

Exploring the Use of Blooket in Arabic Vocabulary Instruction: Evidence from a Secondary School in Indonesia

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ARTICLE INFO	ABSTRACT
Keywords: Blooket Application, Learning Media, Arabic Vocabulary Mastery, Gamification.	This study was motivated by the suboptimal learning of Arabic vocabulary, which is still dominated by traditional methods, resulting in low student motivation and participation. Therefore, technology-based learning media that can create a more engaging and interactive learning environment are needed. This study used a qualitative The study aims to explore the use of Blooket in Arabic vocabulary learning and to examine the perceived benefits and challenges. Data were collected through observation, interviews, and documentation. The data obtained were then analyzed using the Miles and Huberman model, which includes the stages of data reduction, data presentation, and the drawing and verification of conclusions. This approach was used to systematically identify, organize, and interpret research findings in accordance with the study's focus. The results indicate that the use of the Blooket app in Arabic vocabulary instruction enhances student motivation, active participation, and enthusiasm during the learning process. The integration of game elements and interactive quizzes helps students understand and retain vocabulary more effectively, thereby supporting improved retention of the material. The research findings also indicate that the learning environment becomes more engaging and encourages more intensive student involvement. However, the implementation of Blooket still faces several challenges, such as limited internet connectivity, the availability of supporting devices, and the need for greater preparation time on the part of teachers. Future research should investigate the long-term effects of game-based learning platforms on Arabic vocabulary mastery across various educational settings.

INFO ARTIKEL	ABSTRAK
Keywords: Aplikasi Blooket, Media Pembelajaran, Penguasaan	Penelitian ini dilatar belakangi oleh kurang optimalnya pembelajaran kosakata bahasa Arab yang masih didominasi metode tradisional, sehingga berdampak pada rendahnya

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motivasi dan partisipasi siswa. Oleh karena itu, diperlukan media pembelajaran berbasis teknologi yang mampu menciptakan suasana belajar yang lebih menarik dan interaktif. Penelitian ini menggunakan pendekatan kualitatif bertujuan untuk mengeksplorasi penggunaan Blooket dalam pembelajaran kosakata bahasa Arab serta mengkaji manfaat dan tantangan yang dirasakan. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Data yang diperoleh kemudian dianalisis menggunakan model Miles dan Huberman, yang meliputi tahap reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Pendekatan ini digunakan untuk mengidentifikasi, mengorganisasi, dan menginterpretasikan temuan penelitian secara sistematis sesuai dengan fokus kajian. Hasil penelitian menunjukkan bahwa penggunaan aplikasi Blooket dalam pembelajaran kosakata bahasa Arab meningkatkan motivasi, partisipasi aktif, dan antusiasme siswa selama proses pembelajaran. Integrasi unsur permainan dan kuis interaktif membantu siswa memahami serta mengingat kosakata dengan lebih efektif, sehingga mendukung peningkatan retensi materi. Temuan penelitian juga menunjukkan bahwa suasana belajar menjadi lebih menarik dan mendorong keterlibatan siswa secara lebih intensif. Meskipun demikian, implementasi Blooket masih menghadapi beberapa kendala, seperti keterbatasan jaringan internet, ketersediaan perangkat pendukung, dan kebutuhan waktu persiapan yang lebih besar bagi guru. Penelitian di masa depan sebaiknya meneliti efek jangka panjang platform pembelajaran berbasis permainan terhadap penguasaan kosakata bahasa Arab di berbagai lingkungan pendidikan.

1. Introduction

Arabic is one of the most widely studied languages in education, particularly in terms of vocabulary acquisition in Arabic language learning (Muhammad Farhan Brilliant, Abdul Muntaqim Al Anshoryb, 2025). Arabic holds a position as one of the international languages that plays a significant role in various sectors, particularly in the fields of religion, education, and global communication. In the field of education, Arabic language instruction focuses not only on the ability to read and understand texts but also on the development of language competencies that encompass listening, speaking, reading, and writing skills (Daniswara et al., 2020). One of the fundamental elements that serves as the foundation for mastering these four skills is vocabulary. Without adequate vocabulary, students will face obstacles in interpreting the meaning of texts and in conveying ideas both orally and in writing (Abdullah et al., 2021).

Vocabulary comprehension plays a crucial role in the process of learning Arabic, as vocabulary is a fundamental element in the development of language proficiency (Munawwarah & Hibana, 2022). According to language acquisition theory, the ability to understand and apply vocabulary is a key indicator of second language proficiency. Therefore, effective learning strategies must be designed to support learners in expanding and deepening their understanding of Arabic vocabulary in a contextual and communicative manner (Zakiatunnisa et al., 2020). The application of innovative learning methods and media, such as context-based approaches, language games, or interactive digital technology, can serve as alternatives to enhance intrinsic motivation and improve the efficiency of the vocabulary learning process (Arsyad, 2019).

