



# Enhancing Learning Motivation and Learning Outcomes through an Online Game-Assisted Teams Games Tournament (TGT) Cooperative Learning Model in Arabic Morphology Learning

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## Keywords:

Teams Games Tournament; gamification; Arabic morphology

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## Abstract

This study aims to determine the effectiveness of the *Teams Games Tournament* (TGT) cooperative learning model assisted by online games in improving students' motivation and learning outcomes in learning *sharaf* (Arabic morphology). This research was motivated by students' low learning motivation and difficulties in understanding word inflection patterns due to teacher-centered learning practices. This study employed a quantitative approach using a pre-experimental method with a *one-group pretest-posttest design*. The participants consisted of 11 eighth-grade students of MTsS Inshafuddin, Banda Aceh. Data were collected through learning outcome tests (pretest and posttest) and learning motivation questionnaires. The data were analyzed using the Shapiro-Wilk normality test and the *paired sample t-test* with the assistance of IBM SPSS Statistics 27. The findings showed a significant improvement in students' learning outcomes after the implementation of the TGT model assisted by online games. The average score increased from 64.3 in the pretest to 85.1 in the posttest, representing an improvement of 32.3%. The hypothesis test revealed a significance value of  $< 0.05$ , indicating a statistically significant difference between the pretest and posttest scores. In addition, the results of the learning motivation questionnaire showed an average percentage of 92%, categorized as highly positive. Therefore, the online game-assisted TGT cooperative learning model is proven effective in improving students' learning motivation and learning outcomes in *sharaf* learning.

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## Kata kunci:

Teams Games Tournament; game online; motivasi belajar; ilmu sharaf

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## Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) berbantuan game online dalam meningkatkan motivasi dan hasil belajar siswa pada materi ilmu sharaf. Penelitian ini dilatarbelakangi oleh rendahnya motivasi belajar siswa serta kesulitan dalam memahami pola perubahan kata akibat pembelajaran yang masih berpusat pada guru. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-eksperimen tipe *one-group pretest-posttest design*. Subjek penelitian terdiri atas 11 siswa kelas VIII MTsS Inshafuddin Banda Aceh. Pengumpulan data dilakukan melalui tes hasil belajar (pretest dan posttest) serta angket motivasi belajar. Data dianalisis menggunakan uji

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normalitas Shapiro-Wilk dan uji hipotesis *paired sample t-test* dengan bantuan IBM SPSS Statistics 27. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada hasil belajar siswa setelah penerapan model TGT berbantuan game online. Rata-rata nilai siswa meningkat dari 64,3 pada pretest menjadi 85,1 pada posttest atau mengalami peningkatan sebesar 32,3%. Hasil uji hipotesis menunjukkan nilai signifikansi  $< 0,05$ , yang menandakan adanya perbedaan yang signifikan antara nilai pretest dan posttest. Selain itu, hasil angket motivasi belajar menunjukkan persentase rata-rata sebesar 92% dengan kategori sangat positif. Dengan demikian, model pembelajaran kooperatif tipe TGT berbantuan game online terbukti efektif dalam meningkatkan hasil belajar dan motivasi siswa pada pembelajaran ilmu sharaf.

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## INTRODUCTION

Arabic language learning plays an important role in Islamic education as it serves as the primary means of understanding the Qur'an, Hadith, and various Islamic texts. One of the essential branches of Arabic language learning is *Sharaf* (Arabic morphology), which is the study of word formation and morphological changes to determine the meaning and grammatical function of words within a sentence. Mastery of *Sharaf* serves as a fundamental basis for comprehensively understanding the structure of the Arabic language and significantly influences students' ability to comprehend Arabic texts. (Husna, 2025). However, in classroom practice, *Sharaf* is still often considered a difficult subject for students to understand due to the numerous *tashrif* patterns and abstract morphological changes involved. Based on preliminary observations conducted by the researchers among eighth-grade students at MTs Inshafuddin, it was found that students experienced difficulties in understanding word-form changes, showed low levels of participation during the learning process, and tended to be passive when the teacher explained the material. In addition, interviews with the Arabic language teacher revealed that the learning process was still predominantly teacher-centered and heavily reliant on lecture-based instruction, causing students to become easily bored and less motivated to learn. These conditions contributed to students' low learning outcomes in *Sharaf*.

