

Development and Feasibility Test of UNO Card Learning Media to Improve Understanding of *Kāna wa Akhwātuhā* Material in Islamic High School Students: A Study at MAN 20 Jakarta

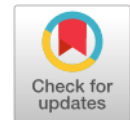
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ABSTRACT.

Due to the abstract nature of Arabic grammar and the lack of engaging classroom resources, students often struggle to understand *kāna wa akhwātuhā* material. To enhance students' understanding of the subject, this study aims to develop and evaluate the viability and effectiveness of UNO-based learning materials. The R&D methodology for this study used the ADDIE model, which comprises the stages of analysis, design, development, implementation, and evaluation. Students from MAN 20 Jakarta carried out the study. Questionnaires, expert validation sheets, and pre- and post-test instruments were used for data collection. Expert validation and positive student responses, both classified as very achievable, indicate that the developed media are very achievable. In addition, the performance test shows a high N-Gain and increased average scores, indicating a significant improvement in student achievement. This study focuses on the teaching of *kāna wa akhwātuhā* and progresses towards the production of game-based Arabic grammar teaching material. UNO cards are an alternative learning tool that can help create a more dynamic, engaging, and student-centered learning environment.

Keywords: *Arabic grammar, game-based learning, kāna wa akhwātuhā, R&D, UNO card media.*

1. INTRODUCTION

Arabic language learning is an important part of the education system in Indonesia, especially in Islamic educational institutions. Arabic not only serves as a means of communication but also as a key to understanding the sources of Islamic teachings, such as the *Qur'an*, *hadith*, and various classical Islamic literature, most of which is written in Arabic. Therefore, mastery of Arabic is a fundamental need for students to access Islamic science more broadly and in-depth (Andriani, 2015).

In learning Arabic, mastery of linguistic elements such as vocabulary and sentence structure is important for developing language skills. One of the main aspects of *tarkib* (construction) is *nahwu* (Arabic syntax), the science of word structure and function in sentences. Mastery of Arabic syntax is an important foundation for understanding Arabic texts precisely, especially for determining *i'rab* (grammatical inflection) and the relationships between elements in sentences (Zakaria et al., 2025).

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However, in practice, many students experience difficulties understanding Arabic syntax. Arabic syntax material is often considered abstract, complex, and confusing, leading to low student interest and poor learning outcomes (Azima et al., 2024; Sholeh et al., 2025). One of the materials that often poses an obstacle is *kāna wa akhwātubā* (grammatical operator), which demands an understanding of changes in grammatical inflection and the relationship between *ism kāna* and *ḵabar kāna*. This difficulty causes students to memorize rules without being able to apply them appropriately in a sentence context.

Based on observations and interviews with Arabic teachers at MAN 20 Jakarta, it was found that some students still had difficulty understanding the grammatical material. These difficulties are evident in students' limited ability to identify changes in grammatical inflection, determine the position of sentence elements, and apply rules in reading and understanding texts. In addition, low student motivation to learn is an influential factor, especially given that learning is still dominated by conventional methods that are less interactive and engaging (Pratama, 2023; Sakinah & Harfiani, 2025).

These problems highlight the need for innovative learning approaches to increase student engagement and motivation. One alternative is game-based learning media. Learning media plays an important role in delivering material more engagingly, increasing learning motivation, and making it easier for students to understand abstract concepts (Sudjana & Rivai, 2011). The use of interactive, fun media is expected to create a more active, less monotonous learning environment.

One media format with potential is the UNO card. UNO is a simple, interesting, and familiar card game among students. By using UNO cards as a learning medium, Arabic syntax materials can be presented as interactive games, allowing students to learn actively through fun activities. This approach not only increases student engagement but also helps them understand concepts more contextually.

Several previous studies have shown that UNO card media is effective in learning Arabic. Amran et al. (2025) found that using UNO cards can improve students' vocabulary mastery. Imani (2023) shows that this media has a positive effect on Arabic reading skills. In addition, Baihaqi & Khasairi (2024) developed UNO card media for Arabic syntax learning and reported increased student learning outcomes. This shows that game-based media has great potential in supporting Arabic language learning.

