

Mastery of Kitab Kuning in Islamic Higher Education: Bridging Linguistic Divergences Through Dual-Language Gamification***Hani'atul Khoiroh¹, Dyan Puspita Andhini², Risa Nabila³, Nur Hidayatus Sholihah⁴, Zahwa Athiyatul Ahsanu⁵, Muhammad A'inul Haq⁶**Universitas Kiai Abdullah Faqih Gresik, Indonesia¹²³⁴⁵⁶***Correspondence Address : khoirohhani@gmail.com****Citation**Chicago Manual of Style 17th EditionHani'atul Khoiroh et al., "Mastery of Kitab Kuning in Islamic Higher Education: Bridging Linguistic Divergences Through Dual-Language Gamification," *Al-Jawhar*, 3(1), 25-42.**Abstract**

The mastery of Kitab Kuning (classical Islamic texts) in Islamic Higher Education faces significant pedagogical challenges, particularly regarding the distinct linguistic needs of Arabic Language Education (PBA) and English Language Education (PBI) students. While PBA students struggle with the monotony of traditional rote learning, PBI students often experience disciplinary dissonance. This study investigates the effectiveness of a "Dual-Language Gamification Strategy" designed to enhance vocabulary acquisition and student engagement through a tailored approach: Lexical Deepening (Arabic-Indonesian) for PBA and Translanguaging (Arabic-English) for PBI. Employing an Explanatory Sequential Mixed-Methods Design, the research involved 120 undergraduate students at a Private Islamic University in East Java, divided into two experimental and two control groups. Quantitative analysis using Independent Sample t-tests revealed significant improvements in vocabulary mastery for both experimental groups ($p < 0.05$), with PBI students demonstrating the highest gain score (+30.80). Qualitative findings unveiled distinct psychological mechanisms driving this success: gamification served as a motivational booster for PBA students by fulfilling the need for competence and disrupting monotony, whereas it acted as a cognitive bridge for PBI students by aligning religious learning with their "Ideal L2 Self" and professional identity. The study concludes that digital innovation in Turath education requires Department-Based Customization that respects the specific "linguistic habitus" of students, proving that traditional heritage preservation can coexist with modern pedagogical relevance.

Keywords : Kitab Kuning, Dual-Language Gamification, Translanguaging, Vocabulary Acquisition, Linguistic Habitus, Islamic Higher Education

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A. Introduction

The mastery of *Kitab Kuning*, or classical Islamic texts in the realm of Islamic Higher Education (IHE), transcends being a simple academic requirement; it constitutes a core aspect of institutional identity, fostering the *Ulul Albab* character among students. This responsibility extends beyond Arabic-major students to encompass individuals in secular disciplines, including English Language Education (PBI). This expectation posits that graduates should embody dual competencies: a professional acumen in their chosen fields and a robust understanding of Islamic heritage.¹ Nevertheless, achieving such integration often encounters substantial pedagogical challenges due to the varied linguistic backgrounds and academic orientations of the students involved.

There is a notable distinction in the "linguistic habitus" between students pursuing Arabic Language Education (PBA) and those in English Language Education (PBI). Generally, PBA students arrive with a foundational grasp of Arabic morphological and syntactical structures; however, their engagement can suffer due to laborious traditional rote memorization practices prevalent in instructional settings like *Sorogan/Bandongan*.² In contrast, PBI students contend with a "double burden": they must navigate the complexities of Arabic classical texts while maintaining a cognitive focus on English, their primary area of training.³ The reliance on traditional methodologies that utilize Javanese (Pegon) or Indonesian translations often leads to a disconnect from their English-learning objectives, engendering educational dissonance and reduced motivation.⁴ Hence, a differentiated instructional strategy is imperative to address these challenges among both academic groups.

