The Implementation of the Teams Games Tournament Model Assisted by Kahoot in *Imlā'* Learning for Students

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Abstract

Imlā' learning in Arabic language education often encounters challenges related to students' low writing accuracy and limited classroom engagement. Conventional teaching methods tend to be less interactive, which affects students' motivation and learning outcomes. This study aims to describe the implementation of the Kahoot-assisted Teams Games Tournament learning model in Arabic *Imlā'* learning for first-semester students of the Arabic Language Education Program at State Islamic University Sunan Kalijaga Yogyakarta. This research employed a descriptive qualitative approach conducted during the Field Study Program from October to December 2025. The participants consisted of all first-semester students of Class C selected through total sampling. Data were collected through classroom observations, documentation of learning activities, analysis of students' written works, and Kahoot quiz results. The findings indicate that the integration of the Teams Games Tournament model with Kahoot created an interactive and collaborative learning environment that increased students' participation, motivation, and writing accuracy, particularly in applying Arabic orthographic rules (*qawāʿid al-imlāʾ*) related to hamzah (including *hamzah waṣl* and *hamzah qaṭ*ʿ), *alif layyinah* (*alif mamdūdah* and *alif maqṣūrah*), and the distinction between *taʾ marbūṭah* and *taʾ maftūḥah*. This study contributes to Arabic language pedagogy by providing practical evidence on the integration of cooperative learning models and digital game-based media in *Imlā'* instruction at the university level. Future research is suggested to apply experimental designs, involve broader participant groups, and examine the long-term impact of this learning model on other Arabic language skills.

Keywords: Arabic writing, Collaborative Learning, Imlā', Kahoot, Teams Games Tournament

ملخص

تواجهُ عمليّةُ تعليمِ الإملاءِ في تعليمِ اللغةِ العربيّة تحدّياتٍ متعدّدة، من أبرزها ضعفُ دقّةِ الكتابةِ لدى الطلبة وقلّةُ مشاركتهم الفاعلة في الصفّ الدراسي. وتميلُ أساليبُ التدريس التقليديّة إلى قلّة التفاعل، ممّا يؤثّر سلبًا في دافعيّة الطلبة ونواتج تعلّمهم. وتهدفُ هذه الدراسةُ إلى وصف تطبيق نموذج التعلّم القائم على المباريات الجماعيّة بين الفرق المدعوم بوسيلة الاختبارات الرقميّة التفاعليّة في تعليم الإملاء العربي لدى طلبة الفصل الدراسي الأوّل في برنامج تعليم اللغة العربيّة بجامعة سونان كاليجاغا الإسلاميّة الحكوميّة يوجياكرتا. اعتمدت هذه الدراسةُ المنهجَ الوصفيَّ النوعي، ونُفِّذت خلال برنامج الدراسة الميدانيّة في الفترة من شهر أكتوبر إلى شهر ديسمبر سنة ٢٠٢٥م. وتكوّنت عيّنةُ الدراسة من جميع طلبة الفصل الدراسي الأوّل في الشعبة (ج)، وتمّ اختيارهم باستخدام أسلوب العيّنة الشاملة. وجُمعت البياناتُ من خلال الملاحظة الصفّيّة، وتوثيق أنشطة التعلّم، وتحليل نتاجات الكتابة الإملائيّة لدى الطلبة، إضافةً إلى نتائج الاختبارات الرقميّة التفاعليّة. وأظهرت نتائجُ الدراسة أنّ دمج نموذج التعلّم القائم على المباريات الجماعيّة بين الفرق مع الوسائط الرقميّة التفاعليّة أسهم في إيجاد بيئةٍ تعليميّة تفاعليّة وتعاونيّة، ممّا أدّى إلى زيادة مشاركة الطلبة وارتفاع دافعيّتهم نحو التعلّم، وتحسُّن دقّة الكتابة الإملائيّة، ولا سيّما في استخدام الهمزة، والألف،

وصِيَغ التاء. وتُسهم هذه الدراسةُ في تطوير تعليم اللغة العربيّة من خلال تقديم دليلٍ تطبيقيّ على فاعليّة توظيف نماذج التعلّم التعاوني والوسائط الرقميّة القائمة على الألعاب في تعليم الإملاء على مستوى التعليم الجامعي. كما توصي الدراسةُ بإجراء بحوثٍ مستقبليّة تعتمد التصاميم التجريبيّة، وتشمل عيّناتٍ أوسع، وتتناول الأثر طويل المدى لهذا النموذج التعليمي في تنمية المهارات اللغويّة العربيّة الأخرى.

الكلمات المفتاحية: الإملاء، الاختبارات الرقميّة التفاعليّة، التعلّم القائم على المباريات الجماعيّة بين الفرق، التعلّم التعاوني، تعليم اللغة العربيّة

Introduction

The basis for this research is the critical nature of *Imlā'* as a foundation for Arabic language competence, where orthographic precision is inextricably linked to semantic clarity. Mistakes in the writing of one Arabic letter can result in a significant change in meaning.[1] For example, the word سَأَلَ (ask) can change to سال (flow) simply because hamzah is not written. This linguistic fact shows that the *Imlā'* skills are not just technical skills, but the main foundation in the acquisition of Arabic as a whole, especially in reading and writing skills.[2] The accuracy of writing Arabic letters is an important prerequisite so that the language message does not experience distortion of meaning or deviation of intent.[3]

A number of studies indicate that first-year students of Arabic Language Education programs in Indonesia still face persistent difficulties in applying Arabic orthographic rules (*qawāʿid al-imlāʾ*), particularly those governing the use of *hamzah*, *alif*, and the distinction between *tāʾ marbuṭah* and *tāʾ maftūḥah*.[4] These difficulties are not related to basic letter recognition, but rather to students' limited conceptual understanding and application of writing rules in meaningful contexts. These findings indicate that *Imlāʾ* learning in the early stages of higher education requires serious attention, both in terms of instructional strategies and students' active involvement in the learning process.[5]

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[1] Wahyu Wahyu, "*Analisis Kesalahan Menulis Bahasa Arab Menurut Kaidah Imlā` pada Siswa Madrasah Aliyah*," Al-Lisān al-ʿArabī: Jurnal Pendidikan Bahasa Arab 4 (mei 2025): 52–68. DOI: https://doi.org/10.61610/pba.v4i1.60

