

The Effect of Kahoot! as a Digital Learning Tool on the Learning Motivation of Intermediate–Advanced Arabic Learners

Ahmad Farhan Rif'an Najib¹, Syifa Firdausi Putri², Author*³

¹Universitas Darussalam Gontor, Indonesia

²Universitas Darussalam Gontor, 452024817043@student.unida.gontor.ac.id, Indonesia

ABSTRACT

This study aims to examine the effect of using Kahoot!, a game-based digital learning platform, on students' motivation in learning Arabic. This topic is important to investigate because the integration of gamification in Arabic learning remains limited, even though it has great potential to increase engagement, participation, and enjoyment in the learning process. A quantitative approach with a simple regression design was applied to 50 university students at the intermediate–advanced level. Data were collected through a Likert-scale questionnaire and analyzed using normality, linearity, and regression significance tests. The results revealed a strong positive correlation ($R = 0.648$) and a determination coefficient ($R^2 = 0.420$), indicating that Kahoot! contributes 42% to enhancing students' motivation. These findings suggest that gamification supports student-centered and interactive learning in Arabic education. The study fills a research gap by focusing on higher-level Arabic learners and provides insights for teachers and researchers to create meaningful technology-based learning.

Keyword

Kahoot!; Digital Learning Tools; Learning Motivation; Intermediate–Advanced Arabic Learners.

مستخلص البحث

يهدف هذا البحث إلى دراسة أثر استخدام منصة التعلم الرقمية كاهوت! القائمة على أسلوب الألعاب في تحفيز الطلاب على تعلم اللغة العربية. وتبرز أهمية هذا الموضوع في كون توظيف الألعاب التعليمية في تعليم العربية لا يزال محدوداً، رغم قدرته الكبيرة على زيادة التفاعل والمشاركة والمتعة في العملية التعليمية. اعتمد البحث المنهج الكمي بتصميم الانحدار البسيط، وشارك فيه خمسون طالباً جامعياً من المستوى المتوسط إلى المتقدم. جُمعت البيانات من خلال استبانة بمقياس ليكرت، ثم حُللت باختبارات التوزيع الطبيعي، والخطية، ودلالة الانحدار. وأظهرت النتائج وجود علاقة ارتباط قوية ($R = 0.648$) ومعامل تحديد ($R^2 = 0.420$)، مما يدل على أن استخدام كاهوت! يسهم بنسبة 42% في رفع دافعية الطلاب للتعلم. وتشير النتائج إلى أن توظيف الألعاب التعليمية يعزز التعلم التفاعلي المتمركز حول الطالب، ويسدّ فجوة بحثية تتعلق بفاعلية التقنيات الرقمية في تعليم اللغة العربية للمتعلمين المتقدمين.

Introduction (المقدمة)

In the current digital era, the essence of educational games is increasingly prominent as one of the important innovations in education. Changes in the learning patterns of the younger generation, who are very familiar with technology, demand more creative, adaptive, and character-appropriate learning methods (Fawzani & Nurjannah, 2022). Educational games not only serve as a medium for delivering material, but also as a means to build motivation, increase participation, and strengthen knowledge retention (Najib, 2025). In other words, educational games serve as a bridge between the needs of formal education and the learning habits of the digital generation, so that learning is no longer monotonous, but becomes an experience that is interesting, relevant, and in line with the demands of the times (Muhammad A'inul Haq, Slamet Mulyani, 2023).

Based on facts in the field, Arabic language learning is often faced with low learning motivation and minimal student retention of teaching materials. Students who have many academic activities and are involved in various organizations are often faced with conventional learning methods that are still dominant, such as lectures, vocabulary memorization, and written exercises, which make them passive and quickly bored. These conditions cause students' enthusiasm and motivation to learn Arabic to not develop optimally (Ritonga, 2023). The presence of technology-based educational games such as Kahoot! can be an innovative alternative in the learning process both in and outside the classroom. Kahoot! provides an interactive, competitive, and fun learning atmosphere by combining elements of quizzes, competitions, and entertainment, thereby addressing existing challenges (Price, A., Beckey, A., & Collins, 2024).

