

Nady Al-Adab: Jurnal Bahasa Arab

Volume 21 Issue 3 November 2024

ISSN Print: 1693-8135 | ISSN Online: 2686-4231

Penerbit: **Departemen Sastra Asia Barat, Fakultas Ilmu Budaya, Universitas Hasanuddin**

Nationally Accredited Journal, Decree No. 200/M/KPT/2020

This Work is licensed under a Creative Commons Attribution 4.0 International License

THE EFFECTIVENESS OF BLOOKET.COM; AS AN EVALUATION MEDIA FOR ARABIC VOCABULARY LEARNING

Fitria Salwa Labibah¹, Erma Febriani², Agung Setiyawan³

¹ UIN Sunan Kalijaga Yogyakarta, Indonesia. e-mail: flsalwa27@gmail.com

² Universitas Muhammadiyah Yogyakarta, Indonesia. e-mail: erma.febriani@umy.ac.id

³ UIN Sunan Kalijaga Yogyakarta, Indonesia. e-mail: agung.setiyawan@uin-suka.ac.id

Abstrak:

Blooket.com, the latest education-based game as a form of the development of learning innovations in the 4.0 Era that allows students to collaborate creatively to avoid monotonous learning. This study aims to determine the effective percentage of the use of Blooket.com as an evaluation medium for learning Arabic vocabulary. The research method used is Experimental research with a Quantitative approach, through a True Experiment research design with the type of Posttest Only Control Group Design. The effectiveness results are based on the results of the parametric test, namely an independent sample t-test which has previously gone through a descriptive analysis, normality test, and homogeneity test as a condition for the test used by the researcher. The results show that Blooket.com is a very effective evaluation tool to help students review Arabic vocabulary learning. Based on the test results, the average score of the experimental class was higher than that of the control class, with an average score of 93.55 : 84.90. The results of the study were shown by the significance value known in the effectiveness test of $0.001 < 0.05$ through the Independent Sample T test. This research is expected to be a reference for the relevance of Arabic language learning innovations.

Keywords: *Arabic Language Learning; Blooket.com; Evaluation Media.*

1. Introduction

Technological developments were preceded by the Writing Era or 1.0, then the Print Era or 2.0, followed by the Telecommunication Era or 3.0, and currently it has entered the 4.0 Era or Interactive Communication (Budiyono, 2020). In 2023, the world has been shaken by the period of technological development in the Industrial Revolution 4.0 and has begun to

anticipate facing the Society 5.0 Era. Teknowijoyo revealed, because Industry 4.0 is present which means that technology has entered people's lives, Society 5.0 is a period that describes modern society (Teknowijoyo & Marpelina, 2021).

In the era of the Industrial Revolution 4.0, the state of life activities is almost entirely controlled by technology, including in the world of education. Along with the various changes and developments brought about by the Industrial Revolution 4.0, education in Indonesia needs newness (Agustina et al, 2023). The changing state of the world of education due to the development of the times will indirectly affect learning activities. This requires adjustments to the development of learning innovations that will require teachers to always be creative and highly innovative in the learning that will be given to their students.

Education 4.0, which is the fourth stage of education, is known for its characteristic that utilizes digital technology (cyber system). With the advancement of technology in the era of the Industrial Revolution 4.0, learning has become easier (Hadar et al, 2021). One form of the role of education 4.0 from the point of view of Robert Reiser (2007) quoted by Surani is the emergence of varieties and formats of education-based game software or commonly known as educational games (Surani, 2019). In learning Arabic, it is no longer common to use educational game-based learning platforms. As revealed by Sholihah, teachers can use various online applications to teach Arabic, such as quizzes and games packaged in sample forms; Quizlet, Quizizz, Wordwall, and even Kahoot (Sholihah et al, 2022).

Based on the results of the research, among others, research on Kahoot media conducted by Aisyah shows that the Kahoot application is a valid, effective, and useful learning evaluation tool for assessing student learning outcomes (Aisyah et al, 2021). Meanwhile, in Sholihah et al's research on Quizizz media used by researchers in Arabic lessons in grade 3 of SD Ar Rafi' Bandung, it can be seen that students are very interested in learning (Sholihah et al, 2022). In line with the two studies, the results of Turohmah's study show that Ward Wall media can help students use Arabic more easily and remember vocabulary more easily (Turohmah et al, 2020). From the description of the results of the study, it can be said that educational game-based platforms are effective as learning media, especially evaluation media in learning activities. This is a modification in Arabic language learning activities for the four levels of language skills.

