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Developing an Innovative Board Game Using a Cooperative Learning Approach to Foster Interest in Learning Arabic

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Abstract

The background of the study shows that students' low interest in learning is influenced by the use of monotonous teacher teaching styles and the rare use of learning media due to limited time and teacher ability to make learning media. This study aims to develop board game media using a cooperative learning approach to increase students' interest in learning Arabic at SD Muhammadiyah 8 Banjarmasin. This development research uses the ADDIE model to design and evaluate the effectiveness of board game media. The study results showed that the developed board game media received a "very feasible" category from the media, language, and material validators and met the practicality criteria of 3.80 based on student responses in grade 5 of SD Muhammadiyah 8 Banjarmasin. The implementation of a cooperative learning-based board game has proven to be effective in fostering a more interactive and engaging learning environment, enhancing student participation, and significantly increasing their interest in learning Arabic.

Keywords: *board game media, cooperative learning approach, learning interest*

Abstrak

Latar belakang penelitian menunjukkan bahwa minat belajar siswa yang rendah dipengaruhi oleh penggunaan gaya mengajar guru yang monoton serta jaranganya penggunaan media pembelajaran yang disebabkan keterbatasan waktu serta kemampuan guru dalam membuat media pembelajaran. Penelitian ini bertujuan untuk mengembangkan media *board game* menggunakan pendekatan pembelajaran kooperatif untuk meningkatkan minat belajar siswa terhadap pembelajaran Bahasa Arab di SD Muhammadiyah 8 Banjarmasin. Penelitian pengembangan ini menggunakan model ADDIE untuk merancang dan mengevaluasi efektivitas media *board game*. Pengembangan media dikhususkan pada materi “الأدوات المدرسية” atau peralatan sekolah yang diintegrasikan materi kata benda tunggal dan jamak pada topik ke 4. Hasil penelitian menunjukkan bahwa media *board game* yang dikembangkan mendapat kategori “sangat layak” dari validator media, bahasa, dan materi serta memenuhi kriteria kepraktisan sebesar 3,80 berdasarkan respon siswa di kelas 5 SD Muhammadiyah 8 Banjarmasin. Penggunaan board game berbasis pembelajaran kooperatif terbukti efektif dalam menciptakan suasana belajar yang lebih interaktif dan menyenangkan, meningkatkan keterlibatan siswa, serta secara signifikan meningkatkan minat mereka dalam mempelajari Bahasa Arab.

Kata Kunci: media *board game*, pendekatan *cooperative learning*, minat belajar

Introduction

Learning is part of education, where teachers and students work together to achieve predetermined goals. In this process, the teacher acts as a teacher and facilitator who helps students develop knowledge, attitudes and skills. One of the most significant challenges facing education systems globally is the need to motivate and actively engage students, especially in the primary school environment, where students' attention spans are shorter and traditional teaching methods often fail to capture students' interest¹.

One potential innovation to increase students' interest in learning is using learning media. One of the learning media that can be used is *board games*. According to Eriksson, *board games* can be a powerful

¹ Nur Syazwanie Mansor and Phaveena Primsuwan, “Gamifying Language Learning: Enhancing Primary School Student Engagement Through the Giant Snake and Ladder Board Game,” *International Journal of Research and Innovation in Social Science* 8, no. 9 (2024): 3184–95, <https://dx.doi.org/10.47772/IJRISS.2024.8090265>.

learning tool because of the unique combination of fun and learning². Rahmawati argues that *board games* use game boards with rules and tokens that allow interaction between players³.

Learning with *board games* can integrate game-based cooperative learning into instructional strategies to improve student engagement and learning outcomes⁴. *Board games* are played by 2 to 4 players per group. *They have* simple strategic elements, and playtime is between 20 and 30 minutes. Like other board games, these games can be played entirely by children at home or in school lessons⁵.

A number of previous studies have identified the advantages of using board games in school learning. Prensky mentioned that *board games* create a healthy, competitive atmosphere⁶. According to Hashim, Students can *brainstorm*, develop ideas, and solve problems more effectively when they work in groups rather than alone because the combination of student motivation and engagement can result in good team performance⁷.