Given the enormous potential of educational games, a number of studies have systematically examined the implementation of Kahoot! in Arabic language learning. For example, (Yasin, A., Rinawati, T. E., & Rahayu, 2025) states that Kahoot is present a renewal in teaching methods in the digital era and acts as an effective tool for improving speaking skills and other aspects of Arabic language learning. Or (I. N. Fiani, M. Ahsanuddin, 2021) shows that the use of Kahoot! has a positive impact, as proven by an increase in the average Arabic vocabulary score from 37.6 to 75.2, with a contribution of 32% to learning outcomes. (Nurdiasyah, N. M., et al, 2021) This study shows that the collaboration of the Quiz Team type of Active Learning method with the Kahoot! application is effective in improving Arabic language learning by training four language skills at once. In addition, this study produced a learning design and emphasized the importance of the role of teachers in implementing this

method. And (Nur, I. R., Allafiony, B., & Rizqia, 2024) proved that the use of Kahoot effectively increases interest in learning Arabic in high schools, as shown by a higher average in the experimental class and a significance value of $0.038 < 0.05$.

However, these studies are still limited to general contexts, both at the elementary and secondary school levels, and focus more on improving cognitive learning outcomes, speaking skills, and student motivation at the elementary and secondary school levels. However, research that specifically examines the effect of Kahoot! on student learning motivation at the intermediate–advanced level is still very limited. In spite of this, at this stage, motivation is an important factor that determines the continuity of the learning process and the ability of students to achieve language proficiency at a higher level.

Based on this gap, this study offers novelty by emphasizing learning motivation as the primary variable and examining the extent to which Kahoot! as a game-based digital medium can influence student motivation in learning Arabic (Sarah, S., Rizqia, A., Lisna, L., & Ali, 2024). Using simple regression analysis, this study aims to provide an empirical description of the extent to which the use of Kahoot! affects the learning motivation of intermediate-advanced students in learning Arabic (Muzaky, F., & Qadhaf, 2025; Wan Daud, W. A. A., Abdul Ghani, M. T., & Zuhair, 2024). These findings are expected to serve as a new benchmark in the use of technology-based interactive media, while also contributing to Arabic language learning strategies in higher education that emphasize strengthening learning motivation as a key factor for success.

Methods (منهجية البحث)

This study uses a quantitative approach with a simple regression design. This design was chosen because it is in line with the research objective, which is to determine the effect of using Kahoot! as a digital learning medium on the Arabic learning motivation of intermediate to advanced level students. This approach allows researchers to test the extent to which the independent variable (the use of Kahoot!) contributes to the dependent variable (learning motivation), while also producing objective and measurable data (Agus Rustamana, Putri Wahyuningsih, Muhammad Fikri Azka, 2024).

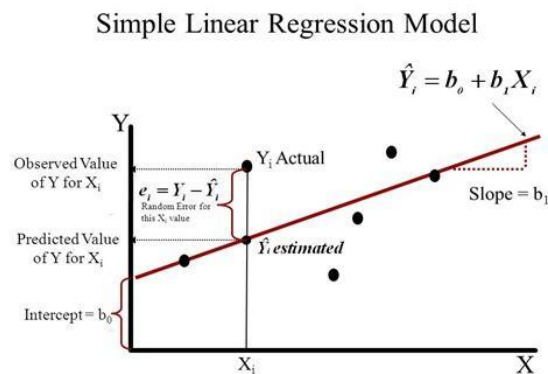


Figure 1. Simple Regression Model: Basic Concepts and Main Components

The research population consisted of intermediate to advanced level Arabic language students at the university level. Respondents were determined using purposive sampling, which is the selection of samples based on specific considerations, one of which was students who actively participated in Arabic language courses using digital media in their learning. Referring to the simple regression analysis standard, the number of respondents was 50 to obtain more representative results (Asrulla, R Risnita, MS Jailani, 2023).

The research instrument used was a Likert scale questionnaire with five answer options (1 = strongly disagree to 5 = strongly agree). The questionnaire consisted of two parts: first, measuring the intensity of Kahoot! use by students, and second, measuring the level of motivation to learn Arabic, which included the aspects of attention, relevance, confidence, and satisfaction. Before use, the instrument was tested for validity and reliability to ensure measurement accuracy (Candra Susanto et al., 2024).

