



Innovation in Arabic Language Learning Assessment Based on Kahoot: Systematic Literature Review

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Article History:

Received: Jun 17, 2025

Revised: Jul 27, 2025

Accepted: Nov 30, 2025

Online First: Jun 04, 2026

Keywords:

Arabic Language Learning,
Kahoot,
Systematic Literature
Review.

Kata Kunci:

Kahoot,
Pembelajaran Bahasa Arab,
Systematic Literature Review.

How to cite:

Roziqi, A. K., Abu Bakar, M. Y., & Unsi, B. T. (2026). Innovation in Arabic Language Learning Assessment Based on Kahoot: Systematic Literature Review. *Edunesia : Jurnal Ilmiah Pendidikan*, 7(1), 180-196.

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Abstract: Innovation is needed to support the Arabic language learning process carried out online. One form of this innovation can be realized through the use of learning media. Learning media play a role in arousing students' motivation and enthusiasm for learning, which can ultimately improve their learning outcomes. This study aims to conduct a literature review on the use of Kahoot in Arabic language learning. The method used in this study is the Systematic Literature Review (SLR). Data were collected by documenting and reviewing all articles discussing Arabic language learning assisted by the Kahoot application published between 2018 and 2024. A total of 13 articles from accredited national journals, obtained from the Sinta and Google Scholar databases using the Publish or Perish application, served as the data sources for this study. The results of the study indicate that Kahoot can be used as one of the teacher innovations and assessments in the Arabic language learning process and can improve learning outcomes, motivation, and student effectiveness in learning Arabic.

Abstrak: Diperlukan adanya inovasi untuk mendukung proses pembelajaran Bahasa arab yang dilaksanakan secara online. Salah satu bentuk inovasi tersebut dapat diwujudkan melalui pemanfaatan media pembelajaran. Media pembelajaran berperan dalam membangkitkan motivasi serta antusiasme belajar siswa, yang pada akhirnya dapat berkontribusi pada peningkatan hasil belajar mereka. Penelitian ini bertujuan untuk melakukan telaah literatur mengenai penggunaan Kahoot dalam pembelajaran Bahasa arab. Metode yang digunakan dalam penelitian ini adalah *Systematic Literature Review* (SLR). Data dikumpulkan dengan cara mendokumentasikan dan menelaah seluruh artikel yang membahas pembelajaran Bahasa arab yang dibantu dengan aplikasi Kahoot yang diterbitkan pada periode 2018 hingga 2024. Sebanyak 13 artikel dari jurnal nasional terakreditasi yang diperoleh melalui database Sinta dan Google Scholar dengan bantuan aplikasi Publish or Perish dijadikan sumber data dalam penelitian ini. Hasil penelitian menunjukkan bahwa penggunaan Kahoot dapat dijadikan salah satu inovasi guru dan penilaian dalam proses pembelajaran Bahasa arab dan mampu meningkatkan hasil belajar, motivasi, serta efektivitas siswa dalam pembelajaran Bahasa arab.

A. Introduction

The development of science and technology is progressing rapidly, with a significant impact on various aspects of human life, including education (Muzaki & Fitri, 2022). Nowadays, access to information is increasingly easy thanks to the internet. Various information that is practically available and easily accessible can be used as an interactive learning tool to support educational progress (Puspaningrum & Sugiarto, 2021). Thus, education needs to go hand in hand with technological developments by integrating technology as a supportive component in the teaching and learning process. In recent years, online learning has become a necessity due to the pandemic, leading to a shift in the education system toward digital platforms. However, teachers' understanding of the digitalization of learning is not solely due to the pandemic, it has become a demand of the times. Mastery of technology is not only needed for online-based learning but also for various other activities, such as meetings, conferences, and data input processes, most of which are now conducted online (Ismawati & Prasetyo, 2020).

