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The Implementation of the C3T Method Using Interactive Tests to Enhance Arabic Language Teaching at Jalaluddin Rumi Junior High School, Jember

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Abstract

This study examines the integration of the C3T method and Kahoot-based interactive tests to improve the quality of Arabic language learning assessment at SMP Jalaluddin Rumi Junior High School, Jember. It addresses the limited use of formative and interactive assessment in Arabic instruction, where conventional evaluation methods remain dominant and less effective in developing speed, accuracy, and collaboration. The study employed Classroom Action Research based on the Kemmis and McTaggart model in two cycles involving 21 seventh-grade students divided into seven groups. Data were collected through tests, observation, and documentation, and analyzed using descriptive quantitative and qualitative techniques within a formative assessment framework. The findings show continuous improvement in both learning process and outcomes. Student participation, collaboration, and engagement increased from Cycle I to Cycle II, along with more effective classroom interaction. Quantitatively, the average group score improved from 6.78 to 7.71 across all groups. These results indicate that the integration of the C3T method with interactive assessment contributes to a more formative, objective, and efficient evaluation system through real-time feedback, time constraints, and collaborative learning. The novelty lies in systematically combining C3T with interactive digital formative assessment that emphasizes speed, accuracy, collaboration, and immediate feedback. In conclusion, this integration contributes to improving Arabic language assessment quality, although its implementation is influenced by technological access, classroom management, and student discipline.

Keywords: *C3T Method, Interactive Test, Formative Assessment, Arabic Language Learning, Classroom Action Research.*

Introduction

Evaluation is considered a fundamental component of the educational process; however, in practice, it is often limited to fulfilling administrative requirements.[1] Moreover, inadequate planning and organization in evaluation negatively affect the accuracy of assessing learners' abilities comprehensively. In contrast, effective learning is always accompanied by well-planned, gradual, and continuous evaluation aimed at identifying learning outcomes and diagnosing learning problems.[2] Improving the quality of learning and the assessment system contributes directly to enhancing the overall quality of education.[3] line with Law No. 20 of 2003 on the National Education System, which emphasizes that evaluation serves as a tool for quality control and assurance, as well as a form of accountability in the management of the educational process.[4]

This policy is manifested in assessment practices within educational institutions in alignment with curriculum characteristics and the institution's vision. Therefore, the quality of evaluation is not determined solely by regulations, but also by the school's ability to design an assessment system that is relevant to the learning context.[5] SMP Jalaluddin Ar-Rumi Islamic Junior Secondary School in Jember is a private institution operating under a boarding school system, with a strong emphasis on Arabic language mastery due to its strategic role in understanding Islamic teachings such as the Qur'an, Hadith, and classical Islamic texts. [6]

In Arabic language learning, assessment should ideally cover the four essential language skills (maharat al-lughah), namely listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah), as well as vocabulary mastery (mufradat) as a foundational component.[7] However, in practice, classroom assessment often emphasizes limited aspects of these skills, particularly written exercises, which do not fully represent

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[1] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan Edisi 3* (Bumi aksara, 2021).

[2] Sukardi Nurlaili Handayani, *Evaluasi Pembelajaran Prinsip, Teknik, Dan Prosedur Evaluasi (Aplikasi Pada Ilmu-Ilmu Sosial)* (Penerbit Adab, 2022).

[3] Miatin Rachmawati Mia, Ahmad Rizki Nugrahawan, and Nurul Hidayati Rofi'ah, "The Quizizz Application Is an Arabic Online Learning Evaluation Tool at The University Level," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 5, no. 1 (2022): 87–100, https://doi.org/10.22219/jiz.v5i1.20647.

[4] Peraturan RI Pemerintah, "Peraturan Pemerintah Republik Indonesia Tentang Sistem Pendidikan Nasional. Pada Nomor 20 Tahun 2003, Pasal 57, Ayat 1 Dan 2 (Issue 1, Pp. 147–173).," n.d.

[5] Moh Aziz Arifin;Abdul Malik Karim;, " استراتيجيات تطوير المنهج الدراسي للغة العربية في المدرسة الابتدئية مفتاح المبتدئين الاسلامية بابياكان كديري," no. 184 (2022): 1–14, https://doi.org/10.30762/asalibuna.v6i01.385.

[6] لتقويم في تدريس اللغة العربية ,محمد، أحمد جندي المبارك، نبيلة ربانية بيهقي (Surabaya: Penerbit JDS, 2025), n.d.).

[7] Abdul Hamid dan Nashr Abdullah al-Ghali, *Usus I'dad Al-Kutub Al- Ta'limiah Lighairi Al-Nathiqiina Bi Ha* ((Riyadh: Dar al-Ghali), 1991).

students' overall language competence.

These conditions have contributed to low levels of student participation and motivation during the assessment process. On the other hand, the school's policy restricting the use of smart devices also limits the implementation of digital-based assessment, **despite** the availability of supporting facilities.

