



Effectiveness of Blooket Application in Improving Students' Learning Outcomes in Arabic Language Learning at Muhammadiyah Junior High School Jakarta

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Abstract

Blooket is an innovative and effective educational platform to help teachers and students learn and review course material in a fun way. This platform can be used as an interesting and interactive learning evaluation tool. This study aims to determine the effectiveness of using the blooket application in grade 9 Arabic learning at SMP Muhammadiyah 6 Jakarta. This research method is quantitative research. This research is an experimental study using a one group pretest-posttest design. The population of this study was all students of SMP Muhammadiyah 6 Jakarta. The sample of this study was grade 9 as many as 32 students. The sample used in this study was purposive sampling. Data collection technique using pretest posttest. The results of this study showed that all students experienced an increase in grades. The paired sample t-test was carried out with the help of the SPSS application version 26, then using a significant level of 0.05 as a decision making requirement, the result was a significant level of calculation of $0.000 < 0.05$. While with the n-gain test, it was found that the mean value of n-gain was 70.5124 or 70.5%, which, when using the standard interpretation of the effectiveness of n-gain, entered in the interval of 56-75%, with the category of quite effective. So it can be concluded (H_a) is accepted, which means that the use of the blooket application is effectively used in Arabic language learning to improve the learning outcomes of grade IX students of SMP Muhammadiyah 6 Jakarta.

Keywords : Effectiveness, Blooket, Learning Outcomes, Arabic, SMP Muhammadiyah 6 Jakarta

Abstrak

Blooket adalah platform edukasi yang inovatif dan efektif untuk membantu para pengajar dan siswa dalam belajar dan meninjau materi pelajaran dengan cara yang menyenangkan. Platform ini dapat digunakan sebagai alat evaluasi pembelajaran yang menarik dan interaktif. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan aplikasi blooket dalam pembelajaran bahasa Arab kelas 9 di SMP Muhammadiyah 6 Jakarta. Metode penelitian ini adalah penelitian kuantitatif. Penelitian ini adalah penelitian eksperimen dengan menggunakan desain one group pretest-posttest. Populasi penelitian ini seluruh siswa SMP Muhammadiyah 6 Jakarta. Sampel dari penelitian ini kelas 9 sebanyak 32 siswa. Sampel yang digunakan dalam penelitian ini merupakan purposive sampling. Teknik pengumpulan data menggunakan pretest posttest. Hasil penelitian ini menunjukkan bahwa seluruh siswa mengalami peningkatan nilai. Uji paired sample t-test dilakukan dengan bantuan aplikasi SPSS versi 26, selanjutnya menggunakan taraf signifikansi 0,05 sebagai syarat pengambilan keputusan, hasilnya taraf signifikansi hitung $0,000 < 0,05$. Sementara dengan uji n-gain ditemukan nilai mean n-gain sebesar 70.5124 atau 70,5 %, yang apabila menggunakan standar tafsiran efektivitas n-gain, masuk dalam interval 56-75 %, dengan kategori cukup efektif. Sehingga dapat disimpulkan (H_a) diterima, yang berarti penggunaan aplikasi blooket efektif digunakan pada pembelajaran bahasa Arab untuk meningkatkan hasil belajar siswa kelas IX SMP Muhammadiyah 6 Jakarta.

Kata kunci: Efektivitas, Blooket, Hasil Belajar, Bahasa Arab, SMP Muhammadiyah 6 Jakarta

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INTRODUCTION

Blooket is a web-based quiz platform that can be used for learning (Wongsaming et al., 2023). Blooket is a combination of games and quizzes, allowing students to play while learning. This application can be easily accessed through various electronic devices such as laptops and phones. Blooket transforms the way students learn, making it not only fun but also highly effective (Nur et al., 2023). The features available on Blooket make students more interested and foster enthusiasm to complete quizzes accurately and correctly. Blooket is also one of the technology-based tools that can be used to support teachers in conducting learning assessments.

