UTILIZATION OF CROSSPUZZLE GAMES AS LEARNING MEDIA IN THE DEVELOPMENT OF THE *MAHARAH KITABAH*

[1*]**Ana Lailatul Fitria,** [2]**Muhammad Afton Ulin Nuha**
[1,2]Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung
Email:[1*]analailatulfitria12@gmail.com, [2]afthon@uinsatu.ac.id

Abstract

Language is a communication tool. One of the foreign languages studied in Indonesia is Arabic. In learning Arabic, there are four skills that must be mastered, namely maharah istima' (listening skills), maharah qiro'ah (reading skills), maharah kalam (speaking skills), and maharah kitabah (writing skills). Writing skills (maharah al-kitabah) are the highest of the four Arabic language skills. Writing is the ability to express thoughts in written form. To make learning to write more efficient, educators are required to be creative in delivering learning material, this is done so that learning writing skills becomes more enjoyable and can help students in learning Arabic. One media that can be a solution is the Crossword Puzzle (TTS) game media. This research aims to explain the learning media for Arabic language games in the form of crossword puzzles in the Maharah Kitabah. The author uses descriptive qualitative research methods. The results of this research show that the crossword puzzle media (Al Kalimah Al Mutaqati'ah) is a very appropriate medium for teaching material in the form of writing skills. Crossword media is a type of game, so that students can learn relaxedly and with a happy heart. This will make students more enthusiastic about learning Arabic. Apart from that, TTS media makes learning less monotonous, so students don't feel bored.

Keywords: Maharah kitabah; Learning media; Al-Kalimah Al-Mutaqati'ah

Abstrak

Bahasa adalah alat komunikasi. Dengan bahasa, kita dapat berbicara mengenal satu sama lain. Selain bahasa daerah dan bahasa nasional, yaitu bahasa Indonesia, kita juga mengenal bahasa Asing. Bahasa Asing saat ini menjadi mata pelajaran wajib bagi pelajar disemua jenjang Pendidikan. Kebanyakan bahasa asing yang dipakai yaitu bahasa Inggris dan bahasa Arab. Banyak siswa yang mengalami kesulitan dalam mempelajari kedua bahasa asing tersebut, terutama dalam mempelajari bahasa Arab. Dalam mempelajari bahasa Arab, ada empat keterampilan yang harus dikuasai yaitu *maharah istima'* (keterampilan mendengar), *maharah qiro'ah* (keterampilan membaca), *maharah kalam* (keterampilan berbicara), dan *maharah kitabah* (keterampilan menulis). Keterampilan menulis (*maharah al-kitabah*) merupakan keterampilan tertinggi dari empat keterampilan berbahasa Arab. Menulis adalah kegiatan berhubungan dengan proses berpikir serta keterampilan ekspresi dalam bentuk tulisan. Agar pembelajaran lebih efisien, seorang pendidik dituntut menjadi kreatif dalam menyampaikan materi pembelajaran, hal ini dilakukan agar pembelajaran keterampilan menulis menjadi lebih menyenangkan dan dapat membantu siswa dalam kegiatan belajar bahasa Arab. Salah satu media yang dapat menjadi solusi adalah media permainan Teka Teki Silang (TTS). Penelitian ini bertujuan untuk menjelaskan media pembelajaran permainan bahasa Arab berupa teka teki silang *(Al Kalimah Al Mutaqati'ah)* dalam *maharah kitabah*.

Kata kunci: *Maharah kitabah*; Media pembelajaran; *Al-kalimah al- mutaqati'ah*

INTRODUCTION

Language is a tool of communication and liaison in everyday life. With language, we can get to know each other. Apart from the local language and the national language, namely Indonesian, we also know foreign languages. Foreign Language is a compulsory subject that must be learned by students at all levels of education. Along with the times, there are several foreign languages that must be learned, especially those that are included in international languages, this is important for everyone, especially students, to master all knowledge and are expected to be able to have competency in the foreign language being studied. Several levels of education in Indonesia, both junior and senior high schools, have made English and Arabic as foreign language subjects. Many students experience difficulties in learning both foreign languages, especially in learning Arabic.

As a Muslim we are obliged to learn Arabic, because Arabic is the language of the Koran. Abdur Rauf Shadry said that Arabic is the human language chosen by Allah to communicate with his servants, which was revealed to the Prophet Muhammad SAW through the intermediary of the angel Gabriel who was enshrined in the Koran and al-hadith of the prophet then reached us and spread throughout the world because of religion, science, culture, social, politics, economy. The Arabic language has many features, one of which is the privilege in its grammar.[1]

There are four skills (maharah) that must be mastered in learning Arabic, namely *maharah istima*' (listening skills), *maharah qiro'ah* (reading skills), *maharah kalam* (speaking skills), and maharah kitabah (writing skills). These four skills have an inseparable relationship with each other. For example, listening skills contribute to speaking skills or vice versa, and in turn these two abilities are strengthened by reading skills. The results of the process of listening, speaking and reading are written in written form (Maharah Kitabah),[2] however, writing has its own character that distinguishes it from other skills. The active and productive nature of writing gives it special characteristics in terms of the method, media, and variety of language it uses. Writing skill (maharah al-kitabah) is the highest skill of the four Arabic language skills. Writing is an activity related to thought processes and skills of expression in written form.[3]

Writing skills material (maharah al-kitabah) can help students channel their thoughts and feelings in written form. Judging from the aspect of proficiency in Arabic, writing is a very complex activity, because writing is the ability to organize ideas in a coherent and logical manner, as well as the ability to present writing in various written

---

[1] Nurul Fadlilah, "Al Kalimah Al Mutaqati'ah Sebagai Media Permaianan Bahasa Arab Dalam Maharah Kitabah," n.d.

