

Implementation of Game-Based Learning Method Using Digital Cards to Improve Understanding of Arabic Grammar

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Abstract: This study aims to improve the understanding of Arabic Grammar through a game-based learning method using digital cards for class IX Skill students at MTsN 1 Makassar City. This study was motivated by students' low learning outcomes in understanding Grammar, caused by the use of less interactive learning methods. The type of research used is Classroom Action Research (CAR) with the Kemmis and McTaggart model, carried out in two cycles, each consisting of the planning, implementation, observation, and reflection stages. The research subjects were 20 students. Data collection techniques included observation and learning outcome tests (pre-test and post-test). Data were analyzed quantitatively and qualitatively. The results showed that implementing the Game-Based Learning method using digital cards significantly improved student learning outcomes. In the pre-cycle stage, the average student score was 53.8 with a 10% completion rate. In the first cycle, the average score increased to 79.25 with a 60% completion rate. Furthermore, in cycle II, improvement continued, with an average score of 88.35 and a completion rate of 95%. Furthermore, student activity and participation in learning increased, as indicated by greater involvement in discussions, group work, and educational games. Therefore, it can be concluded that the game-based learning method using digital cards is effective in improving understanding of Arabic grammar and creating more interactive and enjoyable learning. This method is recommended as an alternative innovative learning strategy.

Keywords: Game-Based Learning; Digital Cards; Arabic Grammar

How to Cite?

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1. Introduction

Language is the primary means of communication between humans, as well as a reflection of thought and a tool for expressing ideas and feelings. Language serves not only as a means of communication but also as a medium for building civilization and

conveying cultural values (Nonci & Zainal, 2023). In this context, Arabic holds a crucial position, especially for Muslims, as it is the language of the Quran and the hadiths of the Prophet Muhammad (peace be upon him). Therefore, mastering Arabic is a necessity not only for academic purposes but also for religious purposes.

Arabic has its own characteristics that distinguish it from other languages, particularly in terms of its structure and linguistic rules. To understand Arabic properly and correctly, a mastery of the Arabic grammar, including syntax and morphology. These two disciplines are fundamental to understanding the meaning of texts, especially Islamic texts. Without adequate mastery of these rules, one will have difficulty accurately understanding the meaning of Arabic sentences (Wahyudin & Thahir, 2022).

However, in practice, learning Arabic grammar is often one of the most difficult aspects for students. This difficulty is caused by the complexity of the material, the numerous rules to be understood, and the traditional teaching methods (Idrisa et al., 2023). Learning that is oriented towards memorization without in-depth understanding causes students to be less able to apply rules in real contexts, thus impacting learning outcomes and student motivation.

This phenomenon also occurs in various educational institutions, including in Indonesia. Based on initial observations at MTsN 1 Makassar City, particularly among ninth-grade students, interest in learning Arabic was low. Furthermore, pre-test results indicated that most students did not yet fully understand Arabic grammar. This indicates a problem in the learning process that requires innovative solutions.

One of the main factors contributing to low student understanding is the use of learning methods that lack variety and involve little active student participation. Therefore, a more interactive, engaging learning approach is needed, one that aligns with the characteristics of the current generation. One approach is Game-Based Learning (GBL).

Game-Based Learning is a learning method that integrates game elements into the learning process to increase student engagement and motivation. Through this method, students not only learn passively but also actively participate in fun and meaningful activities (Kurniawan et al., 2025). In addition, the use of technology such as QR Code-based digital cards can further enhance learning effectiveness by facilitating access to materials and making learning more interactive.

Several previous studies have examined the effectiveness of game-based learning methods in improving learning outcomes. Research by Safitri shows that the use of game-based methods in language learning can significantly increase student motivation and learning outcomes. This study confirms that a fun learning environment

can increase student engagement in the learning process. Furthermore, research by Zahrah & Wardhana found that the use of digital media in learning, including QR Code-based technology, can improve student understanding of the subject matter. The results of this study indicate that integrating technology into learning provides a more engaging and effective learning experience (Zahrah & Wardhana, 2025). Furthermore, research by Zaidan & Alawiyah on learning Arabic grammar shows that conventional methods still dominate the learning process, leading students to experience difficulties understanding the material. This study recommends using more innovative and interactive methods to improve students' understanding (Zaidan & Alawiyah, 2025).

Based on previous research, there are similarities to the current study, namely that both discuss improving learning outcomes through innovative methods. However, there is a significant difference: this study combines Game-Based Learning with QR Code-based digital cards media, and specifically focuses on learning Arabic grammar for ninth-grade Skill students at MTsN 1 Makassar.

The identified research gap is that previous studies have generally examined game methods or digital media separately and have not specifically examined their integration in learning Arabic grammar. Furthermore, there is limited research examining the application of these methods in the context of secondary schools in Indonesia, particularly in Makassar.

Therefore, this study is important because it aims to fill this gap by integrating game-based learning methods and digital technology into Arabic grammar instruction. This research is expected to not only improve student understanding but also increase their motivation and participation in the learning process.