Board games that stimulate interest and motivation to learn have been widely used in recent years. Research conducted by Azhari shows that *board games* strengthen students' learning motivation and encourage

² Malin Eriksson et al., "The Behavioral Effects of Cooperative and Competitive Board Games in Preschoolers," *Scandinavian Journal of Psychology* 62, no. 3 (June 2021): 355–64, <https://doi.org/10.1111/sjop.12708>.

³ Syahfrina Rahmawati, Vidya Mandarani, and Fika Megawati, "The Effect of Gamification in Board Game to Improve Students' English Vocabulary," *Journal of English Education and Teaching* 7, no. 3 (July 26, 2023): 526–43, <https://doi.org/10.33369/j eet.7.3.526-543>.

⁴ Chong Sin Yoon and Mas Nida Md Khambari, "Design, Development, and Evaluation of the Robobug Board Game: An Unplugged Approach to Computational Thinking," *International Journal of Interactive Mobile Technologies (IJIM)* 16, no. 06 (March 22, 2022): 41–60, <https://doi.org/10.3991/ijim.v16i06.26281>.

⁵ Michael Dumin et al., "A Custom-Made Board Game to Familiarise Primary School Children With Atoms," *European Conference on Games Based Learning* 16, no. 1 (September 29, 2022): 199–207, <https://doi.org/10.34190/ecgbl.16.1.608>.

⁶ Prensky, "Fun, Play, and Games: What Makes Games Engaging," *Digital Game-Based Learning* (McGraw-Hill), 2001, <https://marcprensky.com/writing/Prensky%20-%20Digital%20Game-Based%20Learning-Ch5.pdf>.

⁷ Najiah Hanim Hashim et al., "Gamification Using Board Game Approach in Science Education - A Systematic Review," *Journal of Advanced Research in Applied Sciences and Engineering Technology* 33, no. 3 (November 9, 2023): 73–85, <https://doi.org/10.37934/araset.33.3.7385>.

cooperative learning⁸. While Perdana and Susanti state that *board games* create a fun and interactive learning environment⁹. *Board games* effectively maintained strength and increased intelligence in the experimental group as a learning tool that encouraged children's future interests and enjoyment¹⁰. However, most of these studies focus on the application of *board games* for general subjects. In contrast, their application in Arabic language learning is still rarely researched, especially at the elementary school level, with a cooperative approach.

Board games have been shown to encourage collaboration, critical thinking, and communication skills that are essential for language acquisition¹¹. The concept of learning through play for language learning is a pedagogy that can increase students' interest in learning¹² Arabic language learning in educational institutions, ranging from elementary to tertiary levels, ideally requires students to master four Arabic language skills: speaking skills, listening skills, reading skills, and writing skills¹³. Arabic as a foreign language needs serious attention because Arabic is a foreign subject that supports students' competence in understanding Islamic religious education subjects more easily¹⁴.

Among the supporting factors in learning Arabic is the existence of high learning motivation, both from the students themselves, as well

⁸ Budi Azhari, Muhammad Yacoeb, and Ade Irfan, "Learning for Children with Special Needs of Dyscalculia," *Jurnal Ilmiah Peuradeun* 8, no. 3 (September 30, 2020): 475, <https://doi.org/10.26811/peuradeun.v8i3.550>.

⁹ Rista Ayu Perdana and susanti, "PENGEMBANGAN MEDIA PENGAYAAN BERBASIS BOARD GAME BERUPA TICKET TO RIDE ACCOUNTING PADA MATERI POKOK BAHASAN AKUNTANSI PIUTANG PADA SMK NEGERI SURABAYA" 6 (2018).

¹⁰ Jiwon Kim and Yunkyung Au, "The Effects of Board Game Activities on the Improvement of Multiple Intelligence of Elementary School Students," *The Korean Journal of the Human Development* 31, no. 3 (n.d.): 73–89.

