



Ta'lim al-'Arabiyyah

JURNAL PENDIDIKAN BAHASA ARAB & KEBAHASAARABAN

P-ISSN: 2721-5237 | E-ISSN: 2549-208X // Vol. 4 No. 2 | 153-164

<https://journal.uinsgd.ac.id/index.php/Talim/index>

Evaluation of Arabic Learning Using The Kahoot Application In The Pandemic Era Of Covid-19

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ABSTRACT

This study aims to measure the extent of the benefits of technological development as a means of academic evaluation. On this occasion, the researcher chose the Kahoot program as a model, a game-based smartphone learning program used as a school and educational stream designed by two scientists from the University of Norway. Researchers use the program of using the Kahoot program in the implementation process for students participating in Arabic language training courses at the Language Center of the Islamic State University of Sunan Gunung Djati Bandung, the results of the study show that this program is of great use to teachers when they show tables that are more effective and efficient, because of the program. It is easy to use question setting by teachers and teachers. It is reliable and can predict the results of decisions after students have answered questions. Apart from that, this program also provides students with fun games such as game programs and can also be accessed easily via smartphones. Researchers hope that this study's results can provide additional information and input for teachers to increase the use of technology in the online teaching and learning process, especially during the Covid-19 epidemic, so that the teaching and learning process is more exciting effective.

Keywords: Arabic Learning, Evaluation, Kahoot, Pandemic Era Covid-19.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui sejauh mana manfaat perkembangan teknologi sebagai sarana evaluasi proses akademik. Pada kesempatan kali ini peneliti memilih program Kahoot sebagai model yaitu program pembelajaran pada smartphone berbasis game yang digunakan sebagai teknologi pendidikan di sekolah dan institusi pendidikan yang dirancang oleh dua ilmuwan dari Universitas Norwegia. peneliti menguji penggunaan program Kahoot dalam mengevaluasi proses akademik bagi siswa peserta kursus pelatihan bahasa arab di Pusat Bahasa Universitas Islam Negeri Sunan Gunung Djati Bandung, adapun hasil penelitian menunjukkan bahwa program ini banyak bermanfaat bagi para guru ketika mereka menggunakannya dalam penilaian yang lebih efektif dan efisien, karena program ini mudah digunakan dalam pengaturan pertanyaan oleh guru dan guru dapat mendeteksi dan mengetahui hasil penilaian segera setelah siswa menjawab pertanyaan. Selain itu, program ini juga memberikan siswa penilaian yang menyenangkan seperti permainan dan program ini juga dapat diakses dengan mudah melalui smartphone. Peneliti berharap hasil penelitian ini dapat menjadi informasi dan masukan tambahan bagi para guru untuk meningkatkan pemanfaatan teknologi dalam proses belajar mengajar secara online khususnya pada masa epidemi covid-19 agar proses belajar mengajar lebih menarik dan efektif.

Kata Kunci: Evaluasi, Kahoot, Pandemi Covid-19, Pembelajaran Bahasa Arab.

INTRODUCTION

Among the various problems of learning Arabic in secondary education units, both in junior and senior high schools, are monotonous or less varied learning “models.” Learning activities tend to be textbook-centered and oriented and unrelated to the real world of students. The method used is generally the lecture method by giving practice questions or homework. The result of all this is the emergence of boredom in students, and their enthusiasm for learning becomes low (Wahyudin, 2020).

One of the efforts that can be done to overcome this problem is to provide a refresher for teachers on various techniques and the latest learning models. Refresher is more oriented towards practical activities or applying techniques and models, fostering teacher creativity in developing meaningful, engaging, and enjoyable learning.

Acep Hermawan (Hermawan, 2018) states in his book that learning in substance is a teaching activity that is carried out maximally by an educator. The students he teaches certain materials to carry out learning activities well. In other words, learning is an effort made by educators in creating specific material learning activities that are conducive to achieving goals. Thus, teaching and learning activities are carried out in a conducive way. According to Uzaini & Azhar (Mohd Uzaini Mahmood & Muhammad Azhar Zailani., 2017), Arabic is one of the world's languages that has experienced social development and science. Arabic in historical studies includes the Semitic language families, namely the language families used by the nations living around the Tigris and Furat rivers, the Syrian plains, and the Arabian Peninsula (Middle East).

