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A Blooket-Integrated Assessment Framework for Arabic Reading Learning

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Abstract

Keywords:
Blooket,
Learning
Evaluation,
Reading Skill

This article discusses the implementation of the Blooket application as a medium for evaluating Arabic learning in reading skills. Evaluation is an important component in the learning process that includes measurement and assessment, and plays a role in assessing student achievement, planning effective learning, and making continuous improvements. Blooket, as an online quiz-based educational platform, presents an interactive and fun learning experience through various game modes. This research applies a qualitative approach with a descriptive type, which aims to describe in depth about how the implementation of the Blooket application is used as an evaluation media in Arabic language learning in reading skills in class X MAN Sidoarjo. Data collection is done through two main techniques, namely observation and questionnaire. Observation was conducted to obtain a direct description of the process of using the Blooket application in learning evaluation activities, while the questionnaire was used to collect students' responses regarding their experiences while using the application and sent online via Google Forms. All data were analyzed through the process of data reduction, data presentation, and conclusion drawing stages in order to obtain a complete understanding of the application of Blooket application as an

evaluation media in learning Arabic reading skills. This research proves that Blooket plays a role in improving the learning process.

Abstrak

Kata Kunci:
Blooket,
Evaluasi
Pembelajaran,
Keterampilan
Membaca

Artikel ini membahas implementasi aplikasi Blooket sebagai media evaluasi pembelajaran bahasa arab Maharah Qirā'ah. Evaluasi merupakan komponen penting dalam proses pembelajaran yang mencakup pengukuran dan penilaian, serta berperan dalam menilai capaian siswa, merencanakan pembelajaran yang efektif, dan melakukan perbaikan berkelanjutan. Blooket, sebagai platform edukatif berbasis kuis online, menyajikan pengalaman belajar yang interaktif dan menyenangkan melalui berbagai mode permainan. Penelitian ini menerapkan pendekatan kualitatif dengan jenis deskriptif, yang bertujuan untuk menguraikan secara mendalam tentang bagaimana implementasi aplikasi Blooket digunakan sebagai media evaluasi dalam pembelajaran Bahasa Arab pada keterampilan membaca (maharah qiro'ah) di kelas X MAN Sidoarjo. Pengumpulan data dilakukan melalui dua teknik utama, yaitu observasi dan angket. Observasi dilakukan untuk memperoleh gambaran langsung mengenai proses penggunaan aplikasi Blooket dalam kegiatan evaluasi pembelajaran, sedangkan angket digunakan untuk menghimpun tanggapan peserta didik mengenai pengalaman mereka selama menggunakan aplikasi tersebut dan dikirimkan secara online melalui Google Forms. Semua data dianalisis melalui proses reduksi data, penyajian data, dan tahap penarikan kesimpulan guna memperoleh pemahaman yang utuh mengenai penerapan aplikasi Blooket sebagai media evaluasi dalam pembelajaran Bahasa Arab Maharah Qirā'ah. Penelitian ini membuktikan bahwa Blooket berperan dalam meningkatkan motivasi, partisipasi aktif, dan capaian belajar siswa secara signifikan.

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Introduction

Arabic language learning today requires an innovative approach in order to respond to the challenges of the times and the needs of students in the digital age (Dewi Mutiara, 2025). One of the main skills in mastering Arabic is maharah qiro'ah or reading skills, which is the foundation for understanding Arabic texts, accompanied by correct pronunciation in accordance with makhraj letters, harakat signs, and Arabic linguistic rules, both classical and contemporary. (Siti Nur Khasanah et al., 2024) Mastery of this skill not only supports understanding of the subject matter, but also strengthens students' critical and analytical thinking skills (Wijaya & Hikmah, 2023).

Although reading skills are an important aspect of Arabic language proficiency, 10th grade students at MAN Sidoarjo still face various obstacles in developing this skill. Some of the problems found include low interest in reading Arabic texts, lack of vocabulary and grammatical structure mastery, and difficulty in pronouncing Arabic letters correctly according to makhraj and harakat. In addition, teaching methods that are still conventional and do not actively involve students make the learning process less interesting and monotonous. As a result, students' understanding of the text content is limited, and they tend to be passive in the learning process.

