



Development of the Arabic Scrabble Board Game Based on Experiential Learning as a *Mufradât* Learning Media

Fathimah Muthmainnah, Mohammad Ahsanuddin, Muhammad Alfian

Universitas Negeri Malang, Indonesia

Corresponding E-mail: mohammad.ahsanuddin.fs@um.ac.id

Abstract

Interviews and observation with Arabic teachers at MTs Nurul Huda Malang showed that 56.25% of students' Arabic language scores were below KKM (score KKM [Minimum Completeness Criteria] is 74). The aim is to describe: (1) the development of the Experiential Learning-based Arabic Scrabble Board Game as a *mufradât* learning media for class VII students at MTs Nurul Huda, and (2) the feasibility of the Experiential Learning-based Arabic Scrabble Board Game media as *mufradât* learning media for class VII students MTs Nurul Huda. This uses research and development methods with ADDIE model. The research results are: (1) The production of the Arabic Scrabble Board Game consists of 6 components, and (2) The Arabic Scrabble Board Game media was tested by material expert validator with score of 100 and media expert of 97.3 (Very Good). The conclusion obtained is that the Arabic Scrabble media received the title of feasibility after validation testing by both students and trials on class VII students at MTs Nurul Huda Malang.

Keywords: *Arabic Scrabble, Media mufradât, Experiential Learning*

Introduction

Based on the Decree of the Directorate General of Education of the Republic of Indonesia Number 5162 of 2018, the KKM for Arabic language set by the teacher in class is 76. Meanwhile, the reality in the field is that students 43.75% of students are above the KKM. The Arabic teacher said that the learning media used so far in class is book of Arabic LKS (Student Worksheets) provided by the school, entitled "Grade VII Arabic Student Worksheets (LKS)" printed in 2018, printed by MTs Nurul Huda Malang. According to Ahsanuddin's research, Arabic language skills are the most important medium for articulating the need to express ideas, thoughts, opinions, and feelings.

Educational games are an alternative learning media that teachers can choose to make the learning process more interesting for students and allow fellow students to interact directly (Danar et al., 2022). Apart from being able to attract students' attention, the Arabic Scrabble educational game can give students a more suitable impression for

learning Arabic in class. This is confirmed by evidence from research conducted by Alfian, which showed that students' motivation levels during the Arabic language learning process increased after implementing games in class (Alfan, 2015).

One of the effective media used for learning vocabulary is Scrabble. Research (Khaira et al., 2021) shows that using the Scrabble board game effectively improves students' vocabulary skills. The results of the N-gain test in the control class show an increase in students' abilities of 51.39% from the average score before learning using the Scrabble game.

Previous research regarding the development of Arabic Scrabble carried out by Bukhori and Sulton in 2022 still has several limitations, including: (1) No the presence of *Mufradât* material, (2) Limited to student level, (3) The overall language used is Arabic without transliteration (Bukhori & Sulton, 2022). Then Erfianti's research in 2020 still has several limitations, namely: (1) The research is only limited to studying, not developing Arabic Scrabble media, (2) There is no effectiveness assessment or media validation, (3) The design is only a main board, so there are no game supporting components (Erfianti, 2020).

Based on the background explained, the aim of this research is to describe: (1) Development of the Experiential Learning-based Arabic Scrabble Board Game as a *mufradât* learning media for class VII students in semester 1 of MTs Nurul Huda Malang, and (2) Feasibility Arabic Scrabble Board Game media based on Experiential Learning as a *mufradât* learning media for class VII students in semester 1 of MTs Nurul Huda Malang.

