

# Blooket: Alternative media for Arabic vocabulary learning for university students in Islamic boarding schools

Ahmad Fatoni <sup>a,1</sup>, Mochammad Firdaus <sup>a,2,\*</sup>, Ahmad Hafidz Abdullah <sup>b,3</sup>, Faris Maturedy <sup>c,4</sup>, Utari Dwi Mayasari <sup>d,5</sup>, Primasti Nur Yusrin Hidayanti <sup>d,6</sup>

<sup>a</sup> Department of Arabic Language Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Malang, Jl. Raya Tlogomas No.246, Malang, East Java 65144, Indonesia

<sup>b</sup> Arabic Language and Teaching Program, Faculty of Tarbiyah, Sekolah Tinggi Agama Islam Miftahul Ulum Lumajang, Jl. Raya Lumajang – Jember No. 1984, Lumajang East Java 67355, Indonesia

<sup>c</sup> Al Mawarits An Nabawiyyah Islamic Boarding School for Sharia and Islamic Studies, Jl Raya Tanggul – Jember, East Java 68155, Indonesia

<sup>d</sup> Arabic Language Education, Postgraduate Programme, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Jl. Raya Dadaprejo No. 1, Kota Batu, East Java, 65233, Indonesia

<sup>1</sup>fatoni@umm.ac.id\*; <sup>2</sup>firdaus@umm.ac.id; <sup>3</sup>Ahmadhafidz893@gmail.com; <sup>4</sup>farismatane@gmail.com;

<sup>5</sup>Utarimayasari39@gmail.com; <sup>6</sup>220104320005@student.uin-malang.ac.id

\*Corresponding author

Citation: Fatoni, A., Firdaus, M., Abdullah, A. H., Maturedy, F., Mayasari, U. D., & Hidayanti, P. N. Y. (2024). Blooket: Alternative media for Arabic vocabulary learning for university students in Islamic boarding schools. *Research and Development in Education (RaDEn)*, 4(2), 977-988  
<https://doi.org/10.22219/raden.v4i2.36372>

Received: 15 September 2024

Revised: 18 October 2024

Accepted: 4 November 2024

Published: 4 November 2024



Copyright © 2024, Fatoni et al.

This is an open access article under the CC-BY-SA license

**Abstract:** The utilization of digital platforms is one of the key factors in the success of learning activities. This applies to Arabic language learning activities for specific purposes for students. Instructors and teachers can leverage digital platforms to provide students with new experiences in the learning process. One digital platform that can serve as an alternative medium is Blooket. This study aims to explore Arabic language classes for specific purposes with the aid of an educational game platform. Therefore, the researcher employs qualitative research to gain an in-depth understanding of the various phenomena occurring during these activities. The researcher uses observation techniques to monitor the atmosphere and interactions among students during the class. Documentation is also used to gather data in the form of supporting documents for these activities. The data is then analyzed using the Miles, Huberman, and Saldana analysis model, which consists of three stages: data condensation, data presentation, and conclusion drawing. The results of the study indicate that Arabic language classes for specific purposes consist of several activities. First, the instructor begins with an introduction to the Arabic language for the purpose of pilgrimage by inviting a pilgrimage guide. The skill focus of the learning is vocabulary mastery related to the conduct of the pilgrimage. Next, the instructor uses the educational game platform Blooket to motivate students and provide them with a new and engaging learning experience in Arabic. Students enthusiastically participate in the series of class activities. In addition, they gain new experiences regarding the use of the Blooket digital platform in Arabic language learning.

**Keywords :** Arabic for specific purpose; Arabic vocabulary; blooket; gamification

## 1. Introduction

Instructional professionals aspire to facilitate learning that follows a predetermined plan (Maturedy, 2022). Educators must adequately prepare numerous auxiliary elements of learning activities. Learning media is a component that assists the learning process (Hidayanti & Taufiq, 2023). The selection of learning material is a considerable challenge for educators. Optimal choice of learning material enhances the efficiency of learning activities (Maturedy et al., 2021). Hence, an educator must possess a comprehensive understanding of the instructional course content and the specific attributes of the students. Teachers' media engagement may not necessarily translate into attractiveness

among students. Therefore, it is crucial for an educator to take a prudent approach while choosing learning media (Rahmadita et al., 2023).

Effective learning media are instrumental in enabling teachers to give lessons. That is to say, students can readily comprehend the topic matter with the aid of such media. Such media aids in enhancing students' understanding of the subject matter under instruction (Suaibah & Rahman, 2020). Given that in ancient times educators depended exclusively on a single learning medium, it is imperative for educators in the present day to adjust to the swift progress in learning technology (Arviansyah & Shagena, 2022). Numerous educators are demonstrating this by striving to innovate in the creation of technology-driven learning materials.

Proficiency in technology-based learning mediums has become an essential need for all subject matter instructors. Professional proficiency in the domains of technology, information, and communication is advantageous for educators as a method of personal growth to facilitate the process of learning (Haniefah & Samsudin, 2023). This principle also extends to Arabic language instructors at several tiers of Islamic education, ranging from primary school to university. As a result, Arabic language instructors must use technology in the classroom to teach Arabic (Tsany et al., 2022).

