THE EFFECTIVENESS OF USING KAHOOT AS AN EVALUATION MEDIA FOR VOCABULARY LEARNING AT LKP KAMPUNG ARAB AL–AZHAR PARE

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ABSTRAK
Seiring dengan perkembangan teknologi dan informasi di era digital, proses pembelajaran perlu beradaptasi agar lebih relevan dan efektif. Guru memiliki tanggung jawab untuk menciptakan media pembelajaran yang inovatif, termasuk dalam menyusun metode evaluasi yang menarik dan tepat sasaran. Penelitian ini bertujuan untuk mengevaluasi tingkat efektivitas penggunaan Kahoot sebagai alat evaluasi dalam pembelajaran bahasa Arab di LKP Kampung Arab Al-Azhar Pare. Pendekatan yang digunakan dalam penelitian ini adalah mixed methods, yaitu menggabungkan metode kualitatif dan kuantitatif. Adapun responden dalam penelitian ini adalah 24 siswa program Takallam 1 LKP Kampung Arab Al-Azhar Pare. Teknik pengumpulan data dilakukan melalui penyebaran angket dan pelaksanaan pre-test serta post-test, yang kemudian dianalisis menggunakan aplikasi SPSS. Hasil analisis angket menunjukkan bahwa rata-rata skor siswa sebesar 85, yang mengindikasikan bahwa penggunaan Kahoot termasuk dalam kategori sangat efektif. Sementara itu, berdasarkan hasil pre-test dan post-test, diperoleh bahwa hipotesis alternatif (H1) diterima. Hasil uji paired sample t-test menunjukkan nilai signifikansi sebesar 0,000 (< 0,05), menandakan bahwa terdapat pengaruh yang signifikan terhadap hasil belajar. Dengan demikian, dapat disimpulkan bahwa penggunaan Kahoot terbukti efektif dalam mengevaluasi pembelajaran bahasa Arab di LKP Kampung Arab Al-Azhar Pare.
Kata Kunci: Kahoot; Media Evaluasi; Pembelajaran; Mufradat

ABSTRACT
In the digital era, educational activities must be adapted to the rapid development of technology and information. Teachers are required to develop learning media in a creative and innovative manner, including in the evaluation of the material delivered to students. This study aims to determine the effectiveness of Kahoot as an evaluation medium in Arabic language learning at LKP Kampung Arab Al-Azhar Pare. The research employed a combination of qualitative and quantitative methods. The respondents were Takkalm 1 Program students LKP Kampung Arab Al-Azhar Pare. Data collection techniques included questionnaires and pre-test/post-test assessments. The test results were analyzed using SPSS software. Based on the analysis of the questionnaire administered by the researcher to the tenth-grade students, the average score was 85, which falls into the "very effective" category. Furthermore, the results of the pre-test and post-test indicated that the alternative hypothesis (H₁) was accepted. The hypothesis testing using the paired sample t-test yielded a significance value (2-tailed) of 0.000, which is less than 0.05. This indicates a statistically significant difference, leading to the conclusion that the use of Kahoot as an evaluation tool in Arabic language learning at LKP Kampung Arab Al-Azhar Pare is effective.
Keywords: *Kahoot; Evaluation Media; Learning; Vocabulary*

A. Introduction

Arabic language learning, *mufradat* (vocabulary) is one of the most essential components. Mastery of vocabulary is a prerequisite for acquiring the four core language skills: reading (*qirā'ah*), writing (*kitābah*), speaking (*kalām*), and listening

(*istimā'*).[1] Vocabulary supports effective communication, comprehension of texts, and the ability to construct grammatically and contextually correct sentences. Without sufficient vocabulary knowledge, students will struggle to form sentences, grasp messages in oral or written forms, and engage in meaningful communication.[2]

However, in practice, vocabulary instruction and assessment in many institutions—including LKP Kampung Arab Al-Azhar Pare—still face significant challenges.[3] The teaching methods for *mufradat* are often monotonous, involving rote memorization without meaningful context or repetitive written exercises. This approach tends to lower student motivation and engagement. Evaluation practices also tend to be conventional, relying mainly on written tests such as multiple-choice or fill-in-the-blank formats, which primarily assess cognitive outcomes without addressing students' affective or motivational engagement. In fact, in communicative and functional language learning, assessments should be participatory, enjoyable, and able to stimulate long-term memory retention.

