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# Kahoot Application as Learning Platform for Evaluation of Arabic Vocabulary Elements

Mawaddah Hudri

Universitas Pendidikan Indonesia Bandung, Indonesia

Email: Mawaddah11@upi.edu

### Abstract

*Vocabulary or mufradat is one of the important elements in learning Arabic language. Most people believe that the first thing in learning a foreign language is to know and learn its vocabulary. However, learning a language will not be enough if ones only learn vocabulary without paying attention to grammar and language. By learning vocabulary, students can acquire language skills (istima'. kalam, qiraah, kitabah). To determine the achievement of learning outcomes, evaluation is necessary. One of alternative evaluations is to use an application. This research is a literature study which ~~shows~~ interprets findings on the use of Kahoot application in the evaluation of Arabic vocabulary elements. The advantages of using Kahoot application in learning activity are: 1) making the students become motivated in learning; 2) minimizing cheating; and 3) easing the evaluation and grading by teachers. While the drawbacks of using Kahoot application in learning Arabic language are limited to the good internet connection and the teachers need their own tricks in supervising students when the exam is in progress. To sum up, this research is aimed to be a media innovation resource in learning evaluation.*

**Keywords:** Arabic vocabulary, Kahoot application, Learning evaluation.

### Introduction

In the era of the Industrial Revolution 4.0, it has become a period that has changed human resources to be replaced by technology with the concept of automation in all areas of life. One of them is in the field of education, therefore the learning process undergoes a development known as IoT (Internet of Things) or IoE (Internet of everything) (Sauri, 2021; Vaidya et al., 2018).

The Industrial Revolution 4.0 has brought a big influence in the world of education such as the impact on the interaction behavior between lecturers and students. The interaction was initially based on face-to-face learning activity in class, changed by collaboration of internet-based utilization (online learning) on technology in the learning process and activities in the evaluation of learning (Sauri et al., 2021).

To overcome this situation, various facilities have been provided by software development companies to support learning activities in the classroom connected to the internet network by means of combining face-to-face learning activities with the internet network (digital literacy) in the world of education. This means that the world of education must provide sufficient educational facilities that are in accordance with technological developments.

Technology-based media has been proven able to improve student learning outcomes both in cognitive and psychomotor aspects (Sanusi & Haq, 2021; Vina, 2019). Although the facts that there are still many institutions that have not utilized technology optimally (Raisa et al., 2017). However, the strong influence of technology has contributed to the development of science.

There are three factors that are affecting the development and integration of digital technology into learning, namely: design technology, the role of educators in applying the technology, the educational context in which technology is applied, as well as various web-based services that can be used in the world of education. like Edmodo (Sugito et al., 2017), Google

Classroom (Iftakhar S., 2016), and *Academia Edu* or application based services such as KAHOOT (Zucker et al., 2019).

The uses of websites and online applications are the key answer to the challenges of changing ways of learning method, thinking and acting for educators (teachers and lecturers) and students (students and students) in the era of the Industrial Revolution 4.0. The presence of web-based technology makes it easier for those involved in the world of education (teachers, lecturers, students, and students) to access information any time and anywhere. They can easily find various evaluation materials and methods through updated information technology.

The application of communication technology tools aim to identify additional resources that will be needed and prepare contingency activities for students against upcoming problems (Cetin, 2018).

Likewise, the Kahoot application does not only have advantages in the learning process, but also the use of the Kahoot application has become popular. This application creates a suitable platform for learning, which provides a learning experience that can enhance collaboration of student participation in learning.

Kahoot is an application that is used in learning to evaluate to which extent students understand the material that has been given. Evaluation using the Kahoot application helps in motivating and provoking enthusiasm for learning through evaluations that are not monotonous but interesting. With the Kahoot application, students feel happy when participating in learning.

The Kahoot application as a learning platform combines the learning evaluation experience through interactive games and equipped with student activity monitoring system (Correia & Santos, 2020). The innovation of the Kahoot platform is able to help learning evaluation activities become interesting, interactive, conducive and easy to monitor learning outcomes (Dewi, 2018).

Technology in learning can use the latest media in learning. The presence of media in learning is able to increase students' motivation and enthusiasm for learning, thus the learning materials will be more easily conveyed. This requires a substitution from conventional media to technology-based media.

Among various learning media that are available at this time, one of the main concerns is the media used in the evaluation of learning, namely the Kahoot application. Kahoot application is a technology-based learning media that is able to create active, productive and innovative students. The Kahoot application appears as a learning technology platform that combines interactive games and is equipped with a student activity monitoring system.