Learning development is inseparable from an educator's responsibility, how the educator transforms his knowledge with existing teaching materials and pays attention to teaching methods that students readily accepted so that goal is achieved following what is expected in the process educators must evaluate Learning (Ridho, 2018).

Evaluation is part of the learning process, which as a whole cannot be separated from teaching activities; carrying out assessments carried out in educational activities has significant meaning because evaluation is a measuring tool or a process to determine the level of achievement of success that students have achieved on teaching materials or the materials that have been delivered so that with the evaluation, the objectives of learning will be seen accurately and convincingly (Ainin, 2016).

The Covid-19 pandemic that has attacked the world recently has had a profound impact on all lines of life, especially education; this can be seen from the policies of almost all public officials in affected countries who have decided to temporarily close face-to-face educational activities, which ultimately force learning to conducted online, educators in doing online learning generally use familiar applications such as google classroom, zoom, etc. (S. R. Febriani & Anasruddin, 2020).

One way that is done by the teacher is using the media for learning evaluation. Various media It can be used by the teacher in evaluation learning both print and media online. Evaluating educators' learning is usually a google form. Still, the writer considers this media to be less simple in its use, especially for educators, because they have to recapitulate the results of students' answers manually. Here, the author tries to introduce and try out another application as an online learning evaluation medium for teaching Arabic, namely the Kahoot application. Kahoot App was created to create better learning media by utilizing technology (Mustikawati, 2019).

One of the online media that can be, which is used is Kahoot. According to Fitriyanisa (Fitriyanisa, 2019), Kahoot media is a web tool to create interesting quizzes, discussions, and surveys. Kahoot can be used in class to make more learning interesting, and students are motivated to learn. Kahoot also helps to know students' understanding of the material that has been studying. In research according to Chaiyo & Nokham (Chaiyo & Nokham, 2017) proved that Kahoot is the most popular application as a medium of learning; besides the results of Febriani's research (E. Febriani, 2019), Irwan's research shows that Kahoot can be an alternative media evaluation of interactive learning in schools. Thus, implementation is required interactive learning evaluation media with using Kahoot. So that this application is very suitable for use by anyone who wants to learn to teach and is suitable for assessment, in the features provided by Kahoot, it allows ranks in the world of education including schools, to make trivia quizzes, even these quizzes can be used for evaluation of learning. Students will be more interactive in receiving and running the examinations given so that they are not monotonous and more focused on the material.

METHOD

This study's main objective is to obtain an accurate description or description of the evaluation of learning Arabic using the Kahoot application. The purpose of this research is also to be able to provide a precise explanation of the understanding of individuals and groups in the use of the Kahoot platform as an interactive evaluation media. Following the aims and objectives, this study's research method is qualitative research by conducting direct experiments using the Kahoot platform. The students participating in the Arabic language course program at the Language Center of the State Islamic University (UIN) Sunan Gunung Djati Bandung in class E4, totaling 34 people, were selected because they are currently undergoing language learning. Arabic online so that the authors consider it to be following this study's objectives, namely using contemporary technology in learning Arabic. Regarding the material tested in Kahoot questions, the author refers to the material that has been taught by the instructor, namely *mudzakkat muannats* material, color material, and number material.

RESULT AND DISCUSSION

In the current technological era, the learning or evaluation process approaches are not effective tends to be detrimental when giving assessments, in the condition that teachers are not only educating teacher students also attended by these habitual learners deeply In the evaluation process, the teacher only provides an answer sheet that must be filled in by the participant's students, after the test process is complete, the teacher must correct the students' answer sheets This usually becomes a polemic when the teacher has to update the answer sheets one by one by one (Khomsah & Imron, 2020). It takes a long time to fix them; this is the process that becomes Exercises in seeing student evaluation results, using superior technology support the development and progress of student learning outcomes. Look at the lack of facilities that can help students see their learning results and make it easier for teachers to improve students' usability functions (Ilhami, 2019). Teacher Can provide facilities that are easy for students to use to measure learning abilities. One of them is by using

the Kahoot application. The Kahoot application can be used as a medium evaluation of Indonesian language learning. Teachers can use the Kahoot application as a medium to see the results of students' assessments and evaluate the media. Kahoot easily applies to every teacher, and students will be more interested in working on the questions. The teacher must do that creative and innovative learning; students are more enthusiastic in the learning process (Yusoff et al., 2019).

