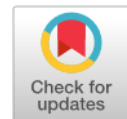


Research Trends in Developing Communicative Arabic Teaching Materials through QR Code Integration and Monopoly-Based Gamification: A Systematic Literature Review

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ABSTRACT.

This study aims to analyze research trends in the development of communicative Arabic teaching materials integrated with digital technology. The review also examines how QR Code technology and gamification have been incorporated within this broader development trend. The method used is Systematic Literature Review with reference to the PRISMA procedure which includes the identification, selection, eligibility, and inclusion stages. The data source was obtained through national and international scientific articles published in the 2022–2026 range and according to the topics of communicative teaching materials, digital technology-based learning, and gamification of Arabic language learning. The results of the study have shown the development of Arabic teaching materials still tends to lead to the integration of digital technology to increase interactivity and student involvement. In addition, a communicative approach has proven to be an important foundation in supporting the mastery of Arabic language skills in a contextual manner. Furthermore, the application of gamification, especially through educational games such as monopoly, shows significant potential in increasing learning motivation and active participation of students. However, there are still research gaps related to the simultaneous integration of communicative teaching materials, QR Code technology, and monopoly games in one complete learning design. Therefore, this research provides important implications as a conceptual basis in the development of innovative Arabic teaching materials that are able to integrate communicative approaches, digital technology, and gamification to improve the quality of Arabic language learning.

Keywords: *Communicative teaching materials, Arabic language learning, systematic literature review*

1. INTRODUCTION

Arabic language learning in the digital era has undergone a significant transformation along with the rapid development of information and communication technology. The integration of digital technology in learning is no longer just a tool, but has become an integral part of creating interactive and contextual learning experiences (Arifin, 2025). Based on Wahyuni's opinion, technology-based learning innovations encourage a paradigm shift towards more adaptive and student-centered learning (Wahyuni, 2024). This has been emphasized by Anwar et al., that digital media has an important role in increasing the effectiveness of Arabic learning in the modern era (Anwar et al., 2025).

However, Arabic language learning in various educational institutions still faces a number of problems. Among them are the low mastery of *mufradat* (vocab) and limited communication skills

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are the main challenges in learning Arabic (Rahman & Hamzah, 2025). According to Nusyirwan and Imron, all students still have difficulties in actively implementing Arabic in the context of real communication (Nusyirwan et al., 2025). In addition, Mardhotillah and Syarifah, also emphasized the lack of use of digital media in learning also has an impact on low motivation and student involvement (Mardhotillah & Syarifah, 2025).

Therefore, as a solution to overcome these problems, the communicative approach is the most relevant approaches in learning Arabic (Raudhatunnisa et al., 2025; Ulandari et al., 2025) This approach emphasizes the use of language as a means of communication in a real context (Astin et al., 2025; Syafei et al., 2025). According to Hidayatullah and Miswari et al, with a communicative approach, it will certainly be able to improve language skills actively and contextually (Hidayatullah, 2025; Miswari et al., 2025). This is in line with the findings by Alhamzah and Amrulloh, who have shown the communicative approach in learning Arabic is effective in improving the speaking skills (*maharah al-kalam*) of all students (Alhamzah & Amrulloh, 2025).

Along with the rapid development of information and communication technology, the communicative approach is increasingly strengthened through the integration of digital media in learning (Islamiy & Fahyuni, 2024). The use of digital teaching materials such as e-modules and digital books will be able to increase students' interest in learning (Azzahro et al., 2025; Muttaqin, 2025). According to Sofia et al., digital-based teaching materials are able to provide flexibility in the learning process (Sofia et al., 2026). Meanwhile, Fuadi and Nurmala emphasized the use of interactive media can significantly increase student engagement (Fuadi & Nurmala, 2025).

Furthermore, the existence of technological developments also encourages the emergence of various innovations in Arabic language learning. The use of digital technology such as QR-Code allows for the practical integration of learning materials with digital sources (Ismani et al., 2022). In addition, according to Hidayat et al., the use of Augmented Reality (AR) is able to create a more immersive learning experience (Hidayat et al., 2025). Furthermore, Lestari et al. show that interactive platform-based digital media will be able to increase the understanding of all students of learning materials (Lestari et al., 2025).

