Analysis The Application of Game-Based Learning to Increas Student Interest at Class VIII-6 in Arabic Language Learning at MTs Darul Ulum Budi Agung

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Abstract

Arabic language learning often faces the challenge of low student interest, especially because it is considered difficult to understand letters, vocabulary, and grammar. Monotonous traditional learning approaches tend to make students feel bored and less involved in the learning process. To overcome this, the game-based learning method is applied as an innovative strategy to create a more interactive and fun learning atmosphere. This study aims to analyze the application of game-based learning in increasing students' interest in learning class VIII-6 at MTs Darul Ulum Budi Agung. By using descriptive qualitative method, the research data was collected through interviews, observations, and documentation during the learning process. The focus of the research included changes in students' attitudes, increased understanding of vocabulary (*mufrodat*), and the learning atmosphere created through educational games. The results showed that this method significantly increased students' interest in learning. Games such as flashcards and matching games help students understand vocabulary more easily and increase their engagement in learning. In addition, the classroom atmosphere became more dynamic and collaborative, encouraging previously passive students to participate more actively. In conclusion, game-based learning is an effective approach to increase interest in learning Arabic in junior high school. This method can be used as a relevant alternative learning model to face challenges in learning Arabic in various educational contexts.
Keywords: Learning, Game-based, Flashcards and Matching Games, Vocabulary.

Introduction

Arabic language learning at the madrasah tsanawiyah (MTs) level often faces challenges in attracting students' interest. Arabic, which is considered a foreign language by most students, requires an interactive and relevant approach in order to be well understood and appreciated. However, traditional approaches that tend to be monotonous are still widely applied, so students are less actively involved in the learning process. As a result, students' interest in Arabic lessons tends to be low, especially in class VIII-6 MTs Darul Ulum Budi Agung.

The game-based learning approach has been widely discussed as an innovative strategy to increase student interest and motivation. This method utilizes game elements such as challenges, rewards and collaboration to create a fun learning atmosphere. However, its

application in Arabic language learning at the MTs level is still limited and requires further study. Some previous studies have shown that game-based learning is effective in increasing student engagement, but there are still minimal studies that specifically examine its application in the context of Arabic language learning in faith-based schools.

This study aims to analyze the implementation of game-based learning in class VIII-6 of MTs Darul Ulum Budi Agung, focusing on its impact on students' interest in learning Arabic. This study seeks to bridge the gap of previous research by providing relevant empirical data regarding the implementation of this method in an Islamic educational environment. Thus, the results of this study are expected to make a significant contribution to the development of more interesting and effective Arabic learning methods.

Etymologically, the term "Arabic" refers to the sahara desert, while "language" is a communication tool used by humans to interact with each other.(Andriani, 2015) Arabic is spoken by a group of people living in the Arabian Peninsula and has become the language of worship in Islam, as the Qur'an was revealed in this language.(Andriani, 2015)

Arabic is a common subject in Islamic boarding schools, madrasas, or schools based on Islamic religion.(Nasution et al., 2024) Arabic lessons have become daily food for students who attend boarding schools. However, Arabic lessons are often considered a difficult subject by students who come from madrasah or other Islamic-based schools.

In learning Arabic, there are several aspects of skills that need to be mastered, namely speaking, listening, reading and writing skills. To improve these four skills, students need to have a lot of vocabulary (mufrodat).(Azmi et al., 2019) Arabic language learning at the junior high school level, especially at MTs Darul Ulum Budi Agung, faces various challenges in attracting students' interest. Arabic, which is considered difficult due to differences in letters, vocabulary, and grammar, often makes students feel less enthusiastic. This can be seen from the low participation of students during learning, and their disinterest in exploring the material outside the classroom. This condition is clearly seen in students of class VIII-6, who tend to be passive during Arabic lessons.

