



THE USE OF KAHOOT MEDIA IN ARABIC LANGUAGE LEARNING TO IMPROVE STUDENTS' ABILITY TO UNDERSTAND READING TEXTS

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ABSTRACT

This study aims to determine the effectiveness of Kahoot media in Arabic language instruction in improving students' reading skills. It employed a quasi-experimental method with a pre-test and post-test design involving a single experimental group. The participants were seventh-grade students at SMP Al-Azhar Cairo Bandung. The primary focus of this study was to compare students' reading abilities before and after the implementation of the interactive media Kahoot and to evaluate whether it was more effective than traditional teaching methods. The results indicated that students' reading skills before using Kahoot were relatively low, with an average score of 50.8, which falls into the 50–59 category based on interpretation criteria. After the implementation of Kahoot, a significant improvement was observed, with the average score rising to 82.4, classified as "good" (80–90). And 65% of students reached a reading proficiency level considered moderate. A hypothesis test revealed that the calculated t-value (25.32) was greater than the critical t-value (2.06), indicating that the improvement was statistically significant. These findings demonstrate that Kahoot effectively enhances students' reading skills in Arabic. Future research is encouraged to explore the impact of Kahoot on other Arabic language skills, such as listening, speaking, and writing, as well as to assess its long-term effectiveness across different educational levels.

Keywords: Arabic Learning, Kahoot Media, Reading Materials, Student Comprehension

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas media Kahoot dalam pembelajaran bahasa Arab dalam meningkatkan keterampilan membaca siswa. Penelitian ini menggunakan metode kuasi-eksperimen dengan desain pre-test dan post-test pada satu kelompok eksperimen. Subjek penelitian adalah siswa kelas VII di SMP Al-Azhar Cairo Bandung. Fokus utama penelitian ini adalah membandingkan kemampuan membaca siswa sebelum dan sesudah penerapan media interaktif Kahoot serta mengevaluasi apakah media tersebut lebih efektif dibandingkan metode pengajaran tradisional. Hasil penelitian menunjukkan bahwa kemampuan membaca siswa sebelum menggunakan Kahoot tergolong rendah, dengan skor rata-rata 50,8 yang termasuk dalam kategori 50–59 berdasarkan kriteria interpretasi. Setelah penerapan Kahoot, terjadi peningkatan signifikan, dengan skor rata-rata meningkat menjadi 82,4 dan masuk kategori "baik" (80–90). Sebanyak 65% siswa mencapai tingkat kemahiran membaca yang tergolong sedang. Uji hipotesis menunjukkan bahwa nilai t hitung (25,32) lebih besar dari t tabel (2,06), yang mengindikasikan bahwa peningkatan tersebut signifikan secara statistik. Temuan ini menunjukkan bahwa Kahoot efektif dalam meningkatkan keterampilan membaca siswa dalam bahasa Arab. Penelitian selanjutnya dianjurkan untuk mengeksplorasi pengaruh Kahoot terhadap keterampilan bahasa Arab lainnya, seperti menyimak, berbicara, dan menulis, serta menilai efektivitas jangka panjangnya di berbagai jenjang pendidikan.

Kata Kunci: Materi Ajar Qiraah, Media Kahoot, Pemahaman Siswa, Pembelajaran Bahasa Arab

INTRODUCTION

Technology integration into language learning has become increasingly prevalent in the contemporary educational landscape. Digital tools are now essential in enhancing student engagement and learning outcomes (Febriani & Anasruddin, 2020). Among these tools, Kahoot! has emerged as a prominent game-based learning platform that fosters interactive and enjoyable learning experiences (Mira et al., 2020). Its application in language education has shown promising results in improving students' motivation and comprehension skills (Riwanda et al., 2021).

Reading comprehension is a fundamental skill in language acquisition, particularly in learning Arabic, where understanding complex texts is crucial (Fikri et al., 2023). Traditional teaching methods often fail to address the diverse needs of students, leading to disengagement and limited progress (Li & Li, 2015). Innovative approaches, such as incorporating game-based platforms like Kahoot!, offer alternative strategies to enhance students' reading abilities by providing immediate feedback and fostering a competitive yet collaborative learning environment (Fiani et al., 2021).