In addition, challenges in teaching Arabic vocabulary in educational institutions, particularly in Indonesia, are often related to an unsupportive learning environment and limited opportunities to use Arabic in daily interactions (Jamil et al., 2025). Therefore, Arabic language education needs to be oriented not only toward theoretical aspects but also practical ones, so that students can apply vocabulary in real-life contexts (Arab, 2024). Consequently, Arabic language instruction that emphasizes the systematic and sustained mastery of vocabulary will serve as a crucial foundation for comprehensively enhancing students' language proficiency (FITRILIZA & Fahmi, 2017).

In today's digital age, the main challenge in teaching Arabic vocabulary lies in the use of unengaging and ineffective teaching approaches, which often fail to boost students' intrinsic motivation and memory retention (Ridwan et al., 2024). Gamification technology, such as the Blooket app, offers an innovative alternative by integrating game elements into the educational process, facilitating vocabulary learning through interactive modes, including competitive quizzes and virtual challenges (Ghani HN & Jasiah, 2025). Blooket, a web- and mobile-based educational platform, has proven effective in boosting student participation through gamification mechanisms, including a points system, leaderboards, and real-time feedback.

In recent years, international research on Digital Game-Based Learning has shown a growing interest in the use of digital games as a strategy to enhance motivation, engagement, and language learning outcomes (Taufiq et al., 2019). Research explains that the integration of digital games into language learning provides a more interactive learning experience and encourages active student participation through a structured pedagogical approach. Furthermore, (Rusli & Martin, 2024) found that the use of games in language learning can increase student motivation and engagement while reducing the anxiety that often arises in the process of learning a foreign language.

Similar findings were also reported by (Pitarch, 2018) who emphasized that digital game-based learning applications have great potential in supporting foreign language acquisition because they can create a learning environment that is more engaging, flexible, and learner-centered. Meanwhile, (John, n.d.) indicates that both teachers and students have a positive perception of the implementation of game-based learning because it can enhance interaction, collaboration, and student engagement in language learning.

In the context of vocabulary acquisition, (Yang et al., 2020) found that digital games designed with cognitive complexity in mind can improve vocabulary learning performance, reduce learning anxiety, and encourage more active learning behaviors. These findings suggest that the use of gamified digital quiz platforms such as Kahoot, Quizizz, and Blooket holds strong potential for supporting Arabic vocabulary learning. However, studies specifically exploring the use of Blooket as a medium for Arabic vocabulary learning in the context of secondary education in Indonesia remain relatively limited, thus requiring further research.

Although various studies have demonstrated the effectiveness of gamified platforms such as Kahoot, Quizizz, and Blooket in enhancing student motivation and engagement, research specifically exploring the use of Blooket as a tool for teaching Arabic vocabulary at the Madrasah Aliyah level remains limited. Furthermore, most previous studies have focused on the aspect of learning motivation, while research on Arabic vocabulary mastery through Blooket still requires further exploration (Ariyani & Jasiah, 2024).

In addition, the principle of active learning which emphasizes students' full engagement in the learning process is recommended for the use of apps like Blooket. Students are trained to think critically, understand the meanings of vocabulary words, and answer questions quickly through game-based features and assessments (Faradilla, 2023). This helps students understand word structure, synonyms, antonyms, and contextual usage in mastering Arabic vocabulary. This study shows that digital media-based learning, such as Blooket, can improve students' vocabulary mastery and memory in Arabic (Djais, 2019). Some teachers say Blooket is better than Kahoot because it provides immediate feedback to students, various game modes, and more equal chances of winning for students (Dian Agustin & Hidayanti Ali Fitri Nura Murti, 2024). These advantages are relevant to the needs of vocabulary mastery, which also requires a repetitive process to build language fluency and personalized feedback.

Using Blooket, teachers can design Arabic vocabulary quizzes featuring core words, synonyms, antonyms, or themed word groups (Fadli & Marazaenal Adipta, 2024). This enables students to recognize vocabulary and understand the context, meaning, and relationships between

words through a system of competition and assessment. However, implementing digital media such as Blooket in Madrasah Aliyah is not an easy task. The necessary technological infrastructure must be available, teachers and students need digital literacy, and teachers must create quizzes that align with vocabulary mastery competencies (Muhammad Farhan Brilliant, Abdul Muntaqim Al Anshoryb, 2025).

This study examines the use of the Blooket app in students' mastery of Arabic vocabulary (Ayu Rahmadhani Putri et al., 2025). The main focus includes reading speed, comprehension, vocabulary mastery, and teachers' and students' perceptions of the medium. The objective is to identify the challenges faced and the potential for developing learning strategies in the use of the Blooket learning platform in Arabic language instruction. This study employs a qualitative approach through semi-structured interviews and document analysis (Fadli & Marazaenal Adipta, 2024).

It is hoped that this study will contribute to the development of more innovative, engaging, and effective vocabulary learning methods for students at SMA Muhammadiyah 4 Jakarta. This study is also expected to support educators, curriculum developers, and Arabic language researchers in developing learning materials and activities based on interactive digital media. Furthermore, the findings of this study can serve as a theoretical foundation for designing a more structured and beneficial gamification-based vocabulary learning model, tailored to the needs and characteristics of today's students.

