

Developing the Traditional Game *Engklek* to Teach Arabic Grammar in *Madrasah Tsanawiyah*

Rohanda¹, Wildan Rinanda Komara², Syarah Salsabila³,
Ruly Syaeful Azhar⁴, Abdul Malik Qimanullah⁵
UIN Sunan Gunung Djati Bandung, Indonesia^{1,2,3,4,5}
rohanda@uinsgd.ac.id¹, wildanrinanda@gmail.com²
salsabilasyarah1801@gmail.com³, rulyazhar05@gmail.com⁴,
malikqimanullah@gmail.com⁵

Cite this article:

Rohanda, Rohanda., Komara, Wildan Rinanda., Salsabila, Syarah., Azhar, Ruly Syaeful., & Qimanullah, Abdul Malik. (2025). Developing the Traditional Game Engklek to Teach Arabic Grammar in Madrasah Tsanawiyah, 9(2), 27-42. doi: 10.29240/jba.v9i2.12692

Received: 06-08-2025

Revised: 15-08-2025

Accepted: 02-10-2025

Abstract

Learning Arabic, particularly grammar, is often considered difficult and uninteresting by students because conventional methods tend to lack engaging learning activities. In line with the contextual learning theory, the use of traditional game-based media can enhance students' motivation, engagement, and conceptual understanding. One form of local wisdom that has the potential to be adapted for learning is the traditional game *Engklek*. This study aimed to develop *Engklek*-based learning media as a tool for teaching Arabic grammar in an Islamic junior high school employing the Dick and Carey development model (analysis, design, development, implementation, and evaluation). The game design was tailored to grammar material, including exercises in *taṣrif lughawī* (verb conjugation) and matching *ḍamīr* (pronouns) with their meanings. Validation by material and media experts indicated that the product was valid and suitable for use. A limited trial involving 21 students yielded an average feasibility score of 80.7%, with enthusiastic and participatory student responses. The findings demonstrate that the *Engklek* learning media effectively improved students' understanding of Arabic grammar while contributing to the preservation of local culture. This study highlights the importance of integrating local wisdom into Arabic language

learning innovations to create meaningful, contextual, and sustainable learning experiences.

Keywords: *Engklek*, Arabic learning, grammar, innovation, local wisdom in education

Introduction

The rapid advancement of technology has significantly affected the education sector. Various digital platforms are now integrated into teaching and learning processes, serving as tools for motivation, media for assessment, and means to enhance student engagement.¹ However, the rise of technology also introduces new challenges. Students increasingly rely on instant platforms such as Google Translate for Arabic learning, which reduces their independence and critical engagement.² Furthermore, Arabic is often perceived as a difficult and intimidating subject, decreasing student motivation and interest in learning.³ On the other hand, local culture and traditional games such as *Engklek* are becoming less recognized among younger generations, despite their potential to be integrated into learning as creative, enjoyable, and culturally relevant media.⁴

Nowadays, technological advances not only provide numerous benefits for education but also pose various challenges. Several studies have highlighted recurring issues. The use of the Internet and artificial intelligence (AI) in learning, for example, raises privacy concerns, as student data may be leaked or misused.⁵ Other studies show that excessive dependence on technology tends to weaken critical thinking and reduce independent learning.⁶ The digital divide also remains significant in developing countries, potentially widening the

¹ Leticija Gushe et al., "The Use of Educational Technology to Improve the Quality of Learning and Teaching: A Systematic Research Review and New Perspectives," *IJET:International Journal of Emerging Technologies in Learning* 18, no. 15 (2023): 109–19, <https://doi.org/10.3991/ijet.v18i15.39641>.

² Mahyudin Ritonga and Adam Mudinillah, "Enhancing Arabic Language Learning in Higher Education: Leveraging E-Campus as an Online Learning and Evaluation Platform," *JIP-The Indonesian Journal of the Social Sciences* 12, no. 2 (2024): 491–516, <https://doi.org/10.26811/peuradeun.v12i2.1103>.

³ Hadeel M. Al-Dawsari and Weam G. Alghabban, "Tracking E-Learning for Arabic Dyslexia Through Published Papers: A Systematic Review," *IEEE Access* 13, no. July (2025): 126390–405, <https://doi.org/10.1109/ACCESS.2025.3590287>.

⁴ Ashraf Elnagar et al., "Systematic Literature Review of Dialectal Arabic: Identification and Detection," *IEEE Access* 9, no. February (2021): 31010–42, <https://doi.org/10.1109/ACCESS.2021.3059504>.

⁵ Miko Trenggono Hidayatullah et al., "Urgensi Aplikasi Teknologi Dalam Pendidikan Di Indonesia," *JISMA: Journal of Information Systems and Management* 02, no. 06 (2023): 70–73, <https://doi.org/10.4444/jisma.v2i6.785>.

⁶ Anita Candra Dewi et al., "Peran Kemajuan Teknologi Dalam Dunia Pendidikan," *Journal on Education* 06, no. 01 (2023): 9725–34, <https://doi.org/10.31004/joe.v6i1.4588>.

knowledge gap in the future.⁷ In addition, technology sometimes reduces social interaction between students and teachers,⁸ while inaccurate information circulating online can negatively affect the quality of learning.⁹

In the context of Arabic language learning, the negative impact of technology is even more evident.¹⁰ Many students are less motivated to explore word meanings independently because they rely solely on Google Translate.¹¹ Arabic subjects are also frequently perceived as difficult and intimidating, further lowering students' interest.¹² To overcome these challenges, innovation and creativity are required from teachers, including the integration of educational games that are more engaging and effective.¹³

Grammar, as a vital component of Arabic language learning, involves various methods, media, and assessments. All are oriented toward gaining a comprehensive understanding of Arabic grammar.¹⁴ This study reintroduced the traditional Indonesian game *Engklek* as an innovative medium for learning Arabic grammar (*qawa'id*), addressing students' low motivation while preserving local wisdom and balancing technology-based with culturally grounded methods.¹⁵ The novelty of this study lies in adapting *Engklek* to the context of Arabic grammar learning. This approach is particularly relevant because the step-by-step progression of *Engklek* naturally parallels the sequential stages of grammar mastery, such as verb conjugation (*taṣrif lughawī*) and pronouns (*ḍamīr*).

⁷ Leni Yulia Aulia Nur Hakim, "Dampak Teknologi Digital Terhadap Pendidikan Saat Ini," *Pediaqu: Jurnal Pendidikan Sosial Dan Humaniora* 3, no. 1 (2024): 145–63.