In the teaching and learning activities, learning media play a vital role. The success of learning is greatly influenced by the media used. Sanjaya (2018) stated that the learning media play a very important role in the learning process. The use of appropriate learning media can optimize, effectively, and efficiently the teaching and learning process (Utami, 2017). Therefore, learning media is a determining factor in student achievement, especially in Arabic language learning (Amirudin & Muzaki, 2022). If the media used are not appropriate to the material being taught, students may struggle to understand the lessons (Muzaki et al., 2022).

One type of learning media that is interactive, engaging, and emphasizes collaboration and communication is games. Games are frequently used as educational tools to increase students' interest and motivation. Various innovations in games present a new atmosphere in the learning process, such as elements of fantasy, challenges, and curiosity. These elements encourage positive interactions between participants, who follow a set of rules to achieve certain goals (Irwan et al., 2019). According to Dewi (2020), various applications can be used to support learning through media, such as Kahoot, Zoom, live chat, phone calls, classroom, and WhatsApp groups. Meanwhile, Handarini & Wulandari (2020) also stated that several applications, such as Kahoot, web blogs, Zoom, WhatsApp, and others, have supported the online learning process. Furthermore, the Ministry of Education and Culture has provided various platforms or applications accessible to students for home learning, including Kahoot, *Rumah Belajar*, *Meja Kita*, *Icando*, *Indonesianx*, *Google for Education*, *Kelas Pintar*, *Microsoft Office 365*, *Quipper School*, *Ruang Guru*, *Sekolahmu*, *Zenius*, and *Cisco Webex*.

This study uses a rigorous Systematic Literature Review (SLR) to examine the extent to which Kahoot has been adopted in Arabic language learning assessment, covering theory, field practice, and the results obtained from its use. Because there is not much research supporting the importance of innovation in Kahoot applications for Arabic language learning, there is still a gap in the comprehensiveness of studies and in the systematic

synthesis of existing scientific evidence related to this topic. Previous studies on the use of Kahoot in learning generally focus on its effectiveness in increasing student motivation and engagement, especially in subjects such as English, Science, or Mathematics. Meanwhile, in Arabic language learning, studies on the use of Kahoot as an assessment tool remain very limited. Most studies use Kahoot solely as a formative evaluation tool, without discussing it in depth in terms of innovation in assessment methods, assessment validity, or its integration with modern pedagogical approaches.

This research offers novelty in two main aspects. First, from a methodological perspective, this study uses a Systematic Literature Review (SLR) approach designed systematically, transparently, and structured to collect, analyze, and synthesize various previous research findings on assessment innovations using Kahoot in Arabic language learning. This approach has not been widely used in Arabic-language learning studies, thereby providing an important methodological contribution. Second, from a substantive perspective, this study highlights the role of Kahoot not only as a regular quiz platform but also as part of an innovative assessment system that supports 21st-century learning, including technology-based, real-time, and gamification-based assessment. Focusing on the Arabic-language context, which is still under-studied, adds novel value to the development of technology-based language-learning evaluations in the Arab world and in the broader context of Islamic education.

Kahoot is a game-based learning platform that utilizes technology in schools and other educational institutions. This application offers various features, including a multiple-choice quiz that educators or creators can create and that different groups can access through the Kahoot website or application. In addition, Kahoot can be used to measure students' knowledge as a formative assessment tool or to provide entertainment during learning activities. Kahoot is also included in the trivia quiz category (Nada, 2020). The use of the Kahoot platform as a learning medium has become one of the main alternatives for teachers in teaching Arabic. This is due to the Kahoot application's ability to create an interactive and engaging learning environment, preventing students from becoming bored or tired easily during the learning process. In general, success in the teaching and learning process can be considered a positive outcome as long as the activities run effectively. This success can be seen in students' active participation in Arabic lessons and their enthusiasm throughout the learning process. Success in teaching itself can be viewed from two perspectives: the teacher's and the student's. From the teacher's side, success can be seen in teaching accuracy, the selection of appropriate teaching materials, and the effective use of relevant media and tools, including their application in Arabic lessons held in an enjoyable atmosphere. This is expected to raise enthusiasm and enjoyment, allowing them to appreciate every stage of learning. If all these aspects are fulfilled, the learning process can be considered successful (Aliah et al., 2023).

