



Leveraging Small Group Discussion Technique with Kahoot Application for *Maharah Qira'ah* Learning Design in Higher Education

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Abstract: Technological advances change the students' learning styles, especially Arabic language learning. This phenomenon requires teachers to create suitable learning designs. This article aimed to develop a learning design for Arabic reading skills using the Kahoot application based on small group discussions. R&D (Research and Development) type was used with the ADDIE model which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. Data collection instruments in this research were observation, interviews, questionnaires, and documentation. The primary data was obtained from respondents through questionnaires and interviews. Meanwhile, the secondary data was obtained from books, scientific journals, and internet sources relevant to this research. Likert scale was used as data analysis. The results showed that the validity of the learning planning design based on the material validator obtained was 4,75, which referred to a very good criteria. Meanwhile, media validators obtained 4,6, which referred to a very good category. Thus, the design validators obtained 4,8 which referred to a very good category, and 2) The results of student responses obtained 82% with good criteria. Based on this result, Small Group Discussion Techniques with the Kahoot application are suitable for Arabic learning design in higher education.

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Introduction

Reading skills (*Maharah Qira'ah*) are part of four language skills students must master in Arabic learning.¹ At the collegiate level, studying *maharah qira'ah* is pivotal

¹ Rika Lutfiana Utami, "Desain Kurikulum Bahasa Arab di Indonesia," *El-Ibtikar: Jurnal Pendidikan Bahasa Arab* 9, no. 1 (2020): 108-124.

for attaining overall proficiency in Arabic. This educational endeavor aims to augment the ability to read and comprehend Arabic text and strengthen the foundation in Islamic sciences, of which the majority are derived from Arabic sources. In the contemporary digital era, incorporating technology in Arabic language instruction significantly aids educators in developing engaging learning experiences.² In this context, a notable approach to harnessing technology is utilizing the Kahoot application.

Instructors require techniques as integral components of Arabic language learning strategies. This necessity arises due to the frequent challenges and obstacles in foreign language learning. Language learning strategies encompass actions, behaviors, stages, or specialized techniques learners to enhance their progress in developing linguistic competencies.³ Small Group Discussion (SGD) that can address these issues and foster a learning environment.⁴ In addition, discussions in small groups can mitigate student difficulties and enhance students' skills in comprehending texts in depth.⁵

Kahoot is a game-based learning platform that enables educators to develop interactive quizzes for direct student participation. This platform not only introduces an element of enjoyment into the learning process, but also enhances student engagement and fosters a more active approach to learning.⁶ Numerous studies indicated that Kahoot can enhance student learning outcomes across diverse subjects, including foreign languages. For instance, Primayana's research⁷ Asserted that learning via the Kahoot platform can elevate students' interest in learning, as it facilitates group engagement, subsequently fostering competition.

² Muhammad Saiful Anuar Yusoff et.al., "Kesediaan Pelajar Terhadap Penggunaan Aplikasi Kahoot! Dalam Pembelajaran Bahasa Arab Student Readiness of Using Kahoot! In Learning Arabic Language," *Insaniah: Online Journal of Language, Communication, and Humanities* 2, no. 2 (2019): 35–50.

³ Nurhidayati, Irhamni, and Moh. Ainin, "Learning Strategy Patterns in Developing Skills for Listening of Arabic Speech," *KnE Social Sciences* (2020): 223–236.

⁴ Hendra Suryadi, "The Effect of Using Small Group Discussion on the Second Grade Students' Speaking Skill," *Jisip (Jurnal Ilmu Sosial dan Pendidikan)* 4, no. 3 (2020): 293-298.

⁵ Sahkholid Nasution and Zulheddi Zulheddi, "Pengembangan Model Pembelajaran Bahasa Arab Berbasis Teori Konstruktivisme di Perguruan Tinggi," *Arabi: Journal of Arabic Studies* 3, no. 2 (2018): 121-144.