Difficulties in mastering qirā'ah skills among tenth-grade students are not only caused by internal factors such as low motivation to learn and a lack of reading habits, but also by external factors related to a lack of variety in learning approaches. Many students experience difficulties in recognizing Arabic sentence structure, understanding the meaning of mufradat (vocabulary), and applying the rules of nahwu and shorof correctly when reading texts. The inability to integrate these phonological and grammatical aspects limits their understanding of the reading material (Pauseh et al., 2022). In addition, the lack of interactive learning media makes students feel bored quickly and not actively involved in the reading process. As a result, their reading skills develop slowly

and unevenly, which affects their overall Arabic language learning achievement (Aini et al., 2023).

To overcome difficulties in mastering qiro'ah skills, Blooket is presented as an interactive and flexible evaluation medium. This is because learning media is one of the supporting tools that can influence the course of activities in the teaching and learning process (Salwa et al., 2021). Blooket is a game-based learning platform. Blooket allows educators to create interactive quizzes in the form of games with various modes such as Tower Defense, Gold Quest, and Café, which make the learning evaluation process feel more like playing than taking a test. With an attractive appearance and a competitive game system. Blooket is able to stimulate students' enthusiasm and interest in learning, as well as create a more lively and enjoyable learning atmosphere. Blooket can also make students more motivated in facing learning challenges, including in evaluating reading skills (Maulana & Arini, 2024a).

Although there have been many studies on reading learning methods, there is still a gap in research related to the use of digital technology, especially gamification-based platforms such as Blooket. Several studies have shown the benefits of gamification, but few have examined the specific effects of game types on improving qiro'ah skills. Therefore, further research needs to focus on the implementation of gamification in Arabic qiro'ah learning and how this technology can be adapted to the needs of different students.

This study provides novelty by exploring the application of Blooket as a medium for evaluating maharah qiro'ah learning, which is still limited in the existing literature. Previously, Blooket has been proven effective in improving students' vocabulary mastery through a gamification approach. However, few studies have examined its impact on specific reading skills.

This study focuses on how the implementation of Blooket as an evaluation medium can improve students' reading skills at the Madrasah Aliyah level. The aim is to explore how the application of Blooket in the Arabic language learning

evaluation process, particularly in reading skills, can help students understand the material in a more interactive and enjoyable way.

Method

This study applies a qualitative approach with a descriptive type, which aims to describe in depth the implementation of the Blooket application as an evaluation medium in Arabic language learning, particularly in reading skills (in class X MAN Sidoarjo). Data collection techniques in this study were carried out through two main methods, namely observation and questionnaires. Observation aimed to gain a direct understanding of how the Blooket application was used in the learning evaluation process, while questionnaires were used to collect students' responses regarding their experiences while using the application and were sent online via Google Forms. All data were analyzed through the stages of data reduction, data presentation, and conclusion drawing, in order to obtain a complete understanding of the application of the Blooket application as an evaluation medium in Arabic language learning reading skills.

Result and Discussion

Learning Evaluation

In Arabic, the term evaluation is known as *at-taqwīm*, while in Indonesian, this term is often interpreted as assessment. In English, the word used is measurement, which means comparing something based on certain standards or measures. Meanwhile, assessment is a decision-making process based on categories of good or bad. The evaluation activity includes two main components, namely measurement and assessment, which are part of a series of processes. Evaluation does not end with assessment, but is followed by decision making based on the data obtained. Therefore, evaluation has a broader scope than assessment alone. In the context of learning system evaluation, this process does not only assess one aspect, but covers all components involved in teaching and learning activities (Muhammad Nashrullah, 2021).

The importance of evaluation in learning cannot be ignored, because without evaluation, teachers and educational institutions cannot determine the extent of the success of the learning process that has taken place. Evaluation is an integral part of all stages of learning. Evaluation plays an important role as part of a process, which generally performs three main functions. First, evaluation is used to assess the extent of progress that has been achieved. Second, evaluation plays a role in supporting more focused and systematic planning. Third, evaluation serves as a means of making improvements to ongoing processes or programs (Choiroh, 2021).

In the context of Arabic language learning, before conducting an evaluation, an Arabic teacher needs to first understand the objectives and functions of the assessment activity. Without this understanding, teachers will face obstacles in developing and conducting effective evaluations. There are two main steps that Arabic teachers can take in formulating specific evaluation objectives. First, by identifying in detail the scope of the evaluation to be carried out. Second, by defining the mental processes or cognitive aspects to be assessed (Muhammad Rizal, Syihabuddin, 2021).

