

## Creative Teaching in Arabic Language Learning (Using Kahoot, Socrative and Google Form)

Ahmad Makki Hasan, Risna Rianti Sari, Qurrotul A'yuni

UIN Maulana Malik Ibrahim Malang

[ahmadmakkiah@pba.uin-malang.ac.id](mailto:ahmadmakkiah@pba.uin-malang.ac.id) , [risnariantisari@uin-malang.ac.id](mailto:risnariantisari@uin-malang.ac.id),  
[qurotulakyun17@gmail.com](mailto:qurotulakyun17@gmail.com)

### مستخلص البحث

لقد تم تجهيز البشر بالعقل العظيم حتى يتمكنوا من التفكير العالى احسن من المخلوقات الاخرى، وتقدم عقل البشر بوجود الابداع او خلق شيء جديد يمكن ان يساعد جميع الكائنات الحية. الابداع ضروري في مجال التعليم، خاصة في تعليم اللغة الثانية. لذلك، تهدف هذه البحث الى وصف تعليم اللغة الثانية، وخاصة اللغة العربية باستخدام التكنولوجيا الابداعية في شكل الكاهوت، والسقراط، والجوجل، بحيث يمكن تحقيق تعليم اللغة العربية في هذا العهد الجديد بشكل صحيح. استخدم هذا البحث المنهج النوعي الوصفي واما النتائج هي وصف تطبيق الكاهوت والسقراط والجوجل في تعليم اللغة العربية. تستخدم هذه التطبيقات الثلاثة في تقييم التعليم في شكل اختبارات المهارات اللغوية وعناصر اللغة. يمكن لمعلمي اللغة العربية استخدام هذه التطبيقات الثلاثة كخطوات ابداعية في عملية التعليم.

الكلمات الاساسية او المفتاحية: التعليم الابداعي؛ الكاهوت؛ السقراط؛ الجوجل

### Abstract

Humans are equipped with the great mind so that they can think ahead of other creatures on this earth, the progress of this reason can be marked by the creation of something new that can help all living things. The advancement of reason called creativity is also needed in the field of education, especially in second language learning. Therefore, this paper aims to describe second language learning, especially Arabic language using creative technology in the form of Kahoot, Socrative, and Google Form, so that learning Arabic in this new normal era can be fulfilled properly. This research used a qualitative approach with a descriptive qualitative type with the results in a description of the implementation of Kahoot, Socrative, and google form in Arabic learning. The three platforms are mostly used in learning evaluation in the form of quizzes of language skills and language elements. All three can be used by Arabic teachers as their creative steps in the learning process. With the various platforms available, it is hoped that creative teachers can develop them to increase the motivation of Arabic learners in this new normal era.

**Keywords :** Creative Teaching; Kahoot; Socrative; Google Form

## Introduction

Although the term creative teaching is not widely discussed in Arabic learning, Arabic teachers need to have a creative attitude in the learning process. Allah created and formed and made humans exist on this earth with His omnipotence (Al-Hashr ٢٤)<sup>١</sup>. Even humans, at their level as creatures, must act to create something new or be creative in various matters, especially in the field of education, to create more innovative and acceptable Arabic language learning among Arabic learners.

Arabic has an important role in a Muslim because apart from its position as the language of the Al-Quran, Arabic is also spoken by most of the population in the world. In several verses, Allah clearly states that the Al-Quran was revealed in Arabic so that it is easy to understand (Ash-Shuraa: ٧<sup>٢</sup>, Fussilat: ٣<sup>٣</sup>, Ash-Shu'ara ١٩٢-١٩٥<sup>٤</sup>, Yusuf: ٢<sup>٥</sup>). This affirmation of Arabic that is easy to understand should encourage Arabic teachers to be more creative so that the Arabic learning process runs well.