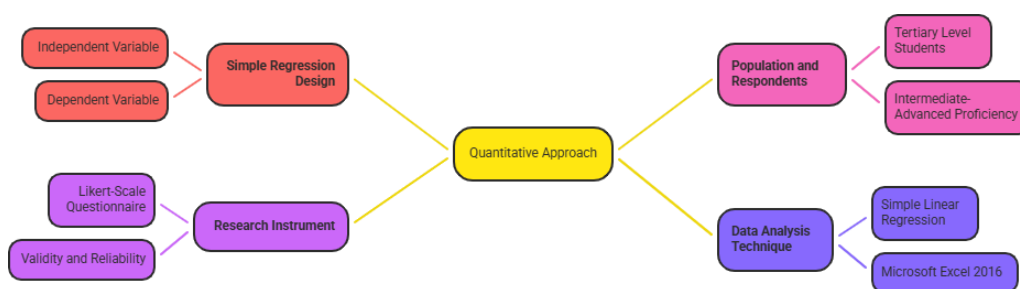


Figure 2. Concept Map of Quantitative Research Using a Simple Regression Model

Data analysis techniques were applied using simple linear regression with the aid of Excel Office 16 software. The analysis stages included testing classical assumptions (normality and linearity), followed by testing the coefficient of determination (R^2) to determine the extent to which the independent variables contributed to the dependent variable. In addition, T-tests and F-tests were

conducted to determine the significance of the effect of using Kahoot! on learning motivation. The results of the analysis are expected to provide an empirical picture of the effectiveness of using Kahoot! as a digital learning medium in increasing the motivation of intermediate-advanced Arabic language learners (Waruwu, 2024).

Results & Discussion (نتائج البحث ومناقشاتها)

This study aims to analyze the relationship between the use of Kahoot! as an interactive learning medium and Arabic learning motivation among college students. Using a quantitative approach, data were collected using a Likert scale questionnaire covering two variables, an independent variable (X) of Kahoot! usage and a dependent variable (Y) of learning motivation.

Table 1. Research Data (Respondents, Variables X and Y)

Respondents	X	Y	Respondents	X	Y
Res 1	40	39	Res 26	16	35
Res 2	26	32	Res 27	27	35
Res 3	38	40	Res 28	33	32
Res 4	36	40	Res 29	38	33
Res 5	39	40	Res 30	34	36
Res 6	30	32	Res 31	38	39
Res 7	40	40	Res 32	23	29
Res 8	40	40	Res 33	35	31
Res 9	40	40	Res 34	34	36
Res 10	32	40	Res 35	32	33
Res 11	29	29	Res 36	38	39
Res 12	32	40	Res 37	32	39
Res 13	39	40	Res 38	40	39
Res 14	31	39	Res 39	33	32
Res 15	40	40	Res 40	37	38
Res 16	30	33	Res 41	38	36
Res 17	40	40	Res 42	26	30
Res 18	40	38	Res 43	39	40
Res 19	37	39	Res 44	22	18
Res 20	34	31	Res 45	34	36
Res 21	25	40	Res 46	38	39
Res 22	39	40	Res 47	38	39
Res 23	39	39	Res 48	30	33
Res 24	40	40	Res 49	32	33
Res 25	30	32	Res 50	33	32

Table 1 shows the results of the study of 50 respondents involving two variables, the X variables (use of the Mughamarah Ahli Sharf educational e-learning game) and the Y variables (students' Arabic grammar skills). Each respondent had two scores ranging from 16 to 40.

Furthermore, researchers will conduct a simple linear regression analysis to test the extent of the influence of variable X on variable Y by calculating the coefficient of determination (R^2), F test, and T test.

Normality Test

A normality test is conducted to determine whether the residual data in the regression model is normally distributed. The test is performed using the Liliefors test at a significance level of $\alpha = 0.05$. Test criteria: if $L_{count} < L_{table}$, then the data is normally distributed; conversely, if $L_{count} > L_{table}$, then the data is not normally distributed.

Table 2. Results of the Research Data Normality Test (Liliefors Method)

Test Statistics	Value	Description
Sample Size (N)	50	—
Mean	0	—
Standard Deviation	4,28558	—
L Count	0,17639	Maximum Value of $ F(Z_i) - S(Z_i) $
L Table ($\alpha = 0,05$; N = 50)	0,886	Based on Liliefors Table
Test Criteria	If L Count < L Table, Then the data is normally distributed	—
Decision Result	0,17639 < 0,886	The data is normally distributed

Based on the calculations in Table 2, the calculated L value is 0.17639 and the table L value is 0.886 at a significance level of 0.05. Since $L_{count} < L_{table}$, it can be concluded that the residual data is normally distributed. Thus, the normality assumption is satisfied, and the data is suitable for further analysis using linear regression analysis.