To bridge the gap in learning and enhance student engagement, integrating Gamification with a Dual-Language Strategy emerges as an effective approach. Gamification, which incorporates game-design elements such as scoring systems, leaderboards, and immediate feedback serves to mitigate the anxiety often associated with challenging texts.⁵ The proposed framework entails a tailored

¹ Inayatillah Inayatillah, "Kitab Kuning's Existence in the History of Islamic Education and Its Relevance to Modern Islamic Society in Aceh," *Insania Jurnal Pemikiran Alternatif Kependidikan* 28, no. 2 (2023): 133–52, <https://doi.org/10.24090/insania.v28i2.9158>; Ismail Hasan and Isa Anshory, "Kitab Kuning Dan Pesantren: Peran MA Baitussalam Melestarikan Warisan Intelektual," *Tsaqofah* 4, no. 2 (2024): 986–1000, <https://doi.org/10.58578/tsaqofah.v4i2.2444>; Sri Zulfida, Prihantoro Prihantoro, and Miftahulkhaerah Anwar, "Corpus Analysis of Verb and Preposition Collocations in the Word 'Āmana': A Study of Meaning and Function in the Qur'an," *Borneo Journal of Language and Education* 5, no. 1 SE-Articles (March 25, 2025), <https://doi.org/10.21093/benjole.v5i1.9648>.

² Helmi Kamal, "Teaching Arabic Today: Challenges, Strategies, and Opportunities in Islamic Higher Education," *International Journal of Learning, Teaching and Educational Research* 24, no. 10 (2025): 644–59; Puput Lestari, "Tradisi Penulisan Dan Pengajaran Kitab Pesantren: Proses Membangun Otoritas Dalam Kitab Kuning," *Jurnal Kajian Islam Interdisipliner* 7, no. 2 (2022): 81–101, <https://doi.org/10.14421/jkii.v7i2.1331>.

³ Yunisrina Qismullah Yusuf et al., "University Students' Motivation in Learning Arabic and English as Foreign Languages in Aceh," *Langkawi Journal of the Association for Arabic and English* 6, no. 2 (2020): 87, <https://doi.org/10.31332/lkw.v0i0.1981>.

⁴ Widya P Anwar et al., "What Do They Talk About Translanguaging? Students and Lecturers' Voices From Legal English Classes," *Jurnal Onoma Pendidikan Bahasa Dan Sastra* 11, no. 1 (2025): 313–30, <https://doi.org/10.30605/onoma.v11i1.5133>.

⁵ Faiz R Muhammad and Widyastuti Purbani, "The Imbalance Case in Multilingualism Practices at Pesantren: Students' Voices," *Indonesian J. Educ. Ped.* 1, no. 1 (2024): 16–28,

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application wherein, for PBA students, the gamified content reinforces Arabic-to-Indonesian comprehension to refine lexical accuracy. Meanwhile, PBI students will employ a translanguaging approach, which involves Arabic-to-English strategies for learning *Kitab Kuning* vocabulary, thereby facilitating simultaneous acquisition of Islamic content and enhancement of English vocabulary, affirming its relevance to their professional landscape.⁶

Despite the increasing body of literature on gamification within language education, a distinct gap persists concerning its applicability to learning Kitab Kuning across linguistic contexts. Most investigations have concentrated on gamification within singular language targets either Arabic or English often emphasizing modern communication skills over comprehension of classical texts.⁷ Consequently, there is a lack of studies that operationalize a comparative gamification framework for two distinct linguistic departments (PBA and PBI). Furthermore, the exploration of English as the medium to gamify classical Arabic texts specifically for English-major students remains insufficiently addressed within Indonesian Islamic universities.⁸

Thus, this study endeavors to bridge these gaps by creating and assessing a "Dual-Language Gamification Strategy," designed to elevate vocabulary acquisition and student engagement among both PBA and PBI students. By aligning the gamified content with the linguistic aims pertinent to each department, this research aspires to demonstrate that the preservation of traditional Islamic knowledge can coexist with modern pedagogical innovation and relevance across different educational domains.⁹

B. Method

This research adopted an Explanatory Sequential Mixed-Methods Design as delineated by Creswell & Plano Clark.¹⁰ This design consists of two distinct phases, aimed at providing a nuanced understanding of the research issue at

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⁶ Faizal Pikri, "Utilization of Information and Communication Technology as Arabic Learning Media," *Ijd-Demos* 4, no. 2 (2022), <https://doi.org/10.37950/ijd.v4i2.288>.

