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The Effectiveness of Using Kahoot! Application as An Evaluation Tool in Arabic Vocabulary Learning at *Madrasah Ibtidaiyah*

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ABSTRACT

Kahoot! application in learning can also help teachers to collect feedback from students, assess students' learning understanding, and make surveys about problems that can be identified during learning. This research aimed to describe the effectiveness of using Kahoot! application as an evaluation tool in Arabic vocabulary learning for fifth-grade students at MI Al-Ma'arif 01 Margomulyo, Blitar. This research was qualitative with a One Group Pretest Posttest design – an experiment carried out in one group only without comparison. The samples of this research were the fifth-grade 25 students of MI Al-Ma'arif 01 Margomulyo Blitar, Indonesia. The results showed that the average evaluation score of the students after using Kahoot! application as a learning media increased by 75.2, much higher than before, it was 37.6. The use of Kahoot! application as an evaluation tool in Arabic vocabulary learning contributed 32% to the learning outcomes of the fifth-grade students at MI Al-Ma'arif 01 Margomulyo, Indonesia.

Keywords Arabic Vocabulary; Effectiveness; Evaluation; Kahoot!

مستخلص البحث

يمكن أن يساعد تطبيق Kahoot في التعلم أيضًا المعلمين على جمع التعليقات من الطلاب وتقييم فهم تعلم الطلاب وإجراء استبيانات حول المشكلات التي يمكن تحديدها أثناء التعلم. يهدف هذا البحث إلى وصف فعالية استخدام الكاهوت! كأداة تقييم في تعلم المفردات العربية لطلاب الصف الخامس في المدرسة الإبتدائية Al-Ma'arif 01 ماركوموليا، باليتار، إندونيسية . كان هذا البحث نوعيًا بتصميم اختبار تمهيدي لمجموعة واحدة - وهي تجربة أجريت في مجموعة واحدة فقط دون مقارنة. عينات هذا البحث كانت لطلبة الصف الخامس ٢٥ من المدرسة الإبتدائية Al-Ma'arif 01 ماركوموليا، باليتار، إندونيسية. أظهرت النتائج أن متوسط درجات تقييم الطلاب بعد استخدام كاهوت! زاد التطبيق كوسيلة تعليمية بنسبة ٧٥,٢ ، أعلى بكثير من ذي قبل ، وكان ٣٧,٦. استخدام كاهوت! ساهم التطبيق كأداة تقييم في تعلم المفردات العربية بنسبة ٣٢ ٪ في مخرجات التعلم لطلاب الصف الخامس في المدرسة الإبتدائية Al-Ma'arif 01 ماركوموليا، باليتار، إندونيسية

كلمات أساسية فعالية؛ كاهوت؛ تقييم؛ المفردات العربية

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INTRODUCTION

Technology and communication are continuously developing, marked by the emergence of increasingly sophisticated technology (Borup and Evmenova, 2019). In this digitalization era, various applications can be used as learning media, including in Arabic learning.

In learning various kinds of languages, we must understand language elements, including vocabulary. Vocabulary is one of the language elements essential for foreign language learners, including Arabic. An adequate Arabic vocabulary can support a person in communicating and writing. In other words, speaking and writing skills must be supported by knowledge and mastery of a rich, productive, and actual vocabulary (Nugrawiyati, 2015).

Knowledge of vocabulary is not as simple as interpreting or translating it as knowledge of the meaning and form of words (Hiebert dan Kamil, 2005; Strickland, Galda, dan Cullinan, 2003). Instead, vocabulary knowledge is more concerned with choosing and connecting a word with other words to reflect an idea to be conveyed (Nation, 2001; Strickland et al., 2003).

The addition of one's vocabulary is generally considered an important part, both in learning a language and developing one's ability in a language that has been mastered (Charis, 2014). School students are often taught new words as part of certain subjects, and many adults consider vocabulary formation an interesting and educational activity. For this reason, an appropriate method is needed in the context of learning Arabic vocabulary to meet the need for mastery of Arabic vocabulary and ultimately increase the effectiveness of the vocabulary learning process.

One way to increase the effectiveness of learning is to provide stimulating elements to motivate students. One of the elements is a more innovative and creative evaluation system that can stimulate critical thinking patterns. In addition, teachers must create an evaluation system utilizing information technology because it can arouse students' motivation and attention to increase their understanding of learning materials (Harlina, Nor, dan Ahmad, 2017).