In Arabic language learning, the application of Kahoot! has shown positive outcomes. Research conducted by Fajar and Julianti revealed that integrating Kahoot! into Arabic lessons improved students' engagement and comprehension. The study highlighted that the platform's interactive features helped students better grasp vocabulary and textual meanings, enhancing reading proficiency (Fajar & Julianti, 2023). Moreover, the use of Kahoot! aligns with the principles of creative teaching, emphasising the importance of innovative methods in language instruction. Hasan et al. discussed how incorporating tools like Kahoot! in Arabic language teaching fosters a more dynamic and effective learning environment. Their findings suggest that such technologies can address the challenges of traditional teaching methods by making learning more engaging and accessible (Hasan et al., 2020).

Reading comprehension is the ability to understand main ideas, important details, and overall understanding. To understand it, you need (1) mastery of vocabulary and (2) recognizing basic structures in writing (sentences, paragraphs, and grammar) (Ardiansyah & Muhammad, 2020). The importance of reading comprehension in human life makes learning to read a place in the curriculum (Siregar et al., 2024). If students are trained to read, they will more easily understand what they read (Mahmudah, 2018). To get a good and thorough understanding, readers need to use all their abilities and make reading something meaningful (Syafei et al., 2024).

Despite the growing body of research on the benefits of Kahoot! in language learning, there remains a gap in studies focusing on its application in specific educational settings, such as SMP Al-Azhar Cairo Bandung, and understanding how Kahoot! influences Arabic reading comprehension in this context can provide valuable insights into its effectiveness and inform best practices for educators aiming to enhance their teaching strategies. During Arabic language learning in class VII at SMP Al-Azhar Cairo Bandung, many students experience difficulties due to a lack of vocabulary mastery, making learning less interesting and impeding their understanding of textbooks. This results in low academic performance, further compounded by the students' diverse backgrounds. One promising solution to these challenges is using electronic learning technologies like Kahoot! Application, which provides an interactive learning environment. However, research on using Kahoot! in Arabic language learning remains limited, particularly in improving vocabulary acquisition and reading comprehension. Therefore, it is essential to conduct research that explores the effectiveness of using Kahoot! E-learning application within the context of junior high school Arabic education. Kahoot! Offers an engaging and fun learning approach through digital-based quizzes and games that encourage active student participation.

This study, therefore, aims to assess the effectiveness of Kahoot! Media in improving the Arabic reading comprehension skills of seventh-grade students at SMP Al-Azhar Cairo Bandung.

Various previous studies have shown that using the Kahoot application in Arabic language learning positively impacts students' motivation, interest, and learning outcomes. Riantimun et al. found that Kahoot significantly increased students' interest in learning at MTs Sirotul Fuqoha', Malang, with a t-test result of 5.095, which is greater than the t-table value of 1.70329, indicating the effectiveness of the media (Riantimun et al., 2024). Similarly, Utami and Hamdun, in their quasi-experimental study at MAN 4 Kebumen, demonstrated a significant difference in students' learning motivation between the experimental and control groups, with the post-test average of the experimental class reaching 98.735, higher than the control class (Utami & Hamdun, 2020). Inka et al. emphasized that Kahoot was effective as an evaluation tool for Arabic vocabulary learning, enhancing learning outcomes while making learning more enjoyable (Inka et al., 2024). Alfian also noted a significant improvement in students' Arabic vocabulary mastery through Kahoot, supporting its use as a practical learning aid (Alfian, 2025). Meanwhile, Novita and Tatang confirmed that using Kahoot significantly increased students' interest in learning Arabic in grade 12 at MAN 1 Lahat, reinforcing Kahoot's role as an innovative and efficient learning medium in Arabic language instruction (Novita & Tatang, 2024).

From the five studies mentioned above, it can be concluded that using Kahoot in learning offers clear advantages in improving learning outcomes. However, the level of education targeted in each study varies. Based on these findings, the researcher is motivated to investigate using Kahoot media, specifically in Arabic language learning, to enhance students' reading comprehension skills (Ilmudinulloh et al., 2024). This study is conducted at the junior high school level, distinguishing it from prior research that may have focused on different age groups or educational stages.