Method

This research used ADDIE development model. The ADDIE Development Model was developed by Reiser and Mollenda in 1990 (Hidayat & Nizar, 2021). The stages of the ADDIE development model consist of: Analysis, Design, Development, Implementation, and Evaluation (Alfah, 2020). The reason the researcher chose the ADDIE model development method was because this model provides a systematic conceptual phase for the development of the Arabic Scrabble. (Jonnalagadda et al., 2022) The procedure for developing the Arabic Scrabble Board Game is described in stages as follows:

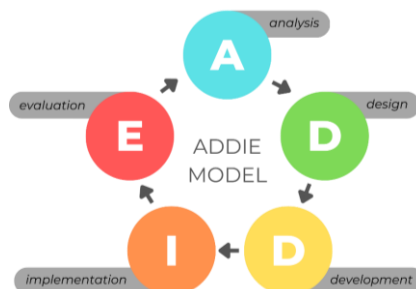


Figure 1. ADDIE Development Model

Analysis Stage: The first stage was an analysis of the basic needs for making the Arabic Scrabble Board Game, including identifying objectives based on education and knowledge of materials. (Spatioti et al., 2022) This is intended to prevent failure in making the Arabic Scrabble Board Game due to the wrong choice of materials.

Design Stage: At this stage the researcher created a design with a sketch for the shape and a material design that was adapted to the students' needs in a fun learning method that still achieved learning objectives to the curriculum. In the design stage, researchers also adjust learning objects, exercises according to the material, and the content of evaluation instruments, which must be systematic and specific (Spatioti et al., 2022).

Development Stage: In this stage; (1) Collect data sources regarding Arabic language material to enrich the material, (2) Develop overall material in terms of illustrations, typography, layout, materials, (3) Realize Arabic Scrabble learning media products through collaboration with game printers (Widyastuti & Susiana, 2019).

Implementation Stage: The stage that was carried out after the Arabic Scrabble media had been developed was the implementation stage, namely by testing the media. The trial was carried out by conducting a pre-test and post-test. This aims to determine the readiness of the Arabic Scrabble media as a medium for learning Arabic language for students (Yeh & Tseng, 2023).

Evaluation Stage: After the Arabic Scrabble had been developed at the development stage and tested on students at the implementation stage, researchers carried out an evaluation through expert validation tests in the field of materials and media (Wibowo & Xie, 2022). This stage allows researchers to further improve the problems and shortcomings of the Arabic Scrabble board game (Yeh & Tseng, 2023).

The media validation flow chart can be right below:



Figure 2. Media Validation Design Flow Chart

In the Arabic Scrabble Board Game media validation test used a Likert Scale assessment. According to (Hudin & Budiani, 2021), the advantage of a questionnaire instrument that uses a Likert scale with five scales is that the questionnaire is able to accommodate respondents' answers that are neutral or unsure, respondents can answer the questionnaire whether they agree or disagree (Naresh, 2021), it is easy used and easy to understand by respondents (Mcdaniel & Gates, 2013). Using the sum of all question items is valid because each question item is an indicator of the variable it represents (Budiaji, 2018).

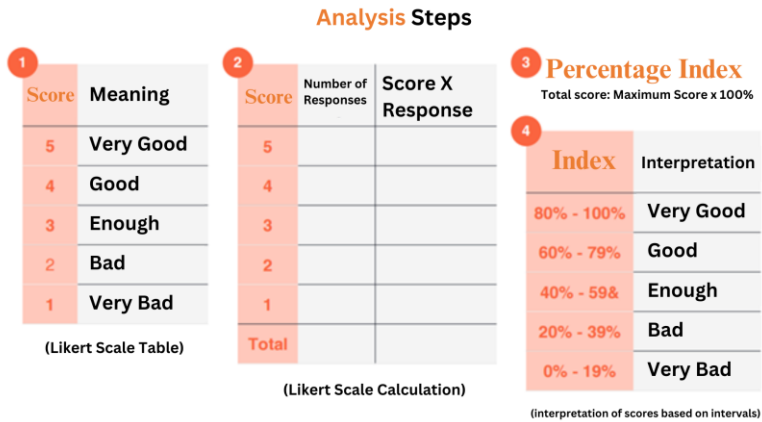


Figure 3. Likert Scale Formula Analysis Steps

The formula for calculating the average increase in pretest and posttest scores can be described in the following equation:

$$\frac{(\bar{x}_2 - \bar{x}_1)}{\bar{x}_1} \times 100\%$$

\bar{x}_2 = Average Pre-test score

\bar{x}_1 = Average Post-test score

$\bar{x}_2 - \bar{x}_1$ = Average point increase

Result and Discussion

Development of the Experiential Learning-based Arabic Scrabble Board Game

The results of the Arabic Scrabble Board Game media development procedure in accordance with ADDIE model development method can be described in stages:

1. Analysis stage

At the analysis stage, it was discovered that the teacher had difficulty holding all classes at MTs Nurul Huda Malang to teach Arabic, so media was needed to help him choose Arabic language learning strategies in class. Apart from that, it was found that many students still do not have a *mufradât*. repertoire, which makes it difficult to take part in learning in class with other friends who are already proficient. This is known from the low test scores of students under the KKM in the questions regarding *mufradât*. The average Arabic language score for MTs Nurul Huda class VII semester 1 students is 74, out of a total of 16 students, with a percentage of 56.25% of students scoring below the KKM, and 43.75% of students score above the KKM. The researcher also found out the suitability of media development with the Arabic language material studied in class.

The deep meaning of *mufradât* is a set of words that are known, known, understood and comprehended by someone who is part of a regional language or a certain region to compose or create a new phrase or sentence (Sholihah, 2018). *Mufradât* is one of the language elements that must be mastered, because it is the most basic basis in language, where Arabic cannot be conveyed if it is not composed of several

vocabularies that form one and a family. So, this is relevant to the conditions obtained from field observations, where students with low *mufradât* question scores have difficulty participating in Arabic language learning in class according to the Arabic language teacher.

Students' difficulties in learning *mufradât* are divided into linguistic and non-linguistic systems (Nisa et al., 2020), where language problems are obstacles encountered by students and teaching staff. Learning *mufradât* at MT's Nurul Huda Malang has several difficulties for students according to the class VII Arabic teacher, including: students have not been able to pronounce and express *mufradât* in good and correct writing, apart from that students also have difficulty understanding the deep meaning of vocabulary. both textually and contextually, and in oral or written communication, and students are not yet able to sort out the vocabulary that must be chosen in the right context according to the conditions in question.

The results of interviews with Arabic teachers also showed approval for the development of *mufradât* learning media for class VII students at MT's Nurul Huda Malang. The Arabic teacher also said that the Arabic Scrabble Board Game media is in accordance with the curriculum used in schools and the Basic Competency learning materials to be developed as learning media in the classroom. This is also because learning *mufradât* is not easy, apart from the different types of alphabet used, *mufradât* itself has a grammatical complexity that is different from using Indonesian or English; So, studying Arabic grammar in depth can also be a challenge in itself (Jailani, 2021).

2. Design Stage



Figure 4. First Design of the Board

At the design stage, an overview of the design of the components and the arrangement of materials from the Arabic Scrabble Board Game media was obtained. The components designed at this design stage as a rough sketch are: game board (**Figure 4.**), board color stickers (**Figure 5.**), shelves and pieces (**Figure 6.**). The material content that has been successfully arranged or designed to complete the components in terms of Arabic Scrabble Board Game media game material is: an instruction book (**Figure 7.**) and a score sheet book (**Figure 8.**). The design produced at this stage is the material that will be handed over to the printing company to be further designed in more detail and size or printed directly like a draft design for an instruction book and score sheet book.



Figure 5. Board Color Sticker Design



Figure 6. First Design of Shelves and Letter Pieces

The Arabic Scrabble Board Game board is designed to measure 34 x 34 x 4 cm with the number of boxes in it being 15 x 15. The game board is designed as the main component where players will place the arrangement of the pieces they have. The star symbol design is a reference for players where the puck must be placed first by the first player. The chip shelves are designed to be 4 in number and can hold 7 chips. *Mufradât* learning media used in schools for students is very diverse. Learning media can be concrete or abstract (Zain & Pratiwi, 2021). The various components of the Arabic Scrabble Board Game are designed in concrete form so that students can experience them directly.