[2] Rahmat Linur and Mahfuz Rizqi Mubarak, "Facebook Sebagai Alternatif Media Pengembangan Maharah Kitabah," *Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 2, no. 1 (2020): 8–18.

[3] Munawarah Munawarah and Zulkiflih Zulkiflih, "Pembelajaran Keterampilan Menulis (Maharah al-Kitabah) Dalam Bahasa Arab," *Loghat Arabi: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 2 (2021): 22–34.

Utilization Of Crosspuzzle Games As Learning Media
In The Development Of The *Maharah Kitabah*
Author: ¹Ana Lailatul Fitria, ²Muhammad Afton Ulin Nuha

| Submited: 2023-08-25 | Revised: 2023-11-16 | Accepted: 2023-11-30 |

languages. and different writing conventions. Syamsuddin Asyrofi said, there are at least two aspects involved in writing activities, namely skills in forming letters and mastering spelling and skills in generating thoughts and feelings in the form of Arabic writing. This can be interpreted that although it is complicated in forming a piece of writing, writing skills have great benefits as an important supporter of language activities, especially their contribution in helping develop initiative and creativity to seek, collect, process and compile information which is then presented in written form quality.[4]

In Arabic writing skills, media plays a very important role[5]. Media can be a solution in overcoming students' difficulties in writing Arabic[6]. Media becomes an intermediary for teachers in conveying learning material, making it easier for students to understand the content of the material. Gerlac and Eli say that media are people, materials or events that create conditions that enable students to acquire knowledge, skills and attitudes. Meanwhile, Atwi Supratman said that media is a tool used to convey messages or information from the sender to the recipient of the message. In learning activities, media is defined as something that can provide information and knowledge in the interactions that take place between educators and students[7]

One media that can help students be more enthusiastic about learning and make learning more enjoyable is by using learning media in the form of language games. Language game media can help students in learning activities, especially in Arabic writing activities.[8] Language game media that can train students' writing skills is crossword puzzle games (TTS).

This article will discuss further regarding the use of crossword game media in students' mastery of the Maharah Kitabah. Word games can make students more motivated and enthusiastic about learning Arabic. TTS games provide benefits for students. Students can write the letters of a separate Arabic word, so that students can write and know the correct arrangement of the letters of the Arabic word. Apart from that, crossword puzzle games can also be used as an introduction to mufrodat.[9]

---

[4] Fajriah Fajriah, "Strategi Pembelajaran Maharah Al-Kitabah Pada Tingkat Ibtidaiyah," *Pionir: Jurnal Pendidikan* 6, no. 2 (2017).

[5] Faizah Hani Nasution and Erawadi Erawadi, "جهود المعلم في ترقية مهارة الكتابة لطلاب", *Thariqah Ilmiyah; Jurnal Ilmu-Ilmu Kependidikan Dan Bahasa Arab* 7, no. 2 (2019).

[6] Surya Ningsih and Ismail Baharuddin, "اسردام الوسائل الصورة في تحسين مهارة الكتابة اللغة العربية في مدرسة الثانوية الإسلامية دار الاستقامة بادنج سيدمبوان", *Thariqah Ilmiyah; Jurnal Ilmu-Ilmu Kependidikan Dan Bahasa Arab* 9, no. 2 (2021): 18–33.

[7] H Muh Arif dan S Pd Eby Waskito Makalalag, *Pengembangan media pembelajaran bahasa Arab* (Insan Cendekia Mandiri, 2020).

[8] Ali Asrun Lubis, Yunaldi Yunaldi, and Fitria Sari Yunita, "The Use of Language Games To Increase Motivation in Learning Istimâ'," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 2 (2021): 228–40, https://doi.org/10.15408/a.v8i2.22533.

[9] Fadlilah, "Al Kalimah Al Mutaqati'ah sebagai Media Permaianan Bahasa Arab Dalam Maharah Kitabah."

RESEARCH METHODE

This type of research is library research, namely research that seeks objects with various library information such as books, scientific journals, magazines, newspapers, and documents, using a descriptive qualitative approach. The results of this study indicate that crossword puzzle media (Al Kalimah Al Mutaqati'ah) is a very appropriate medium for teaching materials in the form of writing skills. Arabic learning media through language games such as crossword puzzles (Al Kalimah Al Mutaqati'ah) will make students remember the lesson more. In addition, through this media students are more motivated to be more enthusiastic in learning. This media can avoid boredom during the learning process, so that the lessons that students get either through the teacher's explanations or those that are obtained by themselves will be more easily absorbed, because the concept of language games is to form a pleasant atmosphere and make students gain knowledge.TTS game media can also be adapted to the material and learning objectives, especially in *maharah kitabah*. This media game also makes students able to master the vocabulary that has been obtained.

DISCUSSION
***Maharah Kitabah* (writing skills)**
The Meaning of *Maharah Kitabah*.