Before discussing the assessment, we will discuss three terms that are often confused in everyday life: teaching, evaluation, assessment, and testing. The review is the process of gathering information to determine the extent to which predetermined learning objectives have been achieved. This information can be in the form of teachers' opinions, parents, book quality, assessment results, and student attitudes. Evaluation tools can be in the form of tests, questionnaires, interviews, and observations (Afrianto, 2018).

Assessment is all the methods used to collect information about students' knowledge, abilities, understanding, attitudes, and motivation, which can be done through tests and self-assessments, both formally and informally. Testing is a procedure that can be used to assess student performance. The test can be objective or subjective. The test is also a method for measuring a person's ability, knowledge, or understanding in certain areas (Zubaidi, 2020).

The word evaluation comes from the English language evaluation, which in Indonesian means assessment. Evaluation is broader in scope than assessment, whereas review is more focused on specific aspects of that scope. Evaluation and assessment are qualitative, while quantitative measurements are obtained using a standard measuring instrument or instrument.

Learning and learning evaluation processes to determine the value of Learning and Learning carried out using assessment and measurement of Learning and Learning. The definition of measurement in learning and learning activities compares learning and learning success with a quantitative measure of understanding and learning success. The purpose of learning and learning assessment is deciding on the value of learning success and qualitative Learning (Ridho, 2018).

According to Carl H. Witherington (Anwar & Arifani, 2016), "an evaluation is a declaration that something has or does not have value." Wand and Brown also expressed the same thing in (Yusuf & Wekke, 2018), that evaluation means "...referencing the act or process to determine the value of something". Both of these opinions emphasize the importance of value in evaluation. Whereas in evaluation, it is not only related to value but also to mean or to mean. (Sanusi & Sanah, 2019) stated that evaluation is a process for describing an evaluand and judging its merit and worth. So, evaluation is a process to represent students and weigh them in terms of value and meaning.

This definition confirms that evaluation is related to value and meaning. The assessment includes the systematic collection and use of data on a symptom to provide a "value" to these data based on specific benchmarks. In simple terms, evaluation is the process of determining the value of something. The deal is determined based on specific criteria. These criteria can be in the form of ideal results or ideal methods expected from an activity (Daryanes & Ririen, 2020). Evaluation is the final stage of a learning process to determine the learning outcomes that have been

implemented. The evaluation process and results are highly influenced by the various observations, backgrounds, and practical experiences of the evaluators themselves.

Position, Objectives, and Evaluation Functions in Learning Arabic

In the Arabic learning process, educators will organize a whole series of Arabic learning activities, starting from making Arabic learning designs, implementing Arabic teaching and learning activities, and evaluating Arabic language learning, including the process and learning outcomes in the form of “teaching impact.” The Arabic learning process is intended to achieve the learning objectives, and students can master predetermined competencies (Musthafa & Hermawan, 2018).

These objectives or competencies have usually been designed in Arabic learning planning in Arabic learning objectives, competency standards, necessary competencies, and indicators. To determine how students achieve learning Arabic or master specific competencies, the teacher needs to take evaluation action.

Before conducting an evaluation, an Arabic educator must first understand the purpose and function of the review. If not, then educators will have difficulty planning and carrying out evaluations. Evaluation objectives are general, and some are specific. There are two ways that Arabic language educators can formulate specific evaluation objectives. First, detailing the scope of the evaluation. Second, documenting the mental processes that will be evaluated (Sari et al., 2014).