⁶ Ahmad Zubaidi, "Development of Maharah Al-Istima' Test Instrument for Electronic Based Arabic Student Using the Kahoot! Application," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 7, no. 1 (2020): 61–77.

⁷ Kadek Hengki Primayana, "Implementasi Manajemen Pembelajaran Daring Berbantuan Platform Kahoot Terhadap Kepuasan Mahasiswa." *Edukasi: Jurnal Pendidikan Dasar* 2, no. 1 (2021): 51-62.

Kahoot differs from traditional learning methods.⁸ The difference lies in the use of learning media. If the conventional method of learning Arabic reading skills only relies on lectures, then learning will be more varied when using applications. Kahoot allows lecturers to create an interactive and fun learning environment. In addition, with the direct feedback feature provided by Kahoot, students can immediately find and correct their mistakes quickly.⁹ Not only that, Kahoot can also be an independent learning medium. Once students leave the classroom, they can repeat the lesson at home to internalize the subject matter theoretically and practically. Learning independence includes independence not only in internalizing information but also in making decisions, taking initiative, motivating, and using learning strategies.¹⁰ Research conducted by Pratama confirmed that there are differences between traditional learning methods and modern learning methods. The results of the paired sample test (t-test). The success of contemporary learning methods obtained 84.05. Meanwhile, traditional learning methods obtained 64.05.¹¹

Several studies relevant to Primayana¹² discussed the development of Arabic listening evaluation instruments using Kahoot. Fiani¹³ examined the development of Arabic language evaluation instruments at the Islamic elementary school. Cahyani¹⁴ discussed evaluation based on the Kahoot application. This research shared similarities with previous research regarding using the Kahoot application in learning. The difference is that this research focuses on learning Arabic reading skills using the Kahoot application and small group discussion techniques.

⁸ Anisyah Yuniarti et al., "Media Konvensional dan Media Digital dalam Pembelajaran," *Jutech : Journal Education and Technology* 4, no. 2 (2023): 84–95.

⁹ Moh Syaifudin, Firdausi Nurharini, and Hadyan Diaz Ramadhan, "Pengaruh Media Pembelajaran Kahoot Terhadap Motivasi Belajar Bahasa Arab Siswa di MTs al-Qur'an Terpadu an-Nawa Surabaya," *Journal of Arabic Teaching, Linguistic And Literature* 2, no. 1 (2022): 16–28.

¹⁰ Moh Ainin et al., "Designing Online-Based Independent Learning Network for the Development of Arabic Language Research Methodology (Alrm) at State University of Malang, Indonesia," *Journal of Education and E-Learning Research* 7, no. 1 (2020): 7–14.

¹¹ Budi Pratama et al., "Modern vs Traditional: Comparative Study of Efficacious Arabic Language Learning Methods," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 1 (2024): 239–257.

¹² Ahmad Zubaidi, "Development of Maharah Al-Istima' Test Instrument for Electronic Based Arabic Student Using the Kahoot! Application," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 7, no. 1 (2020): 61–77.

¹³ Irma Nur Fiani et al., "The Effectiveness of Using Kahoot! Application as An Evaluation Tool in Arabic Vocabulary Learning at Madrasah Ibtidaiyah," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 2 (2021): 243–256.

¹⁴ Dhiea Regita Cahyani, Dedeh Kurniasih, and Raudhatul Fadhillah, "Kahoot!-Based Evaluation Instruments on Acid-Base Materials," *Journal of Education and Learning (EduLearn)* 16, no. 1 (2022): 16–24.

This article explored how Kahoot can improve Arabic reading skills learning in higher education. The main focus of this research was to identify the effectiveness of Kahoot in enhancing students' reading skills and to find out how students respond to using this application in Arabic learning.