However, the use of UNO card media in learning Arabic is still limited to vocabulary and reading skills, and has not been much focused on learning Arabic syntax specifically. In addition, research specifically developing UNO card media for grammatical operator material and testing its

feasibility among Islamic high school students remains very limited. This condition underscores the urgent need to develop innovative learning media that align with students' characteristics to improve the understanding of grammatical concepts.

Based on this description, this study aims to develop and test the feasibility of UNO card learning media to improve understanding of the grammatical operator material among Islamic high school students (studying at MAN 20 Jakarta). This research is expected to contribute to the development of innovative, interactive, and applicable Arabic syntax learning media.

2. METHOD

This research uses the Research and Development (R&D) method, which aims to produce specific products and test their feasibility and effectiveness in learning (Haviz, 2016). The product developed in this study is the UNO card learning media for the grammatical operator material.

The ADDIE model consists of five stages: analysis, design, development, implementation, and evaluation (Branch, 2009). In the analysis stage, the researcher conducts needs analysis through observation and interviews to identify learning problems and student needs. The design stage involves developing UNO card learning media and compiling research instruments. At the development stage, the media is designed and validated by material and media experts to assess the product's feasibility. The implementation stage is carried out through a trial of media use in classroom learning. Furthermore, the evaluation stage assesses the effectiveness and feasibility of the developed learning media.

This research was carried out at Islamic High School State (MAN) 20 Jakarta, with 25 class XI students as the research subjects. The research was carried out in the odd semester of the 2024/2025 school year.

The data collection technique in this study uses test and non-test techniques. The test technique uses pre- and post-tests to measure improvement in students' understanding of the grammatical operator material. The non-test techniques include observing the learning process, conducting interviews to gather information on students' learning difficulties, and administering questionnaires to identify needs, assess the feasibility of media through expert validation, and gather students' responses to media use.

The research instruments used included a needs analysis questionnaire, an expert validation questionnaire, a student response questionnaire, and a learning outcome test. The questionnaire used a Likert scale to assess the media's feasibility and practicality, while the test measured improvements in students' understanding. The data obtained was analyzed qualitatively and

quantitatively. Qualitative data from observations and interviews were analyzed descriptively, while quantitative data were analyzed using the N-Gain test to assess improvements in students' learning outcomes (Hake, 1999). In addition, a percentage analysis was used to determine the level of media feasibility based on expert validation and student responses. The results of the analysis are then categorized according to criteria to determine the feasibility, practicality, and effectiveness of the learning media.

3. RESULT AND DISCUSSION

This chapter presents the survey results. Research results explain the pre-research process, the design and development process, validation, evaluation, and product deployment. The discussion included an analysis of the UNO card as a learning tool for Arabic to improve understanding of grammatical operators.

3.1. Media Development Results

3.1.1. Needs Analysis Results

The needs analysis results indicate that students still experience considerable difficulty in understanding Arabic grammatical operators, particularly in recognizing their forms, functions, and use in nominal sentences. As shown in Table 1, the overall percentage score on the needs analysis questionnaire was 77.6%, indicating that students require more engaging, interactive learning materials. These findings suggest that UNO card-based learning media are relevant for supporting students' understanding of Arabic grammatical operators and for making the learning process more active and enjoyable.

Table 1. Results of the Needs Analysis Questionnaire

No	Questions	Answers			
		1	2	3	4
1	I was able to read and understand the sentences that contained grammatical operators correctly.	0%	12%	52%	36%
2	I understand the rules of grammatical operator in Arabic well, including their function in the number of nominal sentence and their influence on the subject and predicate.	0%	8%	76%	16%
3	I need interactive learning materials, such as UNO cards, to understand the material on grammatical operators better.	0%	8%	44%	48%
4	I needed interactive exercises to gauge my understanding of using grammatical operators in Arabic sentences.	0%	0%	64%	36%
5	I have difficulty understanding the correct use of grammatical operators in Arabic sentences.	8%	36%	44%	12%
6	I think the rules that I have learned about grammatical operators are not enough to help me understand Arabic sentences.	4%	36%	56%	4%
7	I have not received enough applicable training on grammatical operators.	16%	40%	44%	0%
8	I am interested in using UNO card media to learn grammatical operators.	0%	8%	36%	56%
9	I prefer learning Arabic syntax using interactive, fun media.	0%	8%	32%	60%
10	I prefer the practice of the <i>kāna</i> grammatical operator in the form of educational games such as UNO cards.	0%	8%	36%	56%

Overall Percentage Score of the Needs Analysis Questionnaire	77.6%
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Description: 1: strongly disagree, 2: disagree, 3: agree, and 4: strongly agree.

