



Development of a Scrabble Board Game Based on Experiential Learning for Enhancing Arabic Vocabulary Acquisition

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ENGLISH ABSTRACT

This research seeks to create a Scrabble Board Game grounded in Experiential Learning principles to improve Arabic vocabulary acquisition for novice students. The study utilized a Research and Development (R&D) methodology based on the ADDIE model, which encompasses the stages of Analysis, Design, Development, Implementation, and Evaluation. In the development phase, a prototype was produced and evaluated by three specialists in Arabic language, educational media, and pedagogical practice, attaining an average score of 4.6 (very valid). The study encompassed 20 second-grade children at Madrasah Ibtidaiyyah across three sessions, utilizing pre-test and post-test evaluations to determine learning results. The findings indicated a notable enhancement in vocabulary proficiency, with the mean score rising from 54.3 to 82.1 and an N-Gain score of 0.61, categorizing it as moderate to high. Observations and interviews validated heightened student engagement, motivation, and teamwork. Kolb's Experiential Learning Model enabled significant learning through practical activities, reflection, and application. This study concludes that the integration of educational games with experiential learning methodologies can significantly enhance Arabic vocabulary acquisition and foster a more dynamic classroom atmosphere. Future research is advised to investigate digital adaptations and broader deployment in diverse educational settings.

Keywords: Experiential Learning, Scrabble Board Game, Arabic Vocabulary

INDONESIAN ABSTRACT

Penelitian ini bertujuan untuk mengembangkan media pembelajaran berupa Scrabble Board Game berbasis Experiential Learning untuk meningkatkan penguasaan kosakata bahasa Arab pada siswa tingkat pemula. Penelitian ini menggunakan pendekatan Research and Development (R&D) dengan model ADDIE yang meliputi tahap Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Pada tahap pengembangan, prototipe media divalidasi oleh tiga ahli bahasa Arab, media pembelajaran, dan praktisi pengajar dengan hasil rata-rata skor 4,6 (kategori sangat valid). Implementasi dilakukan pada 20 siswa kelas II Madrasah Ibtidaiyah melalui tiga kali pertemuan dengan instrumen pre-test dan post-test untuk mengukur hasil belajar. Hasil menunjukkan adanya peningkatan signifikan dalam penguasaan kosakata, dari rata-rata skor 54,3 menjadi 82,1 dengan nilai N-Gain 0,61 (kategori sedang ke tinggi). Observasi dan wawancara menunjukkan meningkatnya keterlibatan, motivasi, dan kerja sama siswa. Penerapan model Experiential Learning Kolb memfasilitasi pembelajaran bermakna melalui pengalaman langsung, refleksi, dan praktik. Penelitian ini menyimpulkan bahwa integrasi permainan edukatif dengan strategi experiential learning efektif dalam meningkatkan penguasaan kosakata Arab serta menciptakan suasana belajar yang lebih interaktif. Penelitian selanjutnya disarankan mengeksplorasi adaptasi digital dan penerapan lebih luas di berbagai jenjang pendidikan.

Kata Kunci: *Experiential Learning, Scrabble Board Game, Kosakata Bahasa Arab*

Introduction

Arabic language learning in Indonesian educational institutions continues to face significant challenges, particularly in mastering vocabulary (Amira et al., 2024). Vocabulary is an essential element in language learning in shaping learners' abilities in listening, speaking, reading, and writing (Elaish et al., 2019; Nabila et al., 2025). However, many learners encounter difficulties in memorizing and applying Arabic vocabulary, particularly when they are required to use the language accurately in sentences, oral expression, simple reading comprehension, and classroom interactions. While students may recall isolated words, they often struggle to apply them in meaningful contexts, such as selecting the correct form, gender, or function in communication, indicating that vocabulary mastery has not yet reached functional proficiency (Ishraf Shuib et al., 2014). The monotonous and non-interactive teaching methods have affected students' abilities in learning new vocabulary (Sulaiman & Alwattar, 2021). Traditional methods, which frequently focus on teacher-centered learning and memorization, are unable to overcome this problem (Bin Zaid et al., 2022), resulting in low student motivation, passive participation, and limited engagement in the learning process (Bahruddin et al., 2021).

