

Arabic Vocabulary Mastery through Interactive Educational Game for Students of MIN 6 Padang City

Retisfa Khairanis¹, Muhammad Aldi²

¹²Pascasarjana UIN Maulana Malik Ibrahim Malang

Abstract

Based on the low mastery of Arabic vocabulary among students of MIN 6 Padang City which has an impact on their low interest and participation in learning, this service activity aims to improve students' mufradat skills through an innovative approach based on interactive educational games. This activity was carried out on July 8-10, 2025 at MIN 6 Padang City involving 30 students as the main participants. The method used includes the preparation stage of game media, the implementation of interactive training, assistance in the practice of using the game, and evaluation of student learning outcomes. In the implementation, students were divided into two groups to facilitate assistance and observation during the activity. The evaluation results showed a significant increase in students' vocabulary mastery as reflected in the comparison of the initial and final test scores. In addition, students showed an enthusiastic and active attitude during the learning process. The educational games developed proved to be able to create a fun and participatory learning atmosphere. This activity not only succeeded in improving students' Arabic language skills but also fostered the spirit of learning and cooperation among participants. The active involvement of students in the learning process is the key to the success of this program. In conclusion, the use of educational games as learning media proved to be an effective new approach in improving students' mufradat skills at the elementary level as well as a learning model that can be replicated in other schools by adjusting the context and needs of the learners.

Keywords: Mastery, Arabic Vocabulary, Interactive Educational Game

Penguasaan Kosakata Bahasa Arab melalui Game Edukasi Interaktif bagi Siswa MIN 6 Kota Padang

Abstrak

Berdasarkan rendahnya penguasaan kosakata bahasa Arab di kalangan siswa MIN 6 Kota Padang yang berdampak pada rendahnya minat dan partisipasi mereka dalam pembelajaran, kegiatan pengabdian ini bertujuan untuk meningkatkan kemampuan mufradat siswa melalui pendekatan inovatif berbasis permainan edukatif interaktif. Kegiatan ini dilaksanakan pada tanggal 8-10 Juli 2025 di MIN 6 Kota Padang dengan melibatkan 30 orang siswa sebagai peserta utama. Metode yang digunakan meliputi tahap persiapan media permainan, pelaksanaan pelatihan interaktif, pendampingan praktik penggunaan permainan, dan evaluasi hasil belajar siswa. Dalam pelaksanaannya, siswa dibagi menjadi dua kelompok untuk memudahkan pendampingan dan pengamatan selama kegiatan berlangsung. Hasil evaluasi menunjukkan adanya peningkatan yang signifikan terhadap penguasaan kosakata siswa yang tercermin dari perbandingan nilai tes awal dan tes akhir. Selain itu, siswa menunjukkan sikap yang antusias dan aktif selama proses pembelajaran. Permainan edukatif yang dikembangkan terbukti mampu menciptakan suasana belajar yang menyenangkan dan partisipatif. Kegiatan ini tidak hanya berhasil meningkatkan kemampuan bahasa Arab siswa, namun juga menumbuhkan semangat belajar dan kerjasama di antara para peserta. Keterlibatan siswa secara aktif dalam proses pembelajaran menjadi kunci keberhasilan program ini. Kesimpulannya, penggunaan game edukasi sebagai media pembelajaran terbukti menjadi pendekatan baru yang efektif dalam meningkatkan kemampuan mufradat siswa di tingkat sekolah dasar serta menjadi model pembelajaran yang dapat direplikasi di sekolah-sekolah lain dengan menyesuaikan konteks dan kebutuhan siswa.

