



Students' Perceptions of Using Blooket for Arabic Learning in Elementary School

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ARTICLE INFO	ABSTRACT
Article History: Received : 10/06/2026 Revised : 28/06/2026 Accepted : 29/06/2026 Published : 29/06/2026 *Corresponding Author: 220104110015@student.uin-malang.ac.id	Arabic language learning in elementary schools still faces challenges in creating engaging and interactive learning activities for students. Therefore, the use of gamification-based media such as Blooket becomes an alternative to increase student involvement in the learning process. This study aims to describe students' perceptions of the use of Blooket media in Arabic language learning in the third grade of MIN 1 Kota Malang. This study employed a qualitative approach with a case study design. Data were collected through observation, semi-structured interviews, questionnaires, and documentation. The research subjects consisted of third-grade students and an Arabic language teacher at MIN 1 Kota Malang. The data were analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The results showed that the use of Blooket media was able to create Arabic language learning that was more interactive, engaging, and appropriate to the characteristics of elementary school students. Student involvement was reflected in their active participation during the game, attention to the questions, and interactions throughout the learning process. In addition, students showed positive perceptions toward the use of Blooket because the learning activities were considered more enjoyable, less monotonous, and easier to understand. The gamification elements such as points, leaderboards, and interactive games also helped increase students' enthusiasm and focus during the learning process.
Keyword	Arabic language learning; Blooket; Gamification; Students' perceptions

1. INTRODUCTION

Arabic language learning at the elementary school level still faces various challenges, particularly in creating an engaging learning environment that aligns with students' characteristics (Orina & Lestari, 2024). In practice, Arabic language learning is often conducted through conventional approaches, dominated by lectures and written exercises, which can

cause students to become easily bored and less active during the learning process. Meanwhile, elementary school students tend to prefer learning activities that are interactive, enjoyable, and incorporate elements of play (Noormaliah & Adrian, 2023). Therefore, teachers are required to provide innovative learning media that can enhance students' engagement in the learning process.

This condition indicates that Arabic language learning at the elementary school level requires an approach that adapts the learning process to students' development in the digital era. Elementary school students generally possess a high level of curiosity and are more attracted to learning activities that involve visual elements, challenges, and direct interaction. When learning relies solely on teacher explanations and repetitive written exercises, students' attention tends to be easily diverted, resulting in less optimal engagement in the learning process. Therefore, the use of more innovative learning media is essential to help create a more active and communicative learning environment (Yasminda & Komalasari, 2025).

On the other hand, the rapid development of educational technology has encouraged teachers to become more adaptive in utilizing digital media as part of the learning process. The use of digital media is not merely related to the application of technology itself but also to the effort to create learning experiences that are more relevant to students' daily lives. Today's elementary school students are generally familiar with digital devices, making the integration of technology-based learning media a valuable way to align instruction with their characteristics and learning habits. In this context, gamification-based media has emerged as a promising alternative for supporting Arabic language learning by making it more engaging, interactive, and responsive to the needs of contemporary learners (Rahmawati et al., 2025).

The advancement of digital technology has provided opportunities for teachers to utilize gamification-based learning media. Gamification-based media integrates game elements into learning activities, enabling the creation of a more engaging and participatory learning environment (Suparmini et al., 2024). One of the gamification-based learning media that has recently gained popularity in educational settings is Blooket. Blooket is a digital learning platform that incorporates educational games, allowing students to learn through interactive quizzes, point systems, rankings, and rewards. The use of this platform is considered effective in increasing students' interest in learning, as the learning process focuses not only on content delivery but also on providing an enjoyable learning experience (Rahmawati et al., 2025).

In Arabic language learning, the use of game-based digital media is particularly important because topics such as vocabulary (*mufradat*) and reading (*qirā'ah*) require active student participation to prevent the learning process from becoming monotonous (Hasanuddin, 2024). Based on preliminary observations at *Madrasah Ibtidaiyah Negeri* (MIN) 1 Kota Malang -one of Islamic elementary schools in Malang city, East Java, Indonesia- teachers use Blooket in Arabic

language learning because third-grade students tend to become easily bored and require learning activities that are engaging and interactive. The use of Blooket is further supported by a variety of game modes that help increase students' enthusiasm for participating in classroom activities. In addition, Blooket is applied in teaching vocabulary (*mufradat*) and reading/writing skills (*qirā'ah* and *kitābah*), including activities such as translating vocabulary, recalling word meanings, completing sentences, and arranging sentences correctly.

