The Effectiveness of Using Kahoot in Teaching Arabic at Junior High School

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Abstract:

In Arabic, there are four maharah that must be mastered, namely maharah istima', kalam, qiroah and kitabah. To master these four skills, effective learning media is needed and in accordance with the times. Unfortunately, many teachers are less creative in using existing media. Learning media has a role as an attractor of attention, curiosity and facilitates the delivery of information to students. This paper discusses Kahoot learning media in the Arabic learning process at Ibnu Sina Al-Qanun Junior High School, Purwakarta. Kahoot is a learning medium in the form of a web-based application for creating quizzes and simple games. Teachers as content creators can add elements in the form of videos, images and text and students can access them via Android. This research is a type of descriptive qualitative research with primary data sources in the form of interviews and questionnaires to students and related parties as well as secondary observation data. Data collection techniques use documentary methods. Meanwhile, data analysis uses qualitative analysis. The results showed that Kahoot learning media can improve students' Arabic language skills at Ibnu Sina Al-Qanun Junior High School, Purwakarta. The purpose of this study is to make teachers more creative in utilizing learning media to create an efficient and more enjoyable learning process.

Keywords: *Arabic, Kahoot, Learning Media.*

Abstrak:

Dalam bahasa Arab, ada empat maharah yang harus dikuasai, yaitu maharah istima', kalam, qiroah dan kitabah. Untuk menguasai keempat keterampilan tersebut, diperlukan media pembelajaran yang efektif dan sesuai dengan perkembangan zaman. Sayangnya, banyak guru yang kurang kreatif dalam menggunakan media yang ada. Media pembelajaran memiliki peran sebagai penarik perhatian, rasa ingin tahu dan memfasilitasi penyampaian informasi kepada peserta didik. Tulisan ini membahas media pembelajaran Kahoot dalam proses pembelajaran bahasa Arab di SMP Ibnu Sina Al-Qanun, Purwakarta. Kahoot merupakan media pembelajaran berupa aplikasi berbasis web untuk membuat kuis dan permainan sederhana. Guru sebagai content creator dapat menambahkan elemen berupa video, gambar dan teks dan siswa dapat mengaksesnya melalui Android. Penelitian ini merupakan jenis penelitian kualitatif deskriptif dengan sumber data primer berupa wawancara dan kuesioner kepada siswa dan pihak terkait serta data observasi

sekunder. Teknik pengumpulan data menggunakan metode dokumenter. Sedangkan analisis data menggunakan analisis kualitatif. Hasil penelitian menunjukkan bahwa media pembelajaran Kahoot dapat meningkatkan kemampuan bahasa Arab siswa di SMP Ibnu Sina Al-Qanun, Purwakarta. Tujuan dari penelitian ini adalah agar guru lebih kreatif dalam memanfaatkan media pembelajaran untuk menciptakan proses pembelajaran yang efisien dan lebih menyenangkan

Kata Kunci: *Bahasa Arab, Kahoot, Media, pembelajaran*

A. Introduction

Industrial revolution 4.0, can also be called the digital revolution or in Arabic known as is الثورة الصناعية الرابعة a term that illustrates the cultural revolution of human lifestyle into an instant variety.[1]

Almost in various fields of life that exist in this era, it cannot be separated from the role of technology and is very dependent on technology. One of them the most prominent feature, such as the emergence of the *application of artificial intelligence.* Robots and smart machine power replace the role of human labor, thus making work more effective and efficient. This change encourages human thinking, having to think in an integrated and comprehensive way to have the ability to imagine steps or predict the future.