Kata kunci: Penguasaan, Kosa Kata Bahasa Arab, Game Edukasi Interaktif

Submitted: August 6, 2025

Accepted: December 17, 2025

Published: December 24, 2025

Contact: Retisfa Khairanis | retisfakhairanis182001@gmail.com

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INTRODUCTION

Arabic has an important position in basic education in madrasah because it is the source language of Islamic teachings (Rahmawati et al., 2025). Therefore, students' ability to master vocabulary or mufradat is the main foundation for other language skills. But in reality, teaching mufradat at the primary level has not been able to provide optimal results (Herdah et al., 2025). Learning tends to be textual, and students have difficulty in understanding and remembering the vocabulary taught. This shows that the approach used is still not in accordance with the needs of elementary school students who have visual and kinesthetic learning characteristics (Suriantara et al., 2025).

MIN 6 Kota Padang as one of the madrasah ibtidaiyah has a strong commitment to improving the quality of Arabic language learning. However, teachers in this madrasah said that more than half of the students in grades IV and V still have difficulty in remembering basic vocabulary even though they have been taught repeatedly. Students are often unmotivated to learn because the methods used are less interesting. This is reinforced by the results of learning evaluations that show low achievement in the aspect of mastery of mufradat. This problem is a major obstacle to the continuation of learning other language skills.

On further observation, it was found that the limited learning media and lack of training for teachers in using a more fun approach were also the main causes. Students tend to be passive and only memorize without understanding the meaning or context of word usage. This situation causes learning to be meaningless and easily forgotten by students. Learning activities become an unpleasant burden for them. Therefore, innovative interventions are needed that are in accordance with the developmental characteristics of elementary school-age children.

To answer these problems, a community service work program was designed in the form of Arabic vocabulary learning activities by utilizing interactive educational games. This activity is directed directly to students as the main subject who will be actively involved in learning (Khairanis, Hasaniyah, et al., 2025). Educational games were chosen because they are communicative and provide opportunities for students to learn through games (Lazuardi & Syaheed, 2025). This will create a fun learning experience and strengthen their memory of the vocabulary learned.

This work program consists of three main stages, namely vocabulary introduction through visual media, implementation of interactive educational games directly in the classroom, and evaluation of learning outcomes to measure the effectiveness of activities (Fadila et al., 2025). In its implementation, several forms of games were used such as matching words and pictures, quick vocabulary quizzes, and charades. All media are designed to suit students' developmental levels and accommodate a variety of learning styles. In addition, this approach also provides space for students to interact and cooperate with peers (Adera, 2025).

The method used in this service activity is based on active learning, which has proven effective in increasing student participation and learning outcomes (Maemunah et al., 2025). Educational games as learning media have been proven to stimulate student interest and strengthen mastery of the material, especially vocabulary in foreign languages (Dienana et al., 2025). In several implementations in other schools, this method has been able to significantly improve student learning outcomes as it provides a contextualized and fun learning experience.

Educational games are also known to have the advantage of activating more than one sense in the learning process (Mufid & Anwar, 2024). When students see images, hear instructions and move around while playing, learning takes place in a multisensory manner (Zhang et al., 2025). This has a direct impact on increasing the absorption of incoming information and forming a stronger

understanding of the vocabulary being learned. This model is very suitable for madrasah ibtidaiyah students who are in the concrete operational stage (Abdilah et al., 2025).

In addition to having a direct impact on students, this program can also inspire teachers to develop their learning strategies. This activity introduces teachers to the fact that learning media does not always have to be complicated or expensive, but with a simple and fun approach, student learning outcomes can be improved (Rusli & Pamessangi, 2025). Teachers' participation in observing the process of this activity also opens up opportunities for a transformation in their teaching style towards a more participatory one (Khairanis, Abidin, et al., 2025).

The urgency of this activity is also motivated by the fact that mastery of mufradat is the key to students' success in following Arabic lessons at higher levels (Istiqomah & Sopian, 2025). Without sufficient vocabulary, students will have difficulty understanding sentence structures, reading texts, or even writing simple sentences. Therefore, improving vocabulary mastery early on is a strategic step in preparing students to learn Arabic more deeply at the next level (عبد الصبور محفوظ et al., 2025).

