



THE USE OF LANGUAGE GAMES TO INCREASE MOTIVATION IN LEARNING *ISTIMĀ'*

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Abstract

Factors that cause boredom in learning process are the lack of variety of methods, models, and media. An alternative to increase learning motivation in learning process is by using games. The main problem of this research is how to increase students motivation to make learning outcomes optimized. The purpose of this study was to increase students' motivation to learn *istimā'* (listening) in Arabic is by using educational games. This study used classroom action research using a cycle model. The results of the study shows that educational games can increase students' learning motivation, shown by the comparison of initial motivation and after giving an action using educational games. The initial motivation data was in average 42.36%, in the category of low learning motivation, after giving an action in the first cycle it reached to an average 78.33%, high category, and increased in the second cycle with average 93.28%, very high category. The study concluded that educational games can increase motivation in learning *istimā'* in Arabic.

Keywords: *language games, learning motivation, Arabic learning, Istimā'*

Introduction

Education and teaching are essentially a process of changing patterns and behavior of students for the better, and the way to change students can be done by an educator to use various ways in learning process like using books, pens, and many others things. This is expressed by an author with the book entitled "Always remember book, a pen, a child and a lecturer can change the world".¹

¹ Eko Prasetyo, *Bergeraklah Mahasiswa*, (Malang, Jatim: Intrans Publishing, 2017), 60.

Whether a book, a child's pen, or a lecturer, all of them are use language as medium in conveying messages to change the behavior of others poeple to be better, this is also an understanding and function of language in human life to express thoughts and feelings to others. As stated by Ghalayain in his book that language is as follows:

اللغة أَلْفَاظٌ يَعْبُرُ بِهَا كُلُّ قَوْمٍ عَنْ مَقَاصِدِهِمْ^٢

“Language is words in which each people expresses their intentions”

In learning, language is classified by experts into several abilities that have to be mastered by someone who learns it. The ability for humans to speak is a valuable wealth and virtue; without language skills it will be stunggle for humans to fulfill their needs. Language skills are generally classified into four levels, listen, speak, read and write. Learning language skills should be carried out in sequence gradually and systematically start with listening, speaking, reading, and writing. In principle, listening and speaking must be mastered first without leaving reading and writing.³

Learning language is not an easy effort and sometimes it makes people frustrated, moreover pandemic situation makes learning activities hampered and the learning outcomes are not achieved as optimal as in normal situation.⁴ It is caused by initial perception of language being studied. Besides, language learning is inseparable the level of the system of the language itself, namely the phonological, morphological, syntactic, and semantic systems.⁵ However, the situation and atmosphere of learning language can be improved to be more interesting and fun to make students' motivation and perceptions change from feeling difficult and bored to be easy and fun.

Related to learning language, there are two important flows in studying linguistic theory that talk about language itself, namely: structural flow and generative transformative flow.⁶ The structural flow was pioneered by the Swiss linguist Ferdinand de Saussure, developed significantly by Leonard Bloomfield, Bloomfield is person who laid the foundations of structural linguistics based on the results of his studies and research using scientific methods usually used in the natural sciences. While the second flow, namely generative transformative flow, the main character is the American linguist Noam Chomsky in 1957. His book was published under the title "language structural" in generative transformative grammar to distinguishing two language structures, namely external structure (*surface struktur- al-bina al-ẓhâhirî*) and inner structure (*deep struktur- al-bina al-asâsî*). The sentence spoken and written by the speaker is the outer form which is a manifestation of the inner form. The utterance can be different from its internal form, but is has the same meaning. The outer structure may have the same form with the inner structure but the meaning is not

² Musthafa Al-Ghalayain, *Jami' Durus Al-Arabiyah*, vol. 323, (Kairo: Dar Al-Salam, 2014), 27.

³ Sayyid Ahmad Mansur, *Ilmu Lughab Al-Nafsi*, (Riyadh: Jamiat Al-Malik, 1982), 7.