The fact that there are Arabic language teachers who are lacking in technological proficiency is an undeniable truth. Learning technology and ICT are essential in the era of the 4.0 revolution (Dariyadi, 2019). Therefore, if the educational institution has provided all the essential resources and accommodating facilities, it is only appropriate for Arabic language instructors to fully utilise those facilities. This is due to the fact that there are still institutions that have not completely maximised the delivery of learning support resources. Indeed, an Arabic language instructor must possess expertise in effectively using several technologies for teaching the Arabic language (Ritonga et al., 2020). In fact, many teachers have started to use digital platforms, such as games, to support Arabic language learning in both classroom and remote settings. This is because these platforms can facilitate the learning activities without being hindered by distance or time (Ritonga et al., 2022).

There are many studies related to the use of gaming platforms in Arabic language learning. Research conducted by Ghofur regarding the use of gaming platforms emphasises that these platforms are effective for use in the context of learning Arabic vocabulary (Ghofur et al., 2023). Kenali and colleagues then emphasized through their research that the use of gaming platforms has a positive impact on learning Arabic in terms of speaking skills (Kenali et al., 2019). Kholis et al.'s research emphasizes the use of the Wordwall platform for mastering the Arabic language. This experimental study on students concludes that the use of Wordwall media in speaking skills learning can enhance students' proficiency in Arabic (Kholis et al., 2022). The next research was conducted by Al Ahqaf et al. regarding the use of the Kahoot! platform in daily evaluations of Arabic language subjects. This experimental study concluded that using this platform effectively improves students' learning outcomes in Arabic language subjects (Al Ahqaf et al., 2022).

Based on the researcher's review of the previous studies, it can be concluded that there are quite a few platforms that teachers can utilize in Arabic language learning, such as Kahoot! and Wordwall. These platforms are generally used for teaching Arabic vocabulary. Thus, the researcher recognizes the similarity between this study and those previous studies, particularly in the use of digital platforms and their application in Arabic vocabulary learning. However, the researcher attempts to propose an alternative use of the Blooket platform in Arabic language education, as it has not been widely used in this context. Additionally, this activity is expected to provide Arabic language students with insights into the use of game platforms in foreign language learning, especially Arabic. Consequently, when they eventually enter the teaching profession, they will be equipped to manage game platforms to support Arabic language education.

Therefore, the researcher aims to explore Arabic language classes for specific purposes using the Blooket platform. Arabic language learning for specific purposes generally focuses on vocabulary mastery in particular fields, making the use of Blooket an alternative for Arabic teachers beyond popular platforms like Kahoot!, Wordwall, and Quizziz. The utilization of digital platforms in Arabic language learning also represents a new experience for university students in the Islamic boarding school environment. This research provides significant contributions to the field of Arabic language education, especially in teaching vocabulary through gamified digital media. The use of Blooket as a learning aid not only introduces a more engaging and interactive approach compared to traditional methods but also enhances student involvement and offers new insights into the integration of technology in the Arabic language learning process.

## 2. Materials and Methods

This research adopts a qualitative approach. Qualitative research aims to emphasise the most important aspects found in goods or services. "That important thing" refers to the significance of the event, which can provide a valuable lesson for the advancement of theory (Sidiq & Choiri, 2019). This study focusses on the learning activities for special guests in the Arabic language course at Miftahul Ulum Islamic College in Lumajang. As a result, the researcher intends to describe the behaviours and meanings behind the activities undertaken by the research subjects during the learning process.

This research involves all students of the Arabic Language Education Study Program, totalling nine individuals (Table 1). In addition to the students, the lecturer responsible for this course is also a subject of study. They have declared their willingness to voluntarily participate in this research. This means that the researchers have already established a personal connection with them. In addition, the researchers maintain their privacy by not mentioning their full names (Ferdiansyah et al., 2020). This is a critical consideration so that the research subjects can provide information without any pressure.

Table 1. Student and background

| Subject   | Semester | Background  |
|-----------|----------|---|
| Subject 1 | IV       | Students are actively involved in learning Arabic at the Language Course in Pare, Kediri.               |
| Subject 2 | IV       | Students are actively involved with experiences in learning Arabic at the Ramadhan Dalwa Bangil course. |
| Subject 3 | IV       | Students are actively involved with experiences in learning Arabic at the Pare Kediri language course.  |
| Subject 4 | IV       | Students are actively involved in using Arabic in their daily lives                                     |
| Subject 5 | IV       | Students are actively involved, using Arabic as their everyday language.                                |
| Subject 6 | IV       | Students are actively involved and interested in improving their speaking skills in Arabic.             |
| Subject 7 | IV       | Students are actively involved and interested in enhancing their critical thinking skills.              |
| Subject 8 | IV       | Students are actively involved and interested in enhancing their critical thinking skills.              |
| Subject 9 | IV       | Students are actively involved and have an understanding of diniyah madrasah education and pesantren.   |

We carried out the data collection process using observation, interviews, and documentation techniques. For specific purposes, we use the observation technique to gather data on student interactions with the Blooket platform in Arabic language courses. Additionally, this technique aims to gather data on the lecturers' involvement in the course. Then, the researchers conducted interviews with students to understand their responses regarding the use of Blooket in this course activity. The interview took place in a fairly relaxed atmosphere, so the participants would not feel tense and could provide information comfortably (Hastowahadi et al., 2020). The instructors employ activity documents encompassing course planning and reflection outcomes as a means of collecting data. Three phases of analysis ensue after the acquisition of adequate data. These are the processes of data condensation, data presentation, and forming conclusions. During this phase, researchers must thoroughly analyze the data, eliminate any irrelevant information, and concentrate on data that is pertinent to the study.