The purpose of this activity is to help students of MIN 6 Padang City in improving their mastery of Arabic mufradat through a fun and unburdening method. In addition, this activity also aims to introduce alternative learning models to schools that can be adopted independently by teachers in the learning process in the classroom. The long-term goal is to create a more lively, communicative and meaningful Arabic learning atmosphere for students.

The benefits of this activity can be felt from two sides. From the students' side, this activity helps them improve their ability to remember and use Arabic vocabulary in a fun way and in accordance with the world of children. From the school side, this activity enriches learning methods and provides a concrete example of how simple technology such as educational games can be maximally used in the teaching and learning process. The success of this activity can also be replicated in other madrasahs that face similar problems (Othman, 2025).

Thus, this community service activity is a concrete step in answering the need for more effective and enjoyable Arabic language learning at the elementary school level. Through an approach that is in accordance with the characteristics of students, supported by interesting media, as well as active participation from teachers and students, it is hoped that the Arabic language learning process at MIN 6 Padang City will become more lively, fun and meaningful. This approach is also an alternative solution to the challenges of learning Arabic in an era of education that increasingly demands creativity and adaptation of methods.

METHODS

This community service activity was carried out at MIN 6 Kota Padang, a state madrasa ibtidaiyah located in the education area of Padang City, West Sumatra. The implementation of activities was carried out for two consecutive days, namely on July 8-10, 2025. The whole series of activities took place in classrooms IV and V that had been prepared by the school, with the support of multimedia facilities such as projectors, speakers, and blackboards. A conducive school environment and the support of teachers and madrasah principals were also supporting factors in the smooth running of the activities.

The target audiences of this activity are students in grades IV and V of MIN 6 Padang City, with a total of 30 participants. The selection of participants was based on the results of coordination with Arabic language teachers and homeroom teachers who know the conditions and learning needs of students directly. Grades IV and V were chosen because at this level Arabic vocabulary learning has begun to be introduced more intensively and is an important part of forming the basis of language skills. In addition, students at this level already have the ability to read and recognize hijaiyah letters well, so they are considered capable of following the flow of educational games designed in this activity.

The service method used in the implementation of this activity consists of several stages, namely:

1. The first stage is preparation, which includes designing learning media in the form of interactive educational games, preparing vocabulary materials, and technical coordination with the school.
2. The second stage is the implementation of core activities, which are divided into three sessions: vocabulary introduction sessions through visual media, interactive educational game implementation sessions such as guessing words and matching pictures with Arabic mufradat, and student learning outcomes assessment sessions. This activity takes place in an active and participatory manner, where students are directly involved in various games while learning.
3. The third stage is mentoring, which is providing feedback and reinforcing understanding through reflection with students and teachers at the end of the activity.

The success indicators of this activity are determined based on several main aspects, namely:

1. The increase in students' Arabic vocabulary mastery score as measured through simple pretest and posttest.
2. The level of students' active participation during the activity as seen from their enthusiasm and involvement in each game session.
3. The satisfaction of the Arabic language teachers towards the introduced learning model, as measured by their responses through informal discussions after the activity. These three indicators are used to assess the extent to which the service activities have a positive impact on improving the quality of Arabic language learning in schools.

The evaluation method was conducted through two approaches. First, cognitive evaluation in the form of pretests and posttests given to students to measure the increase in mastery of mufradat after participating in the activity. This test was prepared in the form of multiple choice questions and matching words, adjusted to the material taught during the activity. Second, participatory evaluation, which is direct observation by the implementation team of students' involvement in game activities as well as light interviews with teachers regarding their impressions of the methods used (Khairanis, Rifai, et al., 2025). In addition, documentation of activities such as photos and videos are also used as materials for reflection and reports on the success of the program.