Learning is a process by which individuals internalize knowledge in a classroom environment. In this process, students act as recipients of the material, while teachers function as facilitators of learning, supported by media, tools, methods, and instructional

materials tailored to the class's needs (Syarifudin, 2020). Arabic language learning is the effort to teach Arabic to individuals or groups, using various strategies, methods, and approaches to achieve previously set goals. In addition, the process of learning Arabic involves active interaction among students, educators, and learning resources, all of which occur in a learning environment deliberately designed to meet learning needs (Makinuddin, 2023). Arabic language education should not only be a place to instill values, but also a means of spreading ideas that can adapt to and collaborate with the demands of the times. Therefore, education, especially in Arabic, requires a spirit of innovation and should promote the development of more engaging Arabic language learning media (Lisaniyah & Salamah, 2021).

In the language learning process, especially in Arabic, the use of learning media cannot be separated from achieving learning objectives optimally, quickly, effectively, and efficiently (Roziqi & Bakar, 2025). Learning media plays an important role in shaping student learning outcomes, especially in Arabic language learning. If the media used is not aligned with the material being taught, students may struggle to understand the lessons. Therefore, the author collects articles from nationally accredited journals indexed in Sinta to support previous studies, noting that Kahoot is very useful and beneficial for Arabic language learning for both teachers and students.

B. Method

This study uses a Systematic Literature Review (SLR) approach that aims to identify, review, evaluate, and interpret all relevant studies. Through this method, researchers conduct systematic journal reviews and screening by following the predetermined stages (Triandini et al., 2019). According to Ridley (2012), the SLR method consists of the following main stages: first, formulating research questions. Second, search strategy and article selection. Third, assessment of article quality. Fourth, data extraction and synthesis. Fifth, interpretation and reporting (Akbari et al., 2024).

The object of this research is a collection of articles on teacher assessment innovation in Arabic language learning using Kahoot, with data sources from Sinta and Google Scholar from 2018-2024. In more detail, according to Ridley (2012), the stages of research using the SLR Method are as follows:

First, Formulation of Research Questions. This stage ensures clarity of the research questions and the overall objectives of the study. At this stage, the researcher writes the formulation of the problem that will be discussed in depth. This research question is based on the needs of the selected topic, as follows:

Table 1. Research Questions

Research Question:	How is the innovation of teacher assessment in Arabic language learning using the Kahoot application?
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Second, Search Strategy and Article Selection. At this stage, a search strategy is developed to identify relevant studies or research from various databases. With the help of the Publish or Perish (PoP) application, using the keywords "Kahoot Application", "Kahoot Learning", and "Learning Arabic with Kahoot", 504 related articles were obtained from the Sinta and Google Scholar databases. The result of this identification is described as follows:

Table 2. Article Identification Results

Data source	Keywords
Sinta and Google Scholar	Kahoot Application
	Kahoot Learning
	Learning Arabic with Kahoot

Third, after completing the identification process, the researcher filtered the articles using inclusion and exclusion criteria. The selected articles are published between 2018 and 2024, focus on Arabic-language content, are written in Indonesian, and are published as journal articles. After applying these criteria, 28 articles were identified as eligible. The criteria are outlined as follows:

Tabel 3. Inclusion and Exclusion Criteria

Inclusion	Exclusion	Databases & Registers	Information
2018-2024	<2018	225	Journal Articles Published
Arabic Language Course	Besides the Arabic Language Course	34	Journal Articles Published
Language Indonesian	Besides the language Indonesian	28	Journal Articles Published

The selected articles were then examined in depth and had to meet the quality assessment criteria (Quality Assessment) to be considered eligible. The researcher posed the following questions to assess article quality:

Table 4. Quality Assessment Criteria

Assessment Criteria Question:	Does the article contain research results on teacher assessment innovations in Arabic language learning using the Kahoot application?
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Based on the Quality Assessment above, 13 articles were identified that met the criteria for assessing article quality. This study will focus on 13 articles, which will be discussed in depth. The results of this article screening are described in the form of the following PRISMA flow diagram:

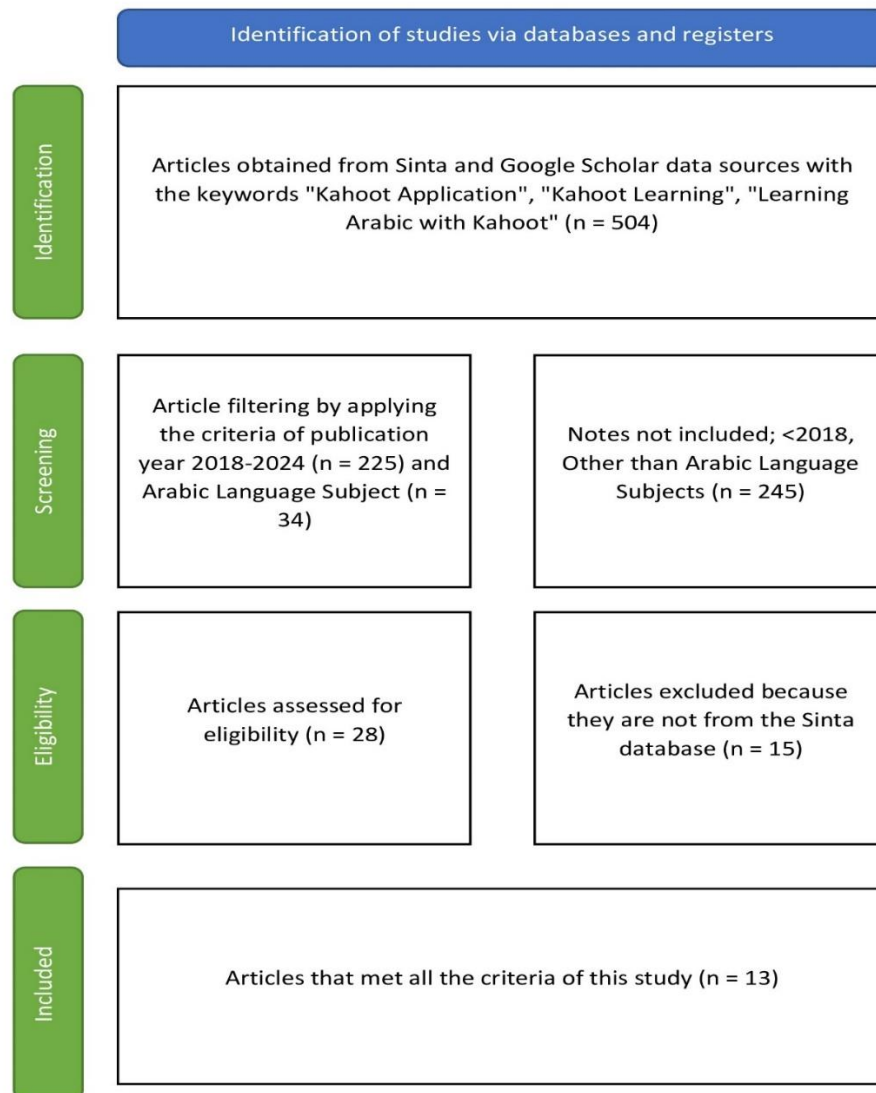


Figure 1. SLR PRISMA Diagram

Fourth, Data Extraction and Synthesis. At this stage, researchers extract relevant data from the selected articles that meet the quality and feasibility criteria. Important data from each article, such as the author's name, title, year of publication, journal name, research type, and results, were recorded in a table. The researchers synthesized the findings of previous studies to obtain a comprehensive summary of the results. These data will be presented in the results and discussion sections of the research, with an in-depth review.

Fifth, Interpretation and Reporting. This final stage involves interpreting the search results that were synthesized in the previous step. At this point, researchers compared the findings from selected articles. They formulated conclusions (Octafianti & Sartika, 2017), namely a brief description of the results, statements based on facts or true relationships, and answers to the questions presented in the problem formulation section. All answers focus solely on the scope of the question, and the number of answers is adjusted to the problem formulation.

