ANALYSIS OF STUDENT MOTIVATION IN ARABIC LANGUAGE LEARNING BASED ON ARABIC SCRABBLE MEDIA

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Abstract

Learning motivation is the key to student success, but learning Arabic is often challenging. This study examines using Arabic Scrabble media as an innovation in Arabic language learning. This type of research is descriptive and explanatory with a mixed method (quantitative and qualitative). Data collection was done through interviews, observation, documentation, and questionnaire. Data analysis used Miles and Huberman's theory in data reduction, data presentation, and conclusion drawing. The results of this study indicate that: 1) the use of Arabic Scrabble media provides benefits in terms of motivation, engagement, and vocabulary understanding; 2) Arabic Scrabble media is more effective when used in small groups; 3) 85% of students confirmed that Arabic Scrabble media is highly effective in vocabulary learning. This research implies that Arabic Scrabble media can be an effective alternative to increase students' learning motivation in Arabic language learning. Thus, teachers can utilize this media to create a more fun, interactive, and meaningful learning atmosphere.

Keywords: Media; Arabic Scrabble; Motivation; Evaluation

Abstract

Motivasi belajar merupakan kunci keberhasilan siswa, namun seringkali menjadi tantangan dalam pembelajaran bahasa Arab. Penelitian ini mengkaji penggunaan media Scrabble Arab sebagai inovasi dalam pembelajaran bahasa Arab. Jenis penelitian ini adalah deskriptif-eksplanatori dengan metode campuran (kuantitatif dan kualitatif). Pengumpulan data dilakukan dengan wawancara, observasi, dokumentasi, dan kuesioner. Analisis data menggunakan teori Milles dan Huberman berupa reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa: 1) penggunaan media Arabic Srabble memberikan manfaat dalam hal motivasi, keterlibatan, dan pemahaman kosakata; 2) media Arabic scrabble lebih efektif digunakan dalam kelompok kecil; 3) 85% dari siswa membuktikan bahwa media Arabic Scrabble sangat efektif digunakan dalam pembelajaran mufrodat. Penelitian ini mengimplikasikan bahwa media Scrabble Arab dapat menjadi alternatif yang efektif untuk meningkatkan motivasi belajar siswa dalam pembelajaran bahasa Arab. Dengan demikian, guru dapat memanfaatkan media ini untuk menciptakan suasana belajar yang lebih menyenangkan, interaktif, dan bermakna.

Keywords: Media; Arabic Scrabble; Motivasi; Evaluasi

INTRODUCTION

Learning motivation is a key factor influencing students' success in achieving learning goals.[1] Motivated students will be more active, diligent, and eager to learn, thus improving their understanding and achievement. Conversely, less motivated students tend to be passive, easily give up, and lack enthusiasm in learning, which can hinder the achievement of optimal learning outcomes. Various efforts have been made to increase student motivation in learning Arabic, including by using innovative and interesting learning methods and media.

Arabic Scrabble is an interesting topic because it is one of the media that can be utilized in the Arabic language learning process to help students remember Arabic vocabulary. This can be seen from students' difficulty remembering vocabulary, so their Arabic vocabulary is difficult to increase.[2] Therefore, the use of *Arabic Scrabble* media is still needed by teachers in the teaching and learning process to improve students' ability to remember Arabic vocabulary properly and correctly.

This *Scrabble* game trains students to organize words, sentences, or discourse and can improve vocabulary mastery in the vocabulary learning process.[3] According to Akar Nugraha (2010), this game is very helpful because it can make students feel that certain words are important and necessary. After all, without these words, the game's goal cannot be achieved.[4] This shows that using Scrabble games can encourage students to memorize vocabulary.

The Scrabble game can be used as an educational technique to teach vocabulary. Through *Scrabble*, students experiment, discover, and interact with their environment. According to Lewis and Bedson, playing games in the classroom develops the ability to cooperate, be competitive, and work towards a specific goal. When students play the *Scrabble* game, they are asked to arrange words according to the number of characters. This activity can improve their spelling skills as they can share their skills with their friends and check the correct spelling in the dictionary.[5]

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[1] Susana Vidigal-alfaya, Miguel-Angel Ballesteros-Moscosio, and Cristina Yanes-cabrera, "Motivation as a Key Factor in Lifelong Learning," *Journal of Education and Learning (EduLearn)* 19, no. 3 (2025): 1208–15, https://doi.org/10.11591/edulearn.v19i3.21960.