2. Methods

This study uses a qualitative approach with a case study design, which aims to gain an in-depth understanding of the use of the Blooket application as a medium for learning Arabic vocabulary in the context of learning at Muhammadiyah 4 High School in Jakarta. The case study design was chosen because this study focuses on a specific learning context and explores the processes, experiences, and dynamics that occur during the application of gamification-based learning media (Umamah & Hifdhiyah, 2024).

The research subjects consisted of one Arabic teacher and a group of 10th-grade students at Muhammadiyah 4 High School in Jakarta who were directly involved in learning Arabic vocabulary using the Blooket application. The teacher was selected based on the criterion of active involvement in the use of Booklet media in learning, while the students were selected based on their participation in the observed learning activities. The number of informants was adjusted according to the principle of data saturation, which is when the data obtained shows a repeating pattern and no new significant information is found (Kusumawardani et al., 2022).

During the research process, the researchers applied the principles of qualitative research ethics, including obtaining approval from the school and informants, maintaining the confidentiality of participants' identities, and ensuring that the participation of teachers and students was voluntary without coercion.

Data collection techniques were carried out through participatory observation, semi-structured interviews, and documentation. Observations were made to observe the learning process and student interactions during the use of the Blooket application. Interviews were conducted with teachers and students to explore their perceptions, experiences, and responses to gamification-based learning. Documentation was used to supplement data in the form of learning tools, quiz results, and learning activity notes (Munawwarah & Hibana, 2022).

Data analysis was conducted using Miles and Huberman's qualitative analysis model, which included data reduction, data presentation, and conclusion drawing and verification. In the data reduction stage, the researchers conducted an initial coding process of the observation and interview data to identify information relevant to the research focus. Next, the data were categorized based on similarities in meaning and analyzed to extract the main themes related to vocabulary mastery, learning motivation, and student activity. The data presentation stage was carried out in the form of descriptive narratives and summary tables to facilitate understanding of the patterns found. Conclusions were drawn based on the interpretation of the themes that emerged and were verified through triangulation of data sources (Wildan & Fuad, 2019).

To ensure the validity of the data, this study employed source triangulation and methodological triangulation. Source triangulation was conducted by confirming and comparing information obtained from teachers and students as research informants. Meanwhile, methodological triangulation was carried out by cross-checking data obtained from observations, interviews, and documentation. The application of these two techniques aims to enhance the credibility, consistency, and accuracy of the research findings.

The first stage, data reduction, involves selecting and simplifying relevant Arabic vocabulary based on the students' proficiency level, such as choosing basic words (for example, “kitab” for book, “madrasah” for school) from sources such as dictionaries or Arabic texts, while eliminating non-essential elements to focus on specific themes, such as everyday or thematic vocabulary (for example, vocabulary related to education or family) (Adiningsih, 2024). This vocabulary data was collected through participatory observation of student responses in initial learning sessions and document analysis, such as Arabic language modules (A. R. Putri, 2024).

The second stage, data presentation, was implemented through Blooket's interactive features, such as gamified quizzes, where the reduced vocabulary was presented in the form of multiple-choice questions, matching games, or quick challenges (Musaddad et al., 2023). For example, students can play “Tower Defense” or “Gold Quest” modes to match Arabic words with Indonesian translations, allowing for the exploration of students' subjective experiences through non-numerical descriptive data, such as observational notes about their difficulties or motivations in mastering vocabulary (Andani et al., 2025). This approach emphasizes meaning, experience, and student perception, facilitating understanding of complex social learning conditions, such as cultural barriers or intrinsic motivation.

The third stage, drawing conclusions and verification, is carried out through analysis of Booklet game results, such as accuracy scores and response times, which are verified through semi-structured interviews with students to evaluate vocabulary mastery (Junaidi & Hidayah, 2018). This data is filtered to ensure a focus on improving abilities, such as progress in recognizing and using Arabic vocabulary in practical contexts. This implementation focuses on a case study of Arabic language learning in Indonesia, where Booklet is used as a medium to promote vocabulary mastery through engaging interactive experiences, adapting the Miles and Huberman (1994) model (A. R. Putri, 2024) to the digital education environment.

3. Result

The results of the study show that the use of the Blooket application in Arabic vocabulary learning has a positive impact on the learning process. Students show increased motivation, activity, and enthusiasm in participating in learning. Presenting vocabulary through games and quizzes helps students understand and remember the material more easily (Puspa Putri, 2019), there by creating a competitive and interactive learning environment. The application of Blooket in the context of education in Indonesia has been widely researched and reported to be effective for various subjects and levels of education, thus having the potential to improve learning outcomes and student motivation (Muhammad Farhan Brilliantia, Abdul Muntaqim Al Anshoryb, 2025).

The Blooket application is an online educational platform that allows teachers to create or import a collection of questions (such as multiple choice questions, matching pairs, pictures with questions, and other types), deliver them through various game modes, and monitor student learning outcomes through reports and statistics (Maulana & Arini, 2024). The free version provides basic features, while the paid version offers additional options, such as more templates and more advanced question settings. Various descriptive and product development studies in

Indonesia describe Blooket's workflow, which includes question creation, presentation, student participation in games, and reporting of results (Anshori & Wardana, 2022).