⁴ Zetty Arifah, “Metode Perkuliahan Bahasa Arab Yang Menarik Dan Bervariasi Melalui Sistem Perkuliahan Daring”, *Waniambey : Jurnal Pendidikan Dasar Islam*, Vol. 2, No. 1, 2021, 8.

⁵ Abdul Wahab Rosyidi and Mamlu'atul Ni'mah, *Memahami Konsep Dasar Pembelajaran Bahasa Arab*, vol. 188, (Malang, Jatim: UIN-Malikipress, 2011), vi.

⁶ Ahmad Fuad Efendi, *Metodologi Pembelajaran Bahasa Arab*, (Malang: Misykat, 2005), 12-17.

always same.

Looking further at William Moulton's motto in the process of learning language, namely "language is speech, not writing, a language is a set of habits", based on him "teaching language is not about language, it means not about the in and out of linguistics, but language is also "what is spoken by native speakers is not what someone thinking", then we will find the main focus that must be mastered in teaching language is how to habituate and use of the language itself.⁷

The ability to speak is human's expression which is a basic need to meet. Maslow puts forward these five levels with the theory of the hierarchy of needs, namely: (1) Physiological needs, (2) The need for security (3) Social needs (4) The need for esteem (5) 'The need for self-actualization'.⁸

To fulfill the basic needs, humans need to find other ways and motivate themselves to fulfill their need., Knowing these needs is a basic thing that must be done by the teacher to make their students motivated in learning language and simultaneously they can find what they needs, to make them intrinsically motivated.

The word "motivation" itself is a motive that refers to the strength of the person in himself, and becomes reasons of the actions. Hamzah B. Uno quotes Wahosumidjo, who explains that "motivation is the drive and strength within a person to carry out certain goals he wants to achieve".⁹ While Mc. Donald, as quoted by Sardiman in his book states that " motivation is a change in an energy that is in the individual who is the subject of a "feeling" which is preceded by a response to the existence of a goal".¹⁰ However, the low motivation of students to learn Arabic caused by the monotony of the learning atmosphere is still found as a problem in the implementation of Arabic learning.¹¹

A further explanation of the definition of motivation is put forward by Hoy and Miskel as quoted by Ngalm Purwanto, who argues that motivation is the complex forces, drives, needs, tension states, or other mechanisms that initiate and maintain desired activities toward the attainment of personal goals.¹²

There are many ways that teachers can do to make learning process attractive and motivating, either directly or indirectly. Technological advances have more or less influenced the students life style, playing, and the learning of students.¹³

An alternative to make learning languages fun and easy is using games. There

⁷ Rosyidi and Ni'mah, *Memahami Konsep Dasar Pembelajaran Bahasa Arab*, 7-8.

⁸ Abraham Maslow, *Motivasi Dan Kepribadian:Teori Motivasi Dengan Ancangan Hirarki Kebutuhan Manusia*, (Jakarta: PT. Pustaka Binaman Pres Sindo, 1984), 39.

⁹ Hamzah B. Uno, *Teori Motivasi dan Pengukurannya Analisis Di Bidang Pendidikan*, vol. 127, (Jakarta: Bumi Aksara, 2007), 8.

¹⁰ Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: :Raja Grafindo Persada, 2017), 9.

¹¹ Andreyas Istiqomah and Muwahidah Nurhasanah, "Motivasi Belajar Bahasa Arab Pada Siswa Smk Muhammadiyah 2 Ngawi", *Al-Lubab*, Vol. 7, No. 1, 2021, 35.

¹² Ngalm Purwanto, *Psikologi Pendidikan*, (Bandung: Rosdakarya, 2017), 72.