The primary purpose of evaluation in the Arabic teaching and learning process is to obtain accurate information about students' achievement according to the formulated indicators. The purpose of evaluating Arabic learning is to determine the effectiveness and efficiency of the Arabic learning system, both concerning objectives, materials, methods, media, learning resources, environment, and the assessment system itself (Nandang Sarip Hidayat, 2012).

The purpose of assessing Arabic learning outcomes is to determine the level of mastery of students towards the material that has been given, to know the skills, motivation, talents, interests, and attitudes of students towards the Arabic language learning program, to determine the level of progress and suitability of Arabic learning outcomes by students with established competency and basic competency standards, diagnosing the strengths and weaknesses of students in participating in Arabic learning activities, determining students who are following specific types of education, choosing class advancement, placing students according to their potential (Arifin, 2013: 15).

There are several kinds of Arabic learning evaluations: planning and development assessment, monitoring evaluation, impact evaluation, economic-efficiency evaluation, and comprehensive program evaluation. The evaluation functions of learning Arabic are: First, to improve and develop the Arabic learning system. We know that Arabic learning has various components, such as objectives, materials, methods, media, learning resources, environment, teachers, and students. Second, for accreditation (Huda, 2016).

In-Law No.20/2003 Chapter 1 Article 1 Paragraph 22, 183 states that accreditation is an activity to assess a program's feasibility in an academic unit based on predetermined criteria. One of the components of accreditation is learning.

The evaluation function can be implemented if the learning evaluation results are used to accreditation educational institutions (Rosidin et al., 2019). To obtain better evaluation results, evaluation activities must be based on the following general principles: 1) continuity, that is, evaluation should not be carried out incidentally because learning Arabic itself is a continuous process. The results of the assessment obtained at one time must be related to the previous time results. 2) comprehensive, namely evaluating an object, the teacher must take all the items as evaluation material. 3) fair and objective, namely, teachers must be honest and not favoritism in carrying out evaluations. Teachers should act objectively, as is according to the abilities of students. 4) cooperative, that is, in evaluation activities, the teacher should cooperate with all parties, such as parents of students, fellow teachers, school principals, including the students themselves. And 5) practical, namely, the evaluation tool used should be a tool that is easy to use by both the teacher himself and others who will use the device (Arifin, 2013: 31).

Lessons Amid The Covid-19 Pandemic

At the end of 2019, the world was stirred up by the emergence of an outbreak that started in Wuhan's city in China; this outbreak spread worldwide; almost all countries were affected by the attack WHO later referred to COVID-19 (Chang & Fang, 2020).

WHO on its official website states that COVID-19 comes from the coronavirus, which is also the virus that causes MERS (Middle East Respiratory Syndrome) and SARS (Severe Acute Respiratory Syndrome)(Khanna et al., 2020); this virus causes respiratory tract infections in humans ranging from cold coughs to more. Serious as a lung infection that leads to death (Sahi et al., 2020).

As for the impact on the world of education, this epidemic has forced governments in affected countries to close educational institutions and shift face-to-face teaching and learning to online learning. In Indonesia, this policy was first carried out by DKI Jakarta governor Anies Baswedan, who closed educational institutions in Indonesia. Province since mid-March as reported by online media detik.com.

Kahoot App as a Learning Evaluation media

Media comes from the Latin *Medius*, which means "middle, intermediary, or preliminary." In Arabic, the media is an intermediary or an introduction message from sender to message recipient (Daryanes & Ririen, 2020). Media is a means distributor of messages or learning information that the message source conveys to the target or message recipient. AECT (Association of Education and Communication Technology, 1997) defines media as everything the forms and channels share messages or information.

Another opinion (Munadi, 2012: 8) states that media is everything that can convey and channel the message from the source planned to create a conducive and capable learning environment efficiently and effectively. Based on several definitions of media, it can be concluded that media is everything in the form of tools or objects to be used to channel messages or information to students to achieve goals, particularly learning.