⁷ Ridwan Ridwan et al., "The Culture of Arabic Language Learning in the Perspective of Bernard Spolsky's Language Policy," *Al-Qalam* 30, no. 2 (2024): 351, <https://doi.org/10.31969/alq.v30i2.1556>; Amrendra K Singh, "Breaking Language Barriers: The Transformative Impact of Translanguaging on ELT in India," *Attarbawiy Malaysian Online Journal of Education* 7, no. 2 (2023): 11–32, <https://doi.org/10.53840/attarbawiy.v7i2.156>.

⁸ Nugroho E Atmanto et al., "Model of the Favorite Madrasah Ibtidaiyah With Islamic Boarding School Base in Sleman District Case Study MI Afkaruna," 2025, 133–45, https://doi.org/10.1007/978-981-96-2116-3_9; Talqis Nurdianto, Yayat R Hidayat, and Vicky A Wulandari, "CEFR-Based Arabic Language Learning Competency," *Izdihar Journal of Arabic Language Teaching Linguistics and Literature* 3, no. 3 (2021): 229–48, <https://doi.org/10.22219/jiz.v3i3.14123>.

⁹ Abdul Q A Faruq and Siti F Zahro, "Analysis of English Learning Strategies at Nurul Jadid Islamic Boarding School Probolinggo," *International Journal of English Learning and Applied Linguistics (Ijelal)* 5, no. 1 (2024): 69–80, <https://doi.org/10.21111/ijelal.v5i1.13498>.

¹⁰ Tahani Z Aldahdouh et al., "Preparing University Teachers For Times of Uncertainty: The Role Of a Transnational Pedagogical-Development Training in Palestinian Higher Education," *Journal of Applied Research in Higher Education* 15, no. 4 (2022): 1011–28, <https://doi.org/10.1108/jarhe-05-2022-0146>.

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hand. The first phase incorporated a Quasi-Experimental Design, specifically a Non-Equivalent Control Group Design, to quantitatively assess the efficacy of the Dual-Language Gamification Strategy on vocabulary acquisition. In contrast, the second phase employed a Qualitative Case Study approach to investigate student engagement and perceptions, thereby elucidating the quantitative findings from the initial phase.¹¹

The setting for this study was a Private Islamic University in East Java, Indonesia, focusing on undergraduate students enrolled in the Kitab Kuning (Islamic Classical Texts) course. A purposive sampling technique was employed to select four intact classes, totaling 120 participants who were divided into different treatment groups: The participants in this study were divided into four groups. The PBA experimental group consisted of 30 students from the Arabic Education program who were taught using a gamification approach with an Arabic–Indonesian content focus. In contrast, the PBA control group comprised 30 students from the same program who received instruction through the traditional Sorogan method. Similarly, the PBI experimental group included 30 students from the English Education program who were instructed using gamification combined with Arabic–English content through a translanguaging approach. Meanwhile, the PBI control group consisted of 30 students from the English Education program who were taught using traditional instructional methods. This grouping design was adopted to examine the comparative effectiveness of gamification-based and traditional learning approaches across different language education contexts.¹²

The intervention, implemented over eight sessions throughout one semester, utilized digital gamification platforms such as Quizizz and Wordwall, designed according to the linguistic objectives of the participants. For the PBA students, game mechanics focused on Lexical Deepening, challenging participants to match classical Arabic terminology with their respective Indonesian equivalents or Arabic synonyms, thereby enhancing semantic comprehension.¹³ For PBI students, a Translanguaging Approach was employed, where challenges included matching Arabic terms to their English definitions, reinforcing their dual identity as English language learners while assimilating Islamic vocabulary.¹⁴ In contrast, the control groups experienced conventional

¹¹ Mustafa Gök and Burcu Özen, “The Role of Minecraft in STEM Education: A Study on the Development of Motivation and Spatial Abilities,” 2024, <https://doi.org/10.21203/rs.3.rs-5551349/v1>.