The advancement of digital technology in education has created new opportunities for developing more interactive and engaging learning environments. One of the approaches that has gained increasing attention in recent years is the use of online games and gamification in the learning process. Gamification has been proven to enhance students' motivation, engagement, and learning outcomes through the integration of game elements into instructional activities (Afriati, 2025). Theoretically, effective learning should actively engage students through social interaction and collaborative learning. Therefore, one relevant instructional model is the Teams Games Tournament (TGT) cooperative learning model. The TGT model emphasizes group collaboration and academic competition packaged in the form of games, thereby creating an active and engaging learning environment (Islam et al., 2024). Furthermore, the TGT model enables students to learn through group discussions, academic games, and tournaments, thereby enhancing their enthusiasm and active participation in the learning

process. The implementation of the TGT model consists of several stages, including class presentation, the formation of heterogeneous groups, academic games, tournaments, and the provision of rewards for groups with the highest scores (Slavin, 1994). The TGT model is considered particularly suitable for teaching *sharaf*, as it helps reduce the abstract nature of the subject matter through interactive, collaborative, and competitive learning activities.

Previous studies have shown that the Teams Games Tournament (TGT) cooperative learning model is effective in improving students' learning outcomes and engagement across various subjects (Clara Dita & Armiati, 2025). In addition, the game-based learning approach has also been reported to enhance students' learning motivation by providing a more interactive and enjoyable learning experience (Sugianto, 2023). However, several research gaps remain in previous studies. First, most existing studies have examined the Teams Games Tournament (TGT) cooperative learning model and online game media separately, resulting in limited research that integrates both approaches into a systematic instructional design. Furthermore, studies investigating the implementation of these two approaches in the context of Arabic language learning remain relatively limited, particularly in structural linguistic subjects such as *sharaf* (Arabic morphology). In fact, *sharaf* is characterized by complex and abstract concepts, requiring more interactive and contextual learning strategies. In addition, previous studies have predominantly focused on measuring cognitive aspects in terms of learning outcomes, while affective aspects such as learning motivation have received less simultaneous attention. Yet, learning motivation is one of the key factors influencing the success of the learning process. Therefore, there is still a need for research that not only measures improvements in students' learning outcomes but also examines learning motivation as a more comprehensive indicator of instructional success.

Based on these research gaps, this study seeks to integrate the Teams Games Tournament (TGT) cooperative learning model assisted by online games into the teaching of *sharaf* (Arabic morphology) to improve students' learning motivation and learning outcomes. The novelty of this study lies in the integration of the TGT model with online game media in the context of *sharaf* instruction at the *madrasah tsanawiyah* level, which remains relatively underexplored. In addition, this study simultaneously examines two key aspects, namely students' learning motivation and learning outcomes, with the expectation of contributing to the development of more innovative, interactive, and effective Arabic language teaching strategies. Therefore, the objective of this study is to determine the effect of implementing the TGT cooperative learning model assisted by online games on the learning motivation and learning outcomes in *sharaf* among eighth-grade students at MTsS Inshafuddin. Based on this objective, the research hypothesis proposes that there is an improvement in students' learning motivation and learning outcomes following the implementation of the online game-assisted Teams Games Tournament (TGT) cooperative learning model in *sharaf* instruction.

## METHOD

This study employed a quantitative approach to examine the effect of the implementation of the learning model on students' learning motivation and learning outcomes using numerical data collected through research instruments (Abdullah, K et al., 2017). A quantitative approach was selected because this study aimed to objectively measure changes in students' learning motivation and learning outcomes before and after the implementation of the learning model. This study employed a pre-experimental research design using a one-group pretest-posttest design. This design was chosen because it allowed the researchers to measure changes in students' learning motivation and learning outcomes before and after the treatment without involving a control group. The research subjects consisted of one class that received treatment through the implementation of the online game-assisted Teams Games Tournament (TGT) cooperative learning model. Therefore, the effectiveness of the learning model was analyzed based on the comparison between the pretest and posttest results.