Evaluation in the Arabic language learning process aims to collect valid and relevant data on student achievement, which is measured based on predetermined indicators. This evaluation also aims to assess the effectiveness and efficiency of the Arabic language learning system, which includes aspects such as objectives, teaching materials, teaching methods, media used, learning resources, learning environment, and the assessment system. Given that Arabic is a foreign language that is quite challenging to learn, accurate evaluation results are crucial for teachers in formulating more appropriate learning strategies in the future. In order for the evaluation to provide optimal results, its implementation must be guided by several basic principles (Choiroh, 2021) namely: Continuity, which means that evaluation must be carried out continuously, in accordance with the characteristics of Arabic language learning, which is a long-term process. The scores obtained at a given time need to be linked to previous results.

Comprehensive, meaning that evaluation must cover all aspects that are the subject of assessment, not just some of them. Fairness and objectivity, which requires teachers to be neutral, impartial, and assess students based on their actual abilities. Cooperative, meaning that the implementation of evaluation should involve various parties, including students, other teachers, the principal, and parents. Practical, meaning that the evaluation tools used should be easy to use and apply by both teachers and other parties involved in the evaluation process.

Blooket Application

Blooket is a digital platform that can be used in the learning process, especially in conducting game-based quizzes, or what is known as play-based learning. This platform provides various types of game modes that can be used during learning activities, so that students can learn in a more varied and enjoyable way according to their preferences. Blooket – pronounced Blu-Kit – supports intuitive and accessible online learning. The platform can be accessed through its official website at <https://www.blooket.com>. Students can participate in games by entering a code at <https://play.blooket.com/play>. Blooket can also be used as a medium for evaluations such as daily tests, homework, and other forms of assessment. This platform allows teachers to present quizzes in a more interesting way because it is integrated with an online game system. There are around 14 different types of games offered, so its use can minimize student boredom during learning (Nabila & Nurhamidah, 2024).

Blooket, as a web-based educational game platform, not only functions as a learning medium in the classroom, but can also be used as a form of interactive homework. In practice, students can access Blooket games from home using digital devices, either independently or with parental guidance. This provides an opportunity for parents to participate in their children's learning process, thereby creating synergy between schools and families in supporting students' academic achievement (Faruq & Amri, 2023). Blooket is free to create and use, but when selecting a game mode, there are free modes and several paid (premium) modes

to choose from. This allows users to access basic features at no cost, while more complex or exclusive additional features are available through a subscription purchase. Additionally, Blooket's strength lies in its automatic result reporting feature, which allows teachers and students to immediately view the answers that have been submitted. This information can be used as a learning reflection tool as well as evaluation material to determine the extent of students' understanding of the material that has been learned. Thus, the use of Blooket as homework not only increases family involvement in the learning process, but also strengthens the aspect of digital and enjoyable learning evaluation (Nur'aeni & Hasanudin, 2023).

Implementation of the Blooket Application in the Evaluation of Reading Skills Learning

Blooket is a practical and easy-to-use digital learning medium, especially for creating interactive questions. It is very easy to use for teachers at all levels, from elementary to high school, and even in non-formal settings such as courses or tutoring centers. The process begins with preparing content in the form of questions and answer choices to be entered into the application. After that, users can access the official Blooket website at <https://www.blooket.com> to start inputting the questions.