[2] Mutia Khaira, Mahyudin Ritonga, and Syaflin Halim, "The Effectiveness of Scrabble Game Media in Improving Learning Outcomes," *Journal of Physics: Conference Series* 1933, no. 1 (2021), https://doi.org/10.1088/1742-6596/1933/1/012128.

[3] Manuel Perea, Ana Marcet, and Pablo Gómez, "How Do Scrabble Players Encode Letter Position during Reading?," *Psicothema* 28, no. 1 (2016): 7–12, https://doi.org/10.7334/psicothema2015.167.

[4] Sri Chairani, "Using Scrabble for Learning English Vocabulary At Man 2 Kuantan Singingi," *Language Literacy: Journal of Linguistics, Literature, and Language Teaching* 5, no. 1 (2021): 205–12, https://doi.org/10.30743/ll.v5i1.3858.

[5] Gordon Lewis and Gunther Bedson, *Games for Childern* (New York: Oxford University Press, 1999).

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Scrabble can relieve tension and help students avoid the boredom of learning vocabulary. There are many techniques teachers can use to improve students' vocabulary acquisition, but emphasis is one way to achieve vocabulary memorization. *Scrabble* helps students achieve memorization in a fun way. When students play *Scrabble*, they inevitably expose word repetition. The students can also strengthen their vocabulary by playing *Scrabble* in class. Therefore, *Scrabble games* are memory games that can be used in Arabic language learning.[6]

Arabic Scrabble games can help students understand vocabulary easily. They must arrange the words by using the *hijaiyah* letters that have been provided on the game board. The *Scrabble* game itself is old, so it is necessary to know its history. The history of *Scrabble was* originally called Criss Cross. The game is based on crossword puzzles and anagrams, and was developed by Alfred M. Butts, an architect, in 1931. The game was redesigned, renamed *Scrabble*, and marketed by James Brunot in 1948. It was first sold in the UK in 1954. *Scrabble was* later produced in various foreign languages, Braille, and magnetic editions, and continues to be one of the leading board and grid games in the United States. Tournaments have been organized in the United States since 1973. In 2005, Scrabulous, an unofficial online version of Scrabble, was released, and two years later it debuted in the United States.[7]

Arabic Scrabble media must be used in *Madrasah Ibtidayah* QITA, Malang City. After conducting observations and interviews, the researcher found that the students were not enthusiastic during the lesson, so the ability to remember vocabulary did not increase. Therefore, this game is used to practice vocabulary, grammar patterns, and interaction skills in a learner-centered, low-stress environment. The game provides an opportunity to speak informally and think creatively.[8] That is why teachers have a reason to implement classroom games in learning. By using games, the learning process becomes more dynamic and fun.

Madrasah Ibtidaiyah QITA (Qur'anic, Intellectual, Technological and *Akhlaqul Karimah*) Malang City, as an Islamic educational institution, is committed to providing quality education to its students. This school is located on Jl. Joyoagung II, Lowokwaru District, Malang City. Arabic *Muhadatsah* is one of the flagship programs at *Madrasah Ibtidaiyah* QITA. Therefore, evaluating Arabic learning is important to ensure that learning objectives can be achieved properly.

Previous studies have shown that game-based learning has great potential for increasing students' motivation to learn.[9] As for Arabic Scrabble, it is still widely

[6] Mutia Khaira, "Perbandingan Penggunaan Media Crossword Puzzle dan Scrabble Game Dalam Meningkatkan Penguasaan Kosakata Bahasa Arab," *Madaris: Jurnal Guru Inovatif*, 2022, 63–77, https://jurnalmadaris.org/index.php/md/article/view/242.

[7] Chairani, "Using Scrabble for Learning English Vocabulary At Man 2 Kuantan Singingi."

[8] Emily Ashton, "Games in the Sand: Serious Play with Scrabble: A Chadian Childhood," *Journal of Childhood Studies* 49, no. 1 (2024): 6–11, https://doi.org/10.18357/jcs21779.