C. Result

Data Analysis

The data analysis in this study was conducted systematically using a simplified approach and based on 13 selected articles from a total of 504 articles identified through a search using the Publish or Perish application connected to Google Scholar and Sinta. The search was conducted using the keywords "Kahoot application," "Kahoot learning," and "Arabic language learning with Kahoot." After a rigorous screening process following the PRISMA approach, 13 articles that met all inclusion criteria were analyzed in depth to identify innovations and assessments (results) in the use of the Kahoot application for Arabic language learning.

Critical Appraisal

A critical appraisal used the Preferred Reporting Items for Systematic Reviews (PRISMA) approach to examine innovations and outcomes in Arabic language learning using the Kahoot application. Each article was critically analyzed, with attention to the quality of the methodology, research design, instrument suitability, and data validity. Selected articles were critically analyzed using a systematic appraisal to assess their quality and relevance. Aspects assessed included clarity of research objectives, suitability of the research design to the research questions, sampling techniques, validity and reliability of the instruments, data analysis techniques, and appropriateness of the results and conclusions. This evaluation was conducted to ensure that the articles used in this study were worthy of scientific reference. Articles that passed selection had clear objectives, appropriate research designs, and results presented in a way that supported the conclusions drawn.

A critical appraisal of the 13 articles selected for this review was conducted to ensure each article met the criteria for analysis. This process is a crucial step in a systematic review because not all articles meeting the thematic and methodological criteria have sufficient analytical depth, robust data, or academic validity.

Literature Review Result

Based on a review of 13 selected articles, it was found that innovation using the Kahoot application contributes positively to student learning outcomes in Arabic language learning. Several articles indicate that the Kahoot application can improve conceptual understanding and student engagement, provide engaging, interactive resources, increase interest and learning outcomes, and offer a contextual approach that fosters diversity and motivation in the Arabic language learning process. Furthermore, this technology also supports more interactive and engaging contextual learning for students at various levels of education, as well as valid and effective learning media.

Matrix of Literature Data Analysis

The Kahoot application is used as a learning medium that can enhance students' understanding of Arabic language materials and increase their enthusiasm for learning. This section focuses on how Arabic language learning outcomes, supported by the Kahoot application, such as ease of use and response speed, contribute to improving the quality of student learning. This is evidenced by a data analysis matrix summarizing the findings of several selected articles using the Systematic Literature Review method based on four main components: author, year of publication, journal, and research result. This matrix provides a structured overview of the pattern of findings, which can be presented in Table 5.

Table 5. Kahoot-Based Arabic Language Learning

Author	Journal	Research Result
Khomsah & Imron, 2020.	Tarbiyatuna: Jurnal Ilmu Pendidikan	This study uses a literature study method with the conclusion that by using the questioning method (questions and answers) assisted by the Kahoot application, it can improve the quality of student learning, where students quickly reflect on their answers, and Kahoot records all student activities that can be used as assessment resume material for teachers.
Lisaniyah & Salamah, 2020.	PREMIERE: Journal of Islamic Elementary Education	This study uses library research on quizzes and interactive games, concluding that learning Arabic with Kahoot can make the classroom atmosphere more fun, train students' motor skills, and make it easier for students to receive Arabic lessons.
Shodiq & Muhtarom, 2018.	AMAHIRA: Journal of Arabic Studies & Teaching	This study uses a descriptive qualitative approach, with data collected through observations and interviews. The conclusion is that Kahoot games greatly influence student motivation, can help implement Arabic language learning assessments optimally, and increase student enthusiasm because teachers choose quizzes designed with pictures, videos, and songs.
Rasydiana, (2019).	PROSIDING: Konferensi Nasional Bahasa arab (KONASBARA)	This study uses the ADDIE development model and concludes that test development using the Kahoot application is valid, feasible, and practical for Arabic language learning.
Atika & Muassomah, 2020.	Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab	This study uses a qualitative descriptive method and concludes that the Kahoot application can help students learn to enjoy learning Arabic and make it easier for teachers to evaluate learning.
Riantimun et al., 2024.	Journal Shaut Al-'Arabiyah	This study uses a qualitative method with a field approach to answer the first problem formulation and a quantitative method with descriptive statistical analysis and a simple linear regression test to answer the second problem formulation, with the conclusion that the Kahoot application is carried out in core

