



ENHANCING VOCABULARY LEARNING THROUGH THE BLOOKET APPLICATION: EFFECTS ON MOTIVATION AND ACHIEVEMENT AMONG ARABIC LEARNERS

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Abstract

The implementation of the Blooket game Fishing Frenzy mode has been proven effective in Arabic vocabulary learning at the elementary level. The use of Blooket in learning creates an enjoyable atmosphere, making students actively engaged and preventing boredom. This study aims to analyze the application of Blooket in Arabic vocabulary learning at MIN 1 Kota Malang. The research method used is a quasi-experimental design with a pretest-posttest control group design. The study sample consists of 56 students divided into an experimental group using Blooket and a control group using conventional methods. The research instrument includes an Arabic vocabulary test, and the collected data was analyzed using SPSS 20. The results show a significant improvement in students' learning outcomes after implementing the Blooket game, as reflected in the comparison between pre-test and post-test scores, with an average N-Gain of 77.8. Additionally, hypothesis testing results indicate a significance value of 0.006, which is lower than 0.05, leading to the rejection of H_0 and acceptance of H_a . Based on these findings, it can be concluded that the implementation of the Blooket game effectively enhances students' interest and learning outcomes in Arabic vocabulary.

Keywords: Blooket Game, Learning Interest, Digital Learning, Learning Outcomes

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INTRODUCTION | مقدمة

Arabic language learning in Indonesia began with the arrival of Islam to the Archipelago around the 7th century AD (2015). Arabic was learned both for economic and cross-cultural communication reasons, as well as for religious purposes. After Indonesia's independence, Arabic was studied not only in non-formal educational institutions such as Islamic boarding schools (pesantren) but also in formal educational institutions, including madrasahs, schools, and higher education (2020). The purpose of learning Arabic has evolved dynamically, not only for religious literacy but also for communicative purposes with a broader audience. As a result, the teaching methods have also become more varied.

Arabic language learning undoubtedly requires meaningful learning activities. Therefore, Arabic language learning can be considered appropriate based on an understanding of the basic concepts of Arabic as a foreign language teaching method (2023). However, in reality, problems in Arabic language learning are often experienced by students, such as limited vocabulary mastery and difficulties in understanding lessons, both in terms of writing, reading, and communication. This can lead to a lack of interest in learning Arabic and affect their learning outcomes.

Based on the results of the observation, the use of learning media at MIN 1 Malang is less varied, particularly in vocabulary learning, despite the school being a digital school. This has resulted in the learning process being less effective in attracting students' interest. As a school that embraces the digital concept, MIN 1 should take advantage of various interactive learning platforms and applications, such as educational games, which can help students understand and remember Arabic vocabulary more effectively. By increasing the variety of learning media, it is expected that students will not only be more motivated but also be able to develop their Arabic language skills more optimally. Given this situation, there is a need for learning media that can attract students' interest in learning, as the learning process is considered efficient when utilizing learning aids in the form of media. This supports Maharuli's opinion that learning aids can be one of the factors for students' success in gaining understanding, especially when the media is related to games, which can provide stimulation for students during Arabic language lessons (Maulana & Arini, 2024).

Online educational games can be one of the engaging learning media to improve students' interest and academic performance in learning Arabic (Yasin Al Irsyadi et al., n.d.). Online educational games can attract students' interest in learning because they are interactive and fun. These games can also help students understand Arabic vocabulary more deeply and meaningfully. In addition, educational games can help students develop critical thinking skills and problem-solving abilities. One example of an online educational game that can be used for Arabic language learning is Blooket. Blooket is a platform that can be used in learning, offering various games that can be used to study Arabic through a play-based learning method, such as quiz games, puzzles, and races. Blooket supports intuitive learning and can be used for both online and offline learning (Fauzi et al., 2023).

Vocabulary is one of the essential elements of language that must be mastered by foreign language learners, including Arabic (Hijriyah, 2018). A sufficient Arabic vocabulary can support a person in communication. The expansion of one's vocabulary is generally considered an important part of both the language learning process and the development of a person's proficiency in a language they have already mastered. School students are often taught new words as part of specific subjects, and many educators consider vocabulary building to be an engaging and educational activity. The expected learning outcomes from vocabulary learning are an improvement in students' communication skills in Arabic, both orally and in writing, as well as a deeper understanding of Arabic texts (مها جلال شعيب & دعاء عمر السلام, 2024).