### 3. Results

#### 3.1 Platform Blooket

Blooket is a fun educational game platform that supports the learning process. It can be used as an interactive medium in the classroom, while students can also practice independently through the questions provided in the Blooket game (Figure 1). Additionally, Blooket automatically records responses and displays them on the screen, allowing students to answer quizzes at their own pace. This platform also helps students recognize their achievements and efforts during their learning process (Sartika et al., 2023).

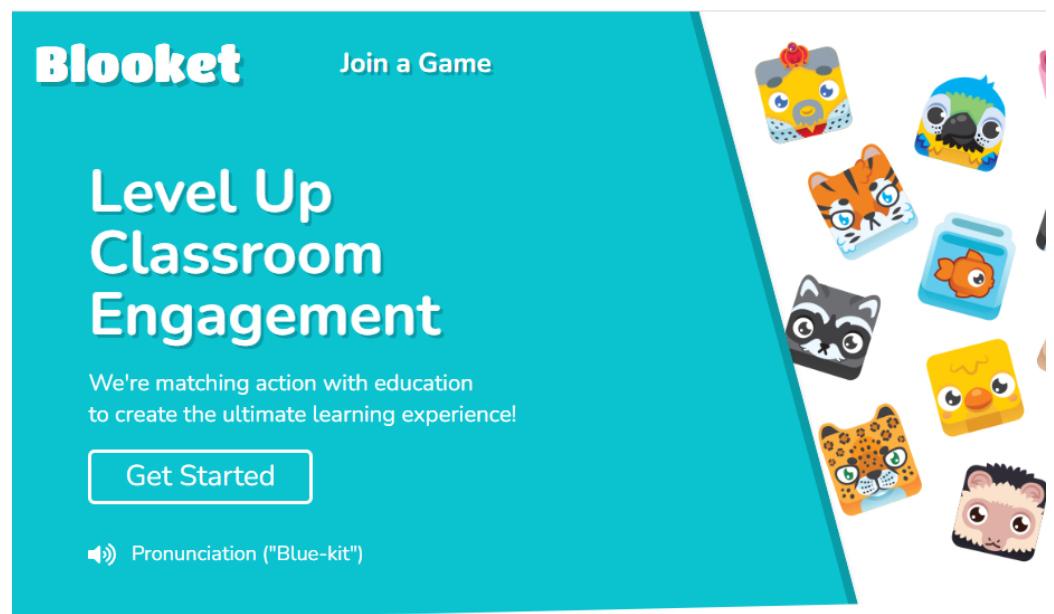


Figure 1. Blooket Platform Opening Page

Blooket combines social gamification with education. As a unique learning platform, Blooket serves as a strong example of a learner-centered revolution, promoting engagement, independence, collaboration, and personalization in the learning process. This platform provides students with opportunities to actively engage in their education and encourages them to take responsibility for their own learning journey (Blooket LLC, 2023).

### 3.2 Stage of Teacher Preparation

Before starting the learning activities, the instructor first provides an introduction to the course. This aligns with the learning steps outlined in the semester lesson plan document. Through this introduction, students gain an overview of the course process they will undergo. According to the instructor, it is clear that the Arabic language course for specific purposes focuses on the practice of pilgrimage (hajj).

Next, the instructor invites a pilgrimage guide to provide insights on the importance of using Arabic correctly and appropriately, especially in a new social environment. Learning the language is crucial for becoming part of the community of language users. This is what differentiates the material for Arabic for specific purposes from the general Arabic language materials found in textbooks. The Arabic for specific purposes curriculum is tailored to the needs of the learners (Ghani et al., 2019). The presence of the pilgrimage guide plays a key role in advising the instructor on important topics that may be necessary for those undertaking the pilgrimage. The needs analysis process is crucial to ensure that the learning process is effective (Imperiale et al., 2023). In this session, the instructor focuses on vocabulary mastery related to the pilgrimage.

The preparation of materials using the Blooket platform is done by opening a web browser such as Google Chrome or Mozilla Firefox. A brief description, along with the features and advantages offered by the platform, will appear. Users are then directed to the registration page. If they do not have an account yet, they should click "Sign Up" to register. If they already have an account, they should click "Login." Registration can also be done directly by choosing the "Sign Up" option using a Google account (Figure 2). After registering, users will be asked to enter their name, and they can view the results in the "Discover" menu. If teachers or instructors wish to create materials, they must go to the "Create" menu. This platform allows for manual material creation or uploading documents in CSV format. Before entering the material, instructors must provide an image and description of the content so that it can be understood by the students. Next, the instructor can input the material in the form of questions or images. This process can be done using a smartphone or a computer/laptop. This means that if the instructor already has an account on this platform, they can easily connect directly.