¹³ Khairan Ar et al., "Rancang Bangun Game Edukatif 'Muslimah Adventure' Sebagai Media Dakwah Memanfaatkan Aplikasi Scratch 2.0", *Jurnal Phi; Jurnal Pendidikan Fisika dan Fisika Terapan*, Vol. 1, No. 1, 2020.

are many games that can be used by teacher in the process of learning language, both online and offline (face to face). From 322 questionnaires it shows that 45% of them like online learning, and 55% like offline learning.¹⁴

Generally, games are an activity most students like to do. Today, there are many popular online games which widely attracts the youth to spend hours to play. Without realizing that playing games will make them neglect from our primary activities, work, obligations, and even time to study. Game can be more interesting if it suits with the skill of the player.¹⁵ Even though games have negative effects especially for teenagers, games can used for positive things, like for the development of learning activities.

Nasif Musthafa as quoted by Abdul Wahab Rosyidi explained that learning a foreign language requires a pleasant situation, and the use of the game media can be used as a tool to explore the potential of the students¹⁶. In addition, Mansyur added that “teaching media can fulfill three main functions, namely motivating interest or action, presenting information, and giving instructions because ever single student, especially for novice learners, is still embedded in the mentality of the competition when learning process to show their existence.”¹⁷

The process of implementing games in learning process can be developed to make the learning atmosphere relaxed and enjoyable, and at the same time eliminate boredom and increase learning motivation of the students.¹⁸ In learning Arabic language, there are many games that can be used by the teacher in the term both offline and online. The selection of the suitable games will make learning atmosphere more enjoyable, especially in learning Arabic. It is commonly perceived that learning language is very difficult and boring. In learning process, it is necessary to cultivate a good attitude.¹⁹

The research results that have been published related to the increase motivation in learning by using games are quite a lot, one of them is the research of Suci Hartati et al, which the result of their research shows that the increase in learning

¹⁴ Achmad Busiri, “Pemanfaatan Media Kahoot Dalam Pembelajaran Keterampilan Mendengarkan Bahasa Arab Di IAI Sunan Kalijogo Malang”, *Muhadasah: Jurnal Pendidikan Bahasa Arab*, Vol. 2, No. 2, 2020, 232.

¹⁵ Yusuf Ansori, Juniardi Nur Fadila, and Fressy Nugroho, “Pembuatan Game 2d Susun Terjemah Kosa Kata Bahasa Arab Dengan Memanfaatkan Library A* Karya Aron Granberg”, *JIP (Jurnal Informatika Polinema)*, Vol. 7, No. 4, 2021, 14.

¹⁶ Rosyidi and Ni'mah, *Memahami Konsep Dasar Pembelajaran Bahasa Arab*, 81.

¹⁷ Badriyah Widi Andari, “Pengembangan Media Permainan Arabic Ludo Untuk Pembelajaran Maharah Kalam Siswa Kelas Iv Mi Nahdlatul Ulama' Bululawang”, *Prosiding, Semnasbama Universitas Negeri Malang*, 2020, 186.

¹⁸ Nurul Aini Pakaya et al., “Peningkatan Kemampuan Bahasa Arab Mahasiswa Melalui Strategi Permainan Kata (Kartu Kata) Bitoqotul Kalimah Di Universitas Muhammadiyah Gorontalo”, *Insan Cita*, Vol. 10, No. 2, 2020, 34.

¹⁹ Deporter Bobbi and Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan*, (Bandung: Kaifa, 2015), 89.

motivation in range 80%²⁰, then the research of Erlis Nurhayati's, in each cycle, cycle I obtained an average 52.25% with sufficient category. While in the cycle II, they obtained an average of 73.9% of active students in the high category. So, from cycle I and cycle II, there was an increase in student activity of 17.65%²¹. Another research by Loviga Denny Pratama et al showed that 91.02% of respondents showed a positive response by using games in learning process²². Meanwhile, Narottama (2008) found the positive effect of flash games on learning. In fact, it affects learning outcomes. Likewise, a research by Rahmat syam (2010) states that all the potential of games as a medium is very possible to be used to increase motivation as media in learning for students. In addition, Pelletiere (2009) also states that games have a very close relationship and have a positive effect on the learning process.²³