Creative teaching, in general, has been widely discussed in various disciplines, both in health sciences (Tinnon, ٢٠١٤), (Rankin & Brown, ٢٠١٦), (Liu et al., ٢٠٢٠), and in technology (Mohammad et al., ٢٠١٥), (Barry et al., ٢٠١٨), as well as creative teaching in schools from elementary to college (Jeffrey & Troman, ٢٠١٣), (Tsai et al., ٢٠١٨), (Rus, ٢٠٢٠), (Fauzi et al., ٢٠١٩). Not only

---

<sup>١</sup> هو الله الخالق البارئ المصور له الأسماء الحسنى يسبح له ما في السماوات والأرض وهو العزيز الحكيم  
<sup>٢</sup> وكذلك أوحينا إليك قرءانا عربيا لتنذر أم القرى ومن حولها وتنذر يوم الجمع لا ريب فيه فريق في الجنة وفريق في السعير

<sup>٣</sup> كتب فصلت آياته قرءانا عربيا لقوم يعلمون

<sup>٤</sup> وإنه لتنزيل رب العالمين (١٩٢) نزل به الروح الأمين (١٩٣) على قلبك لتكون من المنذرين (١٩٤) بلسان عربي مبين (١٩٥)

<sup>٥</sup> إنا أنزلناه قرءانا عربيا لعلكم تعقلون

in the learning process with creative teaching that is widely discussed, the perspective of the teacher as a teacher has also been widely researched as one of the steps to map the importance of creative teaching (Craft et al., ٢٠١٤), (Xianhan Huang et al., ٢٠١٩), (Xian-han Huang & Lee, ٢٠١٥).

Creative teaching in Arabic learning is needed especially in the current new normal era. New normal is the era after the Covid ١٩ pandemic, which requires the world's population to change their behavior, starting with the most basic, such as washing hands as a step in controlling the virus, using masks, and maintaining the distance between one individual and another (Currie, ٢٠٢٠). In this era, it has also changed the social order of society in many ways, one of which is the education system to become a digital era, where the distance learning process is needed and learning technology is increasingly being developed.

The era after Covid ١٩ also requires Arabic language teachers to switch to digital learning by utilizing technology. Learning Arabic during a pandemic using this technology has been suggested by several researchers. Among them is Arabic learning using a Google Form, both used as a learning space (Bulan & Zainiyati, ٢٠٢٠) or used in the evaluation process of learning Arabic (Thohir, n.d.). The results of the study show that Arabic teachers in the pandemic era are required to be professionals in using technology and are required to be creative and innovative teachers.

After the existence of the term new normal, learning in Indonesia is currently not held face-to-face and still uses an online system. Therefore, the purpose of writing this article is to provide enlightenment for Arabic teachers to become creative teachers in the new normal era by utilizing existing technology. How to take advantage of existing technologies such as Kahoot, Socrative, and Google Form for teaching Arabic so that it is hoped that learning Arabic even though it is held in a network can run effectively and efficiently.

## Literature Review

### Creative Teaching

Woods (١٩٩٥) argues that creative teaching must have four characteristics, namely, innovation, relevance, control, and ownership. (Xian-han Huang & Lee, ٢٠١٥) There are two important things in creativity, first that creativity can be developed, the second that everyone has the potential to be creative. Lin (٢٠٠٩) in (Faizuddin et al., ٢٠١٦) offers a framework on teaching creativity that there are three interacting elements which are described below:

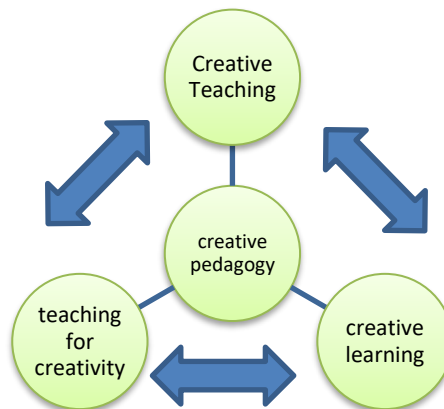


Figure ١ : Three interrelated elements of creative pedagogy (Lin, ٢٠٠٩)

The three interrelated elements above can form the main support in developing the creative abilities and quality of students through the interaction between creative teaching (effective teaching) and creative learning (active students).

### Creativity in Teaching

Creativity in teaching can be applied during the learning process so that students can increase their creativity, especially in second language learning classes. In realizing creativity in the learning process, adequate environmental conditions must be applied. Chomsky (٢٠٠٨) in (Akyıldız & Çelik, ٢٠٢٠) argued that language is open to creativity and imagination, therefore the formation of the right environment can make language a tool for developing student creativity.

In teaching, teachers should use a variety of strategies, learning models, and various learning techniques. Variations in learning components can show the creativity of a teacher, so that it can lead students to think creatively. Besides being creative in the variation of learning components, Richards (٢٠١٣) adds that creative teachers are teachers who can take advantage of technology.