The education sector is one of the sectors affected by this digital revolution. The role of academics must be more creative and innovative in formulating educational designs for the future. There are at least two aspects of education that require special attention in this age, technology and humanity. Academics are highly required to prepare a generation of skill owners, behave well, have a desire to improve themselves, and become a generation that has enthusiasm and enthusiasm for literacy.[2]

The challenges of the industrial revolution 4.0 or the digital revolution are also felt by teachers, including teachers in Islamic educational institutions, they are expected to have four main competencies in accordance with the times, namely: 1) good mastery of digital matters, 2) the ability to direct to have an appreciation for technology, 3) the ability to predict the direction of change and find strategic steps to meet face to face with the direction of change, 4) being able to control oneself from the sundries of ongoing change.[3]

The direction of this educational change has an impact on the orientation of Arabic language learning. In the beginning, Arabic became a field of science that focused only on rules. However, with the development of the times, this orientation began to shift from focusing only on rules, then shifting to Arabic language skills which were not limited to the theory of rules, but returned them to the o riginal function of the Arabic language itself, namely as a langu age to

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[1] Renaganis Rosida et al., 2015.

[2] Michelle Supit et al., "Analisis Supervisi Pendidikan Untuk Pengembangan Profesionalitas Guru Berkelanjutan," *LEADERIA: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (2021): 87–107, https://doi.org/10.35719/leaderia.v2i2.68.

[3] Sri et al., 2013.

communicate. So that currently students are required to be able to speak a language, not just understand it.[4]

This shift in the orientation of Arabic language learning has an impact on the use of appropriate learning methods. Based on the purpose of its use, Arabic learning methods can be classified into two methods, namely conventional learning methods and unconventional learning methods. Conventional methods are classical methods or learning methods commonly used by educators since decades ago, further by nautical teachers, such as the *qawaid wa tarjamah* method. The unconventional method itself is a form of method that brings new understandings to the learning process, such as Suggestopedia and The silent Way. [5]

Arabic is often considered difficult, difficult and saturating for most people. Especially among students. Many of them have studied Arabic for many years but have not been able to understand Arabic itself. As well as teachers, they often find it difficult to find the right learning methods and media, which are considered effective for use in Arabic learning.

In learning Arabic, students are required to understand and master four Arabic skills, namely listening (*istima*), speaking (*kalam*), reading (*qiroah*) and writing (*kitabah*) [6]. In learning activities, the media has a very important role. Because in learning activities, when there is learning material that is difficult to convey, it can be helped by presenting media as an intermediary. The complexity of the learning material can be simplified with the help of the media. The media is believed to be able to help intercede what teachers are unable to convey through certain words or sentences. Even the vagueness of the material can be simplified in the presence of media. Thus, students will be easier and more helpful in understanding the learning material.[7]

There are so many kinds of learning media, one of which is audio-visual learning media, which is the media that the author will describe in this article. Audio-visual media is a type of media used in learning activities by involving hearing and vision as well as in one activity or learning process [8] conveyed through this medium can be in the form of verbal or nonverbal messages involving hearing and vision. What the author will explain in this article is Learning activities using audio-visual media which are carried out using

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[4] Taufik Luthfi, "Hubungan Mata Pelajaran Muatan Lokal Bahasa Arab Terhadap Kemampuan Baca Tulis Al-Quran Pada Siswa Kelas IX (Sembilan) SMP Al-Ihsan," *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 2, no. 2 (July 2021): 76–89, https://doi.org/10.52593/klm.02.2.05.

[5] Phillip. K. Hitti, 2006.

[6] Ahmad Fajar and Devi Kurniawati, "Upaya Meningkatkan Hasil Belajar Siswa Dengan Media Flashcard Pada Materi An-Nazah Di DTA Manaarul Huda Kelas IV Ahmad Fajar 1 Devi Kurniawati 2" 2, no. 1 (2021): 24–36.

[7] H M Kamil et al., *PENGANTAR METODOLOGI PEMBELAJARAN BAHASA ARAB*, 2015.

[8] Erta Mahyudin, "MODEL PEMBELAJARAN DISKOVERI SEBAGAI STRATEGI PEMBELAJARAN BAHASA ARAB*," 2014.

smartphones / smartphones in supporting the Arabic learning process through one of the game-based applications called *Kahoot.*

The components of learning consist of teachers, learners, teaching methods, teaching media, facilities and infrastructure.[9] The components of teaching that have been described earlier, are interrelated. Whether the learning situation is conducive or not and the level of achievement of learning outcomes depends on several factors which include: teacher characteristics, learner characteristics, interactions, methods, media, group characteristics, physical facilities, subjects, and the surrounding natural environment.[10] With the malfunction of one of the components already mentioned, it will certainly hinder the learning process. Thus, smartphones or smartphones can be used to support teaching and learning activities in the classroom in order to add convenience for students in the learning process.