In addition, the development of teaching materials based on digital technology is also able to be combined with the concept of gamification to increase learning motivation. Thus, gamification allows learning to be packaged in the form of fun and challenging activities (Muzakki et al., 2025). According to Sugino et al., the integration of communicative approaches with digital technology can increase the effectiveness of Arabic language learning (Sugino et al., 2025). This has

been reinforced by Husna and Rowin who state that digital-based learning supports the development of 21st century skills (Husna & Rowin, 2025).

Although various studies have investigated the development of Arabic language learning in the digital era, the existing literature still reveals several important limitations. Previous review-based studies have predominantly focused on the broad transformation of Arabic language education and the increasing use of digital technologies in learning environments. Arifin (2025), for instance, examined the general trends of Arabic language education in the digital era and found that technology integration has become one of the dominant directions in contemporary Arabic pedagogy. Likewise, Wahyuni (2024) emphasized the importance of digital innovation in improving the effectiveness of Arabic language instruction, while Nur and Ramadan discussed the challenges and opportunities associated with digital-based Arabic learning (Nur & Ramadan, 2025). These studies successfully describe the changing landscape of Arabic education; however, their analyses remain relatively general and do not specifically focus on the development of communicative teaching materials.

Further studies have explored the role of digital media in Arabic language learning from different perspectives. Anwar et al. (2025) highlighted the relevance of digital media in supporting Arabic language instruction, whereas Muzakki et al. (2025) discussed the opportunities and challenges of technological innovation in Arabic learning practices. Similarly, Auliya et al. analyzed the broader digital revolution in Arabic language learning and projected future directions for language education (Auliya et al., 2025). Despite providing valuable insights into technology-enhanced learning, these studies primarily emphasize digital transformation as a macro phenomenon and offer limited discussion regarding the pedagogical design of communicative teaching materials.

On the other hand, empirical studies concerning communicative Arabic teaching materials have continued to grow in recent years. Research conducted by Alhamzah and Amrulloh (2025), Hidayatullah (2025), Syafei et al. (2025), and Astin et al. (2025) demonstrates the importance of communicative approaches in enhancing students' language competence. Likewise, several studies have focused on the development of communicative teaching materials, including Islamiy and Fahyuni (2024), Muttaqin (2025), Nusyirwan and Imron (2025), Raudhatunnisa and Mukmin (2025), and also Wachidah et al. (2025). Although these studies provide evidence of the effectiveness of communicative-oriented instructional materials, they generally examine individual products or specific learning contexts rather than mapping broader development trends.

A similar situation can be observed in studies related to digital instructional materials. Research by Azzahro et al. (2025), Fuadi and Nurmala (2025), Haniefa et al. (2025), Mahdi et al. (2025), Sapri (2025), Sofia et al. (2026), Husna and Rowin (2025), and also Lestari et al. (2025) demonstrates the increasing adoption of digital-based learning resources in Arabic education. Nevertheless, these studies tend to focus on product development and implementation outcomes without providing a comprehensive synthesis of how communicative principles are integrated into digital instructional materials.

More specifically, studies investigating QR Code technology in Arabic language learning remain relatively limited. Ismani et al. (2022) developed a communicative Arabic exercise book integrated with QR-Code technology, while Nadziro et al. designed QR Code-based Arabic textbooks for higher education learners (Nadziro et al., 2023). Although both studies indicate the potential of QR Code technology in enriching learning experiences, they are restricted to specific products and do not examine broader patterns of technological integration across Arabic instructional material development. Similarly, gamification studies such as Mulyawati et al. (2024) and Romadhoni and Suprijono (2024) demonstrate the educational value of QR Code-supported monopoly games; however, their focus is not specifically directed toward communicative Arabic language teaching materials.

Based on the above discussion, a significant research gap can be identified. Existing studies have examined communicative approaches, digital teaching materials, QR Code technology, and gamification as separate domains. However, there is still no comprehensive review that systematically maps the intersection among these four dimensions within the context of Arabic language teaching material development. Consequently, the current state of knowledge remains fragmented, making it difficult to understand emerging trends, dominant innovations, and future opportunities in this field. Therefore, this study seeks to fill that gap by systematically reviewing research on the development of communicative Arabic teaching materials based on digital technology. In particular, it aims to identify development trends, characterize existing innovations, and analyze the relevance of integrating QR Code technology and monopoly-based gamification within communicative Arabic language learning. The study is expected to provide a more comprehensive understanding of current developments while offering a conceptual foundation for future instructional material design. Thus, this research is expected to be able to make a theoretical contribution to the development of Arabic learning innovations. According to Saleh and Uqba, the development of digital teaching materials is an urgent need in the modern era (Saleh et al., 2025). This is also emphasized by Sapri and Wachidah et al. who emphasize the urgency of innovative and technology-based teaching materials (Sapri, 2025; Wachidah et al., 2025).