[9] Abdullah Hoseini, Adnan Eshkevari, and Nafise Majidi, "The Effectiveness of Game-Based Laerning on Students' Learning and Motivation in Arabic Language," *Language Related Research* 11, no. 2 (2020): 363–88, https://lrr.modares.ac.ir/article-14-35979-en.html.

discussed in several studies, such as research discussing Arabic Scrabble as a medium for learning vocabulary,[10] how Arabic Scrabble can help students increase their vocabulary,[11] improve their mastery of vocabulary,[12] assisting students in writing skills,[13] Arabic Scrabble being able to increase interest, which can motivate students to learn,[14] improving students' understanding of the material being studied, and creating an innovative, interactive, and enjoyable learning environment.[15] Therefore, the Arabic Scrabble game is categorized as a highly suitable learning medium for Arabic vocabulary instruction. It provides significant improvements in classroom learning,[16] thereby providing significant improvements in classroom learning.[17]

Based on some preliminary studies above, this research shares similarities and differences. The similarity lies in the media used, namely Arabic Scrabble, and its effectiveness in increasing vocabulary mastery and mastering it properly and correctly.[18] Research on Scrabble can increase the sense of interest that can trigger students' enthusiasm for learning.[19] The difference between this study and previous studies is that

[10] Fathimah Muthmainnah, Mohammad Ahsanuddin, and Muhammad Alfan, "Development of the Arabic Scrabble Board Game Based on Experiential Learning as a Mufradât Learning Media Arabiyât," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 11, no. 1 (2024): 100–115, http://dx.doi.org/10.15408/a.v11i1.35976.

[11] Ainun Nafisah, Muh. Nidom Hamami Abicandara, and Irwan Sofiyanto, "Taṭbīqu Wasīlati Scrabble Fī Istīʿābi Al-Mufradāti Al- Lugati Al-Arabiyyati Fī Al- Madrasat Al-Ṯsānawīyati Al-Islāmīyati Al-Ḥukūmīyati Al-Khāmisati Jember," *Critical Review of English-Arabic World Journal* 2, no. 1 (2023): 1–8, https://doi.org/https://doi.org/10.35719/crewjournal.v2i1.1919.

[12] Riti Hariati and Oktarina Yusra, "Ta'thīr Istikhdām Wasīlah Scrabble Fī Tarqiyyati Itqāni Al-Mufradāt Ladá Al- Ṭullāb Bi Al-Madrasah Al-Mutawassiṭah Al-Islāmiyyah Al-Ḥukūmiyyah 6 Agam," *HuRuf Journal: International Journal of Arabic Applied Linguistic*, 2023, 68–81, https://doi.org/http://dx.doi.org/10.30983/huruf.v3i1.6261.

[13] Siti Linda Eka Sari, Haniah, and Hamka Ilyas, "Strategi Pembelajaran Bahasa Arab Berbasis Scrabble Terhadap Penguasaan Kosa Kata dan Keterampilan Menulis Siswa Kelas VII Madrasah Tsanawiyah Al-Bana Asing Hamzanwadi NW (Nahdlatul Wathan) Kecamatan Baras Kabupaten Pasangkayu Sulawesi Barat," *Shaut Al- 'Arabiyah* 11, no. 1 (2023): 195–213, https://doi.org/10.24252/saa.v11i1.38643.

[14] Isma Fathanah and Hikmah Maulani, "Permainan Scrabble Dalam Penguasaan dan Pelafalan Kosakata Bahasa Arab," *MUMTAZA: Journal of Arabic Teaching, Linguistic And Literature* 02, no. 02 (2023): 62–76.

[15] Nalahuddin Saleh et al., "The Use of Scrabble as A Learning Media in Arabic Learning," in *Proceedings of the Sixth International Conference on Language, Literature,* Culture*, and Education (ICOLLITE 2022)*, vol. 14 (Bandung: Atlantis Press, 2022), 358–62, https://doi.org/10.2991/978-2-494069-91-6_56.

[16] Evi Muzaiyidah Bukhori and Ahmad Sulton, "Development of Arabic Scrabble Game to Improve Arabic Vocabulary for Students of Arabic Education Study Program IAIN Jember," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 4 (2022): 6197–6214, https://doi.org/10.35445/alishlah.v14i4.2597.

[17] Erma Febriani, "Increasing Student's Arabic Vocabulary Through Scrabble as an Educational Media Tools," in *Advances in Social Science, Education and Humanities Research*, vol. 518 (Atlantis Press, 2021), 332–36, https://doi.org/10.2991/assehr.k.210120.141.

[18] Hariati and Yusra, "Ta'thīr Istikhdām Wasīlah Scrabble Fī Tarqiyyati Itqāni Al- Mufradāt Ladá Al- Ṭullāb Bi Al-Madrasah Al-Mutawassiṭah Al-Islāmiyyah Al-Ḥukūmiyyah 6 Agam."