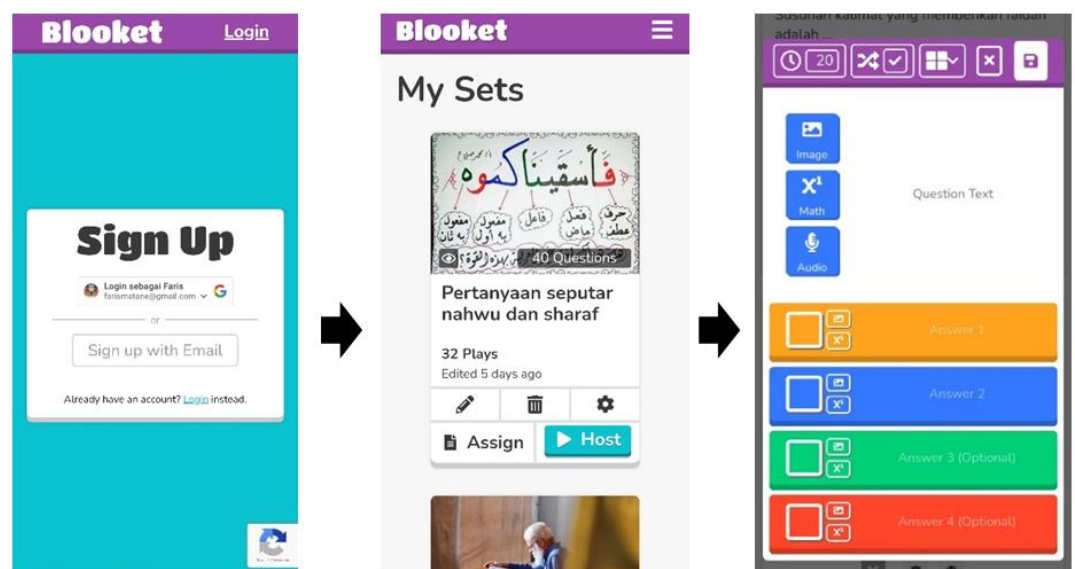


Figure 2. Preparation of Materials Using The Blooker Platform

The next step is to choose one of the games as a trial. The presence of this game is one of the advantages offered by Blooket. However, before using it in class activities, the instructor needs to try it out first. This is to ensure that there are no mistakes in the text.

Once no errors are found, the instructor can choose to share it as an assignment or conduct it live via a special link or QR code.

### 3.3 Utilization of the Blooket Platform in Class Activities

The learning process using Blooket as an interactive medium in the course "Al-Arabiyyah Lil Aghradh Al-Khashah" is designed to provide a deep learning experience and help students respond more quickly to the meanings of the vocabulary being used. This approach emphasizes the integration of technology in education, as the web-based media is particularly effective in enhancing students' understanding of Arabic vocabulary (Figure 3).

The description of the implementation and steps in this learning process: the learning process begins with an introduction from the instructor, similar to typical classes, referring to the course syllabus that has been prepared, where the topics and learning objectives are clearly presented at the beginning of the class. At this stage, the instructor emphasizes the importance of mastering Arabic vocabulary in specific contexts relevant to the students' fields of study or professional interests. To support an interactive learning atmosphere, as this course is practice-based, the instructor introduces Blooket as an alternative media to be used during the class session. This introduction is conducted in a way that encourages student engagement, for example, through a brief question-and-answer session or initial discussion aimed at gauging students' prior understanding of the topics to be discussed.

Next, the material is presented with a structured explanation of the specific vocabulary that is the focus of the learning. The material outlined in the course syllabus includes Arabic vocabulary related to tourism, the purposes of hajj and umrah, higher education, Arabic for elementary schools, the labor sector, the creative economy sector, and the international relations sector. The instructor uses supporting media such as whiteboards or relevant reading materials to clarify the concepts being taught. Students are given the opportunity to ask questions and engage in open discussions about the use of vocabulary in sentences and real situations, allowing them to understand the practical application of the material.

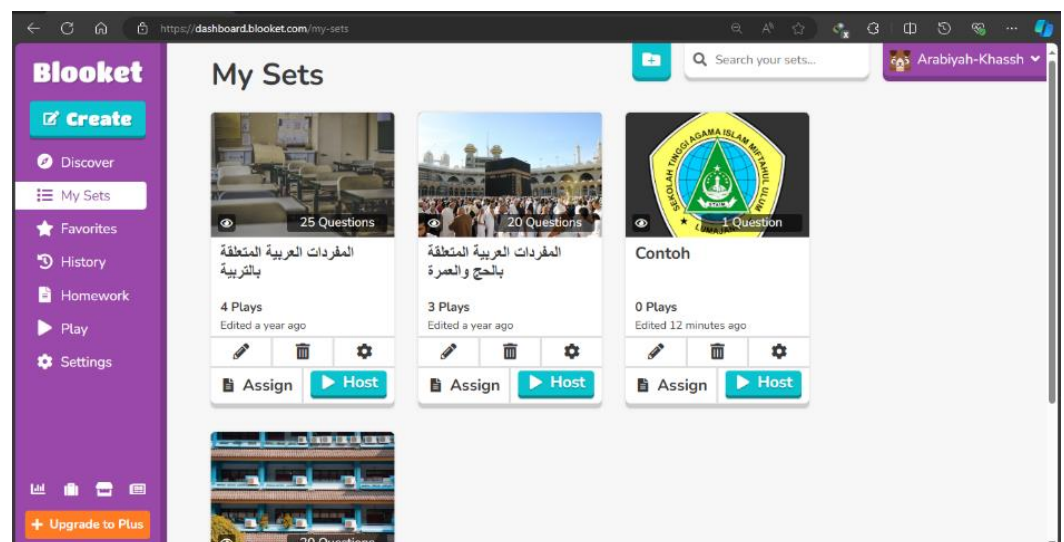


Figure 3. Arabic Language Material for Specific Purposes related to the theme of Hajj that has been prepared by the instructor