¹¹ Mansor and Primswan, "Gamifying Language Learning: Enhancing Primary School Student Engagement Through the Giant Snake and Ladder Board Game."

¹² Zuraina Ali et al., "Digital Board Game: Is There a Need for It in Language Learning among Tertiary Level Students?," ed. S.A. Aljunid et al., *MATEC Web of Conferences* 150 (2018): 05026, <https://doi.org/10.1051/matecconf/201815005026>.

¹³ Fathor Rozi et al., "Blended Learning Approach in Arabic Learning," *Journal of Physics: Conference Series* 1779, no. 1 (February 1, 2021): 012065, <https://doi.org/10.1088/1742-6596/1779/1/012065>.

¹⁴ St Kuraedah, Husain Insawan, and Imelda Wahyuni, "The Reality of Arabic Learning Guidance in Indonesian Islamic Senior High Schools," *IOP Conference Series: Earth and Environmental Science* 175 (July 24, 2018): 012153, <https://doi.org/10.1088/1755-1315/175/1/012153>.

as those that come from outside the students¹⁵. However, Arabic language learning in Indonesia faces many challenges, such as a lack of student interest and limited attractive resources¹⁶. The situation shows the importance of developing innovative media and methods for Arabic language learning to attract students at the basic education level.

This research provides novelty through the development of *board game* learning media specifically for Arabic language learning, which focuses on the material "الأدوات المدرسية". Unlike other studies that generally use *board games* as an additional tool in learning without integrating a particular model, this study integrates *board games* with cooperative learning models to create more interactive learning for primary-level students.

Researchers' initial observations showed that Arabic language learning at SD Muhammadiyah 8 Banjarmasin still uses conventional methods. Teachers often rely on textbooks as the only source of learning, while additional learning media is rarely used due to limited time and ability to make it. Based on interviews with teachers, some students also show low interest in learning Arabic, which results in less-than-optimal learning outcomes.

Based on these problems, learning media innovation that is interesting and relevant is one of the needs that can be a solution. The research was conducted to develop a *board game* learning media that uses a cooperative learning approach to increase students' interest in learning Arabic at SD Muhammadiyah 8 Banjarmasin. The ADDIE development model uses the development model, which includes five stages: analysis, Design, development, implementation, and evaluation, providing a systematic framework for designing and testing learning media. The focus of this research is on material "الأدوات المدرسية" which is by the needs of students at SD Muhammadiyah 8 Banjarmasin.

This research is expected to contribute meaningfully to improving the quality of Arabic language learning at the elementary school level and its equivalent. Using *board game* media based on the cooperative learning model, students are expected to learn in a more fun,

¹⁵ Bela Noviana Dewi, "Media Film untuk Pembelajaran Maharah Istima' di Pondok Pesantren Modern Gontor Putri: Implementasi dan Analisis Respon Santriwati," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 3, no. 2 (July 31, 2022): 124–40, <https://doi.org/10.19105/ajpba.v3i2.6176>.

¹⁶ Tyara Sulastri et al., "Motivasi Belajar Siswa MI Terhadap Pelajaran Bahasa Arab," 2023.

effective, and interactive way. In addition, the results of this study are also expected to be a reference for educators and other researchers in developing learning media innovations that suit students' needs.

Method

This research uses the *research and development method* (R&D) to produce innovative products through *board game* learning media. Using a cooperative learning model, this media is designed to increase students' interest in learning Arabic. The R&D model was chosen because it aims not only to produce specific products but also to test the effectiveness of these products in real situations. In this study, the ADDIE (Analyze, Design, Develop, Implement, Evaluate) development model was used as the framework.

The research was conducted at SD Muhammadiyah 8 Banjarmasin in the 2024/2025 academic year, with the implementation from September to December 2024. This research location was chosen based on preliminary observations, which showed that students at the school had a relatively low interest in learning Arabic. In addition, teachers in this school tend to use textbooks as the primary source of learning without any innovative media variations. This condition provides an excellent opportunity to develop engaging and effective learning media.