2. METHOD

This study employed a Systematic Literature Review (SLR) approach to systematically analyze research related to the development of communicative Arabic teaching materials integrated with digital technology. The review process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, which consists of four main stages: identification, screening, eligibility, and inclusion (Page et al., 2021). Through this framework, relevant studies were selected in a transparent and systematic manner to ensure the validity and reliability of the review findings as shown in Figure 1.



Figure 1 Stages of Systematic Literature Review (SLR) Refer to PRISMA

At the identification stage, articles were collected from various scientific databases using keywords related to communicative Arabic teaching materials, digital learning media, QR Code technology, gamification, and Arabic language learning. The initial search resulted in 48 potentially relevant articles published between 2022 until 2026.

The screening stage was conducted by examining publication type, language, publication year, accessibility of full-text documents, and relevance to the research topic. Articles that were not related to Arabic language learning, did not discuss teaching material development, or lacked sufficient methodological information were excluded. This process reduced the number of eligible studies to 36 articles.

Subsequently, the eligibility stage involved an in-depth evaluation of the remaining articles based on predetermined inclusion criteria, including empirical focus on Arabic language learning, discussion of communicative approaches, digital instructional materials, QR Code integration, or gamification-based learning. Studies that only discussed general educational technology without specific relevance to Arabic language teaching were excluded. As a result, 30 articles met the eligibility requirements.

Finally, during the inclusion stage, 25 articles were selected as the primary data sources for analysis. These studies were considered the most relevant because they directly addressed communicative Arabic teaching materials, digital-based instructional innovations, QR Code integration, or gamification strategies. The selected articles were subsequently analyzed using thematic categorization to identify publication trends, research focuses, types of digital teaching

materials, technological integration patterns, and the educational implications of communicative Arabic instructional development.

The literature search process was conducted using Publish or Perish (PoP) software to retrieve scholarly publications from Google Scholar. The selected studies were subsequently verified through SINTA-accredited journal databases and Crossref metadata to ensure publication quality and bibliographic accuracy. To maintain the specificity of the review, the search strategy focused on studies related to communicative Arabic teaching materials and their integration with digital technology. The keywords employed included “communicative Arabic teaching materials”, “Arabic language teaching materials”, “digital Arabic learning materials”, “QR Code in Arabic language learning”, “gamification in Arabic language learning”, and “communicative approach in Arabic language learning”. The search was conducted during January–February 2026, covering publications published between 2022–2026.

Furthermore, the inclusion and exclusion criteria for this study are presented in table 1 below:

Table 1 Inclusion and Exclusion Criteria

No.	Inclusion Criteria	Exclusion Criteria
1.	Studies discussing Arabic language learning and teaching	Studies unrelated to Arabic language learning
2.	Studies related to the development or utilization of digital teaching materials	Studies discussing educational technology without relevance to teaching-material development
3.	Studies incorporating communicative approaches, interactive learning, or communicative instructional design	Editorial articles, opinion papers, book reviews, proceedings abstracts, or non-research publications
4.	Articles published between 2022–2026	Articles published before 2022
5.	Full-text empirical research articles accessible for review	Articles with incomplete full text, unclear methodology, or duplicated records

So, the inclusion criteria comprised: (1) studies discussing Arabic language learning and teaching, (2) studies related to the development or utilization of digital teaching materials, (3) studies incorporating communicative approaches or interactive learning designs, (4) articles published between 2022–2026, and (5) full-text empirical research articles. Conversely, the exclusion criteria included: (1) studies unrelated to Arabic language learning, (2) studies discussing educational technology without relevance to teaching-material development, (3) editorial articles, opinion papers, book reviews, proceedings abstracts, or other non-research publications, (4) articles published before 2022, and (5) articles with incomplete full text, unclear methodology, or duplicated records.