RESULTS AND DISCUSSION

Initial Conditions and Challenges in Vocabulary Learning

Learning Arabic at the madrasah ibtidaiyah level has its own challenges, especially in the aspect of mastering vocabulary (mufradat) which is the foundation of further language skills. At MIN 6 Padang City, the Arabic language learning process generally runs according to the curriculum, but still faces various obstacles in its implementation, especially in building vocabulary understanding effectively. Learning is often monotonous and less contextualized, with the dominant teaching method using lectures and memorization. This makes it difficult for students to remember and apply vocabulary in daily learning activities.

Based on interviews with Arabic language teachers and direct observation of the learning process in the classroom, it was found that the majority of students have difficulty in recognizing and using basic vocabulary. The teacher said that students' motivation to learn is very low when the material is passive

and does not involve interesting activities. The teacher also stated that the methods used tend to be one-way and have not involved much visual media or simple technology that can attract students' attention.

To obtain more objective data on students' initial abilities, an initial measurement through a pretest was conducted on 30 students in grades IV and V who were targeted by the program. The pretest was structured in the form of multiple choice questions and matching pictures with Arabic words. The results showed that only a small number of students managed to achieve a score above the Minimum Completion Criteria (KKM) standard of 70. Most students showed weaknesses in recognizing the meaning of vocabulary, even on vocabulary that they should have encountered frequently.

This challenge in mastering mufradat is reinforced by several other factors, including the limited time for learning Arabic in a week, the lack of interesting teaching materials, and the absence of special training for teachers in the use of interactive or game-based methods. Teachers in this madrasah said that they still use textbooks as the main source without variations in methods or media, so students tend to be passive and bored in learning.

In addition, teachers also face limitations in accessing digital media or technology-based learning tools. Students are also not accustomed to using learning aids that invite them to think critically or interact directly with the material. This situation raises an urgent need for innovation in the learning process that can stimulate students' motivation, engagement and understanding of Arabic vocabulary.

Table 1. Pretest Results of Vocabulary Mastery of Students of MIN 6 Padang City

Score Range	Number of students	Percentage
0-39	6 students	20%
40-59	13 students	43%
60-69	7 students	23%
≥ 70	4 students	14%
Total	30 students	100%

The table above shows that most students scored below the KKM. As many as 20% of students have not even reached a score of 40, indicating weak mastery of the basics. As many as 43% of students were in the 40-59 score range, while only 14% of students managed to reach or exceed the KKM. These findings indicate a considerable gap between learning expectations and the real conditions of students in the classroom. This suggests that appropriate learning interventions are urgently needed.

The low pretest results reflect that vocabulary acquisition does not occur meaningfully in the learning process. Students are only able to memorize in the short term, but are not able to understand the meaning or use the vocabulary in the right context. In addition, this result also shows that previous learning has not facilitated a strong language internalization process in students. In other words, students have not experienced learning that gives them enough opportunities to practice and experience language use directly.

This condition is an important background for the implementation of community service activities that focus on vocabulary acquisition with a more innovative approach. Methods that rely solely on memorization without direct experience are not sufficient to build functional language skills. So, an approach that is able to present an active and meaningful learning experience is needed, one of which is through educational game media designed in a contextual and fun way.

The analysis of this initial situation became the basis for the preparation of a work program oriented towards improving the mastery of mufradat through play activities inserted in the learning content. By referring to pretest data and teacher interviews, interventions need to be designed by considering the characteristics of elementary school-age students who like movement, visualization, and

collaboration. The use of new methods is not only to create a fun atmosphere, but should also be based on the real needs that exist in the field.

By understanding the initial conditions and challenges faced, the implementation of this service activity does not only aim to fill the void of methods, but also as a form of contribution to improving the quality of Arabic language learning. This step is expected to be the beginning of positive changes in learning strategies in madrasas, as well as an example of good practices that can be developed in various other madrasas that experience similar challenges.