Interest in learning is defined as a high inclination towards something, passion, and desire.(Nurhayati & Nasution, 2022) Interest in learning is defined as a high inclination towards something, passion, and desire. Interest is one of the important factors in supporting students' understanding and success in learning. With interest, students can more easily learn and understand the material delivered by the teacher.(AH et al., 2019) Interest is one of the important factors in supporting students' understanding and success in learning. With interest, students can more easily learn and understand the material presented by the teacher. Learning

interest is an important factor that influences the success of learning. Students who have a high interest in learning tend to be more motivated to take part in lessons, actively participate, and understand the material better. Therefore, it is necessary to have a learning method that can increase students' interest in learning Arabic. One method that is considered effective is game-based learning (GBL).

Game-based learning is a learning approach designed to engage students through play, with clear end goals, such as knowledge and skill development.(Dewi, 2022) In this context, games serve as an effective teaching tool, creating a fun learning atmosphere and increasing student engagement. Game-based learning creates a fun learning atmosphere, encourages students to be more active, and engages them in the learning process through an element of competition or challenge. Game-based learning strategies are expected to increase students' interest and participation, hopefully adding to their motivation and engagement.

In developing game-based learning to increase students' interest in learning, there are several similar studies that can be used as comparisons. These studies provide an overview of the effectiveness of similar methods in different contexts, thus enriching insights into innovative approaches to learning.

Salah satu penelitian yang relevan adalah karya (Bate'e et al., 2023) entitled The Application of Game Methods to Increase Learning Interest of Elementary School Students, shows that the use of simple educational games can create a pleasant learning atmosphere and increase student interest in learning at the elementary school level. Despite the similarity in the use of games, this journal differs in the context of the learners studied, namely madrasah students at the junior secondary level. The focus on specific games such as flashcards and matching games is also a key differentiator compared to this study which uses more general games. (Bate'e et al., 2023)

Another study by (Winatha & Setiawan, 2011) in their research entitled The Effect of Game-Based Learning on Motivation and Learning Achievement discusses game elements, such as rules, goals, and feedback, which contribute to student learning motivation. This research does not specifically discuss certain subjects, so this journal makes a more specific contribution by focusing on Arabic language learning. The journal's approach, which centers on vocabulary learning with game elements, is a unique differentiator compared to this study.(Winatha & Setiawan, 2020)

In addition, research (AH et al., 2019) titled Learning Motivation Strategies and Learning Interest with Arabic Learning Outcomes highlights the importance of innovative strategies to improve motivation and Arabic learning outcomes. This study focuses more on

the relationship between motivation and learning outcomes without delving into specific methods such as game-based learning. This journal makes a more concrete contribution by examining specific games in increasing learning interest.(AH et al., 2019)

From the above comparison, this journal makes a unique contribution by integrating game-based learning methods specifically in Arabic vocabulary learning at the junior secondary level. The focus on games such as flashcards and matching games, as well as their application in a face-to-face context, makes them relevant as examples of the application of creative methods in learning.

Seeing the potential of game-based learning method to increase students' interest and engagement, this study aims to apply the method to students of class VIII-6 at MTs Darul Ulum Budi Agung. Through this research, it is hoped that game-based learning methods can provide an effective solution in increasing students' interest in learning Arabic.

Method

Qualitative research method is descriptive research and aims to explore the meaning, experience, and perspective of subjects in a natural social context. This research emphasizes the depth of the data obtained rather than the amount of data. In qualitative research, researchers seek to understand phenomena by collecting narrative data through techniques such as in-depth interviews and observation.(Sugiyono, 2015) By using this theory, the descriptive qualitative method allows researchers to provide a comprehensive and contextualized picture of the phenomenon being studied.

The type of research used in writing this journal is descriptive qualitative research, because the author aims to describe how the application of game-based learning can increase the interest of students in class VIII-6 in Arabic language learning at MTs Darul Ulum Budi Agung. In this study, the authors obtained information by observing the learning process, student interactions, and changes in learning interest through the interview method, and observations made when Arabic language learning took place.

The data collection techniques used by the author in this study include observation to observe student interactions and the application of game-based learning methods, interviews, to explore the opinions and experiences of students and teachers related to learning.

Result and Discussion

Game-Based Learning Method

Through interviews that I conducted with Arabic language subject teachers, he has never used game-based learning methods, when learning he more often uses the lecture

method. Another method he usually uses is using audio media for listening. The media is usually used for audio-based learning method.