Maharah in Arabic comes from the root مهر which turns into the form mashd مهارة which means skill or skill, while the word كتابة which means writing or writing is the mashdar form which comes from the word كتب (kataba) which means writing. *Kitabah* is interpreted by a collection of words that are arranged and orderly. Etymologically, *kitabah* is a collection of words that are arranged and contain meaning. *Kitabah* will not be formed unless there are regular words, with the book, people can freely pour out their hearts according to what is on their minds, and with written expressions, it is hoped that readers can understand what the author says.[10]

---

[10] Sitti Kuraedah, "Aplikasi Maharah Kitabah Dalam Pembelajaran Bahasa Arab," *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan* 8, no. 2 (2015): 82–98.

Writing is the process of writing using a writing tool on a certain page. In order for writing to be well understood, an author and recipient of writing must have the same understanding. One letter mismatch, it will be difficult to communicate. Suparno argues that writing is an activity of conveying messages using written language. There are four components in communication, including the author as the messenger (writer), the message or content of the writing, the channel or media in the form of writing, and the reader as the recipient of the message.[11]

While writing skills according to Abdullah Al-Ghali and Abdul Hamid Abdullah is the process of making writing clear while still paying attention to the integrity of words according to the rules of Arabic writing, so that a writer can interpret his writing. Acef Hermawan, argues that *Maharah Kitabah* is the ability to express thoughts, starting from simple aspects such as writing words to complex aspects, namely composing. Moh Amin Santoso defines *Maharah Kitabah* as the skill of forming letters and the skill of expressing thoughts or feelings in written form. From some of the opinions of the experts above, it can be concluded that the definition of writing skills (maharah kitabah) is the ability to express thoughts in written form while still paying attention to the rules of Arabic writing..[12]

The procedure for writing Arabic is different from Indonesian. The difference is most visible at the beginning of writing. In Indonesian, letters start from left to right. Conversely, writing letters in Arabic starts from right to left. Arabic has its own uniqueness among other languages. The uniqueness can be seen from the sound symbol and the letters.

One letter in Arabic can take several forms depending on its position in a word, that is, when written alone or separately from other letters, it is written at the beginning, in the middle and at the end of the word, just like the letter itself. 'ain (ع), if at the beginning it is written عمل , if it is in the middle it is written as شعر, and if it is at the end it is written as صنع. There are also letters that cannot be connected with the next letter, such as the letters za' (ز), waw (و) and others.

Arabic has two types of texts, namely texts that contain vowels or shekels and texts that are written without punctuation. In general, students who can read the Al-qur'an will be able to read Arabic texts that have vowels, but if asked to read Arabic texts that do not have vowels, these students will have difficulty. This difficulty will cause students to also experience difficulties in writing words, sentences and texts in Arabic, if students do not

---

[11] Zhul Fahmy Hasani, "Penerapan Metode Imlaâ€™ Untuk Meningkatkan Keterampilan Menulis Siswa Kelas Viic Mts Muhammadiyah 02 Pemalang," *Lisanul Arab: Journal of Arabic Learning and Teaching* 2, no. 1 (2013).

[12] Kuraedah, "Aplikasi Maharah Kitabah Dalam Pembelajaran Bahasa Arab."

know the intent or meaning of the text.[13]Acef Hermawan said that in general, writing skills in Arabic lessons are divided into three types, namely dictation (al-imla'), calligraphy (al-khat), and composing (al-insya').

Dikte (*al-imla'*). *Imla'* is a category of writing that emphasizes the posture or shape of letters in forming words or sentences. According to Mahmud ma'ruf, the meaning of *imla'* is to write letters according to their place. This is done so that there are no errors in interpretation. *Imla'* itself is divided into 5 types, namely: first, *Imla' hija'i*. In this lesson students are asked to rewrite the hijaiyah letters in the book. Second, *Imla' al-manqul* (copying dictation'), namely transferring writing from certain media into student books. Imla' is suitable for beginners. Learning to write that is given to students for the first time is to provide writing practice by imitating written words or short sentences. Third, *Imla' al-manqul* (imla' observing), the activity is to look carefully at the writing on a particular media, then students rewrite the writing without looking at the writing again. Fourth, *Imla' al-istima'i* (imla' listening) is listening to the words spoken and then writing them down. Five, *Imla' al ikhtibari* (imla' test), namely *imla'* which is used to measure students' abilities in the *imla'* that has been studied. Listening skills, memorization skills and writing skills are needed in this case, because in this lesson a teacher reads several Arabic texts then students are asked to rewrite them without looking at the text.

Calligraphy (khat). Calligraphy (khat) is a category of writing that not only emphasizes aspects of letter posture in forming words and sentences, but also emphasizes aspects of beauty.

Composing (*al-insya'*). Composing (al-insya') is the ability to express thoughts, ideas, or messages in written form. Study (al-insya') is divided into two categories: First, Guided study (al-insya' al-murwajjah), and Free study (al-insya' al-hurr).

Kitabah Learning Objectives (Writing Skills)

Mahmud Kamil an-Naqah said that, the purpose of teaching Arabic writing is:Write Arabic letters and understand the relationship between the shapes and sounds of the letters,Write Arabic sentences with separate letters and continuous letters with different letter shapes at the beginning, middle and end, Mastery of how to write Arabic clearly and correctly,The mastery of writing calligraphic copy or patches is both easier to learn, Mastering/able to write from right to left, Know the punctuation marks and their directions and how to use them, Know the principles of imla' and know what is contained in Arabic, Translate ideas in writing sentences using Arabic grammar according to the word,Translating ideas in writing the correct sentences using the correct words in the context of changing word forms or changing meaning constructions (mufrad, mutsanna

---

[13] Ahmad Rathomi, "Maharah Kitabah Dalam Pembelajaran Bahasa Arab," *Tarbiya Islamica* 8, no. 1 (2020): 1–8.