This finding is supported by classroom observations that reveal that learning activities remain predominantly teacher-centered, relying on conventional methods such as lectures and textbook-based explanations. As a result, students tend to be passive and show low engagement during the learning process. This condition aligns with previous findings that highlight the challenges learners face in mastering Arabic as a foreign language, particularly in grammatical aspects (Fahrurrozi, 2014).

Furthermore, interviews with teachers indicate that limited use of innovative learning media contributes to students' difficulties. Teachers reported that available media are mostly conventional and do not effectively support the explanation of abstract grammatical concepts. This supports the argument that appropriate learning media play a crucial role in facilitating understanding and improving learning outcomes (Munawir et al., 2022).

Therefore, the findings from the needs analysis confirm the urgency of developing interactive, innovative learning media to enhance student participation and comprehension in Arabic grammar instruction.

3.1.2. Product Design Results

Based on the identified needs, the researcher designed a learning medium in the form of UNO cards for Arabic grammar. The design integrates elements of game-based learning with grammatical structures, including the grammatical operator, through sentence patterns, color coding, and rule-based interactions.

The UNO card media were structured to include instructional components such as examples of sentences, guided exercises, and interactive rules that require students to apply grammatical concepts actively. The use of colors and symbols is intended to support cognitive processing and facilitate easier recognition of sentence patterns. This design approach aligns with the concept of learning media as tools that mediate communication between teachers and students, enhancing the effectiveness of the learning process (Gemilang & Listiana, 2020).



Figure 1. Initial Design of UNO Card Learning Media

3.1.3. Product Development Results

The teaching materials, which were in the form of UNO cards, were developed methodically after the design phase, using the design framework already established. During the development process, the concepts were translated into specific educational materials that combined game-based learning elements with Arabic grammatical content, in particular grammatical operators. This phase focused on ensuring that the media, in addition to reflecting the intended learning objectives, also provided an engaging and participatory learning experience for students.

The UNO card media developed consists of several elements, such as coloured cards, structured sentence patterns, and rule-based interactions, to help students understand the grammatical changes. The intentional use of color and symbols was designed to improve cognitive processing and help students identify patterns in sentence structures. In addition, the game's mechanics have been designed to encourage teamwork, active participation, and repeated exposure to content, all key elements in language learning.

After the development process was completed, material and media experts were involved in validation. The purpose of the verification was to assess the overall quality, accuracy, and viability of the product developed before its classroom use. Expert involvement is a key phase in the R&D studies to ensure that the product meets academic and pedagogical standards.

The content of the UNO Card media is very accurate, relevant, and in line with the learning objectives, as evidenced by expert validation, which yielded a 88% score. The experts have verified that the contents of the cards accurately represent the grammatical structure of the grammatical operator and are appropriate for the level of students. This means that the content meets the requirements for teaching validity, which state that teaching resources must be adapted to learners' needs and curricular objectives.

The design, usability, and visual elements of the media are all very suitable for classroom use, according to the validation results of the media experts, which give a score of 94. A high score indicates that the media are aesthetically pleasing, user-friendly, and effective in supporting learning. Overall, the presentation, layout, and clarity of instruction were appropriate to support students' involvement in the media.

These validation results demonstrate that the UNO card media produced meet the requirements for educational media in terms of presentation and content quality. The high ratings from both media and content experts indicate that the product is functional and ready for use in the educational process, with no major modifications required.

In theory, these results support the idea that effective teaching media should meet standards such as visual appeal, pedagogical relevance, and content accuracy (Arsyad, 2016). To ensure their effectiveness in achieving the learning objectives, well-designed learning materials should also align with the principles of systematic learning design (Branch, 2009).