Implementation of Interactive Educational Games and Student Responses

After mapping the initial conditions and challenges of vocabulary learning at MIN 6 Padang City, this service activity entered the implementation stage. The main focus at this stage is to provide new learning experiences through interactive educational games specifically designed for madrasah ibtidaiyah students. This game is a combination of visual games, motor movements, and Arabic vocabulary reinforcement carried out in groups. This approach was chosen because it is in accordance with the characteristics of elementary school-age children who more easily understand the material through a fun play experience.

The implementation stage begins with the opening by the implementation team and the delivery of the activity objectives to the learners. The children seemed enthusiastic when they learned that this time the learning of Arabic would be done through games. Before starting the game, participants were given an introduction in the form of vocabulary that would be used in the game, with the help of picture cards and other visual aids. The accompanying teacher from the madrasah also helped in the delivery process to keep the atmosphere conducive and easy to understand.

This educational game consists of several sessions, including Memory Card, Guess the Picture, and Motion and Word. In the Memory Card game, students are asked to match between picture cards and the corresponding Arabic mufradat. This game not only trains memory, but also strengthens the connection between the meaning and form of Arabic words. In Guess the Picture game, students have to answer questions from the picture shown, then mention the vocabulary in Arabic. While in Motion and Word, students guess vocabulary based on the movements made by their friends.

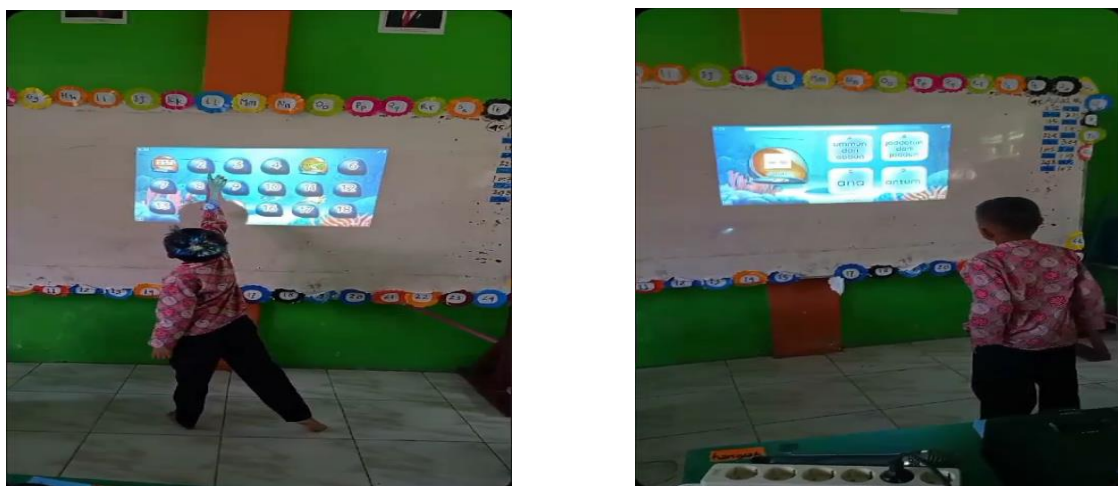


Figure 1. Activities of MIN 6 Padang City Students while Playing Interactive Educational Games

The picture above shows the atmosphere when the students of MIN 6 Padang City participated in the Guess the Picture game. You can see the enthusiastic expressions, full of laughter, and active involvement of the participants when trying to answer and mention Arabic mufradat based on the

pictures shown. This activity shows that when the material is presented in a fun form, students' retention increases significantly. The warm interaction between students and facilitators also creates a positive and pressure-free learning atmosphere.

The participants' response to this activity was very encouraging. The majority of students stated that they enjoyed learning Arabic in this way. They do not feel like they are learning in a formal sense, but like they are playing while learning. Some students even requested that similar activities be carried out again in the future. This is an early indicator that a game-based interactive approach can be one of the alternative solutions in presenting effective and fun Arabic language learning.