After the material presentation, the interactive session using Blooket begins. In this phase, during the third, fourth, fifth, and sixth meetings, students are instructed to use their electronic devices (such as laptops or smartphones) to connect to the internet and use a web browser like Chrome, Mozilla, or Microsoft Edge to join the quiz game

prepared by the instructor on the Blooket platform (Figure 4). This quiz game is designed with questions that test students' understanding of the vocabulary they have just learned. The competitive format of the game, as offered by Blooket, helps enhance responsiveness and student engagement. The instructor plays an active role in monitoring the learning process, providing guidance, and ensuring that all students participate. At the end of the session, scores and quiz results are automatically analyzed by Blooket, and the instructor provides immediate feedback on both correct answers and mistakes made. Students are seen opening their computers and quickly accessing the shared link to register. They complete this process online and enter their names into the Blooket system.



Figure 4. Student Activities During Arabic Language Classes for Specific Purposes Using the Blooket Platform.

After the learning activity with Blooket is completed, the session continues with a group discussion. Students are divided into several small groups, each discussing the application of the vocabulary they have learned and practicing it in various specific contexts. These groups can be directed to create dialogues, scenarios, or short texts that utilize the vocabulary. This discussion provides an opportunity for students to exchange ideas, share understandings, and reinforce their knowledge through collaboration. The instructor moves among these groups, offering guidance and encouragement for active participation from each student to engage in dialogue using the learned vocabulary.

At the end of the session, each group presents the results of their dialogues and scenarios in front of the class. This presentation allows students to practice their speaking skills in Arabic and receive feedback from the instructor and their peers. The instructor assesses and evaluates the presentations, highlighting strengths and offering suggestions for improvement on aspects that still need enhancement. This presentation session also serves as a moment of reflection for the entire class to evaluate their understanding of Arabic vocabulary and reinforce the learning practices that have taken place.

The session concludes with a summary of the key points that have been discussed. The instructor summarizes, reconnecting the material with the initial learning objectives, and announces assignments or activities that students need to complete for the next meeting. This follow-up may include writing dialogues, short essays, or preparing for discussions in the next session. Thus, the use of Blooket in the Arabic language learning process becomes more than just a technological aid; it serves as a means to deepen understanding, enhance student engagement, and create an interactive learning environment. Additionally, Blooket automatically compiles the results of the students' quiz responses for further evaluation in the next meeting (Figure 5).



Figure 5. The final results of student scores in the Arabic Language for Specific Purposes course on the Blooket platform

#### 4. Discussion

Vocabulary mastery in the context of language learning and acquisition plays a crucial role (Lukman et al., 2024; Marx et al., 2024). In fact, vocabulary mastery serves as a support for other language skills, such as listening, speaking, reading comprehension, and writing (Denston et al., 2024; Qasem & Asaad, 2024; Riwanda & Ridha, 2021). This aligns with the goals set by the instructor, where students are encouraged to actively use the vocabulary during the learning process.

Based on the researcher's findings, it is evident that the instructor attempts to utilize an interactive game platform. The use of gaming platforms can motivate learners to actively engage in learning activities (Ilhami et al., 2022; Li et al., 2023; Mohammed et al., 2024). Educational gaming platforms are quite varied, including Kahoot!, Edmodo, Wordwall, Blooket, Duolingo, Classdojo, MonsterKit, Gimkit, and many others (Araújo & Carvalho, 2022; Bratel et al., 2021; Dahalan et al., 2023; Jaffar et al., 2022). However, the most commonly used platforms in Arabic language learning are Kahoot!, Quizziz, and Wordwall (Al Munawaroh, 2021; Shiddiq et al., 2024). The platform chosen by the instructor is Blooket, considering its ease of access and flexibility, as stated on the platform's website (Blooket LLC, 2023).

The use of gaming platforms has proven to motivate students to be more active in learning activities (Bräuer & Mazarakis, 2024; Saleh et al., 2022; Triswanto & Patmanthara, 2024). Previous studies by the researcher indicate that the utilization of gaming platforms is an alternative for Arabic language teachers to present learning material in an engaging way (Ghofur et al., 2023; Kenali et al., 2019; Shiddiq et al., 2024). This condition provides students with a new experience that learning Arabic can be conducted through engaging and enjoyable approaches (Almelhes, 2024; Dindar & Ren, 2021). In fact, Sumie reported that the use of gaming platforms in education is nearly unavoidable (Chan & Lo, 2022). However, it is important to remember that there must be a balance between entertainment and achieving learning objectives. Tarnowska warns that educational gaming platforms should not disrupt the learning process (Mokwata-Tarnowska & Tarnowska, 2024). Therefore, discretion is needed in using these gaming platforms. If not used appropriately, students may end up playing more than learning, which is far from the instructor's intended goals. Gaming platforms in learning do not always enhance student engagement and learning outcomes (Bouchrika et al., 2019).