⁸ Siti Masrichah, "Ancaman Dan Peluang Artificial Intelligence (AI)," *Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora* 3, no. 3 (2023): 83–101, <https://doi.org/10.55606/khatulistiwa.v3i3.1860>.

⁹ Andromeda Valentino Sinaga, "Peranan Teknologi Dalam Pembelajaran Untuk Membentuk Karakter Dan Skill Peserta Didik Abad 21," *Journal on Education* 06, no. 01 (2023): 2836–46, <https://doi.org/10.31004/joe.v6i1.3324>.

¹⁰ Nailur Rahmawati et al., "Differentiated Instruction as a Form of Merdeka Belajar in Arabic Language Learning," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 2, 2024): 873–96, <https://doi.org/10.29240/jba.v8i2.11022>.

¹¹ Mahyudin Ritonga et al., "The Effect of Technology on Arabic Language Learning in Higher Education," *Journal of Education and Learning (EduLearn)* 18, no. 1 (2024): 116–27, <https://doi.org/10.11591/edulearn.v18i1.20867>.

¹² Arfan Ahmed et al., "Freely Available Arabic Corpora: A Scoping Review," *Computer Methods and Programs in Biomedicine Update* 2, no. January (2022): 100049, <https://doi.org/10.1016/j.cmpbup.2022.100049>.

¹³ Eka Septiana et al., "Application of Educational Games as an Arabic Language Learning Method at MTs Negeri 2 Deli Serdang," *Jurnal Nasional Holistic Science* 4, no. 2 (2024): 293–97, <https://doi.org/10.56495/hs.v4i2.647>.

¹⁴ Noza Aflisia et al., "Komparasi Pembelajaran Nahwu Di Pesantren Dan Madrasah," *Al-Fathin: Jurnal Bahasa Dan Sastra Arab* 5, no. 1 (June 29, 2022): 97–110, <https://doi.org/10.32332/AL-FATHIN.V5I01.4231>.

¹⁵ Utzinger Morales et al., "Artificial Intelligence as a Support for Arabic Language Learning in Higher Education with VOSviewer Analysis," *Journal International Inspire Education Technology* 1, no. 3 (2023): 25–37, <https://doi.org/10.55849/jiuet.v1i3.207>.

Unlike other traditional games, *Engklek* emphasizes structured movement through levels, which aligns well with the hierarchical nature of Arabic grammar rules. This connection helps make abstract concepts more concrete, interactive, and engaging. In this way, the research not only addresses students' low motivation in Arabic learning but also contributes to preserving local wisdom while harmonizing technology-based and traditional pedagogical methods.

Previous studies have examined the role of *Engklek* in various educational contexts. For example, one study demonstrated that *Engklek* could be used to introduce the values of nationalism in elementary schools,¹⁶ while another applied it to promote higher-order thinking skills in science learning.¹⁷ *Engklek* has also been shown to be effective in mathematics instruction,¹⁸ and an ethnoscience-based *Engklek* design has been applied in physics education.¹⁹ Similarly, *Engklek Fun and Smart* (EFAS) was developed to enhance students' communication skills in thematic learning.²⁰ These findings indicate three tendencies: (1) *Engklek* has proven effective in enhancing motivation and cognitive engagement; (2) its use contributes to character education and cultural preservation; and (3) the integration of traditional games into learning is increasingly recognized as an innovative pedagogical approach.²¹ However, no study, particularly at the SINTA 2 level, has examined the development or application of *Engklek* in Arabic language learning, especially in teaching grammar. This gap reinforces the novelty of the present research.

Integrating the traditional game *Engklek* into Arabic grammar learning through a game-based and constructivist approach using the Dick and Carey model is expected to make learning more engaging, collaborative, and culturally

¹⁶ Nina Nurhasanah and Iva Sarifah, "The Use of Game Media Engklek for Introducing The Value of Nationalism in Elementary School," *Jurnal Ilmiah Sekolah Dasar* 7, no. 1 (2023): 76–86, <https://doi.org/10.23887/jisd.v7i1.44518>.

¹⁷ Zahrah Kholidah and Prima Mutia Sari, "The Development of Engklek Game Media Based on Higher Order Thinking Skills in Learning Science of Class V Elementary School," *JPPIPA: Jurnal Penelitian Pendidikan IPA* 9, no. 8 (2023): 6181–87, <https://doi.org/10.29303/jppipa.v9i8.4406>.

¹⁸ Dwi Agus Kurniawan and Rahmat Perdana, "A S Tudy of Traditional Games ' Engklek ' in Mathematics for Elementary School," *Jurnal Ilmu Pendidikan (JIP)* 26, no. 1 (2020): 15–21, <https://doi.org/10.17977/um048v26i1p15-21>.

¹⁹ A. i. Agusty E. Hariyono, I. A. Rizki, D. A. Lestari, N. F. Citra, A. N. Islamiyah, "Engklek Game Ethnoscience-Based Learning Material (EGEBLM) To Improve Students ' Conceptual Understanding And Learning Motivation," *JPII: Jurnal Pendidikan IPA Indonesia* 12, no. 4 (2023): 635–47, <https://doi.org/10.15294/jpii.v12i4.43941>.

²⁰ Nirwana Anas and Bin Zhao, "Development Of A Learning Medium Based On Efas Traditional Game (Engklek Fun And Smart) To Improve Students ' Communication Ability In Thematic Learning," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 15, no. 1 (2023), <https://doi.org/10.14421/al-bidayah/v15i1.818>.

²¹ Tsania Khoirunnisa and Mohammad Ahsanuddin, "The Design of Quartet Card Game Integrated with Augmented Reality for Sharf (Morphology) Learning Media," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (May 27, 2024): 187, <https://doi.org/10.29240/jba.v8i1.8790>.

meaningful, thereby improving students' understanding while preserving local heritage.²² Through interactive frameworks and social participation, students can develop a deeper understanding and long-term retention of Arabic grammar.

By reintroducing *Engklek* into Arabic lessons, this study applies cultural pedagogy by integrating local traditions into education. It aims to motivate students, strengthen cultural identity, preserve local wisdom or culture²³, and ensure that learning is both cognitively meaningful and socially relevant while countering the dominance of digital games.