However, **despite** the importance of evaluation in language learning, several limitations remain in current classroom assessment practices. Many assessments are still conducted in a traditional and teacher-centered manner, limiting student interaction and reducing the potential of assessment as a collaborative learning process. In addition, previous studies on the C3T method have primarily focused on conventional academic competitions without integrating digital or interactive assessment platforms. Similarly, the use of interactive testing media in education often emphasizes cognitive measurement, without being systematically designed to develop speed, accuracy, and collaborative decision-making simultaneously.[8] In addition, in many classroom contexts, technical constraints and uncontrolled use of digital devices may reduce group focus and learning engagement during collaborative activities.[9]

Despite these developments, there remains a lack of studies that integrate a structured pedagogical method such as C3T with interactive digital assessment in a systematic way. This indicates a research gap, particularly in the context of Arabic language learning at the secondary school level.

Therefore, there is a need for an assessment model that combines both attractiveness and formative function.[10] Integrating short quizzes into the learning process can stimulate students' motivation and sustain their engagement,[11] while Formative assessment can also be implemented collaboratively with individual accountability.[12] This allows for a dynamic, collaborative, and responsive assessment aligned with the learning process.

One promising model in this context is the C3T method (Smart, Careful, Fast, and

[8] Sri Yulia Sari And Paujan Azim, "Strategi Manajemen Pembelajaran Melalui Penerapan Metode C3t Untuk Meningkatkan Keaktifan Belajar Siswa Pada Mata Pelajaran Ipas Di Sekolah Dasar Negeri 007 Limbur Merangin" 11, No. 2 (2026): 2062–69, Https://Doi.Org/Https://Doi.Org/10.34125/Jmp.V11i2.1989.

[9] Alya Putri Septianti et al., "Implementation of Diagnostic Assessment in Learning Mahārah Qirā'ah Based on Technological Pedagogical and Content Knowledge Al-Kautsar Bintaro Middle School" 10, no. 2 (2024): 259–78, https://doi.org/10.14421/almahara.2024.

[10] Syamsul Hadi and Syamfa Agny Anggara, "Lughawiyyāt: Jurnal Pendidikan Bahasa Dan Sastra Arab 14 t: Jurnal Pendidikan Bahasa Dan Sastra ArabāLughawiyy 2579-ISSN: 2654-2421, E-ISSN: 2623-P Volume 9 Nomor 1 Tahun 2026 Daur at-Tiknūlūjiyā Ar-Raqmiyyah Fī Ta'līm Al-Lughah Al-'Arabiyyah Fī Indūnīsiy" 9 (2026): 14–29.

[11] Syaiful Bahri Djamarah and Aswan Zain, "Strategi Belajar Mengajar," 2010.

[12] Robert E Slavin, "Cooperative Learning: Theory, Research, and Practice," *Allyn &Bacon*, 1995.

Accurate), which adopts an academic competition format to develop intelligence, concentration, response speed, and answer accuracy.[13] This approach is aligned with the Independent Curriculum, which emphasizes collaborative learning, It also enhances motivation and responsibility in learning,[14] It enhances motivation and fosters responsibility in learning.[15] Previous studies have shown that the C3T method is effective in increasing motivation[16] and improving learning outcomes.[17] However, these studies were limited to the context of traditional academic competitions and did not integrate interactive testing media, nor did they examine it specifically as a model for improving the quality of learning evaluation.[18]

Based on this gap, the present study offers a contribution by integrating the C3T method with interactive testing media as a structured, competition-based formative assessment tool. This integration not only utilizes digital media, but also reconstructs the function of C3T into an assessment model that measures response speed, answer accuracy, and active participation, while ensuring individual accountability within collaborative work.

Accordingly, this study contributes to the development of a formative, technology-enhanced assessment model in Arabic language learning by systematically integrating the C3T method with interactive testing media within a collaborative group-based framework. This model emphasizes the integration of speed, accuracy, and collective decision-making as core components of the assessment process.

Therefore, this study aims to examine how the implementation of the C3T method integrated with Kahoot-based interactive tests can improve the quality of Arabic language learning assessment in terms of both process and outcomes within a classroom action research setting.

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[13] Jasa Ungguh Muliawan, *45 Model Pembelajaran Spektakuler* (Jogjakarta: Ar-Ruzz Media, n.d.).

[14] Satriadi dan Muassomah, "Cooperative Learning Dalam Bahasa Arab," *Jurnal Pendidikan Bahasa Arab* Vol. 2, no. No. 2 (2021): 162.

[15] Rita Silva, Cláudio Farias, and Isabel Mesquita, "Cooperative Learning Contribution to Student Social Learning and Active Role in the Class," *Sustainability (Switzerland)* 13, no. 15 (2021), https://doi.org/10.3390/su13158644.

[16] Ronita Sari Nova, "Pengaruh Metode Pembelajaran Cerdas, Cermat, Cepat Dan Tepat (C3t) Terhadap Minat Belajar Peserta Didik Kelas V Sdn 38 Krui Pada Mata Pelajaran Bahasa Lampung," Uin Raden Intan Lampung, 2025.