¹² Annindita H Putra et al., “Arabic Quizzes Game to Improve Arabic Vocabulary,” *Tanwir Arabiyyah Arabic as Foreign Language Journal* 1, no. 1 (2021): 45–54, <https://doi.org/10.31869/afjl.v1i1.2484>; Nurzaherah Zainal, “University Students’ Perspectives on Gamification in Vocabulary Learning: A Literature Review,” *Malaysian Journal of Social Sciences and Humanities (Mjssh)* 8, no. 5 (2023): e002314, <https://doi.org/10.47405/mjssh.v8i5.2314>.

¹³ Riska Rahmasari, Mukhamad Murdiono, and Sunarso Sunarso, “The Influence of Utilizing Gamification Media Wordwall on the Improvement of Pancasila Education Learning Outcomes,” *Qalamuna Jurnal Pendidikan Sosial Dan Agama* 14, no. 2 (2022): 671–84, <https://doi.org/10.37680/qalamuna.v14i2.3400>; Agus Riwanda, Muhammad Ridha, and M I Islamy, “Increasing Arabic Vocabulary Mastery Through Gamification; Is Kahoot! Effective?,” *Lisania Journal of Arabic Education and Literature* 5, no. 1 (2021): 19–35, <https://doi.org/10.18326/lisania.v5i1.19-35>.

¹⁴ Nur H Tuki, Suhaila Z H Ahmad, and Lily H Asbulah, “Elevating Arabic Vocabulary Learning: A Dive Into Digital Gaming Applications,” *International Journal of Academic Research in Progressive*

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instruction through the Sorogan method, which emphasized rote memorization and teacher-centered translation of the same textual materials.

Data collection in this study employed multiple instruments to ensure comprehensive and in-depth measurement. First, the Vocabulary Mastery Test (VMT) was administered in the form of pre-tests and post-tests to assess participants' lexical acquisition in accordance with their linguistic backgrounds. This instrument was validated by experts and tested for reliability, achieving a Cronbach's Alpha coefficient exceeding 0.70, indicating acceptable reliability.¹⁵ Second, the Student Engagement Scale (SES), grounded in the framework proposed by Fredricks et al. (2004), was utilized to measure students' behavioral, emotional, and cognitive engagement throughout the learning process.¹⁶ Third, semi-structured interviews were conducted after the intervention with selected students from the experimental groups to obtain deeper insights into their learning experiences and to identify specific challenges encountered in the implementation of the dual-language learning methodology.¹⁷

Quantitative data from the pre-tests, post-tests, and SES scores were analyzed using SPSS version 26. Independent Sample t-tests were conducted to determine the significant differences between the experimental and control groups, while Paired Sample t-tests assessed improvements within groups.¹⁸ Qualitative data from interviews underwent Thematic Analysis to identify recurrent themes relating to motivation, engagement patterns, and linguistic challenges.¹⁹

C. Findings and Discussion

Findings

This table presents the comparison of mean scores between the Experimental (Gamification) and Control (Traditional) groups across both departments.

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¹⁵ Rahmasari, Murdiono, and Sunarso, "The Influence of Utilizing Gamification Media Wordwall on the Improvement of Pancasila Education Learning Outcomes"; Riwanda, Ridha, and Islamy, "Increasing Arabic Vocabulary Mastery Through Gamification; Is Kahoot! Effective?"

¹⁶ Celia Redondo-Rodríguez et al., "Influence of Gamification and Cooperative Work in Peer, Mixed and Interdisciplinary Teams on Emotional Intelligence, Learning Strategies and Life Goals That Motivate University Students to Study," *International Journal of Environmental Research and Public Health* 20, no. 1 (2022): 547, <https://doi.org/10.3390/ijerph20010547>.

¹⁷ Aldahdouh et al., "Preparing University Teachers For Times of Uncertainty: The Role Of a Transnational Pedagogical-Development Training in Palestinian Higher Education."

