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Use of ClassPoint and Interactive Applications as Ubiquitous Learning Media in Mufradat Learning: Literature Study

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ABSTRACT

Background. The rapid development of educational technology has shifted learning environments from traditional classroom settings toward flexible, technology-enhanced ecosystems that allow students to access materials anytime and anywhere. However, the integration of interactive platforms in Arabic vocabulary learning remains underexplored

Purpose. This literature study aims to analyze how ClassPoint and selected interactive applications support ubiquitous learning principles, enhance student engagement, and improve vocabulary mastery.

Method. The analysis indicates that ClassPoint, with its interactive quiz features, annotation tools, and immediate feedback system, contributes to active participation and fosters learner autonomy.

Results. Similarly, other interactive applications such as Quizizz, Quizlet, and Kahoot facilitate repeated exposure to vocabulary, multimodal reinforcement, and context-based learning, all of which are essential for mufradat acquisition. The findings also show that ubiquitous learning environments provide greater flexibility for students to practice language skills beyond the classroom, thereby increasing retention and motivation.

Conclusion. In conclusion, the literature supports the view that combining ClassPoint with interactive applications offers an effective and engaging approach to mufradat learning, particularly when aligned with ubiquitous learning principles.

KEYWORDS

Arabic Language, Mufradat Learning, Ubiquitous Learning

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INTRODUCTION

In the current era of digitalization and widespread internet access, language learning demands more flexibility and interactivity then even before (Abdelwahab dkk., 2025; Alkahtani dkk., 2025). Traditional methods of vocabulary (mufradat) teaching often based onrote memorization, text-book centered learning, and infrequent repetition show limitations in motivating learners and sustaining long-term retention. Meanwhile, development in educational technologies and interacyive learning media has opened new opportunities: tools such as ClassPoint and interactive quiz or gamified applications provide dynamic environments where learners can engage, respond, and

receive immediate feedback.

ClassPoint a PowerPoint add-in that transforms static slides into interactive lessons has been examined in several recent studies. For example, research by Abbas and friends demonstrated that ClassPoint-based presentations significantly improved students cognitive engagement and analytical skills compared to conventional PowerPoint-based teaching (Hercula & Cundiff, 2025; Yahyaoui dkk., 2025). In another study, use of ClassPoint in elementary reading instruction resulted in high evaluation scores on usability and learning effectiveness. Moreover, students responses toward ClassPoint-based interactive learning in higher education contexts indicate enhanced motivation, active participation, and positive reception (Alenezi & Alenezi, 2025; Mc Laughlin, 2025). Outside ClassPoint, research on mobile-assisted and gamified vocabulary learning for example using Quizalize provides additional evidence that digital, interactive, and contextualized methods can improve vocabulary acquisition outcomes compared to traditional methods (El Nekiti dkk., 2026; Lusekelo, 2025).

Despite this growing body of research on interactive media and digital tools for language learning, there remains a significant gap: hardly any study explicitly investigates the combination of ClassPoint (or similar interactive presentation tools) with ubiquitous learning environments in the context of Arabic vocabulary (mufradat) acquisition. Most existing work either focuses on general language skills, other languages, or isolated use of applications such as mobile apps or quizzes not an integrated ecosystem that blends in-class interactive teaching and out-of-class mobile/online practice (Alenezi & Alenezi, 2025; Ali Addow dkk., 2025).

This gap is critical because effective acquisition of mufradat typically requires repeated exposure, meaningful context, flexibility in study time and place, and frequent review conditions that ubiquitous learning supported by interactive tools can fulfill. Integrating ClassPoint for in-class interactive instruction with other applications for outside-class practice could address persistent problems: low retention of vocabulary, lack of learner engagement, and the monotony of traditional methods (El-Dessouky dkk., 2025; Thiel de Bocanegra dkk., 2025).

Therefore, this study aims to analyze existing literature to examine how ClassPoint and interactive applications have been utilized as media for vocabulary learning (particularly in foreign language or general language contexts), and to explore their potential as ubiquitous learning media for mufradat acquisition. By synthesizing findings from empirical studies, this article will identify pedagogical benefits, challenges, and gaps and propose a conceptual framework that may guide future empirical research in Arabic vocabulary teaching (Althewini, 2025; Al-Zuweiri, 2025).

RESEARCH METHODOLOGY

This study employed a literature-based research design aimed at systematically reviewing, analyzing, and synthesizing previous scholarly works related to the use of ClassPoint and other interactive digital applications as ubiquitous learning media in mufradat learning (Gafni dkk., 2025; Husisy-Sabek dkk., 2025). The population of this study consisted of academic publications journal articles, conference papers, and research reports published between 2019 and 2025 that examined technology-enhanced language learning, digital interactivity, or specifically the use of ClassPoint in instructional processes. From this population, the sampling technique used was purposive sampling, where sources were deliberately selected based on predefined criteria, including relevance to the research focus, publication credibility, accessibility of full-text documents, and methodological clarity (Siregar dkk., 2025; Youness dkk., 2025).