Students' perceptions of learning media are an important aspect to consider, as perception relates to how students view, experience, and evaluate the learning activities they encounter. Positive perceptions of learning media can influence students' comfort, interest, and engagement throughout the learning process. By understanding students' perceptions, teachers can determine whether the media being used is appropriate for the needs and characteristics of their learners (Khairanis, 2025).

Several studies have shown that the use of Blooket in learning activities has received positive responses from students. A study conducted by Maulana & Arini (2024) found that the use of Blooket provided an enjoyable learning experience and helped improve students' vocabulary mastery in English language learning. A study by Andani (2025) also revealed that the use of Blooket games was able to enhance students' participation in learning activities due to their interactive and competitive nature. Furthermore, research conducted by Putri & Fahmi (2024) indicated that students held positive perceptions of Blooket as a game-based learning medium, as it increased their engagement and interaction throughout the learning process.

Nevertheless, previous studies have primarily focused on the effectiveness of Blooket, learning outcomes, learning motivation, and students' participation. Research that specifically examines elementary school students' perceptions of using Blooket in Arabic language learning remains relatively limited, particularly at the elementary school (*madrasah ibtidaiyah*) level. In addition, most previous studies have been conducted in the context of English language learning or other general subjects, while studies investigating elementary school students' perceptions of Blooket in Arabic language learning are still scarce. Therefore, a research gap exists in the limited number of studies exploring third-grade *Madrasah Ibtidaiyah* students' perceptions of the use of Blooket as a learning medium in Arabic language instruction.

Based on the discussion above, this study is important because students' perceptions can provide direct insights into their learning experiences with the use of Blooket in Arabic language instruction. The findings are expected to serve as a basis for evaluation and consideration for teachers in selecting learning media that are appropriate for the characteristics of elementary school students. Furthermore, this study is expected to contribute to the development of technology- and gamification-based Arabic language learning, making the learning process more engaging, interactive, and responsive to the needs of learners in the

digital era.

2. LITERATURE REVIEW

2.1 Digital Learning Media in Arabic Language Learning

The advancement of educational technology has encouraged the use of digital learning media in various educational contexts, including Arabic language learning. Digital learning media refer to technology-based tools used to facilitate the delivery of instructional content and create more interactive and effective learning experiences. In Arabic language learning, the use of digital media is considered important because it enables teachers to present materials in a more engaging manner through visual displays, audio resources, and interactive activities that promote students' participation throughout the learning process (Muzakki et al., 2025).

The use of digital learning media in Arabic language instruction is also closely related to the characteristics of elementary school students, who tend to understand learning materials more effectively through visual and interactive activities. At the elementary level, students are generally more interested in learning experiences that involve images, games, and activities that allow them to participate directly. Therefore, the use of interactive media is considered more appropriate than conventional approaches that rely primarily on teacher-centered instruction (Yasminda & Komalasari, 2025).

In addition to making learning more engaging, digital learning media also help enhance students' attention and participation throughout the learning process. Interactive media enable students to be directly involved in learning activities, making instruction more communicative and less monotonous. In Arabic language learning, digital media can assist students in understanding vocabulary, reading texts, and sentence structures more effectively through a variety of learning activities (Khairanis, 2025).

Several studies have shown that the use of digital media in Arabic language learning has a positive effect on students' engagement. A study by (Rahmawati et al., 2025) found that digital learning media can help create a more interactive Arabic language learning environment and enhance students' participation throughout the learning process. Furthermore, a study by (Yasminda & Komalasari, 2025) explained that the use of technology-based media helps create learning experiences that are more aligned with students' development in the digital era.

Based on these studies, it can be understood that digital learning media play an important role in supporting Arabic language learning that is more interactive, communicative, and suited to the characteristics of elementary school students. Therefore, the use of digital media has become a relevant alternative for enhancing the Arabic language learning process in today's digital age.

2.2. Gamification in Learning

Gamification is a learning approach that incorporates game elements into the educational process to enhance students' engagement and learning experiences. Rather than transforming learning entirely into a game, gamification integrates game-based elements into instructional activities to make the learning process more engaging and interactive. In educational contexts, gamification is used to help increase students' motivation, attention, and participation throughout the learning process (Sholihah et al., 2025).

Several key elements of gamification include rewards, points, leaderboards, challenges, and competition. These elements are designed to create a more enjoyable learning experience while encouraging students to participate actively in the learning process. For example, point systems and leaderboards can increase students' enthusiasm by allowing them to monitor their performance directly and motivating them to achieve better results. In addition, the competitive aspect of gamification helps foster a more dynamic and communicative learning environment (Rosida & Wahyuningsih, 2024).