The research subjects were students of class 5A/8 SD Muhammadiyah 8 Banjarmasin, totalling 24 students, and Arabic language teachers were the primary informants in data collection. The subject has data related to the variables to be studied. The subjects were chosen because they met the criteria of research subjects, namely (1) they have been long enough and intensively integrated into the activity or field that is the study of research; (2) they are fully involved in the field or activity; and (3) they have enough time to be asked for information. The object of the research is learning media in the form of a *board game* developed to help increase students' interest in learning Arabic. This media is designed to present material about "الأدوات المدرسية" or school equipment.

The research procedure follows the ADDIE stage, which consists of five main steps. The first stage is *Analyze*, in which the researcher analyzes the needs of Arabic language learning in class 5A/8 based on interviews with teachers, classroom observations, and literature studies. This analysis includes problem identification, student needs, and

learning objectives. Based on the analysis, it was found that students have unique characteristics that are suitable for game-based learning. In addition, the teacher stated that interesting learning media can help increase students' motivation.

The second stage is *Design*, the initial design stage of learning media. At this stage, researchers determine the material conveyed in the *board game* and design sketches of game boards and other components, such as game cards. The material is adjusted to the essential competencies in the ISMUBA curriculum (Al-Islam, Kemuhammadiyah, dan Bahasa Arab), a reference in learning Arabic at SD Muhammadiyah. The Design also includes preparing evaluation instruments, such as media validation and student response questionnaires. These instruments are designed to measure the learning media's validity, practicality, and effectiveness.

The third stage is *development*, which is the product development stage based on the Design made. At this stage, researchers realized the *board game* design into a physical product using materials suitable for the characteristics of elementary school students. After the product is finished, validation is carried out by a team of experts consisting of educational technology lecturers and Arabic language teachers. This validation aims to evaluate essential aspects, such as the suitability of the material, grammar, and visual design of learning media. Researchers made revisions based on the validation results to ensure the learning media met quality standards.

The fourth stage is *implementation*, which is the implementation or testing of the learning media in real situations in class 5A/8 SD Muhammadiyah 8 Banjarmasin. The learning media was tested on students in small groups to measure the practicality and effectiveness of its use in learning Arabic. Researchers collected data through direct observation and student response questionnaires during the implementation. The data obtained was used to evaluate how much the learning media increased students' interest in learning.

The last stage is evaluation, which assesses the success of the learning media that has been developed. Evaluation aims to ensure that the learning media is not only effective but also practical and in accordance with students' needs.

Data collection techniques in this study include several methods. Observation was used to understand the Arabic learning process in class 5A/8, including the interaction between teachers and students and existing learning media. Interviews were conducted with teachers to

explore in-depth information about teaching methods, challenges faced, and learning needs. Questionnaires were used to measure students' responses to the developed learning media, focusing on attractiveness, practicality, and effectiveness. In addition, expert validation was conducted to evaluate the validity of the learning media before it was implemented in the classroom.

The research instruments used include media expert, material expert, and linguist validation sheets and student response questionnaires. The validation sheet was designed to assess essential aspects such as the suitability of the material with learning objectives, clarity of grammar, and visual appeal. The student response questionnaire measures the level of student interest and satisfaction with the learning media. The data obtained from this instrument was analyzed descriptively using a Likert scale to determine the feasibility level of the learning media.

The data analysis technique in this study involved several steps. First, the validity and reliability of the research instruments must be tested to increase the credibility of the research. Second, media validation tests were conducted using research instruments, and validation data from experts were analyzed to determine the percentage of learning media feasibility. Third, student response data was analyzed to identify their level of learning interest after using the *board game* media. The analysis results are presented in the form of percentages and qualitative categories to provide a clear picture of the effectiveness of the learning media.

Results and Discussion

Researchers use the ADDIE model in developing *board game* learning media. The following are the procedural steps carried out for the development of Arabic *board game* learning media on the material "الأدوات المدرسية" using the ADDIE model.

Analysis Stage

The analysis is the first step in the development of *board game* learning media for the material of الأدوات المدرسية using the ADDIE model. At this stage, three types of analysis are carried out: competency analysis, learner characteristics analysis, and needs analysis. This analysis aims to provide a strong foundation and become the main guideline in the learning media development process.