[2] Dafa Febra Laela and Danang Dwi Basuki, "*Implementasi Metode Imla' dalam Pembelajaran Bahasa Arab Menyambung Huruf di Sekolah Dasar Islam Bekasi*," Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah 8, no. 1 (January 2024): 90. DOI: http://dx.doi.org/10.35931/am.v8i1.3138

[3] Nurul Insani Rahman et al., "*The Influence of Reading Ability on the Translation Learning Outcomes of Students at Gontor for Girl First Campus*," Mantiqu Tayr: Journal of Arabic Language 5, no. 2 (July 2025): 328–41. DOI: https://doi.org/10.25217/mantiqutayr.v5i2.5812

[4] Dafa Febra Laela and Danang Dwi Basuki, "*Implementasi Metode Imla' dalamPembelajaran Bahasa Arab Menyambung Huruf di Sekolah Dasar Islam Bekasi*," Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah 8, no. 1 (January 2024): 90. DOI: http://dx.doi.org/10.35931/am.v8i1.3138

[5] Raudatul Jannah, "*Pengaruh Metode Imla' Manzur Terhadap Peningkatan Maharah Al-kitabah dalam Pembelajaran Bahasa Arab Siswa Kelas VIII MTs Daarul Mustaqem Pamijahan*," Shawtul Arab: Jurnal Pendidikan Bahasa Arab 3, no. 1 (2023): 1–19. DOI: https://doi.org/10.51192/sa.v3i1

This phenomenon was identified through classroom observations conducted during the Field Study Program at the Arabic Language Education Study Program, State Islamic University Sunan Kalijaga Yogyakarta, in the first semester of the 2025/2026 academic year, particularly in Class C of first-semester students. The observations revealed that students experienced persistent difficulties in applying Arabic orthographic rules (*qawāʿid al-imlāʾ*), rather than difficulties in recognizing basic Arabic letters. The errors primarily involved determining the correct use and position of *hamzah*, including the distinction between *hamzahwaṣl* and *hamzah qaṭʿ* in initial, medial, and final positions; distinguishing between *alif mamdūdah* and *alif maqṣūrah (alif layyinah)*; and selecting the appropriate form between *tāʾ marbūṭah* and *tāʾ maftūḥah*. Prior *Imlāʾ* instruction tended to rely on lecture-based explanations and manual board exercises, which limited opportunities for interaction and practice, resulting in passive learning behavior. This condition indicates the need for an instructional model that can enhance students' focus, interaction, and conceptual understanding of Arabic orthographic rules in a more effective and sustainable manner.[6]

The urgency of improving *Imlāʾ* learning becomes more apparent considering that the first semester represents a critical phase in the formation of basic Arabic language competencies.[7] Monotonous learning patterns and minimal classroom interaction have the potential to reduce students' learning motivation, inhibit concentration, and limit meaningful learning experiences.[8] If these conditions are left unaddressed, students may carry misconceptions of *Imlāʾ* rules into subsequent stages of learning, which can ultimately lead to persistent difficulties in understanding Arabic texts and producing accurate written language.[9] Therefore, instructional innovations that are collaborative, interactive, and aligned with the characteristics of students in the digital era are necessary.[10] Previous studies and systematic literature reviews emphasize that the integration of gamification plays an important role in addressing issues of low motivation and engagement among non-native learners of Arabic.[11] In this context, the use of game-based platforms such as Kahoot has emerged as a global educational trend to enhance student engagement and classroom interaction, with empirical evidence indicating positive effects on learning motivation and classroom dynamics.[12]

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[6] Rahma Nabilah et al., "*Pengaruh Metode Imla' untuk Meningkatkan Keterampilan Menulis Bahasa Arab (Maharah Kitabah) Siswa Kelas VII MTs Masyariqul Anwar Caringin*", Jurnal Ilmiah Nusantara 3, no. 2 (2024): 132–39. DOI: https://doi.org/10.60040/jak.v3i2.98.

[7] Uswatun Chasanah and Andi Prastowo, "*Evaluation of Arabic Language Learning Curriculum for Improving Academic Quality at MI Mambul Ma'arif,*" Ta'allum: Journal of Islamic Education 9, no. 2 (2021): 272–99. DOI: https://doi.org/10.21274/taalum.2021.9.2.272-299.

[8] Sani Susanti et al., "*Dampak Negatif Metode Pengajaran Monoton Terhadap Motivasi Belajar Siswa,*" Pedagogik: Jurnal Pendidikan dan Riset 2, no. 2 (2024): 86–93. https://ejournal.edutechjaya.com/index.php/pedagogik/article/view/529

[9] Nelly Husni Laely and Fadillah Prabowo, "*Penerapan Model Pembelajaran Imla' Berorientasi pada Pengembangan,*" 'Ajamy: Jurnal Bahasa dan Sastra Arab 14, no. 2 (2025): 599–611. DOI: http://dx.doi.org/10.31314/ajamiy.14.2.599-611.2025

[10] Baiq Intan Afrianingsih et al., "*Characteristics of Arabic Language Learning in Indonesia Era 4.0,*" Mantiqu Tayr: Journal of Arabic Language 5, no. 1 (January 2025): 1–23. DOI: https://doi.org/10.25217/mantiqutayr.v5i1.5098

[11] Sultan A. Almelhes, "*Gamification for Teaching the Arabic Language to Non-Native Speakers: A Systematic Literature Review,*" Frontiers in Education 9 (March 2024): 1371955. DOI: https://doi.org/10.3389/feduc.2024.1371955

[12] Alf Inge Wang and Rabail Tahir, "*The Effect of Using Kahoot! for Learning – A Literature Review,*" Computers & Education 149 (May 2020): 103818. DOI: https://doi.org/10.1016/j.compedu.2020.103818

One of the alternative learning models considered relevant to address these problems is the Teams Games Tournament learning model.[13] This model integrates cooperative group work, educational games, and structured competition to support student motivation and active participation in the learning process.[14] Previous studies from various educational contexts indicate that the Teams Games Tournament learning model contributes to interactive learning environments and positive classroom engagement when compared to conventional instructional approaches.[15] More recent studies on technology-supported implementations of the Teams Games Tournament learning model suggest that the integration of digital tools enriches learning interaction and creates more engaging learning experiences.[16]