According to Guradia, a participatory evaluation system with a high-level assessment method is needed because it can result in greater students' participation, eventually encouraging students to be more empowered and improving the quality of education (Guardia, 2019). Educational games are often used to display multiple-choice questions offering opportunities for students to interactively answer quizzes in the classroom as part of formative assessments carried out by teachers (Daryanes dan Ririen, 2020).

One form of learning media utilization is the use of game (game-based learning). This media can increase the potential and quality of learning. Besides, game-based learning can improve children's interest in learning and solving

problems by promoting critical thinking (Dellos, 2015). Therefore, this media is very appropriate for any learning situation in the classroom or distance learning.

One of the educational games that can be used as a learning medium is Kahoot!. Kahoot! application in learning can also help teachers collect informal feedback from students, assess student learning understanding, and make polls on matters related to the learning process occurring in the classroom (Barnes 2017; Bryant 2018; Busiri 2020; Murwonugroho 2020). In terms of creativity, Kahoot! allows students to answer questions and create their questions. This application comes in a game to develop cooperative learning and affect the students' emotional development in competing and collaborating (Warsono, 2012).

Kahoot! application has some advantages, including (a) having a colorful and interesting display, (b) encouraging students to participate actively, (c) having free access, (d) enabling users to make various types of questions, (e) enabling users to make quizzes easily, (f) allowing shy students to answer questions, and (g) providing pictures that can help blind students respond to quizzes (Boden and Hart, 2018).

Moreover, this application allows teachers to create quizzes and will enable students to respond to the quizzes. Students can automatically and directly know their scores and rank shown on the front screen of the class. Each student's score is determined by their speed and accuracy in answering quizzes. The faster students answer the quiz, the higher the score they get. In addition, teachers can determine the maximum time limit to answer each quiz item. Teachers can also download the quizzes' results to be processed and analyzed easily (Utami and Hamdun, 2020).

There are still many other advantages that Kahoot! application provides. First, the answer choices can be presented colorfully and connected directly to each student's smartphone. The answer choices in Kahoot! are presented by pictures and colors. Second, each question has a time limit to answer, aimed to train students to think quickly and accurately while answering questions because the scoring system is seen from the accuracy aspect and the speed of answering. It can also increase students' focus on the questions given. Third, after answering each question, Kahoot! application immediately shows who answers the fastest and most accurately, motivating students to respond more quickly and accurately. Fourth, the results of each student's score are available on the "report" menu option. This menu analyzes all students' answers with numbered questions, making it easier for lecturers to analyze students' scores (Daryanes and Ririen, 2020). Fifth, Kahoot! provides the quiz feature with four types. The quizzes can be presented in written questions, pictures, videos, and songs to support students' thinking ability in solving quizzes. Sixth, this application makes

students more active and motivated. Seventh, Kahoot! also increases students' curiosity through emerging gamification features (suspenseful music and colorful displays) and features stimulating cognitive interest through problem-solving and feedback processes in a short time. Therefore, Kahoot! application was chosen to be studied further in this research to see its effect on students' motivation and attention.

Besides the advantages of the Kahoot! application, there are also weaknesses, namely in terms of high-speed internet facilities, not all students have laptops or smartphones at this time. As well as the availability of an Overhead Projector and in an electrical condition that is always available during the learning process through Kahoot!. If these facilities are not available, then learning becomes ineffective through Kahoot! media.

One of the previous relevant studies was conducted by Lime (2018) entitling Utilization Kahoot! application in the Learning Process of the STAD Type Cooperative Model Viewed from the Cooperation and Learning Outcomes of Class VIII-I Students of SMPN 5 Yogyakarta in the 2017-2018 Academic Year. The results showed that the utilization of Kahoot! media at SMPN 5 Yogyakarta was excellent. In other words, the use of Kahoot! media met 80% of aspects observed in the learning process (Lime, 2018).

A study on the use of Kahoot! media was also conducted by Kurniawati (2019), entitling Implementation of Kahoot! Application as an Evaluating Tool for Class V Thematic Learning to Improve Student Learning Outcomes at SDN 1 Kerjolor Ngadirojo Wonogiri. The statistical results showed that the use of Kahoot! application as a learning evaluation tool significantly affected students' learning outcomes (Kurniawati, 2019).

The effectiveness of the use of Kahoot! media has also been the topic of the previous study of Khabidin (2019) entitling The Effectiveness of Kahoot! application in Conditioning the Class on the Islamic Religious Education Subject at SMPN 1 Pagentan, Banjarnegara Regency. This study showed different effectiveness of Kahoot! application in conditioning the students in Islamic religious education at SMPN 1 Pagentan, Banjarnegara Regency (Khabidin, 2019).