Learning methods are ways or techniques used by an educator in delivering the material he teaches to achieve the learning objectives that have been set.(Sibuea et al., 2023) Learning methods also vary, one of which is the game-based learning method. Using learning methods can be adjusted to the needs of an educator, and depends on what material will be taught.(Sibuea et al., 2023)

This study shows that the application of game-based learning method can significantly increase students' interest in learning in class VIII-6 in Arabic language subject. Before this method was applied, the learning atmosphere tended to be monotonous with the dominance of the lecture method and minimal student participation. Many students expressed boredom and found it difficult to understand Arabic material, especially in mastering new vocabulary (mufrodat).

After using game-based learning, the classroom atmosphere changed drastically. Games such as flashcards and matching games not only attract students' attention but also motivate them to actively participate. These activities triggered curiosity and a healthy competitive spirit among students, creating a more lively and fun learning atmosphere. This is in line with learning motivation theory which emphasizes the importance of creating positive experiences in the learning process so that students are more emotionally and intellectually engaged.

Game-based learning is a method that integrates game elements into the learning process to achieve specific educational goals.(Bate'e et al., 2023) This method aims to increase learners' motivation and enthusiasm, reflect on themselves, and hone their thinking skills. In addition, game-based learning also provides a fun experience and can sharpen learners' memory of the material taught. Games in this context must have main components such as players, interaction environment, rules of the game, and goals to be achieved.(Bate'e et al., 2023)

Game-based learning is an innovative approach that integrates or incorporates game elements into the learning process to create a learning experience that is more interactive, fun, engaging, and relevant to the needs of students in this digital era.(Nasution & Zulheddi, 2019) This approach aims to improve students' learning interest, engagement, and learning outcomes by utilizing technology and engaging game elements.(Nasution, 2021)

Game-based learning increases student engagement and motivation by making learning more fun and interactive. With the element of play, students are not just listening or

taking notes, but are actively engaged through hands-on learning experiences. This is particularly relevant in language learning as it enhances students' ability to understand and remember material.

Game-based learning also creates a more relaxed and friendly learning environment for students. When learning a language, games allow students to practice without pressure, helping them to hone their language skills more naturally. With a more enjoyable atmosphere, students also feel more motivated to participate in learning.

Before using game-based learning, the lecture method often made students passive and less engaged. The teacher only acts as a conveyor of information, while students become passive recipients. In this situation, students' interest in learning is difficult to develop, especially for subjects like Arabic which are often considered difficult.

In contrast, by using game-based methods, students are actively involved in the learning process. They not only listen but also do, feel and interact with the material. This approach is in line with active learning theory, which emphasizes the importance of student participation in the learning process.

Game-based learning has several key features that support the educational process;

1. Goals or Outcomes: Learners have a clear goal to achieve through the activity in the game;
2. Rules: There are boundaries that govern how participants can achieve the goal;
3. Feedback System: Participants get information on how close they are to the goal;
4. Voluntary Participation: Participants engage in the game with awareness and acceptance of the goals, rules, and feedback system in place;

This learning model changes the learning paradigm from teacher-centered to student-centered, in accordance with constructivist learning theory which emphasizes the importance of student involvement in building their own knowledge.(Winatha & Setiawan, 2020). In addition, game-based learning can also reduce boredom in learning and deepen students' understanding of the material learned. Interesting and interactive game elements create a more relevant and fun learning atmosphere, especially in today's digital era.

The benefits of game-based learning methods include:

1. Increasing motivation and interest in learning, game-based learning can motivate and engage learners in learning, increasing their interest in the material being taught;
2. Learning effectiveness, this method is proven to be effective in improving learners' learning outcomes and academic achievement;

3. Fun learning experience, game-based learning provides a fun learning experience, which can stimulate learners' development and curiosity;

4. Development of social skills, through games, learners learn to work together, take turns, share materials, and correct each other's mistakes;

5. Cognitive skills improvement, games can train literacy, numeracy skills, and overcome cognitive difficulties;

6. More meaningful learning, this method changes the learning paradigm from teacher-centered to student-centered, allowing students to build their own knowledge;

7. Increasing attention and curiosity, especially card games, can increase learners' attention, motivation, and curiosity.