To support the instructional dynamics of the Teams Games Tournament learning model, Kahoot digital media is utilized as an interactive quiz platform that facilitates game-based learning activities.[17] In this learning context, Kahoot functions as a medium for presenting tasks and providing immediate feedback within the tournament structure, allowing students to engage with learning content in an interactive and engaging manner. Previous studies have also reported the use of similar gamification platforms, such as Quizizz, as supportive tools in Arabic language instruction, particularly in fostering classroom interaction and student engagement.[18] The use of Kahoot in this study is aligned with the institutional policy of State Islamic University Sunan Kalijaga, which encourages the integration of digital technology into the learning process in higher education.[19]

The selection of first-semester students in Class C of the Arabic Language Education Study Program as the research participants was based on academic considerations. This class demonstrates heterogeneous learning characteristics and active classroom interaction, making it appropriate for the implementation of a cooperative learning model. In addition, students at this stage are in the initial phase of learning *Imlā'* rules, allowing the implementation of the Kahoot-assisted Teams Games Tournament learning model to be observed more clearly through students' participation and

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[13] Rania Izzati et al., "*The Relevance of Arabic Language Learning According to Rusydi Ahmad Thu'aimah with Modern Education Strategies*," Mantiqu Tayr: Journal of Arabic Language 5, no. 1 (January 2025): 41–55. DOI: https://doi.org/10.25217/mantiqutayr.v5i1.5127

[14] Norfadila B., Sekar Purbarini Kawuryan, and Bambang Saptono, "*The Effectiveness of Team Games Tournament in Improving Students' Collaborative Abilities*," Jurnal Ilmiah Sekolah Dasar 8, no. 3 (January 2025): 466–75. DOI: https://doi.org/10.23887/jisd.v8i3.69255

[15] Lilik Mustofiyah et al., "*Implementasi Kahoot dan Teams Games Tournament dalam Meningkatkan Motivasi dan Hasil Belajar Siswa terhadap Matematika*," Ideguru: Jurnal Karya Ilmiah Guru 10, no. 2 (February 2025): 972–81. DOI: https://doi.org/10.51169/ideguru.v10i2.1330

[16] Kiki Juli Anggoro and Uswatun Khasanah, "*Technology-Infused Teams-Games-Tournaments in English Language Class: A Mixed Method Study on Students' Achievement and Perception*," Research in Learning Technology 32 (June 2024): 17. DOI: https://doi.org/10.25304/rlt.v32.3150

[17] Siti Ngaisah, Wahyu Hanafi Putra, and Nanik Setyowati, "*Taṭwīru Wasīlah al-Kahūt (Kahoot) fī Ta'līm Mahārah al-Qira'ah li Ṭullāb al-Madrasah al-'Aliyah*," Aphorisme: Journal of Arabic Language, Literature, and Education 6, no. 1 (June 2025): 198–217. DOI: https://doi.org/10.37680/aphorisme.v6i1.6214

[18] Annisa Elita Rahmawati and Umi Hijriyyah, "*Development of the Quizizz Application Arabic for MTs┃Pengembangan Alat Eval*," Mantiqu Tayr: Journal of Arabic Language 3, no. 2 (2023): 135-150. DOI: https://doi.org/10.25217/mantiqutayr.v3i2.3484

[19] Muh. Naufal Fitra et al., "*Learning Environment Management in the Arabic Language Camp Program for New Students of PBA IAIN Bone,*" Mantiqu Tayr: Journal of Arabic Language 4, no. 2 (July 2024): 640–57. DOI: https://doi.org/10.25217/mantiqutayr.v4i2.4577

learning responses.[20] The supportive campus environment and students' familiarity with digital devices further reinforce the relevance and feasibility of this research setting.[21]

Several previous studies have examined the implementation of the Teams Games Tournament learning model assisted by Kahoot across various educational levels. Fadhilatul Azizah and Rahmawati D applied this learning model in Biology instruction at the senior high school level, with a focus on classroom engagement and learning processes.[22] Anisa Wulandari and colleagues conducted a study at the junior high school level to explore the use of the Teams Games Tournament learning model and Kahoot in supporting students' mathematical communication activities.[23] Furthermore, Winda Pebrilia Cessa Rina and Yusnia investigated the application of this model among fourth-grade elementary school students in the context of Science and Social Studies learning.[24]

In another context, Yushak William Siahaan and colleagues examined the use of the Teams Games Tournament learning model assisted by Kahoot in mathematics learning at the senior high school level, with an emphasis on students' learning processes and classroom interaction.[25] Lilik Mustofiyah and colleagues focused their study on learning motivation and classroom participation in elementary mathematics instruction using a similar learning approach.[26] In addition, Hariyati and colleagues conducted Classroom Action Research involving fifth-grade students by integrating Kahoot into cyclical learning activities to support classroom engagement. Overall, these studies demonstrate that the integration of the Teams Games Tournament learning model and Kahoot has been widely applied within Science, Mathematics, and Biology learning contexts at primary and secondary education levels, with a primary focus on engagement and classroom interaction. However, limited attention has been given to the application of this learning model in language-based instruction, particularly for rule-based Arabic orthographic learning in higher education.[27] By addressing this gap, the present study offers a pedagogical perspective on applying digital competition to linguistic learning tasks within a university context.

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[20] Rizqa Noviana Putri and Airlangga Kaivalya, "*STAD Type Cooperative Learning Style to Improve Students' Mathematical Abilities,*" International Journal of Science and Mathematics Education 1, no. 1 (March 2024): 36–43. DOI: https://doi.org/10.62951/ijsme.v1i1.15

[21] Bingling Wei et al., "*Determinants of University Students' Attitudes towards Smart Devices in the Smart Campus Environment,*" Humanities and Social Sciences Communications 12, no. 1 (September 2025): 1543. DOI: https://doi.org/10.1057/s41599-025-05853-1

[22] Fadhilatul Azizah, "*Upaya Meningkatkan Hasil Belajar Peserta Didik melalui Penerapan Model Pembelajaran Kooperatif Tipe Teams Games Tournament Berbantuan Kahoot pada Fase E SMA,*" Jurnal Penelitian dan Evaluasi Pendidikan 6, no. 6 (2025): 1298–314. DOI: https://doi.org/10.59698/afeksi.v6i6.628

[23] Anisa Wulandari, Zuida Ratih Hendrastuti, and Dita Aldila Krisma, "*Pengaruh Model Pembelajaran Teams Games Tournament (TGT) Berbantuan Kahoot terhadap Kemampuan Komunikasi Matematis Siswa,*" Journal of Mathematics Education and Science 7, no. 2 (October 2024): 155–65. DOI: https://doi.org/10.32665/james.v7i2.3026