In this digital era, various media and applications have emerged that can be used as learning tools and are accessible to teachers and prospective educators. These tools help support the implementation and achievement of educational goals and also assist in addressing problems that may arise during the teaching and learning process. The abundance of applications that facilitate learning is highly beneficial for students, one of which is enhancing their knowledge and encouraging them to think more critically.[4] Not only are there instructional applications, but assessment tools can also be accessed through digital platforms such as Quizizz, Google Forms, Quizegg, and Kahoot. Among these evaluation tools, the researcher chose **Kahoot** to assess Arabic language learning.

Kahoot is a technology-based learning medium in the form of game-based learning evaluations, equipped with student activity monitoring features. The use of the Kahoot application can also serve as an online learning assessment tool that is fun, engaging, conducive, and not monotonous. The purpose of this application is to

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[1] Hanifah Nur Azizah, "Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall," *Alsuniyat* 1, no. 1 (2020): 1–16, https://doi.org/10.17509/alsuniyat.v1i1.24212.

[2] Ratna Handayani Pramukti, Ngatman Ngatman, and Muhamad Chamdani, "Pengaruh Penguasaan Kosakata Terhadap Pemahaman Isi Wacana Pada Siswa Kelas V SD Se-Kecamatan Banyumas Tahun Ajaran 2020/2021," *Kalam Cendekia: Jurnal Ilmiah Kependidikan* 9, no. 3 (2021), https://doi.org/10.20961/jkc.v9i3.53892.

[3] Al-azhar Pare, "Peran Alat Evaluasi Dalam Meningkatkan Penguasaan Kosakata Dan Tata Bahasa Arab Di LKP Kampung Arab" 00, no. 00 (n.d.): 101–10.

[4] Nizaruddin Nizaruddin, Muhtarom Muhtarom, and Aryan Eka Prastya Nugraha, "Pelatihan Penggunaan Quizizz Sebagai Media Evaluasi Pembelajaran Daring," *E-Dimas: Jurnal Pengabdian Kepada Masyarakat* 12, no. 2 (2021): 291–96, https://doi.org/10.26877/e-dimas.v12i2.6417.

provide a learning experience through educational games.[5] Kahoot is a learning platform that allows the development of quizzes for evaluation activities or problem-solving exercises. It offers features such as quizzes, games, discussions, and surveys. Games and discussions can be played individually or in groups. Through the use of Kahoot, it is expected that the extent to which learning objectives have been achieved can be measured.

Based on initial observations conducted by the researcher at LKP Kampung Arab Al-Azhar Pare, it was found that most Arabic language teachers had not yet utilized technology as an instructional medium, despite the school having provided adequate facilities. The available resources—such as a computer laboratory and LCD projectors in several designated classrooms—were not being used effectively to support the learning process.

During classroom activities, teachers primarily employed lecture and discussion methods. When delivering instructional content, teachers used a lecture-based approach, while students merely listened and followed along passively. For assessment purposes, teachers typically relied on group discussions. This instructional approach was observed to have several negative consequences. One notable issue was the lack of engagement; the lecture method often created a monotonous learning atmosphere, as evidenced by students chatting among themselves or even falling asleep during lessons. Additionally, only a few students actively participated in the discussions.