Utilization Of Crosspuzzle Games As Learning Media
In The Development Of The *Maharah Kitabah*
Author: ¹Ana Lailatul Fitria, ²Muhammad Afton Ulin Nuha

| Submited: 2023-08-25 | Revised: 2023-11-16 | Accepted: 2023-11-30 |

jama', mudzakar, muannast, idhafat, etc.),Translate written ideas using proper grammar, Use a language style that matches the title or idea used, Writing speed reflects the personal character of the writer with correct, precise, clear and expressive language.

The purpose of learning to write according to Hasan Syahatah is: Familiarize students to get used to writing Arabic properly and correctly, Students are able to describe something they see or experience carefully and correctly, Students can explain something quickly, Train students in expressing ideas and thoughts freely. Train students to get used to choosing vocabulary and sentences that are appropriate to life, Train students to get used to thinking and expressing it in written form appropriately, Train students in expressing ideas, thoughts, ideas and feelings in Arabic expressions that are correct, clear, easy to remember and imaginative, Train students to be careful in writing Arabic texts in various conditions, Train students' minds to become wider and deeper and accustomed to thinking logically and systematically.[14]

Meanwhile, according to Iskandarwassid and Dadang Sunendar, the objectives of learning writing skills are:[15]For Beginner level are copy simple language units,Write simple language units, Write simple statements and questions and Write short paragraphs. For Intermediate level are Write a statement, Write paragraphs, Write a letter, Write a short essay, Write reports. ForAdvanced are Write paragraphs, Write a letter, Write different types of essays and Write reports.

Kitabah Learning Principles (Writing Skills)

The principles contained in the teachings of maharatul al-kitabah are as follows:[16]The theme and other provisions must be clear, Suggested themes come from real life or the author's direct experience, The teachings of *insya'* must be related to *qowa'id* and *muthala'ah* because *insya'* is the right medium to apply the *qowa'id* method whose ideas are obtained from *muthala'ah,* Student work must be corrected by the educator, if this is not done it will be bad for students, students will not know their mistakes, so they will make the same mistakes in the future, In correcting student errors, the teacher must sort them based on importance and must be discussed in special lessons.
Maharah Kitabah Learning Stages are:[17]The teacher directs students to pay attention to writing Arabic letters starting from right to left,The teacher exemplifies how to write hijaiyah letters to students, The teacher introduces letters that are almost the same shape in the same meeting to students, The teacher explains the difference in the pronunciation of letters whose makhraj is difficult for students to distinguish, The teacher introduces 6

---

[14] Munawarah and Zulkiflih, "Pembelajaran Keterampilan Menulis (Maharah al-Kitabah) Dalam Bahasa Arab."

[15] Fadlilah, "Al Kalimah Al Mutaqati'ah Sebagai Media Permaianan Bahasa Arab Dalam Maharah Kitabah."

[16] Munawarah and Zulkiflih, "Pembelajaran Keterampilan Menulis (Maharah al-Kitabah) Dalam Bahasa Arab."

[17] Kuraedah, "Aplikasi Maharah Kitabah Dalam Pembelajaran Bahasa Arab."

hijaiyah letters that can be connected but cannot be connected to students, The teacher introduces 22 other letters that can be connected and connected with other letters to students, The teacher shows examples of hijaiyah letters when they are still separated and when they are connected starting from the initial position, middle position and final position to students, The teacher teaches students how to combine hijaiyah letters by choosing a qiraah learning model in the Qur'an.

Example: حَنِحًا حَمِيْحًا مَحِيْحًا مِنَ الْمُحْنِ حَحْنَ حَنِ حَي حَوْ بَحْ حوُ حِي حَا, Guru menyiapkan LKS (lembar kerja siswa) untuk memastikan kemajuan pemahaman siswa terhadap materi yang telah diajarkan.

Maharah al-Kitabah Learning Technique

Learning techniques are effective methods used by educators during the learning process. The writing learning technique is a method used to convey Arabic material to writing skills. Some general instructions in the process of learning maharah al-Kitabah are: Clarify the subject matter, Explain learning objectives to students, Teach students to write enough time. in the sense of not wasting time, Teach students gradually, starting from the easy first to the difficult. Easy lesson examples: Copy letters, Copy words, Write simple sentences, Write a few sentences in text or conversation, Write answers to questions, *Imla',* Arrangement of directions (eg with pictures), Free writing. The next technique are Freedom to write, *Khat* learning*, and Imla'* learning*.