This study employed the Dick and Carey development model, which consisted of ten stages; however, only nine were implemented because the final stage, summative evaluation, requires large-scale testing. The needs analysis indicated that Arabic grammar learning was often perceived as difficult and monotonous, prompting the adaptation of the *Engklek* game to teach verb conjugation and pronouns. Participants consisted of eighth-grade students (aged 13–14) who possessed basic Arabic skills but weak grammar proficiency. The learning objectives focused on verb conjugation, pronoun usage, and sentence construction. Evaluation methods included expert validation and student questionnaires. The *Engklek* board and task cards were designed to promote experiential, game-based learning. Formative evaluation involved expert reviews, small-group trials, and a field test with 21 students, followed by revisions to improve clarity and design. The summative evaluation stage was not conducted.

$$PS = \frac{TSHP}{SM} \times 100$$

Description:

PSA : Percentage of Final Score

TSHP : Total Score of Research

Results SM : Maximum Score

Based on the formula above, the level of success in developing the *Engklek* traditional game for Arabic language learning was determined through the feasibility level and product revisions. **Table 1** below presents the criteria for interpreting feasibility scores.

Table 1. Criteria for Questionnaire Interpretation

Category	Percentage
Highly Feasible	81% - 100%
Feasible	61% - 80%
Moderately Feasible	41% - 60%
Less Feasible	21% - 40%
Not Feasible	0% - 20%

²² Umi Hijriyah et al., "Developing Digital Comic Media For Learning Qira'ah for the Fifth Grade Students of Madrasah Ibtidaiyah," *Braç Dent J.* 33, no. 1 (2022): 1–12.

²³ Noza Aflisia, Rini Rini, and Ahmad Fikri, "Integration of Local Wisdom in Arabic Learning," *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 2 (December 1, 2019): 356–73, <https://doi.org/10.24042/albayan.v11i2.4719>.

Findings and Discussion

Language games in Arabic, known as *al'āb lughawīyyah*, are competitive learning activities involving several students who engage with the language to achieve specific learning objectives. These games are designed with Arabic learning themes and presented in engaging formats.²⁴ Games play an important role in the learning process, provided that the curriculum and syllabus prepared by the teacher are aligned with the intended learning objectives.²⁵ The use of games in Arabic learning can strengthen students' memory of linguistic material, increase their interest in learning, and encourage flexible and creative thinking.²⁶ Through educational games, students feel happier and more motivated to learn Arabic.²⁷ Moreover, the implementation of games in Arabic learning is essential because many students today still perceive Arabic as a difficult subject.²⁸ They often experience difficulties that make learning Arabic seem less enjoyable. Therefore, incorporating language games serves to refresh students' minds and create a more relaxed learning atmosphere.²⁹

Traditional games refer to activities that use simple tools and are passed down from one generation to another, becoming an integral part of the community's cultural heritage.³⁰ In education, traditional games carry character-building values that help develop well-balanced personalities, promote togetherness, foster hard work, and cultivate perseverance and

²⁴ H. Masrop, N. A. M., Ishak, H., Zainuddin, G., Ramlan, S. R., Sahrir, M. S., & Hashim, "Digital Games Based Language Learning for Arabic Literacy Remedial," *Scientific Research Publishing* 10 (2019): 3213–22, <https://doi.org/10.4236/ce.2019.1012245>.

²⁵ Fitra Awalia Rahmawati, Ifa Rodifah Nur, and Muhammad Taqiyuddin, "Creative Language Games for Enjoyable Arabic Teaching Al-Al'ab Al-Lughawīyyah Al-Ibda'iyyah Li Ta'lim Al-Lughah Al- 'Arabiyyah Al-Mumtī'ah," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 1 (2022): 40–57, <https://doi.org/10.24042/albayan.v>.

²⁶ Rasha Soliman and Saussan Khalil, "The Teaching of Arabic as a Community Language in the UK," *International Journal of Bilingual Education and Bilingualism* 27, no. 9 (2022), <https://doi.org/10.1080/13670050.2022.2063686>.

²⁷ Septiana et al., "Application of Educational Games as an Arabic Language Learning Method at MTs Negeri 2 Deli Serdang."

²⁸ Sharif Alghazo, Mohd Nour Al Salem, and Imran Alrashdan, "Stance and Engagement in English and Arabic Research Article Abstracts," *System* 103, no. 102681 (2021), <https://doi.org/10.1016/j.system.2021.102681>.

²⁹ Sultan A Almelhes, "Gamification for Teaching the Arabic Language to Non-Native Speakers: A Systematic Literature Review," *Frontiers in Education* 9, no. 1371955 (2024): 1–11, <https://doi.org/10.3389/educ.2024.1371955>.

³⁰ Syafira Nur Damayanti and Fathia Hanif Tiaraningrum, "Pengenalan Permainan Tradisional Untuk Melestarikan Budaya Indonesia," *Jurnal Bina Desa* 5, no. 1 (2023): 39–44, <https://doi.org/10.15294/jbd.v5i1.41045>.

resilience.³¹ From a metaphorical ecolinguistic perspective, which encompasses social, cultural, and ethnic dimensions, traditional games embody values such as solidarity, balance, synergy, sportsmanship, agility, endurance, precision, and adherence to norms.³² One example is the *Engklek* game, a traditional hopping game that involves walking and jumping on one foot.³³ In this study, the researchers attempted to redesign the concept of the *Engklek* game for use in Arabic language learning, specifically for Arabic grammar instruction.³⁴ The inspiration came from short video reels on Instagram by the creator *Mr. Viktorovich*, who applied similar game-based techniques in English grammar teaching. Consequently, this study sought to adapt and develop the *Engklek* game for Arabic grammar learning.

The needs and objectives analysis emphasized the importance of balancing technological and conventional learning approaches to reduce students' dependency on digital tools.³⁵ The lack of Arabic grammar games for Arabic grammar learning motivated the development of an *Engklek*-based game aimed at improving practical grammar comprehension at the Islamic junior high school (*Madrasah Tsanawiyah*) level.³⁶ This traditional game was selected for its cultural relevance and potential to enhance motivation and understanding.³⁷ Furthermore, it aimed to revive diminishing traditional games while countering the individualistic tendencies fostered by modern digital

³¹ dan Awg Asbol bin Haji Mail Sarifa Suhra, Dedi Djubaedi, "The Contribution of Bugis' Traditional Games in Strengthening Students' Character Education at Madrasa," *Jurnal Pendidikan Islam* 6, no. 2 (2020): 233–44, <https://doi.org/10.15575/jpi.v6i2.9753>.