The increase in students' motivation to learn has led to higher levels of engagement throughout the learning process. Observations show that students are more active in answering questions, discussing with their groupmates, and striving to achieve the best results in each game session. Interaction between teachers and students is also more intensive compared to conventional learning. Additionally, the real-time feedback feature available in Blooket helps students quickly identify their mistakes so they can make corrections immediately. This indicates that the use of Blooket not only increases student engagement but also creates a more interactive and collaborative learning environment. This finding supports the results of a study (Sinaga et al., 2025) which confirms that gamification can increase student engagement in the learning process through activities that require active participation.

High student engagement during lessons also contributes to improved mastery of Arabic vocabulary. Based on interview results, most students reported that they found it easier to understand and remember new vocabulary when the material was presented through interactive games. The repetition of questions during the games allows students to practice continuously without feeling overwhelmed. Teachers also observed that students were quicker to recognize the meanings of vocabulary words learned in previous sessions. Thus, the use of Blooket serves not only as an assessment tool but also as a learning medium that supports vocabulary retention through an enjoyable learning experience. These results align with studies by (R. Putri & Fahmi, 2024) and (Mutmainnah & Wardhani, 2025), which demonstrate that gamification can enhance memory and vocabulary mastery through mechanisms of repetition and immediate feedback.

Although it offers various benefits, the implementation of Blooket still faces several challenges that need to be addressed. Interview results indicate that limited internet access is a major obstacle to the learning process, as the app requires a stable connection to function optimally. Additionally, the varying availability of devices among students also affects the smooth operation of the app. From the teachers' perspective, creating quizzes and managing learning activities through Blooket requires more preparation time compared to conventional methods. Some students also noted that the competitive element in the games sometimes creates pressure for participants who lack self-confidence. Therefore, the success of using Blooket depends not only on the quality of the media used but also on the readiness of the infrastructure and the teachers' strategies in managing the learning process. These findings align with studies by (Bena et al., 2025) and (Havva Yaman¹, Carla Sousa², 2024), which emphasize that the

success of gamification implementation is heavily influenced by technological support and educators' readiness to design learning activities.

Based on the results of classroom observations, the use of the Blooket app implemented at SMA Muhammadiyah 4 Jakarta with 10th-grade students demonstrated active student engagement during the Arabic vocabulary learning process. The use of this gamification-based learning tool provides a more interactive and engaging learning experience compared to conventional methods. The use of digital technology in learning also contributes to increased student motivation, participation, and enthusiasm in participating in learning activities. In line with multimedia learning theory, presenting material through a combination of visual and audio elements and interactive activities can help students understand and retain information more effectively.

The lesson began with classroom preparation and a check of the necessary equipment required to access the Blooket app. The teacher ensured that all students had access to adequate devices and an internet connection before the activity began. Next, the teacher explained the learning objectives, how to use the app, and the game mechanics that would be used in the Arabic vocabulary lesson. This orientation phase was crucial to ensure that students understood the learning procedures and could participate fully throughout the activity.

During the implementation phase, students access the Blooket app on their own devices using the game code provided by the teacher. Students then participate in various game-based quiz activities designed to develop their understanding and mastery of Arabic vocabulary. The availability of devices and a reliable internet connection ensures the smooth delivery of instruction, allowing students to actively participate without encountering significant technical difficulties. These conditions also foster a competitive, interactive, and enjoyable learning environment, encouraging students to become more engaged in the learning process.

In the initial phase of the activity, the researcher introduced the Blooket app as a gamification-based learning tool used for teaching Arabic vocabulary. The researcher demonstrated a pre-designed quiz using Arabic vocabulary material to give students an idea of how the app works. The interactive game interface, complete with a points and ranking system, captured the students' attention and sparked their curiosity about using Blooket in the learning process. The use of game elements in Blooket provided a more engaging learning experience and encouraged students' active participation throughout the activity. This aligns with the findings of (Ariyani & Jasiah, 2024), who stated that the use of gamification-based Blooket can increase students' interest and participation in the learning process.



Figure 1. *Introduction to the Blooket App*

In addition to introducing the app, the researchers also explained the various features available in Blooket, such as how to join a game using a game code, select a game mode, and answer questions prepared by the teacher. Students were guided step-by-step to access the platform on their own devices and try out the available features. All instructions were provided step-by-step so that students could understand how the app works and participate fully in the learning activities. This technical support was provided to ensure that all students could follow along with the lesson without difficulty in operating the app.

In the second stage, students were instructed to log in to the Blooket game using the code provided by the teacher. Once all students had successfully joined, the learning activity continued with an Arabic vocabulary quiz using one of the available game modes. Students actively answer questions, compete to get the highest score, and strive to complete every challenge that appears in the game. This activity creates a more dynamic and enjoyable learning atmosphere compared to conventional learning. During the activity, students showed high enthusiasm, actively asked questions, and participated in every game session (R. Putri & Fahmi, 2024).