Thus, game-based learning not only makes the learning process more interesting but also effective in achieving educational goals.

Goals of Arabic Language Learning at School

This research was conducted by the author while conducting PLP activities at MTs Darul Ulum Budi Agung, the author had the opportunity to directly observe the Arabic language learning process and apply game-based learning methods in class VIII-6. Based on an interview with the Arabic teacher at the school, the main purpose of learning Arabic at this school is to build students' competence in understanding and using Arabic orally and in writing. This is expected to help students understand religious texts, such as the Qur'an and Hadith, as well as increase their interest in learning Arabic.

The teacher also explained that Arabic is often considered a difficult subject by most students. The main obstacle lies in the differences in alphabet, vocabulary, and grammar which are quite complex compared to Indonesian. As a result, students tend to feel insecure and less enthusiastic in participating in the lessons. Teachers mentioned that more innovative learning approaches are needed to overcome this obstacle and increase students' interest in Arabic.

When researchers applied game-based learning methods during learning activities, the author observed that the classroom atmosphere became more dynamic and interactive. Before the application of the method, students looked passive and lackluster and unenthusiastic. However, after the flashcard and matching games started, many students started to show enthusiasm. This game is designed to help students understand vocabulary by matching Arabic words with their meanings in Indonesian, either individually or in groups.

During the learning process, the author also observed a change in students' attitude towards Arabic lessons. In informal interview sessions with students, some of them revealed that this method helped them understand vocabulary more easily. One student said, "With this game, I can remember the meaning of Arabic words faster. It makes learning more fun." Other students stated that the game made them more confident to participate in class discussions.

From the observation, the author saw that the use of this game method not only increased students' interest, but also helped them remember the material better. When the matching games session took place, students were seen competing to complete the task quickly, showing a positive competitive spirit. Even students who previously tended to be passive began to actively engage and contribute to their groups.

In conclusion, the game-based learning method applied during PLP activities has a positive impact on the learning objectives of Arabic language at MTs Darul Ulum Budi Agung. With this approach, students are not only more enthusiastic in learning, but also able to understand the material better. This experience gave the author a deep understanding that creative and interactive methods are very important to improve the quality of learning, especially for subjects that are considered difficult such as Arabic.

Language is a means of communication. Arabic is an agreed symbol used by Arabs or people living in the Middle East to explain certain purposes and objectives. Arabic language learning is a teaching process that aims to develop students' abilities in understanding, speaking, reading, and writing in Arabic. In various educational institutions, especially pesantren and madrasah, Arabic is taught not only as a language, but also as a means to understand religious texts, especially the Quran and Hadith, which are in Arabic.

Arabic language learning aims to help students understand and use Arabic effectively, Arabic has four language skills (maharah) including listening, speaking, reading, and writing skills.(Albantani, 2018) These skills are taught equally at the secondary education level (MTs/SMP) to ensure students can communicate well in Arabic.

Arabic has an important role, especially for Muslims, as it is the language of the Qur'an and many other religious books. Understanding this language allows students to access Islamic teachings directly and deeply.

Arabic language learning often faces several challenges, mainly related to students' interest and their perception of Arabic as a difficult language. Many students find it difficult to memorize vocabulary, understand grammatical structures that are different from Indonesian, and practice correct pronunciation. Therefore, innovative and interactive

approaches are needed to increase students' interest and ability, such as game-based learning, the use of audiovisual media, and methods that involve hands-on experience.

Arabic language learning in secondary schools often faces different challenges compared to the elementary level. At this level, students are expected to go deeper into aspects of grammar, vocabulary, as well as speaking and writing skills in Arabic. Effective learning methods at this level can include the use of technology, group discussions, and research-based projects to improve students' language skills.

In addition, it is important to integrate Arabic culture in learning to provide a broader and more interesting context for students. This can be done through extracurricular activities such as Arabic language clubs or cultural exchanges. Support from competent teachers and adequate facilities are also crucial for successful Arabic language learning in secondary schools.