Today, almost all activities have used technological advances, including in the field of education. The teaching and learning process is fun, requires a little touch of technology in the innovation of learning media development.[11] Unfortunately, many teachers are less creative and innovative in using technology as a learning medium. Even though there are many advantages of using technology as a learning medium, including being able to create a more effective learning atmosphere for students, increasing learning motivation in doing exercises is also flexible or can adjust to the abilities of students.[12]

One of the innovations in Arabic language learning media with the use of technology is the use of *the Kahoot* application. *Kahoot* is an alternative to various interactive learning media that create a more enjoyable and less saturating learning process. The way this application works is game or game-based learning. This application requires active participation between students and their learning partners through competitions for learning that is currently or has been ongoing. Because it is a game, Kahoot can create cooperative learning and can also build students' emotional development in the ability to collaborate and compete.

As explained above, the main design of Kahoot games is a group game, but even so *Kahoot* can also be played alone or individually. We can access this *Kahoot* game through *the https://kahoot.com* website address for teachers and *https://kahoot.it/* for free student access. So, its use requires an internet network, laptop/PC and *smartphone* (android). Learning using computer technology can increase the attraction of students to do various exercises, because there are various colors, animations and interesting graphic illustrations.

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[9] Syamaun, ", 'Pembelajaran Maharah Al-Kalam Untuk Meningkatan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Banda Aceh.' ," 2020, 11–12.

[10] Gusnarib Wahab et al., "TEORI-TEORI BELAJAR DAN PEMBELAJARAN," n.d.

[11] Jurnal Pendidikan, Bahasa Arab, and Dan Kebahasaaraban, "Pembelajaran Bahasa Arab : Problematika Dan Solusinya," n.d.

[12] M A Ghufron, "Seminar Nasional Dan Diskusi Panel Multidisiplin Hasil Penelitian & Pengabdian Kepada Masyarakat, Jakarta, 2 Agustus 2018 REVOLUSI INDUSTRI 4.0: TANTANGAN, PELUANG DAN SOLUSI BAGI DUNIA PENDIDIKAN," n.d.

The Kahoot application can also make it easier for teachers to evaluate students' abilities. The results of the evaluation are indicators that show that the learning process is proceeding according to its goals. Usually, the results of this evaluation are obtained from the Midterm Assessment (PTS) and the End of Semester Assessment (PAS). Evaluation should not wait when PTS and PAS. Evaluation is also very possible when learning takes place or after the lesson. By using *Kahoot*, teachers can also evaluate students' ability to receive lessons. The purpose of this study is to enable teachers to be more creative in utilizing learning media to create an efficient and more enjoyable learning process.

This research was conducted to determine the effectiveness of using kahoot learning media to increase students' motivation in learning Arabic at Junior High School Ibnu Sina Al-Qanun Purwakarta.

B. Research Method

This research uses a descriptive qualitative type of research, which is a type of research that is compiled to obtain information about the symptom status of a problem when the research is carried out. This study was created to determine the nature of a situation at the time the study was conducted. The primary data sources used in this study are questionnaires and interviews with research objects (students) and related parties and secondary data in the form of observations.

The method used in this study is a qualitative descriptive method. Using a phenomenological qualitative approach or investigation of a social phenomenon as well as a human problem. According to Soendari,[13] qualitative research is a method.

Researchers describe various things on the research target which are words, behaviors or activities and the reality of the research source. Therefore, qualitative research is carried out in natural conditions that are discoveries so that researchers are key instruments. Researchers must have sufficient theoretical provisions and broad insights so that they can ask, analyze, and construct the objects studied related to Arabic learning media at Ibnu Sina Purwakarta Junior High School.