The instructional media used must also be designed to be innovative and as engaging as possible so that students are interested and motivated to participate in the learning activities. This, in turn, can enhance students' understanding of the material and create an enjoyable learning atmosphere, ultimately supporting the achievement of learning objectives

Previous research has explored the use of Wordwall as a medium for Arabic language teaching and assessment. Andi and Hasanul (2024) found that Wordwall was implemented effectively in the learning process, helping students focus more easily and better understand the material.[6] Similarly, Irwan (2021) concluded that Wordwall was successfully and effectively integrated into instruction, resulting in improved

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[5] Maya Siti Sakdah, Andi Prastowo, and Nirwana Anas, "Implementasi Kahoot Sebagai Media Pembelajaran Berbasis Game Based Learning Terhadap Hasil Belajar Dalam Menghadapi Era Revolusi Industri 4.0," *Edukatif : Jurnal Ilmu Pendidikan* 4, no. 1 (2021): 487–97, https://doi.org/10.31004/edukatif.v4i1.1845.

[6] Andi Fauzi Riantimun et al., "Pemanfaatan Aplikasi Kahoot Sebagai Media Pembelajaran Bahasa Arab Interaktif," *Shaut Al Arabiyyah* 11, no. 2 (2024): 352–69, https://doi.org/10.24252/saa.v11i2.44090.

student learning outcomes.[7] Meanwhile, Daryanes and Ririn (2020) demonstrated that Wordwall effectively enhanced students' interest and motivation in learning.[8]

Based on the background described above, this study aims to examine the effectiveness of using Kahoot as an evaluation media in Arabic language learning for students in the *Takallam 1* Program at LKP Kampung Arab Al-Azhar Pare, as well as to describe the effectiveness of using Wordwall as a media for evaluation in Arabic instruction.

The main issue addressed in this research is the extent to which Wordwall is effective as an evaluation tool in Arabic language learning. Therefore, the objective of this article is to present and analyze the effectiveness of using Wordwall as an assessment medium in the *Takallam 1* Program at LKP Kampung Arab Al-Azhar Pare.

B. Method

This study employs a mixed-method approach, combining both qualitative and quantitative methods,[9] with an experimental design conducted at LKP Kampung Arab Al-Azhar Pare. The subjects of this research are 24 students enrolled in the *Takallam 1* Program at LKP Kampung Arab Al-Azhar Pare. The object of the study is the students' knowledge, with the independent variable being the use of Kahoot as a learning evaluation medium, and the dependent variable being the students' knowledge. The experimental class utilized Kahoot as an evaluation tool in the form of an educational game.

The experimental design used in this study is a pre-experimental one-group pre-test and post-test design.[10] Two instruments were used in this research: the treatment instrument and the measurement instrument. The treatment instrument consisted of a lesson plan (RPP) and the learning media, which were later assessed by students through a distributed questionnaire. The measurement instrument consisted of a set of test items based on the material taught during the learning sessions.

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[7] Irwan Irwan, Zaky Farid Luthfi, and Atri Waldi, "Efektifitas Penggunaan Kahoot! Untuk Meningkatkan Hasil Belajar Siswa," *Pedagogia : Jurnal Pendidikan* 8, no. 1 (2019): 95–104, https://doi.org/10.21070/pedagogia.v8i1.1866.

[8] Febblina Daryanes and Deci Ririen, "Efektivitas Penggunaan Aplikasi Kahoot Sebagai Alat Evaluasi Pada Mahasiswa," *Journal of Natural Science and Integration* 3, no. 2 (2020): 172, https://doi.org/10.24014/jnsi.v3i2.9283.

[9] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)* (Bandung: Alfabeta, 2019).

[10] Joko Suboyo, *Metode Penelitian (Dalam Teori Praktek)* (Jakarta: Rineka Cipta, 2000).

Data collection techniques included tests and questionnaires regarding students' responses to the use of Kahoot as an evaluation medium.[11] The results from the pre-test and post-test scores were analyzed using the Statistical Package for the Social Sciences (SPSS) to test the hypotheses. Hypothesis testing was conducted to draw conclusions on whether the treatment had a significant effect on student participation and knowledge.