The objectives of learning Arabic can be explained as follows:

1. Communicative competence, Arabic language learning is directed at achieving communication skills both orally and in writing, this includes listening, speaking, reading and writing skills, which are taught integrally;

2. Deepening the teachings of Islam, one of the main objectives is to understand and explore the teachings of Islam, because Arabic is the source language of the Qur'an and hadith;

3. Foreign language skills, Arabic language learning also aims to foster students' skills in foreign languages, so that they can communicate with native speakers and understand the culture and science written in Arabic.

4. Functional Language Mastery: Learning objectives also lead to the mastery of the use of Arabic in functional contexts, such as communicating in everyday situations and expressing oneself;

5. Positive Attitude towards Arabic: Building a positive attitude towards Arabic is essential to help students understand the sources of Islamic teachings and interact with Arabic texts.(Muradi, 2013)

Thus, the purpose of learning Arabic is not only limited to linguistic aspects, but also includes cultural and spiritual dimensions.

Learning Interest

During PLP activities at MTs Darul Ulum Budi Agung, the author directly observed the Arabic language learning process in class VIII-6. This observation aims to understand the

level of student interest in Arabic lessons as well as evaluate the effectiveness of game-based learning methods applied by the author during these activities.

Through interviews with some students, it was found that most of them consider Arabic as a difficult subject. Students revealed that the main difficulty lies in unfamiliar vocabulary and complex grammar. One student said, "Arabic is difficult, especially because there are many words to memorize, and the letters are different from the letters we are used to." Some students also admitted to feeling bored and sleepy because the previous learning method was not interesting and made it difficult for them to understand the material.

However, when the author applied the game-based learning method, students' interest in the lesson began to show improvement. Observations in the classroom showed that the atmosphere that was initially passive and less enthusiastic turned into more interactive and fun.

Through interviews conducted with some students, it was found that they felt more motivated to learn Arabic after using the game-based method. Some students gave the following responses:

- "Learning Arabic is not boring. I like being able to play while learning."

- "This game helps me remember the meaning of Arabic words more easily."

These responses show that flashcards and matching games provide a positive learning experience and encourage students' interest in learning more about Arabic language.

Overall, the results of interviews and observations show that the application of game-based learning methods is able to increase interest in learning Arabic in class VIII-6. Students not only feel more motivated, but also more confident in understanding vocabulary and other materials. This experience shows that creative and interactive approaches are very important to build students' interest in learning, especially in subjects that are considered difficult such as Arabic.

Learning interest is an important aspect of education that affects student motivation and engagement in the learning process. Interest in learning is a sense of liking or interest in something or learning activities without coercion from other parties. This interest can also be interpreted as a desire and planned attachment in cognitive activity, which plays an important role in the learning process. Learning interests determine what is chosen to learn and how well the information is understood.(Bate'e et al., 2023)

Learning interest has a big influence on learning outcomes. With interest, a person will be more encouraged to explore something he is interested in. Conversely, without interest, someone may not be motivated to do something. Learning interest functions as a

motivating force that makes students more diligent and happy in learning, students who have an interest in learning tend to be more active and encouraged to continue learning.(AH et al., 2019)

Interest in learning is also one of the internal factors from the psychological aspect that is very influential in the learning process and student development. This interest does not arise spontaneously, but arises due to participation, experience, and habits during learning.

In the context of Arabic language learning, interest in learning is the internal drive of students to actively engage in learning the language, both cognitively and affectively. Students who have a high interest in learning will be more enthusiastic, active and focused in following the learning process.

Factors that affect learning interest can be divided into two main categories, namely, internal factors and external factors. The following is an explanation of each factor:

1. Internal Factors

   Internal factors are influences that come from within students. Some internal factors that affect learning interest include:

   A. Attention: The student's level of concentration and focus on the material being taught. Students who are able to pay attention well tend to be more interested and involved in the learning process. Inability to focus can reduce interest in learning.(Muliani & Arusman, 2022)

   B. Attitude: A positive attitude towards learning is very important. Students who see learning as a fun and rewarding activity will be more motivated to learn. Conversely, negative attitudes can inhibit interest in learning.(Muliani & Arusman, 2022)

   C. Talent and Ability: Students who feel they have talent or ability in a particular area tend to have a higher interest in learning in that area. The confidence that comes from this ability can encourage students to be more active in learning.(Muliani & Arusman, 2022)

   D. Motivation: Intrinsic motivation, which is an internal drive to learn because of curiosity or a desire to achieve a goal, greatly influences interest in learning. (Putri et al., 2022)

2. External factors

   External factors are influences that come from the external environment of students. Some external factors that affect learning interest include:

A. Parental Support: Emotional support and motivation from parents are very important. Parents who actively provide attention, encouragement, and learning facilities can increase children's interest in learning. A positive and supportive family environment also contributes to the development of interest in learning.