Author	Journal	Research Result
		activities and can have a positive impact on students' learning interest.
Aliah et al, 2023.	PIWULANG: Jurnal Pendidikan Agama Islam	This study uses an embedded research strategy and concludes that, with the Kahoot application in Arabic language learning, students do not feel bored or fed up and play an active, interactive role.
Inka et al., 2024.	Ta'bir Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Ilmu Kebahasaaraban	This study uses a qualitative descriptive method and concludes that the use of Kahoot received positive responses from students, introduced a modern learning nuance into the assessment process, and could reduce learning pressure for students.
Ridwan, 2020.	e-theses UIN KH Abdurrahman Wahid Pekalongan	This study uses a qualitative method with a field study, with the conclusion that the use of Kahoot can provide significant benefits in the Arabic language learning process, can be used as a learning evaluation, and can be exciting and greatly assist teachers in evaluating the development and progress of student learning outcomes in Arabic language learning.
Lundeto et al, 2022.	TARSIUS: Jurnal Pegabdian Tarbiyah, Religius, Inovatif, Edukatif & Humanis	This article presents a community service project using the ABCD (Asset-Based Community Development) method, concluding that this activity can develop Arabic language teachers skilled in designing learning with Kahoot media and can improve their ability to design the desired learning.
Busiri, 2020.	Muhadasah: Jurnal Pendidikan Bahasa Arab	This study uses a descriptive qualitative method and concludes that Kahoot is one of the most interesting and interactive learning innovations. Students can learn easily because Kahoot can be designed with YouTube-linked videos and repeated more than 1x. Students are competitive and work hard to be the best.
Syarifudin et al, 2022.	MUMTAZA: Journal of Arabic Teaching, Arabic Linguistics and Literature	This study uses a quantitative method that emphasizes the analysis of numerical data and concludes that learning Arabic with Kahoot can have a positive influence on students, making them more active and enthusiastic because it offers something new and fun.
Abidah et al., 2023.	Edu Journal Innovation in Learning and Education	This study uses a quantitative, pre-experimental design. It concludes that implementing Kahoot media in Arabic language learning can make students happier, more enthusiastic, and more motivated when the learning process uses the Kahoot application as an E-Learning medium.

D. Discussion

Assessment in Arabic language learning can be interpreted as a series of activities aimed at collecting, analyzing, and interpreting data related to the process and student learning outcomes. The information obtained from this assessment process serves as a significant basis for decision-making. In Arabic language learning, evaluation of learning

outcomes is intended to inform decision-making regarding student achievement by utilizing valid and reliable data, both through test and non-test instruments (Busiri, 2020).

Assessment in Arabic language learning is not only about finding correct answers to questions, but also about analyzing the extent to which students have progressed during the learning process. Therefore, the implementation of assessment is very important to determine whether the quality of learning meets the expected standards, as one of the primary indicators lies in the assessment results. An effective assessment system contributes significantly to improving educational quality (Atika & Muassomah, 2020).

Assessment in education is certainly a benchmark for how effectively educators deliver knowledge to students. Positive assessment results can provide teachers with satisfaction and psychological relief. Furthermore, it helps them determine appropriate strategies to enhance classroom learning. Considering that Arabic is often perceived as a difficult subject, the use of advanced technology through electronic media becomes increasingly important. For example, gadgets, initially used solely for communication, can now serve as learning tools through various educational games available online (Pratiwi et al., 2021).

