Gamified Assessment: Utilizing Kahoot to Improve Vocabulary Learning Outcomes

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	Abstract
Keywords: Kahoot, formative assessment, Arabic vocabulary, gamification, non-formal education	The mastery of vocabulary (mufradat) remains a major challenge in Arabic language learning, particularly in non-formal educational contexts where learners often struggle with retention and active recall. Conventional assessment techniques frequently fail to engage learners, resulting in low motivation and limited learning outcomes. This study aims to examine the use of the Kahoot application as a formative assessment tool in teaching Arabic vocabulary at LKP Kampung Arab Al-Azhar Pare. Specifically, it investigates how interactive, game-based digital platforms can enhance student engagement and support vocabulary retention. Employing a qualitative descriptive method, the research collected data through classroom observations, teacher and student interviews, and learner feedback. The findings reveal that the integration of Kahoot significantly increased students' enthusiasm, participation, and motivation during vocabulary review sessions. Moreover, the platform provided immediate feedback, encouraged healthy competition, and transformed the evaluation process into an enjoyable learning experience. The study concludes that Kahoot is an effective medium for assessing Arabic vocabulary learning in non-formal education settings, offering a more dynamic and learner-centered approach to evaluation. The contribution of this

study lies in highlighting the pedagogical potential of gamified assessment tools to improve language acquisition and learner motivation in Arabic language education.

	Abstrak
Kata Kunci: Kahoot, evaluasi formatif, kosakata bahasa Arab, gamifikasi, pendidikan nonformal	Penguasaan kosakata (mufradat) merupakan salah satu tantangan utama dalam pembelajaran bahasa Arab, khususnya pada konteks pendidikan nonformal di mana peserta didik kerap mengalami kesulitan dalam retensi dan daya ingat. Teknik evaluasi konvensional sering kali kurang mampu melibatkan siswa secara aktif, sehingga berdampak pada rendahnya motivasi dan hasil belajar. Penelitian ini bertujuan untuk mengkaji penggunaan aplikasi Kahoot sebagai alat evaluasi formatif dalam pembelajaran kosakata bahasa Arab di LKP Kampung Arab Al-Azhar Pare. Secara khusus, penelitian ini menelaah bagaimana platform digital berbasis permainan dapat meningkatkan keterlibatan peserta didik sekaligus mendukung retensi kosakata. Metode yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data melalui observasi kelas, wawancara guru dan siswa, serta umpan balik dari peserta didik. Hasil penelitian menunjukkan bahwa integrasi Kahoot secara signifikan meningkatkan antusiasme, partisipasi, dan motivasi siswa selama sesi peninjauan kosakata. Selain itu, platform ini memberikan umpan balik langsung, mendorong kompetisi yang sehat, serta menjadikan proses evaluasi lebih menyenangkan. Penelitian ini menyimpulkan bahwa Kahoot efektif digunakan sebagai media evaluasi pembelajaran kosakata bahasa Arab di lembaga pendidikan nonformal, dengan memberikan pendekatan yang lebih dinamis dan berpusat pada peserta didik. Kontribusi penelitian ini terletak pada penegasan potensi pedagogis evaluasi berbasis permainan dalam meningkatkan pemerolehan bahasa dan motivasi belajar.

Introduction

Vocabulary, or mufradat in Arabic, plays a crucial role in the acquisition of language skills. Without a sufficient vocabulary base, learners struggle to understand, express, and communicate effectively in the target language.(Handriawan & Nurman, 2023) In Arabic language learning, especially in non-formal educational institutions such as LKP Kampung Arab Al-Azhar Pare, vocabulary instruction is often one of the first and most essential components taught to students. However, teaching vocabulary is not only about

delivering a list of words; it requires effective strategies to ensure that learners can understand, retain, and apply the words in meaningful contexts. One of the key elements supporting this process is the use of engaging and interactive evaluation methods.(Bamualim, 2020)

Traditionally, vocabulary evaluation has been carried out through written tests or oral quizzes, which may be perceived as rigid and unmotivating by learners. Especially in the context of non-formal education, where learners often seek a more relaxed and interactive learning atmosphere, such conventional approaches may not produce optimal outcomes.(Ainin, 2006) There is a growing need for innovative evaluation tools that are both effective in assessing vocabulary knowledge and motivating for students. In recent years, technology-based learning platforms have emerged as promising alternatives, with game-based learning tools gaining increasing attention.