The difference between this study and previous ones lies in the class selected as the research object and the skills and subjects studied. The researchers chose to study the utilization of Kahoot! application because it adapts to distance learning conditions since the emergence of the Covid-19 pandemic, where teaching and learning activities are carried out online. This online learning tends to make students bored if they only use WhatsApp and get many assignments from the teacher. In this regard, game-based online learning is an excellent alternative to make students enjoy learning.

The condition of online learning carried out during the Covid-19 pandemic in the research object was still conventional, which only used WhatsApp and Google Form (Fauzi, Buhun, dan Purwadi 2019; Wargadinata 2020). Students studied independently at home with the assistance of their parents. Each class only got the opportunity to do offline learning for two days a week. As for learning Arabic using kahoot, it can still be done after the pandemic, especially to train students' abilities. The researchers chose the fifth-grade students as the object of research because most of the students could read Arabic letters independently and understand the commands included in the game.

The researchers were interested in conducting this research in MI Al-Ma'arif 01 Margomulyo because the teachers had never used Kahoot! application. Moreover, students can quickly work on evaluation questions through Kahoot! without downloading this application first. It is a form of innovation and motivation in using game media for learning Arabic at this school.

METHOD

This research used a descriptive quantitative method with One Group Pretest Posttest design – an experiment carried out in one group only without comparison. In this research design, a pretest was made before treatment was given. This research design was a pre-experiment one group pretest-posttest, involving one group being given a pretest (O), a treatment (X), and a posttest. The questions developed for the pretest and posttest were validated first by the validator. The validator who reviewed the question was a Mohammad Ahsanuddin, a lecturer ini Arabic language education. The success of the treatment was determined by comparing the pretest and posttest scores.

This research was conducted at MI Al-Ma'arif 01 Margomulyo, Panggungrejo District, Blitar Regency in the even semester of 2020/2021 online and offline. There were four meetings for two weeks, on Wednesday (3rd and 10th March) and Saturday (6th and 13th March). In detail, three meetings were conducted online (3rd, 6th, and 13th March), and one meeting was offline, adjusting to the school's learning policy during the Covid-19 pandemic.

The subjects of this research were all 25 fifth-grade students of MI Al-Ma'arif 01 Margomulyo. This activity was carried out in the even semester of the 2020/2021 academic year. The instruments used to collect data were observations, tests, and documentation.

The data were analyzed using descriptive and inferential analysis with a t-test to determine whether there was a difference between the average data results before and after treatment to detect the presence of the effect of the treatment. Activities in the data analysis include: grouping data based on

variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations to answer the formulation of the problem, and performing calculations to test the hypothesis that had been proposed.

This research used two data analysis techniques: descriptive statistics and inferential statistics. The inferential statistics were used with a Pearson Product Moment Correlation analysis to test the research hypothesis. Hypothesis Testing, a Pearson Product Moment correlation analysis was done with the following formula to determine the correlation between the two types of variation.Testing of "t" Table (Correlation Table)

Table 1. Correlation Levels According to Anas Sudjono

No	Correlation Levels	Category
1	0.91-1.00	Very High
2	0.71-0.90	High
3	0.41-0.70	Medium
4	0.21-0.40	Low
5	0.000-0.20	Very Low

A t-test was conducted with formula to determine the level of correlation and the relationship between the two variables used according to Table 1. The contribution of the X variable to the Y variable can be obtained by referring to the determinant coefficient, expressed in percentage (r2x100%).

RESULTS & DISCUSSION

The Use of Kahoot! Application in Learning Arabic Vocabulary

The concept of Arabic learning with Kahoot! application is learning evaluation. In the evaluation questions, students could read, understand and memorize the mufrodat or vocabulary. The process of using Kahoot! application in learning Arabic at MI Al-Ma'arif 01 Margomulyo is depicted in the following stages:

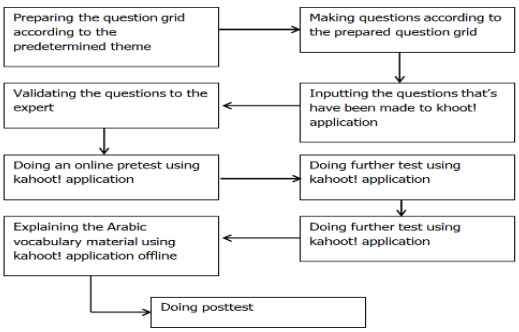

Figure 1. Stages of using the Kahoot application

Based on Figure 1, Kahoot! was applied in four meetings for learning Arabic vocabulary. The use of this application is closely related to the emergence of technology as a learning medium. It even adapts to conditions and situations during the pandemic.