The differences between this study and previous research on Kahoot in Arabic learning lie in several aspects. First, in terms of purpose, this study focuses on improving students' ability to understand Arabic reading texts (Hamid et al., 2020), while other studies may emphasize skills such as speaking, writing, or listening. Second, regarding learning media, this study utilizes Kahoot as an interactive, game-based platform, contrasting with other methods like textbooks, alternative apps, or traditional techniques. Third, the research targets junior high school students, whereas previous studies might have involved high school or university learners (Hamidah et al., 2023). Therefore, this study explores the impact of Kahoot on Arabic learning at SMP Al-Azhar Cairo Bandung to improve reading comprehension. By examining students' performance and engagement, the study hopes to assess the effectiveness of game-based learning and contribute to more innovative teaching strategies. Additionally, the novelty of this research lies in its specific focus on reading comprehension through project-based learning models in Arabic language education, aiming to improve both listening and reading skills in an integrated way.

METHOD

This study used a quantitative approach with a quasi-experimental design, specifically the one-group pretest-posttest design. This design was chosen to examine the effect of Kahoot! as a digital learning medium on students' reading comprehension of Arabic (Musthafa & Hermawan, 2018). In this design, students were given a pre-test to measure their initial reading ability before the treatment. Afterward, the treatment was conducted using Kahoot! as part of the Arabic learning activities, followed by a post-test to measure students' reading improvement after the intervention.

The research was conducted at SMP Al-Azhar Cairo Bandung from October 22 to November 25, 2024. The participants were 25 seventh-grade students selected through purposive sampling based on their relevance to the research focus. The treatment involved integrating Kahoot! Into Arabic reading lessons over classroom sessions to increase student engagement, motivation, and comprehension.

The researcher used quantitative and qualitative methods to collect data, including tests, observations, interviews, and documentation. The pre-test and post-test provided measurable data to assess students' progress, while the observations and interviews offered supporting qualitative insights. A normality test using the Lilliefors method was first conducted for data analysis. If the data were normally distributed, a paired sample t-test was used. If not, the Wilcoxon signed-rank test was applied. The qualitative data were analyzed descriptively to reinforce and explain the quantitative findings.

RESULTS AND DISCUSSION

Pre-Test Results of Students' Arabic Reading Skills Before Implementing Kahoot Media at SMP Al-Azhar Cairo Bandung

Before implementing the Kahoot media, the student's reading skills in Arabic at SMP Al-Azhar Cairo Bandung were assessed using a pre-test. The results showed that the average score was 50.8. According to the interpretation criteria, this score falls within the 50–59 range, indicating a low level of proficiency. This baseline measurement reflects the students' initial struggles with Arabic reading comprehension. Factors contributing to this performance likely include limited vocabulary, low engagement, and minimal exposure to interactive learning methods. The pre-test scores identified a student understanding gap that required strategic intervention. This diagnostic phase played a crucial role in establishing the necessity for an alternative teaching method. The research set a strong foundation for measuring progress by quantifying students' initial abilities. Without this pre-test, it would not be easy to evaluate the impact of using Kahoot on learning outcomes. Hence, these initial results serve as a critical reference point.

The data gathered from the pre-test also revealed disparities in individual student performance. While a few students scored above 60, most struggled significantly, especially with reading comprehension questions involving vocabulary, sentence structure, and context interpretation. Most errors were found in tasks requiring identifying key information from a paragraph or interpreting implicit meanings. These specific weaknesses indicate a lack of foundational reading skills in Arabic, which may stem from students' limited prior exposure to the language. Additionally, classroom observations before the intervention suggested a lack of motivation and engagement, with students showing minimal interest during conventional lessons. These findings support the idea that a more dynamic and student-centred approach to Arabic instruction could be beneficial. It also highlights the need for digital tools that could transform passive learning into an interactive and enjoyable experience for students at this stage of language acquisition.