Kahoot is one of the most widely used game-based learning platforms that allows teachers to create online quizzes with real-time scoring, visual feedback, and a fun, competitive environment. (Arifianto et al., 2021) Originally designed for general classroom use, Kahoot has found its way into language learning environments due to its ability to turn assessments into interactive learning experiences. Learners can engage with vocabulary content in a playful and collaborative manner, while teachers can monitor understanding instantly. This aligns well with the characteristics of students at LKP Kampung Arab Al-Azhar Pare, who are typically young, tech-savvy, and responsive to visual and interactive media.

Previous studies highlight that vocabulary (mufradat) acquisition is a fundamental component of Arabic language learning, as limited vocabulary often hinders learners' comprehension and communication (Handriawan & Nurman, 2023). In non-formal institutions such as LKP Kampung Arab Al-Azhar Pare, vocabulary teaching is typically prioritized; however, evaluation methods remain largely traditional, relying on written tests or oral quizzes that are often perceived as rigid and demotivating (Ainin, 2006; Bamualim, 2020). Meanwhile,

recent research suggests the potential of technology-based media, particularly game-based learning, in creating more interactive and engaging learning experiences (Arifianto et al., 2021). Nonetheless, most studies have focused on the general use of Kahoot or its application in other foreign language contexts, with limited exploration of its role in assessing Arabic vocabulary learning, particularly in non-formal educational settings.

Addressing this gap, the present study introduces a novel focus by exploring the implementation of Kahoot as a formative evaluation tool for Arabic vocabulary learning at LKP Kampung Arab Al-Azhar Pare. By situating the research within non-formal education, this study provides practical contributions that are rarely investigated, as the majority of prior research centers on formal educational environments. Furthermore, this study goes beyond evaluating Kahoot's effectiveness in terms of learning outcomes by examining its impact on learners' motivation, engagement, and perceptions of game-based assessment. Thus, this research offers valuable insights into the integration of educational technology in Arabic language learning while proposing Kahoot as a relevant and innovative evaluation strategy tailored to the characteristics of young, tech-savvy learners.

This study seeks to explore the use of Kahoot as an evaluation tool specifically in the context of Arabic vocabulary learning.(Ridho, 2018) It aims to investigate how the platform influences student engagement, motivation, and retention of mufradat, and whether it can serve as a viable alternative to traditional assessment methods. Furthermore, the study examines student perceptions of the application and how it impacts their learning experience in a non-formal educational setting.

This research, it is expected that practical insights can be offered regarding the integration of educational technology into Arabic language teaching, especially in institutions that aim to combine religious or classical content with modern pedagogical approaches.

Method

The research applied a qualitative descriptive approach to explore the use of the Kahoot application as a tool for evaluating Arabic vocabulary (mufradat) learning at LKP Kampung Arab Al-Azhar Pare. The research was conducted in a non-formal educational setting involving 22 intermediate-level students selected through purposive sampling. These students had prior exposure to Arabic vocabulary learning and were considered active participants in classroom activities.

Data were collected through three main methods: classroom observation, semi-structured interviews with both students and instructors, and student questionnaires.(Sugiyono, 2019) Observations were conducted during vocabulary review sessions using Kahoot, while interviews and questionnaires were designed to gather information on students' experiences, perceptions, and engagement.