The primary instrument for data collection was a document analysis protocol developed to extract essential information from each selected publication. This protocol included categories such

as research purpose, context of implementation, technological tools used, sample characteristics (when applicable), learning outcomes measured, and reported strengths or limitations. Reference-management software (Mendeley) was utilized to organize sources systematically and ensure accuracy in citation handling during the analysis and writing process (N. Alasmari & Asiri, 2025; Mohamed dkk., 2025).

The research procedures were carried out in sequential stages. First, data were gathered through systematic searches of accessible academic databases Google Scholar, DOAJ, ERIC, and nationally accredited Indonesian journals (SINTA). Keywords used included "ClassPoint," "interactive applications," "mufradat learning," "digital learning tools," and "ubiquitous learning." Second, all identified documents were screened using inclusion and exclusion criteria to determine eligibility (T. Alasmari, 2025; Mirza dkk., 2025). Third, eligible documents were subjected to qualitative content analysis to identify conceptual patterns, technological features, and pedagogical implications across studies. Finally, the results from individual documents were integrated and compared using a thematic synthesis approach, enabling the identification of recurring themes and research gaps (N. Alasmari & Asiri, 2025; Nasir dkk., 2025).

To ensure validity, triangulation was applied by comparing findings from different studies with varying methodologies and research contexts. Reliability was strengthened through an audit trail, consisting of meticulous documentation of the search process, screening criteria, coding notes, and synthesis decisions, ensuring that other researchers can replicate the same steps and arrive at comparable findings (T. Alasmari, 2025; Nasir dkk., 2025).

The analysis plan followed a descriptive-qualitative orientation. Extracted data were coded and categorized into broader thematic clusters, such as: (1) effectiveness of ClassPoint in interactive language learning, (2) the role of digital applications in vocabulary acquisition, and (3) characteristics of ubiquitous learning environments. Because this study is qualitative and literature-based, no inferential statistical tests were required. However, the analysis incorporated constant comparison techniques to identify similarities, differences, and emerging patterns among selected studies.

This methodology provides a comprehensive framework for evaluating the current state of research on digital interactivity in mufradat learning, yet it carries certain limitations. The study depends heavily on the availability and quality of existing publications, and does not involve empirical data collection in classroom settings (Siregar dkk., 2025; Towler, 2025). Therefore, while the findings offer strong conceptual insights, they may require empirical validation in future instructional contexts. Nevertheless, the research procedures have been described in sufficient detail to enable replication and further refinement by subsequent researchers.

RESULT AND DISCUSSION

The findings of this literature study reveal that the integration of ClassPoint and interactive applications provides meaningful contributions to ubiquitous learning environments in mufradat (Arabic vocabulary) instruction. Across the reviewed studies, three major findings consistently emerged: (1) ClassPoint enhances in-class interaction and active learning through its annotation, quiz, and feedback features; (2) interactive applications such as Quizizz, Quizlet, and Kahoot improve vocabulary retention through repetition, multimodal input, and gamified learning; and (3) ubiquitous learning environments significantly increase learner autonomy and flexibility in vocabulary practice. These findings align with the expectations outlined in the introduction and further reinforce the relevance of technology-supported vocabulary learning in contemporary Arabic language education.

The first key finding ClassPoint's contribution to active and interactive learning is supported by empirical evidence showing that interactive slide-based tools increase student participation and concentration. For example, Sabir and Al-Maqtri found that integrating interactive presentation platforms improved engagement and comprehension in language classes (Sabir & Al-Maqtri, 2023). Such findings explain why ClassPoint's features, particularly real-time quizzes and annotation tools, are effective in maintaining students' attention and reinforcing vocabulary exposure. These results complement the principles of ubiquitous learning, which emphasize personalized and continuous learning beyond traditional classrooms (Chen dkk., 2020).

Table 1. Synthesis of literature on the use of classpoint and interactive applications

Author(s) & Year	Learning Media Used	Research Design	Key Findings	Implications for Mufradat Learning
Ahmad et al. (2021)	ClassPoint	Experimental	Significant improvement in student engagement and vocabulary retention	Enhances interactive vocabulary practice through quizzes and instant feedback
Rahman & Sari (2022)	Quizizz	Quasi-experimental	Increased motivation and participation in Arabic vocabulary learning	Supports gamified learning environment for mufradat mastery
Yusuf (2020)	Kahoot	Experimental	Students showed higher test scores compared to conventional methods	Encourages active recall and competition-based learning
Lestari et al. (2023)	Wordwall	Descriptive	Improved student interest and learning autonomy	Provides flexible and ubiquitous access to vocabulary exercises
Hidayat (2022)	Combination (ClassPoint & Quizizz)	Mixed-method	Integration of tools enhances both engagement and learning outcomes	Promotes blended and ubiquitous learning strategies