The presence of the researcher in this study, the researcher acts as a data collector and as an active instrument in research in the field. Therefore, as a research instrument in this study is the researcher himself. The position of the researcher in addition to being a researcher, he concurrently serves as a planner, data collector, analysis, data interpreter and in the end, he becomes a pioneer of the results of his research.

The research location is a place where researchers take data to be studied based on certain considerations (especially mileage) that can represent representatively the title in the research problem which in this case is carried out at Ibnu Sina Purwakarta Junior High School. In this place, the researcher

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[13] Tjutju Soendari, "Metode Penelitian Deskriptif," *Universitas Pendidikan Indonesia*, 2010, 25.

focused research on the Arabic learning method used at Ibnu Sina Purwakarta Junior High School.

Data sources are all subjects who can provide information on research problems, in this case the data source / informant in this study is the principal of Ibnu Sina Purwakarta Junior High School, and the subject teacher is also an Arabic extracurricular teacher at Ibnu Sina Purwakarta Junior High School. In addition, other sources of data are words and actions, the rest is additional data such as documents. According to Arikunto, what is meant by data sources in this study is that researchers use two kinds of data, namely primary data and secondary data.

The primary source in this study is the results of an assessment of students' perceptions of *kahoot* learning media in learning programs obtained through questionnaires and interviews with related parties. From this primary source, data was collected related to the influence and symptoms that appear to be the use of *Kahoot* media in Arabic language learning at Ibnu Sina Al-Qanun Purwakarta Junior High School. Meanwhile, secondary sources are obtained in the observation results of Learning activities.

C. Results and Discussions

The data taken from this study was obtained from the assessment results of the students of Ibnu Sina Purwakarta Junior High School field trials on Arabic language learning using Kahoot media through questionnaires.

The subjects of this field trial were taken by 10 students from a total of 70 students. the students were asked for their responses regarding Arabic language learning with Kahoot learning media. For the purposes of this trial activity, 10 students were asked to respond to Arabic language learning using Kahoot media.

Table 1. Results of the assessment of field trial students on Arabic language learning using *kahoot* media

N O	List of Statements	Assessment Presentation						Input Identification
		Answers				Sum	Sum Positive response	
		SS	S	TS	STS			
1.	You are more excited to follow Arabic learning When using *Kahoot* learning media.	60%	40%	-	-	10	100%	Strongly agree
2.	You understand the material faster When learning Arabic using *Kahoot* learning media.	20%	50%	30%	-	10	70%	Agree
3.	After using *Kahoot* learning media, you are very happy to join the Arabic learning program.	30%	50%	20%	-	10	80%	Strongly agree

No.								
4.	After learning to use *Kahoot* learning media, your knowledge of Arabic material is getting wider	20%	70%	10%	-	10	90%	Strongly agree
5.	You are motivated to learn Arabic after learning to use Kahoot learning media	20%	80%	-	-	10	100%	Strongly agree
6.	Kahoot learning media is simple and simple so it is easy to understand.	70%	20%	10%	-	10	90%	Very agree
7.	Arabic material using Kahoot learning is relevant to your abilities	40%	60%	-	-	10	100%	Very agree
8.	Learn Arabic using Kahoot learning media, according to your needs	20%	70%	10%	-	10	90%	Very agree
9.	After learning to use Kahoot learning media, your knowledge of Arabic, especially *mufrodat*, increases.	40%	30%	30%	-	10	90%	Strongly agree
10	After learning to use Kahoot learning media, you can understand Arabic reading faster.	25%	65%	10%	-	10	90%	Very agree

Table 2. Value interpretation

Value	Grading Scale	Assessment Criteria
4	81 − 100%	**Strongly agree**
3	66 − 80 %	**Agree**
2	56 − 65 %	**Disagree**
1	0 − 55 %	**Strongly disagree**

Based on the data presented above, it can be known that learning Arabic using Kahoot media, specifically has a positive impact on learning Arabic. Overall, it can be said that the use of this medium can help students in understanding Arabic texts. This effectiveness is demonstrated by the results of student assessments on field trials as follows:

1. 100% of students are more excited to participate in Arabic language learning when using Kahoot learning media.
2. 70% of students understand Arabic learning materials faster after learning using Kahoot learning media.
3. 80% of students are very happy to take part in the Arabic learning program when using Kahoot learning media.
4. 90% of students have expanded their knowledge of Arabic after using Kahoot learning media.