³² Ruba Obiedat et al., "Arabic Aspect-Based Sentiment Analysis: A Systematic Literature Review," *IEEE Access* 9 (2021): 152628–45, <https://doi.org/10.1109/ACCESS.2021.3127140>.

³³ Eka Putri et al., "Exploration Concept of Physics on Local Wisdom in Traditional Game Angkle (Engklek) as Student Teaching Material," *Berkala Ilmiah Pendidikan Fisika* 11, no. 1 (2023): 40–50, <https://doi.org/10.20527/bipf.v11i1.15188>.

³⁴ Ammar Mohammed Ali Alqadasi et al., "Modern Standard Arabic Speech Corpora: A Systematic Review," *IEEE Access* 11, no. June (2023): 55771–96, <https://doi.org/10.1109/ACCESS.2023.3282259>.

³⁵ Fatwiah Noor et al., "The Implementation of Cooperative Learning Method for Arabic Language Learning," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (November 17, 2023): 589, <https://doi.org/10.29240/jba.v7i2.6791>.

³⁶ Arina Dienana et al., "Integrating Arabic Fun Video Media with Round Table Learning Model on Students' Outcomes in Arabic Lessons" 9, no. 1 (2025), <https://doi.org/10.29240/jba.v9i1.12208>.

³⁷ Isop Syafei, Eman Suleman, and Rohanda Rohanda, "The Development of Student Reading Skills in Arabic for Reading Islamic Classical Books Using the Arabic Learning Model at Indonesian Islamic Boarding Schools," *Theory and Practice in Language Studies* 14, no. 5 (2024): 1381–92, <https://doi.org/10.17507/tpls.1405.10>.

games.³⁸ The integration of such games can effectively increase students' motivation and make learning materials easier to grasp.³⁹ The integration of such games can effectively increase students' motivation and make learning materials easier to grasp.⁴⁰

In addition, the learning analysis incorporated elements of Narrative-Centered Learning, Problem-Solving Theory, and Engagement Theory into the *Engklek* game to support practice in verb conjugation and pronouns. The design was aligned with KMA 347/2022 and the *Merdeka* Curriculum's P5 theme of local wisdom, promoting collaboration, cultural preservation, and meaningful learning.⁴¹ The participants were eighth-grade students at MTs Al-Fadlilayah Darussalam Ciamis, located within a supportive Islamic boarding school environment. They were selected because, despite showing enthusiasm, they occasionally experienced boredom in learning Arabic, making game-based learning (GBL) a suitable approach to enhance engagement and the effectiveness of Arabic Grammar instruction.⁴²

At this stage, the general learning objectives were broken down into more specific objectives. The learning outcomes were formulated in greater detail, transforming the existing outcomes into measurable learning indicators.⁴³ The study established learning outcomes and objectives centered on the use of *fi' l madi*, developed achievement indicators through the *Engklek* game, and created two instruments, namely, expert validation questionnaires and student response questionnaires, to evaluate the game's validity and effectiveness in

³⁸ Tsebo Kgoto Matsekoleng, Tomé Awshar Mapotse, and Mishack Thiza Gumbo, "The Role of Indigenous Games in Education: A Technology and Environmental Education Perspective," *Diaspora, Indigenous, and Minority Education* 18, no. 1 (2024): 68–82, <https://doi.org/10.1080/15595692.2022.2160436>.

³⁹ Lailatul Mauludiyah Annindita Hartono Putria, Fira Eka Permatasari, Athiyah Laila Hijriyah, "Arabic Quizzes Game to Improve Arabic Vocabulary," *Tamwir Arabiyyah: Arabic as Foreign Language Journal* 1, no. 1 (2021): 47–54, <https://doi.org/10.22219/afl.v1i1.2484>.

⁴⁰ Syafei, Suleman, and Rohanda, "The Development of Student Reading Skills in Arabic for Reading Islamic Classical Books Using the Arabic Learning Model at Indonesian Islamic Boarding Schools."

⁴¹ Surattana Adipat and B Engaging, "Engaging Students in the Learning Process with Game-Based Learning: The Fundamental Concepts," *International Journal of Technology in Education (IJTE)* 4, no. 3 (2021): 542–52, <https://doi.org/10.46328/ijte.169>.

⁴² Rabail Tahir and Alf Inge Wang, "Evaluating the Effectiveness of Game-Based Learning for Teaching Refugee Children Arabic Using the Integrated LEAGUE-GQM Approach," *BEHAVIOUR & INFORMATION TECHNOLOGY* 43, no. 1 (2024): 110–38, <https://doi.org/10.1080/0144929X.2022.2156386>.

⁴³ Nurul Ashikin Izhar, Nor Asniza Ishak, and Siti Mastura Baharudin, "A Bibliometric Analysis of 21st Century Learning Using Scopus Database," *International Journal of Learning, Teaching and Educational Research* 22, no. 3 (2023): 225–40, <https://doi.org/10.26803/ijlter.22.3.14>.

enhancing Arabic grammar learning.⁴⁴ The learning strategy employed the *qawā'id wa tarjamah* (grammar and translation) method to teach *fi'l maḍī* and *ḍamir* in Arabic, emphasizing oral and written applications. The approach considered students' abilities, classroom conditions, available facilities, and the modern educational emphasis on critical, creative, and innovative thinking.⁴⁵ At this stage, the researchers designed learning tools to facilitate the teaching and learning process in the classroom. The developed product took the form of *al'āb lughawīyyah* (language games), specifically a traditional *Engklek* game using colorful chalk to draw the game boxes, accompanied by a guidebook as a learning aid.



Figure 1 Guidebook



Figure 2 Colorful chalk

Before implementing the *Engklek* game, the researchers designed the game boxes as learning media, creating three versions based on the guidebook. The first version focused on arranging the verb conjugation of *fi'l maḍī*, the second on matching *ism ḍamir* with the appropriate *fi'l maḍī*, and the third on matching

⁴⁴ Hamed Taherdoost, "Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire," *Asian Journal of Managerial Science* 11, no. 1 (2022): 8–16, <https://doi.org/10.51983/ajms-2022.11.1.3087>.

⁴⁵ Kojin, "Effectiveness of the Grammar and Translation Methods in Learning Arabic," *Eurasian Journal of Applied Linguistics* 8, no. 2 (2022): 171–79, <https://doi.org/10.32601/ejal.911551>.

fi'l māḍi with its meaning.