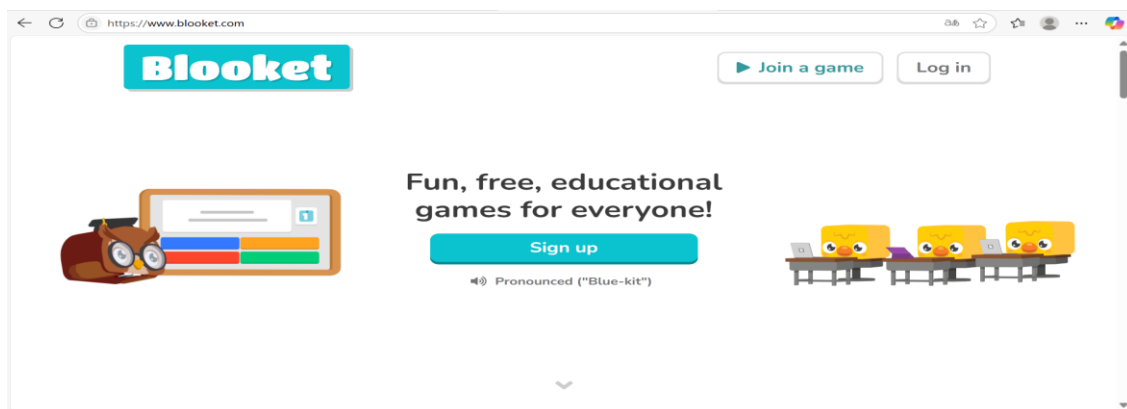


Figure 1: Blooket's home screen

For new users who do not yet have an account, it is recommended to register first in order to enjoy all the features provided by this platform. The registration process is quite simple, starting by clicking the 'Sign Up' or 'Login'

menu, then filling in the required information such as email address and password. Once the account has been verified and successfully created, users can log into the system by clicking 'Login' and entering the registered account details.

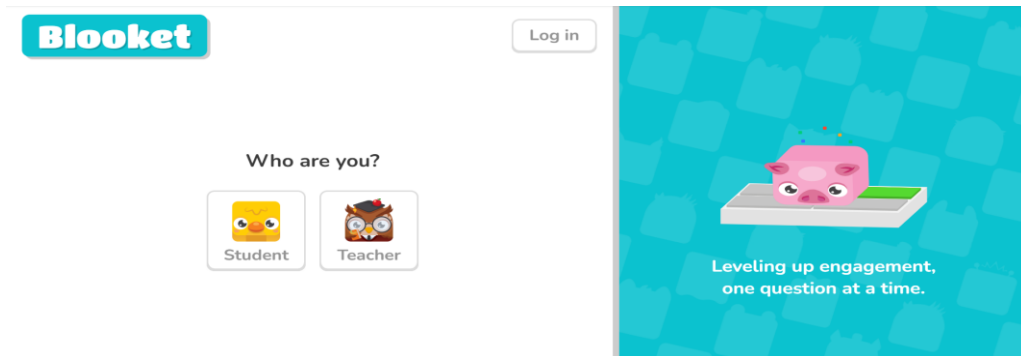
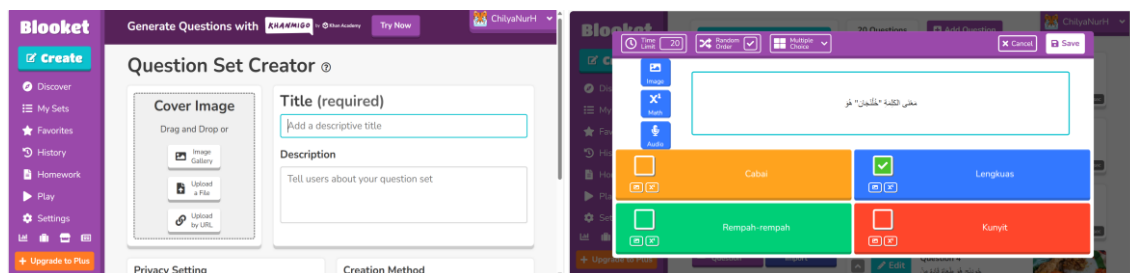


Figure 2: Blooket login screen

After successfully logging in, users will be directed to the Blooket main page, which displays the 'Discover' feature, a collection of quizzes that are readily available and can be used immediately by teachers according to their learning needs. Blooket offers a wide selection of interactive educational games. However, in addition to using existing quizzes, users are also given the freedom to create their own questions to enhance creativity and tailor them to their respective learning materials. By selecting the 'Create' feature, users will be directed to the 'Question Set Creator' menu, which allows them to compile their own questions and answers, adding questions one by one. The questions entered can be multiple choice or true/false, depending on the teaching material requirements. Once all questions have been entered, save the quiz set so that it can be used in the evaluation process.