Kahoot is a game-based platform that originated in a lecture quiz research project launched in 2006 at the Norwegian University of Science and Technology. The initial prototype showed promising results in terms of increasing student motivation and improving learning perceptions (Bicen & Kocakoyun, 2018). Ismail & Mohammad (2017) argue that Kahoot is a game-based learning platform that was initially used solely as a technology in education, both in schools and other institutions. However, Kahoot can now be used as a game-based learning platform to sharpen the mind, help students understand the subject matter, increase involvement and motivation, and provide effective, reflective feedback. This game-based learning platform is provided free of charge and has received widespread global acclaim with over 30 million users worldwide (Ismail & Mohammad, 2017). Kahoot also provides tools for quizzes, including the ability to add images and YouTube videos to questions, providing both visual and verbal stimulation (Iwamoto et al., 2017).

In the assessment process, teachers can easily analyze each student's answer. It simplifies the process of monitoring scores and evaluating learning conditions in real time. Students also receive immediate feedback on their performance (Iwamoto et al., 2017). Kahoot can evaluate learning by tracking students' thinking processes. Students match the correct answers according to the questions. This makes it easier for teachers to evaluate how well students understand the material provided. Evaluation using the Kahoot application helps motivate and inspire enthusiasm for learning by making evaluations interesting rather than monotonous (Shodiq & Muhtarom, 2018).

Innovations in assessment using Kahoot include standardized content delivery, more interactive learning experiences, the integration of artificial intelligence, improved student performance, and a more productive teaching role (Muhammad & Tetep, 2018). Furthermore, Bahar et al (2020) also stated that the use of Kahoot creates a more interactive

and enjoyable classroom atmosphere, encourages technological proficiency, and trains students' motor skills. In addition, it makes it easier for teachers to evaluate learning and fosters innovative assessment practices.

Based on the selected articles, the use of Kahoot in Arabic language learning significantly increases student motivation, optimizes the assessment process, and boosts student enthusiasm. A research article by [Shodiq & Muhtarom \(2018\)](#) demonstrated that teachers designed quizzes with images, videos, and songs to make learning more engaging. Fadilah also innovated by collaborating with the questioning method (questions and answers) assisted by the Kahoot application, showing that learning Arabic can improve student quality, where students quickly reflect on their answers, and Kahoot records all student activities, which can be used as assessment resume material for teachers ([Khomsah & Imron, 2020](#)).

The Kahoot application has been shown to enhance learning Arabic, as students are happier, more enthusiastic, and more motivated during the Arabic learning process ([Abidah et al., 2023](#)). It also facilitates evaluation, especially in online or e-learning contexts ([Atika & Muassomah, 2020](#)). Learning Arabic with the help of Kahoot can create a fun classroom atmosphere, train motor skills, and make it easier for students to receive Arabic lessons ([Lisaniyah & Salamah, 2021](#)). [Rasydiana et al \(2019\)](#) stated that developing tests using the Kahoot application is quite valid, feasible, and practical for use in Arabic learning.

[Lundeto et al \(2022\)](#) held a community service activity to help Arabic teachers improve their instructional design skills using Kahoot. [Ridwan \(2020\)](#) argued in his research that the use of the Kahoot application provides significant benefits in the learning process, can be used as a learning evaluation, can make students very enthusiastic and passionate, and greatly helps teachers in innovating and evaluating the development and progress of student learning outcomes in Arabic language learning. Kahoot's effectiveness lies in its ability to keep students engaged and participative during the lesson ([Aliah et al., 2023](#)).

The Kahoot application can positively impact students' interest in learning ([Riantimun et al., 2024](#)). As conveyed by [Inka et al \(2024\)](#), the use of Kahoot creates a modern and enjoyable assessment environment, reducing pressure and stress among students during evaluation.

E. Implication

The findings of this systematic literature review provide several important implications for theory, practice, and future research in Arabic language education. Theoretically, this study strengthens the discourse on technology-enhanced assessment by positioning Kahoot not merely as a supplementary quiz tool, but as an integral component of innovative, formative, and gamification-based assessment in Arabic language learning. The synthesis of prior studies demonstrates that digital assessment platforms can support 21st-century learning principles by fostering engagement, immediacy of feedback, and student-centered evaluation, thereby enriching the conceptual framework of technology-based language assessment.