Methods

This research developed an innovative learning design to examine its transformative effects on student outcomes. The resultant product is an engaging digital application focused on Arabic language acquisition, incorporating the benefits of small group discussions. Designed for fourth-semester students, the content is derived from learning material from the Arabic language book of *al-'Arabiyah Baina Yadaik* Volume 2. Utilizing a dynamic Research and Development (RnD) approach, the study employs the ADDIE model, encompassing five distinct stages: Analysis, Design, Development, Implementation, and Evaluation.¹⁵ The research was conducted at the College of Arabic Language and Da'wah, located within the Sunan Ampel Great Mosque in Surabaya (STIBADA Masa).

Participants in this research were ten semester four students. These participants were chosen because Arabic lessons were taught this semester. Data collection instruments in this research were observation, interviews, documentation, and questionnaires. Observations of the learning process were made at the location of the study. Interviews were conducted with Arabic language teaching lecturers in semester 4 of the Arabic language education study program. Documentation was used to obtain data such as syllabi and teaching documents and the value of participants' learning outcomes. Questionnaires were used to collect information from respondents. Respondents responded by choosing alternative answers that already exist. The instrument was prepared to determine the feasibility of the Kahoot application developed as a medium for learning to read Arabic. The data collection techniques were used with instruments with aspects and criteria designed to adjust the needs of the study.

The data in this research were quantitative and qualitative. Quantitative data was obtained from expert validation, which included "material/language experts, design experts, and media experts and answers to respondents' questionnaire results.

¹⁵ Endang Widi Winarni, *Teori dan Praktik Penelitian Kuantitatif, Kualitatif, PTK, R&D* (Jakarta: Bumi Aksara, 2021).

The data analysis used a Likert scale with the formula: With explanation, P: percentage of questionnaire results, f: questionnaire answers, n: collection of results from all questionnaire samples.

The criteria were used to interpret and assess the feasibility and practicality of the test level. The eligibility criteria and guidelines for calculating the assessment results from the validator team are based on Arikunto.¹⁶ Furthermore, calculations were carried out to determine the average percentage and category of assessment in the following way:

Table 1. Percentage Interpretation

Assessment Percentage	Information
90%-100%	Very good
80%-89%	Good
70%-79%	Good Enough
60%-69%	Medium
50%-59%	Not Good
49%-Down	Very Not Good

Qualitative data was obtained from interviews and observations of lecturers and student responses to measure practicality—answers from lecturer and student responses to determine the level of practicality of using the developed media. Then, the total average presentation was adjusted to the criteria table. The last step was to qualitatively interpret the overall average value and each aspect according to the assessment category table above.

Results and Discussion

In this research, the product design was developed through five steps to design and develop Arabic language learning using the Kahoot application, which includes 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation, as in the following figure this:

¹⁶ Iis Ernawati and Totol Sukardiyono, "Uji Kelayakan Media Pembelajaran Interaktif pada Mata Pelajaran Administrasi Server," *Elinvo (Electronics, Informatics, and Vocational Education)* 2, no. 2 (2017): 204–210.



Figure 1. Stages of ADDIE Model Development

Analysis is needed to determine the need for product development. The development of a product can be initiated by a problem in an existing/implemented product. Problems can arise because existing products are no longer relevant to the needs of the target, learning environment, technology, and characteristics of students. Design is a systematic process that begins with designing the concept and content of the product to be developed. At this stage, the product is in the form of a design written for each product's content. Instructions for implementing the design or making the product are written clearly and in detail. At this stage, the product design is still conceptual and will underlie the development process in the next stage.

The development contains the activities of realizing the product previously designed. The concept and framework are then learned and turned into a product that is ready to use. At this stage, an instrument is also needed to measure product performance. Implementation is done to get feedback on the product being developed. Initial feedback (initial evaluation) can be obtained by asking questions about product development's purpose. Implementation is carried out referring to the product design that has been made. An assessment is carried out to provide feedback to product users. Then, revisions are made according to the evaluation results or needs that still need to be met regarding the product. The final goal of the evaluation is to measure the extent to which the product development has been successful.¹⁷

According to Rusdi, the observation process must include three stages to produce effective learning design development products: analysis of needs, characteristics,