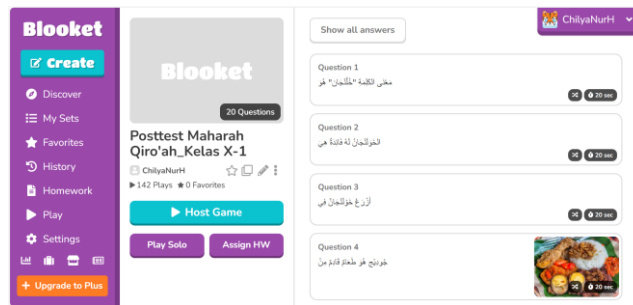
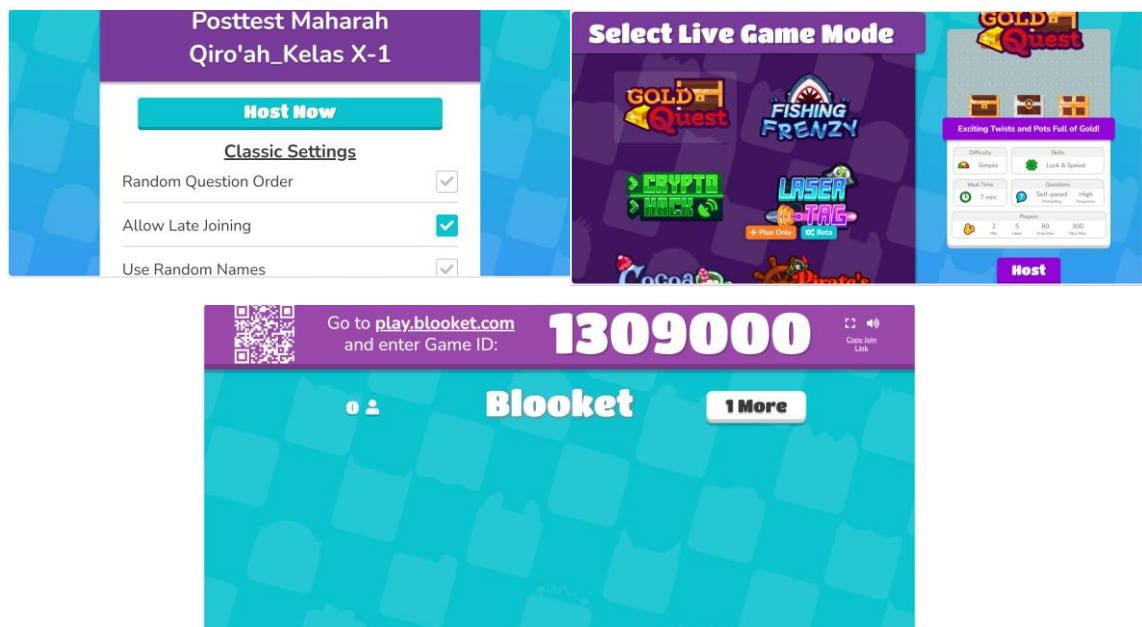


Figure 3: Display of the stages of quiz creation

Once the quiz has been created, the next step is to run it by clicking the “Host” button on the quiz that was created earlier. Then, select the desired game mode, such as Gold Quest, Tower Defense, Factory, Classic, and others. Each mode has unique and interesting characteristics for students. Before starting, teachers can also configure the quiz settings, such as setting a time limit, scoring system, question randomization, and others. Once the settings are complete, the system will automatically generate a Game ID or game code that students will use to join.



Gambar 4: Tampilan tahap-tahap pelaksanaan kuis

After students are asked to join the game as participants and begin answering the questions provided, teachers can monitor the progress of the game and the students' development directly. When students complete the quiz, both teachers and students can see the scores they have obtained. This activity is interesting and enjoyable because students feel as if they are not learning formally, but can still measure their understanding and skills regarding the material they have learned. The students' responses to the use of Blooket as an evaluation tool in Arabic language learning, particularly Maharah Qiro'ah, are as follows:

Apakah Anda merasa Blooket membantu dalam proses pembelajaran anda?
29 jawaban

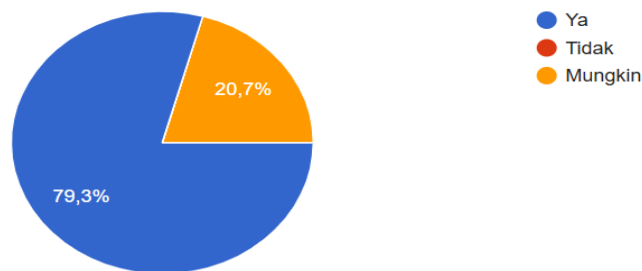


Figure 5: Student response to the use of Blooket in supporting the learning process.