**Table 1. One Group Pretest-Posttest Design**

Pretest	Treatment	Posttest
O <sub>1</sub>	X	O <sub>2</sub>

### Notes:

- O<sub>1</sub> : Pretest (initial measurement of students' learning motivation and learning outcomes)  
X : Treatment (implementation of the online game-assisted TGT cooperative learning model)  
O<sub>2</sub> : Posttest (final measurement of students' learning motivation and learning outcomes)

The research subjects consisted of 11 eighth-grade students at MTsS Inshafuddin, Banda Aceh. The sample was determined using a total sampling technique, in which all students in one class were selected as the research subjects. The selection of the eighth-grade class was based on the results of preliminary observations indicating that students experienced difficulties in understanding *sharaf* materials, particularly word inflection patterns, and demonstrated relatively low learning motivation. The learning process was conducted using the online game-assisted Teams Games Tournament (TGT) cooperative learning model through several stages, namely class presentation, the formation of heterogeneous groups, group discussion, online game-based academic games, tournaments, and reward distribution. During the implementation, students were divided into several teams to participate in academic tournaments as part of the TGT instructional procedures (Wuru, 2023).

The instruments used in this study consisted of tests (pretest and posttest) to measure students' learning outcomes before and after the implementation of the Teams Games Tournament (TGT) cooperative learning model, as well as a Likert-scale questionnaire to assess students' responses and learning motivation, covering aspects of attention, interest, participation, and engagement during the learning process. Data were collected through tests, questionnaires, and documentation. The test data were analyzed using the Shapiro-Wilk normality test due to the sample size being fewer than 30 participants. Subsequently, hypothesis

testing was conducted using the paired sample t-test with the assistance of IBM SPSS Statistics 27 to determine the effect of implementing the Teams Games Tournament (TGT) cooperative learning model on students' learning outcomes.

The criteria for hypothesis testing were as follows:

- If the Sig. (2-tailed) value was > 0.05,  $H_0$  was accepted and  $H_a$  was rejected, indicating that there was no significant difference.
- If the Sig. (2-tailed) value was < 0.05,  $H_0$  was rejected and  $H_a$  was accepted, indicating that there was a significant difference.

Meanwhile, the data from the learning motivation questionnaire were analyzed using a Likert scale based on the following formula:

$$P = \frac{F}{N} \times 100\%.$$

**Where:**

P = response percentage

F = total score obtained

N = maximum possible score

**Table 2. Interpretation of Percentage Calculation**

No	Persentase (%)	Kategori
1	81 - 100%	Highly Positive
2	61 - 80%	Positive
3	41 - 60%	Neutral
4	21 - 40%	Negative
5	0 - 20%	Highly Negative

## RESULTS

The analysis and discussion in this study were conducted systematically based on the data obtained, including pretest and posttest results, normality testing, hypothesis testing, and student response questionnaires. The discussion focused on the differences between pretest and

posttest results before and after the implementation of the game-based Teams Games Tournament (TGT) cooperative learning model in Sharaf learning. In addition, the analysis was carried out to examine students' responses and learning motivation in studying Sharaf through the implementation of the TGT model. This study was conducted at MTsS Inshafuddin involving eighth-grade students. Therefore, this study is expected to provide a comprehensive overview of the effectiveness of the game-based TGT cooperative learning model in improving students' learning outcomes and motivation in Sharaf learning.

### Pretest-Posttest Results

**Table 3. Pretest-Posttest Results**

No	Student	Pretest	Posttest
1	S1	62	80
2	S2	65	88
3	S3	60	78
4	S4	68	90
5	S5	64	85
6	S6	66	87
7	S7	63	82
8	S8	67	91
9	S9	69	92
10	S10	61	79
11	S11	62	84

Based on Table 3, the pretest and posttest data indicate an improvement in students' scores after the implementation of the game-based Teams Games Tournament (TGT)

cooperative learning model. The mean pretest score of 64.3 increased to 85.1 in the posttest, representing an improvement of approximately 32.3%. This improvement indicates that the implementation of the game-based TGT model had a positive impact on students' understanding of Sharaf. Before the treatment, most students experienced difficulties in understanding abstract word transformation patterns. However, after the implementation of learning activities based on group collaboration and academic games, students demonstrated better understanding. This finding suggests that the integration of collaborative and competitive elements in learning can help students understand Sharaf concepts more effectively.