Qualitative observations from the initial learning sessions reinforced the findings from the pre-test. Many students appeared hesitant to participate in reading exercises, often expressing confusion or boredom. When questioned, some reported that they found Arabic texts difficult to understand and unrelated to their daily lives. These factors contributed to their lack of confidence and reluctance to engage actively during Arabic lessons. Teachers also confirmed that students struggled with concentration and lacked the vocabulary necessary to comprehend basic texts. The

absence of stimulating learning media made the learning environment monotonous and less effective. Therefore, this situation created an urgent need for a creative solution—such as integrating educational games—to make Arabic reading more accessible and enjoyable. The combination of quantitative test scores and qualitative classroom observations justified the introduction of Kahoot as a potential tool to address the identified challenges in students' Arabic reading performance.

Another important point observed during the pre-intervention phase was the traditional teaching methods. Lessons mainly consisted of textbook reading and translation tasks, with little room for student interaction. While effective for some, these methods were insufficient for most, who needed more engaging and supportive environments. With limited use of visual or interactive aids, students could not connect with the materials meaningfully. In many cases, students could read words but struggled to grasp the overall meaning of a sentence or paragraph. This disconnect between decoding and comprehension is critical, as true reading proficiency involves both. This lack of holistic understanding further justified the need to incorporate multimedia and gamified elements into instruction. The Kahoot platform, with its game-based quizzes and competitive structure, offered a promising alternative that could shift the classroom dynamic and promote active participation from students.

In conclusion, the pre-test results and supporting qualitative data clearly showed students' challenges in reading Arabic. With a mean score of 50.8, the group exhibited a generally low level of comprehension. Students struggled not only with vocabulary and grammar but also with motivation and confidence. Constrained by traditional methods, teachers lacked the tools to adequately engage learners or support diverse learning styles. This created an academic environment not conducive to language acquisition, particularly reading. The data collected during this phase provided a compelling argument for pedagogical change. It highlighted the potential benefits of integrating technology into the classroom to enhance learning outcomes. Consequently, the researchers proceeded to implement Kahoot as a modern learning media, with the expectation that it could significantly improve students' reading abilities in Arabic through more engaging and interactive practices.

Post-Test Results of Students' Arabic Reading Skills After Implementing Kahoot Media at SMP Al-Azhar Cairo Bandung

Following the integration of Kahoot into the Arabic language curriculum, a post-test was administered to assess its impact on students' reading skills. The results showed a significant improvement, with the mean score rising to 82.4. According to the interpretation criteria, this score falls within the 80–90 range, classified as a "Good" level of proficiency. This substantial increase from the pre-test average of 50.8 demonstrates the effectiveness of the Kahoot media in enhancing students' Arabic reading comprehension. The improvement also suggests that students responded positively to the game-based learning approach, which made the learning process more interactive and enjoyable. The rise in scores reflects a better understanding of vocabulary and sentence structures and greater confidence in reading Arabic texts. This transition from a low to a good proficiency level confirms that integrating digital media such as Kahoot can significantly benefit language learning when applied consistently and appropriately.

The post-test results revealed a more balanced performance across the student group. Unlike the pre-test, where many students scored below the minimum comprehension level, the post-test showed that most students achieved scores in the "Good" category. Only a small number remained below the 70 mark, indicating that most had internalized the skills practised

during Kahoot-based lessons. The exercises included in the Kahoot quizzes—such as multiple-choice questions, matching words with meanings, and reading short paragraphs—were closely aligned with the content taught. This allowed students to apply their knowledge in real-time, reinforcing their comprehension abilities. The competitive nature of Kahoot also played a role in motivating students to study more diligently and pay closer attention in class. Students were eager to perform well, not just for grades, but to earn points and recognition within the game format. This shift in attitude toward learning directly contributed to the improved results seen in the post-test.