In language learning, gamification is considered effective in creating a more interactive learning environment because students are directly involved in learning activities. The use of gamification in Arabic language instruction can help students understand the material through more varied learning experiences compared to conventional teaching methods. Learning activities presented in the form of games also help reduce boredom and increase students' interest in the subject matter (Srimuliyani, 2023).

The use of gamification in learning has a significant impact on students' engagement and learning experiences. Through game-based activities, students do not merely receive information passively but actively participate in the learning process (Srimuliyani, 2023). This condition helps create a more student-centered learning environment that aligns with the characteristics of elementary school students, who generally prefer learning activities that are interactive and competitive.

Based on these studies, it can be understood that gamification plays an important role in supporting more interactive and communicative learning. The integration of game elements into the learning process not only helps increase students' engagement but also creates learning experiences that are more aligned with the characteristics of learners in the digital era.

2.3. Blooket as a Learning Medium in Arabic Language Instruction

Blooket is a gamification-based learning platform that combines educational activities with interactive games. The platform allows teachers to create learning questions that are presented through various game modes, making the learning process more engaging and participatory. In Arabic language instruction, Blooket can be used for vocabulary (*mufradat*)

practice, reading (*qirā'ah*) activities, and simple learning assessments. Features such as points, leaderboards, and diverse game modes help create a more interactive learning environment and encourage students to participate actively in the learning process (Maulana & Arini, 2024).

The use of Blooket in Arabic language instruction is considered effective in creating a more varied learning experience that aligns with the characteristics of elementary school students. The game elements incorporated into the platform help increase students' interest in learning, as instructional activities are not limited to teacher explanations but also involve interactive engagement throughout the learning process. Furthermore, the use of gamification-based media supports a more student-centered approach, as students actively participate in learning activities (Andani, 2025).

Several studies have shown that the use of Blooket as a learning medium has a positive impact on the learning process. A study by Putri & Fahmi (2024) found that the use of Blooket enhanced students' engagement in Arabic language learning through game-based activities. Furthermore, Blooket helped students understand and retain Arabic vocabulary more effectively because the learning process was interactive and less monotonous. Other studies have also reported that the use of Blooket can improve students' attention and participation during classroom instruction (Andani, 2025).

3. METHOD

This study employed a qualitative approach using a case study design. This approach was chosen to understand and describe students' perceptions of the use of Blooket in Arabic language learning based on their learning experiences throughout the instructional process. The study was conducted at MIN 1 Kota Malang, with third-grade students and an Arabic language teacher who utilized Blooket in classroom instruction as the research participants. The research data consisted of both primary and secondary sources. Primary data were collected through observations and interviews, while secondary data were obtained from documentation, including photographs of learning activities, students' questionnaire responses, and other supporting documents.

The data collection techniques employed in this study included observation, semi-structured interviews, and documentation. Observation was conducted to examine the Arabic language learning process using Blooket and to observe students' responses during classroom activities. Semi-structured interviews were carried out with the Arabic language teacher to obtain information regarding the implementation of Blooket in instruction. In addition, questionnaires were administered to third-grade students to explore their perceptions of the use of Blooket in Arabic language learning. The collected data were then analyzed using the

Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing (Qomaruddin, & Sa'diyah, 2024).

4. RESULT AND DISCUSSION

4.1. The Use of Blooket in Arabic Language Learning among Third-Grade Students at MIN 1 Kota Malang

Arabic language learning in the third grade at MIN 1 Kota Malang utilized Blooket as a digital learning medium. The platform was employed to support the learning process by making classroom activities more interactive and better suited to the characteristics of elementary school students, who generally prefer game-based learning experiences. Blooket was used in teaching vocabulary (*mufradat*) and basic reading (*qirā'ah*) skills, including activities related to everyday vocabulary, word translation, sentence completion, and comprehension of short Arabic texts.

The use of Blooket was motivated by the teacher's need to create a more varied and engaging learning environment. Prior to its implementation, Arabic language instruction was primarily conducted through lectures, reading activities, and written exercises, which led some students to become less focused during the learning process. Therefore, the teacher adopted Blooket as an alternative digital learning medium to increase students' interest in Arabic language learning. The use of gamification-based media was considered relevant to both the advancement of educational technology and the characteristics of elementary school students, who are generally more attracted to visual and interactive learning media.

These findings are in line with a study by Srimuliyani (2023) which explains that the use of Blooket can create a more interactive learning environment and help increase students' engagement in the learning process. The study also indicates that gamification-based learning media can help create a more engaging learning experience compared to conventional teaching methods. In addition, a study by Rahmawati et al. (2025) explains that the use of Blooket can support more interactive learning through the game elements and digital technology embedded in the platform.