Linearity Test

The linearity test aims to ensure that the relationship between variable X (use of Kahoot!) and Y (learning motivation) is linear. The test is conducted through analysis of variance (ANOVA) on a simple linear regression model. Test criteria: if

the Sig. (Deviation from Linearity) value > 0.05, then the relationship between the two variables is said to be linear.

Table 3. Linearity Test and Simple Regression Results

<i>Regression Statistics</i>	
Multiple R	0,648
R Square	0,420
Adjusted R Square	0,408
Standard Error	4,330
Observations	50

ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	651,336	651,336	34,740	0,000
Residual	48	899,944	18,749		
Total	49	1551,280			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>
Intercept	4,816	5,009	0,961	0,341	-5,255	14,888
X Variable 1	0,812	0,138	5,894	0,000	0,535	1,089

Based on the results in Table 2, a Sig. value of $0.000 < 0.05$ was obtained, indicating that the regression model as a whole is significant. Thus, there is a linear and significant relationship between the use of Kahoot! and student learning motivation. In other hand, the Adjusted R Square value of 0.408 indicates that 40.8% of changes in student learning motivation can be explained by the use of Kahoot! as a learning medium. This means that the more frequently and effectively Kahoot! is used, the higher the learning motivation that arises in students. Meanwhile, the remaining 59.2% is influenced by other factors beyond the scope of this study, such as teaching strategies, classroom atmosphere, or individual learning interests. Thus, this value illustrates that the use of Kahoot! has a fairly strong influence on increasing motivation to learn Arabic.

Table 4. Conclusions f Classical Assumption Testing

Aspect Tested	Value	Description
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Normality Test (Liliefors)	Lcount = 0,17639 < Ltable = 0,886	Data is normally distributed
Linearity Test (ANOVA)	Sig. = 0,000 < 0,05	Significant linear relationship

Thus, the two main prerequisites for simple regression analysis, namely residual normality and linearity of the relationship between variables, have been met. Therefore, the research data is suitable for further analysis using simple linear regression to test the effect of using Kahoot! on student learning motivation.

These preliminary findings reinforce the assumption that the integration of game-based technology such as Kahoot! can increase student interactivity, enthusiasm, and participation in Arabic language learning. Through a game-based learning approach, learning activities become more meaningful and contextual, so that they do not only focus on mastery of the material, but also on strengthening the affective and social aspects of the learning process.

Determination Coefficient Test (R^2)

The determination coefficient test aims to determine the contribution of the independent variable (X) to the dependent variable (Y) in the regression model used. The coefficient of determination value is expressed as R^2 (R Square) and ranges from $0 \leq R^2 \leq 1$. The higher the R^2 value, the stronger the ability of the independent variable to explain the variation in the dependent variable. Conversely, a small R^2 value indicates that most of the variation in Y is explained by factors other than the research model.

Based on the results of a simple regression test in this study, an R^2 value of 0.420 or 42% was obtained. This means that 42% of the changes in student learning motivation can be explained by variations in the use of Kahoot! in learning, while the remaining 58% is influenced by other factors not studied, such as teaching strategies, classroom atmosphere, and internal student factors such as interest and learning style.

Table 5. Results of the Coefficient of Determination (R^2) Test

Regression Statistics	Value	Interpretation
Multiple R	0,648	Strong positive correlation between variables X and Y
R Square (R^2)	0,42	42% of Y variation explained by X
Adjusted R Square	0,408	Corrected R^2 for sample size and variables
Standard Error	4,33	Model prediction error rate
Observations	50	Number of research respondents

The R^2 value of 0.420 indicates that this regression model has a fairly good ability to explain the relationship between the use of Kahoot! and learning motivation. The multiple correlation value ($R = 0.648$) also indicates a positive and strong relationship between the two variables. Thus, the more frequent and effective the use of Kahoot! is applied in the learning process, the higher the students' learning motivation.

Regression Significance Test (F Test and T Test)

The regression significance test is conducted to determine the extent to which the independent variable (X) statistically affects the dependent variable (Y). There are two types of tests used, namely the F-test (simultaneous) and the T-test (partial).

a. F-Test (Simultaneous)

The F-test is used to determine whether the regression model used is appropriate (fit) as a whole. The testing criteria are: if the Sig. (F) value < 0.05 , then the regression model is declared significant, which means that variable X has a simultaneous effect on Y.