A preliminary needs analysis conducted in the fifth grade of Muhammadiyah Wirobrajan 3 Elementary School highlights the urgency of solving students' difficulties in mastering the targeted vocabulary. The pre-test results show an average score of 55.4, with 65% of students failing to achieve the minimum criteria or passing grade. The teacher's interview further confirms that lessons and learning activities are dominated by memorization activities, leaving students passive and disengaged (Yasin & Sofyan, 2024). These findings are in line with the previous studies, indicating that weak vocabulary acquisition is a primary barrier to developing overall Arabic language skills (Fadhlan et al., 2024), particularly at the elementary education level (Kholis & Nadhif, 2023).

To address these challenges, scholars emphasize that educators need strategies integrating active participation and contextual application to promote the central role of vocabulary in supporting listening, speaking, reading, and writing skills (Fitriya & Fajarina, 2023). Studies consistently report that teacher-centered instruction reduces students' motivation and limits retention of new words (Sulaiman & Alwattar, 2021), while experiential and interactive stimuli stimulate cognitive and affective engagement, improve self-motivation, and unlock the limitations of their long-term language proficiency in learning vocabulary (Nabila et al., 2025).

Among innovative approaches, the Scrabble Board Game is an educational tool that encourages learners to build and construct words through strategic tile placement, which reinforces vocabulary recall and contextual usage (Umroh et al., 2024). Empirical evidence on its effectiveness reported by Zahiroh and Mahliatussikah as a 25% improvement in Arabic vocabulary mastery among state Islamic junior high school (MTsN) students using Scrabble, accompanied by a noticeable increase in classroom participation (Zahiroh & Mahliatussikah, 2024). In addition, Muthmainnah et al. achieved an N-Gain score of 0.65 (high category) when implementing Scrabble integrated with Kolb's Experiential Learning cycle, demonstrating its capacity to foster both engagement and retention (Muthmainnah et al., 2024).

Fifth grade holds a particularly critical stage in vocabulary development because students have reached the transition from early to upper elementary levels, where linguistic abstraction and structured language patterns begin to be introduced more intensively. At this stage, learners are expected to move beyond simple memorization

toward applying vocabulary meaningfully in reading and writing tasks aligned with the curriculum. Research indicates that vocabulary interventions at this age have a stronger long-term effect because students are cognitively ready for strategy-based learning but still highly responsive to game-based and experiential activities (Kholis & Nadhif, 2023). Applying the Scrabble Board Game combined with Experiential Learning in fifth grade is therefore more pedagogically strategic than in lower grades, where reading proficiency is still emerging, and more adaptable than in higher grades, where language materials become more complex. Hence, focusing on fifth graders ensures that the intervention is developmentally suitable, curriculum aligned, and able to produce measurable gains in vocabulary acquisition.

Nevertheless, existing studies have rarely focused on the elementary level, particularly the fifth-grade students, nor fully integrated Experiential Learning into the design of the Scrabble Board Game. At this stage of cognitive and language development, learners require simple, engaging, and aligned media that meet curriculum standards that support hands-on, reflective, and application-oriented experiences (Fadoli & Rifki, 2023). According to Kolb, such experiential cycles that comprise concrete experience, reflective observation, abstract conceptualization, and active experimentation can strengthen internalization and long-term retention of language concepts (Kolb, 2015).

Experiential Learning, as conceptualized by Kolb, emphasizes learning through a cycle in which learners actively engage in concrete experience, reflect on that experience, formulate concepts, and apply them through experimentation. Studies indicate that vocabulary learning becomes more effective when students construct meaning actively rather than receive information passively (Kolb, 2015). Experiential tasks stimulate both cognitive and emotional involvement, which enhances retention and supports long-term memory components essential for vocabulary mastery (Rahimpour et al., 2013). Integrating Scrabble with Experiential Learning thus provides structured opportunities for students to manipulate vocabulary, reflect on word formation, and practice meaningful application during the game, making the acquisition process more engaging and durable.

Therefore, this study aims to develop and determine the effectiveness of a Scrabble Board Game based on Experiential Learning in enhancing Arabic vocabulary acquisition for fifth-grade students of Muhammadiyah Wirobrajan 3 Elementary School.