Learning is an activity carried out by educators and students in a learning environment that requires a learning component that includes learning objectives, materials, educators, students, methods, media learning, and evaluation. Education will be better understood and understood by students if supported by using learning media (Kuning, 2019). Learning media is basically “software” (software) in the form of messages or information presented using supporting devices (hardware) so that students can receive notifications or information. Learning media is one component of learning and is used as a teaching aid (Ainina, 2014: 41).

Kahoot is a visual type of learning media. As a learning medium visually, Kahoot has an attention function. Attention function is a visible medium core, engaging, and direct the attention of learning to concentrate on the content Lessons related to visual meaning that are remembered or accompany the text subject matter. Kahoot can be a source of learning, and learning media can meet the needs of creating digital. Kahoot can also increase interest and support in developing digital learning styles (Faznur et al., 2020).

Kahoot also has the advantage of being a learning medium in a classroom atmosphere. It is more fun; children are practiced to use technology as a medium for learning, and children have trained their motor skills in the Kahoot war. Besides strengths, Kahoot also has weaknesses as a learning medium for not all teachers who are updated with technology, inadequate school facilities; children are easily fooled to open other things, limited meeting hours in class, and not all teachers have time to do so compile a lesson plan with Kahoot. Kahoot usage is usually used for the formative measure; for each measurement, student progress towards learning goals, weaknesses, and weaknesses, and to identify areas where students would benefit more than one learning, more challenging learning opportunities, or a review of basic knowledge, more experienced users also integrate Kahoot into their curriculum for introducing new topics, increasing retention of new facts, studying before exams, challenge classes around the world, opinions, gather insights, facilitate discussion, or to appreciate and restore the energy of students in learning. Played Kahoot games are designed for social learning, with learners coming together around the standard layer. This would be a Smart Screen, whiteboard interactive, or computer monitor in a typical classroom environment. Many Kahoots are also played using multiple layers tools like Skype, Appear on, and Google Hangouts.

The fast development of the digital world demands many changes and adjustments in all fields, including education. Educators are required to be able to change the learning situation to be interesting. Thus a media is needed that makes students interested in learning. One of the media that can be used to support learning and evaluation is the Kahoot application.

Kahoot is a game-based learning platform used as educational technology in schools and other educational institutions. This is a learning game, “Kahoot” is a user-generated multiple-choice quiz that can be accessed via a web browser or the Kahoot app (Bahar et al., 2020).

Kahoot can be used to review learners’ knowledge, as a formative assessment, or as a break from ordinary classroom activities. The history of Kahoot itself, based on its official website (kahoot.com), states that this platform was founded in 2012 by Johan Brand, Jamie Brooker, and Morten Versvik in a joint project with the

Norwegian University of Science and Technology. They collaborated with Professor Alf Inge Wang and later joined the Norwegian businessman Åsmund Furuseth. Kahoot launched in privacy beta at SXSWedu in March 2013 and beta released to the public in September 2013.

Kahoot! Designed for social learning, with learners gathering around a standard screen such as an interactive whiteboard, projector, or computer monitor. This site can also be used through a screen sharing device such as Skype or Google Hangouts. The game design is such that players are required to view from their device frequently. The gameplay is simple; all players connect using the generated game PIN, displayed on a public screen, and use the device to answer questions created by teachers, business leaders, etc. These questions can be turned into reward points. The maker can choose whether the player can get 0 points, up to 1000 or 2000.

The player's points are calculated up to how many the player can get and how long it will take the player to answer. The faster the player responds, the more issues they will get if the player answers correctly. Points then appear on the leaderboard after completing each question. Players can also get streaks, which means they answer more questions in a row. The better their line, the more points they earn for getting the questions right. Kahoot has now implemented 'Jumble.' The jumble questions challenge the player to place the correct order's answers rather than choosing one correct answer. It offers a new experience that encourages more focus from players. In March 2017, Kahoot reached one billion participating players cumulatively, and as of May, the company is reported to have 50 million monthly active unique users.

In the next development, Kahoot, apart from being played via a web browser, can now also be played via a mobile device (smartphone) so that access becomes more comfortable. This is precisely in September 2017, Kahoot launched a mobile application for homework.