### Normality Test

**Table 4. Shapiro-Wilk Normality Test**

Data	Statistic	df	Sig.
Pretest	0,961	11	0,779
Posttest	0,945	11	0,576

The test results showed that the statistical value for the pretest data was 0.961 with a significance value (Sig.) of 0.779. Since the Sig. value of 0.779 was greater than 0.05, it can be concluded that the pretest data were normally distributed. Furthermore, the posttest data yielded a statistical value of 0.945 with a significance value (Sig.) of 0.576. Since the Sig. value of 0.576 was greater than 0.05, the posttest data were also normally distributed.

Thus, it can be concluded that both the pretest and posttest data were normally distributed, as all significance values were greater than 0.05. This indicates that the normality assumption was fulfilled, allowing further data analysis to be conducted using a parametric statistical test, namely the paired sample t-test. Since this assumption was met, the research findings can be considered more reliable and valid in measuring the improvement in students' learning outcomes.

### Hypothesis Test

**Table 5. Paired Samples Test**

Paired Differences	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval (Lower-Upper)	t	df	Sig. (2-tailed)
Pretest - Posttest	-20,82	2,23	0,67	-22,31 - -19,33	-30,98	10	< 0,001

Based on the results of the paired sample t-test, the obtained t-value was -30.98 with a degree of freedom (df) of 10 and a significance value (Sig. 2-tailed) of < 0.001. The mean

difference between the pretest and posttest scores was -20.82, with a standard deviation of 2.23 and a standard error mean of 0.67. The 95% confidence interval indicated that the difference ranged from -22.31 to -19.33.

These results indicate that the improvement in students' learning outcomes did not occur by chance but was significantly influenced by the implementation of the game-based Teams Games Tournament (TGT) learning model. The significance value, which was substantially lower than 0.05, indicates that the treatment had a strong effect on improving students' learning outcomes in *Sharaf*.

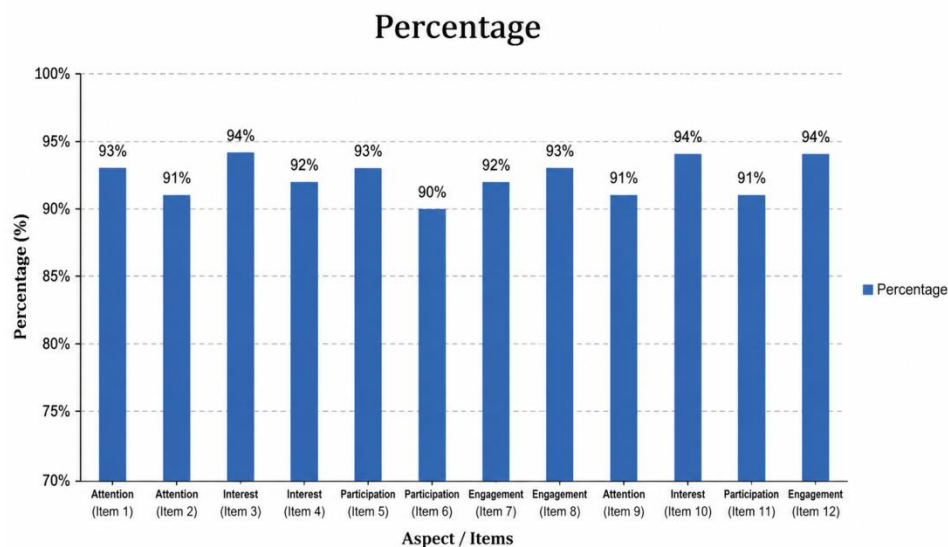
### Student Response Analysis

Students' responses to the learning process serve as one of the important indicators in evaluating the effectiveness of the implemented learning method. Therefore, this study measured students' responses and learning motivation in *Sharaf* learning through a questionnaire covering four aspects: attention, interest, participation, and engagement during the learning process.