The data analysis technique followed the interactive model proposed by Miles and Huberman , which consists of three concurrent steps: data reduction, data display, and conclusion.(Emzir, 2011) In the data reduction stage, raw data from field notes and transcripts were organized and simplified. In the data display phase, the information was presented in the form of descriptions and tables to facilitate interpretation. Finally, in the conclusion drawing phase, patterns and meanings were identified to answer the research questions. This systematic process allowed the researcher to draw meaningful insights regarding the effectiveness of Kahoot in evaluating Arabic vocabulary learning.

Result and Discussion
Implementation of Kahoot in Vocabulary Evaluation

Kahoot is a digital learning platform that applies game-based mechanics to classroom settings, allowing teachers to create quizzes, polls, or surveys that students can answer in real time using mobile devices or computers. The platform is designed to make learning fun and interactive by incorporating features such as countdown timers, point systems, music, colorful graphics, and

leaderboards.(Ainin, 2006) These elements transform the traditional evaluation process into a competitive, engaging experience, which is especially beneficial in language learning where memorization and repetition are key strategies—such as in the learning of Arabic vocabulary mufradat. (Hasanah et al., 2025)

In this study, Kahoot was used as a vocabulary review tool at LKP Kampung Arab Al-Azhar Pare. The researcher observed that during the Kahoot sessions, students were highly enthusiastic and actively involved. Most students participated eagerly, showed positive emotional reactions such as laughter and excitement, and demonstrated improved focus during the sessions compared to traditional review methods. For instance, when vocabulary items appeared on screen with multiple-choice answers, students responded quickly, competing to earn the highest score. This gamified experience created a classroom atmosphere that was energetic and enjoyable.(Fajar, 2023)

Steps for Using Kahoot in Vocabulary Evaluation

The use of Kahoot as an evaluation tool in Arabic vocabulary (mufradat) learning involves several practical steps. The procedures for using the Kahoot application are divided into two main categories, namely as a teacher and as a student.

1. As a Teacher
    a. Registering or Logging into the Kahoot Application
        1) Go to https://kahoot.com and click the "Log in" button at the top-right corner.
        2) Choose the account type: Teacher.
        3) Sign up using an email address, Google account, or Microsoft account.
        4) If you already have an account, simply click "Log in".
    b. Creating a Quiz
        1) After logging in, click the "Create" button in the top-right corner.
        2) Select "New Kahoot".
        3) Enter the quiz title, description, and image (optional).

4) Add questions:

(a) Choose the question type: Multiple Choice, True/False, Poll, etc.

(b) Type in the question text and several answer options.

(c) Mark the correct answer(s).

(d) Set the time limit for each question (between 5 and 240 seconds).

(e) Add more questions as needed.

(f) Click "Done", then choose either "Private" or "Public", and finally click "Save".

c. Launching the Quiz

1) Select the quiz you have created.

2) Click "Start" or "Play".

3) Choose a mode:

(a) Teach (Live Game) – for real-time classroom play.

(b) Assign (Homework) – for independent student completion.

4) If choosing Live Game, select either:

(a) Classic (individual play), or

(b) Team Mode.

5) Share the Game PIN with the students (displayed on screen).

6) Students then go to https://kahoot.it and enter the PIN.

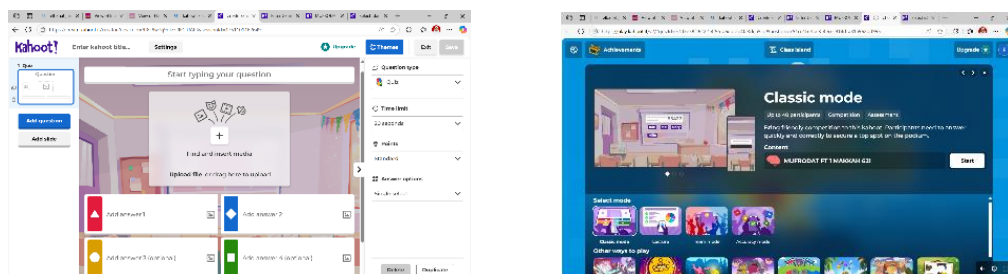7) Click "Start" to begin the quiz session.