¹⁷ Taufik Rusmayana, *Model Pembelajaran Addie Integrasi Pedati di SMK Karisma Bangsa Sebagai Pengganti Praktek Kerja Lapangan di Masa Pandemi Covid-19* (Bandung: Penerbit Widina, 2021).

infrastructure, supporting facilities, and curriculum analysis. This was done as an initial observation to analyze needs and then ensure the usefulness of the product and its effectiveness in learning Arabic.¹⁸

Firstly, this first hold is a stage for analyzing needs. To succeed in learning activities, students' needs must be met, including physiological needs, affection, self-esteem, security, and self-actualization. Teachers can deliver lessons well and create good, efficient, and effective learning when these needs are met to achieve learning objectives.¹⁹ According to Nation and Macalister Alawiyah et al., needs analysis aims to discover what language learners know now, what they want to know, and what they need to know at the end of learning. It must be practical, valid, and reliable.²⁰ Therefore, needs analysis activities include conducting assessments and conducting the research. Then, the development of a product can begin with the product being used that is no longer relevant to the target needs, learning environment, technology, student characteristics, and so on.²¹

Students need teaching materials to improve their language skills when learning Arabic at STIBADA. This is in line with what was stated (Syarifuddin), which is²² that good teaching material determines the success of students studying Arabic. Besides that, the language environment also plays a vital role in developing Arabic language skills.²³ A conducive environment, substantial funding, reliable human resource management, the ability to organize schools well, and substantial funding are factors in teaching Arabic.²⁴ On that basis, knowing student needs is an important step to ensure that educational institutions can provide the necessary support for students to succeed academically and in life. By meeting academic, mental, emotional, social, career, and financial needs, educational institutions can help students reach their full potential. The use of Kahoot

¹⁸ Muhammad Rusdi, *Penelitian Desain dan Pengembangan Kependidikan* (Depok: PT. Raja Grafindo Persada, 2018).

¹⁹ Rika Devianti and Suci Lia Sari, "Urgensi Analisis Kebutuhan Peserta Didik Terhadap Proses Pembelajaran," *Jurnal Al-Aulia: Jurnal Pendidikan dan Ilmu-Ilmu Keislaman* 6, no. 1 (2020): 21–36.

²⁰ N. Lalah Alawiyah et al., "Model Pembelajaran Bahasa Arab Berbasis Kebutuhan Mahasantri Pesantren Mahasiswa," *Kalimatuna: Journal of Arabic Research* 1, no. 1 (2022): 29–48.

²¹ Taufik Rusmayana, *Model Pembelajaran ADDIE* (Bandung: Penerbit Widina, 2021).

²² Achmad Syarifuddin, "Analisis Kebutuhan Materi Ajar "Berbicara Bahasa Arab" Berbasis Pendekatan Komunikatif Bagi Pembelajar Non-Bahasa Arab," *Intizar* 23, no. 2 (2017): 261–270.

²³ Suhardi Reza Fachrial and J Sutarjo, "Mastery of Arabic Speaking Skills Among Students: A Study on the Influence of the Linguistic Environment," *An Nabighoh* 26, no. 1 (2024): 133–142.

²⁴ Abdul Wahab Rasyidi and Suci Ramadhanti Febriani, "Uslub Ta'lim Maharah al-Kalam bi Asas al-Dzaka'at al-Muta'addah fi al-Marhalah al-Ibtidaiyyah," *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 2 (2020): 193-210.

through the small group discussion technique will help students absorb the lesson material in a fun way. This is reinforced by Saiful's opinion that technology in learning Arabic helps teachers make learning activities easy and fun in the digital era. Kahoot can be a medium that can help lecturers carry out digital-based learning evaluations to improve the quality of learning.²⁵

Second, the characteristics of students in language learning classes at STIBADA should be analyzed. Observation results showed diverse students in terms of learning motivation, educational background, cognitive competence, and learning style. This affects the learning process because motivation is a driving force that can move students to participate actively in the learning process. Fatoni stated that²⁶ the motivation for Arabic learning is a non-intellectual psychological component that fosters a sense of pleasure and desire to carry out learning activities. This motivation is essential as an internal and external driver for students in every Arabic language learning activity.