[17] Zaimatus Sholikhah, "Komparasi Penggunaan Model Pembelajaran C3T (Cerdas, Cermat, Cepat Dan Tepat) Dan Model Konvensional Terhadap Hasil Belajar Siswa Pada Pelajaran PAI Kelas X SMK Sunan Drajat Paciran Lamongan" (Universitas Islam Negeri Maulana Malik Ibrahim, 2025).

[18] Nabila Nailil Amalia, Nida Husnia Ramadhani, and Rinda Eka Mulyani, "Optimalisasi Quizalize Sebagai Asesmen Formatif Dalam Pembelajaran Nahwu Berbasis Community Language Learning," *Jurnal Pendidikan Bahasa Dan Sastra Arab* 7, no. 1 (2025): 333–50, https://doi.org/10.21154/tsaqofiya.v5i1.435.

Method

This study employed a Classroom Action Research (CAR) design based on the Kemmis and McTaggart model, which consists of four stages in each cycle: planning, implementation, observation, and reflection.[19] This design is widely used in educational research to systematically improve classroom practice through iterative cycles and has been proven effective in enhancing both instructional quality and student learning outcomes in similar studies.[20] Arikunto argues that classroom action research is an effective approach for improving the quality of the learning process, as well as for developing teachers' professional competence.[21] Furthermore, the use of CAR in this study allows for continuous refinement of instructional strategies, particularly in integrating pedagogical methods with technology-based assessment.

This study was supported by a mixed-methods approach that integrates both qualitative and quantitative data.[22] Quantitative data were used to measure students' learning outcomes through achievement tests in each cycle, while qualitative data were obtained through observation, field notes, and documentation to analyze the learning process, student participation, and classroom interaction. Thus, the mixed-methods approach functions as a complementary analytical framework within the CAR design to provide a more comprehensive understanding of the research findings through data triangulation, enabling both process-oriented and outcome-based analysis.[23]

To minimize subjectivity, the researcher involved a colleague as a co-observer to assist in assessing student activities and verifying observation results. This approach enhances the credibility and reliability of the data through inter-observer agreement.[24] Furthermore, it allows for deeper interpretation of the findings by combining descriptive qualitative data with measurable quantitative results.

The research sample consisted of 21 seventh-grade students (Class VII A) at SMP Jalaluddin Ar-Rumi Islamic Junior Secondary School in Jember. The students were divided into seven groups, with most groups consisting of three students and a few

[19] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2010).

[20] Taufiqur Rahman and M Pd, *Aplikasi Model-Model Pembelajaran Dalam Penelitian Tindakan Kelas* (CV. Pilar Nusantara, 2018).

[21] Suharsimi Arikunto, *Penelitian Tindakan Kelas: Edisi Revisi* (Bumi Aksara, 2021).

[22] John Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods* (Sage Publications., 2003).

[23] John W Creswell and Vickil Plano Clark, "Mixed Methods Research," *Thousand Oaks, CA*, 2007.

[24] Jing Liu and Julie Cohen, "Measuring Teaching Practices at Scale: A Novel Application of Text-as-Data Methods," *Educational Evaluation and Policy Analysis* 43, no. 4 (2021): 587–614.

consisting of four, to support collaborative learning during the implementation of the C3T method.

The study was conducted over two cycles. Each cycle consisted of one main meeting focused on the implementation of the C3T method through interactive tests, followed by observation and reflection. In Cycle I, the activity began with an introduction to the C3T method, followed by its initial implementation using interactive media and an initial evaluation. The results of Cycle I were then reflected upon to identify weaknesses and areas for improvement. Cycle II was conducted as a refinement of Cycle I by improving technical, instructional, and classroom management aspects to achieve better learning outcomes. This iterative process ensures that the intervention is systematically evaluated and refined based on empirical classroom evidence.

The research instruments included: (1) an achievement test to measure students' learning outcomes, (2) an observation checklist to assess student activities such as participation, collaboration, responsiveness, and engagement, and (3) a questionnaire to measure students' responses toward the implementation of the interactive test.

The Minimum Mastery Criterion (KKM) applied in this study was 75, in accordance with the school standard. The success of the action was determined based on the following indicators: (1) an increase in the average score of students' learning outcomes in each cycle, (2) at least 75% of students achieving the KKM, and (3) improvement in students' participation, collaboration, and responsiveness based on observation results.[25]

The research instruments were validated through expert judgment involving a subject-matter expert and a media expert to ensure content validity and the appropriateness of the test items.[26] The observation checklist was developed based on indicators of student activity, including participation, collaboration, responsiveness, and engagement. To ensure reliability, inter-observer agreement was applied by involving a co-observer, and the observation results were cross-checked to minimize subjectivity.[27]

Quantitative data were analyzed using descriptive statistical methods by calculating the mean scores of each cycle and comparing the improvement across cycles. The percentage of students achieving the KKM was also calculated to determine the level of learning mastery.[28] Meanwhile, qualitative data were analyzed through data reduction, data

[25] Arikunto, *Dasar-Dasar Evaluasi Pendidikan Edisi 3*.

[26] Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education* (routledge, 2002).