Face-to-face teaching and learning activities become limited. In this current condition, students and educators must be technologically literate to maintain good teaching and learning activities. It is consistent with Made's opinion that an interesting learning process requires a touch of technology in the innovation of learning media development (Made, 2010). Technology as a medium has additional values, some of which are to create an effective learning climate for students, stimulate students' motivation to learn and do exercises, and adjust the learning process to student abilities. Arabic vocabulary learning with Kahoot! is one form of utilizing technology-based learning media by the researchers.

The Arabic vocabulary learning using Kahoot! application mainly was carried out remotely (online). Only one of the four meetings was made offline (face-to-face) to measure the extent to which students understand the operation of Kahoot! and to know their impressions and messages towards this application as an evaluation-based media for learning Arabic vocabulary (Reynolds 2020).

On the first day of learning, the students did a pretest using Kahoot! from their homes with the assistance of their parents. Before that, the researchers explained the steps of how to do it. One of the advantages of this application is that users (students) do not need to download the application. Therefore, the students only needed to click the link shared by the researchers to do the evaluation test. The students were so enthusiastic about doing the pretest. Out of 25 students, only two students did not join the test. This learning application is based on games in the form of quizzes and is easy to apply. The quizzes can measure individual abilities (Busiri, 2020)

After the students did the pretest using Kahoot! application, the researchers also used it as a learning media by sharing another link to be accessed by the students. The students were assigned to do the evaluation questions in Kahoot! application, and they could immediately find out the correct answers to what they had been doing. So, the students could directly know whether their answers were right or wrong. Then, they could memorize the correct answers, referring to the right vocabulary according to the picture. The students could redo the quiz with the same duration of work but with a different username. However, in the second post-pretest meeting, some students were unable to adapt to using this application.

After the pretest, it could be concluded that the evaluation-based learning activities using Kahoot! was not well implemented. The effectiveness of learning can be seen not only from the student outcomes but also from the learning

process—it must provide a good understanding and opportunity as well as improve intelligence and quality so that it can show changes in behavior that can later be applied by students in daily activities (Muradi, 2013).

The third meeting of the Arabic vocabulary learning using Kahoot! application was made offline (face-to-face) in which the students were divided into two shifts on the same day. Not different from the online learning treatment, the researchers opened and showed the students the menus in Kahoot! application, including Flashcard, Practice, Test Yourself, and Challenge. All of these menus can be used by students as a learning media before they do the evaluation test in Kahoot!. The students looked so excited and interested in seeing and playing every menu presented in Kahoot!. It is consistent with Asrori's statement (2009) that games are necessary to be used as a teaching and learning media or technique. Games can make students more enjoy and feel engaged in learning to handle difficulties and solve problems well and enthusiastically (Asrori, 2009).

The last meeting (stage) in this research was implementing the posttest. The researchers presented the evaluation questions with the same materials as the pretest. The students were given the link to open Kahoot! application without downloading it first. The students' enthusiasm in completing the posttest remained the same. The majority of students' scores increased. The material used for the posttest had been previously taught classically using student worksheets and assignments via WhatsApp (WA) during this pandemic. Utilization of Kahoot! application in Arabic vocabulary learning at this school is a form of implementing online learning media adapting the current pandemic situation and the use of interactive quizzes in learning. Arsyad (2013) stated an interactive quiz was one of the learning media that could be implemented online. This shows that the implementation of Arabic learning using the Kahoot! make students enthusiastic in learning compared to conventional learning. Moreover, the presence of interesting image media makes learning more meaningful. For that, Kahoot! can be an alternative as a media for evaluating fun Arabic learning.

The Effectiveness of Kahoot! Application as an Evaluation Tool in Arabic Vocabulary Learning

One of the inferential analyses used to test the research hypothesis is the Pearson Product Moment Correlation analysis. The first step taken was to determine the Product Moment Correlation Coefficient of the effectiveness of using Kahoot! application as an evaluation tool in Arabic vocabulary learning for the fifth-grade students at MI Al-Ma'arif 01 Margomulyo.