The presence of the internet, with all its conveniences, opens up various opportunities and challenges in the realm of Arabic language learning (Tsegaw et al., 2024). Consequently, students are challenged to adapt their learning methods to align with the times. It is noteworthy that students in this institution are typically students from pesantren (Islamic boarding schools). When they need to teach Arabic, they should be equipped with knowledge regarding the operation of digital learning platforms. Moreover, the use of digital games has become increasingly popular in today's era (Mohtar et al., 2023). Therefore, the ability to operate digital platforms is one of the adaptations to the rapid advancement of technology (Sholihin et al., 2020). In fact, many educators are already utilizing these platforms as alternative activities within their teaching practices (Rojabi et al., 2022).

## 5. Conclusion

Based on the explanation above, it can be understood that there are two conclusions related to the learning activities in the Arabic Language for Specific Purposes course at the Miftahul Ulum Islamic College. These activities begin with an introduction by the instructor regarding the Arabic language material for specific purposes. At this stage, the instructor involves a Hajj group companion to provide insights to students about the importance of using Arabic correctly and appropriately. Next, the instructor emphasizes the mastery of vocabulary related to the Hajj pilgrimage. At this stage, the instructor uses an educational game platform to optimize student participation and engagement. The platform chosen by the instructor is Blooket. Each student appears enthusiastic and motivated to actively participate in this course. Additionally, students gain a new experience of enjoyable Arabic language learning facilitated by a digital platform. This represents a new perspective that opens their minds to the idea that learning Arabic can be conducted in a fun atmosphere. The researcher recommends further studies on modifying the Blooket platform for teaching Arabic listening skills and grammar mastery.

**Authors Contribution:** A.F., M.F; Riview and validation, A.H.A., F.M.; Writing original draft preparation, F.M.; Methodology and data analysis, A.H.A., U.D.M.; Field data collection and data analysis, P.N.Y.H; Editing.

**Ancknowledgements:** The author would like to express gratitude to the research institution STAI Miftahul Ulum, as well as to the head of the Arabic language education department, for allowing us to conduct research in that department.

**Conflict of Interest:** Authors declare no conflict of interest.

## 6. References

- Al Ahqaf, M. I., Eslayeh, K., Mahmoud, M. F. A.-A., Anah, S., & Rusuly, U. (2022). Istikhdām Kahoot! Fī al-taqwīm al-yaumī li-mādah al-lughah al-'Arābīyah: Al-bahts al-tajrībī fī al-madrasah al-tsānawīyah. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 10(2), 241–254. <https://doi.org/10.23971/altarib.v10i2.4204>
- Al Munawaroh, N. T. (2021). The use of Quizizz online software in the evaluation of Arabic learning. *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab*, 4(1), 29–46. <https://doi.org/10.17509/alsuniyat.v4i1.31258>
- Almelhes, S. A. (2024). Gamification for teaching the Arabic language to non-native speakers : a systematic literature review. *Frotntiers in Education, March*, 1–11. <https://doi.org/10.3389/feduc.2024.1371955>
- Araújo, I., & Carvalho, A. A. (2022). Enablers and difficulties in the implementation of gamification: A case study with teachers. *Education Sciences*, 12(3), 1–13.

- <https://doi.org/10.3390/educsci12030191>  
Arviansyah, M. R., & Shagena, A. (2022). Efektivitas dan peran dari guru dalam kurikulum merdeka belajar. *Lentera*, 17(1), 40–50.  
<https://doi.org/https://doi.org/10.33654/jpl.v17i1.1803>
- Blooket LLC. (2023). *Blooket*. <https://www.blooket.com/>
- Bouchrika, I., Harrati, N., Wannick, V., & Wills, G. (2019). Exploring the IMPACT of gamification on student engagement and involvement with e-learning systems. *Interactive Learning Environments*, 29(8), 1244–1257.  
<https://doi.org/https://doi.org/10.1080/10494820.2019.1623267>
- Bratel, O., Kostiuk, M., Bratel, S., & Okhrimenko, I. (2021). Student-centered online assesment in foreign language classes. *Linguistics and Culture Review*, 5(S3), 926–941. <https://doi.org/10.21744/lingcure.v5ns3.1668>
- Bräuer, P., & Mazarakis, A. (2024). How to design audio-gamification for language learning with Amazon Alexa ? – A long-term field experiment how to design audio-gamification for language learning with Amazon. *International Journal of Human-Computer Interaction*, 40(9), 2343–2360.  
<https://doi.org/10.1080/10447318.2022.2160228>
- Chan, S., & Lo, N. (2022). Teachers' and students' perception of gamification in online tertiary education classrooms during the pandemic. *SN Computer Science*, 3(3), 1–16. <https://doi.org/10.1007/s42979-022-01117-w>
- Dahalan, F., Alias, N., & Shaharom, M. S. N. (2023). Gamification and game based learning for vocational education and training: A systematic literature review. *Education and Information Technologies*, 29(2), 1279–1317.  
<https://doi.org/10.1007/s10639-022-11548-w>
- Dariyadi, M. W. (2019). Pembelajaran bahasa Arab di era digital 4.0. *Prosiding Konferensi Nasional Bahasa Arab V*, 448–462.
- Denston, A., Martin, R., Gillon, G., & Everatt, J. (2024). A better start to literacy for bilingual children in New Zealand : findings from an exploratory case study in te reo Māori. *International Journal of Bilingual, Education And Bilingualism*, 27(8), 1085–1098. <https://doi.org/10.1080/13670050.2024.2338102>
- Dindar, M., & Ren, L. (2021). An experimental study on the effects of gamified cooperation and competition on English vocabulary learning. *British Journal of Educational Technology*, 52(1), 142–159. <https://doi.org/10.1111/bjet.12977>
- Ferdiansyah, S., Supiasutik, & Angin, R. (2020). Pengalaman mahasiswa Thailand dalam pembelajaran daring di Universitas di Indonesia pada masa pandemi COVID-19. *Journal of International Students*, 10(3), 58–74.  
<https://doi.org/https://doi.org/10.32674/jis.v10iS3.3199>
- Ghani, M. T. A., Daud, W. A. A. W., & Ramli, S. (2019). Arabic for specific purposes in Malaysia : A literature review. *Issues in Language Studies*, 8(1), 1–14.
- Ghofur, A., Kholis, M. N., Sodik, A. J., & Shiddiq, J. (2023). Students' perceptions and motivation towards teaching Arabic vocabulary through gamification. *Ijaz Arabi Journal of Arabic Learning*, 6(3), 682–694.  
<https://doi.org/https://doi.org/10.18860/ijazarabi.v6i3.18642>
- Hanief, R., & Samsudin, M. (2023). Penerapan technological pedagogical and content knowledge (TPACK) dalam pengajaran keterampilan berbahasa Arab. *Ta'limi: Journal of Arabic Education & Arabic Studies*, 2(1), 61–72.  
<https://doi.org/https://doi.org/10.53038/tlmi.v2i1.62>
- Hastowahadi, S., Setyaningrum, R. W., & Pangesti, F. (2020). Pembelajaran jarak jauh darurat COVID-19 : Cerita mahasiswa internasional di kelas Bahasa Indonesia untuk Penutur Asing ( BIPA ). *Journal of International Students*, 10, 180–197.  
<https://doi.org/https://doi.org/10.32674/jis.v10iS3.3206>
- Hidayanti, P. N. Y., & Taufiq, M. A. (2023). Eckehard Schulz's modern Arabic book evaluation according to the Rusydi Ahmad Thu'aimah Concept. *Lisanan Arabiya:*