As of 2020, Kahoot creators can now use different types of questions. Quizzes are a primary question type (Seftiani, 2019). This requires a question and at least two options, one of which must be marked as the correct answer. Premium adds the possibility to choose between "single select" or "multi-select." Single select means that the player can only select one option and multi-select implies that the user can choose several of the four options presented. True or false variants are also available, with the main difference being only two options (true or false), which are fixed and cannot be changed. Both types do not require any account upgrade. The next type of question is open-ended, meaning that players have to type in the correct answer to get points. The author must select the accepted answer, but he can also set several accepted solutions. The last question type is a puzzle, which requires the player to align four options in sequence, which the maker sets as accurate. For example: sort the countries with the population from the least populated to the most densely populated. At the end of the game, there is an animation of the best three players appearing on the winning podium. Players can rate Kahoot based on their experience.

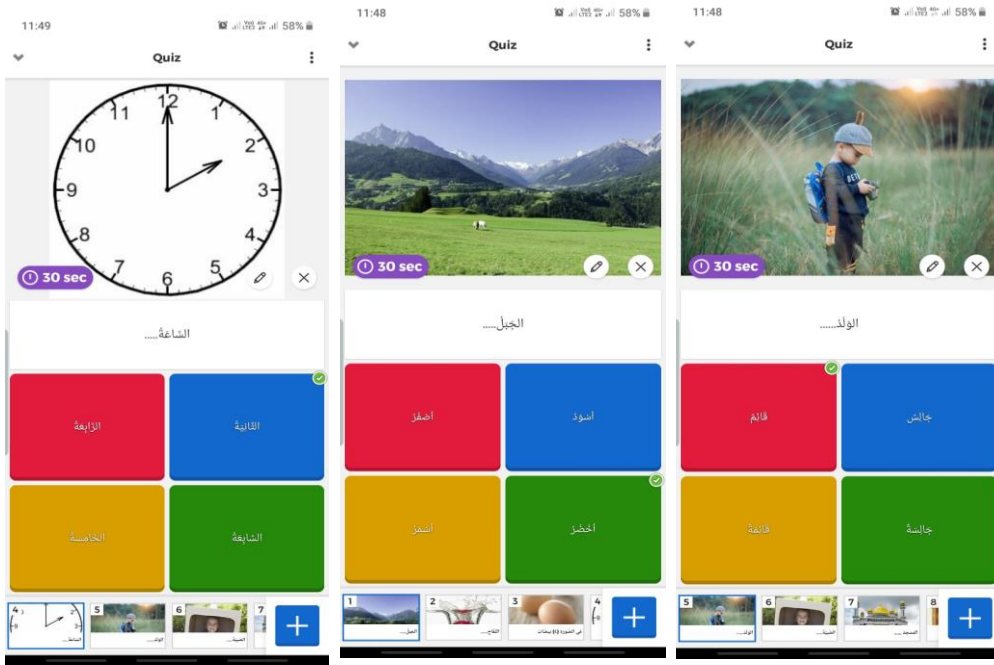


Figure 1: The question display in the Kahoot application

The results showed that this applies more or less helped educators seek a more effective and efficient evaluation because educators could immediately know the ease of this application in its use and the assessment results after the students worked on the questions.