Stages and learning techniques in writing skills (Maharah Kitabah) are: First, Skills Before Writing Letters.For example, students are taught how to hold a pen correctly, the teacher teaches and exemplifies how to line correctly. Second, Teaching Writing Letters. The steps in writing a letter are:The teacher teaches students to practice writing letters separately first, before practicing writing letters in series, The teacher teaches and exemplifies how to write letters alphabetically or by paying attention to the similarities in shapes properly and correctly, The teacher teaches students to always write letters first before writing words or syllables, The teacher instructs students to write one or two new letters at each lesson, The teacher starts writing examples of writing, then the students start writing on their notebooks. The things that must be considered by a teacher in teaching writing letters are: The teacher teaches students how to hold a pen correctly and supervises and corrects it so that they get used to writing correctly, The teacher guides students how to sit correctly when writing, The teacher gives directions and warnings about the importance of maintaining harmony between one letter and another, The teacher gives directions and warnings about the importance of maintaining harmony between one letter and another.

Third, Copy Teaching (Naskh/Naql). After finishing practicing writing, students are taught how to copy the lessons they have learned. Fourth, Dictation Lesson (Imla'). This

Utilization Of Crosspuzzle Games As Learning Media
In The Development Of The *Maharah Kitabah*
Author: ¹Ana Lailatul Fitria, ²Muhammad Afton Ulin Nuha

| Submitted: 2023-08-25 | Revised: 2023-11-16 | Accepted: 2023-11-30 |

exercise is done to test their writing skills about what they hear. This method is the same as the imla' method, a teacher reads a word in Arabic, then students rewrite what the teacher said.Fifth,Teaches writing systematically (Insya' Muwajjah), Sixth,Teaching writing for free (Insya' Hurr).In teaching free writing skills, a teacher carries out the following stages: Freewriting preparation, Free writing activity, and Freehand correction.

At the *Ibtidaiyah* level, *maharah al-kitabah* learning can be realized through guided composing (Insya' Muwajjah) then guidance is given in stages until finally it develops into free composing (Insha' Hurr). *Maharah kitabah* learning at the madrasah ibtidaiyah (MI) level is carried out in stages. Students compose under the guidance of the teacher, if students can do it, then students can compose freely.

The simplest form of guided writing is copying which then develops into activities to change the form of sentences. For example replacing one of the missing sentence elements, perfecting or completing an unfinished sentence, changing the fi'il, changing the passive sentence to be active, changing positive sentences to negative sentences and so on. The next step is to compose sentences by making appropriate sentences to describe events.

The technique used in the stages of this change is: Abbreviate the reading by retelling it in written form using the students' own language, Retell the pictures you have seen, Tell me about your usual activities, Practice writing free essays about events students have experienced or events that have occurred.[18]

Learning Media

In language, the word media comes from Latin, which is the plural form of the word medium, which means a tool (means) to achieve something. In other references it is stated that the media comes from the Latin "medius" which means middle or introduction. The Association for Education and Communication Technology (AECT) defines media as anything that is used in message distribution activities. Media plays an important role in the learning process. The use of media in the learning process functions as an intermediary tool for messages conveyed by educators to recipients of messages, namely students.[19]

While the notion of learning media is media used in learning that does not recognize place and time. The use of learning media in the teaching and learning process can arouse students' enthusiasm and interest, foster motivation in learning activities, and

---

[18] Munawarah and Zulkiflih, "Pembelajaran Keterampilan Menulis (Maharah al-Kitabah) Dalam Bahasa Arab."

[19] Mimi Jamilah, Mohamad Helmy Ismanto, and Rofika Febriani, "Penggunaan Media Gambar Dan Kata Untuk Meningkatkan Maharah Kitabah Di Smp Ypp Nurul Huda Surabaya," لساننـا *(LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 11, no. 2 (2021): 345–60.

can have a psychological influence on students. The use of learning media will also increase student activity in the learning process. Education about the development of learning media is very important, this serves to overcome the scarcity and limited supply of media. Media can be self-developed by teachers or educators who aim to avoid media inaccuracies against each other's needs, resource capabilities and environmental conditions, so that the use of media can increase teacher creativity and innovation so that teacher professionalism increases.[20]

Well-designed learning media can generate internal dialogue within students, so that communication between students and teachers can run well. Thus, the purpose of the media in the learning process is so that the messages conveyed by the teacher are easily absorbed by students to the fullest. With the existence of learning media, students can receive information quickly, so that learning will feel more comfortable and enjoyable.

According to Surakhmand, learning tools in terms of the level of student experience can be divided into three groups, namely tools in the form of real objects. such as tables, markers, whiteboards, replacement objects in the form of imitations such as pictures, spoken and written language. Mustofa classifies language learning media into three types: audio-visual aids (as Samiyah al Bashariyah), activity series groups (majmuatul amal), and practicum (majmuatul mulakhadhah). Meanwhile, Muh Ahmad Salim in Imam Makruf suggested that Arabic learning media that can be used are Language Laboratory; Audio media, such as radio visual media, such as print media, projection media and so on audio-visual media, such as sound films, video and television programmed learning media.[21]

Learning media is very important, because it can generate a sense of fun and excitement for students, renew their enthusiasm, create a sense of comfort, increase knowledge, and liven up lessons. The use of media requires movement and work. Thus, whatever the learning material, especially Arabic. Media use is very important. because it

---

[20] Chusna Widyasari, "Media Pembelajaran Bahasa Arab Untuk Kemahiran Menulis (Maharah Al-Kitabah)," n.d.