Based on the data in Figure 5, 79.3% of students strongly agreed and 20.7% agreed that the use of Blooket supported the Arabic language learning process. These findings indicate that Blooket succeeded in creating a more interactive and enjoyable learning atmosphere, making it easier for students to understand the material. In addition, this medium was also considered effective in increasing learning motivation and active student participation during learning activities.

Berikan rating kemudahan penggunaan blooket:
(1: Sangat sulit – 5: Sangat mudah)

29 jawaban

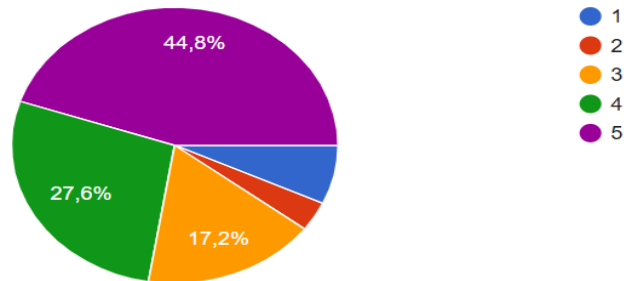


Figure 6: Student responses regarding the ease of learning with Blooket

Figure 6 shows that 44.8% of students stated that Blooket was very easy to learn, and 27.6% of students stated that it was easy. This shows that the majority of students did not experience difficulties in using Blooket, because this platform has easy access and flexible features that support smooth learning processes.

Apakah Anda lebih menyukai evaluasi membaca bahasa Arab menggunakan Blooket dibandingkan metode konvensional?

29 jawaban

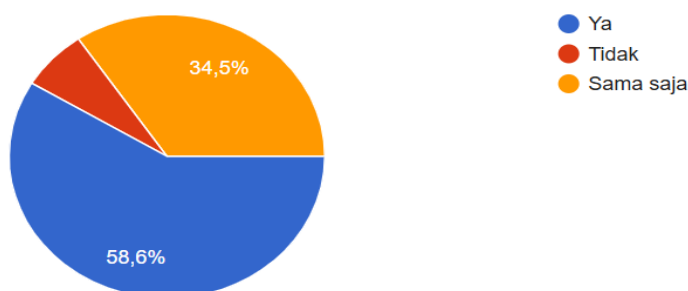


Figure 7: Student responses to preferences for using Blooket

Based on Figure 7, 58.6% of students stated that they really liked using Blooket as a medium for evaluating Arabic language learning, especially in reading skills, while 34.5% of students stated that they saw no difference between Blooket and conventional evaluation methods. This data shows that more than half of the students feel more enthusiastic and comfortable when participating in

evaluations using Blooket, as it is considered more interesting, interactive, and less boring than traditional methods.

Bagaimana pendapat Anda tentang implementasi blooket sebagai media evaluasi membaca bahasa Arab?

29 jawaban

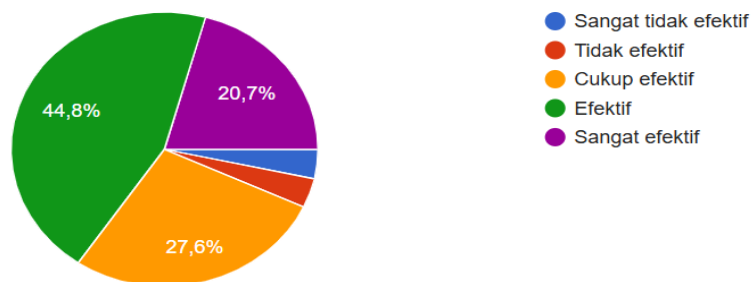


Figure 8: Student responses regarding the implementation of Blooket as a learning evaluation tool

Based on the data in Figure 8, 20.7% of students rated Blooket as very effective, 44.8% considered it effective, and 27.6% stated that it was quite effective as a medium for evaluating *Maharah Qirā'ah*. This indicates that most students feel that Blooket provides an interesting and interactive evaluation experience, making it easier for them to measure and understand their Arabic reading and text comprehension skills in a more practical and enjoyable way.

Students also responded positively to the use of Blooket in learning, stating that this medium is very exciting, interesting, and entertaining. They were captivated by the interactive and fun game design, especially with the character blocks that became unique and entertaining visual elements during the learning process. This feature not only makes the learning atmosphere more lively, but also helps reduce students' boredom and fatigue when dealing with material that is usually considered difficult, such as *Maharah Qirā'ah*. Thus, Blooket is able to increase students' motivation and enthusiasm for learning, while facilitating more effective and enjoyable learning.