The study aims to enhance student engagement, motivation, and proficiency in Arabic vocabulary, providing a practical framework for augmenting Arabic language instruction at the elementary education level.

Although previous studies have demonstrated the effectiveness of Scrabble games and the Experiential Learning approach in enhancing Arabic vocabulary mastery, these studies predominantly focused on secondary level students and applied Scrabble only partially without integrating it into the full Experiential Learning cycle. Existing research has also not developed Scrabble-based media that is specifically tailored to the cognitive characteristics, developmental needs, and curriculum expectations of elementary learners, particularly fifth graders. Furthermore, no prior studies have examined the combined effect of Scrabble and Experiential Learning on motivation, engagement, and long-term vocabulary retention at the elementary education level. Therefore, this study addresses this gap by developing and evaluating an Experiential Learning-based Scrabble Board Game designed specifically for fifth-grade students at Muhammadiyah Wirobrajan 3 Elementary School.

Methods

This research method uses the Research and Development (R&D) approach, which aims to develop learning media (Sugiyono, 2009), namely Scrabble, based on Experiential learning, which is expected to improve the mastery of Arabic vocabulary in beginner students (Hidayat et al., 2021). This research prioritizes the principles of validity and reliability through a series of systematic procedures to ensure results that can be scientifically accounted for. This research is conducted in several stages, which refer to the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). Each stage has clear objectives and procedures to ensure the development of effective and reliable learning media (Ishak & Asrori, 2025). The research was carried out in the second semester of the 2024/2025 academic year in an elementary-level Arabic class consisting of 25 students. In this study, reliable learning media refers to a product that has passed expert validation, classroom try-out, and revision, ensuring its pedagogical suitability and technical quality.

The research procedures began with a needs analysis conducted through classroom observations and semi-structured interviews with the Arabic teacher and

students to identify learning difficulties and the need for engaging vocabulary media. Based on these findings, the researcher independently designed the Scrabble game components board, tiles, and vocabulary cards using Adobe Photoshop, which were then professionally printed. The prototype was validated by two experts (an Arabic language specialist and an instructional media expert), and their feedback was used to revise the product.

The implementation stage took place across three classroom meetings, during which students used the Scrabble media as part of their vocabulary learning activities. The researcher observed students' participation, interaction, and engagement to evaluate how the media supported active learning. These observations were not used to assess vocabulary mastery. Instead, vocabulary acquisition was measured using a pretest and post-test, each consisting of 20 multiple-choice items aligned with the target vocabulary embedded in the media. The same test format was administered before and after implementation to ensure score comparability.

Following the classroom trial, the evaluation phase involved analyzing pre-test and post-test results and conducting short interviews with the teacher and selected students to gather feedback on usability, clarity, and instructional relevance. Insights from this stage informed revisions to enhance the quality of the media before wider application.

Result and Discussion

Developing a Scrabble Board Game for Arabic Vocabulary Learning

The development of a Scrabble board game designed to enhance Arabic vocabulary acquisition is founded on the concepts of Experiential Learning. The initial stage was to create a learning tool that integrates the mechanics of word generation with immersive language learning experiences. The game is designed to help students learn the Arabic language in a fun, effective, and engaging way. The necessity for a more interesting way to teach vocabulary, especially to beginners, had an impact on this design process (Hasibuan, 2018a). This Scrabble board game is developed to fit in with the Arabic curriculum; thus, the words used in the game are useful for students' learning and are based on their needs.

This research adhered to the ADDIE approach (Analysis, Design, Development, Implementation, Evaluation), systematically progressing through each stage while including constant input and iterative enhancements. This research presents results based on the initial three stages of ADDIE: Analysis, Design, and Development, which are the primary focus in the game's design and testing.

Analysis (Identifying Needs and Setting Objectives)

The primary goal of the analysis phase is to find out what the students need and set clear goals for making the Scrabble Board Game a way for them to learn Arabic. Observations in the classroom and discussions with teachers showed that new students have a hard time learning Arabic vocabulary through traditional methods like lectures and rote memorization. This often makes students less interested and makes learning boring. As a result, a more interesting and fun way is needed to help people learn new words.