[21] Wakhidati Nurrohmah Putri, "Pengaruh Media Pembelajaran Terhadap Motivasi Belajar Bahasa Arab Siswa Madrasah Tsanawiyah," *LISANIA: Journal of Arabic Education and Literature* 1, no. 1 (2017): 1–16.

makes the learning process easier and more enjoyable. In addition, the use of learning media can make it easier for teachers to convey learning material, so that teachers do not need to repeat explanations about the contents of the lesson. Learning media also makes it easier for students to understand and remember the subject matter.[22]

Arabic Game

Definition of Arabic Game

The term language game in Arabic is known as the term العاب اللغوية (Al-Al'abul Lughowiyyah), while in English it is known as Language Games. Language games are competitive activities carried out by students in understanding a language to achieve learning goals. Language games are not only for fun, but are used in learning activities to provide opportunities for students to apply their language skills.

Language games aim to have fun and train students' language skills, which include listening skills, speaking skills, reading skills, writing skills, and literary skills as well as skills in linguistic elements such as vocabulary and grammar. If the game creates fun, but does not acquire language skills or certain elements, then the game is not a language game. Conversely, if an activity aims to practice language skills or certain elements, but there is no fun element, then the activity is not called a language game. Thus, an activity can be called a language game if the activity contains elements of fun and trains language skills.[23]

The benefits of language games are:[24] Eliminate boredom that can hinder learning activities, Eliminate fatigue and stress in learning, Improve students' memory of the subject matter, Increase self-creativity, Achievement of learning objectives, Increase student concentration in learning.[25]

---

[22] Putri.

[23] Ahmad Arifin, "Peranan Permainan Bahasa Dalam Proses Kegiatan Belajar Mengajar Mata Pelajaran Bahasa Arab," *An Nabighoh* 19, no. 2 (2017): 302–18.

[24] Fadlilah, "Al Kalimah Al Mutaqati'ah Sebagai Media Permaianan Bahasa Arab Dalam Maharah Kitabah."

[25] Lubis, Ali Asrun, Yunaldi Yunaldi, and Fitria Sari Yunita. "The Use of Language Games To Increase Motivation in Learning Istimâ'." *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 2 (2021): 228–40. https://doi.org/10.15408/a.v8i2.22533.

The advantages of language games as learning media are: Learning media in the form of language games is useful for increasing student activity in learning activities, Learning media in the form of language games is useful for arousing students' enthusiasm in the teaching and learning process, The competitive nature of language games can make students compete to be the best, Learning media in the form of language games can train language skills, Learning media in the form of language games can shape students' personalities, such as togetherness, creativity, and self-confidence, The material taught through language games is more fun, so it's easy for students to remember.

Al Kalimah Al Mutaqati'ah (TTS) as a learning medium

In this day and age, teachers are required to be more creative in teaching their students, so that students do not get bored with the material being taught. Therefore, teachers must be more creative and innovative in determining new methods, strategies and media in teaching. Learning media does not have to be expensive, whatever is around us can actually be used as learning media,[26]

In learning Arabic, media is needed that can make it easier for students to understand the lesson. One of the game media that can be used is a crossword puzzle game. Through the media of crossword puzzles students can easily write the letters of a word in Arabic separately, thus students can learn to write with the correct arrangement of letters in an Arabic word. Media Crossword Puzzles can also make students enjoy reading Arabic vocabulary/aphorisms. So that students do not feel bored in learning Arabic.

Crossword puzzles (al-Kalimah al-Mutaqoti'ah) are one of the learning media that can be used in writing skills. A crossword puzzle usually consists of several questions and then small boxes are provided for answers in a horizontal and descending position. This media can be used for all levels, be it beginner, intermediate or advanced, besides that the

---

[26] Muhammad Khalilullah, "Permainan Teka-Teki Silang Sebagai Media Dalam Pembelajaran Bahasa Arab (Mufradat)," *An-Nida'* 37, no. 1 (2012): 15–26.

material can also be selected according to the needs of students. In addition, this media also greatly facilitates the teacher as a teacher.[27]

A crossword puzzle is a game where the way to play is to fill in the empty spaces in the form of boxes with letters so that they form a word according to the instructions. Besides that, filling in crossword puzzles is really fun, this is useful for increasing students' memory of vocabulary or mufradat, students can do it in a relaxed manner, without feeling tense in learning, so that learning objectives will be achieved. Completing crossword puzzles makes students think about finding answers. If the answer has not been found. Curiosity will arise so that students continue to look for ways to solve it.[28] Filling in crossword puzzles in language learning by choosing a particular topic will add to students' vocabulary repertoire on various themes, for example home, work, food, and so on. so it is very suitable to be used as a medium for class exercises so that learning is not monotonous.

Hakim and Kartikasari argue that crossword puzzles are a medium that can hone students' memory sharpness, and can even be claimed as anti-senile therapy. Meanwhile, Sulfia and Habibati said that crossword puzzles are included in educational games which are effectively used in learning. The uniqueness of this type of crossword puzzle can be created with various types of question variations. According to Maryanti & Kurniawan crossword puzzles also help students to be skilled at writing through the process of forming the alphabet and spelling letters.[29]

The selection of TTS media is likened to a bridge as an intermediary so that students feel happy in participating in learning, this is because TTS media is essentially a game, so students feel happy, because they can play and learn at the same time. Media Crosswords are very popular in the world of children, through this media students will be more assisted in writing Arabic words/mufradat, this will certainly improve students' writing skills (maharah kitabah). In addition, the use of learning media in the form of

---

[27] Nur Hikmah Amalia and Nur Hidayat, "Penggunaan Media Teka-Teki Silang (Crossword Puzzle) Dalam Meningkatkan Kemampuan Baca Tulis Kosakata Bahasa Arab Peserta Didik Kelas III MI Ma'arif Giriloyo 1 Bantul," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 10, no. 1 (2018): 119–34.