Figure 7. Draft Instruction Manual

There are 104 pieces designed containing 100 letters and 4 blank pieces. The value sheet book is designed to contain 300 pages of value sheets for students to play with, and begins with material summarizing the entire *mufradât* contained in the Arabic language package book from CHAPTER 1 to CHAPTER 6. The instruction book is designed in color so that it is more interesting and understandable for students and teachers. The types of Arabic language learning media are categorized into 3 forms: visual, audio, and audiovisual (Hilmi, 2017). The Arabic Scrabble board game media prioritizes the visual aspect for students so it is a visual medium.

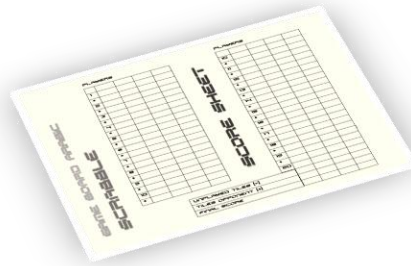


Figure 8. First Design of Value Sheet

3. Development Stage

The results obtained at the development stage were: a 3D Arabic Scrabble Board Game design by the digital printing game printer, a game board, 4 racks of pieces, 104 pieces, an instruction book, and a score sheet book. In using this media, students can also use the help of an Arabic dictionary to look for *mufradât* that they may not be familiar with. The Arabic Scrabble board game was developed to be played by two to four students, and the student with the highest score after all the chips have been used is the winner.

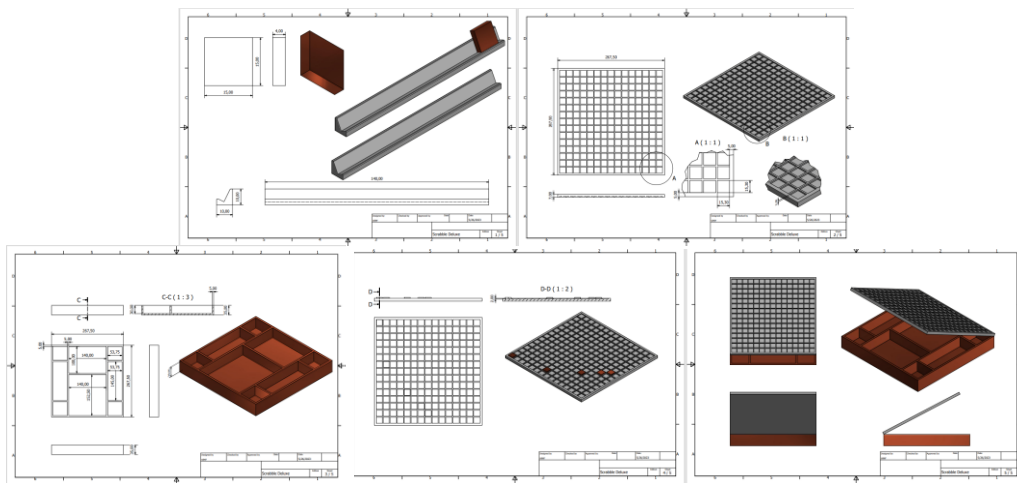


Figure 9. 3D Arabic Scrabble Board Game Design

The game process using the Arabic Scrabble Board Game media requires students to pay attention to Arabic grammar rules and develop *mufradât* knowledge, so that it is in accordance with Mardiani's research, where students' *mufradât* knowledge is increasing (Mardiani, 2021). The Arabic Scrabble Media Board Game was developed to improve creative and strategic thinking skills according to Fauziah's research, because students must carefully consider the location of the color of the board and the points of the pieces that students use (Fauziah, 2019).



Figure 10. Results of Development of the Arabic Scrabble Media Board Game

4. Implementation Stage

The results of the implementation stages are student scores in the pre-test and post-test. After carrying out the pre-test, students tried the Arabic Scrabble Board Game media together in class. The media explanation is done once at the beginning, then students immediately understand how the game works, and play it happily until the end of the game. You can fill out the score sheet book yourself without needing to be accompanied until the end. Students are able to find *mufradât* from the memory of knowledge gained when learning Arabic with the teacher in everyday class.