[19] Fathanah and Maulani, "Permainan Scrabble Dalam Penguasaan dan Pelafalan Kosakata Bahasa Arab."

this study aims to evaluate the extent to which Arabic Scrabble is successful in increasing students' motivation to learn. This study also addresses the gap in literature regarding students' perceptions of the use of learning media in Arabic. While many previous studies have focused on general teaching methodologies, this study provides direct insights from students about their experiences with Arabic Scrabble media, thereby enriching existing data. As such, the researcher's role is that of a developer bridging theory and practice, as well as a provider of new insights into the effectiveness of innovative learning media in enhancing motivation and mastery of Arabic vocabulary.

Based on the above explanation, this study formulates several issues related to the use of Arabic Scrabble media in Arabic language learning at *Madrasah Ibtidaiyah* QITA Malang City. *First*, this research aims to determine the use of Arabic Scrabble media by students in Arabic language learning, thereby providing empirical evidence of the effectiveness of game-based learning. *Second*, this study seeks to assess the extent to which Arabic Scrabble media is effective in improving students' vocabulary mastery. *Third*, this study explores students' perceptions of the media, thereby providing practical contributions for teachers and educators in designing more effective learning activities. With clear problem formulation and a comprehensive approach, this study is expected to serve as a reference for further research and educational practices in the field of language learning. It opens opportunities for further development of Arabic language teaching materials, contributing to the development of a curriculum that is more responsive to students' needs.

RESEARCH METHOD

This research uses a mixed method that combines qualitative approaches and qualitative approaches and quantitative approaches. Sugiyono stated that combination research is a research method that combines quantitative methods with qualitative methods to be used together in research so that the data obtained is more comprehensive, valid, reliable, and objective.[20] The research design used in qualitative research is a case study, while a pre-experimental research design in the form of a one-shot case study is used for quantitative research. The data sources for this research are Arabic language teachers and 3rd-grade students at *Madrasah Ibtidaiyah* QITA, Malang City.

Data sources are primary and secondary sources. The primary source in this study is the Arabic language learning process in grade 3 *Madrasah Ibtidaiyah* QITA using Arabic Scrabble media. Primary data in the observation results will appear from this primary source. The secondary source is the Arabic language teacher at *Madrasah Ibtidaiyah* QITA, Malang City. The secondary source will provide secondary data in the form of interview results.

Qualitative data collection techniques are carried out using observation, interview, and documentation techniques: 1) researchers conducted observations during Arabic

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[20] Sugiyono, *Metode Penelitian Pendidikan : Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2014).

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language learning in class 3 *Madrasah Ibtidaiyah* QITA; 2) researchers conducted interviews with Arabic language teachers and several students to obtain the information needed by researchers; 3) documentation in the form of writings and pictures used to explain the steps of applying Arabic Scrabble as a learning medium. Meanwhile, quantitative data were collected using a questionnaire on a sample involving 13 students in grade 3. This data was used to explain the effectiveness of using Arabic Scrabble as a learning medium in increasing student motivation.

Qualitative data analysis techniques include data reduction, presentation, and conclusion drawing. Researchers conducted data reduction by summarizing the data collection results into concepts, categories, and themes by formulating problems in this study. Researchers presented the data by presenting the research data results in the form of a narrative text from the field. After reducing and presenting data, researchers then concluded. This conclusion was also verified by: (1) rethinking during writing, (2) reviewing field notes, and (3) reviewing and exchanging ideas with research group friends to develop intersubjective agreement. The quantitative data was done descriptively. Data description in the form of percentages to give meaning to the data obtained based on the results of filling out the questionnaire with the following categories: 80% - 100% = Very Effective, 60% - 79% = Effective, 40% - 59% = Quite Effective, 20% - 39% = Less Effective, 0% -19% = Not Effective.

The data validation technique used in this research is data triangulation. Triangulation in credibility testing is defined as checking data from various sources in various ways and at various times. The triangulation analysis used by researchers is source triangulation. Triangulation of this source to test the credibility of the data is done by checking the data obtained through several sources. In this study, researchers compared the observations of the Arabic language learning process of grade 3 MI QITA with the results of interviews with Arabic language teachers.

FINDING AND DISCUSSION

Researchers visited one of the schools in Malang City on May 20, 2024. Because of these observations, researchers obtained research data, which will be presented as a narrative.

Learning process with the use of Arabic Scrabble media at Madrasah Ibtidaiyah QITA Malang City

The Arabic Scrabble media used has been modified with Arabic spelling. Each piece has Arabic letters and is equipped with numbers adjusted to the questions provided. The game board is also modified to make it easier for students to arrange the letters obtained. Here is a picture of the board used in this game.