Competency Analysis. Based on information obtained through interviews with the 5th-grade Arabic language teacher at SD Muhammadiyah 8 Banjarmasin, Mr Ahmad Rifani, S. Pd., it was found that the implementation of Arabic language learning uses the ISMUBA curriculum. The ISMUBA curriculum stands for Al-Islam, Kemuhammadiyah, and Arabic Education. This curriculum is implemented in Muhammadiyah Islamic schools. The competencies used are based on the ISMUBA curriculum on the material topic "الأدوات المدرسية". In this topic, students are expected to be able to understand singular and plural nouns in the context of school equipment.

Needs Analysis. Based on the needs analysis conducted through interviews with Arabic language teachers, it can be concluded that he only utilizes the textbooks at school. He has used learning video media from *YouTube*, but it is not suitable because the material is too broad for elementary school children. So, researchers can conclude that, based on the needs that exist in the class, it is suitable to develop game-based learning media.

Analysis of Learner Characteristics. Grade 5A/8 students at SD Muhammadiyah 8 Banjarmasin, based on the analysis of the stage of cognitive development according to Jean Piaget, are in the Concrete Operational category. In the age range of 7-11 years, they show characteristics such as concrete-oriented thinking, enthusiasm for playing, preference for group learning by sharing ideas, high curiosity, and ability to maintain memory. Based on this, a learning approach based on actual, concrete and fun activities is needed to support their thinking process. This enables learning to be integrated with play while learning activities optimally.

Design Stage

After completing the analysis stage in the ADDIE model, the next step is the design stage. At this stage, researchers took the following steps.

Material Review. This research will study the material "الأدوات المدرسية", which will be developed using *board game* learning media in Arabic language learning using *cooperative* learning models. In this material, the competency that students must achieve is understanding the context of school equipment regarding the change of singular and plural nouns.

Designing a *board game* product starts with sketching. A sketch is a rough drawing or outline that describes the profile of a particular

object without including detailed details. Sketching aims to simplify the process of making products, providing an initial picture that can then be redrawn and digitized using applications such as *Canva*

The design stage is also applied to research instruments. The purpose of this instrument design is to collect data that can be used to assess whether the Arabic *board game* learning media developed in this study meets the validity criteria. The instruments developed in this study consisted of two types: instruments to measure media validity and student responses to learning media.

The instruments developed in this study consisted of three types: instruments to measure the validity of the media, material, and language. Media expert validation instrument sheet: on this sheet, what will be assessed is the simplicity and visual attractiveness, the function of the media parts, and ease of use with a total of 10 questions. Material expert validation instrument sheet: In this sheet, what will be assessed is the suitability of the material to the grade level, the suitability of the material to the fundamental competencies/learning objectives, and the suitability to the learning topic being taught (الأدوات المدرسية) with a total of 9 questions. Linguist instrument sheet. With eight questions, this sheet will be assessed and consist of language, spelling, words, and sentences by Arabic language learning at Muhammadiyah Elementary School. The student response instrument design is designed to measure student interest in the learning media used during the learning process, hoping to increase student interest. The student response sheet contains 30 questions designed according to the media criteria for the Arabic *board game*. This assessment instrument uses a Likert scale as follows.

Table 1. Likert Scale¹⁷

Criteria	Score
Very Good (SB)	5
Good (B)	4
Fair (C)	3
Less (K)	2
Very Poor (SK)	1

¹⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2018).

Development Stage

Development is the process of realizing the product design prepared at the previous stage. At this stage, the Arabic *board game* media is printed based on the sketches designed previously. After the media is printed, validators carry out the validation process to assess the feasibility of the media as a means of student learning. Validation ensures that the media meets the standards needed to support the learning process. The results of the development stage are as follows.

Product Creation. The product made by the researcher is an Arabic *board game* learning media with the fourth topic of discussion, namely "الأدوات المدرسية" or school equipment designed using the Canva application.