Arabic should be taught as a foreign language according to the educational purpose that makes students accustomed to using it (Fathuddin, 2021). To support this learning, it is

necessary to have a principle or basis for learning, namely through vocabulary mastery (Al Azmi, 2022). As the judge revealed that with Arabic language skills, it will be affected by the mastery of the vocabulary that he has well (Hakim & Akhyar, 2017). In line with this statement, Astuti stated that vocabulary is the most important element in students' Arabic mastery, the more vocabulary they accumulate, the greater the student's communication skills by using Arabic (Astuti et al, 2016). Seeing the importance of the role of vocabulary mastery on a person's Arabic language ability, it is necessary to pay more attention to students' Arabic vocabulary learning through teaching with interesting learning strategies so that they can achieve their Arabic language mastery goals.

The gap between vocabulary mastery and Arabic language skills for students as students of the gods certainly needs ideal equality. However, the field facts found by the researcher are not small for students who lack mastery of the vocabulary they have. As the literature facts that researchers found in several previous studies, Ahad Hilman Fattaya in his thesis research related to a case study of the problem of low student ability to speak Arabic. One of the factors obtained through the results of his research is that the lack of students in mastering mufrodats or vocabulary (Fattaya, 2020). Another research by Luthfia and Yusuf that discusses the problems of learning Arabic in students, the results of which were also obtained one of the main factors, namely the difficulty of memorizing vocabulary so that the mastery of vocabulary owned by students is very minimal (Khasanah & Tantowi, 2023).

On this occasion, the researcher will introduce one of the educational game platforms that can be used for learning Arabic, especially as an evaluation medium for vocabulary learning, namely Blooket.com. This is to achieve a solution for mastering Arabic vocabulary. Blooket.com the latest educational game is an assessment game in the form of a quiz and not many people use it (Lauricella, 2022). Blooket.com can be used as an internet-based learning medium. As Jumadil stated that the internet and websites help educators and students learn Arabic, this provides an opportunity to get the latest knowledge about Arabic in all aspects (Jumadil, 2022). In line with this statement, Kumalasari (2018) quoted by Fitra in his research that the use of interactive media is one way to improve the quality of learning (Fitra et al, 2021).

Based on the findings obtained by the researcher through an interview with one of the Lecturers of the University of Muhammadiyah Yogyakarta Study Program, namely the lecturer of the Istimah wa Kalam course. He revealed that Blooket.com learning platform is very

interesting and has never been applied to the Istimah wa Kalam course class. If the platform is implemented in this class, of course the learning activity process will be trained more creatively. Furthermore, based on an interview conducted with one of the students of the Arabic Language Education Study Program at the University of Muhammadiyah Yogyakarta in the first semester who explained the activities during the learning of the Istimah wa Kalam course, he said that in each topic of discussion there was the provision of new vocabulary based on the type of discussion topic as an intermediary to understand the material. Then each student was randomly asked about the new vocabulary that had been discussed as an evaluation at the meeting. Some students can answer easily but some other students still find it difficult to understand the new vocabulary they get.

Based on the discussion and problems described, the researcher discussed "The Effectiveness of Blooket.com: as an Evaluation Media for Arabic Vocabulary Learning". Because the researcher raised this topic to find out the effective percentage after the use of Blooket.com as an evaluation medium in students' Arabic vocabulary learning

2. Methods

2.1. Type of Research

This study uses a quantitative approach with an experimental method. This is in accordance with what Sugiyono stated from his book (Sugiyono, 2018) experimental research is part of a quantitative method, it is used to find out how certain actions impact other objects in a controlled environment.

The experimental research design used by the researcher is True Experimental Design through the type of Posttest Only Control Design. Cresswell (2009) quoted by Nasrullah et al. said that in the design of this study there are two groups; experimental group and control group (Nasrulloh et al, 2022). The experimental group will be given Blooket.com treatment in the evaluation of Arabic vocabulary learning while for the control group it is the opposite, which is only given a test sheet on the evaluation of contextual Arabic vocabulary learning. In the formulation of the table as follows;

R1	X	O1
R2		O2

Table 1. Posttest Only Control Design Formula (Sugiyono 2019)

Information; (a) R1-Experiment group, (b) R2-Control group, (c) X-Blooket.com use treatment, (d) O1-Results of the Post-test values of the Experiment group, and (e) O2-Results of the Post-test values of the Control group.