[27] AMMB Huberman, "Qualitative Data Analysis a Methods Sourcebook," 2014.

[28] Jack R Fraenkel and Norman E Wallen, *How to Design and Evaluate Research in Education.* (ERIC, 1990).

display, and conclusion drawing to identify patterns in student participation, interaction, and learning behavior during the implementation of the C3T method. Overall, this analytical approach strengthens the methodological rigor by integrating measurable outcomes with contextual classroom dynamics, thereby addressing limitations in previous studies that tend to rely on single-method analysis.

Result and Discusion

A. Pre-Cycle Results

Based on the initial reflection conducted by the teacher in his role as researcher in teaching Arabic to Class VII A at SMP Jalaluddin Ar-Rumi Islamic Junior Secondary School in Jember, it was found that the formative assessment implemented thus far still relies on traditional methods or is limited to assigning students exercises from the workbook. The assessment model tends to focus on individual work, is monotonous in nature, and does not provide sufficient opportunities for interaction, collaboration, or rapid response in answering questions. This condition is not aligned with the characteristics of collaborative learning promoted in the Merdeka Curriculum, which emphasizes active student participation.

The teacher also observed that during the assessment process, some students appeared passive and lacked enthusiasm. The exercises in the workbook included elements that had not been fully mastered by the learners, such as sentence patterns and vocabulary, which led to difficulties in answering the questions. As a result, the assessment was not conducted optimally. Moreover, the evaluation was not systematically designed as a tool to monitor the achievement of learning outcomes, but was mostly limited to routine assignments.

In contrast, one of the fundamental principles of learning evaluation is that the preparation of exercises should be preceded by careful planning, including item analysis aligned with students' ability levels. A mismatch between the difficulty level of the questions and learners' mastery of the material negatively affects participation and limits the effectiveness of formative assessment as a tool for monitoring the progress of learning outcomes.

The results of the pre-cycle evaluation showed that the percentage of students who achieved the minimum mastery criterion was still low, not exceeding 33.33%, while 66.67% of the students did not meet the criterion. Out of 21

students, only 7 achieved mastery, whereas 14 students failed to reach the required level. This lack of achievement was not only due to the limited variety of exercises and low interaction during assessment, but also because the activities provided did not comprehensively cover the four Arabic language skills, particularly listening. The absence of audio elements resulted in a lack of training in this skill, causing the evaluation to focus primarily on passive cognitive aspects without measuring students' speaking abilities. Consequently, formative assessment at this stage was unable to provide a comprehensive picture of students' language proficiency, nor did it effectively enhance their participation during the learning process. The following table presents the data on students' mastery levels in the pre-cycle stage.

Table 1.1 Students' Learning Mastery Level in the Pre-Cycle Stage

Category	Number of Students	Percentage
Passed	7	33,33%
Failed	14	66,67%
Total	**21**	**100%**

In general, the process of teaching Arabic in the classroom runs well, with activities such as vocabulary recitation at the beginning of the lesson to support the development of reading skills. However, the teacher observed that when students are assigned tasks that do not require active participation, some of them show decreased focus, such as feeling drowsy or responding less actively. This is related to the fact that students are involved in various activities within the boarding school, which necessitates the adoption of more dynamic assessment methods that enhance their engagement and active participation during the learning process.

B. Cycle I Results

This study aims to enhance student participation, collaboration, and learning outcomes in vocabulary, listening, reading, and writing skills through the implementation of the C3T method integrated with the Kahoot platform at SMP Jalaluddin Ar-Rumi Islamic Junior Secondary School in Jember. The use of Zyrex laptops supported the implementation of this approach, as students answered questions collaboratively within their groups, in line with the school policy that restricts the use of personal devices. The selection of Kahoot was based on its ability to present questions in real time, set automatic time limits for responses, and display

results instantly, which aligns with the characteristics of the C3T method emphasizing speed and accuracy.

a. Action Planning

1. Lesson Plan

   a. The assessed material included mastery of vocabulary, listening skills, reading skills, and writing skills in the unit “al-‘Unwan” (Address).

   b. The C3T method based on collaborative learning and interactive assessment was employed.

2. Interactive Formative Assesment Items

   The assessment consisted of 10 interactive questions covering vocabulary, listening, reading, and writing. The questions were displayed via an interactive board using the Kahoot platform, while students responded using Zyrex laptops.

3. Group Division

   Class VII A consisted of 21 students who were divided into seven groups, each consisting of three students. Roles within each group were simplified to internal discussion and a laptop operator, without assigning a spokesperson. Students were not allowed to bring notes to ensure that responses reflected their actual understanding.

4. Supporting Tools and Instruments

   The tools included one Zyrex laptop per group, an interactive board, and an internet connection. An observation checklist was used to assess student activities in terms of participation, collaboration, responsiveness, and enthusiasm. Quantitative data were obtained from the scores recorded for each group through their responses on the laptops during the test.

b. Action Implemention

The implementation of Cycle I was conducted in one session lasting 80 minutes. The lesson began with an introductory phase in which the teacher presented the learning objectives, provided initial motivation, and briefly connected the lesson to previous material. The teacher then explained the procedures for applying the C3T method and how to use the

Kahoot platform via Zyrex laptops. Students were divided into seven groups, each consisting of three members, who collaborated in answering the questions displayed on the interactive board.