Figure 11. Trying Out the Arabic Scrabble Board Game with Students

Judging from the enthusiasm of the students playing the Arabic Scrabble Board Game media, this shows that the media can be used normally every day in the classroom to learn Arabic. Students are more enthusiastic about learning Arabic, in fact everyone wants to participate in games. This is in accordance with Istiqomah's research, where educational practitioners have adopted Scrabble as a tool and even a learning strategy (Istiqomah, 2016). Therefore, it is hoped that the Arabic Scrabble Board Game media can be obtained easily by students and used during learning hours and outside of it.

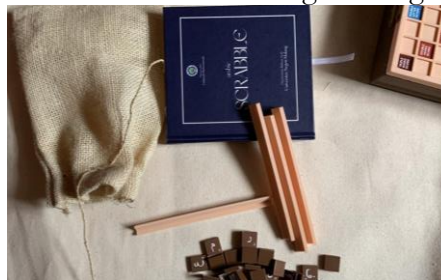


Figure 12. Arabic Scrabble Board Game Components

The pre-test and post-test scores obtained at the implementation stage were then analyzed by researchers, and results indicated the success of the media in increasing the vocabulary of class VII students. In this trial, the researchers divided into 2 classes: an experimental class that tested the Arabic Scrabble Board Game media and a control class that did not receive media treatment. This is intended so that researchers can see real differences in the values obtained.

The results of the increase in the average score from the pre-test to the post-test for the control class were only 11%, while the experimental class showed an increase in the average class score reaching 69%. This shows that students experience significant progress after using the Arabic Scrabble board game media. This shows the urgency of why several schools have used the Scrabble board game as a curriculum to support students' academic activities (Sa'adah & Hidayah, 2015). The impact obtained from using Scrabble media is in accordance with student needs.

5. Evaluation stage

Evaluation of the Arabic Scrabble Board Game media produces validation values in the media and material fields. Based on the Likert Scale formula used to analyze validation test value data, it was found that the media validation test value was 100 with an interval-based interpretation of "Very Good", and the material validation test value was 97.3 with an interval interpretation of "Very Good". The two validation test results show that the Arabic Scrabble Board Game media has been tested very well for its suitability in terms of material and media. So, the media can be used in class VII MTs Nurul Huda Malang as a *mufradât* learning medium.

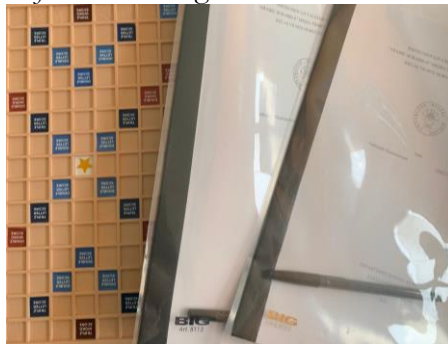


Figure 13. Arabic Scrabble Board Game Validation Test Instrument

The suitability of the media shows that students can use the media as a learning medium in class. This is also in accordance with Basyir's research, which states that students need a medium that can help improve *mufradât* memorization so that the *mufradât* repertory is wider (Basyir, 2017). So, with the presence of the Arabic Scrabble Board Game media, students have new media that can be used with or without teacher supervision, and inside or outside class hours.

In connection with experiential learning in this research, the results of the analysis of its application in the Arabic Scrabble Board Game media were obtained. Alice Y. Kolb and David A. Kolb initiated experience-based learning theory or Experiential Learning Theory (ELT). This theory states that learning is a dynamic and

holistic process. Experiential Learning conceptualizes the learning process as being carried out by combining theoretical mastery and students' practical experience.