2.2. Population and Sample

The research population, in this study, is all 1st semester students of PBA UMY. Consists of two class variables, with details of the number of students; class A as the control group totals 36 students and class B as the experimental group totals 41 students. So the total population is 77 students.

The research sample, this study will take a sample of 20 students for each variable of class A and B. The researcher uses a probability sampling method with a simple random sampling type or Simple Random Sampling (Sugiyono, 2019).

2.3. Data Source

The data source that will be used by researchers in this study is students in the 1st semester of the Arabic Language Education Study Program, University of Muhammadiyah Yogyakarta for the 2022/2023 academic year in the Istimah wa Kalam course.

2.4. Research Instruments

Research instruments are tools or techniques used to measure experimental variables (Ardiansyah et al, 2023). The test is in the form of questions that have been validated by linguists and education experts, to collect research data. The number of questions consists of 20 questions. Among them, there is an order to give the meaning of new vocabulary, choose the appropriate counterpart from the vocabulary listed, for material comprehension, and true false, each type of question is 5 questions.

2.5. Data Collection Techniques

Researchers collect information and research data through the following techniques:

Observation, the researcher conducted a structured observation by interviewing the instructor of the Istimah wa Kalam course related to the state of learning students' Arabic vocabulary. The purpose of structured observation is to obtain numerical data that is available for statistical analysis (Creswell, 2014).

Test, students will be given test activities (post-test) in the form of post-learning questions in the experimental group and control group as data in the research.

Documentation, during the study, the researcher uses documentation as a guideline to complete factual data.

2.6. Data Analysis

In this study, the researcher uses several processes in data analysis, from the data obtained by the researcher will be carried out for descriptive analysis with the help of the IBM SPSS Statistics statistical program version 23. Then for the effectiveness test, the researcher uses the Normality Test (as an absolute condition) and the Homogeneity Test (an absolute condition) which are the requirements for the Independent sample T test stage and will be processed through the IBM SPSS Statistics version 23 device.

Descriptive Analysis, through descriptive analysis, the researcher will explain the minimum value, maximum value, mean value, definition standard and so on which will be calculated through the IBM SPSS Statistics version 23 statistical tool.

Normality test, as a condition for parametric statistical tests. The two most common types of normality tests used in parametric statistics are the Kolmogrov-Smirnov Test and the Shapiro-Wilk Test (Quraish, 2022). For the results of data normality, the researcher used the results of the Kolmogrov-Smirnov test type.

Homogeneity Test, A statistical test known as a homogeneity test shows that two groups of population data samples have the same level of variance (Sianturi, 2022). Researchers used this homogeneity test to show that the parametric statistical test had no difference. The results of the homogeneity test were obtained by the researcher in the Equal Variances assumed column.

The Independent sample T test, serves to measure whether or not there is an average difference between two unrelated sample groups (Zakariah & Afriani, 2021). Since this test is part of parametric statistics, the first data tested must be normal. Test conducted by researchers with the help of IBM SPSS Statistics version 23 device.

3. Result and Discussion

3.1. Result

A. Results of the Blooket.com Effectiveness Test

In accordance with the main objective of this study to discuss how effective Blooket.com is as a tool for assessing learning, the researcher took several steps towards the research process as shown in the following graph:

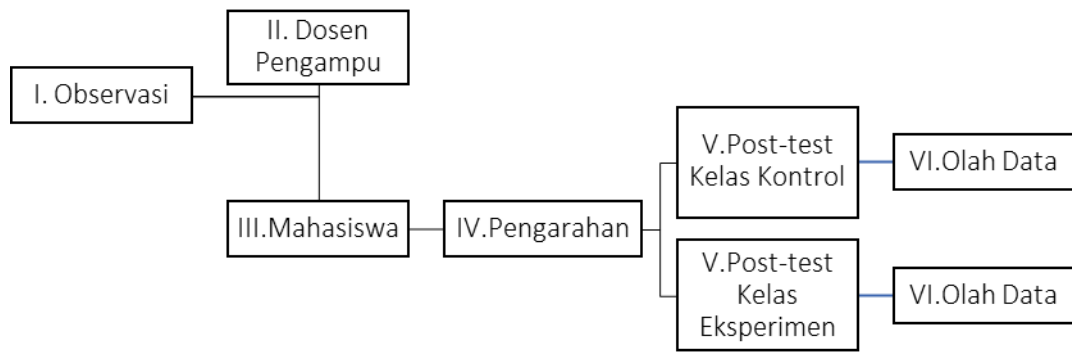


Chart 1. Steps of the Research Procession

After the research process, the researcher will outline the results of the study that show how effective Blooket.com is as an evaluation tool in helping students learn the Arabic vocabulary they have just acquired. During the research process, the researcher obtained score data from the results of student tests. The results are shown in the following diagram:

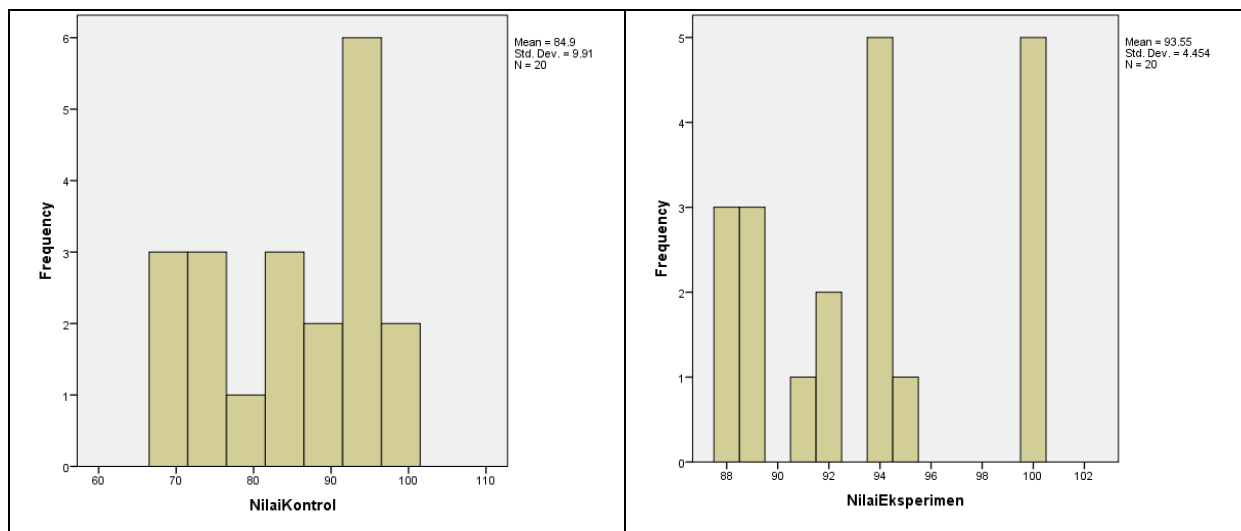


Diagram 1. Student test results

This research is quantitative and uses numbers as a data source. The IBM SPSS Version 23 device will be used to analyze the data collected by the researchers. This study uses a True Experiment research design with a Posttest Only Control Design. Class A functions as a control class, while class B functions as an experimental class with a total of 20 students per class. So with a total sample of 40 students will be randomly selected.

After the data was obtained by the researcher and collected from both sample classes, the researcher tested the hypothesis to find out how effective Blooket.com was on the evaluation of students' Arabic vocabulary learning. Concretely through the following Test stages:

1. Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
PostTest Kontrol	20	69	100	84.90	9.910
PostTest Eksperimen	20	88	100	93.55	4.454
Valid N (listwise)	20				

Table 2. Descriptive Statistics

Based on the descriptive analysis table, it is known that the control class produced a minimum score of 69, a maximum score of 100, an average score of 84.90 and a standard deviation of 9.910. Meanwhile, for the experimental class, the minimum score is 88, the maximum score is 100, the average score is 93.55 and the standard deviation is 4.454.

2. Normality Test

Hasil Belajar Siswa	Kelas	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	PostTest Kontrol	.181	20	.085	.907	20	.057
	PostTest Eksperimen	.176	20	.104	.868	20	.011

a. Lilliefors Significance Correction

Table 3. Tests of Normality

From the explanation of the table above, it can be known the results of the normality test through the results of the student test (Post-Test) for the control class and the experimental class. For the significance value of the Post-Test results of the control class is $0.085 > 0.05$, then the data is normally distributed. And for the significance value of the Post-Test results of the experimental class is $0.104 > 0.05$, then the data is normally distributed. Because the significance value obtained by the researcher between the results of the second test (Sig) > 0.05 , it can be said that the two data that have been processed by the researcher for normality are normally distributed.

3. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	15.464	1	38	.000
	Based on Median	11.399	1	38	.002
	Based on Median and with adjusted df	11.399	1	26.540	.002
	Based on trimmed mean	15.380	1	38	.000

Table 4. Test of Homogeneity of Variance

From the explanation of the homogeneity test table above, it can be known that the significance value (Sig) of the results of the student Arabic vocabulary learning test obtained by the researcher between the test results of the two classes in this homogeneity test is $0.00 < 0.05$, then the research data is said to be homogeneous.

4. Independent Sample T test

The results of the values can be known in the Equal Variances assumed column if the results of the previous data in the homogeneity test are said to be homogeneous. then the results of the significance value of the Independent sample T test will be known in the column.

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	15.464	.000	-3.561	38	.001	-8.650	2.429	-13.568	-3.732
	Equal variances not assumed			-3.561	26.376	.001	-8.650	2.429	-13.640	-3.660

Table 5. Independent Samples Test

Independent sample T test, it can be known that the results of the significance value of the research data are $0.001 < 0.05$ which can be concluded that the use of Blooket.com as an evaluation medium in learning Arabic vocabulary for students is effective.

The effectiveness of the use of Blooket.com evaluation media in learning students' Arabic vocabulary can be said to be effective based on the final results of the significance value on the Independent sample T test which we can know from the recap of the results of the student learning test using the Blooket.com evaluation media with a value of 0.001 which is lower than 0.05. So H_0 was rejected and H_a was accepted, there was a significant difference in student learning outcomes between the control class and the experimental class.

Therefore, Blooket.com effective as an evaluation medium for learning students' Arabic vocabulary. From this score, it also appears that the use of evaluation media Blooket.com is said to be effective and has an influence on the learning value of students' Arabic vocabulary because the results of the learning test in the experimental class have an average score of 93.55, which is higher than the test results of the control class which uses the usual test sheet of 84.90.

3.2. Discussion

A. Blooket.com as an Effective Evaluation Media for Students' Arabic

Vocabulary Learning

Evaluation is useful for measuring student success and providing teachers with feedback on student learning outcomes (Pane & Dasopang, 2017). Creating tools or media to evaluate student learning outcomes is one way to utilize learning evaluation to improve the quality of education (Aisyah et al, 2021). By using evaluation media to assess student learning outcomes, the learning process becomes more effective. This is because evaluation makes students more focused and increases students' desire to study actively (Feladi et al, 2021). The purpose of the evaluation is to find out how well the student is learning, and how they can improve their learning (Choiroh, 2021). So the definition of evaluation media is nothing but a set of tools used by teachers to their students as a means to assess learning in learning evaluation activities.

This is aligned with its usefulness in learning Arabic vocabulary as a support for the four language skills (Al Azmi, 2022). In Arabic language teaching, vocabulary mastery is essential because it is a strong foundation for teaching the language effectively (Jundi, 2023). The quality of a person's speech, especially in Arabic, depends on the amount of vocabulary quality he or she masters (Hakim & Akhyar, 2017). Many experts and researchers state this. So we can understand that vocabulary is a language component that every foreign or Arabic language learner must know so that they can communicate well (Arif, 2020). Vocabulary learning or *mufrodat* is a process in which students know and understand words, such as: listening to words, saying words, reading words, writing words, and ending up making sentences. This requires adjustments to the selection of the right vocabulary to be associated with the context of discourse (Astuti et al, 2016).

Responding to problems in students' learning Arabic vocabulary, Blooket.com can be an alternative solution to this problem. Blooket.com is a web-based educational game in the form of quizzes. Blooket.com is a learning platform that uses an educational or gamification game approach. The platform was designed by Tom Stewart and Ben Stewart with the aim of

making learning and teaching more effective (Hatch, 2020). Through Blooket.com, teachers can create games with a set of questions for students that can be answered through each student's digital device. Blooket.com has a variety of unique features that can increase student motivation. Among others; Deceptive Dinos, Quest Gold, Crypto Hack, Fishing Frenzy, Tower Defense, Café, Factory, Classic, and Racing. This platform combines aspects of play with learning, so that students have the opportunity to learn while playing (Pedersen, 2022). The way to use Blooket.com both teachers and students can be accessed through the <https://www.blooket.com/> or blooket.com website for free, but some features require a premium or paid account. To be able to use this platform, Blooket.com obviously need a stable internet connection.