The activity was carried out through an interactive quiz using Kahoot, consisting of ten questions with varying levels of difficulty, ranging from easy to moderate and higher-order levels. Each question was assigned a time limit of 20 seconds, in line with the characteristics of the C3T method, which emphasizes speed and accuracy of response. Students discussed the answers within their groups and then submitted them using the laptops. They were not allowed to bring personal notes, ensuring that responses were based on understanding and group discussion. This procedure was designed to promote active participation, foster collaboration, and enhance concentration during learning.

After all questions had been answered, the Kahoot system automatically displayed the score rankings, and the group with the highest score was identified as the best-performing group in Cycle I. Overall, the learning environment was active, competitive, and enjoyable, supported by Kahoot's audio features, which enriched students' learning experiences.

c. Observation

The observation results indicated that the implementation of the C3T method supported by the Kahoot platform contributed to enhancing students' affective engagement. Students appeared enthusiastic, enjoyed the competitive atmosphere, and showed strong interest in technology-based learning. The time limit and audio-visual elements also played a significant role in stimulating their motivation and increasing their enthusiasm for learning.

However, several challenges emerged during the implementation. Unstable internet connectivity led to delays in the activity. As a result, the test could not be conducted simultaneously across all seven groups; instead, it had to be carried out in stages, beginning with four groups, which affected the overall flow of the lesson.

From a classroom management perspective, it was observed that some students changed their group names after entering the Kahoot PIN,

due to the teacher's flexibility in allowing this. Considering that the participants were seventh-grade students, their enthusiasm in selecting group names contributed to creating a lively classroom atmosphere at the beginning of the activity. In terms of comprehension, students encountered difficulties with listening skill questions, as understanding the pronunciation and meaning from native-speaker audio required more time.

Variations in group performance were also observed: some groups responded quickly and accurately, others responded quickly but inaccurately, some were slow but correct, while others were both slow and incorrect. Furthermore, observations revealed an imbalance in individual participation within certain groups, where some students tended to be passive and relied on more active members.

Table 1.2 Group Scores in Cycle I

No	Group	Score	Achievement Level	Rank
1	Group A	8.450	High	1
2	Group B	8.120	High	2
3	Group C	7.980	Medium	3
4	Group D	7.100	Medium	4
5	Group E	6.850	Medium	5
6	Group F	6.200	Medium	6
7	Group G	2.750	Low	7
Total		**47.450**		
Mean		**6.78**		

Figure 1.1 Documentation of Cycle I Implementation

d. Reflection

Technical issues related to internet connectivity hindered the smooth implementation of the activity, indicating the need for better technical preparation or the provision of an alternative network in the next cycle. From a classroom management perspective, clearer rules regarding group naming are necessary to maintain **group members' focus during collaborative work.** The difficulty encountered in listening questions also highlights the need for preliminary listening practice before conducting the quiz. In addition, time management needs to be adjusted to achieve a better balance between speed and accuracy in responses.

These findings serve as a basis for improving the procedures in Cycle II, in order to achieve more effective and balanced learning outcomes.

C. Cycle II Results

Cycle II was implemented as an improvement phase based on the findings from Cycle I, particularly regarding technical network issues, classroom management, difficulties in listening skills, and the imbalance of individual participation within groups. The improvement procedures focused on optimizing the implementation of the C3T method through the Kahoot platform to achieve more balanced learning outcomes.

a. Action Planning

The planning for Cycle II was developed based on the previous reflection, with several key improvements introduced, including:

1. Technical Improvements

   The teacher ensured stable internet connectivity before the lesson and prepared a backup network (teacher's hotspot) to address potential disruptions.

2. Group Management Organization

   Group names were fixed from the beginning and were not allowed to be changed during the lesson to maintain order. The teacher also reinforced rules of collaborative work to ensure active participation from all members.

3. Enhancement of Listening Skills

Prior to the quiz, preliminary listening activities were conducted, including playing a simple audio recording and discussing key vocabulary to better prepare students for listening questions.

4. Improvement of Assessment Items

The test maintained ten questions covering the targeted skills; however, the level of difficulty was more systematically structured in a gradual manner, and the questions were aligned with learning outcome indicators to ensure consistency with mastery objectives.

b. Action Implemention

Cycle II was implemented in a single session lasting 80 minutes. The lesson began with an introductory phase followed by brief listening exercises to prepare students for audio-based questions. The teacher also reiterated the procedures for applying the C3T method, emphasizing the importance of active participation from all group members.

The main activity was conducted through the Kahoot platform, with a time limit of 20 seconds for each question. Unlike the previous cycle, all groups were able to complete the test simultaneously due to stable internet connectivity. Group discussions also became more organized, as each member was required to express their opinion before selecting the final answer.