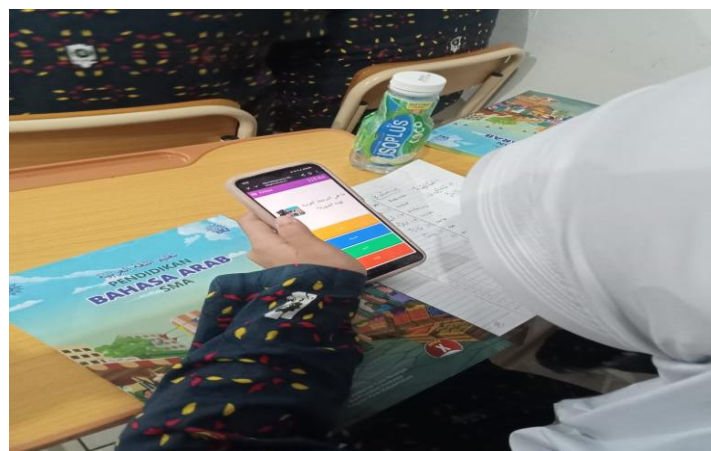


Figure 2. *Students enthusiastically participate in the lesson using the Blooket app.*

In the third stage, students demonstrated active participation in following the teacher's instructions while using the Blooket app. When they encountered difficulties answering quiz questions or understanding the vocabulary presented, students immediately sought help from the teacher or their classmates. Help-seeking behavior is an important learning strategy in digital learning environments because it helps students independently overcome learning obstacles and improves their success in completing learning tasks. During the activity, several students asked questions regarding the meaning of vocabulary, game rules, and how to access certain features on the Blooket app. This indicates that the use of Blooket not only encourages student engagement in learning but also enhances interaction between teachers and students during the learning process.

In addition, the various game modes available in Blooket help create a more engaging and competitive learning environment. Students appear enthusiastic about answering questions to achieve the highest score and maintain their position in the game. This activity provides students with the opportunity to practice vocabulary continuously, thereby aiding the process of understanding and retaining Arabic vocabulary.

However, observations indicate that some students remain unfocused and are occasionally distracted by activities unrelated to the lesson. To address this, the teacher periodically reminds students of the learning objectives and motivates them to remain actively engaged in the game. The teacher also utilizes the scoring and ranking system available on Blooket as a form of reinforcement to maintain students' attention and participation throughout the activity. Thus, the use of Blooket serves not only as a tool for assessing learning but also as a means to enhance students' engagement, motivation, and mastery of Arabic vocabulary.

Data Observasi	Reduksi Data	Display (Penyajian)	Kesimpulan
Guru menjelaskan tujuan pembelajaran kosakata bahasa Arab dan memperkenalkan aplikasi Blooket kepada siswa.	Tahap orientasi pembelajaran	Guru mengenalkan tujuan pembelajaran dan cara penggunaan Blooket.	Siswa memahami tujuan pembelajaran dan prosedur penggunaan media.
Guru memandu siswa mengakses Blooket, memasukkan kode permainan, dan mengikuti kuis kosakata.	Implementasi media pembelajaran	Interaksi guru dan siswa berlangsung aktif selama penggunaan Blooket.	Blooket mendukung proses pembelajaran yang terarah dan interaktif.
Siswa menjawab kuis kosakata bahasa Arab melalui berbagai mode permainan yang tersedia.	Aktivitas belajar siswa	Siswa berpartisipasi aktif dalam menjawab soal dan menyelesaikan tantangan permainan.	Penggunaan Blooket meningkatkan keterlibatan siswa dalam pembelajaran.
Siswa menunjukkan antusiasme, fokus, dan semangat berkompetisi selama kegiatan berlangsung.	Respon afektif siswa	Tingkat motivasi dan partisipasi siswa meningkat selama pembelajaran.	Blooket mampu meningkatkan motivasi belajar siswa.
Siswa lebih mudah mengingat arti dan penggunaan kosakata yang diulang melalui kuis dan permainan.	Penguasaan kosakata	Terjadi penguatan pemahaman dan retensi kosakata bahasa Arab.	Gamifikasi membantu siswa memahami dan mengingat kosakata dengan lebih baik.
Guru memberikan umpan balik terhadap jawaban siswa dan mendiskusikan kosakata yang belum dipahami.	Penguatan pembelajaran	Terjadi refleksi dan klarifikasi materi setelah permainan selesai.	Umpan balik membantu memperkuat pemahaman kosakata siswa.
Jaringan internet dan perangkat digital digunakan selama proses pembelajaran.	Kondisi teknis pembelajaran	Sebagian besar kegiatan berjalan lancar, meskipun sesekali terjadi kendala koneksi.	Infrastruktur teknologi menjadi faktor pendukung sekaligus tantangan dalam implementasi Blooket.
Guru memerlukan waktu tambahan untuk menyusun soal dan mengatur permainan pada aplikasi.	Persiapan pembelajaran	Guru menyesuaikan materi kosakata dengan fitur Blooket sebelum pembelajaran.	Keberhasilan penggunaan Blooket dipengaruhi oleh kesiapan guru dalam merancang aktivitas pembelajaran.