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Picture 1 of the pieces and board of the Arabic Scrabble game

The material used in the use of this media is the theme حديقة (garden). The application of Scrabble media is very easy because it has been modified to make it easier for students and teachers. The following are the learning steps in applying Arabic Scrabble media:

1. The first step in this learning process is the teacher opening the lesson with an introduction.
2. The teacher prepares Arabic Scrabble media, consisting of a game board, hijaiyyah letters, and questions in question packets.
3. Introduction to Arabic letters: The teacher introduces the hijaiyyah letters in the Scrabble media, the theme used in this media being about حديقة in chapter 3. Students are asked to observe the shape and sound of each letter. The teacher gives examples of the pronunciation of each letter and asks students to imitate. The teacher asks the students to pronounce and interpret the vocabulary, and then the students are asked to memorize the vocabulary within 10 minutes to strengthen their memory of the vocabulary.
4. Practicing Arabic Scrabble. In this stage, the teacher explains the rules and procedures for using Arabic Scrabble media and divides the students into four groups, each consisting of 3-4 students. Each group is given a game board, *hijaiyyah* letters, and question packages. Then, students are asked to arrange the *hijaiyyah* letters into valid vocabulary. The teacher guides and monitors the game and ensures students

understand the rules and procedures. Each group competes to compose as many words as possible in 15 minutes.

5. The fifth step is discussion. After the game, the teacher asks students in each group to present the game's results. The teacher facilitates the discussion of the vocabulary that has been successfully created and its meaning.

The score was calculated according to the number of vocabulary words students compiled; one word is worth 20 points. Every time you learn a new vocabulary word, you want to calculate the score that has been obtained. The winner of this game is the highest group. If all groups compile all the vocabulary in less than the specified time, the winner is taken from the group that compiles the most vocabulary on the game board the fastest.

From the explanation above, it is concluded that the application of Arabic Scrabble media in Arabic language learning is systematically and organized through five steps: introduction, preparation, introduction of *hijaiyyah* letters, practice, and discussion. The structured learning process in these five steps helps students understand the material systematically. This approach provides a clear framework for teachers and students, creating an organized learning environment.

Using Arabic Scrabble learning media to learn Arabic has several advantages. Modifications to the letters and game board make this medium easier for students to understand, in line with the principles of good learning media development. According to the theory of learning media development, Arabic Scrabble media is included in printed visual media to help students better understand the subject matter.[21] Based on the explanation above, the Arabic Scrabble media used in Arabic language learning has been modified in such a way as to make it easier for students to learn Arabic vocabulary. This is in line with the statement that good learning media is media that can make it easier for students to understand the subject matter.[22]

The Arabic Scrabble game that the researcher applies is divided into four groups, each consisting of 3-4 people. The game board with the appropriate number of boxes according to the vocabulary is made horizontally or vertically, like a crossword puzzle. This is to make it easier for students to organize words. This concept relates to previous research exploring the Arabic Scrabble game played by two, three, or four participants simultaneously. This game arranges words on a checkered board of 15 columns and 15 rows using letter pieces to form words horizontally and vertically, like a crossword puzzle.[23] Dividing students into small groups creates opportunities for collaboration and

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[21] Muhammad Zikran Adam et al., "Pengembangan Media Cetak Dalam Pembelajaran Bahasa Arab," *Jurnal Pendidikan dan Sastra Bahasa Arab* 4, no. 1 (2023): 1–15, https://doi.org/10.24260/armala.v4i1.1157.

[22] Perea, Marcet, and Gómez, "How Do Scrabble Players Encode Letter Position during Reading?"

[23] Erfianti, "Media Permainan Scrabble Sebagai Alternatif Penguasaan Kosakata Dalam Pembelajaran Bahasa Arab Siswa Kelas VII MTs," in *Prosiding Semnasbama IV UM Jilid 2*, vol. 4

social interaction. This collaborative learning not only improves vocabulary comprehension but also strengthens students' social skills.

Using Arabic Scrabble media can also increase students' motivation and involvement in learning. Students look enthusiastic and active in arranging *hijaiyah* letters into valid vocabulary. This is supported by the research results showing that using the Scrabble game media can increase student motivation and participation in Arabic language learning.[24] In addition, the use of Arabic Scrabble media can also train students' ability to recognize and remember *hijaiyah* letters and interpret Arabic vocabulary. Through memorizing vocabulary and arranging the *hijaiyah* letters into valid vocabulary, students can be actively involved in the learning process so that their understanding of the subject matter can increase. This is due to the research results showing that the use of game media in Arabic language learning can improve students' understanding and mastery of vocabulary.[25]

Overall, the use of Arabic Scrabble media in Arabic language learning can provide significant benefits for students. This media can increase students' motivation, engagement, and understanding of the subject matter, especially in mastering Arabic vocabulary. Teachers can develop this media by modifying the theme or content according to the needs and characteristics of students in each school. This is important to maintain relevance and capture students' interest, especially in diverse learning contexts. To achieve optimal results, teachers must be proactive in managing the classroom and ensuring all students are engaged.