In practice, the teacher first prepares questions on the Blooket platform in accordance with the learning material to be taught. The questions are designed in the form of multiple-choice items covering vocabulary (*mufradat*) meanings, simple sentence completion, and short Arabic reading comprehension (Erlangga, 2025). After the questions are prepared, the teacher selects the game mode to be used in the lesson. Next, the teacher shares the game code with the students so they can join the game using available devices. Once all students have successfully joined, the teacher begins the lesson using Blooket and guides the gameplay throughout the learning process (Andani, 2025).

During the learning activities, students answer questions that appear on the screen based on the material they have studied. The Blooket platform automatically displays scores, points, and a leaderboard throughout the game. The use of these features helps create a more interactive learning environment, as students can immediately see their results. In addition, the use of educational games in Arabic language learning provides variety in instruction, ensuring that learning activities are not limited to teacher explanations and written exercises (Najib, 2025).

The classroom atmosphere during the use of Blooket appeared more lively and conducive. Students paid attention to the game and followed the teacher's instructions throughout the learning process. The teacher also played an active role as a learning facilitator by helping students understand the game procedures, providing guidance during the lesson, and re-explaining material that students had not fully understood. Thus, the teacher functioned not only as a content deliverer but also as a guide and manager of digital learning in the classroom (Husna et al., 2023).

These findings are in line with the study "Implementation of the Blooket Learning Media Platform on Arabic Language Learning Comprehension," which explains that the use of Blooket in Arabic language instruction requires the active role of teachers as learning facilitators. Teachers are not only responsible for operating the media but also for guiding the learning process to ensure that students remain focused on the learning content. The study also indicates that the use of digital learning media can help create more innovative learning and make instruction more adaptive to the development of educational technology (Nabila & Nurhamidah, 2024).

In addition, the use of gamification-based media such as Blooket demonstrates efforts to integrate digital technology into Arabic language learning at the elementary school level. The use of digital media in learning functions not only as a teaching aid but also as a means of creating learning experiences that are more aligned with the needs and characteristics of learners in the digital era (Sholihah et al., 2025).

Thus, the use of Blooket in Arabic language learning among third-grade students at MIN 1 Kota Malang reflects the utilization of gamification-based digital media in elementary school instruction. The platform is used to support the creation of a more varied, interactive, and student-centered learning environment that aligns with the characteristics of elementary school learners. In addition, the use of Blooket also highlights the important role of teachers in managing digital learning to ensure that the learning process remains effective and aligned with the objectives of Arabic language instruction.

4.2. Students' Perceptions of the Use of Blooket in Arabic Language Learning

Students' perceptions of the use of Blooket in Arabic language learning were obtained through a questionnaire administered to 27 third-grade students at MIN 1 Kota Malang. The questionnaire consisted of ten statements representing various aspects of students' learning experiences while using Blooket. The results of each statement are presented in the following figures to illustrate how students perceived the use of Blooket in Arabic language learning.

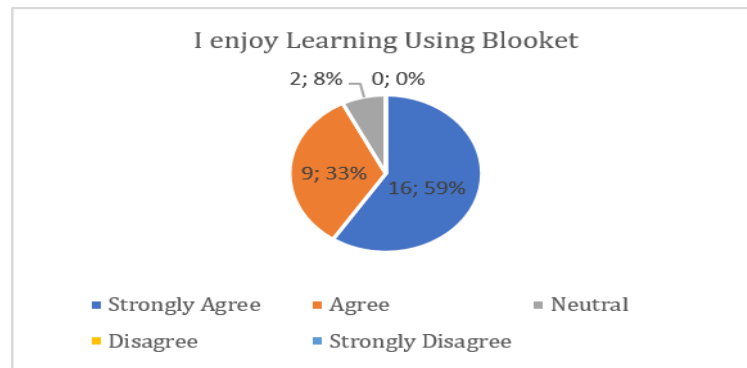


Figure 1. Analysis diagram of statement 1 of questionnaire

Based on Figure 1, 16 students (59%) strongly agreed, 9 students (33%) agreed, and 2 students (8%) were neutral regarding the statement that they enjoyed learning using Blooket. No students selected the disagree or strongly disagree categories. These findings indicate that the majority of students held positive perceptions toward the use of Blooket and experienced enjoyable learning during Arabic language lessons.

The high level of student agreement suggests that Blooket can create a more engaging learning environment compared to conventional instruction. The game-based features incorporated into Blooket allow students to learn while playing, making the learning process less monotonous and more enjoyable. This finding is consistent with the study conducted by Puri & Fahmi (2024), which reported that Blooket enhances students' comfort and enjoyment in learning by providing interactive and engaging learning activities.