The main necessity recognized was to enhance students' interest and participation in the study of Arabic. Educators indicated that numerous pupils struggle to retain and utilize Arabic vocabulary due to a lack of opportunities for direct interaction with the words in an engaging setting. The objective of this educational media development is to design a game that integrates vocabulary acquisition with experiential learning, so enhancing students' engagement with Arabic and facilitating more effective internalization of language.

The data indicate that the majority of pupils exhibit a deficiency in motivation to learn a new language, particularly when the learning approach emphasizes rote memorization without practical application. The Scrabble Board Game was designed to facilitate vocabulary acquisition in an engaging context and to enhance critical thinking skills via strategic, fun, and collaborative gameplay. During this analytical phase, it is essential to ensure that the developed game aligns with the current Arabic curriculum, hence maintaining consistency with the established vocabulary acquisition criteria.

To formulate clearer objectives, the analysis also involved a review of the basic competencies that students need to master in learning Arabic vocabulary. In this case, the main objective of developing the Scrabble Board Game is to improve students' vocabulary acquisition in a fun and interactive way, as well as to foster their interest in

learning Arabic. The table below shows the results of the needs analysis underlying the development of the game.

Table 1. Analysis of Student Needs and Development Objectives for Scrabble Board Game

NO	Aspect	Findings	Development Objectives
1	Student Engagement and Interest	Students often feel bored and less interested in learning Arabic	Increase student interest and engagement in learning through interactive games
2	Traditional Learning Methods	The use of lecture and memorization methods has proven to be less effective in teaching vocabulary	Develop learning media that prioritize active interaction and games
3	Difficulty in Vocabulary Mastery	Students have difficulty remembering and applying vocabulary in everyday life	Helps students internalize vocabulary through hands-on experiences and games
4	Lack of Contextual Learning	Vocabulary is taught without a practical context, making it difficult for students to apply it	Integrate vocabulary with relevant context and application in games
	Conclusion	The Scrabble Board Game enhances Arabic vocabulary acquisition by improving student engagement and mastery through a fun, curriculum-aligned approach	

The research indicates that students' engagement and enthusiasm in learning Arabic require enhancement, as many students find the current repetitive teaching techniques unengaging. Consequently, a fundamental purpose of creating the Scrabble Board Game is to make vocabulary learning more engaging and enjoyable. Utilizing gaming media creates a larger opportunity to enable students to study in a pressure-free environment, which finally enhances their engagement in the educational process.

Traditional learning approaches and methods, emphasizing teacher and rote memorization, are considered less effective in enhancing students' vocabulary acquisition. This is due to the fact that these methods do not offer opportunities for students to have a direct interaction with the terminology they are acquiring. The development of a Scrabble Board Game, which actively engages students in word arrangement, is anticipated to improve their capacity to retain and utilize language.

Furthermore, a primary issue revealed in the investigation is students' difficulties in recalling or remembering and employing vocabulary in everyday situations.

Experiential learning facilitates the internalization of the students' vocabulary more organically. Through a game that contextualizes vocabulary, students are encouraged to more readily remember and employ it in everyday use.

The absence of practical context in language learning is a problem noted in the investigation. The vocabulary imparted is frequently less relevant to the students' circumstances in their daily lives. In the Scrabble Board Game, the vocabulary will be tailored to the Arabic curriculum, enabling students to acquire vocabulary in a more relevant and practical context through the interactions facilitated by the game.

Design (Planning the Innovation)

In the design stage, the main focus is to design a Scrabble board game that can effectively support the learning objectives of Arabic vocabulary. Based on the findings from the analysis stage, the game is designed to provide a more interactive and fun learning experience, which will increase student engagement in learning. The design process includes the selection of game components, such as the game board, word tiles, and game rules, that will ensure that each element supports the Arabic vocabulary teaching objectives. The design also aims to ensure that the game is not only fun but also aligned with the applicable Arabic curriculum standards.