4. The Impact of Blooket Use on Reading Skill Learning Outcomes

In reading skills learning, active student involvement and learning motivation are important factors in supporting the success of understanding Arabic reading texts (Jasiah, 2024). Based on the results of the study, the use of learning media with Blooket has shown a significant impact on improving student learning outcomes. Blooket, which is a quiz-based educational game platform, provides a more enjoyable and interactive learning atmosphere, unlike conventional methods which tend to be monotonous.

Before the implementation of Blooket, students showed suboptimal learning outcomes. This was evident from their low pre-test scores, which reflected their difficulty in understanding the text content, finding explicit and implicit information, and answering questions correctly. The lack of variety in the learning methods used previously also affected student enthusiasm and participation in class. Monotonous learning processes have the potential to reduce students' interest and enthusiasm for learning, thereby limiting their involvement in understanding the material, which in turn has an impact on their low involvement in the reading skills learning process.

However, after using Blooket for several meetings, there were significant changes. The post-test results showed an increase in the average scores of students, with most students able to answer questions more quickly and accurately. Not only in terms of learning outcomes, changes were also seen in the attitudes and participation of students in class. Students became more enthusiastic and actively participated during the learning process, because Blooket created a healthy competitive atmosphere through a points system, leaderboard, and limited time to complete tasks. This indirectly trained them to think quickly and accurately in understanding the reading material.

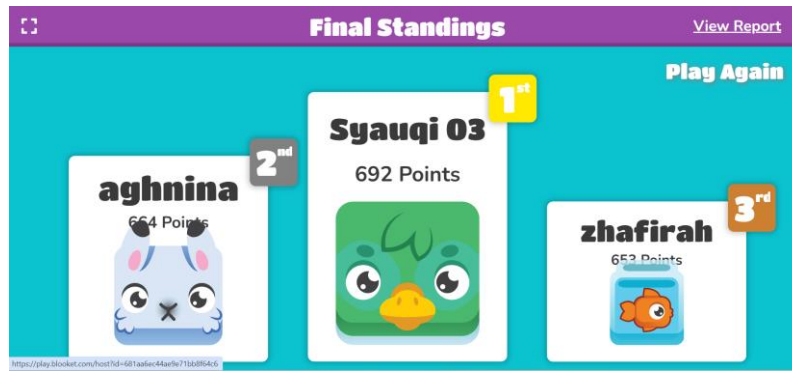


Figure 9: Final display of the game on the Blooket platform

Figure 9 shows the final display of the Blooket platform after all questions in the quiz have been answered by the participants. The Blooket system will automatically display the three students with the highest scores on the main screen. These scores are calculated based on a combination of the number of correct answers, the number of incorrect answers, and the speed at which each question was answered. This feature is designed to foster a spirit of competition among students while providing immediate feedback on their learning outcomes. In addition, each student's device will display their final score and individual ranking in the quiz, allowing each student to see their personal achievements. The following is the data on the students' pretest and posttest scores.