With the advancement of technology and information, it is important to adapt to the demands of technology-based learning, which fosters the development of creative, innovative, and efficient learning media (Lestari et al., 2022). Therefore, it is necessary to utilize technology-based learning media as a step to enhance students' learning outcomes (Citra & Rosy, 2020). The use of technology in learning media plays a significant role in supporting the implementation of learning evaluations in schools (Faznur et al., 2020). Technology-based learning media provide many ways to measure and evaluate students' performance more effectively (Rahayu & Sukadari, 2023). This technology allows the use of various interactive assessment tools that can be tailored to students' learning styles. Utilizing technology-based learning media makes it easier for teachers to create exams, assignments, or quizzes, enabling immediate feedback to students and resulting in quicker improvements in comprehension. Additionally, the data obtained through the use of this technology helps teachers analyze students' progress more deeply. This provides an opportunity for teachers to apply a more individualized and responsive approach to the learning process.

In the learning process, learning media play a crucial role (Wulandari et al., 2023), as tools that assist teachers in presenting material (Rachmawati et al., 2023) more clearly so that it can be better understood by students (Supriyono, 2018). Additionally, the use of media in learning can boost students' motivation and create an enjoyable classroom atmosphere (Nurfadhillah et al., 2021). Integrating game-based learning media into lessons can result in engaging learning experiences (Latif et al., 2021). However, in the current educational context, many teachers still do not use technology as a learning tool. This is due to several factors, including a lack of understanding of technology among teachers (Sahelatua et al., 2018). Furthermore, challenges such as insufficient environmental support for learning media that require network access and technological devices like laptops, smartphones, and other devices hinder efforts to advance equitable education quality (Winda & Dafit, 2021). In the process of learning Arabic, there are four important aspects, (Liza et al., 2021) namely listening, speaking, reading, and writing (Taubah, 2019). If a teacher only uses the lecture method when teaching, it can result in students becoming disinterested and frustrated, leading to suboptimal understanding of the material being taught (Syaparuddin et al., 2020). Therefore, teachers need to take the initiative to enhance their creativity by finding and utilizing learning media that align with the learning material, while also leveraging evolving technology to support learning evaluations..

Based on observations at SMP Muhammadiyah 6 Jakarta, there are several realities in the field, namely that teachers still conduct learning evaluations using conventional evaluation tools such as written tests. Considering this, there is a need for further development in learning evaluation activities. Therefore, it is important for teachers to enhance their creativity in finding and optimizing the use of learning media that are relevant to technological advancements. This step is expected to support teachers in implementing learning evaluations.

One part of the learning process (Septiani et al., 2023) that significantly impacts the quality of education is learning evaluation (Yeni & Kurniawati, 2022). The role of learning evaluation is of great importance in the educational process (Sutikno, 2023). Evaluation involves gathering, analyzing, and interpreting information to assess the extent to which learners have achieved learning objectives (Magdalena et al., 2020). The implementation of evaluation plays a crucial role because through evaluation, teachers can monitor learners'

progress. Evaluation functions as an assessment of the extent to which learners achieve the goals set in a learning program. In other words, evaluation is a measurement step that depicts learners' achievements against standards set by teachers (Achadah, 2019). If the evaluation results meet expectations, it can be considered that learning objectives have been optimally achieved. There are several realities in the field, namely that teachers still conduct learning evaluations using conventional evaluation tools such as written tests. Considering this, further development in learning evaluation activities is necessary. Therefore, it is important for teachers to enhance their creativity in finding and optimizing the use of learning media relevant to technological advancements. This step is expected to support teachers in implementing learning evaluations.

Based on the description and research facts presented above, the researcher will investigate the Effectiveness of the Blooket Application in Improving Student Learning Outcomes in Arabic Language Learning for Grade IX at SMP Muhammadiyah 6 Jakarta. The purpose of this research is to determine the effectiveness of the Blooket application as an evaluation tool in Arabic language learning based on the learning outcomes of Grade IX students at SMP Muhammadiyah 6 Jakarta.

RESEARCH METHOD

The research used in this study is quantitative research with an experimental technique. The type of experimental research used in this study is a pre-experimental design. This research design only examines one group without a control group. This research design is also known as a One Group Pretest Posttest Design. Technically explained, one group is given a pretest before the delivery of the material, after the teaching material has been delivered, they are then given treatment (evaluation using Blooket), and then a posttest is administered. With this design, the results of the treatment given become more accurate because they can be used as a comparison between the conditions before and after the treatment.