The selected articles were analyzed using thematic analysis to identify recurring themes related to communicative Arabic teaching-material development, digital learning technologies, QR Code integration, and gamification-based instructional innovations. Each article was coded

according to publication year, research focus, type of digital teaching material, technological features, and reported educational outcomes. The findings were then synthesized descriptively to identify research trends, dominant themes, technological developments, and potential research gaps within the field of Arabic language education.

3. RESULT AND DISCUSSION

3.1. Distribution and Research Characteristics

The literature search process followed the PRISMA framework consisting of four stages: identification, screening, eligibility, and inclusion. During the identification stage, 48 articles were retrieved from Google Scholar through Publish or Perish (PoP) and subsequently verified using SINTA-accredited journals and Crossref metadata. These articles were initially identified based on their relevance to Arabic language learning, communicative teaching materials, digital learning technologies, QR Code integration, and educational gamification. At the screening stage, 12 articles were excluded, reducing the number of studies from 48 to 36 articles. The excluded studies were removed because they did not specifically address Arabic language learning, focused only on general educational technology, were duplicate records, or provided insufficient information in their titles and abstracts to determine relevance to the review objectives. Subsequently, during the eligibility stage, a full-text assessment was conducted on the remaining 36 articles. As a result, 6 additional studies were excluded because they did not discuss communicative teaching-material development, lacked empirical research findings, or focused on digital applications without a clear connection to Arabic language instruction. Consequently, 30 articles fulfilled the eligibility criteria. Finally, at the inclusion stage, 5 articles were further excluded because their primary focus did not align with the specific scope of communicative Arabic teaching-material development integrated with digital technology. Therefore, 25 articles were selected as the final dataset for analysis. These studies were considered the most relevant for identifying research trends, digital teaching-material characteristics, QR Code integration patterns, gamification strategies, and future directions in communicative Arabic language learning.

To enhance transparency and provide a clearer overview of the article-selection procedure, Table 2 summarizes the number of articles retained and excluded at each stage of the PRISMA process, together with the primary reasons for exclusion. This summary demonstrates how the final set of studies was systematically refined to ensure alignment with the objectives and scope of the present review.

Table 2 Summary of Article Selection. Process

Stage	Number of Articles	Excluded	Reason for Exclusion
Identification	48	–	Initial retrieval
Screening	36	12	Duplicate records, irrelevant topics, insufficient abstract relevance
Eligibility	30	6	Lack of communicative focus, non-empirical studies, irrelevant digital applications
Inclusion	25	5	Did not match the specific scope of communicative Arabic teaching-material development

As presented in Table 2, the number of studies gradually decreased throughout the selection process as increasingly rigorous relevance and quality criteria were applied. The final corpus of 25 articles served as the basis for subsequent thematic analysis. These studies were further examined to identify publication trends, dominant research focuses, types of digital teaching materials, objectives of technology utilization, and patterns of QR Code and gamification integration in communicative Arabic language learning.

The findings indicate that research on digital media development in Arabic language learning has increased significantly in recent years. This indicates there is a growing attention to Arabic learning innovations, especially in the development of technology-based media and educational games (Wahyuni, 2024). According to Azzahro et al., the increase in the number of research is inseparable from the demands of 21st century learning which require the integration of technology in the learning process (Azzahro et al., 2025). In addition, Nur and Ramadan (2025) also emphasized the need for innovative learning media is one of the main factors for the development of research in this field.

Based on the results of the analysis of the selected articles, these studies have a variety of focuses, ranging from the development of game-based media, digital teaching materials, to the integration of technology such as QR Code in Arabic language learning. This variation has shown that researchers seek to answer various problems of Arabic language learning through innovative and contextual approaches (Mahdi et al., 2025). According to Hidayatullah, innovation in Arabic learning media is very important to increase the effectiveness of learning and student involvement (Hidayatullah, 2025).

3.2. Distribution of Publication Year

The following is a table of trends in research publications in the last five years:

Table 3 Trends of Research Publication Years

Year	Number of Research	Percentage
2022	1	4%
2023	1	4%
2024	2	8%
2025	20	80%
2026	1	4%

Year	Number of Research	Percentage
Total	25	100%

As shown in table 3, the number of publications increased steadily throughout the observed period and reached its peak in 2025. This trend reflects the growing scholarly interest in digital innovations for Arabic language learning (Arifin, 2025).