In Arabic *board games*, the game board is the main component. The board serves as a place to attach the small cards that will be matched. The board game has 30 boxes with different levels of difficulty. The bottom two rows contain single noun material in the context of school equipment; each box has 2 points. The top three rows contain plural nouns in the context of school equipment; each box has 5 points. The top row is for practising writing skills in Arabic; students are asked to translate Indonesian into Arabic with plural nouns, and each box is worth 10 points. The back of this game board contains learning objectives and how to play. This game board has an A4 size with a length of 29.7 cm and a width of 21 cm. The material used on this game board is 310 gsm *art paper*.



Figure 1. Front and back view of the game board

This *board game* comes with small cards that will be matched on the game board. The material used is also 310 gsm *art paper*. Magnets

are used for the back of these cards so that they can be attached to the game board.



Figure 2. The grain of the small magnetized cards

The initial product that has been developed will go through a validation process by a team of experts. This step aims to assess the feasibility of the media and identify helpful input to improve the product. The validation process is carried out by presenting the initial product to the validator, accompanied by a validation sheet, to assess the level of media validity before the field trial stage.

In addition to providing a validity assessment, the expert team also submitted suggestions and input, which were used as a reference to revise the product and make it more optimal. The following are the validation results and recommendations for improvement given by the expert team on Arabic *board game* learning media.

Media validation was carried out by Lecturers of Educational Technology, Faculty of Teacher Training and Education, Lambung Mangkurat University. The following are the results of the Arabic *board game* media validation.

Table 2: Media Expert Validation Results

No.	Assessment Aspect	Score
1	Ease of Use	10
2	Function of Media Parts	15
3	Simplicity and Visual Appeal	25
Total		50
Percentage		100%

Based on the data presented, the average validator's assessment of the Arabic *board game* learning media shows a "very good" category

with a 100% percentage. Thus, this media is declared suitable for use in learning.

Material validation was carried out by the Arabic Language Teacher of SD Muhammadiyah 8 Banjarmasin, namely Mr. Ahmad Rifani, S.Pd. The following are the results of material validation on Arabic *board game* media.

Table 3. Material Expert Validation Results

No.	Assessment Aspect	Score
1	Material content used	15
2	Grammar used	15
3	Illustrations used	14
Total		44
Percentage		97,7%

Based on these data, the average validator's assessment of the material in the Arabic *board game* learning media shows an "outstanding" category with a percentage of 97.7%. The validator gives notes at the end of each word used, which should be waqf-kan. Therefore, this media is considered suitable for learning with only minor revisions.

Language validation was carried out by the Arabic Language Teacher of SD Muhammadiyah 8 Banjarmasin. The following are the results of language validation on Arabic *board game* media.

Table 4. Results of Language Expert Validation

No.	Assessment Aspect	Score
1	Grammar according to the rules	20
2	Spelling accuracy	5
3	Simple word choice	5
4	Accuracy of sentence usage	10
Total		40
Percentage		100%

Based on the data obtained, the average validator's assessment of the accuracy of language use in Arabic *board game* learning media is in the "outstanding" category with a 100% percentage. Thus, this media is declared suitable for learning.

Implementation Stage

Researchers tested the media development products on the research sample at the implementation stage. The trial was conducted on November 15, 2024, involving 23 students in class 5A/8 SD Muhammadiyah 8 Banjarmasin. After the trial, students were asked to fill out a response questionnaire to evaluate the development of *board game* media in increasing learning interest.