Figure 1: Kahoot as Teacher

2. As a Student

   a. Open https://kahoot.it or launch the Kahoot mobile application.

   b. Enter the Game PIN provided by the teacher.

   c. Type in your nickname.

   d. Answer the questions that appear on the teacher's screen.

   e. On your device, select the answer by matching the color or symbol.

   f. View your score and ranking after each question.

   g. Continue answering until the quiz is complete.
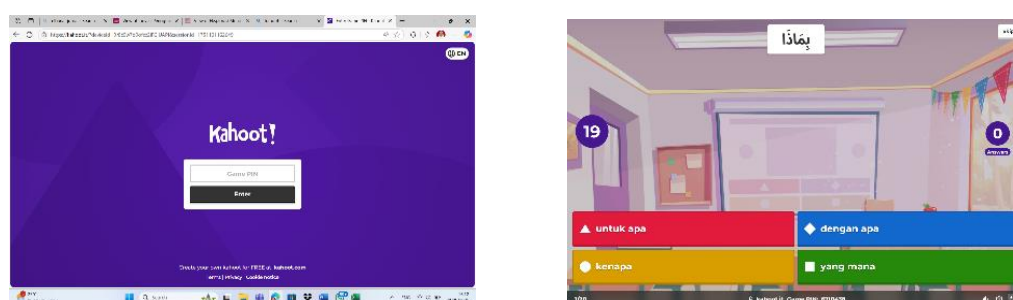

Figure 2: Kahoot as Student

Student Engagement and Motivation

The implementation of Kahoot significantly influenced student engagement in the classroom. During the vocabulary evaluation sessions, students demonstrated high levels of enthusiasm and active participation. Unlike traditional testing formats that often lead to passive behavior and anxiety, Kahoot introduced a playful and competitive atmosphere that energized the class.(Atikah & Amelia, 2024) Students eagerly awaited their turn to answer, showed visible excitement when their names appeared on the leaderboard, and celebrated correct answers with cheers and applause. This energetic classroom dynamic indicated a shift in students' attitudes toward assessments from perceiving them as stressful to viewing them as enjoyable and motivating activities.(Riantimun et al., 2024)

Kahoot provided instant feedback after each question, which reinforced correct answers and immediately addressed misconceptions. This feature encouraged students to stay focused and reflect on their learning during the game itself.(Juwita & Salsabila, 2025) Many students also showed signs of peer

interaction and collaboration, even in individual play mode, such as discussing vocabulary meanings after each question or encouraging one another.

The questionnaire results supported these observations. When asked about their experience using Kahoot, 89% of students agreed that the activity was fun and "motivating," while 85% believed that it helped them remember vocabulary more effectively. Notably, 72% of students reported that they prepared for the Kahoot quiz by reviewing vocabulary beforehand an indicator that the game element increased pre-class motivation and promoted autonomous learning.(Daryanes & Ririen, 2020) In addition, 86% stated they were more engaged during Kahoot sessions compared to traditional methods, such as worksheets or oral drills.

Student Perceptions and Learning Outcomes

The integration of Kahoot as a formative evaluation tool in Arabic vocabulary learning at LKP Kampung Arab Al-Azhar Pare yielded highly positive perceptions among learners and directly influenced their learning outcomes. Based on data collected from semi-structured interviews, questionnaires, and in-class observations, it became evident that students perceived Kahoot not just as a game, but as an innovative educational strategy that made vocabulary evaluation more accessible, enjoyable, and effective.

Most students described Kahoot as exciting, motivating, and less stressful compared to traditional testing formats. When asked to elaborate, students explained that the bright visual interface, the use of music and countdown timers, and the competitive leaderboard created an atmosphere of healthy competition and excitement. This stimulated active engagement and sustained attention throughout the session. Furthermore, the digital format of the quiz gave students a sense of novelty and ownership in their learning, as they were able to use their personal devices to participate, which felt more personal and empowering compared to pen-and-paper tests.