2. Method

This classroom action research aimed to improve the quality of learning processes and outcomes through the application of a game-based learning method using digital cards. Classroom action research was chosen because it is practical and reflective, and allows researchers to directly improve the learning process in the classroom. This research was conducted in two cycles, each consisting of four main stages: planning, acting, observing, and reflecting. The model used is based on the concept developed by Kemmis and McTaggart, a refinement of Kurt Lewin's model. In this model, the implementation and observation stages are conducted simultaneously because in practice, the two stages are interrelated and occur simultaneously in the learning process. The results of the first-cycle reflection served as the basis for improving actions in the second cycle, resulting in continuous improvement.

The data obtained were analyzed using two approaches: qualitative and quantitative. Qualitative analysis was conducted through three main stages: data reduction, data presentation, and conclusion drawing. The data reduction stage involved sorting and simplifying the obtained data to focus on aspects relevant to the research objectives. The data was then presented in narrative form, tables, or graphs for ease of understanding. The final stage was conclusion drawing, which was carried out continuously throughout the research process until valid conclusions were reached. Meanwhile, quantitative analysis was conducted to measure improvements in student learning outcomes by calculating average scores (means) and percentages of learning completion. Comparisons were made between pre-test and post-test results, as well as between the first and second cycles, to assess improvements.

The success of this research was determined by specific criteria: an increase in average student learning outcomes and at least 80% of students achieving a completion score in accordance with the established Minimum Completion Criteria (KKM), which is 80. Therefore, this research focused not only on quantitative improvements in student learning outcomes but also on improving the learning process as a whole.

3. Result and Discussion

3.1. Implementation of Game-Based Learning Method Using Digital Cards to Improve Understanding of Arabic Grammar

This research was conducted at MTsN 1 Makassar City, located at Jalan Andi Pangeran Pettarani No. 1A, Tamalate District, Makassar City, South Sulawesi. The research was conducted over approximately two months, beginning in September 2025. The subjects were 20 ninth-grade Skill students, consisting of 7 boys and 13 girls. This selection of subjects was based on the consideration that students at this level are beginning to learn Arabic grammar in greater depth, necessitating innovative, engaging, and interactive learning methods to help improve their understanding.

The initial stage of this research aimed to obtain an overview of the learning conditions before the intervention, including student activity and participation, interest, and level of understanding of Arabic grammar. The researcher also identified any difficulties encountered during the learning process. The activities took place on Thursday, September 18, 2025, in accordance with the Arabic language learning schedule.

The researcher prepared various requirements for implementing the game-based learning method using digital cards. This preparation included developing lesson plans (RPP), preparing research instruments such as post-test sheets and observation sheets for student and teacher activities, determining Arabic grammar on the topic of the division of verbs, and designing the rules and flow of the game, along with the digital

cards to be used. Furthermore, the researcher obtained permission from the school before conducting the research.

During the implementation phase (action), the learning process was conducted in two sessions using a game-based method with digital cards. The activities began with an apperception stage, attendance checking, and the presentation of learning objectives. This was followed by grouping students into several teams and delivering instructional material on the classification of *fi'il* (verbs) and their conjugations (*tasrif*).

The researcher also explained the use of various types of digital cards equipped with QR Codes as interactive learning media. The learning process proceeded smoothly, with discussions and question-and-answer sessions to deepen students' understanding. At the end of the cycle, the researcher administered a post-test to evaluate learning outcomes and to measure the effectiveness of the implemented instructional method and media.

3.2. Result of Implementing Game-Based Learning Method Using Digital Cards to Improve Understanding of Arabic Grammar

The observations before the study indicated that students found Arabic grammar difficult, due to the use of traditional learning methods and the lack of interactive media. Therefore, implementing a game-based learning method using digital cards was expected to improve learning quality and students' understanding. At the end of the observation, the researcher administered a pre-test to assess students' initial abilities, consisting of five questions aligned with competency indicators. The results of the observations and pre-test were then used to design the actions.

Table 1. Result of Student Learning Outcomes Across Cycles

Metric	Pre Cycle	Cycle 1	Cycle II
Average Score	53,8	79,25	88,35
Percentage of Completeness	10%	60%	95%

Based on the pre-cycle results, student abilities were still low and varied, with the highest score being 80 (very good). Of the 20 students, only 2 (10%) achieved completion, while 18 (90%) had not. This indicates that the majority of students still had difficulty understanding Arabic grammar before receiving learning interventions.

The evaluation of student learning outcomes was conducted at the end of the first cycle. Based on the post-test results in cycle I, student learning outcomes varied, with the highest score being 88 (very satisfactory). Of the 20 students, 12 (60%) completed, while 8 (40%) did not. This indicates an increase in student understanding after

implementing the game-based learning method using digital cards, although improvements are still needed in the next cycle.