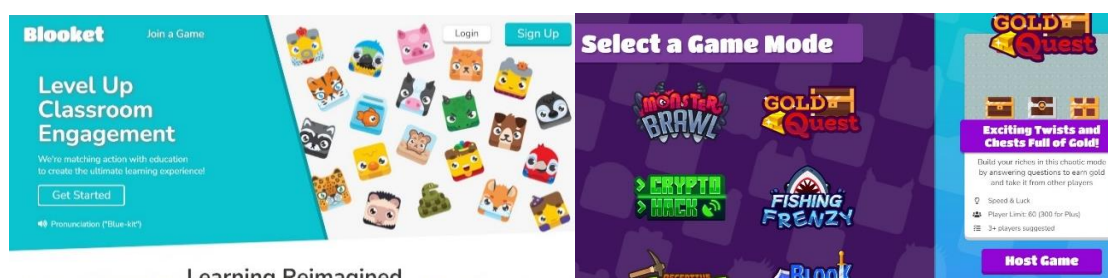


Figure 1. Blooket.com Display

Blooket.com serves as a valuable tool for teachers to enhance learning in an engaging and interactive way (Oviedo Bernal, 2022). With this students can deepen their knowledge through fun games, and stay connected to the material that has been previously taught. Educators can utilize web-based assessment tools as well as Blooket.com to increase student motivation and create a more interactive and effective learning environment (Lauricella, 2022). This is assured to be effective and in accordance with expectations in learning activities during the 4.0 Era education period (Hadar et al, 2021).

Blooket.com has several advantages among other web-based learning platforms (Pedersen, 2022). Among them are; (1) The learning platform Blooket.com has an attractive appearance and is accompanied by complete features, (2) The Blooket.com platform is web-based so that it is easily accessible and practical through computers, laptops, and smartphones, (3) The game modes that blooket.com have many varieties and are innovative, adding to the attractiveness of the learning process more interesting and varied, (4) The duration of the game time can be adjusted by the teacher and is very supportive as a learning evaluation medium, (5) Interactive-based so that it can increase motivation and affect student learning outcomes during learning activities, (6) The results of the score are obtained directly by the teacher without

having to take time to correct the student's learning results, and (7) The learning platform Blooket.com contains elements of the reward method in each question that can be answered correctly by the student, so that the students are challenged to be diligent in working on the questions through the games provided by the teacher.

On the other hand, researchers experience several shortcomings when this platform is applied in the classroom, including the following; (1) Technology-based learning platforms need good signals so that when the signal is less stable, it will cause obstacles when the use takes place, (2) There are obstacles when using Blooket.com (as a player) through a smartphone if they press the answer button too quickly due to the lack of responsiveness of the platform, and (3) Not all students have the same technological facilities, some students experience limited personal technology facilities so that they are hampered during the process of working on quiz questions through the learning platform Blooket.com.

This is a description of the discussion about the Blooket.com learning platform which is very effectively used as an evaluation medium in learning students' Arabic vocabulary, both in terms of solutions to learning problems in the 4.0 education period and in terms of its advantages and disadvantages.

4. Conclusion

Blooket.com as an alternative solution to problems in mastering Arabic vocabulary. Based on the analysis of the research that the researcher has obtained, the results show that Blooket.com is effective as an evaluation medium in learning Arabic vocabulary. This effectiveness was obtained through the results of the learning test in the experimental class which had an average score of 93.55, which was higher than the test results of the control class which used the usual test sheet of 84.90. From the comparison of the test results in the control class and the experimental class with the test through the SPSS device, the results are significant and show that the research conducted has been successful. However, further research is needed to find out what can be developed through Blooket.com to Arabic language learning innovations and various other educational contexts.

Reference

Agustina, Alfriansa, Alfriansa Agustina, Farida Nur Aini, & Ranjani Ranjani. 2023. "Dampak Transformasi Pendidikan Melalui 'Moocs' Di Era Revolusi Industri 5.0." *Dinamika : Jurnal Ilmiah Ilmu Administrasi Negara* 10 (1): 34-43. <https://doi.org/10.25157/dak.v10i1.9793>.