Figure 1. The Appearance of Kahoot in Arabic Learning

Students displayed noticeable differences in their approach during the post-test administration compared to the pre-test phase. They appeared more confident and focused while answering reading comprehension questions. Many demonstrated improved abilities to interpret main ideas, infer meanings, and identify key vocabulary in context. Teachers reported that students engaged more actively with reading materials and were better prepared for assessments. The implementation of Kahoot had transformed the class dynamic into one that fostered collaboration and competition, leading to a more enthusiastic learning atmosphere. This was particularly evident in students who had previously been passive; many began participating more actively and took initiative in classroom discussions. The test data supported these behavioural changes, confirming their academic progress. Overall, this improvement shows that the Kahoot platform improved academic outcomes and enhanced students' engagement, self-confidence, and willingness to learn Arabic more effectively.

In addition to the increase in test scores, feedback collected from both students and teachers supported the positive impact of Kahoot. Students expressed that the interactive format helped them better understand reading passages and remember key vocabulary. Teachers noted that students were more attentive and displayed improved reading fluency after using Kahoot consistently. The quizzes offered immediate feedback, which allowed learners to recognize and correct their mistakes. Furthermore, the time-bound nature of the quizzes encouraged quick thinking and reinforced vocabulary retention. These interactive features made the learning process dynamic and less intimidating, especially for students who struggled with traditional methods. The enjoyment derived from using Kahoot helped reduce students' anxiety and made them more receptive to the learning content. This emotional engagement played a vital role in building a positive learning environment, contributing to the overall success reflected in the improved post-test scores.

To conclude this section, the post-test results offer compelling evidence of the effectiveness of using Kahoot in Arabic reading instruction. With the average score reaching 82.4, students' reading skills improved from a "Low" to a "Good" level within the study period. This transformation was academic and behavioural, as students demonstrated more confidence, engagement, and interest in the subject. The interactive and competitive elements of Kahoot

successfully addressed the shortcomings of traditional learning approaches, offering a more student-centered and motivating experience. These findings support the hypothesis that game-based learning can enhance comprehension and support meaningful engagement with the material. The post-test outcomes validate the decision to integrate Kahoot into the Arabic language curriculum and establish it as a viable instructional strategy for similar educational settings. This successful implementation opens the door to further exploration of digital media in language teaching, particularly for skills like reading, which often require sustained student focus and interest.

Effectiveness Analysis and Hypothesis Testing of Students' Arabic Reading Skills After Kahoot Implementation at SMP Al-Azhar Cairo Bandung

A hypothesis test was conducted using statistical analysis to determine the effectiveness of Kahoot in enhancing students' Arabic reading skills. The test applied was the paired t-test, comparing students' performance before and after the intervention. The results showed that the calculated t-value (25.32) was significantly greater than the table t-value (2.06), indicating a statistically meaningful improvement. This result supports the hypothesis that using Kahoot positively impacts reading skill development. The substantial difference in t-values confirms that the improvement in students' scores was not due to chance but rather the effect of using Kahoot as a learning medium. This reinforces the notion that interactive, game-based platforms can provide measurable benefits in educational outcomes. Such statistical validation is crucial in educational research, as it demonstrates that teaching strategies like Kahoot are engaging and empirically effective in improving students' academic performance, especially in language-related skills like reading comprehension.

The hypothesis testing results also align with the descriptive data analysis conducted during the study. After using Kahoot, students' average reading proficiency increased from 50.8 to 82.4, signifying a 31.6-point improvement. This leap represents a move from a "Low" to a "Good" performance level. More importantly, based on post-intervention assessments, 65% of students were categorized as reaching a "Sufficient" reading comprehension level. This percentage reflects significant progress, considering that most of the class previously struggled with basic text interpretation. The moderate success rate also indicates the potential for further improvement with continued and more extensive use of Kahoot in the classroom. While not all students reached the "Excellent" category, the majority showed clear signs of skill development, justifying the implementation of Kahoot as a core learning tool. These findings indicate that interactive technology can substantially increase student achievement and close performance gaps in Arabic reading.