Based on the post-test results in cycle II, it is clear that students' abilities have increased significantly after the implementation of the game-based learning method using digital cards. This is indicated by the highest score of 98 in the "very satisfactory" category, and only one student remains in the "failed" category. Of the 20 students, 19 (95%) have achieved the "very satisfactory " category, while only 1 (5%) has not achieved completeness. This percentage shows a very high increase compared to the previous cycle, which indicates that the applied method and media is able to improve students' understanding of Arabic grammar, and the application of this method has proven effective in improving learning outcomes optimally.

4. Discussion

The learning method used in this study was Game-Based Learning (GBL) combined with QR Code-based digital cards. Game-Based Learning is a learning approach that integrates game elements into the learning process to increase student engagement, motivation, and learning outcomes (Audina & Ramadan, 2025). In the context of Arabic language learning, this method provides a more interactive learning experience because students not only passively receive material but also actively engage through games, group discussions, and independent exploration (Cahyani & Nafi, 2024). The use of QR Codes as a supporting medium also facilitates students' access to learning materials and makes the learning process more engaging and contextual, aligning with current technological developments.

Based on the research results, there was a significant difference between the pre-cycle and cycle I conditions. In the pre-cycle stage, student learning outcomes were still relatively low, with an average score of 53.8 and a completion rate of only 10%. This indicates that most students experienced difficulty understanding Arabic grammar, due to the use of traditional learning methods that tend to be monotonous and lack active student engagement. However, after implementing the Game-Based Learning method in Cycle I, there was a significant improvement, with the average student score rising to 79.25 and a completion rate of 60%. This improvement indicates that the game-based learning method is beginning to positively impact students' understanding, although it has not yet fully met the expected completion target.

In addition to improving learning outcomes, the implementation of this method increased student activity and participation in the learning process. The game element integrated into the learning process created a fun, competitive learning atmosphere, encouraging students to be more actively involved. However, several obstacles were

encountered in Cycle I, including students' suboptimal understanding of the game rules and ineffective time management, indicating that the implementation of this method still needs improvement.

These results align with several previous studies showing that Game-Based Learning is effective in improving student learning outcomes and motivation. Research by Haitsumakunti et al. showed that game-based learning can improve students' motivation and academic performance in learning Arabic grammar (Haitsumakunti et al., 2025). Furthermore, Nasikha et al. also found that the use of educational games can improve understanding of grammar concepts more effectively than conventional methods (Nasikha et al., 2025). Meanwhile, Lailaa et al. emphasized that the use of QR Code technology in learning can enhance student interaction with the material and support digital-based learning (Lailaa et al., 2025). The similarity between this study and previous research lies in the use of innovative methods to improve learning outcomes. The difference lies in the integration of Game-Based Learning with QR Code-based digital cards and their application in learning Arabic grammar at the secondary school level.

Based on this analysis, the study has important implications: the use of Game-Based Learning methods, assisted by digital cards, can not only improve student learning outcomes but also increase motivation, participation, and interaction in the learning process. This method has been proven to transform a previously passive learning environment into a more active and enjoyable one, making it easier for students to understand the material. Thus, this method can be an alternative for addressing the challenges of learning Arabic grammar, which students have long found difficult.

Overall, it can be concluded that implementing the Game-Based Learning method using digital cards has positively improved students' understanding of Arabic grammar. Although the results from the first cycle were not yet optimal, they showed significant improvement over the pre-cycle conditions. Therefore, improvements and refinements are needed in the next cycle to achieve optimal results and meet the expected targets. In addition, continuous evaluation and adjustment of the learning strategies are essential to ensure better student engagement and comprehension. By optimizing the use of digital cards and addressing the challenges identified, the expected learning outcomes can be achieved more effectively.

5. Conclusion

The classroom action research concludes that the implementation of the Game-Based Learning (GBL) method using digital cards had a positive impact on improving the understanding of Arabic grammar among ninth-grade Skill students at MTsN 1

Makassar City. This method created a more interactive, engaging, and enjoyable learning environment, encouraging students to be more actively involved in the learning process.

The results showed a significant improvement from the pre-cycle stage to the second cycle. In the pre-cycle, students' abilities were still relatively low, with an average score of 53.8 and a completion rate of only 10%. After implementing the method in the first cycle, the average score increased to 79.25, with a completion rate of 60%. Furthermore, in the second cycle, there was a greater improvement, with an average score of 88.35 and a completion rate of 95%. This indicates that the applied learning method was effective in gradually and sustainably improving student learning outcomes.

In addition to improving learning outcomes, this method has also been shown to increase student activity, participation, and motivation to learn. Students become more active in discussions, collaborate in groups, and are more enthusiastic about learning through the games presented. Thus, the Game-Based Learning method impacts not only cognitive aspects but also affective and social aspects of students.

Overall, this study demonstrates that the use of game-based learning methods, supported by digital media, can be an effective way to overcome students' difficulties in understanding Arabic grammar. Therefore, this method is recommended as an alternative, innovative learning strategy that meets students' needs in the digital era.

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