Figure 3. Analysis of Observation Findings Based on Miles and Huberman's Theory

Figure 3 shows that learning using the Blooket app proceeded smoothly and was supported by adequate facilities. Students were able to access the platform, enter game codes, and participate in Arabic vocabulary learning activities without any issues. Although there were minor internet connection issues, the learning process remained effective. These findings indicate that device support and technological infrastructure play a crucial role in ensuring the successful use of Blooket as an interactive learning medium (Andani et al., 2025).

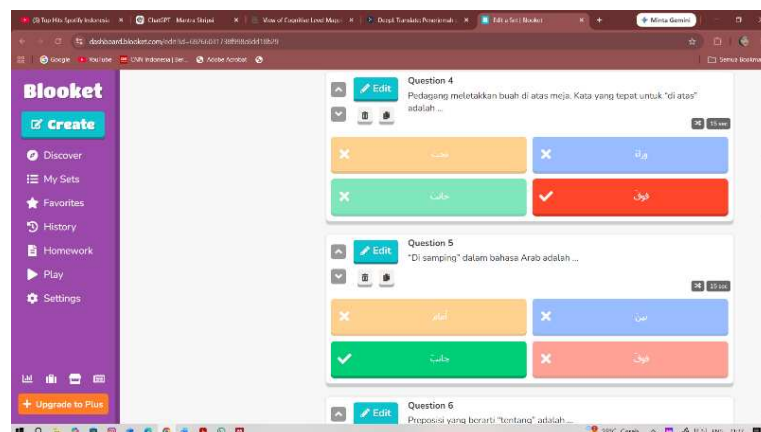


Figure 4. Arabic vocabulary quiz interface

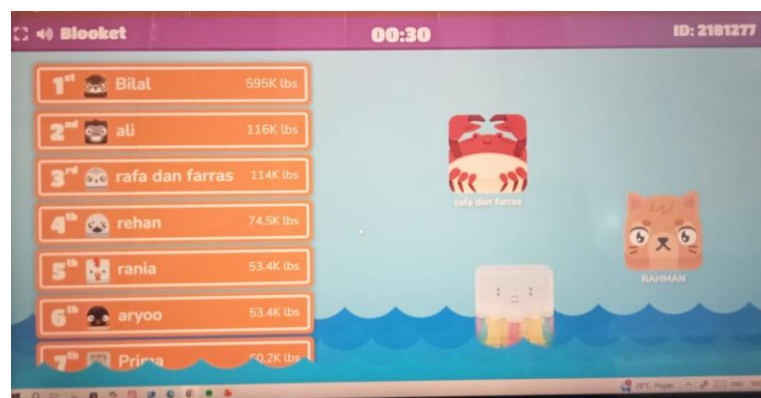


Figure 5. Arabic vocabulary quiz interface

In the fourth stage, the researchers focused their activities on conducting an Arabic vocabulary quiz using the Blooket app. Before the game began, the teacher explained the procedures, game rules, and assessment criteria, which included answer accuracy, response speed, and student participation levels. Next, students accessed Blooket using the game code shared by the teacher and took the quiz based on the material they had studied. Figure 5 shows the display of the Arabic vocabulary quiz on the Blooket app, which was used as an interactive learning medium in the classroom. Through the game features and real-time feedback available, students could assess their understanding of the vocabulary being studied while simultaneously increasing their engagement in the learning process. The use of Blooket in this activity reflects

the application of gamified learning that integrates elements of competition and interaction to support the mastery of Arabic vocabulary (Maulana & Arini, 2024).

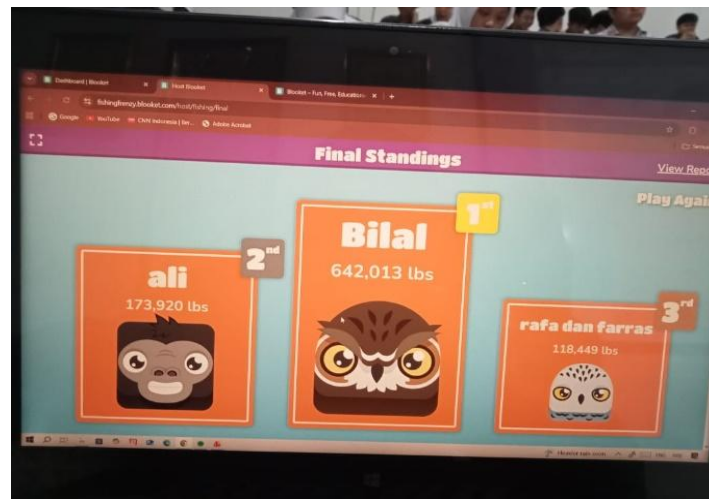


Figure 6. Winning Students of the Arabic Vocabulary Quiz Game

The learning activity shown in Figure 6 features a student who achieved the highest score in an Arabic vocabulary quiz game using the Blooket app. These results indicate that gamified learning media not only create a fun learning atmosphere but also encourage students to participate actively and competitively in the learning process. Through the various game modes available, students can test their understanding of Arabic vocabulary while receiving immediate feedback on their answers. Figure 6 shows the quiz winners as a form of recognition for their engagement and success in completing the learning challenges presented. After the game ended, the teacher conducted an evaluation by asking questions regarding the meanings of vocabulary and the usage of words that appeared in the quiz. Overall, the observation results indicate that the use of Blooket is effective in enhancing learning motivation, student participation, and mastery of Arabic vocabulary through interactive and competitive learning activities.