Despite its many advantages, this study also highlights challenges in using Arabic Scrabble. Teachers must ensure that all students understand the rules and procedures of the game so that the learning process can run effectively. Teachers must also ensure that each group has an equal opportunity to arrange the *hijaiyah* letters into valid vocabulary. In addition, teachers need to ensure that all students understand the rules and procedures of the game. Furthermore, limited time may be an obstacle in completing the activity, so careful planning is essential.

Evaluation of the success of using Arabic Scrabble media for learning

The researcher conducted an interview with R, the Arabic language teacher at MI QITA Malang City school, who stated that the strategy used in learning Arabic, especially in learning vocabulary, is the first step in giving examples of pronunciation of vocabulary, which all students follow. The teacher gives the meaning of the vocabulary. After the students can pronounce the vocabulary and know its meaning, the teacher assigns them to memorize it. After the students memorize the vocabulary, the teacher

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(Malang: HMJ Sastra Arab, Fakultas Sastra, Universitas Negeri Malang, 2020), 216–28, https://doi.org/10.24176/kredo.v4i2.5938.

[24] Fathanah and Maulani, "Permainan Scrabble Dalam Penguasaan dan Pelafalan Kosakata Bahasa Arab."

[25] Hariati and Yusra, "Ta'thīr Istikhdām Wasīlah Scrabble Fī Tarqiyyati Itqāni Al- Mufradāt Ladá Al- Ṭullāb Bi Al-Madrasah Al-Mutawassiṭah Al-Islāmiyyah Al-Ḥukūmiyyah 6 Agam."

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tests their memorization by asking them questions about the vocabulary they have memorized.[26] The following sources convey that Arabic language learning at *Madrasah Ibtidaiyah* QITA Malang City has obstacles.

> *"The obstacle when teaching in class is the lack of repetition. Because even though it has been repeated at school if it is not used at home, it will be forgotten. So there needs to be an evaluation to the student's guardian".*

> *"We also make various efforts, such as organizing activities that students like. For example, playing guessing games to review last week's material, children are told to stand up to guess the vocabulary at the beginning of the lesson, if they cannot answer, they cannot sit down", he added.*

Based on the interview results above, researchers followed up through classroom observations by applying Arabic Scrabble media. The results of the observations that researchers obtained were: 1) Arabic scrabble media is following the objectives achieved, namely testing students memorization of vocabulary and increasing students motivation and interest in learning, 2) Arabic scrabble media is by its usefulness, which can show the learning process according to the needs of learning tasks regarding the material, besides that it is also by the abilities of students, 3) Arabic scrabble media for حديقة material is easy to obtain and can be used anytime and anywhere besides that this media can also be used in other materials, teachers are skilled in using Arabic scrabble media, 4) Arabic scrabble media is effectively used for small groups and individuals, less effective for large groups due to limited time and the number of media.[27] This is presented in the following table.

Table 1. Observation results of the application of Arabic Scrabble media

No	Indicator	Indicators of the utilization of *Arabic Scrabble* learning media	Rating Scale			
			4	3	2	1
1.	Suitability of media use with the objectives to be achieved	a. Arabic Scrabble media used in حديقة the material are aligned with the learning objectives to be achieved.	✓			
		b. Arabic Scrabble media is suitable for understanding learning materials about حديقة through the media used by teachers.			✓	
		c. Through Arabic Scrabble media, teachers can give assignments to students following the learning objectives to be achieved.	✓			
2.	Appropriateness of media use	a. The Arabic Scrabble media used by the teacher is appropriate to support the lesson material on حديقة.	✓			

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[26] Rachmad Ramadhan, Interview on May 24, 2024.
[27] Observation on May 24, 2024.