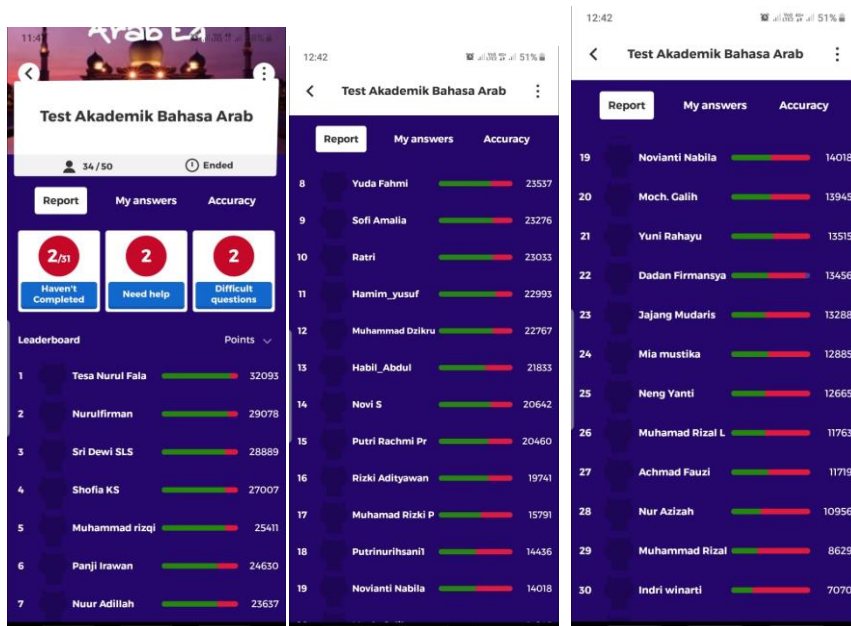


Figure 2: Display results of evaluation answers

Not only that, but Kahoot also shows the classification of questions that are difficult to answer by students referring to their many mistakes in answering this; this can help educators conclude material that students do not understand so that they can revisit the material on the next opportunity.

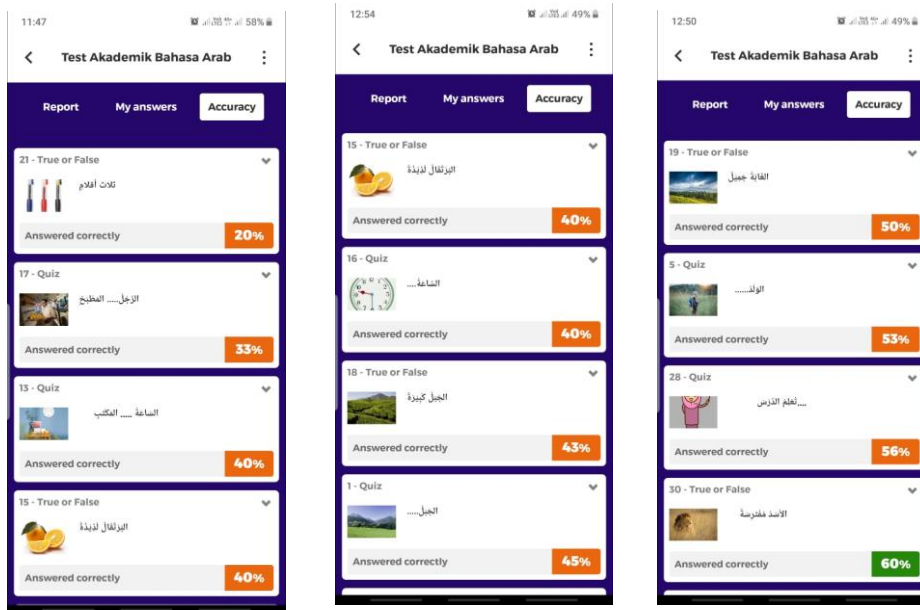


Figure 3: The question classification display

Meanwhile, from the student side, this application presents a form of evaluation that is more interesting and fun for students because its structure is like a game and is also easily accessible, especially for millennials because its base is a smartphone application so that it can easily be downloaded via the Playstore.

CONCLUSION

Evaluation is an essential component in learning, especially in learning Arabic. Evaluation is a continuous process, before, during, and after the teaching and learning process. Evaluation of Arabic learning can be carried out through tests. In a pandemic like this, when learning must be carried out online, using the latest technology is very important because educators must create, plan and evaluate learning in an attractive, practical, and easily understood way by students. In this case, learning evaluation is no less critical; educators must evaluate learning efficiently. The author chooses the Kahoot application to be used as a learning evaluation research media. This application helps educators assess learning because both educators and students can directly see the test results a few moments after taking the quiz on this Kahoot application. So with this research, it is hoped that it can become an additional reference for educators in looking for applicable and efficient learning media, especially in evaluating learning.

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