For data with a normal distribution, parametric statistical analysis was conducted using the Paired Sample T-test, in order to determine whether there was a significant difference in mean scores before and after the treatment.[12] The research hypotheses are formulated as follows:

1. H_1: The use of Wordwall as an evaluation medium is effective in Arabic language learning.

2. H_0: The use of Wordwall as an evaluation medium is not effective in Arabic language learning.

C. Result and Discussion

Kahoot is a technology-based learning medium in the form of game-based learning evaluations, equipped with student activity monitoring features. The use of the Kahoot application can also serve as an online learning assessment tool that is fun, engaging, conducive, and not monotonous. The purpose of this application is to provide a learning experience through educational games.[13] Kahoot is a learning platform that allows the development of quizzes for evaluation activities or problem-solving exercises. It offers features such as quizzes, games, discussions, and surveys.

The procedures for using the Kahoot application are divided into two main categories, namely as a teacher and as a student:

1. As a Teacher

   a) Registering or Logging into the Kahoot Application

   b) Go to https://kahoot.com and click the "Log in" button at the top-right corner.

   c) Choose the account type: Teacher.

   d) Sign up using an email address, Google account, or Microsoft account.

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[11] Muhammad Sodik and Sandu Siyoto, *Dasar Metodologi Penelitian*, 2015.
[12] Triyono, *Metodologi Penelitian Pendidiksn* (Yogyakarta: Penerbit Ombak, 2012).
[13] Sakdah, Prastowo, and Anas, "Implementasi Kahoot Sebagai Media Pembelajaran Berbasis Game Based Learning Terhadap Hasil Belajar Dalam Menghadapi Era Revolusi Industri 4.0."

      e) If you already have an account, simply click "Log in".

2. Creating a Quiz

      a) After logging in, click the "Create" button in the top-right corner.

      b) Select "New Kahoot".

      c) Enter the quiz title, description, and image (optional).

      d) Add questions:

         (1) Choose the question type: Multiple Choice, True/False, Poll, etc.

         (2) Type in the question text and several answer options.

         (3) Mark the correct answer(s).

         (4) Set the time limit for each question (between 5 and 240 seconds).

      e) Add more questions as needed.

      f) Click "Done", then choose either "Private" or "Public", and finally click "Save".

3. Launching the Quiz

      a) Select the quiz you have created.

      b) Click "Start" or "Play".

      c) Choose a mode:

         (1) Teach (Live Game) – for real-time classroom play.

         (2) Assign (Homework) – for independent student completion.

      d) If choosing Live Game, select either:

         (1) Classic (individual play), or

         (2) Team Mode.

      e) Share the Game PIN with the students (displayed on screen).

      f) Students then go to https://kahoot.it and enter the PIN.

      g) Click "Start" to begin the quiz session.
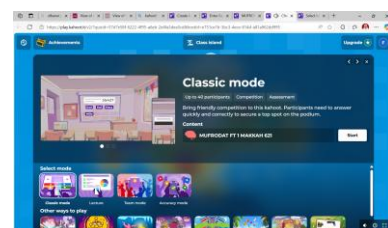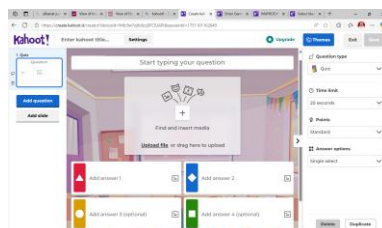
2. As a Student

      a) Open https://kahoot.it or launch the Kahoot mobile application.

      b) Enter the Game PIN provided by the teacher.

      c) Type in your nickname.

d) Answer the questions that appear on the teacher's screen.

e) On your device, select the answer by matching the color or symbol.

f) View your score and ranking after each question.