[24] Winda Pebrilia Cessa Rina and Yusnia, "*Pengaruh Model Teams Games Tournament Berbantuan Aplikasi Kahoot Terhadap Hasil Belajar IPAS Siswa Kelas IV,*" JURIDIKDAS (Jurnal Riset Pendidikan Dasar) 7, no. 2 (2024): 229–38. DOI: https://doi.org/10.33369/juridikdas.v7i2.33821

[25] Yushak William Siahaan, Tri Murdiyanto, and Qorry Meidianingsih, "*Pengaruh Model Pembelajaran Cooperative Tipe Teams Games Tournament Berbantuan Kahoot! Terhadap Kemampuan Berpikir Kritis Matematis Siswa SMA Negeri 27 Jakarta,*" Jurnal Riset Pembelajaran Matematika 8, no. 2 (September 2024): 63–70. DOI: https://doi.org/10.21009/jrpms.082.08

[26] Lilik Mustofiyah et al., "*Implementasi Kahoot dan Teams Games Tournament dalam Meningkatkan Motivasi dan Hasil Belajar Siswa terhadap Matematika,*" Ideguru: Jurnal Karya Ilmiah Guru 10, no. 2 (February 2025): 972–81. DOI: https://doi.org/10.51169/ideguru.v10i2.1330

[27] Hariyati, Aunurrahman, and Asriah Nurdini, "*Penerapan Cooperative Learning Type Team Games Tournament (TGT) Berbantuan Kahoot untuk Meningkatkan Hasil Belajar,*" JPDI (Jurnal Pendidikan Dasar Indonesia) 9, no. 1 (2024): 56–60. DOI: https://doi.org/10.26737/jpdi.v9i1.4706

The novelty of this research lies in the integration of the Teams Games Tournament learning model with Kahoot digital media specifically within the context of Arabic orthographic learning in higher education. While many previous studies have utilized this combination to support general classroom engagement, this research places emphasis on the technical understanding of Arabic writing rules قواعد الإملاء. It reconceptualizes the traditional Teams Games Tournament framework by positioning Kahoot's real-time digital feedback as part of the tournament mechanism to support students' practice and reinforcement of orthographic rules. This focus on rule-based Arabic writing at the undergraduate level represents a context that has received limited attention in digital gamification studies, which have predominantly concentrated on primary and secondary education settings.

Based on the description of previous studies, a clear distinction can be identified between earlier research and the present study. Previous studies have predominantly focused on general cognitive learning processes, critical thinking skills, and classroom engagement within Science and Mathematics-related subjects at primary and secondary education levels. In contrast, the present research is situated within a linguistic context at the university level, with a specific focus on the learning of Arabic orthographic rules (*qawāʿid al-imlāʾ*). The instructional content examined in this study includes the writing conventions of *hamzah, alif,* and *tāʾ*, particularly in relation to their functional use within Arabic writing systems.

Another distinguishing aspect lies in the pedagogical positioning of the Teams Games Tournament learning model assisted by Kahoot. In this study, the model is not implemented solely to foster learning motivation, but to facilitate structured practice and interaction in applying Arabic writing rules. Through this instructional design, the research offers a contextual exploration of how cooperative digital learning models can be integrated into rule-based Arabic writing instruction in higher education settings. Therefore, this study addresses an underexplored area in previous research, namely the application of cooperative digital learning frameworks within Arabic orthographic learning at the undergraduate level.

Although several previous studies have examined cooperative learning models and the use of digital media in Arabic language instruction, most of them primarily emphasize learning motivation, classroom engagement, and general participation rather than the learning of orthographic rules in *Imlāʾ* at the university level.[28] Limited attention has been given to studies that explore the integration of the Teams Games Tournament learning model assisted by Kahoot within the context of rule-based Arabic writing instruction, particularly during the early stages of higher education. This indicates the need for further exploration of how cooperative digital learning models can be implemented to support the learning of Arabic orthographic conventions in university settings.[29]

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[28] Agus Yasin et al., "*Implementasi Model Pembelajaran Kooperatif dalam Meningkatkan Kemampuan Membaca dan Menulis Bahasa Arab pada Siswa Sekolah Dasar*," EduInovasi: Journal of Basic Educational Studies 4, no. 2 (August 2024): 1517–30. DOI: https://doi.org/10.47467/edu.v4i2.4435

[29] Lilik Mustofiyah et al., "*Implementasi Kahoot dan Teams Games Tournament dalam Meningkatkan Motivasi dan Hasil Belajar Siswa terhadap Matematika,*" Ideguru: Jurnal Karya Ilmiah Guru 10, no. 2 (February 2025): 972–81. DOI: https://doi.org/10.51169/ideguru.v10i2.1330

The current development of educational technology indicates a growing trend toward the integration of Digital Game-Based Learning in classroom instruction.[30] However, much of the existing literature has concentrated on its application within Science and Mathematics-related subjects at primary and secondary education levels. Limited attention has been given to the use of game-based cooperative learning models within language instruction, particularly in the context of Arabic orthographic learning (*Imlāʾ*) at the university level.[31] This gap highlights the need to explore how cooperative tournament-based learning supported by digital media can be implemented to facilitate the learning of Arabic writing conventions in higher education settings.[32]

Based on this description, this study aims to describe the implementation of the Teams Games Tournament learning model assisted by Kahoot digital media in *Imlāʾ* learning for first-semester students of the Arabic Language Education Study Program at State Islamic University Sunan Kalijaga Yogyakarta. In addition, this study seeks to describe students' responses to the implementation of the learning model, particularly in relation to their participation, enthusiasm, and learning experiences in applying Arabic orthographic rules. Thus, this research is expected to contribute to the development of alternative, interactive, and contextual *Imlāʾ* learning practices within higher education settings.