B. School Environment: The atmosphere and teaching methods at school have a great influence on students' interest in learning, teachers who use interesting methods and have good personalities can create a positive learning atmosphere, so that students are more interested in learning, a conducive school environment also supports an effective learning process.(Zaki Al Fuad & Zuraini, 2016)

C. Learning Facilities: The availability of adequate facilities and infrastructure, such as books, learning tools, and a comfortable study space, is very important. Good facilities can make it easier for students to learn and increase their interest (Zaki Al Fuad & Zuraini, 2016).

D. Relationship with Teachers: Teachers who are friendly, caring, and use creative approaches will more easily attract students' attention (D. J. Putri et al., 2017).

E. Teaching Methods: Interesting learning methods, such as game-based learning, can increase student interest (D. J. Putri et al., 2017). Monotonous or less varied methods tend to make students lose interest.

F. Friendship Environment: Peers also play a role in influencing interest in learning. Students who have friends who have a high interest in learning tend to be influenced to increase their interest in learning. Conversely, a negative friendship environment can reduce interest in learning (D. J. Putri et al., 2017).

These two factors interact with each other and can affect learners' overall learning outcomes and processes. Understanding these factors is important for creating effective strategies to increase students' interest in learning.

Learning interest has a close relationship with student success in learning. Students who have high interest will be more motivated to learn, practice more, and participate more actively in the learning process. In the context of Arabic, students who are interested in teaching materials and methods will find it easier to understand vocabulary, grammar and conversation. Conversely, a lack of interest can cause students to be passive, bored, and unfocused in learning.

Game-based learning is one of the methods that can be used in Arabic language learning activities, using this method can increase the participation of students so that students do not feel bored quickly when learning takes place. In class VIII-6 MTs Darul

Ulum Budi Agung, Arabic language learning faces challenges in the form of low student interest. Therefore, the application of game-based learning is very relevant to overcome this problem. One type of game conducted by the author in the game-based learning method is by using flashcards and matching games.

In the flashcard game session, students are challenged to say the meaning or pronounce the Arabic words displayed on the cards. This game is done individually and in groups to create variety. Students seemed eager to compete to answer correctly, especially when rewarded with points. The class atmosphere became full of enthusiasm, with many students raising their hands to answer.

Then in the matching games session, students were asked to match cards containing Arabic words with their meanings in Indonesian. This activity is done in pairs or small groups to improve cooperation. Students seemed to really enjoy this game, especially since they had to think fast and work together to complete the task with limited time. The game also encourages students who are usually passive to be more involved.

Researchers as teachers during the research process also noted positive changes in students. When using conventional methods, many students pay less attention or tend to get bored (Nasution, 2012). However, with flashcards and matching games, students became more focused and motivated to follow the learning.

The researcher also noted that this method made it easier for students to understand new vocabulary. For example, when playing matching games, students quickly recognize Arabic words and match them with the right meaning. This shows that the game method helps improve students' memory of the material taught.

Conclusion

This research shows that Game-Based Learning is effective in increasing students' interest in learning Arabic. This method, which is applied through flashcard games and matching games, is able to create a fun, interactive, and interesting learning atmosphere. As a result, students in class VIII-6 at MTs Darul Ulum Budi Agung became more motivated, enthusiastic and active in the learning process.

In addition to increasing interest, this method also makes it easier for students to understand and remember Arabic vocabulary, and creates a conducive learning environment. Thus, game-based learning is not only an interesting alternative, but also an effective solution to overcome the challenge of low interest in learning Arabic. The application of this method can be recommended to be used more widely in other schools, especially for subjects that are considered difficult by students.

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