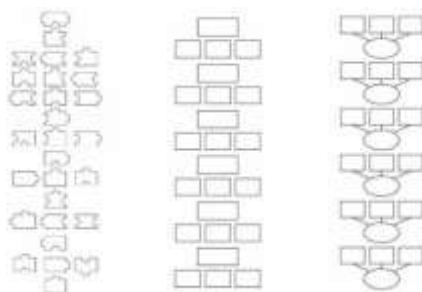


Figure 3. *Engklek* box design

Furthermore, material adjustment involved organizing the verb conjugation, matching each of them with its corresponding *ḍamir*, and linking it to its meaning within the *Engklek* box layout.

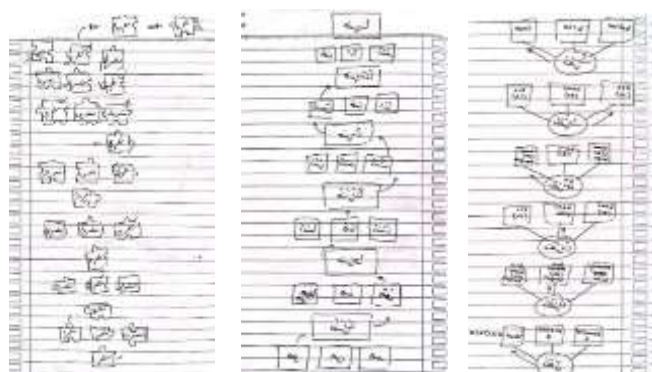


Figure 4. Material customization

The formative evaluation involved validation by media and material experts, Arabic teachers, and trials with 21 eighth-grade students divided into groups. The evaluation assessed the feasibility of the *Engklek* game based on the PERMEN 22/2006 content standards and ten material assessment indicators.

Table 2. Material Expert Validation Results

Question number	Aspects assessed	Assessment indicators	Research results
1.	Suitability of the game with the material	a. Suitability of the game with Basic Competence	4
		b. Suitability of the game with the learning material	4
		c. Suitability of the game with learning objectives	3
		d. Alignment of the game activities with students' characteristics	4
		e. Relevance of the game to students' needs	4

2.	Material content in the game	a.	Clarity of the material presented	4
		b.	The material presented in the game helps students gain a better understanding of Arabic grammar concepts	4
		c.	Simplicity and comprehensibility of the language used	3
3.	Effectiveness of the game	a.	The game increases students' understanding of the delivered material	4
		b.	The material can be completed within the designated time frame	5
Total Score				39

Based on the material validation results, a total score of 39 was obtained. The percentage of the material feasibility level for eighth-grade students was calculated as follows:

$$\begin{aligned}
 \text{PSA} &= \frac{\text{TSHP}}{\text{SM}} \times 100\% \\
 &= \frac{39}{50} \times 100\% \\
 &= 78\%
 \end{aligned}$$

Notes:

PSA : Final Score Percentage

TSHP : Total Research Score

SM : Maximum Score

Based on the above calculations, the feasibility (validity) percentage of the *Engklek* game reached 78%. This indicates that the material presented through the traditional *Engklek* game was considered valid by the material expert, with some suggested revisions.

The feasibility of the *Engklek* game was confirmed through validation by material and media experts, who provided constructive feedback for improvement. Material validation focused on content accuracy, while media validation assessed the game design, usability, and guidebook based on 18 indicators.⁴⁶

Table 3. Validation Results of Game Experts

Question Number	Aspects assessed	Assessment indicators	Results research
1.	Suitability of the game with the material	a. Suitability of the game with Basic Competence	5
		b. Suitability of the game with the learning material	4
		c. Suitability of the game with learning objectives	5
		d. Alignment of the game activities with students' characteristics	4
		e. Relevance of the game to students' needs	4

⁴⁶ Muhammad Rohman dan Sofan Amri, *Strategi & Desain Pengembangan Sistem Pembelajaran*. (Jakarta: Prestasi pustaka, 2016).

2.	Game manual	a.	Attractiveness of the guidebook	4
		b.	Clarity of language	4
		c.	Conciseness and order of game instructions	4
3.	Material content in the game	a.	The material presented in the game helps students gain a better understanding of Arabic grammar concepts	5
		b.	Simplicity and comprehensibility of the language used	4
4.	Effectiveness of the game	a.	The game increases students' understanding of the delivered material	5
		b.	The material can be completed within the designated time frame	4
5.	Game appeal	a.	Suitability of the game location	5
		b.	Attractiveness of the game design	4
		c.	Readability of the text in the design	4
		d.	Variation and creativity in the design	4
		e.	Implementation of an elimination system	4
		f.	Presence of rewards for the winners	4
Total Value				78

The percentage of media feasibility was calculated as follows:

$$\begin{aligned}
 \text{PSA} &= \frac{\text{TSHP}}{\text{SM}} \times 100\% \\
 &= \frac{78}{90} \times 100\% \\
 &= 87\%
 \end{aligned}$$

Notes:

PSA : Final Score Percentage

TSHP : Total Research Score

SM : Maximum Score

With a result of 87%, the *Engklek* game was categorized as highly feasible to be used as a learning strategy for teaching Arabic grammar to the eighth-grade students of Islamic junior high school.

Product trials of the traditional *Engklek* game for Arabic grammar learning were conducted at MTs Al-Fadlilayah Darussalam Ciamis from September 12–19, 2024, involving 21 eighth-grade students divided into four cooperative groups. The implementation began with teacher-led explanations of the material and examples.



Figure 5. Material Presentation

In the following session, researchers explained the game rules, reviewed prior materials, divided students into four groups, and provided illustrations and diagrams to aid understanding.



Figure 6. Delivery of Game Procedures



Figure 7. Preparation of the Game



Figure 8. Group Division

During the implementation, the *Engklek* game was divided into three stages according to the model, with increasing levels of difficulty: 1) Constructing *taṣrif lughawī* in the form of *fi' l māḍī*, 2) Matching *ḍamīr* with the appropriate *taṣrif fi' l māḍī*, and 3) Matching *taṣrif fi' l māḍī* with its corresponding meaning.

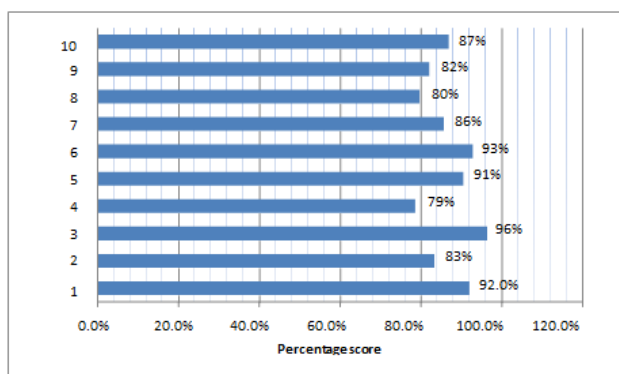
Figure 9. Test Run of the *Engklek* Game

After completing the learning process, students were asked to fill out a questionnaire to measure their responses toward using the traditional *Engklek* game in learning Arabic grammar.