Low motivation in students can become an obstacle and problem that must be found for a solution.²⁷ Apart from that, differences in educational backgrounds are also an obstacle. Even though there are no significant differences between Islamic high schools and non-Islamic high schools, students with previous learning experiences at different schools use audio, visual, and kinesthetic learning styles. However, Islamic school graduates are more likely to study in groups and participate in online community activities.²⁸ These student characteristics must be managed well by creating learning that accommodates students' motivation, interests, and learning styles. Therefore, the use of Kahoot through the small group discussion technique can be a solution to increase students' interest and motivation to learn Arabic. The existence of an excellent Arabic

²⁵ Andri Kurniawan et al., *Aplikasi Pembelajaran Digital* (Padang: PT. Global Eksekutif Teknologi, 2023).

²⁶ Ahmad Fatoni, "Peran Motivasi Belajar Bahasa Arab Terhadap Aktivitas Pembelajaran: Studi Kasus Mahasiswa PBA Universitas Muhammadiyah Malang," *El-Tsaqafah: Jurnal Jurusan PBA* 18, no. 2 (2019): 183–202.

²⁷ Nanin Sumiarni, "Pembelajaran Bahasa Arab Bagi Mahasiswa Pemula di Pusat Bahasa dan Budaya (PBB) IAIN Syekh Nurjati Cirebon (Problematika dan Solusinya)," *Holistik* 15, no. 1 (2016): 19–38.

²⁸ St. Kuraedah, "Gaya dan Strategi Belajar Bahasa Arab Mahasiswa Alumni Madrasah dan Non Madrasah," *Al-Ta'dib: Jurnal Kajian Ilmu Kependidikan* 15, no. 1 (2022): 36-35.

language environment which is strengthened by digital media can cause students to learn independently anytime and anywhere effectively.²⁹

Third, the curriculum analysis. This first phase is the stage for curriculum analysis. The curriculum used at STIBADA follows the curriculum launched by the Directorate General of Higher Education (DIKTI). The higher education curriculum is designed to meet the needs of society, industry, and scientific developments. Curriculum needs analysis is essential to ensure the study programs offered are relevant and in line with current demands. The following are several steps and considerations in conducting a curriculum needs analysis at the higher education level. In Indonesia, the Ministry of Education and Culture, through the Directorate General of Higher Education (DIKTI), analyzed curriculum needs considering the Industrial Revolution 4.0. So, the curriculum must integrate information technology, soft skills development, and critical thinking abilities.³⁰

The curriculum at STIBADA has changed over the years since it was founded in 2017; in 2018, there was a curriculum review, and it has changed at least twice in the last five years. This is necessary because universities adapt to the demands of the times to equip their graduates to survive in the world of work with soft and hard skills. Kunaefi³¹ stated that changes in the curriculum could be caused by changes in the autonomy of higher education as contained in the National Education System Law. This change in autonomy could encourage changes in the curriculum. However, this change gives universities more freedom to develop and determine the direction of their curriculum. Here, the position of DIKTI changes its role from being a regulator to a facilitator who empowers and encourages universities to achieve their goals.

Conceptually, changes to a university's strategic plan can cause the curriculum to change; this adapts to the goals contained in the vision and mission of a university. As the policyholder, DIKTI issues guidelines to guide study programs by implementing MBKM and Outcome Based Education (OBE) with External Quality Assurance System (SPME, National and International Accreditation) assessment standards. The orientation

²⁹ Faisal Mubarak, Muhammad Infithar al ahqaf, and Mohamad Abdullah Alsaied, "The Impact of Self-Regulated Learning and Students' Learning Styles on Their Learning Outcomes in Arabic Language," *An Nabighoh* 26, no. 1 (2024): 97–112.

³⁰ Aris Junaidi, *Panduan Penyusunan Kurikulum Pendidikan Tinggi* (Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan, 2020).