One of the important Arabic language skills is the ability to listen or in Arabic called as *istima'*. Listening is a skill that can make it possible for humans to use language, in order to understand language orally. Nasir Abdullah, as quoted by Rosyidi, said that if human does not have good listening skills, he cannot learn a foreign language well and he will be lack in mastering the language.²⁴ Abdul Majid Sayyid Ahmad Mansur defines listening as follow:

الاستماع هو عملية إنصات إلى الرموز المنطوقة ثم تفسيرها

It can be said that *Isima'* is a condition of listening focused on the sounds of the spoken language and interpret it into their language. Furthermore, he said that there are four elements in listening activities where all four of them must be integrated and cannot separated each other:²⁵

Method

The research used classroom action research method with a cycle model developed by Kemmis and McTaggart.²⁶ In this cycle model classroom action research, there are four research components, namely planning, action, observation, and reflection. While the data collection techniques in this study were through observation and interviews. Classroom action research was developed with the aim of to find solutions to social problems. Action research begins with a systematic study of a problem. The results of this study are used as the basis for compiling a work plan as

²⁰ Suci Hartati, Laila Fatmawati, and Tri Krismilah, "Upaya Meningkatkan Minat Dan Hasil Belajar Siswa Dengan Game Edukatif Pada Pembelajaran Tematik Muatan Ipa Kelas V Sd Masjid Syuhada", *Report*, Universitas Ahmad Dahlan, 2020, 45.

²¹ Erlis Nurhayati, "Meningkatkan Keaktifan Siswa Dalam Pembelajaran Daring Melalui Media Game Edukasi Quiziz pada Masa Pencegahan Penyebaran Covid-19", *Jurnal Paedagogy*, Vol. 7, No. 3, 2020, 145.

²² Loviga Denny Pratama, Wahyu Lestari, and Ahmad Bahaiddin, "Game Edukasi: Apakah membuat belajar lebih menarik?", *At-Ta'lim: Jurnal Pendidikan*, Vol. 5, No. 1, 2019, 1.

²³ A Heriyanto, S Haryani, and Smr Sedyawati, "Pengembangan Multimedia Pembelajaran Interaktif Berbasis Education Game Sebagai Media Pembelajaran Kimia", *Chemistry in Education*, Vol. 3, No. 1, 2014, 2.

²⁴ Rosyidi and Ni'mah, *Memahami Konsep Dasar Pembelajaran Bahasa Arab*, 83.

²⁵ Ahmad Mansur, *Ilmu Lughab Al-Nafsi*, 234.

²⁶ Mohammad Asrori, *Penelitian Tindakan Kelas*, (Bandung: Wacana Prima, 2009), 68.

an effort to overcome these problems. The results of this study are used as the basis for compiling a work plan as an effort to overcome these problems, then observations and evaluations are carried out. The results of observations and evaluations are used as input for reflection on what happened during the implementation of the action. The results of the reflection are then used as the basis for determining improvements and further refinement of actions. The data analysis method used is a qualitative analysis technique that is equipped with a little quantitative descriptive data.²⁷

Result and Discussion

Listening or *istimâ'* in Arabic, is an important aspect in communicating with others. Feyten stated that listening is used more than 45% in communication, which clearly shows how important this skill is in overall language ability.²⁸

Basically, educational games are games to stimulate thinking power, including increasing concentration and solving problems.²⁹ Educational games, as learning media integrated with evaluation questions, are expected to make learning more interesting, fun and active.³⁰ Games are also a fun and entertaining activities.³¹ In various learning activities, games can give a distinct impression in increasing motivation and learning outcomes, including learning Arabic. Teachers can develop methods, media, and learning atmospheres simultaneously.