Table 1. Research Design

Pretest	Treatment	Posttest
O_1	X	O_2

The research instrument has been validated by an expert lecturer and has also been analyzed for validity, reliability, item difficulty, and item discrimination using SPSS (Statistical Product and Service Solution) version 26. Thus, the instrument is deemed suitable for use as a research tool. The data analysis techniques used include tests for data normality, paired sample t-tests, and effectiveness tests. The research was conducted at SMP Muhammadiyah 6 Jakarta over a period of 2 months. The population in this study involved all students at SMP Muhammadiyah 6. The sampling technique used was purposive sampling, meaning that the sample was determined based on specific criteria set by the researcher. The sample to be taken consists of 32 students from Grade IX. The Grade IX sample was selected by the researcher based on factors including students currently attending Arabic language learning at SMP Muhammadiyah 6 Jakarta and students who have completed pretests and posttests.

RESULTS AND DISCUSSION

Research Results

The research results obtained during the study using SPSS include the learning outcomes of Grade IX students at SMP Muhammadiyah 6 Jakarta in Arabic language subjects, comparing the results of multiple-choice written tests with multiple-choice tests based on the Blooket application. In this study, the researcher administered a pretest consisting of 20 multiple-choice written questions and a posttest consisting of 20 multiple-choice questions based on the Blooket application, covering the same material, which is related to the learning material of Arabic

language qiraah skills for Grade IX. Pretests and posttests in the form of multiple-choice Arabic language questions were given to assess student learning outcomes.



Figure 1. Blooket Display

Preliminary Analysis Test

To test the hypotheses proposed in this study, the variables under investigation, both the independent variable, Blooket, and the dependent variable, Arabic Language Learning Outcomes, were analyzed using paired sample t-tests. Before conducting the analysis, the research data was first examined using the preliminary analysis test, namely the Kolmogorov-Smirnov Test for normality.

The normality test is used to determine whether the data is normally distributed or not, as one of the prerequisites for conducting the Paired Sample t Test analysis. The testing was conducted on the pretest and posttest scores of the students. The normality test used the Kolmogorov-Smirnov formula. Normality testing is used to facilitate the determination of whether parametric or non-parametric statistics will be performed during hypothesis testing. The testing was conducted with the assistance of SPSS version 26, and the results of the Kolmogorov-Smirnov normality test for pretest and posttest data are as follows:

Table 2. Results of Data Normality Test Analysis

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		32
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	6.15572916
Most Extreme Differences	Absolute	.102
	Positive	.102
	Negative	-.075
Test Statistic		.102
Asymp. Sig. (2-tailed)		.200 ^{c, d}

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.
 d. This is a lower bound of the true significance.

The decision criteria used in the Kolmogorov-Smirnov test are as follows:

1. If the calculated significance value is greater than 0.05, then the research data is normally distributed.
2. If the calculated significance value is less than 0.05, then the research data is not normally distributed.

Based on the results of the Kolmogorov-Smirnov test using SPSS version 26, it can be determined that the data is normally distributed because the significance level is greater than 0.05. Subsequently, hypothesis testing is conducted to determine whether there is a significant effect of using the Blooket application on the learning outcomes of Grade IX students at SMP Muhammadiyah 6 Jakarta. Based on the results of the normality test indicating that the data distribution is normal, the Paired Sample t-test is used to test the hypothesis. The Paired Sample t-test is used to test the significance of the comparison between two correlated samples if the conditions for data distribution are normal. Hypothesis testing using the Paired Sample t-test is conducted with the assistance of SPSS version 26, and the results of the hypothesis testing for pretest and posttest data are as follows:

Table 3. Results of Paired Samples Test Analysis

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-42.969	25.828	4.566	-52.281	-33.657	-9.411	31	.000

The decision criteria used in the Paired Sample t-test are as follows::

1. If the calculated significance value is less than 0.05, then Ho is rejected and Ha is accepted
2. If the calculated significance value is greater than 0.05, then Ho is accepted and Ha is rejected.