- Aisyah, Nadhira, Damayanti, & Retno Mustika Dewi. 2021. "Pengembangan Aplikasi Kahoot Sebagai Media Evaluasi Hasil Belajar Siswa." *Edukatif: Jurnal Ilmu Pendidikan* 3 (4): 1647–59. <https://doi.org/10.31004/EDUKATIF.V3I4.656>.
- Ardiansyah, Risnita, & MSyahrani Jailani. 2023. "Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif Dan Kuantitatif." *Ihsan : Jurnal Pendidikan Islam* 1 (2): 1–9. <https://doi.org/10.61104/IHSAN.V1I2.57>.
- Arif, Muh. 2020. "Efektivitas Media Pembelajaran Dalam Penguasaan Kosakata Bahasa Arab." *Al-Jamiy : Jurnal Bahasa Dan Sastra Arab* 9 (1): 1–15. <https://doi.org/10.31314/AJAMIY.9.1.1-15.2020Effendy>,
- Astuti, Widi. 2016. "Berbagai Strategi Pembelajaran Kosakata Bahasa Arab." *Al-Manar : Jurnal Komunikasi Dan Pendidikan Islam* 5 (2). <https://doi.org/10.36668/JAL.V5I2.38>.
- Azmi, Fadilah Al, Nur Diana, & Layyinatil Awaliyah, Pembelajaran Bahasa Arab di Pondok Modern Ar-Rifaie. 2022. "Pemanfaatan Media Gambar Berbahasa Arab (Index Card Match) Dalam Pembelajaran Bahasa Arab Di Pondok Modern Ar-Rifaie' 2, Malang." *Maharaat: Jurnal Pendidikan Bahasa Arab* 5 (1): 54–69. <https://doi.org/10.18196/MHT.V5I1.16707>
- Budiyono. 2020. "Inovasi Pemanfaatan Teknologi Sebagai Media Pembelajaran Di Era Revolusi 4.0." *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 6 (2): 300–309. <https://doi.org/10.33394/jk.v6i2.2475>.
- Choiroh, Muhimmatul. 2021. "Evaluasi Pembelajaran Bahasa Arab Berbasis Media E-Learning." *Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 3 (1): 41–47. <https://doi.org/10.47435/NASKHI.V3I1.554>.
- Creswell, John W. 2014. "Research and Design Qualitative, Quantitative, & Mixed Methods Approaches." Edited by Vicki Knight. SAGE Publication Inc.
- Fathuddin, A. U. 2021. *Manhaj Ta'lim al-Lughah al-Arabiyyah fi al-Ma'ahid al-Salafiyyah (Dirāsah Taqwīmiyyah min Manzūr Manhaj Ta'lim al-Lughah al-Arabiyyah li al-*

Nāṭiqīna bi Gairiha). Alsinatuna, 6(2), 204–216.
<https://doi.org/10.28918/alsinatuna.v6i2.51>.

Fattaya, Ahad Hilman. 2020. “Problematika Rendahnya Kemampuan Mahasiswa Semester Tiga Dalam Berbibaca Bahasa Arab Prodi Pendidikan Bahasa Arab Universitas Muhammadiyah Yogyakarta Tahun Ajaran 2019–2020”. Naskah Publikasi. Skripsi FPB UMY. <https://repository.umy.ac.id/handle/123456789/35618>.

Feladi, Vindo, Henny Puspitasari, Ferry Marlianto, & Ratih Widya Nurcahyo. 2021. “Pelatihan Pembuatan Media Evaluasi Menggunakan Aplikasi Quiziz.” GERVASI: Jurnal Pengabdian Kepada Masyarakat 5 (3): 477–87.
<https://journal.ikipgriptk.ac.id/index.php/gervasi/article/view/2265>

Fitra, Julsyam, & Hasan Maksum. 2021. “Efektivitas Media Pembelajaran Interaktif Dengan Aplikasi Powntoon Pada Mata Pelajaran Bimbingan TIK.” Jurnal Pedagogi Dan Pembelajaran 4 (1): 1–13. <https://doi.org/10.23887/JP2.V4I1.31524>.

Hadar, Gamar Al, & Maulana Adam Juliano. 2021. “Analisis Media Pembelajaran Quizizz Dalam Pembelajaran Daring Pada Siswa Tingkat Sekolah Dasar.” Edukatif : Jurnal Ilmu Pendidikan 3 (6): 4794–4801. <https://doi.org/10.31004/EDUKATIF.V3I6.1512>.

Hakim, Muhammad Luqman, & Asrowi Akhyar. 2017. “Pemanfaatan Media Pembelajaran Game Interaktif Dalam Pembelajaran Kosakata Bahasa Arab.” Arabi : Journal of Arabic Studies 2 (2): 156–62. <https://doi.org/10.24865/ajas.v2i2.56>.

Hasanah, Tontowi. 2023. “Problematika Pembelajaran Bahasa Arab pada Mahasiswa Lulusan Umum di Prodi Pendidikan Bahasa Arab Universitas Pendidikan Indonesia”. Tadris Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban. <https://doi.org/10.15575/ta.v2i1.23072>.