**Table 6. Students' Learning Motivation Questionnaire**

No	Statement	Aspect	S	S	TS	STS
1	I paid attention to the teacher's explanation during game-based learning.	Attention	6	4	1	0
2	I stayed focused while participating in the learning games.	Attention	5	5	1	0
3	I was interested in participating in learning activities using games.	Interest	6	4	1	0
4	I found learning through games more engaging.	Interest	5	5	1	0
5	I actively answered questions during the game activities.	Partisipasi	5	5	1	0
6	I actively participated in group activities during game-based learning.	Participation	6	4	1	0

7	I was actively involved in group discussions during the learning process.	Participation	5	5	1	0
8	I collaborated with my classmates to complete tasks during the game activities.	Participation	6	4	1	0
9	I found it easier to understand the material through game-based learning.	Attention	5	5	1	0
10	I enjoyed learning through games.	Interest	6	4	1	0
11	I was actively engaged and not passive during game-based learning.	Partisipasi	5	5	1	0
12	I would like game-based learning to be used again in future classes.	Participation	6	4	1	0



**Calculation of the Average Percentage Score**

$$93 + 91 + 94 + 92 + 93 + 90 + 92 + 93 + 91 + 92 + 91 + 94 = 1104\%$$

Average:

$$X=1104/12=92\%$$

Based on the questionnaire results, an average percentage of 92% was obtained, which falls into the “very positive” category. This finding indicates that students showed an excellent response to the implementation of the TGT learning model based on online games in learning *sharaf* (Arabic morphology). More specifically, students’ positive responses were reflected in four main aspects: attention, interest, participation, and engagement. In the attention aspect, students demonstrated a high level of focus during the learning process. In the interest aspect,

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the majority of students stated that game-based learning was more engaging compared to conventional methods. Meanwhile, in terms of participation and engagement, students showed high levels of activity in group discussions, answering questions, and collaborating during the tournament sessions. These findings suggest that the use of online games within the TGT model not only improves cognitive learning outcomes but also enhances students' learning motivation by increasing their active involvement in the learning process.

## DISCUSSION

The results of the study show that the implementation of the cooperative learning model of the Teams Games Tournament (TGT) type based on games has a positive effect on improving students' learning outcomes in *sharaf* (Arabic morphology) material. This is indicated by an increase in the students' average score from 64.3 in the pretest to 85.1 in the posttest, with a percentage improvement of 32.3%. In addition, the results of the Paired Sample t-test showed a significance value of  $< 0.001$ , so  $H_0$  was rejected and  $H_a$  was accepted. Thus, there is a significant difference between students' learning outcomes before and after the implementation of the game-based TGT learning model. These findings indicate that the use of a learning model that incorporates game elements, group collaboration, and academic competition is effective in helping students understand *sharaf* material, which was previously considered difficult and abstract.

The findings of this study are consistent with the cooperative learning theory proposed by (Maulana et al., 2025) which states that the TGT model can improve students' understanding through group interaction, discussion, and healthy academic competition. In the TGT model, students do not merely receive material passively from the teacher; instead, they actively engage in discussions, collaborate, and help one another in understanding the learning content (Yu, 2023). These activities make students more involved in the learning process, thereby improving their conceptual understanding. In addition, Vygotsky's social constructivism theory explains that knowledge is constructed through social interaction and cooperation among students. Through group discussions and academic games, students have the opportunity to build understanding collectively, making the learning process more meaningful (Maghfiroh & Muttaqin, 2025).

The results of this study are also in line with previous studies showing that the use of the cooperative learning model Teams Games Tournament (TGT) is effective in improving students' learning outcomes. The study conducted by (Fahrurrozi et al., 2024) found that the implementation of the TGT model can increase students' motivation and learning outcomes due to the presence of game and tournament elements that make learning more engaging and less monotonous. Another study also indicates that the game-assisted TGT model is able to enhance students' activeness and learning outcomes through collaborative and competitive activities (Anita, 2018).

In addition, the use of game-based learning methods has also been proven effective in creating a fun learning atmosphere and increasing students' interest and attention in learning. The study by (Yu, 2023) explains that gamification in learning can significantly enhance

students' motivation, engagement, and learning satisfaction. The article can be accessed through *Learning Outcomes, Motivation, and Satisfaction in Gamified Learning*. This finding is in line with the results of the questionnaire in this study, which showed an average student response percentage of 92%, categorized as very positive. These data indicate that students felt more interested, active, focused, and engaged during the learning process. The high level of students' learning motivation demonstrates that the use of games in learning is able to create a more interactive and non-monotonous learning environment, making it easier for students to understand *sharaf* material.