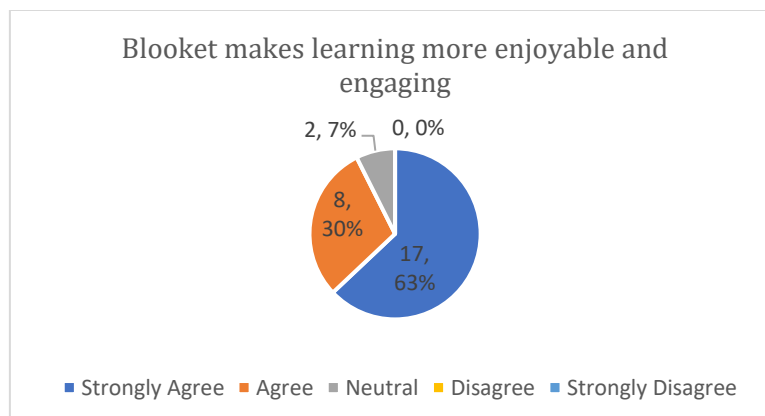


Figure 2. Analysis diagram of statement 2 of questionnaire

Based on Figure 2, 17 students (63%) strongly agreed, 8 students (30%) agreed, and 2 students (7%) were neutral. These findings indicate that most students perceived Arabic language learning as more enjoyable and engaging after the implementation of Blooket.

These results suggest that the integration of gamification elements into the learning process can enhance studentss's interest in learning activities. Features such as points, challenges, and simple competition encouraged students to participate more enthusiastically throughout the lesson. This finding is in line with Pujianingsih et al. (2024), who stated that gamification can increase students' motivation and engagement by providing a more attractive and less monotonous learning experience.

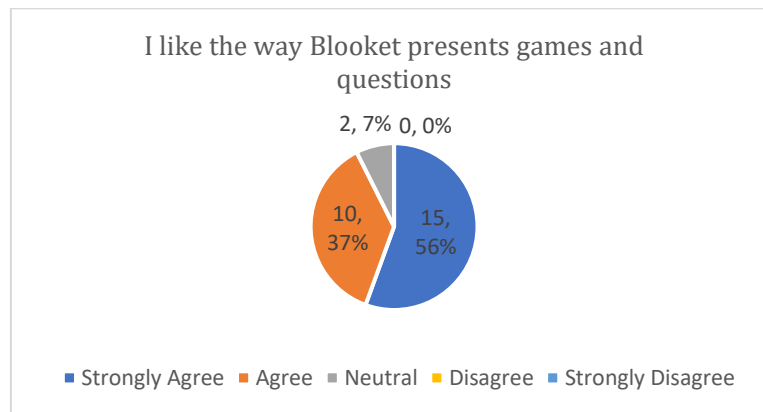


Figure 3. Analysis diagram of statement 3 of questionnaire

Based on Figure 3, 15 students (56%) strongly agreed, 10 students (37%) agreed, and 2 students (7%) were neutral. These findings indicate that the majority of students liked the game mechanics and the way questions were presented on the Blooket platform.

These results suggest that game-based learning design is well suited to the characteristics of elementary school students. The simple and interactive interface encouraged students to participate more actively in the learning process. This finding is consistent with the study conducted by Maulana & Arini (2024), which found that Blooket's game features can increase students' interest in learning activities by providing a more engaging experience compared to conventional practice exercises.

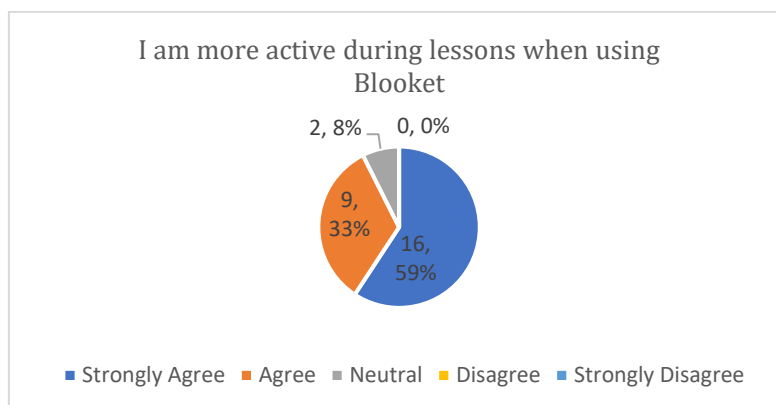


Figure 4. Analysis diagram of statement 4 of questionnaire

Based on Figure 4, 16 students (59%) strongly agreed, 9 students (33%) agreed, and 2 students (8%) were neutral. These findings indicate that most students felt more active during Arabic language learning when Blooket was used as a learning medium.