Figure 2. Design of Scrabble Board Game and Word Tiles



To enhance clarity and usability, a visual representation of the Scrabble board and word tiles was included in the design phase. The board is structured in a grid format similar to classic Scrabble but adapted to the Arabic language with *Arabic letters*. Colored zones on the board indicate specific point multipliers and functional spaces, such as "bonus" and "directional cues," which guide students in placing words strategically. The tiles are printed with large, bold *Arabic letters* to ensure readability for young learners and are made from thick laminated material to withstand repeated classroom use. Each tile also includes a small point value, encouraging students to think critically while forming words. This visual component not only supports cognitive engagement but also aligns with experiential learning principles by providing a tactile and interactive learning experience.

The learning process using the Arabic Scrabble Board Game consists of several structured activities that align with experiential learning principles. These activities encourage students to actively engage with vocabulary material through play, discussion, and reflection. The table below outlines the main stages of activity in a typical classroom session using this learning media:

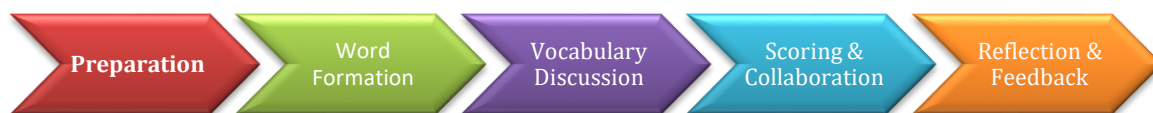
Table 2. The Activities Using the Arabic Scrabble Board Game

No	Activity Stage	Description of Activities
1	Preparation	The teacher introduces the Scrabble Board Game rules and objectives. Students are grouped and given sets of Arabic letter tiles and vocabulary cards.
2	Word Formation	Each group takes turns forming Arabic words using the tiles on the board. Students arrange words either horizontally or vertically while referring to the vocabulary theme.
3	Vocabulary Discussion	After placing a word, students discuss its meaning, pronunciation, and usage in context. The teacher facilitates reflection and provides corrections or clarifications.
4	Scoring & Collaboration	Groups receive points based on the complexity and accuracy of the words. Collaboration is encouraged as students strategize to form longer or higher-value words.
5	Reflection and Feedback	At the end of the session, students reflect on new words learned and discuss challenges faced during the game. Teachers provide formative feedback to reinforce learning outcomes.

The sequence of learning activities using the Arabic Scrabble Board Game is illustrated in the following flow diagram. This diagram visually represents the transition

from preparation to reflection stages, aligning each step with Kolb's Experiential Learning cycle.

Figure 3. Flow Diagram of Learning Activities Using the Arabic Scrabble Board Game



The preparation stage corresponds to the Concrete Experience phase in Kolb's Experiential Learning cycle. At this stage, students are directly introduced to the learning objectives, rules, and materials of the Arabic Scrabble Board Game. Through hands-on interaction, such as receiving letter tiles, examining vocabulary cards, and understanding point zones on the board, learners engage with the learning context in a tangible way. This direct exposure not only builds initial familiarity with the game's mechanics but also creates a concrete foundation for subsequent stages of reflection and conceptualization.

The word formation stage, still within the Concrete Experience phase, students take turns constructing Arabic words using the letter tiles on the Scrabble board, either horizontally or vertically, according to the assigned vocabulary theme (e.g., classroom objects or family members).

Figure 4. Students arranging Arabic vocabulary on the Scrabble board during the Word Formation stage)



Figure 4 illustrates a group of students collaboratively arranging Arabic words during this stage. The activity requires critical thinking, recall of previously learned words, and correct Arabic spelling. The interactive nature of the game supports vocabulary retention while encouraging peer communication and collaborative problem-solving.

The Vocabulary Discussion stage corresponds to the Reflective Observation phase in Kolb's Experiential Learning cycle. At this stage, students analyze the words they have created, focusing on aspects such as meaning, pronunciation, and contextual usage. The teacher facilitates this process by guiding discussion, clarifying misconceptions, and providing corrective feedback. This reflective engagement allows students to consciously process their experiences in the previous stage, recognize patterns in word formation, and connect their actions with linguistic rules. Through such guided reflection, learners develop a deeper awareness of both the vocabulary items and the strategies they used to form them.