g) Continue answering until the quiz is complete.
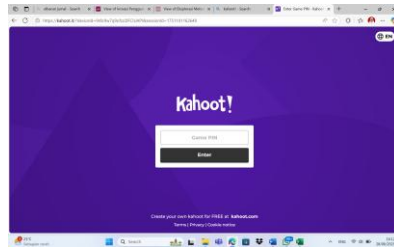
Thus, the above description illustrates the use of Kahoot as an evaluation tool in Arabic language learning for students at LKP Kampung Arab Al-Azhar Pare. Based on the results of the questionnaire that was distributed and completed by the students, the following data were obtained:

Table1

The students expressed enjoyment in learning through the use of Kahoot

No	Statement	Frequency	Percentage (%)
1	Strongly Agree	6	25%
2	Agree	15	62,5%
3	Disagree	3	12,5%
4	Strongly Disgree	0	0%
Frequency		24	100%

Based on Table 1 above, it can be seen that 25% (6 students) strongly agreed, 62.5% (15 students) agreed, 12.5% (3 students) disagreed, and 0% strongly disagreed with the use of Kahoot as an evaluation tool in Arabic language learning. These responses indicate that the use of Kahoot as an evaluation medium at LKP Kampung Arab Al-Azhar Pare received a positive response from the students, with a total of 87.5% of students expressing agreement (strongly agree and agree).

The positive responses provided by the students reflect the effectiveness of using Kahoot as an evaluation tool in the Arabic language learning process for the *Takallam 1* program at LKP Kampung Arab Al-Azhar Pare.

Table 2

The students did not experience any difficulties when using Kahoot

No	Statement	Frequency	Percentage (%)
1	Strongly Agree	4	16,7%
2	Agree	17	70,8%
3	Disagree	3	12,5%
4	Strongly Disgree	0	0%
Frequency		24	100%

Based on the data presented in Table 2, 16.7% (4 students) strongly agreed, and 70.8% (17 students) agreed that they did not experience difficulties when using Kahoot. Meanwhile, 12.5% (3 students) disagreed and reported encountering difficulties or obstacles in using Kahoot as an evaluation tool.

These results indicate that the majority of students did not experience significant challenges in using Kahoot during the learning evaluation process. Therefore, it can be concluded that Kahoot is generally perceived as an accessible and user-friendly platform for Arabic language assessment at LKP Kampung Arab Al-Azhar Pare.

Table 3

Students found it easier to answer Arabic language questions using Kahoot.

No	Statement	Frequency	Percentage (%)
1	Strongly Agree	8	33,3%
2	Agree	11	45,8%
3	Disagree	5	20,8%
4	Strongly Disgree	0	0%
Frequency		24	100%

As shown in Table 3, the use of Kahoot in Arabic language assessment facilitated students in completing the test items. This finding supports the conclusion that Kahoot is an effective medium for conducting learning evaluations, as it enhances student engagement and improves task accessibility.

Tabel 4

Students like the appearance of the questions on Kahoot

No	Statement	Frequency	Percentage (%)
1	Strongly Agree	6	25,0%
2	Agree	17	70,8%
3	Disagree	1	4,2%
4	Strongly Disgree	0	0%
Frequency		24	100%

As reflected in the table above, 6 and 17 students responded that the Kahoot application was engaging, while only 1 student found the question templates on Kahoot unappealing. These student responses indicate that the visual design and layout of Kahoot in Arabic language learning were considered attractive. This suggests that students in the *Takallam 1* program at LKP Kampung Arab Al-Azhar Pare were generally interested in the visual presentation of each question within the Kahoot platform.

To determine the average effectiveness score of using Wordwall as a medium for evaluating Arabic language learning, the following formula was used:

Tabel 5

Categories of student responses

Statement	Student Score
More Effective	75-100
Effective	50-75
Slightly Effective	25-50
Ineffective	0-25

Drawing the results calculated from the 20 questionnaire items, the use of the Kahoot application as an evaluation tool in Arabic language learning—responded to by 24 students of the *Takallam 1* program at LKP Kampung Arab Al-Azhar Pare—falls into the "very effective" category. This is reflected in the average questionnaire score of 85, which corresponds to the "very effective" classification.