4. Discussion

The implementation of the Blooket application in Arabic vocabulary learning at SMA Muhammadiyah 4 Jakarta has an effect on student dynamics and engagement in the learning process, as revealed by field findings through interviews with students and Arabic teachers. This application functions as a gamification-based learning medium, which combines game elements in vocabulary exercises, thereby creating a more interactive and enjoyable learning environment (Hastuti et al., 2023). The main objective of this implementation is to determine the role of

learning media in increasing student motivation to learn, as well as to measure the extent to which this media can help students understand the learning material (Ariyani & Jasiah, 2024).

Teachers have previously used various learning media, such as flash cards, pictures, and projectors, in the process of teaching Arabic vocabulary. However, the use of Blooket is considered more practical and easier to implement, given that this media is available online and can be directly integrated into learning activities. Educators assessed the Blooket application based on increased student activity during the learning process, as well as better vocabulary comprehension results compared to conventional methods.

NO	FOKUS PERTANYAAN	INTI JAWABAN SISWA	TEMA
1	Penggunaan sebelumnya	Ada yang sudah pernah, sebagian belum.	Pengalaman awal
2	Perasaan saat menggunakan	Senang, seru, menarik.	Emosi positif
3	Aktivitas selama pembelajaran	Membuat percakapan, menyusun buku digital.	Aktivitas kreatif
4	Perbandingan dengan metode biasa	Lebih menarik dan tidak membosankan.	Minat & motivasi
5	Bagian yang disukai	Mendesain di Canva, mengetik dialog.	Preferensi aktivitas
6	Kesulitan	Umumnya tidak sulit; sedikit kendala teknis saat memindah desain.	Kendala teknis
7	Kelancaran berbicara	Semua merasa lebih lancar.	Kemampuan berbicara
8	Kepercayaan diri	Mayoritas meningkat, sebagian masih ragu.	Kepercayaan diri
9	Peningkatan kosakata/pelafalan	Meningkat (beragam: sedikit – lumayan).	Penguasaan bahasa
10	Motivasi belajar	Lebih semangat, rasa ingin tahu meningkat.	Motivasi
11	Saran perbaikan	Tidak ada.	Evaluasi media
12	Harapan penggunaan ke depan	Semua ingin dilanjutkan karena seru & kreatif.	Keberlanjutan

Figure 7. *Summary of findings from student interviews*

In terms of Arabic vocabulary mastery, most students reported that using the Blooket app helped them understand and remember vocabulary more easily. Students also noticed an improvement in their vocabulary mastery because the material was presented through engaging quizzes and games. In addition, the use of Blooket encouraging students to be more active in answering questions and participating throughout the learning process. Although some students still struggle with certain vocabulary words, the majority demonstrate a better understanding than before. Students' motivation to learn has also increased after using Blooket. They feel that learning has become more enjoyable, less boring, and has fostered a passion for learning Arabic. The gamification elements in Blooket, such as the point system, rankings, and inter-student competitions, serve as factors that strengthen engagement and learning motivation. The following table presents the results of an analysis of interviews conducted with 10th grade students regarding the use of the Blooket app in Arabic vocabulary learning.

The results of the interview showed that most students responded positively to the use of Blooket in learning Arabic vocabulary. Students rate this application as easy to use, interesting, and able to create a more enjoyable learning atmosphere than conventional methods. In addition, they hope that Blooket will still be used in the next learning because it can increase motivation, participation, and enthusiasm for learning. This finding is in line with the research of (Ariyani & Jasiah, 2024) which states that Blooket can increase interest in learning through interactive and game-based learning activities. These results are also supported by (Sinaga et al., 2025) who found that the use of Blooket contributes to improved vocabulary acquisition and student engagement in the learning process. Thus, the use of Blooket has a positive impact on vocabulary acquisition, learning motivation, and student activity in learning Arabic.

In addition, some students felt that excessive competition in Blooket's game mode could cause learning pressure, especially for those who were less confident or slow in answering quizzes. Teachers also found that the time required to prepare quiz sets in Blooket was longer than conventional methods, which was a challenge for teachers with busy schedules. These results are in line with research (Muhammad Farhan Brilliant, Abdul Muntaqim Al Anshoryb, 2025), which states that Blooket application activities are greatly influenced by technical support and the readiness of digital learning facilities.

Based on the interview results, teachers and students agreed that the use of the Blooket application should be continued and used more often in the Arabic language learning process (Nasyifa & Armin, 2025). Teachers recommend that quizzes or games using Blooket be conducted regularly to maintain students' enthusiasm and motivation to learn. Thus, the implementation of the Blooket application has proven to be effective in creating a more interactive, enjoyable, and efficient Arabic vocabulary learning environment (Sinaga et al., 2025).