No.	Aspect		Indicator		
		b.	Arabic Scrabble media is appropriate for demonstrating the learning process according to the needs of the learning task regarding حديقة material.	✓	
		c.	The Arabic Scrabble media that the teacher uses is based on the students' abilities.	✓	
		d.	The Arabic Scrabble media used by the teacher aligns with the instructional objectives set.	✓	
3.	Practicality, flexibility, and time relativity of media use	a.	Arabic Scrabble media on حديقة material is easy to obtain.	✓	
		b.	Arabic Scrabble media on حديقة material can be used anytime and anywhere.	✓	
		c.	Arabic Scrabble media used can cover the learning process.	✓	
		d.	Arabic Scrabble media used in حديقة material can be used for several relevant topics.	✓	
		e.	Arabic Scrabble media used in حديقة material can be used for a relatively long time.		✓
4.	Teacher skills in using media	a.	Teachers skillfully use Arabic Scrabble media in the learning process about the material حديقة	✓	
		b.	The teacher can master the حديقة material with the media he uses	✓	
5.	Target grouping	a.	Arabic Scrabble media used by teachers on حديقة material is effective for large groups.		✓
		b.	Arabic Scrabble media used by teachers on حديقة material is effective for small groups.	✓	
		c.	Arabic Scrabble media used by teachers on حديقة material is effective for individual use.	✓	
6.	Technical quality of media	a.	The Arabic Scrabble media used by the teacher on حديقة the material is clear.	✓	
		b.	The information conveyed through Arabic Scrabble media is clear on the حديقة material.		✓

Arabic language learning at *Madrasah Ibtidaiyah* QITA Malang City, especially in vocabulary learning, uses a strategy that consists of several steps, namely: 1) Giving examples of vocabulary pronunciation by the teacher, which all students then follow; 2) The teacher gives the meaning of the vocabulary that has been pronounced; 3) Students are asked to memorize the vocabulary; 4) The teacher evaluates the students memorization by asking questions related to the vocabulary that has been memorized. This learning strategy is based on the theory of vocabulary learning conveyed by Effendy (2005) that vocabulary learning can be done through several stages: introduction,

understanding, and mastery.[28] This vocabulary learning strategy is effective in improving students' vocabulary mastery, but its implementation has obstacles, namely the lack of repetition at home, which causes students to easily forget. Therefore, repetition is one of the important factors in vocabulary learning.

To overcome these obstacles, teachers have made efforts by organizing fun activities for students, such as guessing games. Previous research states that using interesting learning media can increase student motivation and interest.[29] Furthermore, the observation results show that applying Arabic Scrabble media at *Madrasah Ibtidaiyah* QITA Malang City effectively increases students' memorization and learning motivation. Research shows that language game media, such as Scrabble, can improve students' vocabulary mastery.[30]

From the explanation above, it can be concluded that the vocabulary learning strategy carried out at *Madrasah Ibtidaiyah* QITA Malang City using Arabic Scrabble media has proven effective in increasing students' memorization and learning motivation. Students like the activity of arranging words correctly and according to the answers to questions. This finding shows that Arabic Scrabble media can facilitate students' active involvement in learning Arabic vocabulary. This involvement contributes to increased motivation and vocabulary comprehension. This study provides evidence that the use of appropriate media can improve student learning outcomes.

Student's perception of Arabic Scrabble

After conducting interviews with 13 students related to Arabic scrabble media, the data obtained showed that students are happy with the existence of Arabic scrabble media in Arabic language learning, especially in vocabulary learning.

Picture 2. Comparison Chart

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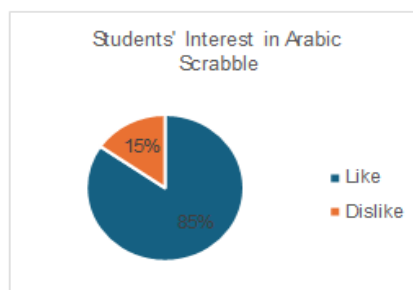
[28] Ahmadi and Aulia Mustika Ilmiani, *Metodologi Pembelajaran Bahasa Arab (Konvensional Hingga Era Digital)* (Yogyakarta: Ruas Media, 2020).

[29] Imam Kusmaryono and Hevy Risqi Maharani, "Evaluation of the Effect of Digital Comics on Learning: How Are Students' Motivation and Emotional Reactions?," *International Journal of Information and Education Technology* 15, no. 1 (2025): 195–205, https://doi.org/10.18178/ijiet.2025.15.1.2232.

[30] Saleh et al., "The Use of Scrabble as A Learning Media in Arabic Learning."