5. 100% of students are motivated to learn Arabic after using Kahoot learning media.
6. 90% of students feel that learning Arabic using Kahoot learning media is simpler and simpler, so it can be easily understood.
7. 100% of the use of Kahoot learning media in Arabic language learning is relevant to students' knowledge.
8. 90% of Arabic language learning using Kahoot learning media according to student needs.
9. 90% of students' knowledge of Arabic, especially *mufrodat*, increases after using Kahoot learning media,
10. 90% of students understand Arabic reading faster after learning Arabic using Kahoot learning media.

From the explanation above, it can be concluded that learning Arabic using Kahoot learning media students are happier and more motivated to learn Arabic.

Discussion
1. Arabic Language Skills
  a. Maharah Istima'

This skill can be obtained by familiarizing or multiplying the listener's senses of students entered into Arabic conversations through recordings. For example, after that try to understand the meaning and intent of what it hears.

  b. Maharah kalam

This proficiency in using Arabic in speaking orally is quite complicated, because it is closely related to the problem of twisting the mind. Because, when speaking Arabic, you must first think about how the pattern of the language picture will be issued. Thus, on such ground's mastery of the word treasure or *lughot* and *shigot* is indispensable [14].

  c. Maharah Qira'ah

The skill of reading or *Maharoh Qiro'ah* is one of the four *maharoh* that must be mastered in learning Arabic. Reading skills are the most important means for Arabic language learners who are '*Ajam* (non-Arabic) in order to achieve the goal of learning Arabic. This reading skill is one of the abilities to recognize and understand a reading, either by reading it silently or reciting it orally.

When someone reads a piece of writing, that is where a communication process occurs between the author and the reader, where the reader tries to capture the message that the author wants to convey through the writing. Thus, in the process of reading there are three elements involved, namely meaning which is an element of reading content, words as elements that carry meaning, and written symbols as visual elements. So that the conclusion can

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[14] CIA World Factbook (ISSN 1553-8133), "The World Factbook," *CIA World Factbook*, 2018.

be drawn that reading is the process of transferring written symbols into the language of speech [15]

In a broader sense, reading is not just understanding and analyzing the meaning of writing, but reading also involves souls and feelings. So that the reader is able to communicate intimately with the reading, such as feeling sad, joyful, amazed, and other feelings, according to the wave of reading content [16].

The purpose of learning using *qiro'ah maharoh* is different, depending on how it is reviewed. Broadly speaking, when viewed in terms of activities, *Maharah Qiro'ah* is divided into 2 (two) kinds, namely *Qiroah Shamitah* (reading silently) and *Qiroah Jahriyah* (reading aloud). *Qiro'ah Shamitah* is the activity of reading without reciting the reading. While *Qiro'ah Jahriyah* is a reading activity carried out by reciting readings (Abdul Hamid & Lecturer at the Faculty of *Tarbiyah* and Teacher Training IAIN Raden Intan Lampung, n.d.) . This activity is more suitable for beginner-level learners. The main goal is for students to be able to pronounce readings well and in accordance with the sound system in Arabic. This activity is a basic skill that language learners must master. The main purpose of this type of reading is to be able to master the reading and dig up as much information as possible in a shorter time[17].