3.3. Distribution of Research Focus

The following table is presented regarding the focus of the research analyzed:

Table 4 Research Focus Analysis

Research Focus	Number of Research	Percentage
Development of Teaching Materials	9	36%
Digital Learning Media	7	28%
Educational Games	5	20%
QR Code and Supporting Technologies	4	16%
Total	25	100%

Table 4 indicates that the development of teaching materials represents the most dominant research focus, accounting for 36% of the selected studies. This shows that teaching materials are the main aspect in efforts to improve the quality of Arabic language learning. However, research related to educational games and QR Codes is still relatively limited. This provides an opportunity for further research. According to AlNajdi, the integration of technology such as QR Code in learning has great potential to be developed (AlNajdi, 2022).

Overall, the results of the analysis show that Arabic language learning research is dominated by the development of media and teaching materials, with a tendency to increase from year to year. However, there are inconsistencies in the aspects of gamification and integration of QR Code technology that have not been studied in depth. These findings are an important basis for identifying research gaps. According to Nadziro et al. (2023), the integration of digital media in language learning still requires broader exploration, especially in the context of Arabic language learning. This is also emphasized by Haniefah et al. who stated that technology-based learning innovations still need further development in order to have a meaningful and optimal impact (Haniefah et al., 2025).

3.4. Trends in Digital Media Integration in Arabic Language Learning

The development of digital technology has brought significant changes in Arabic language learning, especially in the use of media as an interactive and contextual means of learning. This transformation shows that Arabic language learning is not only limited to the use of conventional textbooks, but has evolved towards the use of digital media that is more adaptive to the needs of students in the modern era (Arifin, 2025). According to Anwar et al., the existence of digital media has high relevance in learning Arabic because it is able to improve the quality of material delivery

(Anwar et al., 2025). This is also strengthened by Muzakki et al. (2025) who stated the integration of technology in Arabic language learning is a necessity in the midst of the development of the digital era.

The characteristics of students in the digital era who tend to be visual, interactive, and responsive to technology are the main factors in encouraging the use of digital media in learning. Thus, it is easier for students to understand the material when presented through multimedia, such as video, audio, and animation than conventional methods (Wachidah, 2023). In addition, the use of digital media is also able to increase students' learning motivation because it provides a more interesting and varied learning experience (Azzahro et al., 2025). This is in line with the findings of Lestari et al. (2025) who have shown that digital-based teaching materials are able to significantly increase the involvement of all students in learning Arabic. The following table is presented regarding the types of digital teaching materials used in Arabic language learning research:

Table 5 Types of Digital Teaching Materials in Research

Types of Digital Media	Number of Research	Percentage
Digital Modules	7	28%
Interactive Multimedia	6	24%
Game-Based Media	5	20%
QR Code-Based Media	4	16%
Digital Platform	3	12%
Total	25	100%

Based on table 5, it can be seen the most developed type of digital teaching materials is digital modules with a percentage of 28%. This shows the digitization of conventional teaching materials into electronic form is still the main choice for Arabic language learning innovations (Haniefah et al., 2025; Lestari et al., 2025). Thus, teaching materials in the form of digital modules are considered to be able to provide a more independent, systematic, and flexible learning experience for students.

On the other hand, the development of interactive multimedia is also showing a fairly significant trend. This indicates there are efforts to increase the attractiveness and interactivity of learning through the integration of visual and audio elements (Mahdi et al., 2025). Therefore, the use of multimedia is considered to be able to increase students' understanding because it combines various learning stimuli simultaneously. In addition, Wachidah (2025) also emphasized that audiovisual-based media has an important role in improving listening and speaking skills in learning Arabic.