- Jurnal Pendidikan Bahasa Arab*, 7(1), 46–59. <https://doi.org/10.32699/liar.v7vi1.4362>
- Ilhami, R., Wargadinata, W., Hasan, N., Ikhlas, M., & Najar, S. A. (2022). Quizizz as an Arabic vocabulary media learning in digitalization era: process, weakness and strengths. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 10(1), 13–24. <https://doi.org/10.23971/altarib.v10i1.3787>
- Imperiale, M. G., Fassetta, G., & Alshobaki, S. (2023). 'I need to know what to say when children are crying': A language needs analysis of Scottish primary educators learning Arabic. *Language and Intercultural Communication*, 23(4), 367–384. <https://doi.org/10.1080/14708477.2023.2168010>
- Jaffar, M. N., Rahman, A. A., & Musling, M. N. (2022). Arabic for specific purpose and systematic literature review on the design of Islamic tourism mobile application. *Ijaz Arabi Journal of Arabic Learning*, 5(1), 1–13. <https://doi.org/10.18860/ijazarabi.v5i1.12568>
- Kenali, H. M. S., Yusoff, N. M. R. N., bt Mat Saad, N. S., Abdullah, H., & Kenali, A. M. S. (2019). The effects of language games on smartphones in developing Arabic speaking skills among non-native speakers. *Creative Education*, 10(05), 972–979. <https://doi.org/10.4236/ce.2019.105073>
- Kholis, M. N., Fitriani, L., Gunawan, R., Afyuddin, M. S., & Nuryani, N. (2022). Can wordwall application improve students' Arabic mastery? *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 10(2), 159–170. <https://doi.org/10.23971/altarib.v10i2.4388>
- Li, Q., Yin, X., Yin, W., Dong, X., & Li, Q. (2023). Evaluation of gamification techniques in learning abilities for higher school students using FAHP and EDAS methods. *Soft Computing*, 9. <https://doi.org/10.1007/s00500-023-08179-9>
- Lukman, M., Hakim, A., Noor, B., Zamri, M., & Abdul, B. (2024). Perception and evaluation of the effectiveness of a mobile application for an educational Arabic charade game in acquiring Arabic skills. *Ijaz Arabi: Journal of Arabic Learning*, 7(2), 766–775. <https://doi.org/10.18860/ijazarabi.V7i2.20893>
- Marx, N., Mann, W., & Marx, N. (2024). Assessing vocabulary knowledge in written and signed languages of immigrant DHH learners – examining convergent validity of immigrant DHH learners – examining convergent validity. *Journal of Multilingual and Multicultural Development*, 1–15. <https://doi.org/10.1080/01434632.2024.2391066>
- Maturedy, F. (2022). Istikhdamu Canva min ajli 'amali majallat: Dirasah halat fi khibari thalabah li tamrini kitabah. *MUDALLA: Proceeding International Conference on Arabic Language*, 53–63.
- Maturedy, F., Hasanah, W., & Sutrisno, N. (2021). Tashmimu namudzajil wadhifat fi ta'limil mufradat 'abra telegram lit thalabah bi Madrasatil Muhammadiyah Bi Jember. *Prosiding Pertemuan Ilmiah Internasional Bahasa Arab*, 2019, 58–67.
- Mohammed, M., Fatemah, A., & Hassan, L. (2024). Effects of Gamification on Motivations of Elementary School Students: An Action Research Field Experiment. *Simulation and Gaming*, 55(4), 600–636. <https://doi.org/10.1177/10468781241237389>
- Mohtar, S., Jomhari, N., Omar, N. A., Mustafa, M. B. P., & Yusoff, Z. M. (2023). The usability evaluation on mobile learning apps with gamification for middle - aged women. *Education and Information Technologies*, 1189–1210. <https://doi.org/10.1007/s10639-022-11232-z>
- Mokwa-tarnowska, I., & Tarnowska, V. (2024). Evaluating the impact of gamification on learning effectiveness in technical vocabulary instruction. *International Journal of Research in E-Learning*, 10(1), 1–24. <https://doi.org/10.31261/IJREL.2024.10.1.05>
- Qasem, H., & Asaad, M. (2024). The role of morphological awareness in L2 postgraduates' academic writing: is vocabulary knowledge a mediating variable? *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2327787>
- Rahmadita, P. M., Tatang, & Maulani, H. (2023). Problematika pembelajaran bahasa Arab di tingkat MTs pada masa pandemi Covid-19. *Ihtimam: Jurnal Pendidikan Bahasa*