A notable perception was related to anxiety reduction. Many learners expressed that Kahoot reduced the psychological pressure typically associated with assessments. Since students answered through their devices, they could participate without fear of judgment from peers or the teacher. This anonymity lowered affective filters, especially for those with lower language proficiency or speaking confidence. As a result, students felt more comfortable making mistakes and were more willing to take risks in selecting answers even when unsurebecause they knew they would receive immediate, private feedback.

Analysis of students performance data across three evaluation sessions showed a consistent upward trend in vocabulary retention and accuracy. For instance, in the first session, the average class score was 62%, which rose to 78% in the second session and reached 86% in the third. This improvement suggests that repeated exposure to vocabulary in the form of a game-based quiz helped solidify understanding through spaced repetition and reinforcement. Additionally, because students were exposed to the same vocabulary items in varying contexts and orders, their cognitive recall was strengthened beyond rote memorization.

Interviews also revealed that students began developing better study habits due to their anticipation of upcoming Kahoot quizzes. Some students reported reviewing their vocabulary notes at home or practicing with friends in preparation for class sessions. This behavior indicates an increase in intrinsic motivation, driven by the desire to perform well in the game and appear on the leaderboard. Moreover, several learners stated that they appreciated the opportunity to instantly see which words they had mastered and which still needed improvementthis self-awareness contributed to metacognitive growth, as students began taking more responsibility for their own learning.

The teacher's reflections further validated these perceptions and outcomes. Students who were previously quiet and disengaged became more active and confident during Kahoot sessions. In particular, visual and kinesthetic learners seemed to thrive under the interactive, fast-paced conditions of the

game. The teacher also noted improved classroom dynamics, as students began encouraging each other, sharing vocabulary strategies, and celebrating one another's progress.

Student perceptions of Kahoot were deeply linked to the positive learning outcomes observed in the study. The game-based platform enhanced vocabulary retention, increased motivation, reduced evaluation-related anxiety, and supported learner autonomy.(Sakdah et al., 2021) These findings align with existing literature on gamified learning environments, affirming that when learners feel emotionally safe and cognitively stimulated, their language acquisition can be more effective and sustainable.

Teacher Observations and Pedagogical Benefits

Throughout the implementation of Kahoot as a formative evaluation tool in Arabic vocabulary instruction at LKP Kampung Arab Al-Azhar, a range of pedagogical benefits were observed that significantly enhanced both teaching practices and student learning experiences. These benefits were particularly evident when examined through the theoretical frameworks of behaviorism and gamification which together provide a comprehensive understanding of the mechanisms through which Kahoot impacted the classroom environment.(Huda et al., 2023)

From a behaviorist standpoint, grounded in B.F. Skinner's theory of operant conditioning, learning is facilitated through stimulus-response patterns reinforced by immediate feedback. In this study, Kahoot served as a digital platform that provided such reinforcement with remarkable efficiency. Each multiple-choice vocabulary question acted as a stimulus, eliciting a response from the student.(Mu'minin et al., 2022) This response was then met with immediate consequences: correct answers were rewarded with auditory and visual affirmations, including cheerful sound effects, accumulating points, and progress on a real-time leaderboard. These forms of positive reinforcement encouraged students to repeat desirable behaviors namely, accurate recall of Arabic vocabulary items. Consistent and immediate reinforcement strengthens

the likelihood of behavior repetition, and this was observable in how students increasingly participated with enthusiasm and sought to improve their performance over successive sessions.(Oktavia & Maemonah, 2022)

Students began exhibiting conditioned behaviors even outside the Kahoot sessions. The teacher observed that many learners began studying vocabulary more frequently and reviewing their notes before class, not because of extrinsic demands, but because they anticipated an engaging and rewarding Kahoot session. This behavior reflects anticipatory reinforcement, wherein learners act in ways that align with previously rewarded outcomes. In this case, the desire to score highly or improve one's rank on the leaderboard served as a compelling motivator. Importantly, when incorrect answers were given, students received immediate feedback without punitive measures, enabling error correction in a low-risk environment. This aligns with Skinner's assertion that learning environments should minimize punishment and focus on constructive reinforcement to optimize behavior shaping.(Zahra & Rizal, 2024)