³¹ Fatwiah Noor, "Kurikulum Pembelajaran Bahasa Arab di Perguruan Tinggi." *Arabiyatuna: Jurnal Bahasa Arab* 2, no. 1 (2018): 1-22.

of curriculum development can also be determined by developing/adjusting the curriculum to increase the quality of study programs³². This should be the government's obligation to respond to developments over time. Changes in this era of globalization are occurring rapidly and taking place quickly in all sectors of life. In the world of work, PBA graduates, especially as Arabic language teachers, encourage universities to equip their graduates with technology-based creativity to keep up with changing times and fast-paced developments. This reason encourages universities in Indonesia to carry out a paradigm shift in preparing their curriculum.

It will focus on the content that must be studied and the abilities graduates must have to better face future life and improve their quality of life.³³ Therefore, the curriculum concept included in UNESCO's education pillar has also changed orientation. It now focuses on culture, changing from the previous emphasis on human abilities in society. To support the curriculum objectives of the Arabic education study program, it is necessary to develop learning designs relevant to current developments. So, through the small group discussion technique, Kahoot can be used as capital to achieve the curriculum objectives stated in the Semester Teaching Plan (RPS) for Arabic language courses.

At this stage, the Arabic learning design based on Kahoot was developed using three steps to make the learning practical and exciting for students. This design is the primary step in producing an attractive learning product as part of Arabic language learning innovation. First, the teaching material was determined according to the semester learning plan (RPS) of the lecturer in Arabic reading skills (*maharah qiraah*) subject. The material taught was based on the Arabic book *Baina Yadaik* Volume 2. This material will be presented in the Kahoot application, which will deliver the Arabic reading skills teaching module. The material is not only limited to the textbook but also comes from other supporting media, such as the internet, in the form of pictures and texts from relevant Arabic dictionaries.



Then, the collected material was selected and determined according to the objectives and learning outcomes (CP) of the RPS. The material and learning content were: 1) Instructions, including a description of the MK, sub-CPMK, indicators, and

³² Aris Junaidi, *Panduan Penyusunan Kurikulum Pendidikan Tinggi* (Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan, 2020).

product identity, and 2) Student attendance. 3) E-module learning about *al-Lughah al-'Arabiyah al-Fasihah aw tsarina*, 4) Video learning about *al-Lughah al-'Arabiyah al-Fasihah aw tsarina*, 5) Practice reading texts by using the small group discussion technique which is part of the cooperative learning approach. 6) Practice answering questions by using the Kahoot application. This was carried out to measure the extent of students' understanding of Arabic language teaching material.

Second, the learning design layout was determined using the developed Kahoot application. The product specifications developed can help students absorb the material well. Product orientation as a fun learning medium for students was also attempted as best as possible in this process. Third, the learning design was designed with the Kahoot application, which was used in the learning process to improve reading skills. Supporting platforms, such as Canva and YouTube, were used to design this learning in this step. Some of these platforms can be seen in the following table:

Table 2. Supporting Platform for Designing Arabic Language Learning

No.	Platform	Picture and Link
1	Canva	 Sumber: https://www.canva.com/
2	Youtube	 Sumber: https://youtube.com/

Canva and YouTube are digital media that can be utilized as learning media. The Canva application can be used as a medium for presentation design, making it easier for students to understand Arabic lessons. At the same time, YouTube includes a platform that can be accessed using an internet network to share and access various kinds of videos. Teachers can use YouTube as a learning medium to make it easier for teachers to convey learning.³⁴ Research conducted by Dariyadi showed that micro-learning can be done through media such as YouTube, which can increase engagement and retention of knowledge effectively when applied with the proper repetition techniques.³⁵

³³ Fatwiah Noor, "Kurikulum Pembelajaran Bahasa Arab di Perguruan Tinggi," *Arabiyatuna: Jurnal Bahasa Arab* 2, no. 1 (2018): 1-22

³⁴ Unik Hanifah Salsabila et al., "Optimalisasi Media Youtube sebagai Media Pembelajaran Daring," *Saliha: Jurnal Pendidikan & Agama Islam* 5, no. 1 (2022): 92-114.