The increase in students' learning outcomes of 32.3% and the learning motivation reaching 92% in this study are presumed to be influenced by several factors. First, the relatively small number of research subjects, namely 11 students, allowed for more intensive interaction between the teacher and students during the learning process. This condition enabled the teacher to monitor each student's learning progress more effectively and provide more optimal guidance. Second, the characteristics of the cooperative learning model of the Teams Games Tournament (TGT) type are considered highly suitable for *sharaf* (Arabic morphology) material, which tends to be abstract and requires an understanding of word pattern transformations. Through group discussions, academic games, and tournaments, the material that was initially difficult to understand became more concrete and easier to learn. Third, the use of online games in learning was able to reduce the boredom that often arises in conventional teaching methods. Elements of competition, challenge, and rewards in games created a more enjoyable learning atmosphere, making students more focused, active, and motivated throughout the learning process. The combination of intensive interaction, cooperative learning strategies, and the integration of digital media is therefore assumed to be the main factor behind the significant improvement in both students' learning outcomes and motivation in this study.

This study's findings can also be analyzed through the perspective of Self-Determination Theory developed by Ryan and Deci. According to this theory, students' learning motivation increases when three basic psychological needs are fulfilled: autonomy, competence, and relatedness (Deci, Edward et al., 1991). In the implementation of the online game-based TGT model, students are given space to actively participate in group discussions and decision-making during the games, thereby fulfilling their need for autonomy. In addition, the scoring system, challenges, and tournaments provide experiences of success that foster students' sense of competence. Meanwhile, collaborative group activities strengthen social interaction among students, supporting the development of relatedness. The fulfillment of these three aspects contributes to increased student motivation during the learning process.

From a gamification perspective, the results of this study also support the theory proposed by Rice, which states that the integration of game elements in learning such as challenges, competition, rewards, and immediate feedback can significantly enhance student engagement (Rice, 2012). In the context of *sharaf* learning, game elements help transform material that was initially considered abstract and difficult into something more engaging and easier to understand. This is also in line with Mayer's Cognitive Theory of Multimedia Learning, which explains that students learn more effectively through a combination of visual, interactive,

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and verbal elements (Mayer, R., 2024). Thus, the use of online games in the TGT model not only increases learning motivation but also helps students process and understand patterns of word changes in *sharaf* more effectively.

Thus, the findings of this study not only reinforce previous research on the effectiveness of the cooperative learning model Teams Games Tournament (TGT), but also provide a new contribution to the development of Arabic language learning, particularly in *sharaf* material. The main contribution of this study lies in the integration of the TGT model with online games as an innovative learning strategy that is able to improve both learning outcomes and student motivation simultaneously. These findings indicate that the combination of cooperative learning and gamification can serve as a strategic alternative to address low motivation and students' difficulties in understanding abstract linguistic material.

## CONCLUSION

The results of the study show that the implementation of the cooperative learning model Teams Games Tournament (TGT) assisted by online games is effective in improving students' learning outcomes and motivation in *sharaf* material for Grade VIII students at MTsS Inshafuddin. This is evidenced by an increase in the students' average score from 64.3 in the pretest to 85.1 in the posttest, with a percentage improvement of 32.3%. The results of the paired sample t-test show a significance value of  $< 0.05$ , indicating a significant difference between learning outcomes before and after the treatment. In addition, the learning motivation questionnaire results showed an average percentage of 92%, categorized as very positive.

These findings indicate that the integration of game elements, group collaboration, and academic competition within the TGT model is able to create a more active, enjoyable, and meaningful learning environment, enabling students to better understand *sharaf* material, which was previously considered difficult and abstract. From a practical perspective, these results imply that the TGT cooperative learning model assisted by online games can be used as an alternative innovative instructional strategy in Arabic language teaching, particularly for structural and abstract topics such as *sharaf*. This model helps teachers create a more interactive and collaborative classroom atmosphere that aligns with students' characteristics in the digital era. In addition, the integration of digital technology in learning has the potential to increase students' active engagement during the learning process.

However, this study has several limitations, including the relatively small sample size of only 11 students from a single class and the use of a one-group pretest-posttest design without a control group. Furthermore, the study was limited to *sharaf* material and has not been applied to other Arabic language skills such as *qira'ah*, *kitabah*, or *kalam*. Therefore, future research is recommended to use a stronger experimental design involving a control group, a larger sample size, and the application of the online game-based TGT model in different materials and educational levels to obtain more comprehensive and generalizable results.

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