[28] Khalilullah, "Permainan Teka-Teki Silang Sebagai Media Dalam Pembelajaran Bahasa Arab (Mufradat)."

[29] Syofiani Syofiani et al., "Peningkatan Keterampilan Berbahasa Siswa Melalui Pemanfaatan Media Teka-Teki Silang: Menciptakan Kelas Yang Menyenangkan," *Ta'dib* 21, no. 2 (2019): 87–98.

crossword puzzles can also improve students' reading skills (maharah qiro'ah), because students become more comfortable reading Arabic words or *mufradat*..[30]

The use of crossword media in learning can provide benefits for students, including these benefits: TTS media can improve student learning outcomes, because completing crossword puzzles is done with a relaxed mind, this will make students' memory work well so that student memory will increase. This crossword game makes students think, search, and find answers but still in a fun playing condition.[31],Crossword games can also increase student motivation and increase collaboration between students, Crossword puzzle games can make it easier for teachers to explain material to students.[32]

Thus, it can be concluded that the use of crossword puzzle media in learning is a very appropriate medium for teaching materials, especially writing skills (maharah kitabah).*)*.[33]Some of the ways taken in the application of crossword media as a medium for learning Arabic, especially learning books are: [34]The teacher explains the crossword game which includes understanding and how to play it to students, The teacher prepares the material to be taught, The teacher makes examples of questions and examples of short answers, The teacher makes vertical and horizontal columns for the answers to the questions. The column used is different from the usual TTS column, this is because the Arabic mufradat is continuous, so it is impossible to separate letters one by one, The teacher writes the crossword puzzle on a large piece of paper (Asturo paper, Manila paper, etc.), then sticks it on the blackboard. Then students are told to come forward to work on it or a quiz can also be made. Another alternative, if a school provides LSD projector facilities,the teacher can make a crossword puzzle in the form of a file, then the teacher displays it on the projector screen, then the teacher copies the file according to the

---

[30] Amalia and Hidayat, "Penggunaan Media Teka-Teki Silang (Crossword Puzzle) Dalam Meningkatkan Kemampuan Baca Tulis Kosakata Bahasa Arab Peserta Didik Kelas III MI Ma'arif Giriloyo 1 Bantul."

[31] Syofiani et al., "Peningkatan Keterampilan Berbahasa Siswa Melalui Pemanfaatan Media Teka-Teki Silang: Menciptakan Kelas Yang Menyenangkan."

[32] Nisa Amalia, Ujiati Cahyaningsih, and Yeni Dwi Kurino, "Studi Literatur: Teka Teki Silang Sebagai Media Pembelajaran Untuk Meningkatkan Hasil Belajar," vol. 3, 2021, 238–41.

[33] Syofiani et al., "Peningkatan Keterampilan Berbahasa Siswa Melalui Pemanfaatan Media Teka-Teki Silang: Menciptakan Kelas Yang Menyenangkan."

[34] Khalilullah, "Permainan Teka-Teki Silang Sebagai Media Dalam Pembelajaran Bahasa Arab (Mufradat)."

Utilization Of Crosspuzzle Games As Learning Media
In The Development Of The *Maharah Kitabah*
Author: [1]Ana Lailatul Fitria, [2]Muhammad Afton Ulin Nuha

| Submited: 2023-08-25 | Revised: 2023-11-16 | Accepted: 2023-11-30 |

number of students, then students have to work on it and submit it on time, After students have completed the questions, they are asked to make a crossword puzzle containing questions and answers. If there is not enough time, the crossword is solved at home, The results of making the crossword puzzle are exchanged with their friends, they are told to do the crossword puzzle, when finished it is returned to the owner, Students evaluate the crossword puzzle and submit it to the teacher, The teacher provides comments as well as provides explanations/inputs on the crossword puzzles students are working on.

CONCLUSION

Al kalimah al-mutaqati'ah can be a solution to make learning Arabic more interesting and enjoyable. Through this game, students can learn while playing casually, without any pressure or coercion from the teacher. Crossword games can make it easier for teachers to explain the material, so that students understand the lesson more easily. Apart from that, the use of crossword puzzles will make learning more varied and not monotonous, so that students do not feel bored.

Al Kalimah Al Mutaqati'ah media can improve students' Arabic writing skills (*maharah kitabah)*, because through this media students are more helped in their ability to write and understand vocabulary, besides this media can also improve students' maharah qiro'ah, because with the media This means that students will be happier reading Arabic words/words. This media is very suitable for use by educators in learning Arabic, especially in writing skills (maharah kitabah). The material to be used in the crossword game can be selected according to the students' needs. This medium is very easy to apply, and can be used for all levels.

REFERENCES

Amalia, Nisa, Ujiati Cahyaningsih, and Yeni Dwi Kurino. "Studi Literatur: Teka Teki Silang Sebagai Media Pembelajaran Untuk Meningkatkan Hasil Belajar," 3:238–41, 2021.