Simultaneously, the use of Kahoot aligned strongly with the principles of gamification theory, which emphasizes the incorporation of game mechanics into non-game settings to boost engagement and motivation. Core game elements such as points, time constraints, immediate feedback, leaderboards, and visual rewards contribute to heightened levels of intrinsic and extrinsic motivation. In this context, Kahoot transformed what might have been a routine vocabulary quiz into a gameful learning experience. The teacher observed increased levels of student concentration, laughter, excitement, and even friendly competition behaviors not typically associated with traditional assessments.(Habsy et al., 2023) This shift in the affective climate of the classroom reduced test anxiety, especially for students who previously demonstrated low confidence in language learning. The playful, game-based environment allowed them to make mistakes without fear, and try again with greater determination. In this way, Kahoot not only gamified evaluation but also humanized it.

The platform contributed meaningfully to instructional improvement. The teacher could use Kahoot's performance analytics to determine which vocabulary items were consistently misunderstood and adjust lesson planning accordingly. This form of real-time formative assessment enabled instructional responsiveness, where teaching strategies were immediately adapted based on learner performance data. The automation of scoring and result summaries also lightened the teacher's administrative load, allowing for more time to focus on interactive instruction and personalized feedback.(Prasetyawati, 2021) Classroom management improved as well; students were more on-task and self-regulated during Kahoot activities compared to traditional evaluation methods. The structured nature of the game where students had to read, decide, and act within a time limit minimized distractions and increased accountability.

Kahoot supported a multimodal learning experience, integrating visual, auditory, and kinesthetic elements. This multimodality catered to varied learning styles and helped reinforce vocabulary acquisition through diverse sensory channels. Students who might struggle with static paper-based tests found the colorful visuals, music, and interactivity of Kahoot more accessible and stimulating. The gamified format also nurtured social learning. Many students engaged in peer discussions about answers after each game round, and some began using Kahoot collaboratively in informal study groups — highlighting the platform's role in encouraging peer-supported learning and community building.(Wahyudin et al., 2024)

The teacher's observations confirmed that Kahoot was not merely an assessment tool, but a comprehensive pedagogical instrument. It functioned as a behavioral reinforcer, a motivational gamified system, and a diagnostic teaching aid. It transformed passive learning into active engagement, anxiety into enthusiasm, and assessment into opportunity.(Sukmadinata, 2019) By aligning with both behaviorist learning principles and gamification design elements, Kahoot demonstrated its capacity to enhance vocabulary learning in a way that is dynamic, studentcentered, and instructionally effective.

Conclusion

The implementation of Kahoot as an evaluation tool in vocabulary learning at LKP Kampung Arab Al-Azhar Pare demonstrates a significant positive impact on both student engagement and learning outcomes. By transforming the evaluation process into a game-based, interactive experience, Kahoot not only enhances learners' motivation but also fosters a lively, competitive atmosphere that makes vocabulary practice more memorable. A particularly surprising finding is that students who were previously less active in class became more participatory and confident when assessments were conducted through Kahoot. This indicates that digital, game-based tools can serve as a powerful equalizer in the classroom, encouraging broader student involvement and reducing anxiety often associated with traditional assessments.

Despite these promising results, this study is not without its limitations. The research was conducted in a single non-formal educational institution, which restricts the generalizability of the findings to other contexts. In addition, the study relied primarily on qualitative observations and student feedback, without incorporating long-term measurements of vocabulary retention or comparative analysis with other digital tools. Future research could expand the scope by including multiple institutions, employing mixed-method approaches, and exploring the integration of Kahoot with other technology-enhanced strategies. Such studies would provide a more comprehensive understanding of how game-based evaluation can optimize Arabic vocabulary acquisition across diverse learning settings.

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