The pre-cycle implementation in the study was in the first week in June, in 01 to 03 June 2021. In pre-cycle activity, we conducted initial observation that related to students' motivation to learn *istimâ'*, then the researcher conducted interviews with lecturers of *Maharah al-Istimâ'* courses and their students. The results of the interview were completed by providing a questionnaire to determine the initial motivation level of the third-semester students of PBA IAIN Padangsidempuan.

The results of interviews with lecturers of *istimâ'* in Arabic courses, indicated that students' motivation to learn Arabic, especially Arabic-based courses, including one of *Istimâ'* courses.³²

The students said they had difficulties in getting Arabic references, and when the researcher asked how the lecturers' methods in teaching Arabic courses they explained that most lecturers use game and presentation methods when explaining

²⁷ Pakaya et al., "Peningkatan Kemampuan Bahasa Arab Mahasiswa Melalui Strategi Permainan Kata (Kartu Kata) Bitoqotul Kalimah Di Universitas Muhammadiyah Gorontalo", 64.

²⁸ Tryanti R. Abdulrahman, Nonny Basalama, and Moh. Rizky Widodo, "The Impact of Podcasts on EFL Students' Listening Comprehension", *International Journal of English Linguistics*, Vol. 8, No. 6, 2018, 25.

²⁹ Sunarti, Selly Rahmawati, and Setia Wardani, "Pengembangan Game Petualangan 'Si Bolang' Sebagai Media Pembelajaran Tematik Untuk Meningkatkan Motivasi Dan Prestasi Belajar Siswa Kelas V Sekolah Dasar", *Jurnal Cakrawala Pendidikan*, Vol. 1, No. 1, 2016, 184.

³⁰ Nurhayati, "Meningkatkan Keaktifan Siswa Dalam Pembelajaran Daring Melalui Media Game Edukasi Quiziz pada Masa Pencegahan Penyebaran Covid-19", 146.

³¹ Sri Lestari Rahayu and Fujiati Fujiati, "Penerapan Game Design Document dalam Perancangan Game Edukasi yang Interaktif untuk Menarik Minat Siswa dalam Belajar Bahasa Inggris", *Jurnal Teknologi Informasi dan Ilmu Komputer*, Vol. 5, No. 3, 2018, 342.

³² Wawancara dengan Yunaldi dosen bahasa Arab IAIN Padangsidempuan.

lessons and a few lecturers who teach use Arabic as the language of instruction for Arabic-based courses.³³

Other reasons that affect learning motivation as stated by Syah, followed by Novilia Stephanie Hariyanto was internal factor, (factors from within) which is the physical and spiritual conditions of students, external factors (factors from outside) which is the conditions of environment around students, and learning approach factor which is students' learning strategies to study subject matter.³⁴

One of the explanations above implicitly explained that the learning atmosphere also determines motivation and interest in learning. Even in learning mathematics, which is often assumed difficult by students, the use of games also affects learning motivation.³⁵

The need for a variety of methods, media and learning atmosphere to increase activeness and motivation in learning will determine learning outcomes. As explained by Adi Joko Purnomo, educational games have enormous potential for building motivation in the learning process. The use of these educational games can also help teachers and students change conventional learning methods into simulation learning methods by using media, and make it easier for students to learn and recognize symbols, count, match pictures, and shuffle words.³⁶

Educational games are used to invite users to learn while playing. Through this learning process, students can gain knowledge, so that educational games are a new breakthrough and an alternative that can be used in learning.³⁷ Cicik Aini explained that games are fun activities and make it easier for students to learn.³⁸ Furthermore, the results of the interviews above are complemented by providing a questionnaire to determine the students' initial motivation as described in the following table:

Table 1. Comparison of Student Learning Motivation Questionnaire Results Cycle I with Student Learning Motivation Questionnaire Results Cycle II

³³ Wawancara dengan Nora Almaisi, Rahmi dan Parsaulian, Mahasiswa PBA IAIN Padangsidimpuan.