The increase in student participation can be attributed to Blooket's ability to encourage direct involvement in answering questions and engaging with game-based activities. As a result, students were not merely passive recipients of information but actively participated in the learning process. This finding supports the study conducted by (Andani, 2025), which reported that the use of Blooket can enhance student engagement because learning takes place in an interactive and competitive environment.

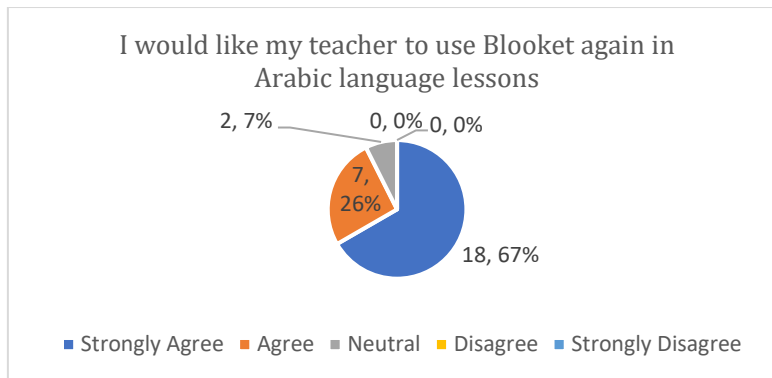


Figure 5. Analysis diagram of statement 5 of questionnaire

Based on Figure 5, 18 students (67%) strongly agreed, 7 students (26%) agreed, and 2 students (7%) were neutral. These findings indicate that the majority of students would like Blooket to be used again in future Arabic language lessons.

Students' willingness to use Blooket again suggests that the platform was well received and provided a positive learning experience. The more positive the learning experience perceived by students, the greater their interest in participating in similar learning activities in the future. This finding is consistent with Rahmawati et al. (2025), who reported that the use of Blooket can enhance students' learning interest by providing an enjoyable and engaging learning experience.

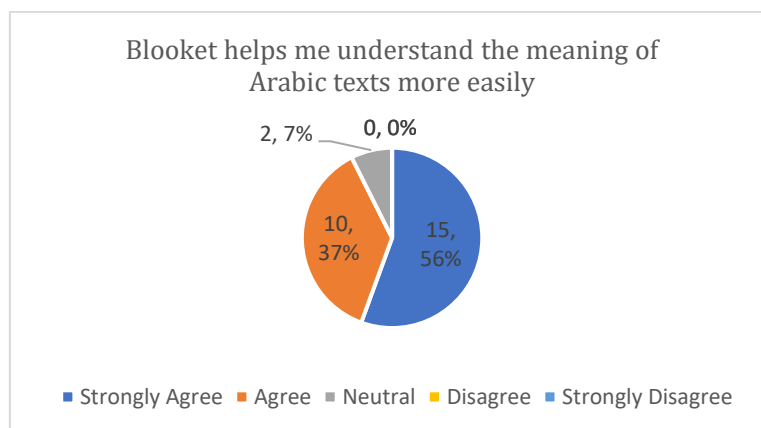


Figure 6. Analysis diagram of statement 6 of questionnaire

Based on Figure 6, 15 students (56%) strongly agreed, 10 students (37%) agreed, and 2 students (7%) were neutral. These findings indicate that the majority of students found it easier to understand the meaning of Arabic texts after learning through Blooket.

These results suggest that the interactive presentation of questions helps students comprehend the material more gradually and effectively. Repeated practice through game-based activities enables students to better recognize vocabulary and understand the meaning of Arabic texts. This finding is consistent with Hasanuddin (2024), who explained that interactive digital media can enhance students' understanding of Arabic learning materials by presenting content in a more engaging and accessible manner.

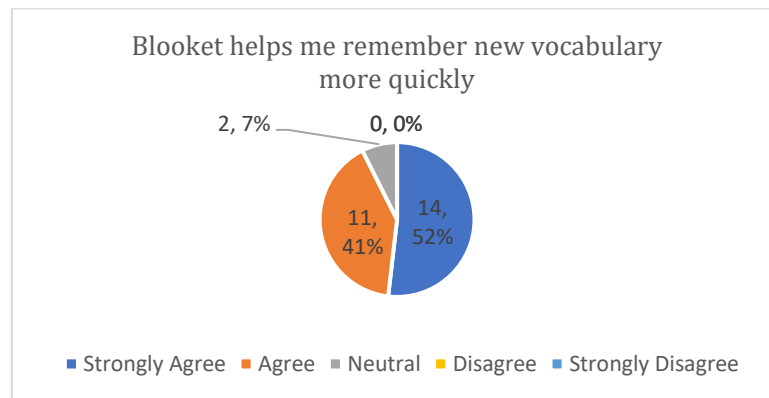


Figure 7. Analysis diagram of statement 7 of questionnaire

Based on Figure 7, 14 students (52%) strongly agreed, 11 students (41%) agreed, and 2 students (7%) were neutral. These findings indicate that most students perceived Blooket as helpful in remembering new vocabulary more quickly.