Table 5. Student Response Results

No.	Indicator Criteria	Total
1	Material Suitability	14,04
2	Language Accuracy	13,13
3	Media Display	13,74
4	Good Feelings	13,61
5	Student Interest	27,48
6	Student Attention	35,35
7	Student Engagement	13,7
Total		131,05
Average		18,72
Percentage		87,4%

Table 6. Score Interpretation Criteria¹⁸

Score Interval (%)	Criteria
80% - 100%	Very good
60% - 79,99%	Good
40% - 59,99%	Good enough
20% - 39,99%	Not good
0% - 19,99%	Very unfavourable

The results of the questionnaire analysis showed that the Arabic *board game* learning media received an assessment in the "outstanding" category, with an average score of 87.4%. This assessment includes media display, material, language, and ease of use. Its effectiveness can be seen from several factors, such as visual elements in the *board game* design that are attractive with bright colours and illustrations that create a fun learning experience. Group interaction, which is the core of the cooperative learning model, provides opportunities for students to

¹⁸ Ketut Sepdyana Kartini and I Nyoman Tri Anindia Putra, "RESPON SISWA TERHADAP PENGEMBANGAN MEDIA PEMBELAJARAN INTERAKTIF BERBASIS ANDROID," *Jurnal Pendidikan Kimia Indonesia* 4, no. 1 (April 30, 2020): 12, <https://doi.org/10.23887/jpk.v4i1.24981>.

collaborate, discuss, and help each other understand the material. This activity increases students' confidence and strengthens their understanding through the knowledge-sharing process.

Evaluation Stage

This stage aims to ensure that the media development is declared feasible and meets the initial objectives of the development. The evaluation was carried out after the trial on students of class 5A/8 SD Muhammadiyah 8 Banjarmasin based on the responses given by the students. Because the results of the trial showed that students gave excellent responses and were able to understand the use of the media as evidenced by the presence of groups of students who achieved perfect scores or points, it can be concluded that at the evaluation stage, no further improvements are needed to the product that has been developed.

The findings answer the background of the problem found at SD Muhammadiyah 8: increasing students' interest in learning Arabic through the use of interactive and fun media. The results support the initial hypothesis that using a cooperative learning approach, board game learning media can increase students' interest in learning.

Previous research conducted by Nurfaizah and Aisah, the development of *board games* to increase students' interest in learning strengthens the evidence that game-based media positively impacts learning¹⁹. The novelty of this research is that it focuses on Arabic language subjects to provide new contributions to the literature review, given the unique challenges in teaching this language, including the limitations of developing and utilizing relevant and engaging media.

The interpretation of the results shows some significant practical implications. Teachers can use this *board game* media to increase students' motivation and interest, especially in Arabic language learning, which is often monotonous. This media helps students understand the material and creates a fun learning atmosphere, which is essential for long-term learning success. In addition, the cooperative learning approach provides added value by encouraging students to work together, share ideas and learn from each other.

¹⁹ Nadia Nurfaizah, Arifin Maksum, and Prayuningtyas Angger Wardhani, "Pengembangan Board Game untuk Meningkatkan Minat Belajar Siswa Kelas IV SD," *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 14, no. 2 (November 20, 2021): 122–32, <https://doi.org/10.33369/pgsd.14.2.122-132>; Rizki Nur Aisah, "Pengembangan Board Game untuk Meningkatkan Minat Belajar Siswa," *Jurnal Pembahsi (Pembelajaran Bahasa Dan Sastra Indonesia)* 14, no. 2 (n.d.).

However, behind all that, there are limitations to the application of *board games* when teaching in the classroom. When you want to utilize this media, ensure we, as teachers, can condition the class to remain conducive. This media is a playing tool or a competitive game; often, some students are classified as hyperactive individuals, making the classroom atmosphere noisy. Therefore, do not forget to convey the procedures and rules before this game is used in class so that the primary purpose of using the media is achieved and effective.

Discussions

Board games are learning media in the form of board games designed to convey learning concepts through fun and interactive activities. This media is suitable if it is to be implemented in elementary school students²⁰. Elementary school students in grade 5 of elementary school with an age range of 7-11 years are at the stage of concrete operational cognitive development based on Jean Piaget's theory. Grade 5 students show characteristics such as thinking that is oriented towards concrete things, enthusiasm in playing, preference for learning in groups by sharing ideas, high curiosity, and the ability to maintain memory²¹. So that media and learning approaches are needed that are based on real, concrete, and fun activities to support their thinking process such as board games with a cooperative learning approach.