The learning procedure in Experiential Learning consists of four stages, namely: concrete experience stage, reflection observation stage, conceptualization/abstract thinking stage, active experimentation stage. David Kolb then described these four stages in a cycle as follows (Yeganeh & Kolb, 2009):

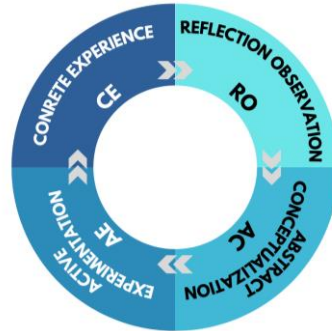


Figure 14. Experiential Learning Cycle

1. Concrete Experience Stage

At this initial stage, a student knows something as it is. At this stage, students are not yet aware of the use of *mufradât*, its deep meaning, and how to apply it. In the Arabic Scrabble Board Game media, students have previously obtained knowledge of *mufradât*, but do not yet know the shape of the arrangement of letters, and the distribution of these letters into a *mufradât*.

2. Reflection observation stage

In this stage, students observe their *mufradât*, make observations, create questions, and try to think about and understand it. In the Arabic Scrabble Board Game media, students will begin to pay attention to the pieces containing *hijaiyah* letters, and raise questions about how these pieces can be assembled into a *mufradât*.

3. Conceptualization/Abstract Thinking Stage

This stage shows that students are starting to try to assemble a *mufradât* abstraction from the knowledge they once had, developing a *mufradât* from the letters on the pieces they pay attention to. At this stage, students are expected to be able to compose letters from various examples of *mufradât* knowledge. This stage is illustrated by students trying to arrange the pieces of letters to make a *muphrodât* on the shelf of pieces.

4. Active Experimentation Stage

At this stage, students have started to carry out experiments actively, and are able to apply the results of *mufradât* findings to the Arabic Scrabble Board Game media board. In the Arabic Scrabble Board Game, students not only have a repertoire of previous *mufradât*, but are also able to arrange them into other *mufradât* with other letter arrangements.

The feasibility of the Experiential Learning-based Arabic Scrabble Board Game media as a mufradât learning media for class VII students in semester 1 of MTs Nurul Huda Malang

The pre-test and post-test results for class VII students at MTs Nurul Huda Malang (Table 1) showed a significant increase of up to 100%. The average pre-test score for control class students was 59.67, then after testing the use of the Arabic Scrabble Board Game media in learning Arabic in class together, the average Post Test score increased to 66. The increase reached 6.33. Then, on the experimental class students' pre-test and post-test results, the original average score was 60.67 to 95.67 with an increase of 35. This shows an increase in the level of understanding and knowledge of class 7 students in learning *mufradât* in class.

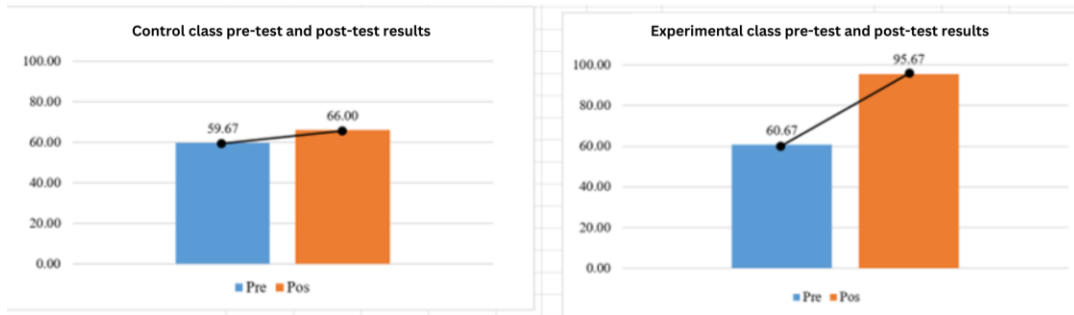


Figure 15. Pre-Test and Post-Test Results for Class VII MTs Nurul Huda Malang Students

The difference in the increase in the average score from the pre-test to the post-test between the control and experimental classes shows the positive impact of using the Arabic Scrabble Board Game media. The average percentage increase in the control class was only 11%, while the experimental class reached 69%. Implementing experiential learning methods in media allows students to implement their learning outcomes in their real lives (Gatti et al., 2019). So, the game's results can be immediately applied with strong memory in the next test. Media makes it easier for students to memorize the contents of learning material more easily and powerfully.