When discussing students' learning outcomes, a learning media is needed that can attract students' interest in learning. Interest is the process of development and direction of an individual's or group's behavior to achieve the desired goal (Ariani et al., 2022). Interest refers to the entire process, including situations that motivate or impulses that arise within the individual, behaviors, and actions. Interest is one of the key factors that support students' understanding and success in learning. With interest, students develop a sense of attraction to the learning material presented by the teacher. If students lack interest, they become reluctant and lazy to learn, unable to think critically, uncreative, and lacking initiative. Interest can serve as a motivator for students to develop their potential and achieve better learning outcomes (Heriyati, 2017). Learning outcomes are what students have achieved after engaging in learning activities (Lase, 2018). It is advisable for teachers to use learning media that are engaging and suitable for students' interests, especially in subjects that are considered to have a relatively high level of difficulty, such as Arabic.

This game or play presents a contradiction for learning. In the game, students are encouraged to strategize, complete missions, use various items to level up, earn rankings, and compete with other players. Meanwhile, this game also requires students to focus on the learning material and does not provide items to level up or other features typically found in games. The use of technology must be effectively utilized by educators. Therefore, research is needed on students' learning outcomes related to the use of the BLOOKET game Fishing Frenzy mode at MIN 1 Malang in Arabic vocabulary learning.

METHOD | منهج

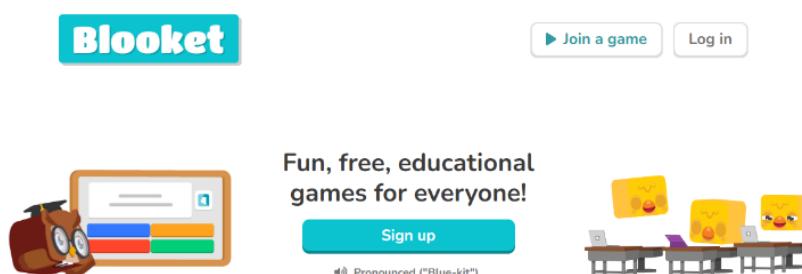
The approach used in this study is a quantitative approach. The research design employed in this study is a Quasi-Experimental design, specifically the Nonequivalent Control Group Design. This design involves two learning groups: the experimental class and the control class, with two different treatments. The experimental class receives instruction using the Blooket game, while the control class learning without the Blooket game. The data collection techniques in this study consist of pre-test and post-test. This study employs a non-probability sampling technique, specifically purposive sampling, in which the sample is selected based on specific criteria or objectives relevant to the research. The total sample used in this study consists of 56 students from classes 4C and 4F.

This study employs three types of analysis, namely the paired sample t-test, N-Gain analysis, and hypothesis testing using the independent sample t-test. All data will be processed and analyzed using SPSS version 20. A hypothesis is a temporary assumption that needs to be tested for its validity through research. The zero hypothesis (H_0) in this study states that the Blooket game in Fishing Frenzy mode is not effective for Arabic vocabulary learning. Meanwhile, the alternative hypothesis (H_a) states that the Blooket game in Fishing Frenzy mode is effective for Arabic vocabulary learning.

RESULT | نتائج

Based on the research conducted at MIN 1 Kota Malang, with a total of 56 student respondents consisting of an experimental class and a control class, this study aims to analyze the application of the Blooket Fishing Frenzy mode in Arabic vocabulary learning. In the initial meeting, a pre-test was conducted in both classes as the first step of the study. Next, learning was implemented based on the lesson plan (RPP) that had been designed, focusing on Chapter 4 of the Grade 4 Arabic textbook for MI KMA 183, page 53, which contains 10 vocabulary words with the theme "Family Members".

Table 1. Blooket Display



In the second meeting, students reviewed the previous lesson, and a multiple-choice assignment was given to identify each applied vocabulary word, translate them, and complete simple Arabic fill-in-the-blank sentences. This was applied to both classes, with the difference being that the Blooket **Fishing Frenzy** mode was only used in the experimental class (4C). After the learning treatment was applied in each class, a post-test was conducted using similar test questions to observe the changes that occurred after the students received the treatment from the researcher. The post-test results of the experimental class showed an average score of 88.92, while the control class achieved an average score of 65.17.