From a practical perspective, the results imply that Arabic language teachers are encouraged to integrate Kahoot strategically into assessment practices to enhance students' motivation, participation, and learning outcomes. The platform enables teachers to conduct real-time assessments, monitor students' responses efficiently, and reduce learners' anxiety during evaluation through a fun and interactive environment. Furthermore, Kahoot can support diverse assessment formats and be combined with various instructional methods, making it suitable for both online and face-to-face learning contexts. These findings also highlight the importance of improving teachers' digital competencies through professional development programs focused on assessment innovation.

In terms of policy and institutional practice, the results suggest that educational institutions and curriculum developers should consider incorporating digital assessment tools into Arabic language curricula. Institutional support in the form of infrastructure, training, and pedagogical guidelines is essential to ensure the effective and sustainable implementation of technology-based assessment.

Finally, this study implies the need for further empirical research that goes beyond perception and motivation, particularly studies examining the validity, reliability, and long-term impact of Kahoot-based assessments on specific Arabic language skills. Future research may also explore the integration of Kahoot with other pedagogical models or learning analytics to develop a more comprehensive and evidence-based assessment system in Arabic language education.

F. Limitation and Suggestion for Further Research

Despite providing valuable insights, this study has several limitations that need to be acknowledged. First, this research is limited to articles published between 2018 and 2024 and sourced only from nationally accredited journals indexed in Sinta and Google Scholar. As a result, relevant international studies or publications indexed in global databases such as Scopus or Web of Science were not included, which may limit the breadth of perspectives and comparative insights on the use of Kahoot in Arabic language assessment.

Second, as a Systematic Literature Review, this study relies entirely on secondary data. Consequently, the findings reflect patterns, trends, and conclusions reported in previous studies without direct empirical verification in real classroom settings. In addition, most of the reviewed studies focus on motivation, engagement, and general learning outcomes, while in-depth discussions on assessment validity, reliability, and measurement accuracy in Kahoot-based Arabic assessments remain limited.

Third, the majority of the analyzed studies emphasize Kahoot as a formative evaluation tool, with relatively little exploration of its potential role in summative assessment or in measuring higher-order Arabic language skills such as critical reading, productive writing, or complex grammatical analysis.

Based on these limitations, several suggestions for future research can be proposed. Future studies are encouraged to conduct empirical research using experimental or mixed-method designs to examine the effectiveness of Kahoot-based assessments on specific Arabic

language skills in greater depth. Researchers may also explore the psychometric properties of Kahoot-based assessment instruments, including validity, reliability, and fairness. Furthermore, comparative studies involving other digital assessment platforms or integrating Kahoot with pedagogical models such as problem-based learning or project-based learning would enrich the field. Expanding research coverage to international contexts and multilingual settings would also contribute to a more comprehensive understanding of digital assessment innovation in Arabic language education.

G. Conclusion

This study concludes that the use of Kahoot represents a significant innovation in Arabic language learning assessment. Based on a systematic review of 13 selected articles published between 2018 and 2024, Kahoot has been shown to effectively enhance student motivation, engagement, and learning outcomes while supporting more interactive, enjoyable, and student-centered assessment practices. The platform enables teachers to conduct real-time formative assessments, provide immediate feedback, and efficiently monitor students' learning progress.

Furthermore, Kahoot contributes to reducing students' anxiety during evaluation by transforming assessment activities into meaningful and gamified learning experiences. Its flexibility allows integration with various instructional methods and learning models, making it applicable in both online and face-to-face Arabic language learning contexts. The findings also highlight Kahoot's potential to support 21st-century learning demands by promoting technological literacy and innovative assessment strategies among teachers.

Overall, this study affirms that Kahoot is not merely a supplementary digital tool, but a viable and effective assessment medium in Arabic language education. However, to strengthen its pedagogical contribution, future studies are needed to explore its application in summative assessment, higher-order language skills, and psychometric quality. With appropriate institutional support and teacher readiness, Kahoot can play a strategic role in advancing technology-based assessment in Arabic language learning.

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