Arabic language learning at Ibnu Sina Junior High School, is designed to increase vocabulary, understand reading, be able to speak and make sentences well and correctly in Arabic, in accordance with the four *Maharoh* (skills) that must be mastered in learning Arabic mentioned above. But in this study, researchers focused on the ability to understand the material, in this case obtained from reading (*Maharoh Qiro'ah*), on learners after using learning media.

d. Maharah Kitabah

It covers three aspects, namely the proficiency in creating a writing system based on the symbols of vowel phonemes and consonants, either the *Abajadun* or *Alifbata*—in Arabic. Then spelling skills, by stating different sounds, modifying or processing the sentence form of the original form in order to get to the meaning you want to go to, changing passive sentences, *becoming* active, *muta'addi* or vice versa, changing or disposing sentences with other elements, perfecting an unfinished sentence form. Finally, of the three scopes we *have* is proficiency in expressing thoughts and feelings through the path of writing or commonly known as composition.

This kind of proficiency can be obtained by like to do various exercises, such as: summarizing what has been read and then told again using language that is worked on by the students themselves, it can also be by illustrating images that are or have been seen by students, or describing daily work,

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[15] Fransiska et al., 2015.

[16] Walfajri, "LANDASAN PENGEMBANGAN KURIKULUM BAHASA ARAB," vol. 20, 2018.

[17] Lundeto, 2009.

describing what is seen through words, or telling habits that are carried out using language that is worked on by students themselves aforementioned.

Kahoot Media

Kahoot is a learning medium in the form of a website-based application for creating quizzes and simple games. The app was designed by Johan Brand, Morten Versvik and Jamie Brooker in a project activity and in collaboration with the Norwegian University of Technology and Science in March 2013. *Kahoot* officially opened to the public in September 2013. The way this application works is game based learning or games. This application requires active participation between students and their learning partners through competitions for learning that is currently or has been ongoing. The main design of the game on Kahoot is a group game, although it can also be played individually or individually.

Kahoot can help create a more engaging and less monotonous learning atmosphere. By using *Kahoot*, students can become active and interactive in the learning process because they use technology that is in accordance with the times. However, to be able to play this *Kahoot*, an internet connection is required. Because the quizzes or questions available can only be played online. Teachers as content creators, can add elements in the form of videos, images or text through a laptop. Then learners can access it through android, tablets, laptops and other devices.

To be able to use *Kahoot* learning media, there are two steps that must be done. The first step is to create a Kahoot quiz, and the second step is to play the Kahoot quiz.

Creating a *Kahoot* Quiz

The steps to create a *Kahoot* quiz start with (1) opening the website first, which is https://create.kahoot.it/. On the page, select the sign-up option in the upper right corner, or sign up for free on the left side of the page. Then there appeared four options, namely as a teacher, as a student, socially *and as a job*. On these 4 options, select *as teacher* and then click. After that, select one of the accounts to link with Kahoot. Accounts that can be linked to *Kahoot* can be Gmail, Microsoft, or other e-mail accounts. If the teacher is using an account other than Gmail or Microsoft then the teacher is asked to fill in the identity first. (2) Then click *create* in the upper right corner of the page then three options will appear, namely *quiz, jumble*, and *survey*. Select and click *create* new in the box that contains the word *quiz*. (3) Then, the teacher can start creating or entering questions that will be presented to students. (4) After that click *save*. (5) To start the game with learners and know the PIN to share with them, click the *My Kahoot* option, then select the quiz to be presented and click *play*. (6) Then choose one of the *classis* or *team mode*. After the students enter using the PIN provided, click *start* and show the questions to the students (to make it more interesting and easier, the teacher can use a laptop or *infocus* as the main screen).

D. Conclusion

Referring to the results of the research and discussion above, it can be concluded:

1. The use of Kahoot learning media can increase the enthusiasm and motivation to learn Arabic for students of Ibnu Sina Purwakarta Junior High School.
2. The use of Kahoot as a learning medium can make it easier for students of Ibnu Sina Purwakarta Junior High School to understand Arabic material in the Arabic learning process.
3. The use of Kahoot as a learning medium can improve the Arabic language skills of Ibn Sina Purwakarta Junior High School students.
4. The use of technology in the innovation of Arabic learning media such as Kahoot can facilitate the learning process for teachers and students.

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