Table 1. Pre-Test and Post-Test Results for Grade 7 Students at MTs Nurul Huda Malang

Class of Control		Mark		Increase	
No.	Name	Pre	Pos	Poin	%
1	Firman Indrawan Putra	65	75	10	15%
2	Denandra Mahardika W.	60	70	10	17%
3	Grady Helga Sandykatama	80	85	5	6%
4	Hilman Hannanta	55	55	0	0%
5	Ilyasa Abyan Alqish	65	70	5	8%
6	Iqbal Mahendra	50	55	5	10%
7	Irdin Wahyu Vrindra Kappa	35	40	5	14%
8	Mochammad Al Fatih T.	75	85	10	13%
9	Mochammad Khalidian P.	45	50	5	11%
10	Mochammad Wildan A. A.	85	85	0	0%
11	Mohammad Rafi Azfar N. Z.	65	70	5	8%
12	Muhammad Rizki Aditya	50	55	5	10%
13	Rafif Dwi Kurniawan	65	75	10	15%
14	Raffa Hari Mardiyanto	60	75	15	25%
15	Revan Raziq Akmal	40	45	5	13%
Statistic Avarage		59.67	66.00	6.33	11%

Class of Experiment		Mark		Increase	
No.	Name	Pre	Pos	Poin	%
1	Achmad Haris	80	90	10	13%
2	Ahmad Rifki Saputra	45	95	50	111%
3	Bima Aleyandra Pasha	30	90	60	200%
4	Chiko Reyhan W. M.	80	100	20	25%
5	Elang Putra Pradipta	60	95	35	58%
6	M. Asadullah	55	90	35	64%
7	M. Akmal Mawla	70	95	25	36%
8	M. Baqir Al Ghifrari	70	100	30	43%
9	M. Dzulqarnain	50	100	50	100%
10	Muhammad Hafez A.	65	100	35	54%
11	Muhammad Harun Arrasyid	70	95	25	36%
12	Muhammad Pasha I. A.	70	100	30	43%
13	Muazzam U. A.	35	90	55	157%
14	Robin Dzaky Maulana	60	100	40	67%
15	Zaky Al Jauhar	70	95	25	36%
Statistic Avarage		60.67	95.67	35.00	69%

Students can memorize *mufradât* easily because the Arabic Scrabble Board Game media is based on Experiential Learning, allowing students to learn through reflection on experiences experienced directly (Morris, 2020). So, that students experience learning by practicing it directly on the spot. So that the *mufradât*'s memory is not only remembered once, but once through his knowledge, secondly through arranging the pieces of *hijaiyah* letters in the form of spelling *hijaiyah* letters, thirdly through arranging the pieces on a game board which have been formed into words, fourthly through correcting the correctness of the *mufradât* by looking at the summary of the material in the book grade sheet, fifth by recording student *mufradât* in the grade sheet book.

Feasibility tests are also obtained from validation tests in the material field and media field. The results of the two validation tests are both in the material field by Nur Anisah Ridwan and the media field by Dariyadi shows validation results in the form of "Very Good". From the 13 material validation test indicators, a total score of 65 was obtained, which was then divided by the maximum score of 65, then multiplied by 100%. The result is 100%, which based on the interpretation results of this percentage interval is included in the "Very Good" category. Thus, the Arabic Scrabble Board Game media has been tested in terms of its material, and it is suitable for use as a medium for class VII students at MTs Nurul Huda Malang to learn Arabic.