Based on the results of the Paired Sample t-test, it can be observed that the Asymp Sig value is $0.000 < 0.05$, hence Ho is rejected and Ha is accepted. Therefore, it can be concluded that there is a significant difference between the Arabic language learning outcomes of students before and after using tests based on Blooket.

Table 4. Results of N-Gain Test Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	29	-.20	.97	.7051	.30123
Ngain_Persen	29	-20.00	96.92	70.5124	30.12348
Valid N (listwise)	29				

Based on the N-Gain calculation results in the image above, it shows that the average N-Gain value is 70.5124 or, if presented as a percentage, 70.5%. If we refer to the standard interpretation of N-Gain effectiveness by category (%), the table is as follows:

Table 5. Categories of N-Gain Effectiveness Interpretation

Percentage (%)	Interpretation
< 40	Not Effective
40-55	Less Effective
56-75	Quite Effective
> 76	Effective

Referring to the standard interpretation of N-Gain effectiveness (%) as shown in the table above, the N-Gain test results fall into the quite effective category, with a mean percentage of

70.5%, which, according to the interpretation standards above, falls within the mean interval of 56-75%.

Discussion

Based on the learning outcomes from the 9th-grade Arabic language class at SMP Muhammadiyah 6 Jakarta, good results were achieved with an increase in student scores. This improvement in student scores was influenced by the implementation of treatment using the Blooket application.

The data analysis results, as previously explained, indicate that there is a significant effect of using Blooket on the learning outcomes of 9th-grade students at SMP Muhammadiyah 6 Jakarta. The significance value (2-tailed) was 0.000, which is less than 0.05. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

The acceptance of the alternative hypothesis implies that the use of Blooket is effective in improving the Arabic language learning outcomes of 9th-grade students at SMP Muhammadiyah 6 Jakarta. This finding highlights the importance of incorporating interactive learning tools in the classroom.

Using Blooket as a learning evaluation tool in Arabic language subjects led to an increase in both teacher and student activity. The interactive nature of the application encouraged greater participation from students during lessons.

Moreover, students became more active and enthusiastic about participating in learning activities when Blooket was used. This heightened engagement can be attributed to the gamified elements of the application, which make learning more enjoyable.

The increase in student enthusiasm and participation was evident in their improved performance and higher test scores. Blooket provided a dynamic platform that made learning more appealing and effective for students.

Teachers also reported that the use of Blooket made it easier to track student progress and identify areas where additional support was needed. This feedback was crucial for tailoring subsequent lessons to better meet student needs.

The overall classroom environment became more interactive and collaborative, fostering a more conducive atmosphere for learning. This positive shift in the learning environment was largely due to the engaging nature of Blooket.

In conclusion, the study found that the use of Blooket had a positive impact on the learning outcomes of 9th-grade students at SMP Muhammadiyah 6 Jakarta. The significant improvement in student scores and increased engagement underscore the effectiveness of this tool.

Therefore, incorporating Blooket into the curriculum for Arabic language classes can be seen as a beneficial strategy to enhance student learning and participation. This approach can serve as a model for other subjects and educational institutions looking to improve their teaching methods and student outcomes..

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of the research and discussion above, it shows that the use of the Blooket application as a learning evaluation tool has a very significant impact on the Arabic language learning outcomes of 9th-grade students at SMP Muhammadiyah 6 Jakarta. Thus, it was concluded that the use of Blooket as a medium for assessing learning outcomes is considered effective. This is evidenced by the data analysis results, which show a significance value of $0.00 < 0.05$, leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). This indicates a significant difference in Arabic language learning outcomes before and after using the Blooket application. Additionally, the research results also show that Blooket-based assessment tests can improve learning outcomes.

Suggestions

Based on the above conclusions, the researcher proposes the following suggestions:

1. For teachers, it is hoped that this research can provide new insights and motivate them to be more innovative and creative in utilizing technology, especially the use of the Blooket application in Arabic language learning in the classroom. This will facilitate teaching and leave a positive impression on students.
2. For students, it is expected that this research can encourage them to continuously seek information about technology-based learning so that they understand increasingly advanced technology and do not fall behind in technological information.
3. For future researchers, it is hoped that this research can serve as a useful reference for other researchers interested in studying the use of the Blooket application.

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