Furthermore, the development of game-based media has provided evidence that gamification approaches are beginning to develop as a strategy to increase students' motivation and involvement in the learning process (Muttaqin, 2025; Nusyirwan et al., 2025). Meanwhile, QR Code-based teaching materials and digital platforms have the lowest proportion, which shows the use of this

technology is still relatively limited. In fact, according to AlNajdi (2022), QR Code has great potential in connecting printed teaching materials with digital content quickly and practically. This is emphasized by Nadziro et al. (2023) who stated the QR Code integration is able to increase learning effectiveness through instant access to additional materials. Then, the following table is presented regarding the purpose of using digital teaching materials in Arabic language learning:

Table 6 Objectives of Utilizing Digital Teaching Materials in Research

Purpose	Number of Research	Percentage
Improving Language Skills	8	32%
Increasing Learning Motivation	6	24%
Developing Teaching Material Products	5	20%
Improving Learning Outcomes	4	16%
Supports Self-Paced Learning	2	8%
Total	25	100%

Based on table 6, it can be seen the main goal of developing digital teaching materials, especially in language learning, is to improve language skills by a percentage of 32%. This shows the development of digital teaching materials in Arabic learning is still oriented towards improving students' language skills, both listening, speaking, reading, and writing skills (Husna & Rowin, 2025). According to Anwar et al. (2025), learning motivation is a key factor in the success of Arabic language learning. In addition, Muzakki et al. (2025) also emphasized that digital teaching materials are able to significantly increase learning motivation.

On the other hand, the existence of digital teaching materials plays a very important role in making it easier to understand the material. This is due to the ability of digital teaching materials to present material visually and contextually (Wachidah, 2023). Based on the opinion of Mahdi et al. (2025), the presentation of material through the media in the form of digital teaching materials will be able to help students understand abstract concepts into concrete. Meanwhile, Lestari et al. (2025) also stated the use of digital media will be able to increase the effectiveness of learning comprehensively.

Overall, the results of the analysis have shown that the trend of integrating digital teaching materials in Arabic language learning is growing. However, the use of more innovative technologies such as QR Code and Augmented Reality (AR) is still relatively low compared to conventional digital-based media. These findings show there is a great opportunity to develop more innovative and integrative learning media (Hidayat et al., 2025). According to Nadziro et al. (2023), optimal integration of digital media can significantly improve the quality of learning. Therefore, the development of communicative teaching materials integrated with technologies such as QR Code and combined with gamification approaches is very relevant to be studied further in this study (Nur & Ramadan, 2025). According to Wahyuni (2024), innovation in Arabic language learning based

on digital technology is the most important key to increasing the effectiveness and attractiveness of learning in the digital era.

3.5. Gamification of Arabic Language Learning and Its Relevance to Monopoly Media

Gamification in Arabic language learning is one of the innovative approaches that is increasingly used to increase student motivation and engagement. This approach integrates various elements of the game into the learning process so that it is able to create a more fun and less monotonous learning atmosphere (Mulyawati et al., 2024). According to Khanchai, gamification is able to increase the active participation of students because it presents challenges, rewards, and interesting interactions in learning (Khanchai et al., 2025). This is also strengthened by Romadhoni (2024) who states the use of game media in learning, especially in learning Arabic, can significantly increase student interest in learning and involvement.

In the context of Arabic language learning, gamification not only functions as a means of entertainment, but also functions as a pedagogical strategy in improving language skills mastery. The results of the study have shown the use of educational games is able to help students understand vocabulary, sentence structure, and also improve speaking skills (Mahdi et al., 2025). According to Husna and Rowin (2025), game-based learning is able to create more active interaction between students and learning materials. In addition, Haniefafa et al. (2025) also emphasized that gamification can support more meaningful experiential learning.

Based on the 25 articles analyzed, only 5 articles specifically examined the use of gamification in Arabic language learning. Therefore, the analysis in the table below is focused on various articles relevant to gamification. So, the following is an analysis table of the types of gamification media used in learning Arabic:

Table 7 Types of Gamification Media in Research

Game Type	Number of Research	Percentage
Board Game (Monopoly)	2	40%
Educational Card Games	1	20%
Digital Games	1	20%
Quiz-Based Gamification	1	20%
Total	5	100%

Based on the table 7, it can be seen the type of gamification media for learning Arabic is still dominated by Board games such as a monopoly with a percentage of 40%. This shows that conventional games that are modified into learning media are still the main choice because they are able to be implemented and are able to create direct interaction. In addition, the use of educational card games, digital games, and quiz-based gamification each have the same proportion. Thus, there are variations of gamification approaches that are beginning to develop in learning Arabic (Nusyirwan et al., 2025).