Theoretically, this research is grounded in the social constructivist paradigm, which posits that language learning is not solely an individual cognitive activity but also a socially mediated process.[33] Through the integration of the Teams Games Tournament learning model with Kahoot digital media, this study explores how collaborative interaction, shared responsibility, and game-based learning environments can support students' engagement in Arabic orthographic learning activities.[34] This theoretical perspective serves as a conceptual basis for understanding how peer interaction and immediate digital feedback contribute to students' learning experiences in applying *Imlāʾ* rules among early-semester learners.[35]

Method

This study employs a qualitative descriptive research design. This approach is intended to describe the implementation of the Teams Games Tournament learning model assisted by Kahoot

[30] Wan Ab Aziz Wan Daud, "*Student's Perceptions Towards Learning Arabic Language Through Digital Game*," Ijaz Arabi Journal of Arabic Learning 7, no. 3 (October 2024): 881-892. DOI: https://doi.org/10.18860/ijazarabi.v7i3.27873

[31] Khoirun Nisa, Ella Cahyani, and Ahmad Abu Nafi, "*Model Pembelajaran Game Based Learning terhadap Peningkatan Hasil Belajar Bahasa Arab*," Kilmatuna: Journal Of Arabic Education 4, no. 1 (April 2024.): 1-8. DOI: https://doi.org/DOI:%252010.55352/pba.v4i1

[32] Zaenul Rizki and Annita Kastur, "*Penerapan Pembelajaran Berbasis Permainan untuk Meningkatkan Kemampuan Komunikasi Bahasa Arab*," KOLEKTIF: Jurnal Pendidikan, Pengajaran, dan Pembelajaran 1, no. 1 (September 2024): 59–67. DOI: https://doi.org/10.70078/kolektif.v1i1.15

[33] Ira Safira Haerullah et al., "*Constructivism in Arabic Language Pedagogy: An Exploration through Islamic Higher Education Settings*," ELOQUENCE : Journal of Foreign Language 3, no. 1 (April 2024): 10–25. DOI: https://doi.org/10.58194/eloquence.v3i1.1495

[34] Bussayarat Nithideechaiwarachok, Jiraporn Chano, and Chin Cheng Wu, "*Socio-Cultural and Social Constructivist Theories and Its Application in EFL Classroom for Thai Pre-Service Teachers: A Review for Further Research*," International Journal of Language Education 8, no. 3 (October 2024): 564-572. DOI: https://doi.org/10.26858/ijole.v8i3.66499

[35] Huseyin Bicen and Senay Kocakoyun, "*Perceptions of Students for Gamification Approach: Kahoot as a Case Study*," International Journal of Emerging Technologies in Learning (iJET) 13, no. 02 (February 2018): 72. DOI: https://doi.org/10.3991/ijet.v13i02.7467

media in *Imlāʾ* learning without testing causal relationships or statistical hypotheses.[36] The primary focus lies in the naturalistic observation of classroom learning processes, particularly students' interaction, participation, and engagement during instructional activities.[37]

The research was conducted at the Arabic Language Education Study Program, State Islamic University Sunan Kalijaga Yogyakarta. This setting was selected based on its relevance to the focus of the study, particularly in relation to *Imlāʾ* instruction in higher education. To ensure data credibility and richness, information was collected through multiple data sources and instruments in accordance with qualitative research procedures[38]

Data collection in this study was conducted through three main techniques. First, observation was carried out using structured observation sheets to document students' engagement and group interaction during the implementation of the Teams Games Tournament learning stages.[39] Second, documentation involved collecting instructional artifacts, including the Semester Learning Plan, presentation materials in the form of PowerPoint slides, and Kahoot score displays as visual documentation of the learning process.[40] Third, students' written work was reviewed descriptively to identify patterns in the application of Arabic orthographic rules (*qawāʿid al-imlāʾ*), particularly in relation to the use of *hamzah, alif,* and *tāʾ* forms.[41]

Class C was purposively selected based on preliminary diagnostic results indicating a high frequency of orthographic errors and persistent difficulties in the application of Arabic orthographic rules.[42] The participants were familiar with the use of digital learning platforms, which supported the integration of the Kahoot platform into the learning activities. Students were organized into heterogeneous small groups to support collaborative learning.[43] This group composition allowed students with stronger understanding of *Imlāʾ* rules to assist their peers through discussion and shared practice during the Teams Games Tournament learning stages. The research design was implemented through five instructional meetings conducted in 2025. The learning procedure followed a structured six-stage sequence adapted from the Teams Games Tournament learning framework.

The learning procedure in this study was implemented through several systematic stages. First, preparation and problem identification were conducted by identifying recurring spelling difficulties through preliminary observations and preparing instructional materials related to Arabic orthographic rules (*qawāʿid al-imlāʾ*). Second, during the class presentation stage, each session began with a direct explanation of *Imlāʾ* rules using PowerPoint presentations. The material focused on the

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[36] Sugiyono Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, 19th ed., (Bandung: Alfabeta, 2013), hlm. 13-15.

[37] Bincar Nasution et al., *Metodologi Penelitian Pendidikan*, 1st ed., (Medan: PT Inovasi Pratama Internasional, 2024), hlm. 25-27.

[38] Triliana Triliana, *Panduan Praktis Penyajian Data Penelitian Mahasiswa*, 1st ed., (Kepulauan Riau: STAIN Sultan Abdurrahman Kepulauan Riau, 2025), hlm. 18-22.

[39] Saipul Annur, *Metodologi Penelitian Tindakan Kelas*, 1st ed., (Palembang: Noer Fikri Offset, 2015), hlm. 56-58.

[40] Suharsimi Arikunto, *ProsedurPenelitian*, 1st ed. (Jakarta: Rineka Cipta, 2013), hlm. 274–275.

[41] Wira Nama Wira Bangsa, Ahmad Azkia Salam, and Nur Aunie Batrisya, "*Introduction to Arabic Dictation (Imlā'): A Foundational Guide to Writing Accuracy,*" Al-Muhawaroh: Jurnal Pendidikan Bahasa Arab 2, no. 1 (2025): 59–56. DOI: https://doi.org/10.38073/almuhawaroh.v2i1.3503

[42] Sugiyono Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, 19th ed., (Bandung: Alfabeta, 2013), hlm. 13-15.