The application of Kahoot in learning has been widely studied by various researchers in the world. In English lessons, Kahoot is proven to increase students' learning motivation, as evidenced by the significant increase in student scores. The advantage is that besides students being able to learn English lessons, they can also use Information and Communication Technology (ICT) in learning (Sari et al., 2019) and based on the Scheffe test, the learning outcomes of students who study with the Kahoot application are better than students who study without using the application (Fitryanisa & Azimah, 2019).

All studies that have been carried out by previous researchers have shown the effectiveness of using the Kahoot application in various disciplines including the Arabic language. Research proved that the use of Kahoot learning media can increase enthusiasm and motivation to learn Arabic, make it easier to understand the subject matter, and facilitate teachers to transfer knowledge.

Arabic lessons have many branches of knowledge and discussions. Among the things that must be understood by an Arabic learner are the components or elements of the vocabulary of the Arabic language itself. Vocabulary is one of the language elements that must be mastered by foreign language learners to be able to acquire the skills to communicate in that language (Fikriasari, 2020), therefore there is an opinion that the first step in learning a language is to recognize and learn its vocabulary. Although basically learning a language is not similar with learning vocabulary. So that, to be able to master language skills will not be enough if only rely on memorizing the vocabulary

because the vocabulary will not be understood by listeners and readers if it is not arranged in a grammar or language system itself.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, explained that one of the foreign languages studied in Indonesia is Arabic. Even in almost all levels of education based on Islam religion. In practice, learning Arabic explores four language skills, namely *istima'* (listening), *qira'ah* (reading), *kalam* (speaking), and *kitabab* (writing). To figure out the achievement of learning objectives, it is necessary to have an evaluation. According to the law, evaluation is carried out in the context of controlling the quality of education nationally as a form of accountability of education providers to respected parties.

The purpose of learning evaluation is to find out the extent of the effectiveness and efficiency of a learning system, both in terms of material objectives, methods, media, learning resources, the environment, or even the assessment system itself. With evaluation, teachers can examine the achievement of learning objectives so that teachers can find out that the learning process has been quite effective and efficient in achieving learning objectives, or quite the opposite (Sanusi et al., 2020).

In general, evaluations given by students in the form of formative, substantive, and summative tests cause tremendous fear, stress, and anxiety (Putra, 2013). The evaluations that are presented often make students feel tense and even unable to complete the test well. Evaluation activities are not only an activity of doing test questions.

One way that can be used to carry out evaluation is by playing. Playing in this context is not play that is solely oriented towards recreation, but playing educational and interactive games. In play, one feels involved and called upon to overcome difficulties and solve problems. More importantly, in playing, one gets pleasure, so that the activities of overcoming and solving problems take place in an atmosphere of joy, without pressure (Asrori, 2013).

Therefore, to make learning fun, the Kahoot application can be a solution that can be applied in learning Arabic.

In this paper, author will present one form of evaluation in Arabic vocabulary elements using the Kahoot application.

## Method

This study is a library research study by analyzing and collecting data based on reading and in-depth analysis of various references and utilizing written materials such as journals as primary sources and supporting articles that can provide information that is relevant to the topic. The research is the use of the Kahoot application in the evaluation of Arabic vocabulary elements, the reference sources are analyzed in depth by means of data reduction, data display and conclusion drawing (Syarifah, 2019).

Data reduction is a method used by researchers in conducting analysis to emphasize, shorten, focus, discard things that are not important and organize data in such a way that it can draw conclusions or obtain main findings. The process lasts until the final report is completed or in other words that the data is a process of selection, interpretation, simplification and abstraction of rough data. In this case the researcher selects and filters the obtained data related to the use of the Kahoot application in the evaluation of Arabic vocabulary elements, and evaluate the supporting and inhibiting factors, the researcher further simplifies the data, so that it is more focused on the object of research.

Display of data in order to get a clear picture of the overall data, in which at the end will be able to draw conclusions, the researchers tried to compile it into a good and clear data presentation so that it can be explained and understood. In this session, the researcher presents information about the use of the Kahoot application in evaluating Arabic vocabulary elements and also presents

information about the supporting and inhibiting factors for the use of the Kahoot application in detail and clearly so that the flow of the research object can be fully understood.

Conclusion drawing in this study by data selection and drawing conclusions is a new finding that has never existed before. Findings can be in the form of a description or picture of an object that was previously unclear so that after research it becomes clear and explainable.