## **Finding and Discussion**

### **The concept of learning Arabic in the new normal era**

Their main things need to be mastered by an Arabic language teacher to be able to carry out their teaching obligations in the era after the current pandemic. An era where learning in the network is enforced so that the use of technology needs to be improved to achieve the learning objectives of each required basic competency. The three main things are that a teacher must know what Arabic learning is so that then they can determine the right Arabic learning design by developing the available learning media.

These three concepts must be mastered by an Arabic language teacher. Starting from an understanding of learning itself, that learning is an activity process where the teacher plans learning, carries out the planning, and evaluates it. In the planning stage, the Arabic teacher begins to determine the learning design, which is to arrange all the things that can help the learning process. One thing that needs to be designed is learning media so that the media can be used during the learning process.

Arabic is learning that teaches skills, a person can be said to be good at speaking Arabic if he can master both receptive and productive skills. This makes learning media the main key to learning online in the current new normal era. Because media can bridge the four skills, whether listening, reading, writing, and speaking. Arabic learning media is very diverse, it can be in the form of text used in teaching reading skills, audio for listening skills, and various applications that can be used in the four language skills.

Knowledge of the basic concepts of learning Arabic and the characteristics of Arabic learning that require mastery of skills by an Arabic teacher is the capital for choosing the right learning media. Mastery of technology such as the use of various applications to be used in the process of learning Arabic language skills makes Arabic teachers more creative and can make learning Arabic more interesting in the current new normal era.

### **Kahoot application**

The Kahoot application is a game-based learning application that is often used for formative assessments to review students' knowledge or as a rest for ordinary class activities. Kahoot carries the concept of participation or involvement of students and direct learning experiences (Harliana, ٢٠١٧). Learning from direct experience is more effective than learning from books or other people. Kahoot can also create cooperative learning and can influence the emotional development of students in competing and collaborating (Warsono, ٢٠١٢).

In learning Arabic, Kahoot is often used to support reading, listening, writing, and even vocabulary skills. The Kahoot application form is a multiple choice quiz that can be played individually or in groups. The teacher as the learning facilitator has the role of preparing multiple-choice questions equipped with pictures or videos. Teachers can also include accompaniment music as long as students work on questions.

To be able to access this application, students must have an account by registering as a student at '<https://getkahoot.com/>' via any device for free. The way to play is quite simple: students enter the PIN provided by the teacher, click enter and enter a name. Questions will be displayed on the teacher's main screen which can be displayed on the LCD screen. Then students can start answering questions that have been made by the teacher through existing devices with a certain duration. Students who choose the right answer and the fastest will get the highest score. The score of each student will be different depending on the accuracy and speed of answering because this game is a competition. After the game ends, the

teacher can save the answers of each student on Google Drive or download it directly on the laptop or device used in the form of a spreadsheet. To make it even more attractive, teachers can give rewards or prizes to students who get the highest score. (Fitryanisa, Sonia Mu'tasimatul, ٢٠١٩)



Figure ٢ : Screenshot of learning using Kahoot

### **Socrative application**

Not far from Kahoot, there is a Socrative web learning application that can be used to monitor students' mastery of material through formative assessments. Its application can be used in reading, listening, writing, and even vocabulary skills. The features provided are more diverse than Kahoot :

- a. Quiz: This feature allows the teacher to create multiple choice quizzes, true or false choices, or short answers.
- b. Space Race: students complete quizzes by competing with each other for rewards.
- c. Quick question: The teacher asks multiple-choice questions, true or false, or short answers orally or writes them on the blackboard. Learners use Socrative to choose the correct answer.
- d. Exit Ticket: This feature is used to reflect on yourself at the end of the lesson. There are two built-in questions ١) how well did you understand today's material? ٢) and what did you learn in class today? The teacher establishes a third question orally or on the board which

can be a question like what three new words have you learned today?  
 What did you find difficult about today's lesson?

When students answer questions, the teacher can see the results and download them.

The way to use it is to open a website page at 'https://socrative.com'. There are two choices of use, paid and free. The paid version has more complete features both in terms of the number of students or other features such as study rooms. The free feature can only accommodate 25 students in one study room. After you enter the main page, you will be treated to a quiz menu, space race, quick questions, and exit tickets. For the quiz feature, you can fill in questions and attach images if needed and answer keys. In the space race feature, you choose the type of exam to be made then set your space race feature (number of teams, icons, and quiz settings). The team selection can be determined by the auto-assign teacher or by student choice students.