Table 2. Likert Scale Calculation Results for Material Validation Test

Score	Number of Responses	Score X Response	Percentage Index
5	13	65	65/65 x 100% = 100% Material validation test interpretation results based on intervals: "Very Good"
4	0	0	
3	0	0	
2	0	0	
1	0	0	
Total	13	65	

The Arabic Scrabble Board Game media was rated "Very Good" in the expert validation test in terms of material because the media was developed to focus on *mufradât* learning which is in accordance with the curriculum used in learning Arabic in schools. In learning Arabic, *mufradât* functions as a tool for students in learning basic vocabulary, expressions or commonly used phrases (Hanifah, 2018) successful in mastering a large vocabulary or *mufradât* with a strong memory, then the student will easily learn 4 Arabic language skills, namely: listening skills (*Mahârah Istimâ'*), speaking skills (*Mahârah Kalâm*), reading skills (*Mahârah Qirâ'ah*), and writing skills (*Mahârah Kitâbah*) (Slamet. 2020). So, the urgency of developing media for class VII students at MTs Nurul Huda Malang is considered high and capable of solving the root of the problem for students who get Arabic language grades below the KKM.

Table 3. Results of Likert Scale Calculation for Media Validation Test

Score	Number of Responses	Score X Response	Percentage Index
5	13	65	$73/75 \times 100\% = 97,3\%$ Media validation test interpretation results based on intervals: "Very Good"
4	2	8	
3	0	0	
2	0	0	
1	0	0	
Total	15	73	

Then from the 15 media validation test indicators, a total score of 73 was obtained, which was then divided according to the Likert Scale formula by the maximum score, namely 75, then multiplied by 100%. The result is 97.3%, which based on the interpretation results of this percentage interval is included in the "Very Good" category. In this way, the Arabic Scrabble Board Game media has been tested in terms of the media contained in it in the "Very Good" category, and is suitable for use as a primary learning medium for class VII students at MT's Nurul Huda Malang.

The evaluation obtained from media experts shows that the stickers attached to the game board must be attached with glue. The other components of the Arabic Scrabble Board Game media are rated as "Very Good" and appropriate according to the results of the assessment sheet that has been obtained. The media was also rated as "Very Good" in conveying the material and making students understand how to use it as a learning medium in the classroom for learning Arabic for class VII students at MT's Nurul Huda, Malang City. The revised media results that have been improved also provide good feedback from media expert validators. According to media experts, the Arabic Scrabble Media Board Game is considered to have attractive visuals with the choice of colors and letter sizes that are suitable for use as learning media in the classroom.

The Arabic Scrabble Media Board Game is considered to have high creativity and practical use by media expert validators, where the media provides new nuances of color in learning Arabic. In essence, learning Arabic must be carried out as interestingly and easily as possible for students so that there is no boredom during learning, or monotonous learning expressions that reduce student interest. This is in accordance with research by Faizin et al which states that students can master *mufradât* in various ways, one of which is by memorizing them, but they don't necessarily memorize them one by one in a monotonous way, but must do it in a fun way or by using a medium that can make them students focus on it (Faizin et al., 2020).

Conclusion

The result of research and development is the production of the Arabic Scrabble Board Game media which consists of 6 game components, components consisting of a game board, chips containing *hijaiyah* letters on which the score has been written, a score book used as a scorekeeper for the Arabic Scrabble game played by 2-4 players, apart

from that there is also a letter rack for placing the letter chips, and a game instruction book for makes it easier for students and teachers to play in class.

The conclusion obtained is that the Arabic Scrabble Board Game media has been successfully developed and is suitable for use based on validation tests by two experts and trials on class VII students at MTs Nurul Huda Malang. Based on the results of the assessment by the validator in the material field, namely Dra Anisah, lecturer in Arabic Language Education, State University of Malang, Arabic Scrabble media received a score of 100, and the results obtained from the validator in the media field, namely Prof. Wachib, Arabic Scrabble media received a score of 97.3 out of 100 Both assessments received a very good assessment interpretation. So, based on the problem formulation and research objective 2, this media is said to be suitable for use as a learning medium for Arabic vocabulary for grade 7 students at MTs Nurul Huda, Malang City.

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