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Table 1. Comparison of Category Like and Dislike

Category	Total	Precentage
Like	11 students	85%
Dislike	2 students	15%

The data above suggests that Arabic Scrabble media is very effective as a learning medium for increasing student motivation. 85% of students like learning Arabic vocabulary using Arabic Scrabble media. This figure reflects a high level of satisfaction and demonstrates the effectiveness of this medium in increasing student motivation to learn. However, 15% of students did not like it, which could be a focus for teachers for further analysis so that the learning experience can be improved.

Learning using Arabic Scrabble media is learning with a game model, so that students like learning the model. Students feel that their interest and motivation in learning Arabic increases by using Arabic Scrabble, because by using this medium, students feel excited and have fun in the learning process. In learning activities using Arabic Scrabble media, students like the most in terms of competing to finish arranging words correctly and arranging words according to the answers to questions. Competitions can boost motivation to learn, but it is important to remember that not all students may feel comfortable with the pressure of competition. This highlights the need for a more inclusive approach to ensure that all students feel involved.

This is related to constructivist learning theory, which emphasizes the importance of students' active involvement in the learning process.[31] Using Arabic Scrabble media allows students to actively participate in learning activities, thus increasing their enjoyment and interest.[32] Learning with Arabic Scrabble media uses a games model. This finding is supported by the theory of game-based learning, which states that learning conducted in the form of games can increase student engagement and motivation.[33]

The use of Arabic Scrabble media in learning Arabic, especially in learning vocabulary (*mufrodat*), positively impacts students. Students are happy with Arabic Scrabble media because it is a game that uses the fastest compiling method. This finding aligns with previous research, showing that using Scrabble game media can increase

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[31] Roberts Radičuks et al., "Constructivism in European School Education: A Qualitative Systematic Review," *Multidisciplinary Reviews* 8, no. 6 (2025), https://doi.org/10.31893/multirev.2025186.

[32] Mohammad T. Alshammari, "Evaluation of Gamification in E-Learning Systems for Elementary School Students," *TEM Journal* 9, no. 2 (2020): 806–13, https://doi.org/10.18421/TEM92-51.

[33] Ikram M. Bououd et al., "Serious Games on Human Behavior: Impact on Learning Styles, Engagement, and Motivation," *Journal of Global Information Management* 33, no. 1 (2025): 1–21, https://doi.org/10.4018/JGIM.369159.

students' motivation and enthusiasm to learn Arabic.[34] Another study also said that applying game-based learning media can increase student learning motivation.[35]

The explanation above shows that using Arabic Scrabble media to learn Arabic positively impacts students, especially when learning vocabulary. Students feel happy, motivated, and actively involved in learning activities. Therefore, this media needs to be applied to every Arabic subject. This finding is supported by various theories and previous research emphasizing the importance of using interesting learning media that actively involve students in the learning process. However, it is important to periodically evaluate the use of these media and adapt teaching methods to the diverse needs of students.

CONSLUSION

Based on the discussion presented above, it can be concluded as follows: 1) Using Arabic scrabble media in learning Arabic, especially in learning mufrodat (vocabulary), positively impacts students. Students feel happy and enthusiastic about this learning media. 2) Learning using Arabic Scrabble media applies to a game-based learning model. This is based on the theory that learning conducted in the form of games can increase student engagement and motivation. 3) Students' interest and motivation to learn Arabic increased using Arabic Scrabble media. This finding is supported by the theory of learning motivation, which states that using interesting learning media can increase student motivation.

Arabic Scrabble is a type of print media used in Arabic language learning. It is a game that can be utilized in several schools as supporting media material in the learning process. This activity is easy to implement by following the steps that have been explained. In addition, teachers also need to analyze student needs to help the learning process.

The limitation of this study is the limited number of samples; this study only involved 13 students, so the results obtained cannot be generalized widely. Limited scope of learning, this study only focused on learning Arabic vocabulary (*mufrodat*). Future researchers can examine the use of Arabic Scrabble media in Arabic language learning on a broader scope, such as other language skills (reading, writing, and speaking). Measurement is limited to students' perceptions; this study only measures students' perceptions and responses to using Arabic Scrabble media. Future researchers can conduct more comprehensive measurements, such as the impact of media on student learning outcomes or the effectiveness of media in improving Arabic language skills.

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[34] Bukhori and Sulton, "Development of Arabic Scrabble Game to Improve Arabic Vocabulary for Students of Arabic Education Study Program IAIN Jember."

[35] Sri Utaminingsih et al., "Development of Learning Management with Animated Video to Increase Motivation and Learning Outcomes," *Journal of Advanced Research in Applied Sciences and Engineering Technology* 41, no. 2 (2024): 31–42, https://doi.org/10.37934/araset.41.2.3142.

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