This improvement in vocabulary retention may be attributed to the opportunities for repeated practice provided through enjoyable game-based activities. Repetition within a playful learning environment helps students retain information more effectively in their long-term memory. This finding is consistent with (Khairanis, 2025), who reported that the use of interactive learning media can improve students' vocabulary mastery by providing a more active and meaningful learning experience.

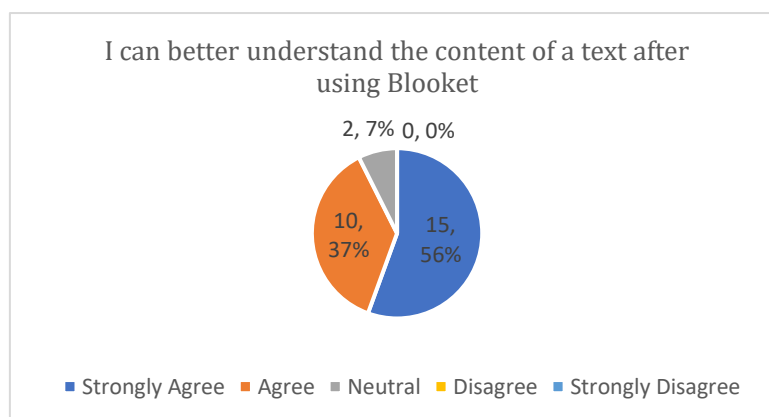


Figure 8. Analysis diagram of statement 8 of questionnaire

Based on Figure 8, 15 students (56%) strongly agreed, 10 students (37%) agreed, and 2 students (7%) were neutral. These findings indicate that the majority of students felt they could better understand the content of Arabic texts after using Blooket.

These results suggest that Blooket not only assists students in answering questions but also supports their overall comprehension of reading texts. Through text-based exercises, students are encouraged to pay closer attention to the meaning and content of the text before selecting their answers. This finding supports the study conducted by (Putri & Fahmi, 2024), which found that the use of Blooket can enhance students' understanding of Arabic learning materials through interactive learning activities.

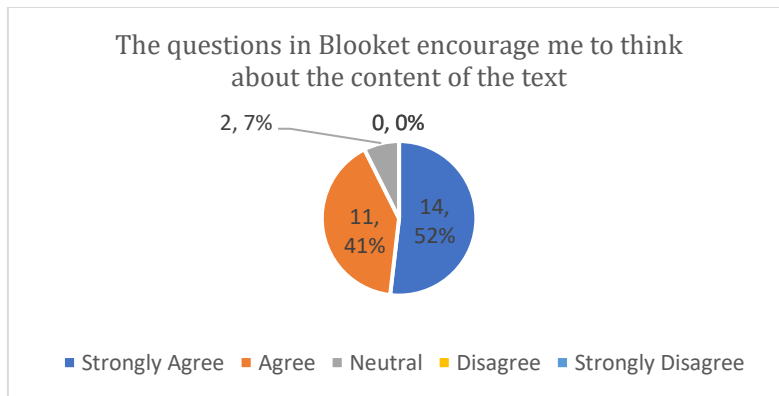


Figure 9. Analysis diagram of statement 9 of questionnaire

Based on Figure 9, 14 students (52%) strongly agreed, 11 students (41%) agreed, and 2 students (7%) were neutral. These findings indicate that most students felt that the questions provided in Blooket encouraged them to think about the content of the text before answering.

These results suggest that Blooket functions not only as an entertaining learning medium but also as a tool that supports students' cognitive development. Questions related to reading comprehension encourage students to analyze and understand the information presented in the text before selecting the correct answer. This finding is consistent with Hasanuddin (2024), who explained that interactive digital media can enhance students' cognitive engagement in understanding Arabic language learning materials.