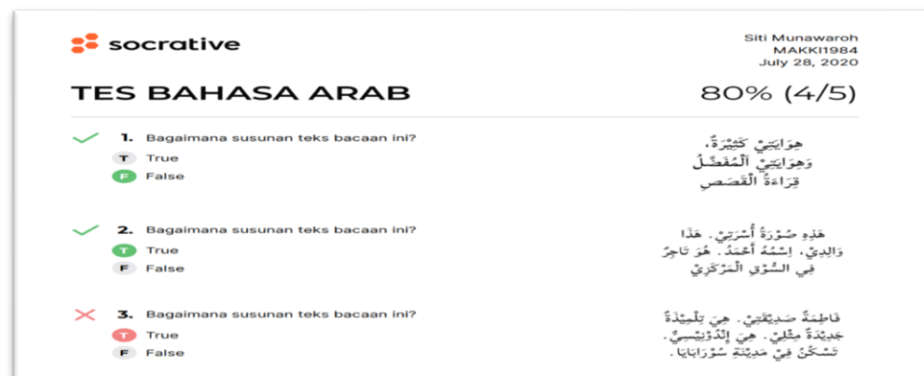


Figure ٣ : Screenshot of learning using Socrative

### Google form application

Google Forms are generally used for registration forms for programs, polls, or surveys. However, Google's platform can also be used to facilitate learning including reading, writing, listening, and even vocabulary skills. Google form is free but the features provided are not as comprehensive and complete as Socrative and Kahoot, such as the absence of a timer feature for the test.



To access this platform, you can visit 'https://form.google.com/' then in the start a new form, select blank quiz. You can change the blank quiz title and fill in the description. Type in a question and answer options. The question format can be changed according to need. There are multiple choices, short answers, paragraph, and others. You have to type the answer to the question by clicking on the answer key. Click the Required button which indicates that the question is mandatory. To add pictures and videos, you can click on additional pictures or videos. Especially for videos, you can't add them to the question, but you can place them before or after the question.



Figure ٤ : Screenshot of learning using google form

Creativity in education is needed at this time because the difference is very basic between teachers who are only fixated on content and teachers who use their creativity by utilizing and even creating applications that are useful in the learning process. The fundamental difference will be seen in the resulting output. Teachers who focus on content feel that they have full responsibility for the content of learning and are only focused on delivering all material, while teachers who focus on more applications can shape changes in learner behavior to be more creative (Suciu, ٢٠١٤).

Research on the use of these applications is also by following per under previous studies that state that these applications can and are suitable for use in learning. Especially Kahoot, this application is common both outside language

learning, such as to increase motivation (Department of Chemistry Education, Faculty of Teacher Training and Education, Universitas Kristen Indonesia, Jakarta 13630, Indonesia et al., 2019) specially used in language learning, especially language Arabic, both in language skills (Hasan, 2018), (Ilhami, 2019), and in learning elements of Arabic (Putrawangsa & Hasanah, 2018).

Likewise with Socrative, although specifically, the author has not found a research article that discusses the use of Socrative in learning Arabic, this Socrative application has been widely used by language teachers, especially English. The use of Socrative is considered capable of increasing the motivation of language learners and giving positive results on language learning (M Dakka, 2015), (Kaya & Balta, 2016), and (Shaban, n.d.). Meanwhile, google form is more often used in the language learning process.

## Method

The method used in writing this article is a qualitative method with a descriptive type, where this article describes learning Arabic in the current new normal era by offering programs such as Kahoot, Socrative, and Google Form in the Arabic learning process. This study uses three steps of qualitative research that have been proposed by Milles & Huberman, namely reducing data, presenting data, and making conclusions (Miles & Huberman, 1994) with the following steps:

Reducing data	After collecting data from journals and books, the authors reduce data related to creative teaching (Kahoot, Socrative, and Google Form) and learning Arabic in the pandemic and new normal era.	
Presenting data	The author presents data in the form of: - The concept of learning Arabic in the new normal era	Result

	- Application of Kahoot, Socrative, and google form that can be used in learning Arabic in the new normal era	
Making conclusions	The use of these applications in language learning	Discussion

## Conclusion

Being a creative teacher and emphasizing creative teaching is very much needed in the current new normal. The new normal period, where learning is networked so that teachers are required to master various technologies and can take advantage of applications to simplify the learning process. Applications that can be used in learning Arabic as in the case above are Kahoot, Socrative, and google form. These three types of applications have been carried out in the Arabic learning process by researchers, and are proven to increase the creativity of learners who participate in the learning process.