In addition, the high level of validation indicates that the media produced is both technically and practically suitable for use in educational environments. This supports the argument that teaching media are crucial to improving the effectiveness of the teaching and learning process by fostering greater understanding and increasing student involvement (Sudjana & Rivai, 2011).

Overall, the product development phase shows that UNO card media were successfully developed and validated, and meet both technical and educational requirements. This phase lays the foundation for later media implementation and testing of effectiveness in real classroom environments.

3.1.4. Product Feasibility Test Results

Student feedback from the implementation phase has been used to evaluate further the viability of the developed UNO Card learning material. This phase aimed to assess the usefulness, usability, and aesthetic appeal of the media when used in classrooms. The evaluation used a questionnaire to capture students' views on educational media during the learning process.

The overall feasibility score was 85 percent, which is classified as very feasible according to the student questionnaire results. This percentage indicates that the majority of students had a positive opinion of UNO card media. A high score indicates that the media produced meets the requirements of practicality, meaning it can be used easily by students and successfully contributes to the learning process.

Regarding usability, students reported that the UNO card medium was easy to use and easy to understand during classroom activities. Students were able to follow the learning process without difficulty, as the game's instructions were considered clear. This shows that the media meet one of the key requirements for effective educational media, which is to be accessible and easy to use by learners at their level.

Another important factor in the increase in student participation was the gaming-based format of the UNO cards. Students had to interact with their classmates, make decisions, and apply grammatical concepts in real time through interactive games as part of the learning process. Instead of merely absorbing the information, this interactive learning experience encourages students to interact actively with the material. This has made teaching more dynamic and more geared to students' needs.

In addition, students reported that the media has improved their understanding of the grammatical operator. Students were able to practice and strengthen their understanding through organized exercises and repeated exposure to content through games. This suggests that the media support students' cognitive learning beyond simply capturing their attention.

Media reduced boredom during learning activities, another important finding of the feasibility test. Traditional approaches to Arabic grammar instruction are often perceived as boring and demanding, which may reduce students' motivation. However, integrating gaming elements into the UNO card media has created a more pleasant learning environment, increasing students' comfort and motivation to participate.

These results demonstrate that the media produced are suitable for use in real classroom environments from a pedagogical perspective. The UNO card media meet the requirements for a useful educational medium due to their simplicity, attractiveness, and interactivity. This supports the idea that educational material should be useful and interesting to students and have sound content.

Overall, the feasibility tests indicate that using UNO cards as learning media for Arabic instruction is highly feasible. Students' positive responses show that the media can enrich learning, increase student involvement, and foster a deeper understanding of the subject. Consequently, the media produced may be considered suitable for further use and efficacy assessment.

3.1.5. Product Effectiveness Results

The results of the students' pre-test and post-test were compared to assess the effectiveness of the learning material developed for the UNO cards. The purpose of the survey was to determine the extent to which media use enhances understanding of grammatical operators in Arabic language education.

The results showed that the use of UNO-branded media has significantly improved students' learning outcomes. The mean score before the test was 66, indicating that students' initial understanding of the subject was moderate. This means that the students had difficulty understanding the grammatical concepts associated with the grammatical operator before they used modern media.

After the introduction of the UNO card medium, the average post-test score increased to 91 points. This significant increase shows that, by participating in the learning process and using the media produced, students have achieved much higher levels of understanding. The increase in scores shows that the UNO Card media's teaching exercises have helped students gain a more thorough understanding of the subject.

The difference between pre-test and post-test scores also suggests that the media played a key role in helping students bridge the gap between their initial understanding and their final mastery of the subject. Students were able to interact more fully with the grammatical concepts they were learning through the learning process, which included active participation through play-based activities.

To further evaluate the effectiveness of the learning media, an N-Gain score was calculated. The result showed an N-Gain of 0.74, which is considered to be high. This suggests that the degree of improvement in student achievement is both pedagogically relevant and statistically significant. The high N-Gain indicates that most students have made significant progress in understanding after exposure to the media.

The developed UNO card media has had a significant positive impact on student learning outcomes, as evidenced by the high N-Gain scores. This finding suggests that media can support meaningful learning by enabling students to process and apply grammatical concepts throughout the learning process actively.