Table 4. Students' Questionnaire Responses

No	Question	Score Obtained
1.	Is the game design attractive?	77
2.	Is the location of the game attractive?	70
3.	Is the writing in the game design interesting?	81
4.	Is the game easy to play?	66
5.	Are you happy playing the game?	76
6.	Does the game include material delivery?	78
7.	Are you more eager to learn by using the game?	72
8.	Do you understand the Arabic grammar concept better by using the game?	67
9.	Are you interested in playing the game?	69
10.	Can you play the game?	73
Total Score		729

Based on the data above, the obtained scores were converted into percentages to assess the feasibility of the traditional *Engklek* game based on student responses. The resulting percentage of feasibility is presented in Figure 10.

Figure 10. Percentage of Students' Responses to the *Engklek* Game

The figure above shows that the average percentage across all questionnaire

items reached 80.7%. This indicates that the traditional *Engklek* game, when used in Arabic grammar lessons, was considered feasible and effective. Students expressed enthusiasm and enjoyment during the trial phase.

The integration of the traditional *Engklek* game into Arabic grammar learning at the Islamic junior high school offers a culturally relevant, engaging, and interactive approach that not only preserves local heritage but also helps students overcome the challenges of abstract and repetitive grammar instruction.⁴⁷ By transforming *Engklek* into a learning medium, this study demonstrates how a traditional game could make linguistic concepts more tangible and easier to grasp.

The *Engklek*-based Arabic learning strategy aligns with the *Merdeka* Curriculum's emphasis on local wisdom and draws on game-based learning principles grounded in narrative-centered, problem-solving, and engagement theories. This approach transforms abstract grammar instruction into collaborative, interactive tasks that enhance comprehension while fostering cultural appreciation and social interaction.⁴⁸

The findings indicate that using the *Engklek* game in Arabic grammar classes increased students' motivation, engagement, and understanding. With expert validation and an 80.7% satisfaction rate, the medium proved effective for collaborative learning and cultural preservation, reinforcing the educational value of game-based learning.⁴⁹ By employing a simple, low-cost, and culturally resonant medium, the study challenges the notion that innovation must rely on digital technology. Instead, it illustrates that innovation can emerge from reimagining traditional practices to serve modern educational goals.

The *Engklek* project demonstrates how traditional games can support modern education by offering a low-cost, accessible, and culturally grounded method for teaching Arabic grammar in the Islamic junior high school. Its strengths include accessibility, motivation, collaboration, and cultural preservation, though challenges remain regarding rule complexity, scalability, long-term evaluation, and maintaining novelty. Future research may explore the application of *Engklek*-based learning to other grammar topics, integrate digital elements, and conduct comparative or longitudinal studies. Overall,

⁴⁷ Annindita Hartono Putria, Fira Eka Permatasarib, Athiyah Laila Hijriyah, "Arabic Quizzes Game to Improve Arabic Vocabulary."

⁴⁸ Syafei, Suleman, and Rohanda, "The Development of Student Reading Skills in Arabic for Reading Islamic Classical Books Using the Arabic Learning Model at Indonesian Islamic Boarding Schools."

⁴⁹ Semaun Al Usman et al., "Strategies for Arabic Learning with a Formal Approach in the Disruption of the 21st Era," *Ta'lim Al-'Arabiyah: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 7, no. 2 (2023): 175–90, <https://doi.org/10.15575/jpba.v7i2.22667>.

expert validation and positive student responses confirm its feasibility, making *Engklek* a promising model for integrating local wisdom with educational innovation.

Conclusion

This study developed the traditional Indonesian game *Engklek* as a medium for teaching Arabic grammar in an Islamic junior high school, adapting it to practice verb conjugation, pronoun matching, and meaning recognition. Validated by material and media experts and tested with 21 students, the game achieved a feasibility score of 80.7%, indicating a high level of acceptance. The findings show that *Engklek* enhances students' understanding of grammar in an engaging way, reduces reliance on digital technology, fosters motivation and collaboration, and helps preserve cultural heritage. Beyond its pedagogical value, the method also strengthens cultural identity amid globalization and positively influences students' learning psychology. Although limited to one school and one type of game, this study highlights the broader potential of integrating traditional games into Arabic language instruction and other subjects across various educational levels.

References

- Adipat, Surattana, and B Engaging. "Engaging Students in the Learning Process with Game-Based Learning: The Fundamental Concepts." *International Journal of Technology in Education (IJTE)* 4, no. 3 (2021): 542–52. <https://doi.org/10.46328/ijte.169>.
- Aflisia, Noza, Hendrianto, Nurwadjah Ahmad E.Q, and Andewi Suhartini. "Komparasi Pembelajaran Nahwu Di Pesantren Dan Madrasah." *Al-Fathin: Jurnal Bahasa Dan Sastra Arab* 5, no. 1 (June 29, 2022): 97–110. <https://doi.org/10.32332/AL-FATHIN.V5I01.4231>.
- Aflisia, Noza, Rini Rini, and Ahmad Fikri. "Integration of Local Wisdom in Arabic Learning." *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 2 (December 1, 2019): 356–73. <https://doi.org/10.24042/albayan.v11i2.4719>.
- Ahmed, Arfan, Nashva Ali, Mahmood Alzubaidi, Wajdi Zaghoulani, Alaa A. Abd-alrazaq, and Mowafa Househ. "Freely Available Arabic Corpora: A Scoping Review." *Computer Methods and Programs in Biomedicine Update* 2, no. January (2022): 100049. <https://doi.org/10.1016/j.cmpbup.2022.100049>.
- Al-Dawsari, Hadeel M., and Weam G. Alghabban. "Tracking E-Learning for Arabic Dyslexia Through Published Papers: A Systematic Review." *IEEE Access* 13, no. July (2025): 126390–405. <https://doi.org/10.1109/ACCESS.2025.3590287>.