The learning environment remained competitive but was more controlled, with students demonstrating greater focus. Changing group names was no longer a source of distraction, as had occurred in Cycle I.

c. Observation

The observation results showed a noticeable improvement in several aspects. Participation became more balanced, and students who had previously tended to be passive began to engage in discussions. Collaborative work also became more effective due to better-structured group interactions.

Technical issues were significantly reduced, contributing to a smoother flow of the lesson. Students' understanding of listening skills improved as a result of the preliminary exercises conducted before the test. The learning atmosphere remained enthusiastic, with a higher level of control compared to Cycle I.

d. Reflection

The implementation of Cycle II yielded more effective results compared to Cycle I, as technical improvements and the refinement of instructional strategies contributed to enhancing group-based understanding and achieving more balanced participation.

The distribution of mastery levels also showed significant improvement, indicating that **group performance** was dominated by the high category, followed by the medium category, with a smaller proportion remaining in the low category. Difficulties in listening skills decreased after the inclusion of preliminary exercises, and **participation within groups** became more equitable due to the use of structured group discussions. Network connectivity issues were no longer a barrier to the smooth conduct of the lesson.

Accordingly, the application of the C3T method through the Kahoot platform, after being refined in Cycle II, contributed to improving participation, collaboration, and group-based learning outcomes. These findings indicate that the predetermined success indicators were achieved, thereby justifying the conclusion of the intervention at this stage.

Table 1.3 Group Scores in Cycle II

No	Group	Score	Achievement Level	Rank
1	Group A	9.200	High	1
2	Group B	8.950	High	2
3	Group C	8.700	High	3
4	Group D	8.050	High	4
5	Group E	7.050	Medium	5
6	Group F	7.000	Medium	6
7	Group G	5.000	Low	7
Total		**53.950**		
Mean		**7.71**		

Figure 1.2 Documentation of Cycle II Implementation

D. Comparison of Qualitative and Quantitative Data

After implementing the procedures in Cycle I and Cycle II, a comparative analysis was conducted to examine changes in the quality of the learning process. The comparison was based on observational data of student activities, group dynamics, classroom atmosphere, and the challenges encountered during implementation.

This qualitative analysis aimed to depict the development of group-based participation, collaboration, affective engagement, and academic readiness following the improvements introduced in Cycle II, while also being supported by quantitative data related to test results.

Table 1.4: Comparison of Qualitative Data

Observed Aspect	Cycle I	Cycle II	Observed Change
Group Participation	Uneven; some students were passive	More balanced; each member contributed their opinion	Increased student participation
Group Collaboration	Discussions were dominated by certain students	More structured and collaborative discussion	More effective collaboration
Focus and Classroom Condition	Noticeable enthusiasm, but with some noise during group naming at the beginning	Enthusiastic with a more controlled classroom atmosphere	Improved classroom management

Listening Comprehension	Noticeable enthusiasm, but with some noise during group naming at the beginning	Students were better prepared after preliminary training	Improvement in listening skills
Technical Issues	Unstable internet connection	Stable network and simultaneous task completion	Reduction in technical barriers
Student Confidence	Hesitation in answering difficult questions	Greater confidence and faster responses	Enhanced academic confidence

The comparison table shows an improvement in the quality of the learning process in Cycle II. Group participation which was uneven in Cycle I, became more balanced after the implementation of structured discussion. Group collaboration also improved significantly, as each member was given the opportunity to express their opinion before selecting the answer. The classroom atmosphere, which had been relatively noisy, became more controlled after clarifying and organizing the rules for group naming.In addition, students' difficulties in listening skills decreased after the introduction of preliminary listening exercises. Technical problems related to network connectivity, which had hindered implementation in Cycle I, were also minimized, resulting in a smoother and more organized learning process in Cycle II.

Overall, the qualitative data indicate that the improvements made to the procedures had a positive impact on enhancing student participation, learning readiness, and group dynamics.

Table 1.5: Comparison of Quantitative Data

No	Group	Cycle I Results	Cycle II Results	Improvement
1	Group A	8.450	9.200	750
2	Group B	8.120	8.950	830

3	Group C	7.980	8.700	720
4	Group D	7.100	8.050	950
5	Group E	6.850	7.050	200
6	Group F	6.200	7.000	800
7	Group G	2.750	5.000	2.250
Mean		**6.78**	**7.71**	**0,93**

The comparison table of scores shows that all groups experienced an improvement in performance during Cycle II. This improvement is evident in the increase in each group's scores compared to Cycle I. Groups that were previously in the low category also demonstrated notable gains, indicating that the improvements did not only benefit high-performing groups but also supported those facing learning difficulties.

The class average increased from 6.78 in Cycle I to 7.71 in Cycle II, with an improvement of 0.93 points. This increase reflects an overall improvement in group performance across all groups, indicating that the refinement of the C3T method implemented through Kahoot—particularly in technical aspects, the enhancement of listening skill exercises, and strategies to ensure equitable participation—contributed to improving group-based learning outcomes.

These quantitative findings are consistent with the qualitative data, which indicate improvements in participation, collaboration, and the establishment of a more structured and effective learning environment.