## Results and Discussion

### A. Kahoot Application

Kahoot is an educational website that was initially founded by Johan Brand, Jamie Brooker and Morten Versvik in a joint project with the Norwegian University of Technology and Science in March 2013. In September 2013, Kahoot was accessible to the public. One year later, Kahoot already has more than 1.5 million registered teachers and 49 million registered learners to play the game (Rofiyarti & Sari, 2017).

Kahoot has 2 (two) website addresses that are used for teaching staff (kahoot.com) and for students (kahoot.it). Kahoot can be played by:

1. Go to the Kahoot page by accessing the <https://getkahot.com> link, then log in with the registered email and password.
2. Clicking on the available Kahoot menu, then the quiz options that have been created will appear.
3. Pressing the play button.
4. Choose how to play as there are two options: classic and team.
5. Next, ask students to access the <https://kahoot.it> link and enter a PIN to access the quiz game.
6. Kahoot is ready to start and control by the teacher's laptop.

### B. The use of the Kahoot application in the evaluation of Arabic vocabulary elements

Learning Arabic means learning the elements in Arabic itself, one of which is the vocabulary element (*mufrodāt*) which is the most important element in understanding and mastering it.

The element of vocabulary is the most important part that must be mastered before practicing kalam. Because the many *mufrodāt* that are mastered will determine the number of sentences that are expressed in the kalam even though the mastery of the *qamāid* is not so qualified. MacTurck and Morgan (1995) states "mastery is great skilfulness and knowledge of some subject or activity" this means that a person can be said to master when he has good knowledge in himself and then can apply that knowledge in the form of activities or practices, so that mastery of a person can be measured on how well he applies the knowledge he has.

According to the Big Indonesian Dictionary, vocabulary means body of words or in Arabic known as a collection of words or a treasure trove of words that are known by a person or other ethnicity, or a part of a particular language. In other words, the definition of Arabic vocabulary is the vocabulary that is known and owned by a group of people/ethnic groups in Arabic.

Based on the description above, it can be described that what is meant by mastery of Arabic vocabulary is the ability of a person to use or utilize the words possessed in communicating and interacting with other people using Arabic. Therefore, in the progress of learning, students are not required to understand and master all Arabic vocabulary but are limited to subject matter that is adapted to the specified curriculum so that there is no exact target of how many words students must master, so that learning activities will run optimally.

Based on the description above, it can be concluded that mastery of Arabic vocabulary (*mufrodāt*) is a person's ability to use the vocabulary he has to communicate and express ideas/thought with his environment both orally and in writing in which characterized by the development of basic language skills, namely listening, writing, speaking and read in Arabic.

The *mufrodāt* questions that can be raised in the Kahoot application are as follows:

- a. Inputting a question in the form of a picture of an object, with the question *maa hadza/hadzihi?*, then students are asked to answer by choosing one of the *mufradat* that corresponds to the object in the picture.
- b. Entering a question in the form of a picture of an object, by questioning the existence of the object in the form of a question *aina alqalam/alhaqibah?*, then students are asked to answer by choosing one of the answers that corresponds to the position of the object in the picture.
- c. Inputting questions in the form of pictures or videos about people doing a job, then students are asked to answer by choosing one sentence that matches the work being done in the picture/video.
- d. Input the question in the form of a *mufradat*, then students are asked to answer by choosing one of the antonyms/synonyms/definitions/meanings of *mufradat*.

## C. Learning Evaluation

### 1. Definition of Evaluation

Evaluation comes from English language which means assessment with the basic word value (Echols & Sadily, 2005) and according to Purwanto there are three aspects that need to be considered in order to better understand what is meant by evaluation, especially teaching evaluation, namely:

*First*, evaluation activities are a systematic process. This means that evaluation (in teaching) is an activity that is planned and carried out continuously. Evaluation is not just the final or closing activity of a program.

*Second*, the evaluation activities require various information or data concerning the object being evaluated. The accuracy of the evaluation results is very dependent on the validity and objectivity of the data used in decision making.

*Third*, every evaluation activity – especially teaching evaluation – cannot be separated from the teaching objectives to be achieved. Without determining or formulating goals first, it is impossible to assess the extent to which student learning outcomes are achieved. This is because each assessment activity requires certain criteria as a reference in determining the achievement limit of the object being assessed. The teaching objectives are the main criteria in the assessment.

To summarize, evaluation is a process of planning, obtaining, and providing information to make a decision. Evaluation can also be interpreted as giving value to the quality of something. Thus, evaluation is a systematic process to make and determine decisions to what extent the achievement of learning objectives by students.