Creative teachers can form creative learners, so they can continuously develop Arabic language learning. The case study above is expected to be useful as additional knowledge for Arabic teachers about the importance of being creative in the current new normal. Also besides, the use of these applications can increase the motivation of Arabic learners in learning and can increase their interest and motivation.

## References

- Akyıldız, S. T., & Çelik, V. (٢٠٢٠). Thinking outside the box: Turkish EFL teachers' perceptions of creativity. *Thinking Skills and Creativity*, 36, ١٠٠٦٤٩. <https://doi.org/١٠.١٠١٦/j.tsc.٢٠٢٠.١٠٠٦٤٩>
- Barry, D. M., Kanematsu, H., Nakahira, K., & Ogawa, N. (٢٠١٨). Virtual workshop for creative teaching of STEM courses. *Procedia Computer Science*, 126, ٩٢٧-٩٣٦. <https://doi.org/١٠.١٠١٦/j.procs.٢٠١٨.٠٨.٠٢٧>
- Bulan, S., & Zainiyati, H. S. (٢٠٢٠). Pembelajaran Online Berbasis Media Google Formulir dalam Tanggap Work From Home Masa Pandemi Covid-١٩ di Madrasah Ibtidaiyah Negeri (MIN) ١ Paser. *SYAMIL: Jurnal Pendidikan*

- Agama Islam (Journal of Islamic Education)*, 8(1), 10-34.  
<https://doi.org/10.21093/sy.v8i1.2300>
- Craft, A., Hall, E., & Costello, R. (2014). Passion: Engine of creative teaching in an English university? *Thinking Skills and Creativity*, 13, 91-100.  
<https://doi.org/10.1016/j.tsc.2014.03.003>
- Currie, G. M. (2020). A Lens on the Post-COVID-19 “New Normal” for Imaging Departments. *Journal of Medical Imaging and Radiation Sciences*, S1939876520301491. <https://doi.org/10.1016/j.jmir.2020.06.004>
- Department of Chemistry Education, Faculty of Teacher Training and Education, Universitas Kristen Indonesia, Jakarta 13630, Indonesia, Sanga Lamsari Purba, L., Sormin, E., Department of Chemistry Education, Faculty of Teacher Training and Education, Universitas Kristen Indonesia, Jakarta 13630, Indonesia, Harefa, N., Department of Chemistry Education, Faculty of Teacher Training and Education, Universitas Kristen Indonesia, Jakarta 13630, Indonesia, Sumiyati, S., & Department of Chemistry Education, Faculty of Teacher Training and Education, Universitas Kristen Indonesia, Jakarta 13630, Indonesia. (2019). Effectiveness of use of online games kahoot! Chemical to improve student learning motivation. *Jurnal Pendidikan Kimia*, 11(2), 57-66.  
<https://doi.org/10.24114/jpkim.v11i2.14463>
- Faizuddin, A., An-Nuaimy, T., & Al-Anshory, A. S. (2016). Exploring Teachers’ Creative Teaching Strategies in Teaching Arabic as a Foreign Language at a Private Islamic Secondary School in Malaysia. *IJUM Journal of Educational Studies*, 4(2), 21-37. <https://doi.org/10.21436/ijes.v4i2.88>
- Fauzi, Moh. F., Buhun, M. F., & Purwadi, A. (2019). The Influence of Teams Games Tournament (TGT) toward Students’ Interest in Arabic Language Learning. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 2(2), 130. <https://doi.org/10.22219/jiz.v2i2.9986>
- Hasan, A. M. (2018). Meningkatkan Keterampilan Menyimak Bahasa Arab dengan Memanfaatkan Aplikasi Kahoot. *AISOFOLL*.
- Huang, Xian-han, & Lee, J. C. (2010). Disclosing Hong Kong teacher beliefs regarding creative teaching: Five different perspectives. *Thinking Skills and Creativity*, 15, 37-47. <https://doi.org/10.1016/j.tsc.2014.11.003>
- Huang, Xianhan, Lee, J. C.-K., & Dong, X. (2019). Mapping the factors influencing creative teaching in mainland China: An exploratory study. *Thinking Skills and Creativity*, 31, 79-90.  
<https://doi.org/10.1016/j.tsc.2018.11.002>
- Ilhami, Z. (2019). Persepsi Siswa dalam Menggunakan Kahoot sebagai Media Pembelajaran Bahasa Arab pada Siswa Kelas Delapan di Madrasah Mu’allimaat Muhammadiyah Yogyakarta Tahun Ajaran 2018-2019. *Maharat: Jurnal Pendidikan Bahasa Arab*, 1(2).  
<https://doi.org/10.18196/mht.129>
- Jeffrey, B., & Troman, G. (2013). Managing creative teaching and performative practices. *Thinking Skills and Creativity*, 9, 24-34.  
<https://doi.org/10.1016/j.tsc.2013.01.003>