³⁴ Novilia Stephanie Hariyanto, "Penerapan Game Untuk Meningkatkan Motivasi Dan Pemahaman Belajar Mahasiswa Akuntansi Universitas Surabaya", *Calypra: Jurnal Ilmiah Mahasiswa Universitas Surabaya*, Vol. 7 No. 1, 2018, 591.

³⁵ Ayudia Pratiwi et al., "Analisis Penerapan Metode Games Education dalam Meningkatkan Motivasi Belajar Siswa Sekolah Dasar", *JagoMIPA: Jurnal Pendidikan Matematika dan IPA*, Vol. 1, No. 1, 2021, 36.

³⁶ Anik Vega Vitianingsih, "Game Edukasi Sebagai Media Pembelajaran Pendidikan Anak Usia Dini", *Inform*, Vol. 1, No. 1, 2016, 32.

³⁷ Abi Febriyanto, Untoro Apsiwanto, and Usep Saprudin, "Aplikasi Game Edukasi Berbasis Android Sebagai Media Pembelajaran Anak Balita", *International Research on Big-Data and Computer Technology: I-Robot*, Vol. 3, No. 1, 2019, 1.

³⁸ Cicik Aini, "Al-Al'ab al-Lughawiyah wa Tathbiquha fi Ta'lim al-Lughah al-'Arabiyah", *Internasional Journal of Arabic Learning And Teaching*, Vol. 4, No. 2, 2020, 120.

No	Indicator	Category	Percentage
1	Persevere do the task	Currently	42,36 %
2	Tenacious in the face of adversity	Currently	45,56%
3	Prefer to work independently	Currently	45,00 %
4	Get bored quickly on routine tasks	Currently	41,67 %
5	Can defend his opinion	Low	40,00 %
6	Enjoy finding and solving problems	Low	39,58 %
AVERAGE		Currently	42,36%

Based on interviews and questionnaires, it can be concluded that the average of students' learning motivation before the action was taken was 25.10% in which is a low category. Based on this data, it can be concluded that students' learning motivation still needs to be improved.

Based on the conclusions above, it is necessary to develop methods, media and a conducive atmosphere so that the students' motivation and learning outcomes can increase. While seeing Munadi's opinion, the game also includes learning media. According to him, the definition of learning media is anything that can convey and distribute messages from sources in a planned manner so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively.³⁹ Games are also one of the media used to hone brain skills in overcoming conflicts or problems that exist in the game.

Cycle I and cycle II were carried out in two meetings, face-to-face meeting implementation with a time allocation of 2 X 50 minutes for each meeting, each meeting was held in 100 minutes after the two meetings were held, observations were made through a questionnaire given to students. to see is there any increase in student learning motivation by looking at the results of tests that done by students.

The implementation of learning is start with analyzing the problem or need for planning action, implementing the planned plan then evaluating and reflecting. The theme that will be taught at this meeting was *الجامعة* while the game used in cycle I was a finger catching game while listening to story from the lecturer in Arabic, while for the second meeting the researcher used a chain whisper game with the learning theme taught is *الرحلة العلمية والقرية* while in cycle II the themes that will be taught at this meeting are *المدرسة والشباب* and the games that are used are word throwing games and letter connecting games.

After taking action and reflection in cycle I, the action in cycle II is following up the shortcomings that still exist in cycle I. The results of the reflection in cycle I showed several things that need to improved in the implementation of Arabic learning with game education, action needs for the second cycle which classified from the results of the reflection of the first cycle. Among others are that active students are

³⁹ Dwi Hartanti, "Meningkatkan Motivasi Belajar Siswa Dengan Media Pembelajaran Interaktif Game Kahoot Berbasis Hypermedia", *Prosiding Seminar Nasional PEP* 2019, 79.

dominated by certain students, some students in the group are still less cohesive in carrying out the educational games are given, the effectiveness of time in playing games is too long and makes the students' feel bored, reduced and delayed, student independence is lacking in learning to find and solve the questions given in the game.