The improvement in reading skills observed in this study is closely tied to the characteristics of Kahoot itself. As a digital tool that allows real-time quizzes, instant feedback, and competitive elements, Kahoot engages students cognitively, emotionally, and socially on multiple levels. These features support language comprehension by encouraging quick thinking and reinforcing key vocabulary and reading strategies. The immediate feedback provided by the platform helps students identify errors and correct them during the learning process, which is a key component of formative assessment. Moreover, the gamified format maintains student interest over time, which is critical in a subject like Arabic that students may find challenging. The effectiveness demonstrated in this study shows that when digital tools are aligned with pedagogical goals, they can lead to tangible academic benefits. It also highlights how strategic technology integration in the classroom can serve as a supplement and a driver of learning outcomes.

This study also revealed the role of student motivation and engagement in determining learning outcomes. Students expressed greater interest in reading tasks when presented through Kahoot, breaking traditional instruction's monotony and creating an atmosphere of excitement and competition. These motivational aspects directly impacted students' performance, as reflected in the increase in test scores. Furthermore, students became more confident answering comprehension questions, demonstrating stronger text analysis skills and vocabulary application. The change in classroom atmosphere—from passive to participative—was a critical success factor. Teachers reported that even students who previously avoided participation began to engage in the reading process and respond to questions during Kahoot sessions. These behavioral changes and statistical improvements confirm the transformative potential of game-based learning platforms like Kahoot in fostering better learning outcomes and building a more dynamic and supportive classroom environment.

In conclusion, the hypothesis testing and data analysis confirm that Kahoot has significantly and positively affected the development of Arabic reading skills among seventh-grade students at SMP Al-Azhar Cairo Bandung. The difference in performance before and after the intervention proves that game-based learning can be effective and engaging. With a 65% sufficient skill rate and a strong statistical correlation, this study highlights Kahoot as a valuable tool in language education. However, it also suggests continuous use and refinement are needed to reach even higher performance levels. Educators are encouraged to explore further integration of such platforms for reading and across other language domains like listening, writing, and speaking. Future studies might also consider broader populations, longer durations, or hybrid methods to deepen the findings. Nevertheless, this study provides strong evidence that technology can lead to measurable academic success in language learning when used purposefully.

Table 1. Comparison of Students' Arabic Reading Skills Before and After Using Kahoot Media

Aspect	Mean Score	Mean Score	Interpretation Before	Interpretation After
	Before Kahoot	After Kahoot		
Reading Skills Score	50.8	82.4	Low (50-59)	Good (80-90)
Percentage of Sufficient Skill	N/A	65%	N/A	Moderate
Calculated t-value (paired)		25.32		
Table t-value (critical)		2.06		

The comparative analysis in Table 1 shows a significant improvement in seventh-grade students' Arabic reading skills at SMP Al-Azhar Cairo Bandung after implementing Kahoot media. The increased scores and the higher percentage of students achieving sufficient skill levels indicate that Kahoot, as an interactive learning tool, effectively enhances reading performance. The paired t-test results confirm the statistical significance of this improvement, reinforcing the conclusion that gamified learning platforms like Kahoot can play a crucial role in supporting students' language development and improving educational outcomes in Arabic reading.

Kahoot media in Arabic language instruction has proven effective in enhancing students' reading skills. The shift from low to good reading proficiency indicates that interactive learning tools can significantly improve student performance. This improvement highlights the potential of gamified platforms like Kahoot to create a more engaging and motivating learning

environment, which supports students in developing better comprehension and retention of reading material.

The statistical analysis further supports the positive impact of Kahoot, demonstrating a significant difference in students' performance before and after its implementation. The increased percentage of students reaching a sufficient skill level suggests that integrating technology-based media into language instruction can lead to meaningful educational outcomes. These findings affirm the value of incorporating interactive digital tools in classroom settings to enhance the effectiveness of Arabic reading instruction.

Discussion

The pre-test results revealed that seventh-grade students at SMP Al-Azhar Cairo Bandung exhibited low proficiency in Arabic reading skills, with a mean score of 50.8. This finding suggests that conventional teaching methods previously employed were insufficient in fostering adequate reading competence. This aligns with Riwanda et al., who emphasized that limited and non-interactive instructional media negatively affect learners' motivation and achievement in foreign language acquisition, including Arabic (Riwanda et al., 2021). Consequently, the need for innovative, engaging learning tools to enhance student participation and skill development becomes evident.