Improving the Assessment System through the Integration of C3T and Interactive Tests

The findings of this study indicate that the implementation of the C3T method through interactive testing media makes a significant contribution to improving the quality of Arabic language learning assessment.[29] This finding is consistent with previous studies showing that the C3T method is effective in enhancing students' motivation and learning outcomes, particularly in competitive learning environments. However, unlike those studies, the present research integrates C3T with interactive digital assessment, thereby extending its function into a structured formative

[29] Sari And Azim, "Strategi Manajemen Pembelajaran Melalui Penerapan Metode C3t Untuk Meningkatkan Keaktifan Belajar Siswa Pada Mata Pelajaran Ipas Di Sekolah Dasar Negeri 007 Limbur Merangin."

assessment model.

The improvement is empirically demonstrated through the progression of formative assessment results from the pre-cycle to Cycle II. In the pre-cycle stage, only 33.33% of groups achieved mastery learning. After the implementation of Cycle I, the average group score reached 6.78, indicating a moderate level of achievement. Furthermore, in Cycle II, the mean score increased to 7.71, showing a more stable and improved level of understanding. This consistent upward trend indicates that the integration of the C3T method and interactive assessment has a positive impact on ongoing learning improvement at the group level.

The use of interactive media enables the assessment process to function as formative assessment, as it is conducted automatically, continuously, and in real time. The scores generated by the system reduce teacher subjectivity in grading, thereby making evaluation results more accurate and transparent.[30] This principle aligns with reinforcement theory, which emphasizes the importance of immediate response and feedback in the learning process.[31] Immediate feedback also helps learners correct their mistakes directly, making learning more effective and meaningful. This result is in line with prior research on interactive assessment tools such as Kahoot, which emphasize the role of immediate feedback in improving student engagement and learning effectiveness. However, previous studies tend to focus primarily on cognitive outcomes, whereas this study integrates speed and collaborative decision-making as additional assessment dimensions.

In addition, setting time limits for responses in accordance with the characteristics of the C3T method trains learners in each group to think accurately and respond quickly—two aspects that are rarely emphasized in traditional paper-based assessments but rarely emphasized in traditional paper-based tests.[32] In this context, assessment does not merely measure learning outcomes, but also develops essential cognitive skills such as concentration, attention, and decision-making.

In the use of Kahoot, each group member collaborates in decision-making before submitting answers. The faster and more accurate the response, the higher the score obtained; conversely, a fast but incorrect answer yields no points. Differences

[30] S S David Darwin et al., *Transformasi Pembelajaran Berbasis Teknologi: Memadukan Pembelajaran Tradisional Dan Digital* (PT. Nawala Gama Education, 2025).

[31] Burrhus Frederic Skinner, *Science and Human Behavior* (Simon and Schuster, 1965).

[32] Siti Magfira et al., "Enhancing Science Learning Outcomes Through The Course Review Horay (CRH) Cooperative Learning Model," *Koordinat Jurnal MIPA* 6, no. 1 (2025): 74–81, https://doi.org/10.24239/koordinat.v6i1.146.

in response time also result in variations in scores among groups responding at different speeds. This system creates a positive competitive environment and motivates learners to understand the material before answering.

Thus, the integration of the C3T method with interactive tests transforms the assessment system from a static, traditional model into a dynamic, formative assessment system that is collaborative, responsive, and learner-centered.

From an analytical perspective, the improvement in assessment quality can be attributed to the integration between the methodological approach and technological support. The C3T method provides an assessment structure that emphasizes time discipline, focus, and spontaneous response, while interactive testing media offer an objective and automated system that supports formative feedback. This integration makes the assessment process more standardized, reduces bias, and enhances the reliability of group-based performance data.

The improvement from Cycle I to Cycle II can also be explained by the nature of action research-based formative assessment, where reflection becomes the basis for continuous improvement. After reflection on Cycle I, improvements were made in classroom management, clarification of instructions, and better regulation of group collaboration. These adjustments functioned as instructional interventions that directly contributed to improved group performance in Cycle II. This pattern is also consistent with the characteristics of Classroom Action Research reported in previous studies, where iterative reflection and improvement contribute to gradual enhancement of both learning processes and outcomes.

Accordingly, the improvement in assessment quality is not merely the result of using technology, but rather the outcome of synergy between the characteristics of the instructional method and the technical system employed in its implementation. [33] Furthermore, the integration of collaborative work within interactive tests encourages academic discussion, exchange of ideas, and collective decision-making. This indicates that interactive assessment also enhances learner participation at the group level and strengthens its role as a formative learning tool rather than a mere measurement instrument.[34] This finding supports previous studies on collaborative

[33] Penerapan Media et al., "Penerapan Media Educandy Untuk Meningkatkan Hasil Belajar Dalam Materi Bahasa Arab Pada Kelas 5B MI Qurrota A'yun Yogyakarta" 10, no. 2 (2024): 403–19, https://doi.org/10.14421/almahara.2024.