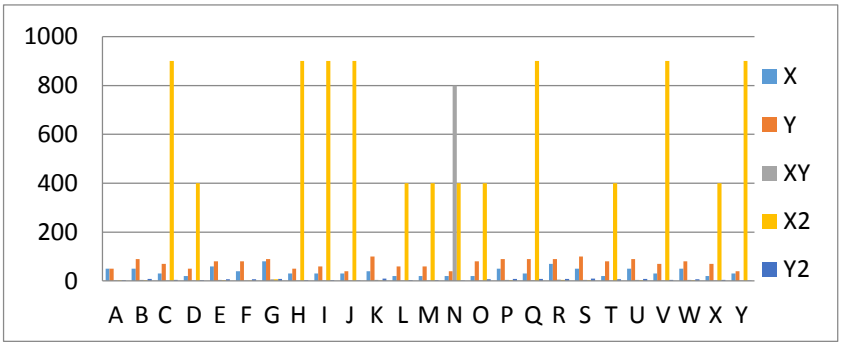

Figure 2. Product Moment Correlation Coefficient

Figure 2 shows the Product Moment Correlation Coefficient. By adopting Sudjono's correlation levels as presented in the Table 1, the utilization of Kahoot! application in Arabic vocabulary learning at MI Al-Ma'arif 01 Margomulyo belonged to the moderate correlation level with the calculated Pearson Product Moment coefficient of 0.569. The contribution of the X variable to the Y variable was obtained by referring to the determinant coefficient expressed in percentage. The coefficient indicates that the use of Kahoot! application as an evaluation tool in Arabic vocabulary learning contributed 32% to the learning outcomes of the fifth-grade students at MI Al-Ma'arif 01 Margomulyo.

The results of t-count and t-table reached 4.025 and 2.3, respectively (t-count ≥ t-table). It means that the original hypothesis stating that Kahoot! application was an effective learning medium and evaluation tool in Arabic vocabulary learning (X) to measure students' learning outcome (Y) was accepted.

The effectiveness of the media use of the Kahoot! as an evaluation tool in Arabic vocabulary learning is defined as the success that has been achieved after using the application media, this is in line with the opinion of Sudjana effectiveness can be interpreted as an act of student success to achieve certain goals that can bring maximum learning outcomes (Sudjana, 2000).

From the results of calculating the average student assessment before and after using the Kahoot! as an evaluation tool for learning Arabic vocabulary, it can be concluded that the average score after the application of the Kahoot! higher than before students used the application as an evaluation tool. That is 75.2 with a good predicate, and the average value before the application of the Kahoot! amounted to 37.6. This effectiveness is in line with expert opinion that one of the efforts to improve the learning process is the use of media effectively to enhance the quality which can ultimately improve the quality of learning outcomes (Sanaky, 2009). In addition, the results of Nadziroh's research that e-learning is effective in improving the quality of learning, because the learning process is not only in one time and in a room (Nadziroh, 2017).

The existence of this effectiveness is of course also supported by inferential analysis, while inferential analysis is used to test the research hypothesis of

effectiveness in the use of the Kahoot! as an evaluation tool for learning Arabic vocabulary is the Pearson Product Moment Correlation analysis. The usefulness of the Pearson Product Moment Correlation is to state whether or not there is a relationship between variables X and Y as well as to state the amount of contribution of one variable to another expressed in percent (Usman and Akbar, 2020). The effectiveness of using kahoot in learning is also reinforced by Irwan that interactive learning can foster students' enthusiasm for learning, especially if it is supported by interesting and innovative media that makes students enthusiastic in learning so that the value obtained increases (Irwan et al., 2019).

CONCLUSIONS

From the research results and discussion, it can be concluded that the use of Kahoot! application in Arabic vocabulary learning for the fifth-grade students at MI Al-Ma'arif 01 Margomulyo can improve the students' learning outcomes. During this pandemic, Kahoot! is considered more effective as a learning media and evaluation tool than the conventional learning method in which the students only use worksheets. This evaluation tool-based learning media can be an alternative for technology-based learning media adjusting to the current situation and need. The effectiveness was proven from the average student evaluation score after using Kahoot! application as a learning media that reached 75.2 (good), higher than that before using Kahoot! application at 37.6. The frequency of students using Kahoot! application varied with the highest percentage of 48%, indicating that the students' participation in using Kahoot! was excellent. The use of Kahoot! application as an evaluation tool in Arabic vocabulary learning contributed 32% to the learning outcomes of the fifth-grade students at MI Al-Ma'arif 01 Margomulyo. The data showed that the t-count and t-table reached 4.025 and 2.3, respectively (t-count $\geq$ t-table). It means that the original hypothesis stating that Kahoot! application was an effective learning medium and evaluation tool in Arabic vocabulary learning (X) to measure students' learning outcome (Y) was accepted. It is recommended for further researchers to develop this kahot application on four Arabic language skills, namely listening, speaking, reading, and writing.

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