Following the integration of Kahoot as an instructional medium, students demonstrated a marked improvement, with average scores rising to 82.4, classified as "Good." This improvement corroborates the findings of Plump and LaRosa, who reported that the gamified nature of Kahoot promotes heightened motivation and academic performance among learners (Plump & LaRosa, 2017). The interactive quiz format encourages active involvement, transforming the learning environment into one that is both stimulating and conducive to language acquisition (Aprilia et al., 2023).

Statistical analysis further substantiated Kahoot's effectiveness; the calculated t-value (25.32) substantially exceeded the critical value (2.06), indicating a statistically significant enhancement in reading skills post-intervention. Supporting this, Wang & Tahir identified educational game-based media as instrumental in improving cognitive functions, particularly language-related competencies (Wang & Tahir, 2020). Hence, Kahoot serves not only to reinforce knowledge retention but also to augment the analytical processes critical to reading comprehension.

Despite these gains, the post-test reading skill level, averaging 65%, remained within the moderate proficiency range, indicating the potential for further enhancement. Sailer & Sailer suggest that coupling game-based learning tools with complementary pedagogical strategies—such as collaborative discussions or project-based activities—can yield more robust educational outcomes (Sailer & Sailer, 2021). Such a multimodal instructional approach may deepen learners' understanding of Arabic texts beyond the scope of gamified quizzes alone.

Kahoot's contribution to reading skill development is also linked to its capacity to elevate learner motivation, a critical factor in language acquisition success. Alawadhi & Abu-Ayyash highlight that interactive and competitive learning environments reduce learner boredom while increasing engagement and persistence (Alawadhi & Abu-Ayyash, 2021). Kahoot's dynamic and game-based platform fosters a positive learning atmosphere, promoting active participation and responsiveness for effective Arabic language learning.

A further advantage of Kahoot is its immediate feedback, enabling students to identify and correct errors in real-time. Tutunaru emphasizes that timely and constructive feedback significantly enhances learning outcomes across educational contexts (Tutunaru, 2023). In Arabic reading, such feedback is crucial for improving vocabulary acquisition and syntactic comprehension, thereby boosting reading proficiency.

Nevertheless, Kahoot's reliance on technology introduces certain limitations. Challenges such as unequal access to devices and potential distractions necessitate careful management. Zubaidi & Hasan note that the success of educational games largely depends on thoughtful instructional design and active teacher facilitation (Zubaidillah & Hasan, 2019). Therefore, to optimize Kahoot's educational benefits, its integration with traditional teaching methods and sustained teacher guidance is essential, ensuring a balanced and effective learning experience.

CONCLUSION

Based on the study's findings, it can be concluded that using Kahoot media in Arabic language instruction for seventh-grade students at SMP Al-Azhar Cairo Bandung significantly improves reading skills. Students' initial performance was categorized as low, but after the implementation of Kahoot, their scores increased to a good level, indicating a substantial enhancement in their reading proficiency. This improvement demonstrates the potential of gamified and interactive media to foster student engagement, motivation, and learning outcomes, particularly in foreign language education.

The results of the hypothesis test further confirm the effectiveness of Kahoot, showing a statistically significant difference in student performance before and after its use. With 65% of students reaching a sufficient level, Kahoot is an effective supplementary tool in language learning. For future research, it is recommended to explore the long-term effects of Kahoot on language acquisition, compare its impact across different language skills (such as writing or speaking), and investigate its effectiveness in various educational levels and contexts. Additionally, integrating Kahoot with other collaborative or project-based learning methods could offer a more comprehensive understanding of its pedagogical value.

AUTHOR CONTRIBUTIONS STATEMENT

[WNS] contributed to the conception and design of the study, conducted the data collection and analysis, and wrote the initial draft of the manuscript. [AS], as the primary supervisor, provided guidance throughout the research process, contributed to interpreting the results, and reviewed and revised the manuscript critically for important intellectual content. [YN], as the advisory lecturer, offered strategic direction for the study, provided insights on the theoretical framework, and assisted in refining the manuscript for publication. All authors have read and approved the final version of the manuscript.

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