Table 2. The results of Paired Sample T-test analysis

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	65,1786	28	14,30373	2,70315
	Post Test	88,9286	28	7,11768	1,34512

After obtaining the average scores from the pre-test to the post-test, an N-gain analysis was conducted to measure the effectiveness of using Blooket in Arabic vocabulary learning. In the N-gain test, only the scores from the class that received the treatment, namely the experimental class, were analyzed. The analysis results showed an average score of 77.80. Based on the N-gain interpretation, a treatment is categorized as effective if the score exceeds 76. Therefore, it can be concluded that the implementation of the Blooket game in **Fishing Frenzy** mode is effective in improving students' learning outcomes and is suitable for use in Arabic vocabulary learning.

Table 3. The results of N-gain analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	28	,33	1,00	,7780	,20026
NGain_Persen	28	33,33	100,00	77,8044	20,02606
Valid N (listwise)	28				

After conducting the N-gain analysis, the next step is to analyze significance through hypothesis testing. Hypothesis testing is a decision-making process between two opposing hypotheses: the zero hypothesis (H_0) and the alternative hypothesis (H_a). If the null hypothesis is not proven, the alternative hypothesis is accepted. Conversely, if the null hypothesis is proven true, the alternative hypothesis is rejected. In this study, the independent sample t-test is used as the hypothesis testing method. If the significance value is greater than 0.05, then H_0 is accepted and H_a is rejected. Conversely, if the significance value is less than 0.05, then H_a is accepted and H_0 is rejected.

Table 4. The results of hypothesis analysis

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Bahasa Arab	Equal variances assumed Equal variances not assumed	1,793	,186	2,868	54	,006	7,67857	2,67769	2,31013	13,04702
				2,868	48,964	,006	7,67857	2,67769	2,29134	13,08680

Based on the results of the hypothesis test, the significance value (Sig. 2-tailed) was 0.006, which is smaller than 0.05, and the t-calculated value was 2.868, which is greater than the t-table value of 1.671. This indicates a significant difference between the two groups. Therefore, it can be concluded that H_a is accepted and H_0 is rejected, meaning that the implementation of the Blooket game in Fishing Frenzy mode can enhance students' learning outcomes and is effective in Arabic vocabulary learning.

DISCUSSION | مناقشة

Before administering the treatment to the control and experimental groups, the researcher conducted a pre-test to assess each student's initial learning outcomes in each group. It was also found that the lowest post-test score in the control class was 20, and the highest was 85. Meanwhile, in the experimental class, the lowest score was 45, and the highest score reached the maximum of 100. This data shows an increase in scores from the pre-test to the post-test in both classes that received treatment using Blooket as a learning media, while the control class only received conventional learning through the lecture method without any learning media. This aligns with Maharuli's theory that learning aids can be one of the factors contributing to students' success in gaining understanding, especially aids related to games, which can provide motivation for students during the Arabic language learning process.

After obtaining the test scores, an N-Gain mean test was conducted to determine the effectiveness of implementing Blooket in Arabic vocabulary learning. The N-Gain test results showed a mean score of 77.8 or 78. According to the N-Gain interpretation, a treatment is considered effective if the score is 76 or higher. Therefore, it can be concluded that Blooket is effective in improving students' Arabic vocabulary learning outcomes. From the hypothesis test on the post-test, the control class obtained a score of 83.92, while the experimental class achieved a higher score of 91.6. Based on the results of Levene's test, the score was 0.186, which is greater than 0.05, indicating that the data from groups C and F are homogeneous. Additionally, the data also showed that the significance value (Sig. 2-tailed) was 0.006, which is smaller than 0.05, meaning that H_0 was rejected and H_a was accepted. This finding is supported by research conducted by Nani Nur'aeni and Erlangga Hanan, which demonstrated that Blooket has a significant impact on students' learning outcomes, with the experimental class achieving an average score of 63, while the control class scored 51. Thus, it can be concluded that there is a significant effect of using Blooket as a learning medium to enhance students' learning outcomes (Nur'aeni & Hasanudin, 2023).

CONCLUSION | خاتمة

The findings of this study demonstrate a significant improvement in vocabulary learning outcomes among students who were exposed to the Blooket application compared to those who received conventional instruction. The average post-test scores in the experimental group surpassed those of the control group, indicating a positive impact of the Blooket-based intervention. The results of the hypothesis testing further support this conclusion, as the statistical analysis revealed a significance level below 0.05, thereby leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). This suggests that the use of gamified digital platforms like Blooket can enhance both student motivation and academic achievement in learning Arabic vocabulary. These findings underscore the pedagogical potential of integrating interactive technology in language classrooms and provide empirical evidence to support its implementation in broader educational contexts.

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