Based on the regression analysis results, the Fcount value is 34.740 with Sig. = $0.000 < 0.05$. This indicates that the regression model is feasible to use and that there is a significant simultaneous effect between the use of Kahoot! and student learning motivation.

b. T-test (Partial)

The T-test was conducted to determine the extent of the independent variable's (X) partial effect on the dependent variable (Y). Test criteria: if the Sig. (t) value < 0.05 , then the independent variable has a significant effect on the dependent variable.

From the simple regression results, the t-value for the Kahoot! usage variable is 5.894 with Sig. = $0.000 < 0.05$. This indicates that the use of Kahoot! has a positive and significant effect on student learning motivation.

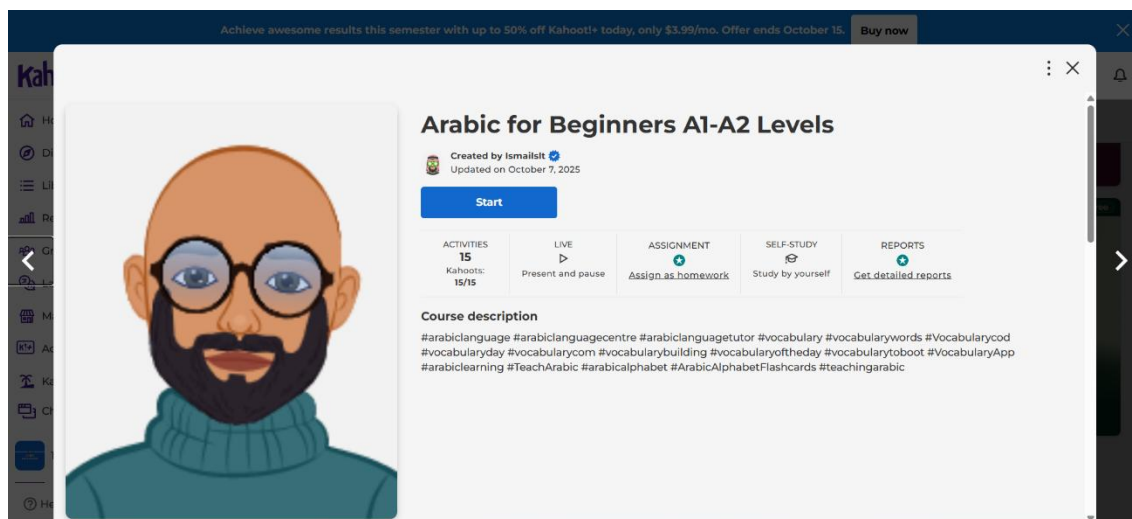
Research Results

Based on the results of classical assumption tests, the research data was declared suitable for analysis using simple linear regression. The normality test showed that the residual data was normally distributed because the Lcount value (0.17639) was smaller than the Ltable value (0.886). The linearity test also proves that the relationship between the use of Kahoot! and learning motivation is linear with a Sig. value of $0.000 < 0.05$. Furthermore, the regression test results show an R^2 value of 0.420 or 42%, which means that the use of Kahoot! contributes 42% to

the increase in student learning motivation, while the rest is influenced by other factors outside the model. The Fcount value of 34.740 with Sig. = 0.000 < 0.05 indicates that the regression model is simultaneously significant, and the Tcount value of 5.894 with Sig. = 0.000 confirms that the use of Kahoot! has a positive and significant effect on student learning motivation. Thus, the results of this analysis proves that the application of interactive game-based learning media such as Kahoot! was able to increase student motivation and participation in Arabic language learning.

KAHOOT! as an Opportunity for Teachers and Students in the Technological Era

Kahoot! is a game-based learning platform that provides an interactive learning experience through digital quizzes. In Arabic language learning, Kahoot! serves as a medium that enlivens the classroom atmosphere, transforming the learning process from passive to active and enjoyable. Through competitive and collaborative quiz games, students can practice vocabulary (*mufradāt*), sentence structure (*tarkīb*), and listening and comprehension skills in a more natural way (Mardiyanti, Y., Riyadi, A., & Masruroh, 2024).