Hatch, Robert. 2020. “Creating Statistical Testing Tools In Digital Testing Environments: Eliminating Confirmation Bias And Improving Pedagogy In The Humanities Testing Lab At BYU.” Brigham Young University. https://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=1170&context=studentpub_uht.

- Jumadil. 2022. "Pemanfaatan Internet Dan Website Untuk Pembelajaran Bahasa Arab." *JAEL: Journal of Arabic Education and Linguistic* 2 (1). <https://doi.org/10.24252/jael.v2i1.25713>.
- Jundi, M. 2023. Tashmim Barnamaj Android li Ta'ziz Itqan al-Mufradat lada Thullab al-Madrasah al-'Aliyah: Lahjah Arabiyah: *Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 4(2), Article 2. <https://doi.org/10.35316/lahjah.v4i2.140-158>.
- Lauricella, Sharon. 2022. "Equitable Assessment in Online Environments Assessing the Impact of BYOD Use in the Classroom View Project Math Education and Technology View Project Equitable Assessment in Online Environments," March. <https://doi.org/10.51357/CEFD2689>.
- Nasrulloh, Iman, Taufik Ridwan, & Syarif Hidayat. 2022. "Efektivitas Media Pembelajaran Augmented Reality Dalam Blended Learning." *Syntax Literate: Jurnal Ilmiah Indonesia* 7 (1).
- Oviedo Bernal & Lennis Tatiana. 2022. "Gamification Strategy and Vocabulary Learning," September. <https://repositorio.uta.edu.ec:8443/jspui/handle/123456789/36105>.
- Pane, Aprida, & Muhammad Darwis Dasopang. 2017. "Belajar Dan Pembelajaran." *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman* 3 (2): 333-52. <http://jurnal.iain-padangsidempuan.ac.id/index.php/F/article/view/945>.
- Pedersen, LI. 2022. "How Can Digital Games Be Used as a Resource for Adaptive Teaching in English?" <https://brage.inn.no/inn-xmlui/handle/11250/3019776>.
- Quraisy, Andi. 2022. "Normalitas Data Menggunakan Uji Kolmogorov-Smirnov Dan Saphiro-Wilk." *J-HEST Journal of Health Education Economics Science and Technology* 3 (1): 7-11. <https://doi.org/10.36339/jhest.v3i1.42>.
- Sholihah, Euis, Adi Supardi, & Irpan Hilmi, Uin Sunan Gunung Djati, Bandung Stai, Al Hidayah, Tasikmalaya Stai, and Al Hidayah Tasikmalaya. 2022. "Teknologi Media Pembelajaran Bahasa Arab." *Al-Urwatul Wutsqo: Jurnal Ilmu Keislaman Dan Pendidikan* 3 (1): 33-42. <https://doi.org/10.29240/JBA.V1I2.286>.

- Sianturi, Rektor. 2022. “Uji Homogenitas Sebagai Syarat Pengujian Analisis.” *Jurnal Pendidikan, Sains Sosial, Dan Agama* 8 (1): 386–97. <https://doi.org/10.53565/PSSA.V8I1.507>.
- Sugiyono, 2018. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*. 27th ed. Bandung: Alfabeta.
- Surani, Dewi. 2019. “Studi Literatur : Peran Teknolog Pendidikan Dalam Pendidikan 4.0.” *Prosiding Seminar Nasional Pendidikan FKIP* 2 (1): 456–69. <https://jurnal.untirta.ac.id/index.php/psnp/article/view/5797>.
- Teknowijoyo, Felixtian, & Leni Marpelina. 2021. “Relevansi Industri 4.0 Dan Society 5.0 Terhadap Pendidikan Di Indonesia.” *Educatio* 16 (2): 173–84. <https://doi.org/10.29408/EDC.V16I2.4492>.
- Turohmah, Fauzia, Elsa Mayori, Resna, & Yuliana Sari. 2020. “Media Pembelajaran Word Wall Dalam Meningkatkan Kemampuan Mengingat Kosa Kata Bahasa Arab.” *Jurnal Pendidikan Luar Sekolah* 14 (1): 13–19. <https://doi.org/10.32832/JPLS.V14I1.3176>.
- Zakariah, M. Askari, & Vivi Afriani. 2021. *Analisis Statistik Dengan Spss Untuk Penelitian Kuantitatif*. M. Askari Zakariah. Sulawesi Tenggara: Yayasan Pondok Pesantren Al Mawaddah Warrahmah