³⁵ Moch. Wahib Dariyadi, Moh. Fauzan, and Miftahul Huda, "Enhancing Arabic Language Learning with Microlearning: A Case Study of the Arabiyatuna YouTube Channel," *Arabia* 15, no. 2 (2023): 211-230.

According to Zainuddin, at the development stage, experts in the field carry out the assessment process to determine whether a product design result is suitable for use. Expert advice is needed to improve the design results and media that have been prepared.³⁶ In this research, after the Arabic learning design was prepared, the design was then tested on material experts, media experts, and design experts as validators. The testing process with experts determined the product's suitability before testing it on students. The results of the questionnaire given to the material expert were obtained in the following table:

Table 3. Average Score of the Material Expert Validator

No.	Assessment Aspects	Score	Criteria
1.	Language	5	Very good
2.	Content	5	Very good
3.	Construction	4	Good
4.	Structure	5	Very good
	Amount	19	
	Average Score	4,75	Very Good
	Percentage	95 %	Very Good

The table shows that the material expert validation questionnaire results produced an average score of 4.75 with a percentage of 95%. This value indicates a very good score. According to Wicaksono, media validation is carried out to determine whether the design suits teaching and learning activities. Media validation is also helpful in determining the usefulness score of the media being developed. As a result of media validation by experts, the data shows a figure of 4.6 with a percentage of 92% with very good criteria.

Table 4. Average Score of the Media Expert Validator

No.	Assessment Aspects	Score	Criteria
1.	Ease of Use	5	Very good
2.	Ease of instruction	5	Very good
3.	Saving time	4	Good
4.	Interesting game	4	
5.	questions according to the learning material	5	Very good
	Amount	23	
	Average Score	4,6	Very Good
	Percentage	92 %	Very Good

Next, design validation is used to see the layout of the learning design prepared using the Kahoot application template. The material validation results obtained a figure of 4.8 with a percentage of 96% in the very good category.

³⁶ Aditya Wardhan Zainuddin Iba, *Metode Penelitian Kualitatif* (Purbalingga: Eureka Media

Table 5. Average Score of the Design Expert Validator

No.	Assessment Aspects	Score	Criteria
1.	Layout	4	Very good
2.	Font size	5	Very good
3.	Attractive color composition	5	Good
4.	Game Template	4	Very Good
5.	Useful score display	4	Good
	Amount	24	
	Average Score	4,8	Very Good
	Percentage	96 %	Very Good

Based on Table 5, learning Arabic reading skills using the Small Group Discussion technique via the Kahoot application is suitable. These results are from Zubaidi's research³⁷ which presented the development of the feasibility of the *Maharah al-Istima'* test instrument for Arabic language students electronically using Kahoot after conducting trials on 70 students, with 100% results who received excellent qualifications from experts for validating the Padlet application developed. In line with that, this result was supported by Cahyani's research conclusions³⁸ which stated that it has met the criteria of practicality, validity, and reliability and is suitable for use.

Product trials are carried out after material, design, and media validators have validated them. The trial was conducted in an Arabic language learning class for 4th-semester students at the Arabic language and Da'wah High School at the Sunan Ampel Great Mosque, Surabaya. After carrying out the usage test, the questionnaires were distributed to students to assess the products they had used and discover their experiences using the Kahoot application as the learning media. From the results of the questionnaire distributed, the data is shown in the following table:

Aksara, 2023).

³⁷ Ahmad Zubaidi, "Development of Maharah Al-Istima' Test Instrument for Electronic Based Arabic Student Using the Kahoot! Application," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 7, no. 1 (2020): 61–77.