- Kaya, A., & Balta, N. (٢٠١٦). Taking Advantages of Technologies: Using the Socratic in English Language Teaching Classes. *International Journal of Social Sciences*, ١٠.
- Liu, H.-Y., Tsai, H.-M., Wang, I.-T., & Chen, N.-H. (٢٠٢٠). Predictors of self-perceived levels of creative teaching behaviors among nursing school faculty in Taiwan: A preliminary study. *Journal of Professional Nursing*, ٣٦(٣), ١٧١-١٧٦. <https://doi.org/10.1016/j.profnurs.2019.09.004>
- M Dakka, S. (٢٠١٥). Using Socratic to Enhance In-Class Student Engagement and Collaboration. *International Journal on Integrating Technology in Education*, 4(٣), ١٣-١٩. <https://doi.org/10.5121/ijite.2015.4302>
- Miles, M. B., & Huberman, A. M. (١٩٩٤). *Qualitative Data Analysis*. Sage Publication.
- Mohammad, N., Yasin, R. M., & Ana. (٢٠١٥). Creative Teaching in Design and Technology Curriculum: Using Structural Equation Modeling. *Procedia - Social and Behavioral Sciences*, 204, ٢٤٠-٢٤٦. <https://doi.org/10.1016/j.sbspro.2015.08.146>
- Putrawangsa, S., & Hasanah, U. (٢٠١٨). INTEGRASI TEKNOLOGI DIGITAL DALAM PEMBELAJARAN DI ERA INDUSTRI ٤.٠. *Jurnal Tatsqif*, 16(١), ٤٢-٥٤. <https://doi.org/10.20414/jtq.v16i1.203>
- Rankin, J., & Brown, V. (٢٠١٦). Creative teaching method as a learning strategy for student midwives: A qualitative study. *Nurse Education Today*, 38, ٩٣-١٠٠. <https://doi.org/10.1016/j.nedt.2015.12.009>
- Rus, D. (٢٠٢٠). Creative Methodologies in Teaching English for Engineering Students. *Procedia Manufacturing*, 46, ٣٣٧-٣٤٣. <https://doi.org/10.1016/j.promfg.2020.03.049>
- Shaban, A. E. (n.d.). *THE USE OF SOCRATIVE IN ESL CLASSROOMS: TOWARDS ACTIVE LEARNING*. ١٥.
- Suciu, T. (٢٠١٤). *THE IMPORTANCE OF CREATIVITY IN EDUCATION*. 7(٢), ٨.
- Thohir, M. (n.d.). *EVALUATION OF ARABIC LEARNING OUTCOMES USING GOOGLE FORM DURING SCHOOL QUARANTINE DUE TO COVID-19 PANDEMIC*. ١١.
- Tinnon, E. A. (٢٠١٤). Scavenger hunt: A creative teaching strategy to introduce pharmacological concepts and ethical concerns. *Teaching and Learning in Nursing*, 9(٣), ١٠٤-١٠٧. <https://doi.org/10.1016/j.teln.2014.03.004>
- Tsai, C.-Y., Chang, Y.-H., & Lo, C.-L. (٢٠١٨). Learning under time pressure: Learners who think positively achieve superior learning outcomes from creative teaching methods using picture books. *Thinking Skills and Creativity*, 27, ٥٥-٦٣. <https://doi.org/10.1016/j.tsc.2017.11.003>