Board games with a cooperative learning approach not only create interesting learning experiences but also increase students' active involvement in the learning process. This media has several benefits, such as education that can make players think, solve problems, learn directly, and react from a game²². Games like this will inject enthusiasm, increase student interest, and make learning more impressive towards

²⁰ Shofiyatul Fitriya, Diah Ayu Retnoningsih, and Umi Chabibatus, "PENGEMBANGAN MEDIA PEMBELAJARAN LADINGBOME (SKALA & PERBANDINGAN BOARD GAME) UNTUK MENINGKATKAN MOTIVASI BELAJAR SISWA SEKOLAH DASAR" 13, no. 1 (2023).

²¹ Rela Imanulhaq and Ichsan Ichsan, "ANALISIS TEORI PERKEMBANGAN KOGNITIF PIAGET PADA TAHAP ANAK USIA OPERASIONAL KONKRET 7-12 TAHUN SEBAGAI DASAR KEBUTUHAN MEDIA PEMBELAJARAN," *Waniambey: Journal of Islamic Education* 3, no. 2 (December 31, 2022): 126–34, <https://doi.org/10.53837/waniambey.v3i2.174>.

²² Aysha Shafira Azzahra, Agus Rahmat Mulyana, and Wuri Widayani Hapsari, "Perancangan Board Game Sebagai Media Alternatif Melatih Fokus Pada Anak Gejala ADHD (inatensi)," 2024.

learning²³. This study is in line with Ali's findings, which state that learning media with a cooperative approach not only improves academic aspects but also social aspects of students. In this game, students learn to respect other people's opinions and work together to achieve common goals²⁴.

Apart from these benefits, there are also challenges and limitations faced during its implementation. When used in class, teachers must be able to condition the class to remain conducive because this board game is a competitive game-based media, often there are students who are classified as hyperactive individuals who make the classroom atmosphere noisy. Therefore, do not forget to convey the procedures and rules before this game is used in class so that the main purpose of using the media is achieved and its use is effective.

In addition, in its implementation it is very important to ensure that the board game used is truly in line with the curriculum and learning objectives. Educators also need to get the right guidance to be able to integrate effective games for the learning process. Thus, game-based learning media can be a powerful tool to create a fun and meaningful learning experience for elementary school students²⁵.

²³ Dini Annisa Nurbaety Elsola and Insanul Qisti Bariyyah, "PENGGUNAAN MEDIA BOLA SIKNAL (BOARD GAME ALAT MUSIK TRADISIONAL) PADA PEMBELAJARAN SENI BUDAYA KELAS V," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 9, no. 3 (September 2024): 435–46, <https://doi.org/10.23969/jp.v9i3.10909>.

²⁴ Ismun Ali, "PEMBELAJARAN KOOPERATIF (COOPERATIVE LEARNING) DALAM PENGAJARAN PENDIDIKAN AGAMA ISLAM" 7, no. 01 (2021).

²⁵ Suci Hanifah Nahampun et al., "Efektivitas Metode Pembelajaran Berbasis Game dalam Meningkatkan Motivasi Belajar Siswa Sekolah Dasar," *Sinar Dunia: Jurnal Riset Sosial Humaniora dan Ilmu Pendidikan* 3, no. 3 (July 31, 2024): 63–68, <https://doi.org/10.58192/sidu.v3i3.2415>.

Conclusion

This research proves that *board game* learning media with a cooperative approach significantly increases students' interest in learning Arabic. Through expert validation and field trials that gave "excellent" results, this media succeeded in creating an interactive and fun learning atmosphere. This finding provides an innovative solution to the challenge of low interest in learning, primarily through integrating game elements that support students' cooperation and active involvement. However, this study still has limitations in the scope of the trial, which only involved one class with a small number of students, so generalization of the findings needs to be cautious. In addition, the main focus of the study on learning interest has not explored the impact of the media on learning outcomes in-depth, and the short implementation duration does not ensure long-term effects. Future research should involve a larger sample, use a comprehensive experimental design, explore the application of *board games* to other subjects or levels of education, and integrate digital technology to increase the flexibility and appeal of learning media.

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