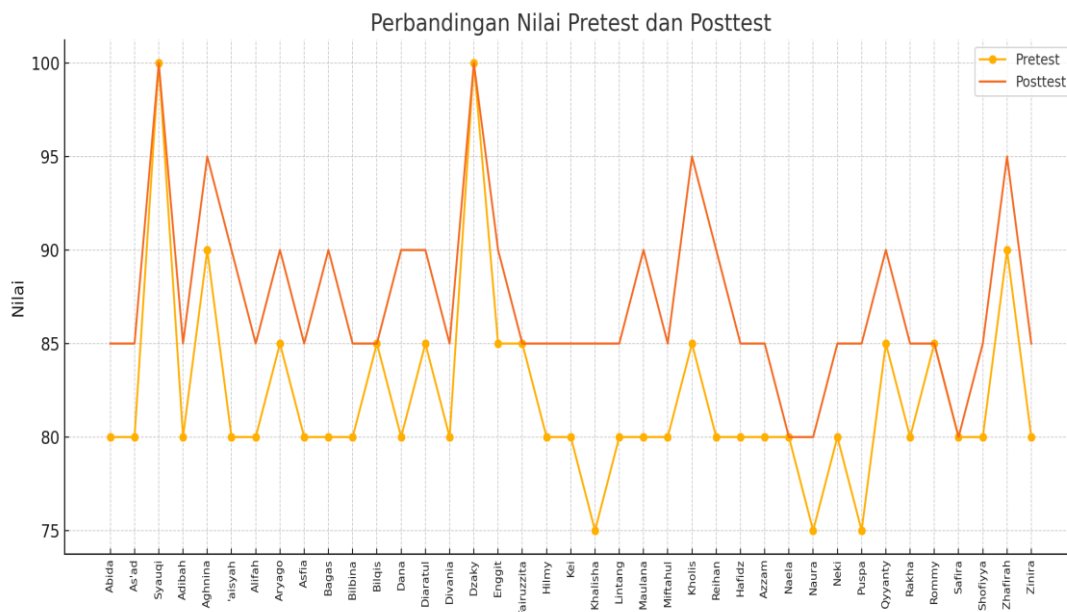


Figure 10: Comparison diagram of pretest and posttest scores of Grade X students at MAN Sidoarjo

Based on the table, 33 students experienced an increase in their scores, 5 students remained at the same score, and only 1 student did not show an increase in their score (remaining at 80). Overall, the average pretest score was 81.5, while the average posttest score increased to 86.2. This indicates an average increase of 4.7 points, which is an indicator of the success of interactive and enjoyable learning through Blooket. The use of Blooket not only provides a more exciting learning experience but also helps students understand the material in a fun and competitive way. This is evident from the enthusiasm of the participants during the evaluation and the increase in scores obtained after the learning process. Therefore, it can be concluded that the use of Blooket as a learning evaluation medium has succeeded in improving student learning outcomes while creating a more dynamic, communicative, and meaningful learning atmosphere.

In addition, Blooket also makes it easier for teachers to evaluate student learning outcomes directly. Through the automatic reporting feature, teachers can see the progress of each student and determine which areas still need improvement (Maulana and Arini,). These advantages make Blooket an effective medium in supporting competency-based learning.

However, the use of Blooket in learning is not without several obstacles that need to be considered. Some students experience technical problems, such as unstable internet connections, which can interfere with the smooth running of online quizzes. This condition certainly has an impact on students' concentration and final results. In addition, differences in initial abilities in using digital devices also pose a challenge; not all students are accustomed to or proficient in operating digital platforms independently. Therefore, teachers play a crucial role in providing guidance, assistance, and alternative solutions so that all students are able to participate in the learning process optimally.

Conclusion

The findings of this study reveal a noteworthy and somewhat unexpected outcome: the use of Blooket as a digital evaluation medium not only functions as an assessment tool but also significantly enhances students' engagement and learning performance in Maharah Qirā'ah. Unlike conventional evaluation methods, Blooket transforms assessment into an interactive and competitive experience, which stimulates students' motivation and accelerates their response time in answering questions. This gamified approach appears to blur the boundary between learning and evaluation, resulting in improved text comprehension and higher post-test scores. The positive student responses further indicate that digital game-based evaluation can serve as an effective pedagogical strategy in Arabic reading instruction.

Another surprising finding lies in the dual role of Blooket as both an evaluative and instructional medium. While it is primarily designed for assessment, its features – such as instant feedback, repetition through gameplay, and engaging quiz formats – indirectly reinforce students' understanding of reading materials. This suggests that evaluation, when designed through interactive digital platforms, can simultaneously function as a learning reinforcement mechanism. Additionally, the automatic reporting system provides practical benefits for teachers, enabling more efficient tracking of student performance and facilitating data-driven instructional decisions.

Despite these promising findings, this study is not without limitations. Technical constraints, particularly unstable internet connectivity, remain a significant barrier to the optimal implementation of Blooket in classroom settings. Furthermore, variations in students' digital literacy levels may affect their ability to fully engage with the platform, potentially creating disparities in learning experiences. These challenges highlight the continued importance of teacher guidance and institutional support to ensure equitable access and effective integration of digital media. Future research is recommended to explore

long-term impacts, broader sample contexts, and strategies to overcome infrastructural and technological limitations.

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Author Contributions

Chilya Nur Hidayah contributed to the research design, data collection, data analysis, and manuscript writing. Saefullah Azhari contributed to conceptual development, supervision, and critical revision of the manuscript. Nuriya Maslahah contributed to data validation, review, and final editing of the manuscript.

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