- Alghazo, Sharif, Mohd Nour Al Salem, and Imran Alrashdan. "Stance and Engagement in English and Arabic Research Article Abstracts." *System* 103, no. 102681 (2021). <https://doi.org/10.1016/j.system.2021.102681>.
- Almelhes, Sultan A. "Gamification for Teaching the Arabic Language to Non-Native Speakers : A Systematic Literature Review." *Frontiers in Education* 9, no. 1371955 (2024): 1–11. <https://doi.org/10.3389/educ.2024.1371955>.
- Alqadasi, Ammar Mohammed Ali, Rawad Abdulghafor, Mohd Shahrizal Sunar, and Md Sah Bin H.J. Salam. "Modern Standard Arabic Speech Corpora: A Systematic Review." *IEEE Access* 11, no. June (2023): 55771–96. <https://doi.org/10.1109/ACCESS.2023.3282259>.
- Amri, Muhammad Rohman dan Sofan. *Strategi & Desain Pengembangan Sistem Pembelajaran*. Jakarta: Prestasi pustaka, 2016.
- Anas, Nirwana, and Bin Zhao. "Development Of A Learning Medium Based On Efas Traditional Game (Engklek Fun And Smart) To Improve Students ' Communication Ability In Thematic Learning." *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 15, no. 1 (2023). <https://doi.org/10.14421/al-bidayah/v15i1.818>.
- Annindita Hartono Putra, Fira Eka Permatasarib, Athiyah Laila Hijriyahc, Lailatul Mauludiyah. "Arabic Quizzes Game to Improve Arabic Vocabulary." *Tanwir Arabiyyah: Arabic as Foreign Language Journal* 1, no. 1 (2021): 47–54. <https://doi.org/10.22219/afl.v1i1.2484>.
- Aulia Nur Hakim, Leni Yulia. "Dampak Teknologi Digital Terhadap Pendidikan Saat Ini." *Pediagu: Jurnal Pendidikan Sosial Dan Humaniora* 3, no. 1 (2024): 145–63.
- Damayanti, Syafira Nur, and Fathia Hanif Tiaraningrum. "Pengenalan Permainan Tradisional Untuk Melestarikan Budaya Indonesia." *Jurnal Bina Desa* 5, no. 1 (2023): 39–44. <https://doi.org/10.15294/jbd.v5i1.41045>.
- Dewi, Anita Candra, Abdurrahman Arfah Maulana, Adelia Nururrahmah, A Muh Farid, and Muhammad Fadhil S. "Peran Kemajuan Teknologi Dalam Dunia Pendidikan." *Journal on Education* 06, no. 01 (2023): 9725–34. <https://doi.org/10.31004/joe.v6i1.4588>.
- Dienana, Arina, Asep Sopian, Uswah Mujahidah, and Rasuna Sa. "Integrating Arabic Fun Video Media with Round Table Learning Model on Students ' Outcomes in Arabic Lessons" 9, no. 1 (2025). <https://doi.org/10.29240/jba.v9i1.12208>.
- E. Hariyono, I. A. Rizki, D. A. Lestari, N. F. Citra, A. N. Islamiyah, A. i. Agusty. "Engklek Game Ethnoscience-Based Learning Material (EGBLM) To Improve Students ' Conceptual Understanding And Learning Motivation." *JPII: Jurnal Pendidikan IPA Indonesia* 12, no. 4 (2023): 635–47. <https://doi.org/10.15294/jpii.v12i4.43941>.
- Elnagar, Ashraf, Sane M. Yagi, Ali Bou Nassif, Ismail Shahin, and Said A.

- Salloum. "Systematic Literature Review of Dialectal Arabic: Identification and Detection." *IEEE Access* 9, no. February (2021): 31010–42. <https://doi.org/10.1109/ACCESS.2021.3059504>.
- Gusho, Leticja, Arjana Mucaj, Menada Petro, and Magdalini Vanpa. "The Use of Educational Technology to Improve the Quality of Learning and Teaching: A Systematic Research Review and New Perspectives." *IJET:International Journal of Emerging Technologies in Learning* 18, no. 15 (2023): 109–19. <https://doi.org/10.3991/ijet.v18i15.39641>.
- Hidayatullah, Miko Trenggono, Masduki Asbari, Muhammad Iqbal, and Ibrahim Ahmad. "Urgensi Aplikasi Teknologi Dalam Pendidikan Di Indonesia." *JISMA: Journal of Information Systems and Management* 02, no. 06 (2023): 70–73. <https://doi.org/10.4444/jisma.v2i6.785>.
- Hijriyah, Umi, Muhammad Aridan, Ahmad Nur Mizan, Aldio Dealintang, and Lita Yuniarti. "Developing Digital Comic Media For Learning Qira'ah for the Fifth Grade Students of Madrasah Ibtidaiyah." *Braz Dent J.* 33, no. 1 (2022): 1–12.
- Izhar, Nurul Ashikin, Nor Asniza Ishak, and Siti Mastura Baharudin. "A Bibliometric Analysis of 21st Century Learning Using Scopus Database." *International Journal of Learning, Teaching and Educational Research* 22, no. 3 (2023): 225–40. <https://doi.org/10.26803/ijlter.22.3.14>.
- Khoirunnisa, Tsania, and Mohammad Ahsanuddin. "The Design of Quartet Card Game Integrated with Augmented Reality for Sharf (Morphology) Learning Media." *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (May 27, 2024): 187. <https://doi.org/10.29240/jba.v8i1.8790>.
- Kholidah, Zahrah, and Prima Mutia Sari. "The Development of Engklek Game Media Based on Higher Order Thinking Skills in Learning Science of Class V Elementary School." *JPPIPA: Jurnal Penelitian Pendidikan IPA* 9, no. 8 (2023): 6181–87. <https://doi.org/10.29303/jppipa.v9i8.4406>.
- Kojin. "Effectiveness of the Grammar and Translation Methods in Learning Arabic." *Eurasian Journal of Applied Linguistics* 8, no. 2 (2022): 171–79. <https://doi.org/10.32601/ejal.911551>.
- Kurniawan, Dwi Agus, and Rahmat Perdana. "A Study of Traditional Games 'Engklek' in Mathematics for Elementary School." *Jurnal Ilmu Pendidikan (JIP)* 26, no. 1 (2020): 15–21. <https://doi.org/10.17977/um048v26i1p15-21>.
- Masrichah, Siti. "Ancaman Dan Peluang Artificial Intelligence (AI)." *Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora* 3, no. 3 (2023): 83–101. <https://doi.org/10.55606/khatulistiwa.v3i3.1860>.
- Masrop, N. A. M., Ishak, H., Zainuddin, G., Ramlan, S. R., Sahrir, M. S., & Hashim, H. "Digital Games Based Language Learning for Arabic Literacy Remedial." *Scientific Research Publishing* 10 (2019): 3213–22. <https://doi.org/10.4236/ce.2019.1012245>.
- Matsekoleng, Tsebo Kgoto, Tomé Awshar Mapotse, and Mishack Thiza