In addition, at the end of the learning session, the researcher administered an evaluation test that was accessed via Kahoot. The following presents the Paired

Sample Test results comparing pre-test and post-test scores, in order to measure the effectiveness of Kahoot as a learning evaluation tool in Arabic language instruction:

Table 6 Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Nilai Pretest	39.79	24	14.998	3.062
	NIlai PostTest	85.00	24	10.632	2.170

Based on the results calculated from the 20 questionnaire items, the use of the Kahoot application as an evaluation tool for Arabic language learning—responded to by 24 students of the *Takallam 1* program at LKP Kampung Arab Al-Azhar Pare—falls into the "very effective" category. This is evident from the average questionnaire score of 85, which is classified as very effective.

In addition, at the end of the learning session, the researcher administered an evaluation test via the Kahoot platform. The following is the result of the Paired Sample T-Test comparing the pre-test and post-test scores, used to measure the effectiveness of Kahoot as an evaluation medium in Arabic language instruction:

Tabel 7 Paired Sample Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Nilai Pretest & NIlai PostTest	24	.770	.000

As indicated by the table above, the significance value is 0.000, which is less than 0.05. This indicates that there is a statistically significant difference between the pre-test and post-test scores. Therefore, it can be concluded that the use of Kahoot as an evaluation tool has a significant effect on students' Arabic learning outcomes.

The following is the Paired Sample T-Test result comparing the pre-test and post-test scores to assess the effectiveness of Kahoot as a medium for evaluating Arabic language learning:

Table 8 Paired Sample Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Nilai Pretest -- NIlai PostTest	-45.208	9.610	1.962	-49.266	-41.151	23.047	23	.000

According to the Paired Sample Test table, it can be observed that there is a mean score difference of -45.208, indicating a substantial increase in students' scores from the pre-test to the post-test. The significance value (2-tailed) is 0.000. According to the Shapiro-Wilk criteria, if Sig. < 0.05, the hypothesis of a mean difference is accepted, and if Sig. > 0.05, it is rejected. Since the Sig. (2-tailed) value in this study is 0.000 < 0.05, it can be concluded that there is a statistically significant difference between the pre-test and post-test results.

This finding indicates a meaningful impact of the treatment given, and thus, the research hypothesis (H₁) is accepted: the use of Kahoot as an evaluation tool is effective in Arabic language learning. The implementation of Kahoot has met the criteria of being aligned with learning objectives, as well as engaging student responses and participation.

The data also show that the students' scores fall within a high-effectiveness category, influenced by several factors. Among these are the engaging interface of Kahoot, which increases student motivation to perform better, and the non-

monotonous nature of the evaluation process—an important factor considering that *mufradat* (vocabulary) lessons are conducted in the afternoon.

E. Conclusion

Based on the analysis of the questionnaire distributed by the researcher to 24 students of the *Takallam 1* Program at LKP Kampung Arab Al-Azhar Pare regarding the effectiveness of Kahoot as an evaluation tool in Arabic language learning, the average questionnaire score was 85, which falls under the "very effective" category. In addition, the results of the pre-test and post-test from the same students show that the alternative hypothesis (H_1) is accepted. This conclusion is supported by the Paired Sample T-Test, which yielded a significance value of 0.000 (< 0.05), indicating that the use of Kahoot as an evaluation tool is statistically effective.

This research can be utilized by teachers as a reference for improving instructional methods. By incorporating varied evaluation tools such as Kahoot, student learning outcomes can be enhanced. Moreover, Kahoot can increase students' interest in learning Arabic. This study may also serve as a reference for future research on the application of Kahoot in educational settings.

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