Table 6. Average Score of the Participant

No.	Assessment Aspects	Average Score	Percentage	Criteria
1.	Instruction Of Use Is Clear	4,0	80%	Good
2.	Exciting Presentation with Video from YouTube	4,3	86%	Good
3.	Easy To Access at Any Time	3,9	78%	Good Enough
4.	Attractive Application Display	4,2	84%	Good
5.	Learning Becomes Practically	4,0	80%	Good
6.	Eliminating Boredom	3,9	78%	Good Enough
7.	Increasing Motivation to Learn Arabic	3,8	76%	Good Enough
8.	Easy To Understand the Lesson	4,0	80%	Good
9.	Practicing Arabic Grammar in Text	4,0	80%	Good
10.	Reducing Arabic Language Errors	4,0	80%	Good
	Amount	40,1		
	Cumulative Average Score	4,1		Good
	Percentage	82 %		Good

Based on the results of the questionnaire showed that 80% of students answered that when using the product, the instructions for use contained in the learning module are clear, 86% of students answered that the product has an exciting presentation with video from YouTube, 78% of students believed that the product is easy to access at any time, 84% of students answered that the product has an attractive application display, 80% of students stated that using the product made learning practical, 78% of students answered that the product can eliminate boredom, 76% of students said that their motivation increase to learn Arabic, 80% of the students answered that using small group discussions can make it easy to understand the lesson, 80% of them answered that discussion helps learn Arabic grammar in text, 80% of them answered that discussion reduces Arabic language errors. Based on the cumulative average score, 4,1 or 82 % of students answered with suitable criteria.

At this stage, an evaluation is carried out to provide value for developing teaching materials in learning.³⁹ This evaluation stage aims to determine the quality of the learning product and the development process. According to Robert Maribe Branch in Fay, at this evaluation stage, product quality can be determined through three aspects, namely 1) Perception, 2) Learning (results), and 3) Performance (attitude). These three aspects will be explained as follows: based on the questionnaire that has been distributed, the perception of the first aspect is that an average of 82% of students stated that learning

³⁸ Dhiea Regita Cahyani, Dedeh Kurniasih, and Raudhatul Fadhillah, "Kahoot!-Based Evaluation Instruments on Acid-Base Materials," *Journal of Education and Learning (EduLearn)* 16, no. 1 (2022): 16–24.

³⁹ Rahmat Arofah Hari Cahyadi, "Pengembangan Bahan Ajar Berbasis Addie Model," *Halaqa: Islamic Education Journal* 3, no. 1 (2019): 35–42.

using Kahoot was good. Based on the implementation of Kahoot learning, the second aspect is that students were involved in learning activities; they listened to the teacher's explanation and watched videos on YouTube, with its link embedded in Kahoot.

They held a small discussion with the group. Questions and answers to get concepts about the subject matter, working together in groups, working on practice questions, finding solutions to practice questions in groups, presenting discussion results in front of the class, and actively participating in quizzes organized by the teacher. The third aspect was seen in student learning outcomes by participating in Kahoot-based learning. Fay argued that among the objects of product evaluation activities are the scores obtained by students reaching the KKM standards (Minimum Completeness Criteria), which are the benchmark or determinant of success in student learning. The KKM (Minimum Completeness Criteria) standard at STIBADA MASA is 56, with the predicate being Sufficient. From the teacher's summative assessment using Kahoot results, an average student score of 81% was obtained with the predicate A-, which means pass.

Conclusion

This research resulted in a learning design for Arabic reading skills using small group discussion techniques for 4th-semester students at the STIBADA at the Sunan Ampel Great Mosque in Surabaya. The resulting product aligns with the principles of learning design development in terms of content and design. Furthermore, this learning design can be implemented in Arabic language learning for students. This research is still limited to the simple development of Arabic language learning designs. Therefore, further research is necessary to create digital-based Arabic learning designs with the latest techniques or methods to improve student learning outcomes in Arabic language education.

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The first author (MS) was the first author of this article, while the second author (MA), the third author (AW), and the fourth author (AA) were the fourth authors, and (SR) helped the author a lot in writing and compiling this article.

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