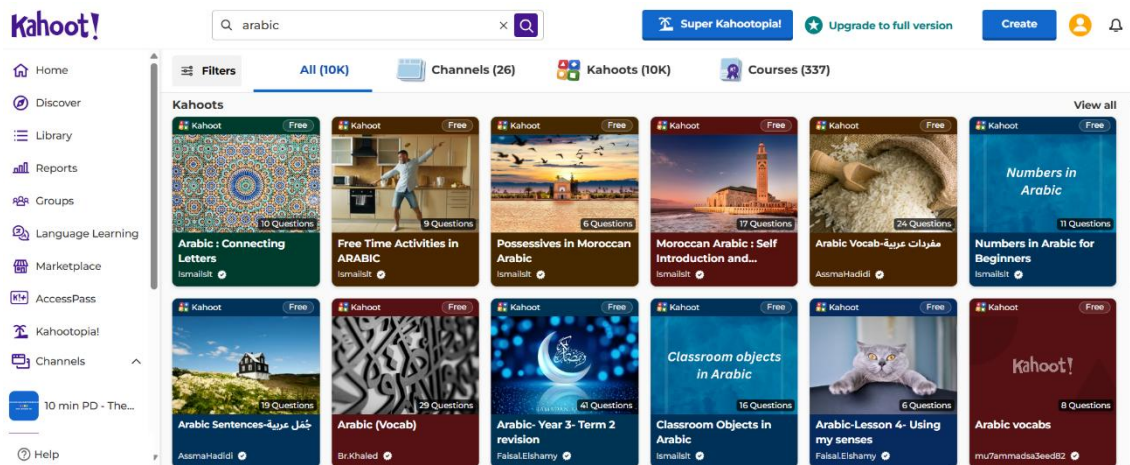


Figure 1. Display of Arabic learning content page on the Kahoot! platform.

The image above shows the interface of the Kahoot! platform, one of the most widely used game-based learning media by teachers and students today. There are more than 10,000 available contents related to Arabic language topics. In addition, there are 26 channels and 337 courses that provide a variety of materials and exercises presented in an educational game format. This display illustrates that Kahoot! offers a vast and easily accessible learning ecosystem, allowing users to select diverse content according to their Arabic learning needs, ranging from vocabulary, sentence structures, and daily activities, to morphological and syntactic practice in Arabic.

For Arabic teachers, Kahoot! is an innovative tool for developing creative and technology-based teaching methods. Teachers can design exercises on *sharf* (morphology), *nahwu* (grammar), vocabulary enrichment, and reading comprehension in the form of engaging digital quizzes. In addition to enriching teaching media, Kahoot! also makes it easier for teachers to conduct data-based assessments and improve digital literacy among educators in Islamic boarding schools and formal schools (Alawadhi, A., Abu-Ayyash, 2021).

For students, Kahoot! opens up space for more learner-centered learning. Students become active subjects who build language comprehension through play and healthy competition. In a fun atmosphere, they are encouraged to achieve deep learning, which is understanding the meaning of words and language structures in context, rather than just memorization. This activity also fosters the courage to speak (*ta'bīr syafahī*) and cooperation in group discussions (Afifah, 2024).

The use of Kahoot! reflects a paradigm shift in Arabic language learning towards a modern approach that combines technology, motivation, and interaction. Teachers become guiding facilitators, while students become active learners who explore language through digital challenges. This synergy encourages the creation of a collaborative, relevant, and meaningful learning atmosphere, so that Arabic

language learning is not only cognitively effective, but also touches on affective and social aspects in the technological era (Kohnke, Lucas & Moorhouse, 2021).

Conclusions (الختامة)

This study concludes that the use of Kahoot! as a digital learning medium has a positive and significant effect on increasing Arabic learning motivation among intermediate to advanced level students. Through a game-based approach, Kahoot! has succeeded in creating an interactive, competitive, and enjoyable learning atmosphere that fosters students' enthusiasm for learning and confidence in understanding Arabic in context. These findings reflect on the need for teachers to continue innovating and adapting to technological developments so that learning is no longer centered on the teacher, but rather provides space for students to be active, creative, and participate meaningfully. For students, Kahoot! provides a more engaging and challenging learning experience, encouraging them to achieve deep learning through exploration and collaboration. Meanwhile, for researchers, these results serve as an important foundation for further studies on the effectiveness of other interactive digital media in strengthening motivation, participation, and learning outcomes in Arabic in this era of ever-evolving technology.

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