The Scoring & Collaboration stage introduces elements of the Abstract Conceptualization phase, as students begin to generalize their experiences into broader linguistic concepts and strategies. By calculating points based on word complexity, accuracy, and strategic tile placement, students are encouraged to think beyond individual vocabulary items and consider how the Arabic language's structure can be leveraged to maximize outcomes. Collaborative planning among group members fosters negotiation skills, strategic thinking, and the integration of language knowledge with game objectives. This stage transforms hands-on activities into conceptual understanding, bridging the gap between practical experience and theoretical learning.

The Reflection and Feedback stage embodies the Active Experimentation phase, where students apply insights gained from earlier stages to future gameplay and language use. In this stage, learners evaluate their own performance, identify challenges they faced, and discuss possible improvements with peers and the teacher. The teacher's formative feedback serves as a guide for students to refine their strategies and reinforce correct language use. This cycle of reflection and re-application ensures that vocabulary learning is dynamic, adaptive, and continually evolving, fostering long-term retention and confidence in using Arabic vocabulary in authentic contexts.

These activities support vocabulary learning while developing pronunciation, contextual understanding, and collaboration. The combination of competition and cooperation motivates active participation, while the teacher’s role as facilitator keeps learning focused and reflective. Through repeated game-based exposure, students build confidence and linguistic competence, making the Scrabble Board Game an effective tool for student-centered Arabic language learning.

Development (Prototype Development and Expert Validation Process)

During the development stage, the initial design of the Scrabble Board Game, which was formulated during the design stage, was realized as a physical prototype. This process began with the creation of the game board using thick cardboard coated with laminate for durability. Arabic letters (*Arabic letters*) are printed in small square tiles similar to conventional Scrabble tiles. Additionally, vocabulary cards are created containing Arabic words appropriate for the basic learning competencies at the beginner level, complete with transliterations and simple illustrations.

Expert validation is carried out to ensure that the content of the material is in line with the curriculum and pedagogical principles. Three validators are involved: Arabic Language Expert to assess the accuracy of vocabulary, word structure, and compliance with language rules; Learning Media Expert to evaluate the appearance, appeal, and alignment with Experiential Learning principles; Teaching Practitioner to ensure the media is suitable for elementary school conditions (*Madrasah Ibtidaiyyah*) and easy for teachers to implement.

Table 3. Expert Validation Results for the Scrabble Board Game Media

No	Assessed Aspect	Indicator	Average Score	Category
1	Content	Vocabulary accuracy, curriculum alignment, and word structure	4.7	Highly Valid
2	Display	Visual design, color attractiveness, and text readability	4.5	Highly Valid
3	Applicability	Ease of implementation, suitability for an elementary class	4.6	Highly Valid

The validation results showed an average score of 4.6 out of 5 (highly valid category). This assessment covered content (4.7), media display (4.5), and applicability in the classroom (4.6). Some notes for improvement from the validators included:

Adding bilingual (Arabic-Indonesian) game instructions to make it easier for teachers and students to understand the rules, Increasing the font size on the tiles to make them easier to read for young children (7–8 years old), Adding contrasting colors to the board to make it easier to identify the point zones and strengthen the visual aspect.

Implementation

The implementation stage was conducted after expert validation of the Scrabble Board Game media. The trial involved 20 second-grade students of Madrasah Ibtidaiyyah and aimed to measure improvements in Arabic vocabulary mastery. Students completed a pre-test, followed by three 40-minute learning sessions using the Scrabble Board Game based on Experiential Learning principles. After the sessions, a post-test was administered, and the results were analyzed to evaluate the effectiveness of the media in improving students' Arabic vocabulary.

Table 4. Pre-test and Post-test Results for Vocabulary Mastery

No	Student	Pre-test	Post-test
1	A	55	80
2	B	50	78
3	C	58	85
4	D	52	79
5	E	54	81
6	F	56	83
7	G	57	84
8	H	50	80
9	I	55	83
10	J	53	82
11	K	52	81
12	L	54	84
13	M	56	83
14	N	58	85
15	O	50	79
16	P	53	80
17	Q	55	82
18	R	57	84
19	S	52	80
20	T	54	82
Average		54,3	82,1

Effectiveness Analysis

- Average Pre-test Score: 54.3
- Average Post-test Score: 82.1
- Score Improvement: 27.8 points