[34] Cheryl I Johnson and Richard E Mayer, "A Testing Effect with Multimedia Learning.," *Journal of Educational Psychology* 101, no. 3 (2009): 621.

learning, which emphasize that group-based interaction enhances student engagement and shared understanding. However, the present study extends these findings by demonstrating that collaboration can be effectively structured within a time-constrained digital assessment environment that emphasizes both speed and accuracy.

In addition, the incorporation of audio-visual elements in interactive media enhances learners' attention and motivation, as explained in multimedia learning theory. The distinct contribution of this study lies in applying the C3T method within a technology-based formative assessment system.[35] Unlike conventional digital tests that merely transfer questions to electronic formats, the integration of C3T emphasizes a balance between speed and accuracy as indicators of learners' thinking quality at the group level. This demonstrates that assessment is not only a measurement tool, but also a means of directly developing cognitive competencies.

It should also be noted that although the assessment was conducted at the group level, each student actively participated in discussion and answer formulation, thus reflecting collective cognitive engagement rather than passive participation.

The implications of these findings suggest that an formative assessment mode based on the C3T method and interactive tests can be effectively applied in Arabic language learning, which requires rapid response and comprehension. [36] This model is also suitable for schools with limited access to personal devices, as assessment can be conducted collaboratively using a limited number of devices. Therefore, the integration of the C3T method and interactive tests is not merely an innovation in instructional media, but represents a development of the assessment system into a formative, adaptive, and learner-centered evaluation model aligned with 21st-century learning demands, as evidenced by the results of Cycle I and Cycle II.

Challenges in Using Zyrex Devices in Interactive Assessment

In the implementation of the C3T method integrated with interactive testing, Zyrex laptops were used to support the assessment process. However, several challenges were identified that affected the effectiveness of learning, particularly in relation to group focus during classroom activities.

The observation results indicated that some students were not fully able to use

[35] Siti Maharani Hasibuan et al., "Application of Buzz Group Learning Method to Improve Learning Outcomes in Arabic Language Subjects at MTsN 3 Ngawi" 10, no. 2 (n.d.): 326–37, https://doi.org/10.14421/almahara.2024.

[36] Media et al., "Penerapan Media Educandy Untuk Meningkatkan Hasil Belajar Dalam Materi Bahasa Arab Pada Kelas 5B MI Qurrota A'yun Yogyakarta."

digital devices in a disciplined manner aligned with the learning objectives. A number of students were found to be distracted by non-academic activities, such as accessing unrelated websites, including YouTube.[37] This suggests that digital devices in classroom-based assessment function not only as learning tools but also as potential sources of distraction when not properly monitored at the group level.

This condition is consistent with the view that the integration of technology in learning requires strong classroom management, as digital environments tend to expose students to multiple stimuli that may divert their attention from instructional tasks.[38] Therefore, the role of the teacher as a learning facilitator and controller becomes essential to ensure that technology use remains aligned with instructional goals.

Furthermore, this situation indicates that students' digital discipline still needs to be developed gradually. In collaborative learning settings, supervision should not only serve as control but also as an educational process to foster students' responsibility in using digital tools appropriately at the group level.

Based on these findings, stronger classroom rules and more structured monitoring strategies are needed in the subsequent cycle. This is essential to ensure that the use of interactive assessment technology can be optimized and remains focused on improving group learning outcomes.

Conclusion

This study concludes that the integration of the C3T method with Kahoot-based interactive testing effectively improves the quality of Arabic language learning assessment in terms of both process and outcomes. The assessment became more objective, transparent, and efficient through real-time implementation and immediate feedback.

Empirically, the findings show a consistent improvement in students' performance, as indicated by the increase in the average score from 6.78 in Cycle I to 7.71 in Cycle II, with all groups demonstrating performance gains, including low-achievement groups. In addition, qualitative results reveal improvements in student

[37] Geshwaree Huzooree and Mohit Yadav, "Digital Distraction in Gen Z: Strategies for Focused and Engaging Online Learning Environments," in *Digital Tools and Platforms for Effective and Personalized Learning* (IGI Global Scientific Publishing, 2026), 403–36.

[38] John Sweller, *Cognitive Load during Problem Solving: Effects on Learning. Cognitive Science , 12(2,* 1988, https://doi.org/https://doi.org/10.1207/s15516709cog1202_4.

participation, collaboration, listening comprehension, classroom atmosphere, and a reduction in technical barriers.

The integration of speed and accuracy within the C3T framework also contributed to enhancing students' cognitive responsiveness, while group-based learning promoted active engagement and collaborative interaction. Therefore, this approach not only functions as an instructional innovation but also as a formative, collaborative, and technology-enhanced assessment model aligned with the needs of Arabic language learning.

However, several limitations should be noted. The implementation depends on stable internet access and the availability of digital devices, which may limit its applicability in certain contexts. Classroom management challenges may also arise in shared-device settings, particularly related to student focus and discipline. In addition, time constraints in answering questions require careful adjustment to balance speed and accuracy. Finally, the findings are based on a limited sample and research cycles; therefore, their generalizability should be interpreted cautiously.

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