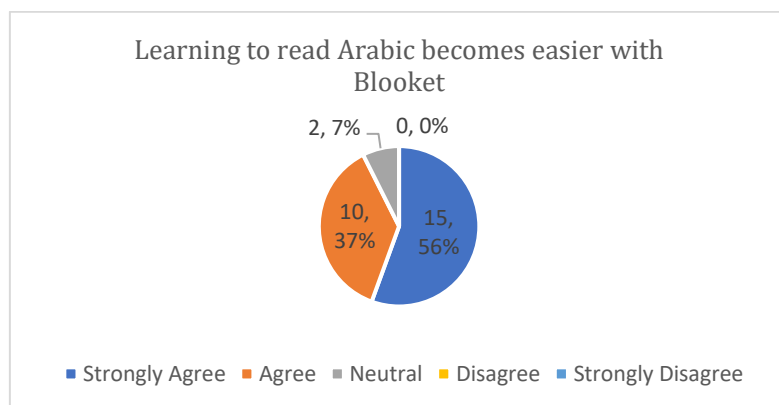


Figure 10. Analysis diagram of statement 10 of questionnaire

Based on Figure 10, 15 students (56%) strongly agreed, 10 students (37%) agreed, and 2 students (7%) were neutral. These findings indicate that the majority of students perceived learning to read Arabic as easier after using Blooket.

The ease experienced by students suggests that gamification-based learning media can help reduce the difficulties often associated with learning Arabic. The engaging presentation of questions, combined with students' active participation throughout the game, contributed to a more effective reading comprehension process. This finding is consistent with the study conducted by (Nabila & Nurhamidah, 2024), which reported that Blooket supports more interactive learning experiences and helps students better understand the learning materials.

Based on the questionnaire results across all indicators, it can be concluded that third-grade students at MIN 1 Kota Malang held positive perceptions toward the use of Blooket in Arabic language learning. These perceptions were reflected in the dominance of agree and strongly agree responses across all statements related to learning enjoyment, interest in learning, active participation during lessons, ease of understanding the material, vocabulary retention, and reading comprehension. These findings indicate that students perceived Blooket as an engaging learning medium that helped them participate more effectively in Arabic language learning.

These positive perceptions were shaped by the distinctive learning experience provided by Blooket compared to conventional instructional methods. Through gamification elements such as points, leaderboards, challenges, and various game modes, students experienced a more interactive, enjoyable, and less monotonous learning environment. In addition, the attractive presentation of learning materials and questions helped students maintain focus, participate actively, and better understand the content being studied. This finding is consistent with gamification theory, which suggests that integrating game elements into learning can enhance students' motivation, engagement, and overall learning experience (Pujianingsih et al., 2024).

Therefore, students perceived Blooket not merely as a gaming platform but also as a learning tool that supports their understanding of Arabic language materials. The use of Blooket was considered effective in creating a more engaging learning atmosphere, increasing student participation, and facilitating a more effective learning process that aligns with the characteristics of elementary school students, who tend to prefer visual, interactive, and enjoyable learning activities. Consequently, Blooket has the potential to serve as an alternative Arabic language learning medium that promotes more innovative, student-centered, and technology-enhanced learning practices (Nabila & Nurhamidah, 2024).

5. CONCLUSION

The findings of this study indicate that the use of Blooket in Arabic language learning among third-grade students at MIN 1 Kota Malang was perceived positively by the students. The gamification-based learning medium was able to create a more interactive, engaging, and age-appropriate learning environment for elementary school students. Students perceived Arabic language learning through Blooket as more enjoyable, easier to understand, and more effective in enhancing their engagement throughout the learning process. Furthermore, gamification elements such as points, leaderboards, and interactive games contributed to increasing students' interest in Arabic language learning.

The findings of this study suggest that gamification-based digital learning media function not only as instructional tools but also as a means of creating learning experiences that are more adaptive to the needs of learners in the digital era. In the context of Arabic language learning at the elementary school level, the use of Blooket helped foster a more communicative and student-centered learning environment, encouraging students to participate more actively in the learning process. Therefore, this study provides a pedagogical contribution by highlighting the importance of utilizing interactive learning media to support more innovative Arabic language instruction that aligns with developments in educational technology.

Theoretically, the findings of this study strengthen the body of knowledge on the application of gamification theory in language learning, particularly at the elementary school level. The game elements embedded in Blooket were found to enhance students' attention, engagement, and overall learning experiences throughout the instructional process. Practically, this study may serve as a reference for Arabic language teachers in selecting more varied learning media that are better aligned with the characteristics and needs of elementary school students.

Nevertheless, this study has several limitations, as it was conducted in only one class and focused solely on students' perceptions of the use of Blooket. Therefore, future research may expand the investigation of gamification-based media in Arabic language learning by involving a broader range of participants, different educational levels, or more specific research focuses, such as the impact of gamification media on particular Arabic language skills or its effectiveness in improving students' learning outcomes.

Through this study, it is hoped that research on the use of gamification-based media in Arabic language learning will continue to develop and serve as a valuable reference for designing instructional innovations that are better aligned with the needs of elementary school learners.

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