N-Gain Calculation: 0.61

N-Gain Category: Medium to High

The results of this study confirm previous findings that game-based learning can significantly enhance vocabulary acquisition when combined with experiential learning principles. The improvement from an average pre-test score of 54.3 to a post-test score of 82.1 with an N-Gain of 0.61 demonstrates that learners benefited not only from exposure to new vocabulary but also from active engagement in the learning process. This aligns with (Muthmainnah et al., 2024), who reported similar gains when integrating Scrabble with Kolb's learning cycle, reported high learning gains (N-Gain = 0.65) when integrating an Experiential Learning based Scrabble Board Game into *mufradat* instruction. Similar positive outcomes were documented by (Zahiroh & Mahliatussikah, 2024), who found a 25% improvement in students' Arabic vocabulary mastery after using Scrabble, accompanied by increased classroom participation. Furthermore, Sari et al. (2024) demonstrated that Scrabble media significantly enhances vocabulary achievement compared to traditional memorization techniques. Collectively, these studies reinforce the present findings and confirm that integrating structured game-based activities with experiential learning principles leads to higher vocabulary retention, improved motivation, and more meaningful engagement in Arabic language learning.

One key aspect highlighted in this study is the role of collaborative learning. Students worked in groups to form words, strategize, and discuss meanings, which fostered peer learning and increased motivation. This finding echoes Vygotsky's social constructivist perspective, where interaction and collaboration act as catalysts for deeper learning (Elaish et al., 2018). The Scrabble Board Game provided a platform for such interaction, transforming passive memorization into dynamic peer-supported knowledge construction (Zahiroh & Mahliatussikah, 2024).

In addition, the reflective observation and abstract conceptualization stages of Kolb's model proved critical in enabling students to link their game experience with theoretical language concepts. For example, students were able to identify patterns in Arabic word formation and connect them with grammar explanations provided by the teacher. This indicates that the game did not merely serve as entertainment but functioned as a structured pedagogical tool to internalize linguistic rules (Fadoli & Rifki, 2023; Kolb, 2015).

Furthermore, observations revealed that students were more confident in applying newly acquired vocabulary to authentic contexts after gameplay. This suggests that experiential game-based learning contributes to long-term retention and transferability of knowledge, aspects that are often weak in traditional memorization methods (Fitriya & Fajarina, 2023; Sulaiman & Alwattar, 2021). However, the study also noted challenges such as time management and the need for teacher facilitation during discussions, which highlight areas for further refinement (Hasibuan, 2018b).

Overall, these findings underscore the importance of integrating innovative media like Scrabble into Arabic language education at the elementary level. Not only does it enhance vocabulary acquisition quantitatively, but it also strengthens student engagement, motivation, and collaboration qualitatively. This dual benefit positions game-based experiential learning as a viable alternative or complement to conventional vocabulary teaching methods (Nabila et al., 2025b; Umroh, 2018).

Conclusion

This research indicates that creating and utilizing a Scrabble Board Game based on Experiential Learning principles can significantly and effectively improve Arabic vocabulary acquisition in fifth-grade students of elementary-level learners. The integration of game-based learning with experiential methodologies effectively enhanced student engagement, motivation, and participation within the educational process. Results from the pre-test and post-test indicate a notable enhancement in vocabulary proficiency, supported by observations revealing a more dynamic and collaborative classroom environment.

The implementation of Kolb's Experiential Learning Model established a robust theoretical framework for this study, ensuring that the learning process encompassed real experience, reflective observation, abstract conceptualization, and active experimentation. This method enabled students to not only memorize vocabulary but also to use it in a meaningful and enjoyable environment, hence enhancing the effectiveness and permanence of the learning experience.

This study contributes to the existing literature in supporting innovative and interactive instructional technologies in Arabic language education. It underscores the effectiveness of educational games as an additional or maybe a substitute for

conventional techniques, which sometimes fail to create student engagement. Future research should investigate the use of digital technologies in experiential learning-oriented Scrabble games and undertake extensive trials across various and broader educational tiers to assess scalability and adaptation. This study offers a unique addition by integrating Kolb's Experiential Learning cycle into the design of an Arabic Scrabble Board Game, providing a curriculum-aligned, game-based approach that connects theory and practice in beginner-level Arabic vocabulary acquisition.

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