Several factors can explain the effectiveness of the UNO Card medium in this study. First, because the game is interactive, students must be actively engaged with its content. Students actively participate in decision-making, problem-solving, and the direct application of grammatical rules, rather than passively absorbing information. This active participation promotes deeper learning and better knowledge retention.

Second, a game-based format makes learning more enjoyable and less stressful. When teaching is presented in a fun and interesting way, students tend to be more engaged. This increased motivation leads to greater focus and attention, ultimately improving learning outcomes.

Third, students are more likely to identify links within the content when using visual aids such as coloured cards and structured sentence patterns. These visual aids reduce students' cognitive load and make abstract grammatical concepts more tangible and understandable.

Moreover, as the game is repetitive, students may encounter the content several times in different environments. Their understanding is enhanced, and they are better able to internalize grammatical structures due to this repeated exposure. Through continuous engagement, students can develop a deeper and more solid understanding of the subject.

From a teaching perspective, the effectiveness of the UNO Card media stems from its ability to facilitate both cognitive and affective learning. Media improves students' cognitive

understanding of the material. It effectively promotes commitment, motivation, and interest, all of which are essential to a successful language-learning process.

Overall, the findings show that the learning material developed for the UNO cards significantly improves students' understanding of grammatical operators. The high N-Gain and the significant improvement in test scores provide strong evidence that the media can be an effective teaching tool in Arabic. Consequently, the UNO-card medium can be considered suitable for wider use in comparable educational environments.

3.2. Discussion

The discussion is organized into four sub-themes: 1) the effectiveness of UNO card media in enhancing grammar understanding, 2) theoretical foundations underlying the media, 3) comparison with previous studies, and 4) implications, limitations, and recommendations.

3.2.1. The Effectiveness of UNO Card Media in Enhancing Grammar Understanding

The results of this study demonstrate that the use of UNO-based learning materials significantly improves students' understanding of grammatical operators. The N Gain score of 0.74 (high category) and the increase in mean scores from 66 (pre-test) to 91 (post-test) indicate a substantial improvement. This finding is consistent with Baihaqi & Khasairi (2024), who reported that UNO Flip grammatical inflection media enhanced Arabic syntax learning outcomes in madrasah diniyah. However, the present study extends this line of research by focusing specifically on grammatical operators, a topic not addressed in previous UNO card studies, and by testing the media in a formal Madrasah Aliyah setting. Compared to (2025), who used UNO cards for vocabulary mastery, and Imani, who focused on reading skills, this study contributes a new dimension by targeting grammatical competence in a specific Arabic syntax topic.

The interactive nature of the UNO card media is central to its effectiveness. Game-based learning is a well-established strategy for increasing motivation and engagement (Plass et al., 2015). Through game mechanics, students are motivated to participate actively, which encourages deeper cognitive processing. This aligns with the principle that active learning environments produce better outcomes than passive strategies (Prince, 2004). Furthermore, classroom games can make learning more enjoyable, reduce anxiety, and increase participation (Gee, 2003). Since motivation influences persistence and commitment, it is a key determinant of success in language learning (Dörnyei, 2001). The interactive and competitive elements of the UNO card media enhance students' intrinsic motivation.

3.2.2. Theoretical Foundations: Game-Based Learning, Dual Coding, and Constructivism

The effectiveness of the UNO card media can be explained through several theoretical lenses. First, Dual Coding Theory posits that information presented in both verbal and visual modes improves learning (Luo, 2022). The coloured cards and visual sentence patterns used in this study helped students process abstract grammatical rules more effectively (Mayer, 2009). Second, Constructivist Theory emphasizes that students actively construct knowledge through experience and interaction (Brinkmann, 2017; Pakpahan & Saragih, 2022). In this study, students collaborated with peers, made decisions, and applied grammatical concepts in real-time, thereby deepening their understanding.

Third, the Game-Based Learning framework, as outlined by Plass et al. (2015), highlights that well-designed games promote cognitive, motivational, affective, and sociocultural learning. The UNO card media incorporated all these dimensions: cognitive (rule application), motivational (competition and rewards), affective (reduced anxiety), and sociocultural (peer collaboration). The use of the ADDIE model ensured that the media were systematically designed, validated, and evaluated, thus meeting both technical and pedagogical standards (Branch, 2009).