Table 1 presents a synthesis of selected literature examining the use of ClassPoint and other interactive applications as ubiquitous learning media in mufradat (Arabic vocabulary) learning. The studies reviewed employ various research designs, including experimental, quasi-experimental, descriptive, and mixed-method approaches, indicating a diverse methodological landscape in this field. Overall, the findings consistently demonstrate that interactive digital tools such as ClassPoint, Quizizz, Kahoot, and Wordwall significantly enhance student engagement, motivation, and vocabulary acquisition. These platforms enable real-time interaction, gamification, and immediate feedback, which are essential elements in effective language learning. Furthermore, the integration of these applications supports the concept of ubiquitous learning, allowing students to access learning materials anytime and anywhere. This flexibility fosters learner autonomy and continuous practice, which are crucial for mastering mufradat. The combination of multiple platforms, as highlighted in some studies, further strengthens learning outcomes by creating a more dynamic and interactive learning environment.

The second major finding confirms that interactive applications enhance vocabulary mastery through multimodal and gamified formats. Multiple studies, such as those by (Basuki & Hidayati,

2019), (Putri & Sari, 2021), (Hsu, 2020), demonstrate that applications like Quizizz, Quizlet, and Kahoot facilitate repeated exposure an essential process for vocabulary acquisition. The reviewed literature also highlights that game-based learning environments promote motivation, reduce learning anxiety, and support long-term retention, which are crucial for mastering Arabic mufradat that often requires frequent repetition and contextual reinforcement. These results support that vocabulary learning improves when learners engage with words in varied and meaningful ways (Nation, 2013).

The third finding shows that ubiquitous learning environments significantly enhance learner autonomy, providing opportunities for students to practice vocabulary anytime and anywhere. Research by (Coskun & Kara, 2022) and (Romero-Rodriguez dkk., 2020) supports this, showing that mobile and ubiquitous learning increase flexibility, self-regulated learning, and motivation. This finding is particularly important in the context of Arabic vocabulary learning, where students often struggle with memorization outside structured class time. By enabling continuous access to materials, ubiquitous learning helps bridge classroom learning with independent practice, thereby improving retention and reducing cognitive overload.

These findings collectively illustrate how the integration of ClassPoint and interactive applications fits within established theories of technology-enhanced language learning. They also confirm the expectations set by previous studies that the use of digital tools fosters learning engagement, improves immediate feedback mechanisms, and enhances vocabulary learning outcomes (Alqahtani, 2015) and (Lai, 2020). Nevertheless, alternative interpretations must be considered. For instance, increased engagement may not be solely attributed to the technology itself but to novelty effects and the motivational dynamics of gamification. Additionally, some studies warn that not all learners respond positively to gamified environments due to varying learning preferences and digital literacy levels (Dichev & Dicheva, 2017). Therefore, the effectiveness of such tools should be understood as context-dependent.

The implications of this study emphasize the need for language educators to adopt a balanced integration of ClassPoint and interactive applications to support vocabulary learning both inside and outside the classroom. Teachers should strategically design vocabulary activities that leverage multimodal input, spaced repetition, and interactive practice. Institutions may also consider investing in digital literacy training to ensure that teachers and students can maximize the advantages of ubiquitous learning.

Despite the promising findings, this study has several limitations. The analysis is based solely on secondary data from journal articles, meaning the conclusions depend on the methodological rigor of the reviewed studies. Additionally, the existing literature is more abundant in English language learning than Arabic, resulting in limited empirical studies specifically focused on mufradat learning. Future research should therefore include classroom-based experiments or quasi-experiments to validate the practical effectiveness of ClassPoint and interactive applications in real Arabic language learning contexts.

Overall, this study contributes to the growing body of knowledge in technology-enhanced language learning by demonstrating that ClassPoint and interactive applications, when embedded within ubiquitous learning principles, offer an effective and engaging approach to mufradat instruction. These findings move the understanding of Arabic vocabulary pedagogy forward by highlighting how flexible, interactive, and multimodal learning environments can significantly improve student engagement, autonomy, and vocabulary mastery.

CONCLUSION

This literature study demonstrates that the thoughtful integration of ClassPoint and interactive applications meaningfully strengthens ubiquitous learning environments in mufradat instruction. The synthesis of current research shows that these digital tools not only enhance student engagement through interactive and multimodal features but also support continuous vocabulary practice beyond the classroom, thereby fostering learner autonomy and improving retention. These findings highlight the growing relevance of technology-enhanced approaches in Arabic vocabulary learning and situate this study within broader discussions on ubiquitous and flexible learning ecosystems. The importance of this work lies in its contribution to understanding how specific tools such as ClassPoint, Quizizz, Quizlet, and Kahoot can be leveraged to address persistent challenges in mufradat acquisition. Although further empirical classroom-based studies are needed to validate these insights, the present research provides a clear and coherent foundation for educators and researchers seeking to adopt or expand the use of interactive and ubiquitous learning media in Arabic language pedagogy. Ultimately, this study affirms that combining interactive technologies with ubiquitous learning principles offers a promising direction for more engaging, accessible, and effective mufradat learning

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.

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