[43] Agus Yasin et al., "*Implementasi Model Pembelajaran Kooperatif dalam Meningkatkan Kemampuan Membaca dan Menulis Bahasa Arab pada Siswa Sekolah Dasar,*" EduInovasi: Journal of Basic Educational Studies 4, no. 2 (August 2024): 1517–30. DOI: https://doi.org/10.47467/edu.v4i2.4435

application of orthographic conventions, including the use and placement of hamzah in initial, medial, and final positions, the distinction between *alif mamdūdah* and *alif maqṣūrah* (*alif layyinah*), and the differentiation between *tāʾ marbūṭah* and *tāʾ maftūḥah*. This stage aimed to provide students with a clear conceptual foundation prior to collaborative learning activities. Third, in the teams or group study stage, students were divided into six to seven heterogeneous groups based on their initial proficiency levels. Within these groups, students practiced writing exercises, discussed spelling patterns, and reviewed orthographic rules collaboratively in preparation for the tournament session. Fourth, the games and tournament stage was conducted using the Kahoot platform as a digital tournament medium. Students responded to questions related to *Imlāʾ* rules within a time-limited format, allowing observation of their participation, responsiveness, and engagement during the competitive learning process. Fifth, team recognition was carried out by presenting group rankings based on Kahoot score displays, followed by symbolic appreciation to acknowledge group participation and collaborative effort. Finally, the reflection and closing stage concluded each meeting with a collective review of frequently occurring spelling errors identified during the Kahoot session, reinforcing students' understanding of Arabic orthographic rules. Data analysis was conducted using an interactive qualitative model consisting of three concurrent flows: data reduction, data display, and conclusion drawing.[44]
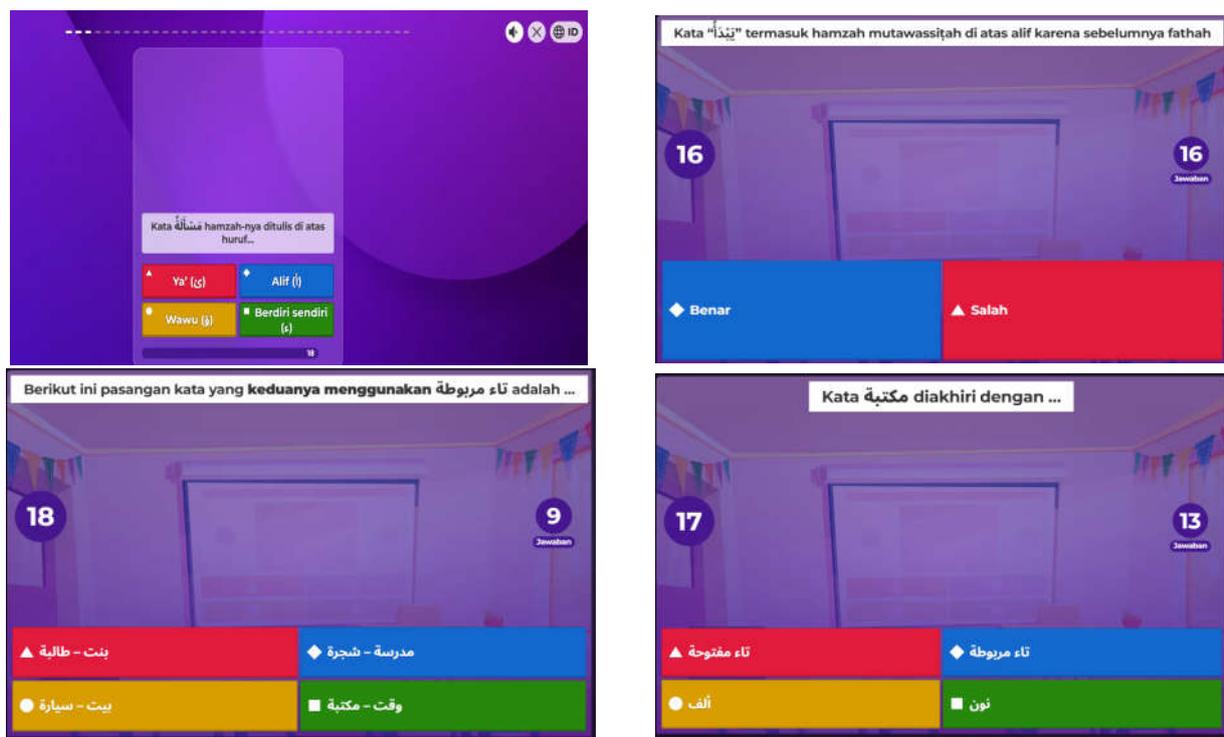
Result and Discussion

Figure 1. Display of Kahoot-Based Tournament Results during the *Imlāʾ* Learning Implementation

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[44] Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Edition 3 (Los Angeles London New Delhi Singapore Washington DC: Sage, 2014),12-14. Triliana Triliana, *Panduan Praktis Penyajian Data Penelitian Mahasiswa*, 1st ed., (Kepulauan Riau: STAIN Sultan Abdurrahman Kepulauan Riau, 2025), hlm. 18-22.

Figure 1 illustrates the use of Kahoot during the implementation of the Teams Games Tournament learning model in *Imlāʾ* instruction. The screenshots present examples of quizi tems delivered to students in the form of true–false questions related to Arabic or thographic rules (*qawāʿid al-imlāʾ*), particularly the application of *hamzah* (including *hamzah mutawassiṭah*), the use of *alif* in specific phonological contexts, and the distinction between *tāʾ maftūḥah* and *tāʾ marbūṭah*. Through this interface, students were required to analyze each statement and make prompt decisions based on their understanding of *Imlāʾ* rules. This visual evidence demonstrate show Kahoot facilitat edactive participation, immediate feedback, and focuse dengagement during the learning process, enabling students to practice applying *Imlāʾ* rules collaboratively with in a competitive learning environment.

The results indicate that this study documents the implementation of the Kahoot-assisted Teams Games Tournament learning model in *Imlāʾ* instruction for early-semester students of the Arabic Language Education Study Program. The implementation illustrates how the learning model was carried out in classroom settings and how students were involved during the learning process, particularly in engaging with Arabic orthographic rules (*qawāʿid al-imlāʾ*).

From a theoretical perspective,[45] the learning activities observed during the implementation can be interpreted through social constructivist learning theory. The collaborative structure of the Teams Games Tournament model provides opportunities for students to engage in peer interaction, discussion, and shared responsibility, which aligns with Vygotsky's concept of learning within the Zone of Proximal Development. The integration of Kahoot supports this learning process by facilitating interaction, immediate feedback, and sustained engagement during *Imlāʾ* learning activities. These observations highlight the pedagogical relevance of combining cooperative learning structures with digital media in *Imlāʾ* instruction at the university level.

In general, the collaborative structure embedded in the Teams Games Tournament model played a crucial role in facilitating meaningful interaction among students. The understanding of *Imlāʾ* rules was not constructed individually, but developed through group discussions, negotiation of meaning, and peer feedback. This learning condition encouraged students to focus not only on achieving correct final answers, but also on understanding the underlying rules of Arabic writing through a collaborative process. This finding contrasts with conventional *Imlāʾ* learning, which often emphasizes individual and mechanical practice with limited interaction.

