient. Third, for future researchers, it is recommended to conduct more comprehensive research using experimental or quasi-experimental designs to measure the impact of Kahoot usage more precisely on Arabic vocabulary learning outcomes. Therefore, adequate technological infrastructure and the readiness of teachers and students are required so that the use of digital media such as Kahoot can run optimally and evenly.

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