- Gumbo. "The Role of Indigenous Games in Education : A Technology and Environmental Education Perspective." *Diaspora, Indigenous, and Minority Education* 18, no. 1 (2024): 68–82. <https://doi.org/10.1080/15595692.2022.2160436>.
- Morales, Utzinger, Vanella Lopez, Schittny Joanan, and Hirsiger Julia. "Artificial Intelligence as a Support for Arabic Language Learning in Higher Education with VOSviewer Analysis." *Journal International Inspire Education Technology* 1, no. 3 (2023): 25–37. <https://doi.org/10.55849/jiiet.v1i3.207>.
- Noor, Fatwiah, Nor Jainah, M. Anwar, Ridha Darmawaty, and Mostafa Farouk Abdelaleem Muhmood. "The Implementation of Cooperative Learning Method for Arabic Language Learning." *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (November 17, 2023): 589. <https://doi.org/10.29240/jba.v7i2.6791>.
- Nurhasanah, Nina, and Iva Sarifah. "The Use of Game Media Engklek for Introducing The Value of Nationalism in Elementary School." *Jurnal Ilmiah Sekolah Dasar* 7, no. 1 (2023): 76–86. <https://doi.org/10.23887/jisd.v7i1.44518>.
- Obiedat, Ruba, Duha Al-Darras, Esra Alzaghou, and Osama Harfoushi. "Arabic Aspect-Based Sentiment Analysis: A Systematic Literature Review." *IEEE Access* 9 (2021): 152628–45. <https://doi.org/10.1109/ACCESS.2021.3127140>.
- Putri, Eka, Dian Nata, Mohd Zaidi, Bin Amiruddin, and Nadi Suprpto. "Exploration Concept of Physics on Local Wisdom in Traditional Game Angkle (Engklek) as Student Teaching Material." *Berkala Ilmiah Pendidikan Fisika* 11, no. 1 (2023): 40–50. <https://doi.org/10.20527/bipf.v11i1.15188>.
- Rahmawati, Fitra Awalia, Ifa Rodifah Nur, and Muhammad Taqiyuddin. "Creative Language Games for Enjoyable Arabic Teaching Al-Al'ab Al-Lughawiyah Al-Ibda'iyah Li Ta'lim Al-Lughah Al- 'Arabiyyah Al-Mumti'ah." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 1 (2022): 40–57. <https://doi.org/10.24042/albayan.v>.
- Rahmawati, Nailur, Mohammad Nasrul Fata Al-Muayyad, Kholifatur Rohmah, Aisyah Najwa Noor Fitri, and Annisa Damayanti. "Differentiated Instruction as a Form of Merdeka Belajar in Arabic Language Learning." *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 2, 2024): 873–96. <https://doi.org/10.29240/jba.v8i2.11022>.
- Ritonga, Mahyudin, and Adam Mudinillah. "Enhancing Arabic Language Learning in Higher Education: Leveraging E-Campus as an Online Learning and Evaluation Platform." *JIP-The Indonesian Journal of the Social Sciences* 12, no. 2 (2024): 491–516. <https://doi.org/10.26811/peuradeun.v12i2.1103>.
- Ritonga, Mahyudin, Adam Mudinillah, Wasehudin Wasehudin, Julhadi Julhadi,

- and Amrina Amrina. "The Effect of Technology on Arabic Language Learning in Higher Education." *Journal of Education and Learning (EduLearn)* 18, no. 1 (2024): 116–27. <https://doi.org/10.11591/edulearn.v18i1.20867>.
- Sarifa Suhra, Dedi Djubaedi, dan Awg Asbol bin Haji Mail. "The Contribution of Bugis' Traditional Games in Strengthening Students' Character Education at Madrasa." *Jurnal Pendidikan Islam* 6, no. 2 (2020): 233–44. <https://doi.org/10.15575/jpi.v6i2.9753>.
- Septiana, Eka, Anggun Salsabila, Annisa Salsabila, and Yana Kianshi Hasugian. "Application of Educational Games as an Arabic Language Learning Method at MTs Negeri 2 Deli Serdang." *Jurnal Nasional Holistic Science* 4, no. 2 (2024): 293–97. <https://doi.org/10.56495/hs.v4i2.647>.
- Sinaga, Andromeda Valentino. "Peranan Teknologi Dalam Pembelajaran Untuk Membentuk Karakter Dan Skill Peserta Didik Abad 21." *Journal on Education* 06, no. 01 (2023): 2836–46. <https://doi.org/10.31004/joe.v6i1.3324>.
- Soliman, Rasha, and Saussan Khalil. "The Teaching of Arabic as a Community Language in the UK." *International Journal of Bilingual Education and Bilingualism* 27, no. 9 (2022). <https://doi.org/10.1080/13670050.2022.2063686>.
- Syafei, Isop, Eman Suleman, and Rohanda Rohanda. "The Development of Student Reading Skills in Arabic for Reading Islamic Classical Books Using the Arabic Learning Model at Indonesian Islamic Boarding Schools." *Theory and Practice in Language Studies* 14, no. 5 (2024): 1381–92. <https://doi.org/10.17507/tpls.1405.10>.
- Taherdoost, Hamed. "Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire." *Asian Journal of Managerial Science* 11, no. 1 (2022): 8–16. <https://doi.org/10.51983/ajms-2022.11.1.3087>.
- Tahir, Rabail, and Alf Inge Wang. "Evaluating the Effectiveness of Game-Based Learning for Teaching Refugee Children Arabic Using the Integrated LEAGUE-GQM Approach." *BEHAVIOUR & INFORMATION TECHNOLOGY* 43, no. 1 (2024): 110–38. <https://doi.org/10.1080/0144929X.2022.2156386>.
- Usman, Semaun Al, Sri Utami, Istiqomatul Hayati, Muhammad Alfreda, Daib Insan, and Adham Aman. "Strategies for Arabic Learning with a Formal Approach in the Disruption of the 21st Era." *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 7, no. 2 (2023): 175–90. <https://doi.org/10.15575/jpba.v7i2.22667>.