3.2.3. Comparison with Previous Studies and Research Gap

Table 2 presents a comparison of UNO card studies in Arabic learning to highlight the novelty of the present study.

Table 2. Comparison of UNO Card Studies in Arabic Learning

Study	Focus	Method	Key Finding
Amran et al. (2025).	Vocabulary	R&D	Improved vocabulary mastery
Imani (2023)	Reading skills	Quasi-experiment	Positive effect on reading ability
Baihaqi & Khasairi (2024)	Arabic Syntax (general grammatical inflection)	R&D	Improved Arabic syntax learning outcomes
This study	grammatical operator	R&D (ADDIE)	N-Gain 0.74 (high); very feasible

As shown in Table 2, previous studies have not specifically addressed grammatical operators, a topic notoriously difficult for students due to its complex inflectional changes. This study fills that gap by providing empirical evidence that game-based media can be tailored to a specific grammatical topic and tested in a formal secondary school context. The high N-Gain (0.74) achieved in this study is comparable to or higher than those reported in similar Arabic grammar R&D studies, suggesting that the UNO card media is particularly effective for Arabic syntax instruction.

Moreover, while Baihaqi & Khasairi (2024) focused on general grammatical inflection, the present study narrows the scope to a single grammatical operator, allowing for deeper, more focused practice. This is important because students often struggle with the specific rules of

grammatical operators, such as the nominative of its subject and the accusative of its predicate (Zakaria et al., 2025). By providing repeated, contextualized practice through gameplay, the UNO card media helped students internalize these rules more effectively.

3.2.4. Comparison with Previous Studies and Research Gap

The findings of this study have several pedagogical implications. First, UNO card media can serve as an alternative tool for teaching Arabic grammar, especially Arabic syntax, which is often perceived as abstract and difficult. Teachers can use this media to create a more interactive, student-centered learning environment that fosters both cognitive and affective engagement (Harmer, 2019). Second, the success of the ADDIE model in developing this media suggests that systematic instructional design is crucial for producing effective learning materials (Branch, 2009). Third, the positive student responses indicate that game-based approaches can change students' attitudes toward grammar learning, making it more enjoyable and less intimidating.

Nevertheless, this study has several limitations. First, the sample was limited to 25 students at MAN 20 Jakarta, which restricts generalisability. Second, the study focused only on grammatical operators; the effectiveness of UNO card media for other Arabic syntax topics (e.g., accusative particles, proximity verbs, or genitive operators) remains unexplored. Third, the study lacked a control group, so causal effects cannot be conclusively attributed solely to the media.

Future research should replicate this study with larger and more diverse samples across multiple madrasahs. Experimental designs with control groups are recommended to strengthen the evidence base. Additionally, researchers could explore integrating digital elements (e.g., mobile apps) to complement the physical UNO cards, as blended learning approaches have been shown to enhance flexibility and accessibility (Hockly, 2018). Investigating the long-term retention of grammatical knowledge gained through game-based learning would also be valuable.

Overall, this study advances the field of Arabic language teaching by providing empirical evidence that game-based learning resources can be effectively designed and implemented for specific Arabic syntax topics. The UNO card media not only improved students' understanding of grammatical operators but also increased their motivation, engagement, and participation in learning.

4. CONCLUSION

The study aimed to improve students' understanding of grammatical operators by developing and evaluating the feasibility and effectiveness of UNO-card-based learning materials. The results

show that the developed media are highly practical, as evidenced by expert validation and positive student responses, confirming their appropriateness, usefulness, and classroom acceptance.

Moreover, the results show that the UNO Card media has been successful in improving student learning outcomes, as evidenced by the high learning outcomes achieved after implementation and the significant increase in student achievement. These results support the idea that teaching Arabic through game-based learning materials can improve understanding of abstract grammatical concepts.

By integrating game-based learning methods into Arabic syntax instruction, particularly in the teaching of grammatical operators, this study is advancing the development of new Arabic grammatical teaching material. In practice, the media produced can be used as a substitute teaching tool to create a more interactive, engaging, and student-centered learning environment.

However, the sample size and the study's context are limited. It is therefore recommended to use this medium in a broader context and to investigate its effectiveness in other Arabic-language material in future research.

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