In addition to the students, the accompanying teachers also gave positive responses to the method applied. They recognized that this kind of approach was rarely done before, and proved to be successful in increasing student engagement. Some teachers expressed interest in replicating this method in daily learning, of course with adjustments to their respective materials and classroom conditions. It is hoped that the transfer of this method can extend the impact of the service activities to regular learning.

Observational evaluation showed that most students were able to remember and pronounce the vocabulary more correctly after the activity. They also seemed more confident in mentioning Arabic words in front of their friends. The intervention through games proved to not only improve vocabulary acquisition, but also build courage in active language use. This implementation stage confirms that the integration of the play approach in Arabic learning is not just a complement, but a real necessity. In the context of madrasa education, which still tends to be conventional, this strategy can open up new space in a pedagogical approach that is more friendly to the characteristics of children. Thus, it is important for primary education institutions to start considering interactive approaches as part of their teaching system.

Evaluation and Impact of the Activity on Vocabulary Mastery

After the implementation of the interactive educational game, the next stage is evaluation to measure the impact of the activity on students' mastery of Arabic vocabulary. The evaluation was carried out through giving simple quizzes before and after the activity, which contained 15 items covering the understanding and pronunciation of the mufradat used in the game. The quiz is given individually with the guidance of the class teacher so that students can answer independently and calmly.

The evaluation results showed a significant increase in students' scores. In general, before the activity, most students were only able to answer 5-8 questions correctly. After the activity, the number of students who were able to answer more than 12 questions correctly increased sharply. This shows that the learning approach through interactive games succeeded in improving vocabulary acquisition in an effective and fun way.

Table 2. Comparison of Evaluation Results Before and After the Activity

Score Categories	Before Activity	After Activity
Score 0-5	11 students	2 students
Score 6-10	13 students	6 students
Score 11-15	6 students	22 students
Total Students	30 students	30 students

The table above shows a big shift to the higher score categories. Before the activity, only 6 students were in the highest score category (11-15), but after the activity the number jumped to 22 students. This indicates that educational game-based learning has a significant effect on increasing students' absorption of Arabic mufradat. This score increase not only reflects success in the cognitive aspect, but also shows that students feel more confident in answering questions. During the post-evaluation discussion session,

students also mentioned that the learning method through games made it easier for them to remember and understand new words. Some students even mentioned examples of the vocabulary they learned without looking back at the media.

Another visible impact is the increased enthusiasm for learning Arabic among students. This was observed from the active questions that arose during the game and discussion sessions. Students also showed enthusiasm when asked to repeat the vocabulary they had learned. Thus, the affective aspect was also boosted along with the improvement of their language skills.

Overall, this activity provides concrete evidence that mastery of Arabic mufradat can be significantly improved through fun and contextualized media. Evaluation, which is done in a simple but structured manner, becomes an important benchmark to see the real changes and development of students. With this approach, learning Arabic is no longer boring, but turns into a long-awaited activity.

CONCLUSION

Community service activities that focus on mastering Arabic vocabulary through interactive educational games for MIN 6 Padang City students have had a positive impact on significantly improving students' mufradat skills. The whole series of activities, starting from preparation, implementation, to evaluation, showed that the game-based approach was able to create a fun, participatory, and effective learning atmosphere. Students were more enthusiastic, active, and showed an increase in post-training evaluation results compared to previous conditions. This learning model is proven to be an innovative alternative teaching method and worthy of wider adoption. As a follow-up, this approach can be developed with a variety of media that is more diverse and adapted to the character of students and learning needs in the future, including teacher involvement in similar training and development of contextual learning media based on local culture as a form of continued innovation in teaching Arabic at the primary level.

Acknowledgment

The authors would like to express their sincere gratitude to all individuals and institutions who contributed to the success of this community service program. Special thanks are extended to the partner community, MIN 6 Padang City from the principal, teachers, and students who have been enthusiastically involved and provided support during the activity. This program would not have been possible without the dedication and collaboration of all parties involved.

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