### 2. Evaluation Position

The process of learning activities consists of three stages, namely the planning stage, the implementation stage and the evaluation stage. The evaluation activities are intended to determine the success of learning and the results of the evaluation will be used as material in the ~~process of~~ further program development. Evaluation is an integral part of the learning program and is the final stage of the three learning stages. Although as a final stage, it does not mean that evaluation can only be carried out at the end of the program or at the end of face-to-face learning activity. In practice, evaluation can take place in the middle of the learning activity process or even during the learning process.

### 3. Objectives and Functions of Evaluation

Regardless the type of evaluation used, educators must first know and understand the purpose and function of evaluation. Otherwise, it will be very difficult to plan and carry out the evaluation. The function of evaluation in education cannot be separated from the purpose of the evaluation itself. Therefore, the purpose of the evaluation is to obtain evidence data that will show the level of ability and success of students in achieving curricular goals. In addition, it can also be used to measure or assess the effectiveness of learning and the methods used (Purwanto, 1984).

In general, according to Putra (2013) the purposes of evaluation in the field of education are divided into two. First, to collect various information that will be used as evidence of the development experienced by students after they have participated in the learning process within a certain period of time. Second, to determine the level of effectiveness of the various learning methods that have been used in the further learning process. The evaluation also has several specific objectives. First, to stimulate the activities of students in taking educational programs. Second, to seek and find various factors that cause the success and failure of students in participating the educational programs, to find a solution.

#### **4. Use of Kahoot Application as Evaluation Media**

The use of the Kahoot application provides an overview of the learning process and results that provide a sense of interest, enthusiasm, and activity for students during the learning process because it is equipped with color, shape, and sound features (Fathan & Syafii, 2018).

The Kahoot platform helps the learning evaluation activities provided to students become easier, more interesting, interactive, conducive and easy to monitor learning outcomes. There is a positive response from students in the learning process by using Kahoot application and expects the continuous use of this application in the learning process.

#### **D. Advantages and Disadvantages of Kahoot Application in Evaluation of Arabic Vocabulary Elements**

The use of an application in learning cannot be excluded from the positive and negative sides or the so-called advantages and disadvantages. The advantages of using the Kahoot application in learning Arabic elements are as follows:

1. Learners become motivated in learning. This can be observed from their enthusiasm in answering each question item through this Kahoot application.
2. Minimize cheating in an evaluation. Because the time has been limited so that students do not have the opportunity to open another sources and do not have time to ask.
3. The results of the evaluation will be immediately captured by this Kahoot application. This certainly makes it easier for teachers to evaluate and give grades.

While the disadvantages of using this Kahoot application in learning Arabic are as follows:

1. Evaluation cannot be carried out if there is an internet network interruption or there is no internet connection at all.
2. If the teacher does not have his own tricks, he will be overwhelmed in controlling the students when the test is run, because the class atmosphere will be noisy and crowded with shouts and cheers due to their enthusiasm for running this Kahoot application.

#### **Conclusion**

The industrial era 4.0 is where the technology era becomes a priority from all aspects. Likewise education, education is a reference in gaining knowledge. Technology has affected aspects of education and the learning process. In order to help the learning evaluation process, the teacher uses learning media.

Learning media is not fixated on teachers, blackboards, and books. Nowadays, learning media can take the advantage of technology. One of the technology-based learning media is Kahoot. Kahoot-based learning is a game-based learning. This platform must be connected to the internet or conducted online. The use of the Kahoot application in evaluating Arabic elements can be seen from the Arabic vocabulary elements namely in the form of choosing one of the appropriate *mufradat*, questioning the existence of objects, choosing one sentence that matches the work being done in the picture/video, or determining the antonym/synonym/definition/meaning of *mufradat*.

The advantages of using the Kahoot application in learning are students become motivated in learning, minimize cheating, and make it easier for teachers to evaluate and give grades. While the drawbacks of using Kahoot application in learning Arabic are cannot be run if there is internet

network interference or there is no network at all, and teachers need their own tricks in controlling students when the test is on the run.

This study will broaden an opportunity for future researchers to look more deeply into the use of Kahoot in the evaluation of Arabic element, by directly applying the evaluation of these questions in Arabic learning to determine the level of effectiveness and student enthusiasm in the form of responses by using the Kahoot application. In addition, it is necessary to expand the opportunity of this Kahoot application, not only on elements of Arabic vocabulary but also on proficiency in using the Arabic language.

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