Based on the explanation and analysis of the need for action above, the second cycle took the following actions: a) providing more comprehensive explanation before starting the learning process using games, b) dividing students into several groups that will become study groups, c) Appointing coordinators in their groups to practice games and develop them with other games that are suitable for language learning, d) Setting time for the implementation of educational games so that learning effectiveness is maintained, and d) Guiding students to be more active in independent learning and reading a lot of new references related to special learning

After the second cycle was implemented, the student's motivation seemed to increase. This was based on the questionnaire data which described the student's response to learning *istimâ'* using the education game. This questionnaire was made in 10 questions with three indicators describing the results of the questionnaire as follows:

Table 2. Results of Student Learning Motivation Questionnaire After Actions were Implemented in Cycle I and Cycle II, Using Education Game

No	Indicator	Percentage	Category
1	The games used should be fun and varied	79,17 %	High
2	The games used increase students' understanding of the vocabulary of the destination language	80,00 %	High
3	The game is able to increase motivation using the target language	75,83 %	High
AVERAGE		78,33 %	High

Based on the results of the questionnaire given after the implementation of cycles I and II, it can be concluded that the use of educational games in learning can make learning situations more fun, varied and able to increase student learning motivation, compared to rigid and monotonous learning conditions. Fun learning is expected to provide better learning outcomes as well.

It is important to note that the game used by a teacher must be varied so that learning is not rigid, distinctions are needed to be made within every type of implementation of games within the educational system to differentiate its viability, positive and negative reinforcements and their effectiveness to recognize which type of implementation is best⁴⁰

Comparison of the increase in motivation compared before and after the action can be seen based on the following table:

Table 3. Comparison of Students' Early Learning Motivation Questionnaire Results Before Action

⁴⁰ Rita Wong Mee Mee et al., "A Conceptual Model of Analogue Gamification to Enhance Learners' Motivation and Attitude", *International Journal of Language Education*, Vol. 5, No. 2, 2021, 43.

No	Indicator	Percentage	Category
1	Persevere in the face of the task	Currently	42,36 %
2	Tenacious in the face of adversity	Currently	45,56%
3	Prefer to work independently	Currently	45,00 %
4	Get bored quickly on routine tasks	Currently	41,67 %
5	Can defend his opinion	Low	40,00 %
6	Enjoy finding and solving problems	Low	39,58 %
AVERAGE		57,08%	68,43%

Table 4. Comparison of Student Learning Motivation Questionnaire Results Using Game Education

No	Indicator	Percentage	Category
1	The games used should be fun and varied	79,17 %	Tall
2	The games used increase students' understanding of the vocabulary of the destination language	80,00 %	Tall
3	Game Able to increase motivation using the target language	75,83 %	Tall
AVERAGE		78,33 %	Tall

The use of games in *istimâ'* learning process in the classroom can increase student learning motivation. Games can make condition in the classroom active and student plays an active role in the learning process without getting bored, and learning conditions are not monotonous. This is shown by the data obtained from observations and questionnaires as well as the tests.

Conclusion

Based on the data analysis and discussion, it can be concluded that the use of game education can increase student learning motivation in learning *Istimâ'* for third-semester students of Arabic education at IAIN Padangsidempuan. This conclusion is based on an increase in the average learning motivation of students using game education in special subjects, the initial motivation before being treated is on average 42.36% in the low category, in the first cycle the average student learning motivation increases to 78 .33% in the high category, and in the second cycle increased to the average in the category, 93.28% very high. Action research is conducted to reflect on learning activities and also as a learning practice. This Classroom Action Research is carried out in at least two cycles, and in each cycle consists of planning, implementing, observing and reflecting. In Classroom Research, it can be done by the teacher or lecturer alone or in collaboration with other people.[]

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