The Benefits of Using the Blooket App in Arabic Vocabulary Learning

The first benefit of using Blooket is to improve students' mastery of Arabic vocabulary. Based on the results of interviews, students are easier to remember new vocabulary because learning is packaged in the form of an interesting game. The gamification feature encourages students to learn actively and repetitively. These findings are in line with research (Sinaga et al., 2025).

The second benefit is increased motivation and involvement of students in Arabic language learning. The results of the interview showed that students felt the learning process became more fun and not monotonous because of the element of competition and interaction

during the game. This condition makes students more enthusiastic, active in answering questions, and easier to maintain focus during learning (Andani et al., 2025).

The third benefit, the third benefit is the creation of a more interactive and efficient learning process. Through Blooket, students are actively involved in answering questions, competing for points, and monitoring results directly during the game. The instant feedback feature helps students spot mistakes and improve their understanding quickly. The results of the study (Sinaga et al., 2025) showed that gamification was able to increase student interaction and participation in learning. This finding is also reinforced by (Mutmainnah & Wardhani, 2025) who explain that direct feedback in gamification media can strengthen cognitive engagement as well as accelerate material mastery.

In addition, teachers also recommend the regular use of Blooket, as this platform can simplify learning evaluation while maintaining a dynamic classroom atmosphere. These findings are consistent with studies showing that the use of digital educational games can optimize learning time and increase overall student engagement (Pagisi, 2025). These findings support the use of Blooket as an effective and innovative learning medium in the context of teaching Arabic vocabulary in the classroom.

Advantages and Disadvantages of the Blooket Application in Arabic Vocabulary Learning

1. Advantages Of The Blooket Application

The Blooket application is effectively used in learning Arabic vocabulary because it is able to create an interactive and interesting learning environment. The use of gamification elements in Blooket promotes increased motivation, participation, and active involvement of students during the learning process (Sinaga et al., 2025). In addition, the live feedback feature helps students figure out mistakes and improve their understanding independently. This mechanism allows students to reflect on learning outcomes while strengthening mastery of the vocabulary learned. The findings are in line with the research of (Mutmainnah & Wardhani, 2025) which states that feedback in gamification based learning can accelerate the learning process and improve students' vocabulary mastery.

Another advantage of Blooket is the availability of various flexible game modes so that teachers can adapt it to the purpose of learning vocabulary, both for practice and evaluation. The variety of game modes is able to create a more interesting learning experience and suit the needs of diverse students (Pagisi, 2025). In addition, Blooket makes it easy for teachers to monitor and evaluate student learning outcomes quickly through available digital reports. Quiz results can be accessed directly so as to assist teachers in

planning follow-up learning. This finding is in line with the research of (Muhammad Farhan Brillianta, Abdul Muntaqim Al Anshoryb, 2025) which states that educational game media supports a more effective and efficient evaluation process.

2. Disadvantages of the Blooket App

In addition to its considerable benefits, the use of Blooket also has several drawbacks that educators should be aware of. **One of the drawbacks** revealed in the interviews is the dependence on the internet and digital devices, so that students with limited data quotas or device access will face obstacles in the learning process. Research on digital gamification also highlights that limited access to technology is one of the main obstacles in the implementation of educational games in learning environments (Bena et al., 2025). In addition, some students feel that excessive competition in Blooket's game mode can cause learning pressure on some students, especially those who are less confident or slow in answering quizzes.

Another weakness of this approach is its dependence on questions prepared by teachers. If the questions are not varied or do not match the students' ability levels, the learning experience will be less than optimal. Previous research on gamification in education shows that the implementation of gamification-based learning media requires the preparation of relevant and contextual material so that learning can achieve its educational goals to the maximum extent possible. This is due to the incompatibility of content, which can affect the level of student engagement in the learning process (Lutviana et al., 2025).

In addition, some teachers found that the time required to prepare a set of quizzes on Blooket was longer than with conventional methods, which was a challenge for teachers with busy schedules. These findings are in line with international research results which state that one of the main obstacles in the implementation of game-based learning and gamification is the significant time required for the design and development of learning materials, as well as the need for support staff to effectively compile gamification elements (Havva Yaman¹, Carla Sousa², 2024).

5. Conclusion

This study shows that the use of the Blooket app in teaching Arabic vocabulary at SMA Muhammadiyah 4 Jakarta has a positive impact on learning motivation, student engagement, and mastery of Arabic vocabulary. Through a gamification approach that integrates elements of play, competition, and immediate feedback, Blooket is able to create a learning environment that is more interactive, engaging, and student-centered. These findings confirm that gamification-

based digital learning media can be an effective alternative to address boredom in Arabic vocabulary learning while enhancing students' active participation.

The contribution of this study lies in providing empirical evidence regarding the use of Blooket in the context of Arabic language learning at the Indonesian secondary school level, an area that has been relatively under-explored in previous studies. The research results show that the use of Blooket functions not only as an assessment tool but also as a means to enhance student motivation, engagement, and vocabulary retention through a more enjoyable and meaningful learning experience. Practically, these findings can serve as a reference for Arabic language teachers in integrating gamification-based learning media into the learning process. However, the success of its implementation still requires adequate technological infrastructure, stable internet access, and teachers' readiness to design materials and quizzes aligned with learning objectives.

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