Amalia, Nur Hikmah, and Nur Hidayat. "Penggunaan Media Teka-Teki Silang (Crossword Puzzle) Dalam Meningkatkan Kemampuan Baca Tulis Kosakata Bahasa Arab Peserta Didik Kelas III MI Ma'arif Giriloyo 1 Bantul." *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 10, no. 1 (2018): 119–34.

Arif, H Muh, and S Pd Eby Waskito Makalalag. *Pengembangan Media Pembelajaran Bahasa Arab*. Insan Cendekia Mandiri, 2020.

Arifin, Ahmad. "Peranan Permainan Bahasa Dalam Proses Kegiatan Belajar Mengajar Mata Pelajaran Bahasa Arab." *An Nabighoh* 19, no. 2 (2017): 302–18.

Azizah, Rofiatul. "Permainan Teka Teki Silang Dalam Pembelajaran Bahasa Arab Untuk Meningkatkan Maharah Kitabab." *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2022): 117–29.

Fadlilah, Nurul. "Al Kalimah Al Mutaqati'ah Sebagai Media Permaianan Bahasa Arab Dalam Maharah Kitabah," n.d.

Fajriah, Fajriah. "Strategi Pembelajaran Maharah Al-Kitabah Pada Tingkat Ibtidaiyah." *Pionir: Jurnal Pendidikan* 6, no. 2 (2017).

Lubis, Ali Asrun, Yunaldi Yunaldi, and Fitria Sari Yunita. "The Use of Language Games To Increase Motivation in Learning Istimâ'." *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 2 (2021): 228–40. https://doi.org/10.15408/a.v8i2.22533.

Hasani, Zhul Fahmy. "Penerapan Metode Imlaâ€Tm Untuk Meningkatkan Keterampilan Menulis Siswa Kelas Viic Mts Muhammadiyah 02 PEMALANG." *Lisanul Arab: Journal of Arabic Learning and Teaching* 2, no. 1 (2013).

Jamilah, Mimi, Mohamad Helmy Ismanto, and Rofika Febriani. "Penggunaan Media Gambar Dan Kata Untuk Meningkatkan Maharah Kitabah Di Smp Ypp Nurul Huda Surabaya." لساننا *(LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 11, no. 2 (2021): 345–60.

Khalilullah, Muhammad. "Permainan Teka-Teki Silang Sebagai Media Dalam Pembelajaran Bahasa Arab (Mufradat)." *An-Nida'* 37, no. 1 (2012): 15–26.

Kuraedah, Sitti. "Aplikasi Maharah Kitabah Dalam Pembelajaran Bahasa Arab." *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan* 8, no. 2 (2015): 82–98.

Linur, Rahmat, and Mahfuz Rizqi Mubarak. "Facebook Sebagai Alternatif Media Pengembangan Maharah Kitabah." *Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 2, no. 1 (2020): 8–18.

Lubis, Ali Asrun, Yunaldi Yunaldi, and Fitria Sari Yunita. "The Use of Language Games To Increase Motivation in Learning Istimâ'." *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 2 (2021): 228–40. https://doi.org/10.15408/a.v8i2.22533.Mahmudah, Siti. "Media Pembelajaran Bahasa Arab." *An Nabighoh* 20, no. 01 (2018): 129–38.

Utilization Of Crosspuzzle Games As Learning Media
In The Development Of The *Maharah Kitabah*
Author: ¹Ana Lailatul Fitria, ²Muhammad Afton Ulin Nuha

| Submited: 2023-08-25 | Revised: 2023-11-16 | Accepted: 2023-11-30 |

Munawarah, Munawarah, and Zulkiflih Zulkiflih. "Pembelajaran Keterampilan Menulis (Maharah al-Kitabah) Dalam Bahasa Arab." *Loghat Arabi: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 2 (2021): 22–34.

Nasution, Faizah Hani, and Erawadi Erawadi. "جهود المعلم في ترقية مهارة الكتابة لطلاب." *Thariqah Ilmiyah; Jurnal Ilmu-Ilmu Kependidikan Dan Bahasa Arab* 7, no. 2 (2019).

Ningsih, Surya, and Ismail Baharuddin. " اسردام الوسائل الصورة في تحسين مهارة الكتابة اللغة العربية في مدرسة الثانوية الإسلامية دار الاستقامة بادنج سيدمبوان." *Thariqah Ilmiyah; Jurnal Ilmu-Ilmu Kependidikan Dan Bahasa Arab* 9, no. 2 (2021): 18–33.

Putri, Wakhidati Nurrohmah. "Pengaruh Media Pembelajaran Terhadap Motivasi Belajar Bahasa Arab Siswa Madrasah Tsanawiyah." *LISANIA: Journal of Arabic Education and Literature* 1, no. 1 (2017): 1–16.

Rathomi, Ahmad. "Maharah Kitabah Dalam Pembelajaran Bahasa Arab." *Tarbiya Islamica* 8, no. 1 (2020): 1–8.

Syofiani, Syofiani, M Zaim, Syahrul Ramadhan, and Agustina Agustina. "Peningkatan Keterampilan Berbahasa Siswa Melalui Pemanfaatan Media Teka-Teki Silang: Menciptakan Kelas Yang Menyenangkan." *Ta'dib* 21, no. 2 (2019): 87–98.

Widyasari, Chusna. "Media Pembelajaran Bahasa Arab Untuk Kemahiran Menulis (Maharah Al-Kitabah)," n.d.