Therefore, learning Arabic is now starting to lead to integration between games and digital technology (Khanchai et al., 2025). According to Hidayat et al. (2025), digital-based games are able to increase student engagement through attractive visual displays and dynamic interaction systems. Meanwhile, Nadziro et al. (2023) have also emphasized the integration of games with digital technology is able to provide a flexible and adaptive learning experience. So, the following is an analysis table of the benefits of using gamification in Arabic language learning:

Table 8 Benefits of Gamification in Research

Benefits of Gamification	Number of Research	Percentage
Increase Motivation	2	40%
Increase Engagement	1	20%
Improving Language Skills	1	20%
Creating Fun Learning	1	20%
Total	5	100%

Based on the table, it can be seen the main purpose of using gamification is to increase students' learning motivation by 40%. This shows that gamification has a very important role in creating a fun learning atmosphere (Mulyawati et al., 2024). In Khanchai's opinion (2025), the motivation of students is the main key factor for learning success. In addition, Romadhoni (2024) also stated that gamification is able to significantly increase students' interest in learning.

Furthermore, gamification also plays a role in improving mastery of Arabic vocabulary. This is due to the repetition of material in the context of games which makes it easier for students to remember vocabulary (Azzahro et al., 2025). According to Mahdi et al. (2025), game-based learning provides opportunities for students to learn actively through hands-on practice. Meanwhile, based on the opinions of Husna and Rowin (2025), it has also been emphasized that interaction in games can improve students' communication skills more effectively, so that it will be able to create fun learning.

3.6. The Relevance of QR Code-Based Monopoly Game Media

Among the innovations in gamification of Arabic language learning is the development of monopoly game media that is integrated with digital technology such as QR Code. This medium combines among the elements of board games with access to digital content, thereby creating an interactive and multimodal learning experience (Romadhoni & Suprijono, 2024). According to AlNajdi (2022), the existence of QR Code allows learners to access additional materials quickly and flexibly by simply scanning the available code. This is also reinforced by Nadziro et al. (2023) who stated that integration QR Code can effectively connect print teaching materials with digital content.

Next, the use of monopoly as a learning medium has the advantage of creating social interaction between students and being able to increase involvement in the learning process. This

game allows students to learn while playing through competition and collaboration mechanisms (Mulyawati et al., 2024). According to Khanchai (2025), board game products such as monopoly can improve critical thinking skills and decision-making skills. In addition, Hidayatullah (2025) has also emphasized the integration of communicative approaches with game media will be able to improve language skills in a more contextual way.

Overall, the results of the analysis have shown that gamification has great potential in improving the quality of Arabic language learning, especially in terms of motivation, engagement, and vocabulary mastery. Nevertheless, the majority of research is still dominated by the use of simple games such as cards, while the development of technology-based board games, such as QR Code's integrated monopoly is still relatively limited. Thus, these findings show there are significant research opportunities in the development of innovative and integrative game-based learning media (Hidayat et al., 2025). According to Nadziro et al. (2023), the integration between games and digital technology is able to create a more effective and meaningful learning experience. Therefore, the development of communicative teaching materials based on the QR Code integrated monopoly game is very relevant to answer the needs of Arabic language learning in this digital era (Nur & Ramadan, 2025). Based on the opinion of Wahyuni (2024), gamification-based innovation is one of the effective strategies in improving the quality of language learning.

3.7. Research Gap and Implications of the Development of Integrated Communicative Teaching Materials QR Code and Monopoly Games

Based on the results of the previous synthesis, it can be seen that Arabic language learning research has undergone significant development, especially in the aspects of learning media development, digital technology integration, and also the application of gamification. However, the results of these developments still do not fully show a comprehensive integration between communicative approaches, game media, and digital technology in a complete learning unit (Wahyuni, 2024). Thus, most of the research still focuses on the development of media partially without integrating various important aspects in language learning. This is also reinforced by Hidayat et al. (2025) who state that Arabic language learning innovations still tend to be fragmented.

In addition, research related to gamification in Arabic learning is still dominated by the development of simple game media such as flashcards. Meanwhile, development research on more complex game media such as monopoly-based board games is relatively limited. In fact, Khanchai (2025) has stated the use of more complex games has great potential in increasing the involvement of all students because it involves strategies, social interaction, and decision-making. This is also strengthened by Romadhoni (2024) who states that more complex game media such as monopoly-based board games will be able to provide a more contextual and interactive learning experience.