- Arab*, 6(1), 22–33. <https://doi.org/https://doi.org/10.36668/jih.v6i1.448>
- Ritonga, M., Febriani, S. R., Kustati, M., Khaef, E., Ritonga, A. W., & Yasmar, R. (2022). Duolingo : An Arabic speaking skills ' learning platform for andragogy education. *Hindawi Education Research International*, 1–9. <https://doi.org/10.1155/2022/7090752>
- Ritonga, M., Nazir, A., & Wahyuni, S. (2020). *Pengembangan Model Pembelajaran Bahasa Arab Berbasis Teknologi Informasi dan Komunikasi dala Dialektika Revolusi Industri 4.0* (I. Naska, F. Alrasyi, & Bambang (eds.); 1st ed.). Depublish Publisher.
- Riwanda, A., & Ridha, M. (2021). Increasing Arabic vocabulary mastery through gamification ; is Kahoot ! Effective ? *LISANIA: Journal of Arabic Education and Literature*, 5(1), 19–35. <https://doi.org/http://dx.doi.org/10.18326/lisania.v5i1.19-35>
- Rojabi, A. R., Setiawan, S., Munir, A., Purwati, O., Safriyani, R., Hayuningtyas, N., Khodijah, S., & Amumpuni, R. S. (2022). Kahoot, is it fun or unfun? Gamifying vocabulary learning to boost exam scores, engagement, and motivation. *Frontiers in Education*, 7(September), 1–11. <https://doi.org/10.3389/feduc.2022.939884>
- Saleh, A. M., Sultan, A., & Althaqafi, A. (2022). The effect of using educational games as a tool in teaching english vocabulary to Arab young children : A quasi-experimental study in a kindergarten school in Saudi Arabia. *SAGE Open*, 1–10. <https://doi.org/10.1177/21582440221079806>
- Sartika, K. D., Heriyawati, D. F., & Elfianto, S. (2023). The use of Blooket : A study of student ' s perception enhancing english vocabulary mastery. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 7(2), 357–368. <https://doi.org/10.29240/ef.v621.5242>
- Shiddiq, J., Zubaidi, A., Nur Kholis, M., & Rokhani, R. (2024). Feasibility of web-based digital Arabic gamification media for Islamic junior high school students. *Arabiyatuna: Jurnal Bahasa Arab*, 8(1), 169. <https://doi.org/10.29240/jba.v8i1.8946>
- Sholihin, M., Sari, R. C., Yuniarti, N., & Ilyana, S. (2020). A new way of teaching business ethics: The evaluation of virtual reality-based learning media. *International Journal of Management Education*, 18(3), 100428. <https://doi.org/10.1016/j.ijme.2020.100428>
- Sidiq, M. U., & Choiri, M. (2019). Metode penelitian kualitatif di bidang pendidikan. In A. Mujahidin (Ed.), *Metode Penelitian Kualitatif di Bidang Pendidikan* (1st ed., Vol. 53, Issue 9). CV. NATA KARYA.
- Suaibah, L., & Rahman, T. (2020). Smart Tree learning media - we can be based on android for Arabic Subjects/ media pembelajaran pohon pintar-kita bisa berbasis android untuk matakuliah bahasa Arab. *Ijaz Arabi Journal of Arabic Learning*, 3(1), 89–106. <https://doi.org/10.18860/ijazarabi.v3i1.8215>
- Triswanto, E., & Patmanthara, S. (2024). Students ' goal orientation and gamification in learning for academic performance : A systematic literature review. *RaDen: Research and Development in Education*, 4(1), 390–403. <https://doi.org/https://doi.org/10.22219/raden.v4i1.32630>
- Tsany, H. A., Nurramadhan, L., Salma, N., & Dewiajie, S. (2022). Penerapan pembelajaran bahasa Arab berbasis digital untuk mencapai keberhasilan pembelajaran. *Muhadasah: Jurnal Pendidikan Bahasa Arab*, 4(1), 24–31.
- Tsegaw, S. A., Filate, A. Y., & Kahsay, M. T. (2024). Effects of tool mediation on tertiary level EFL students ' reading comprehension and vocabulary learning skills : a case for a cloud computing environment. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2330251>