The collaborative process that emerged during the implementation of the Teams Games Tournamentmodel was not merely technical group work, but reflected a shift in students' learning orientation from individual task completion to collective responsibility for accuracy in Arabic writing. Within each group, students demonstrated a shared awareness that individual errors would influence overall group performance, particularly during the tournament sessions. This condition encouraged students to actively support one another, engage in mutual checking of answers, and clarify uncertainties related to *Imlāʾ* rules before submitting responses. As a result, learning responsibility was distributed collectively, fostering a learning environment in which accuracy in Arabic writing became a shared goal rather than an individual burden.

During the implementation of the Teams Games Tournament model, the collaborative learning process became one of the most dominant features observed in *Imlāʾ* instruction. Students

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[45] Lev Vygotsky, *Mind in Society: The Development of Higher Psychological Processes,* (Cambridge, MA: Harvard University Press, 1978), hlm. 84–91.

were organized into small heterogeneous groups, enabling interaction between learners with different levels of mastery of Arabic writing rules. This group composition encouraged peer learning, where students who demonstrated a stronger understanding of *Imlā'* concepts assisted those who still experienced difficulties, particularly in determining the correct placement of *hamzah*, the use of *alif*, and the distinction between *tā' marbūṭah* and *tā' maftūḥah*. As a result, the learning process shifted from lecturer-centered instruction to shared responsibility among group members.

The collaborative process was especially visible during group discussions conducted before the Kahoot tournament sessions. Students actively exchanged ideas, clarified misunderstandings, and justified their choices regarding the correct form of Arabic letters. When differences of opinion arose, group members engaged in negotiation of meaning by referring to previously explained *Imlā'* rules. This interaction contributed to deeper conceptual understanding, as students were required to explain their reasoning rather than merely provide answers.

Peer correction also played a significant role in strengthening students' awareness of writing accuracy. Before submitting answers in the tournament, students frequently reviewed each other's understanding and corrected potential mistakes collaboratively. This process reduced students' anxiety about making errors, as mistakes were treated as part of collective learning rather than individual failure. Consequently, students became more confident and careful in applying *Imlā'* rules, knowing that their group supported the learning process.

The tournament element within the Teams Games Tournament model further reinforced positive interdependence among students. Although competition occurred between groups, cooperation within groups remained the dominant learning dynamic. Students realized that individual performance would directly affect the overall group score, which motivated all members, including previously passive students, to participate actively and contribute meaningfully to group discussions.

Figure2. Student interaction, Teams Games Tournament, and utilization of Kahoot.
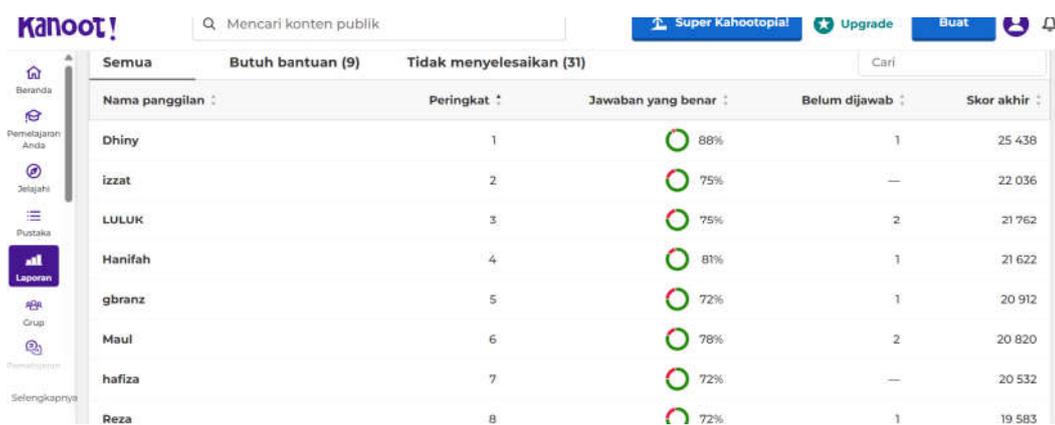
The interaction captured in Figure 2 represents a shift from lecturer-centered instruction to a student-led social constructivist process. According to the Flow Theory, the competitive nature of the tournament combined with Kahoot's 30-second response window creates a state of deep

concentration. In this state, students are required to achieve "automaticity" in recognizing Arabic letter forms. Furthermore, the collaborative atmosphere demonstrates Positive Interdependence, where students feel a collective responsibility for the group's accuracy. This social pressure effectively motivates students to be more meticulous in their writing, as an individual error in placing a *hamzah* or *tā' marbūṭah* would impact the entire team's ranking.

Students' performance during the Kahoot-based tournaments indicated that the integration of accuracy and response speed successfully increased students' focus and attention control. The scoring system, which considers both correctness and speed, required students to read questions carefully and apply *Imlā'* rules precisely within a limited time. In the context of *Imlā'* learning, this condition is particularly relevant, as students are trained to recognize and determine the correct forms of Arabic letters accurately and efficiently. Therefore, Kahoot functioned not merely as an evaluation tool, but also as a form of cognitive training that supported the mastery of Arabic writing rules.

In addition to Kahoot quiz data, significant findings were also obtained from the analysis of students' written work collected after the learning sessions. Students were asked to rewrite Arabic words and sentences based on the *Imlā'* rules that had been learned, especially those related to the writing of *tā'* and *alif*. The results showed that students were increasingly able to apply the rules of *tā' marbūṭah* and select appropriate alif forms correctly. Writing errors that frequently appeared at the beginning of the learning process gradually decreased, particularly in basic word forms that were practiced repeatedly during the lessons. This finding distinguishes the present study from previous studies that tended to focus mainly on learning motivation, as it demonstrates a clear transfer of conceptual understanding into practical *Imlā'* writing skills.

To strengthen the findings of this study, visual documentation in the form of the Kahoot results interface is presented as empirical evidence of the learning process. This documentation is used descriptively to illustrate students' engagement, attentiveness, and participation during the implementation of the Kahoot-assisted Teams Games Tournament model. The data are not treated as quantitative measurements and are not subjected to statistical analysis.

Figure 3. Display of Students' Performance Results in the Kahoot-Assisted Teams Games Tournament during *Imlā'* Learning

Based on Figure 3, which presents the documentation of students' performance displayed in the Kahoot-assisted Teams Games Tournament, the learning process demonstrates a high level of

student engagement and active participation during *Imlāʾ* instruction. The visual display of scores and rankings provides descriptive evidence of students' involvement in the tournament phase of learning.