On the other hand, the use of QR Code technology in Arabic language learning has also not been studied comprehensively. Some studies only use QR Code as a complement without integrating it optimally in learning design (AlNajdi, 2022). In fact, Nadziro et al. (2023) have stated that QR Code has great potential in dynamically connecting printed teaching materials with digital content. However, the integration of QR Code in educational game media is still rarely found in Arabic language learning research. The following is a table on the identification of research gaps based on the results of the synthesis of literature reviews.

Table 9 Identification of Research Gaps Based on the Results of Literature Review Synthesis

Aspects	Findings of Previous Research	Gap	Opportunities
Learning Media	Dominant Digital Media and Cards	Not Yet Integrated	Media and Game Integration
Gamification	Simple Game Focus	Minin Board Game Complex	The Development of Educational Monopolies
QR Code Technology	Used as a complement	Not Yet Fully Integrated	QR Code as a Core Part of Media
Communicative Approach	Used Separately	Media Integrated	Communicative As Games
Learning Integration	Partial	Not Holistic Yet	Integrated Learning Design

Based on table 9, it can be seen there is a fairly clear gap between the research that has been conducted and the needs for the development of ideal Arabic language learning. The majority of research is still partial, both in terms of media, technology, and learning approaches (Nur & Ramadan, 2025). Wahyuni (2024) has argued that the integration of various learning components is the key to creating effective and meaningful learning. This is also strengthened by Haniefa et al. (2025) who stated that a holistic learning design will be able to significantly improve the quality of learning outcomes.

Thus, through the identification of Research gap Therefore, an innovation is needed in the development of Arabic teaching materials that are able to integrate various aspects of learning comprehensively. One form of innovation that can be developed is communicative teaching materials based on monopoly games that are integrated with technology QR Code. This development not only focuses on the media aspect, but also on the learning approach used. Thus, the integration of gamification in learning is able to significantly increase student motivation and involvement (Khanchai et al., 2025).

The use of board games in the form of monopoly as a learning medium allows the creation of active social interaction and experiential learning. In this context, students not only learn

cognitively, but are also actively involved in contextual communication activities (Mulyawati et al., 2024). Thus, with the existence of monopoly game media, it is able to improve language skills through structured play activities (Romadhoni & Suprijono, 2024). Then, the QR Code integration also allows students to be able to access additional materials flexibly, thus enriching the learning experience (AlNajdi, 2022).

Furthermore, the development of communicative teaching materials that integrate with QR Code and monopoly games also has implications for improving the quality of Arabic language learning comprehensively. So, the development of these teaching materials can be a solution in overcoming students' low motivation to learn and also increase involvement in the learning process (Azzahro et al., 2025). According to Mahdi et al. (2025), interactive media-based learning can significantly increase learning effectiveness. This is also strengthened by Husna and Rowin (2025) who stated that technology-based learning media can improve language skills more optimally.

Overall, the results of this study have shown that although there is a lot of research related to learning media, gamification, and digital technology in Arabic language learning, there is still a significant gap in the integration of these three aspects. Therefore, the development of integrated communicative teaching materials, QR Code and monopoly games become innovations that have novelty value (novelty) and high relevance in the context of Arabic language learning in the digital age. According to Nur and Ramadan (2025), learning innovations that integrate various components holistically will have a more optimal impact on students' learning outcomes. This is also emphasized by Wahyuni (2024) the development of technology-based learning media and gamification is one of the strategic solutions in improving the quality of Arabic language education.

4. CONCLUSION

Based on the results of the Systematic Literature Review (SLR), it can be concluded that research in Arabic language learning has shown significant developments, especially in the development of learning media, the integration of digital technology, and also the application of gamification. The research trend is dominated by the development of digital-based media and educational games that are oriented towards increasing the motivation and involvement of students in the learning process. However, the results of the synthesis show that most of the research is still partial and has not comprehensively integrated communicative approaches, game media, and digital technologies in a single complete learning design. In addition, the use of gamification is still dominated by simple games, while the development of board game-based games such as monopoly is also still relatively limited. Then, the use of technology such as QR Code tends to still be used as a complement, so it is not yet a core part of learning design.

The findings suggest that the integration of communicative teaching materials, QR Code technology, and monopoly-based gamification represents a promising direction for future Arabic language instructional design. The limited number of studies combining these three elements indicates a potential research opportunity for developing more integrated and innovative learning products.

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