The Kahoot-based tournament functioned as a formative learning activity rather than a summative assessment. Students responded to orthographic questions within limited time frames, indicating sustained attention and readiness after prior explanation and group-based practice. Immediate feedback provided through the platform enabled students to recognize response accuracy in real time and remain cognitively engaged throughout the learning process.

The collaborative structure of the Teams Games Tournament model encouraged interaction and shared responsibility among students. Learning activities were not limited to individual response selection, but involved discussion, clarification, and collective decision-making within groups before submitting answers. This condition fostered a learning environment in which students were actively involved and mutually supportive during *Imlāʾ* instruction.

Furthermore, the competitive elements of the tournament contributed to maintaining students' focus and motivation without reducing cooperation within groups. The visibility of group scores encouraged students to participate actively and remain attentive throughout the activity. As a result, the learning process shifted from passive reception of material to active engagement in structured learning tasks.

Overall, the documentation presented in Figure 3 supports the conclusion that the implementation of the Kahoot-assisted Teams Games Tournament model created an interactive and engaging learning atmosphere in *Imlāʾ* instruction. The findings indicate that integrating game-based media within cooperative learning models can effectively support student participation and focus in higher education settings, particularly during the early stages of Arabic language learning.

Based on Figure 3, it is found that students' writing accuracy improved significantly in several orthographic aspects. The visual evidence shows that students were able to correctly place the *ḥamzah* on its appropriate seat (*nabrah*, *wāw*, or *alif*) according to the vowel rules. This improvement is a direct result of the "immediate feedback" mechanism provided by Kahoot, which functions as a cognitive scaffold. In a traditional setting, students often wait for days to have their dictation corrected, which allows writing errors to become "fossilized." However, the Teams Games Tournament-Kahoot model provides instantaneous correction, allowing students to mentally recalibrate their understanding of *Imlāʾ* rules before transferring them to paper. Furthermore, the distinction between *tāʾ marbūṭah* and *tāʾ maftūḥah* became more consistent, confirming that the competitive nature of the tournament enhanced students' meticulousness and reduced orthographic negligence.

Overall, the findings of this study confirm that the application of the Kahoot-assisted Teams Games Tournament model has a positive pedagogical impact on *Imlāʾ* learning. The model not only increases student activeness and learning motivation, but also strengthens accuracy in applying Arabic writing rules. These results indicate that a collaborative and interactive learning approach is effective in helping early-semester students build a solid foundation in Arabic writing skills in a structured and meaningful manner.

The Teams Games Tournament–Kahoot learning scheme facilitates a collaborative learning environment in which students actively exchange understanding and provide feedback to one another. Mastery of *Imlāʾ* rules does not rely solely on individual practice, but is supported by

collective learning experiences. This condition aligns with the nature of *Imlā'* learning, which requires continuous accuracy, repeated practice, and ongoing correction of writing errors.

Furthermore, the use of Kahoot as a tournament medium strengthens the operational mechanism of the Teams Games Tournament model through the integration of precision and response speed. Time constraints and competitive elements encourage students to improve concentration, caution, and attentiveness in recognizing correct Arabic letter forms. In this sense, Kahoot functions as a cognitive training tool that reinforces students' mastery of *Imlā'* rules in an engaging and effective manner.

The results of students' writing tasks further demonstrate that game-based learning does not compromise academic rigor. Instead, it enhances students' ability to apply theoretical understanding in real writing practice. Students were able to transfer the knowledge acquired during collaborative and game-based learning activities into more accurate and principled Arabic writing. These findings confirm that the integration of cooperative learning models and digital media offers a contextual and relevant strategy for *Imlā'* instruction, particularly for students in the early stages of Arabic language learning.

The implementation of the Kahoot-assisted Teams Games Tournament model in this study reveals that *Imlā'* instruction can transcend mechanical drills to become a sophisticated cognitive and social process. The findings indicate that the shift from individual to collective responsibility significantly reduced "orthographic anxiety," a common barrier in Arabic writing for beginners. Theoretically, this phenomenon aligns with Vygotsky's Social Constructivism, specifically the Zone of Proximal Development. In the framework, peer tutoring acts as a scaffolding mechanism where more proficient students assist others in navigating the complexities of *hamzah* and *alif* placement, transforming a solitary linguistic task into a shared cognitive journey.

The high level of engagement and focus observed is not merely a result of the "fun" element of Kahoot, but rather the creation of a "Flow State" as proposed by Csikszentmihalyi. The temporal constraints of the digital tournament create a balance between challenge and skill, forcing students into a state of deep concentration that is essential for mastering the automaticity required in Arabic orthography. This study expands the understanding that the integration of cooperative learning and digital media influences not only affective aspects such as motivation, but juga cognitive aspects, particularly the precision of mental processing in Arabic writing. Consequently, this research supports a paradigm shift in *Imlā'* learning from mechanical activities toward constructive, collaborative, and meaningful processes.

Practically, the Kahoot-assisted the Teams Games Tournament model offers an applicable alternative for *Imlā'* learning strategies in higher education. The combination of group work and digital technology creates an engaging environment without diminishing academic rigor. Moreover, the Positive Interdependence within the groups ensures that students do not just play, but hold each other accountable for the accuracy of their linguistic output. Despite these positive findings, this study has several limitations, such as the single-class scope and the dependence on internet stability. Future research is recommended to involve a larger sample and examine the long-term retention of these orthographic skills to further validate the sustainability of this game-based pedagogical approach.

Closing

The integration of the Kahoot-assisted Teams Games Tournament model represents a transformative shift in *Imlā'* pedagogy, moving from monotonous mechanical drills to a rigorous socially-mediated cognitive process. This study proves that orthographic accuracy in Arabic is most effectively achieved when students are immersed in a state of "positive interdependence" and "flow," where digital real-time feedback prevents the fossilization of writing errors. These findings carry significant weight for the scientific community as they demonstrate that gamification, when structured within a cooperative framework, does not diminish academic rigor but instead enhances the meticulousness required for foundational linguistic competence. For educators in the digital era, this model offers a realistic and sustainable solution to the long-standing problem of student passivity and recurring spelling inaccuracies in higher education, ensuring that the transition to advanced Arabic literacy is built upon a precise and interactive orthographic foundation.

Acknowledgment

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