¹⁸ Ligolita P Fatoni and Agus Santoso, "Students' Cognitive, Affective, and Behavioural Perceptions of the Quizizz Towards Their Grammar Skills in a Business English Training Class at PT. XI Axiata Tbk. Jakarta," *Jurnal Syntax Admiration* 5, no. 10 (2024): 3697–3710, <https://doi.org/10.46799/jsa.v5i9.1470>.

¹⁹ Redondo-Rodríguez et al., "Influence of Gamification and Cooperative Work in Peer, Mixed and Interdisciplinary Teams on Emotional Intelligence, Learning Strategies and Life Goals That Motivate University Students to Study."

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Table 1. Descriptive Statistics and T-test Results of Vocabulary Acquisition

| Department | Group | N | Pre-test Mean (SD) | Post-test Mean (SD) | Gain Score | Sig. (2-tailed) |
|------------|--------------|----|--------------------|---------------------|------------|-----------------|
| PBA | Experimental | 30 | 58.40 (4.21) | 86.20 (3.55) | +27.80 | 0.000 |
| | Control | 30 | 59.10 (3.88) | 71.50 (4.10) | +12.40 | |
| PBI | Experimental | 30 | 52.30 (5.12) | 83.10 (4.45) | +30.80 | 0.000 |
| | Control | 30 | 51.80 (4.90) | 64.40 (5.25) | +12.60 | |

The Impact of Dual-Language Gamification on Vocabulary Acquisition

The statistical analysis reveals a significant disparity in vocabulary acquisition outcomes between the experimental groups (using Gamification) and the control groups (using Traditional *Sorogan*), across both Arabic Education (PBA) and English Education (PBI) departments.

PBA Department Results: As shown in Table 1, the PBA Experimental group demonstrated a substantial improvement. The pre-test mean score was 58.40, which surged to 86.20 in the post-test. In contrast, the PBA Control group showed a modest increase from 59.10 to 71.50. The Independent Sample t-test yielded a significance value (Sig. 2-tailed) of 0.000 ($p < 0.05$), confirming that the gamification strategy specifically targeting Arabic-Indonesian lexical deepening was statistically more effective than rote memorization.

PBI Department Results: Interestingly, the PBI Experimental group which utilized the "Translanguaging Approach" (Arabic-to-English) showed the highest growth rate. Their mean score improved from a baseline of 52.30 (lower than PBA initially) to 83.10. The PBI Control group, struggling with the traditional method, only progressed from 51.80 to 64.40. This suggests that bridging *Kitab Kuning* vocabulary with English terminology (e.g., translating *Thaharah* as "Purification" rather than just *Bersuci*) significantly aided memory retention for English-majored students.

Student Engagement Levels

The analysis of the Student Engagement Scale (SES) indicates that gamification successfully transformed the classroom atmosphere. The Experimental groups reported significantly higher levels of engagement compared to the Control groups.

Emotional Engagement: The highest discrepancy was observed in the "Emotional" dimension. 88% of students in the gamified classes reported "looking forward to the *Kitab Kuning* class," whereas only 45% of students in the traditional class felt the same.

Cognitive Engagement: Students in the experimental group showed higher persistence. Data from the gamified platform logs (*Quizizz/Wordwall*) showed that 72% of students voluntarily re-attempted the quizzes outside of class hours to improve their leaderboard ranking, a behavior rarely seen in the traditional assignment structure.

Student Engagement and Qualitative Insights

This table summarizes the behavioral data and thematic analysis of student interviews, highlighting the distinct experiences of PBA and PBI students.

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Table 2. Matrix of Student Engagement and Qualitative Insights

| Aspect | PBA Students (Arabic-Indonesian Strategy) | PBI Students (Arabic-English Strategy) |
|---|--|---|
| Primary Pre-Intervention Barrier | Monotony & Boredom. Students felt the traditional <i>Sorogan</i> method was passive and unchallenging. | Irrelevance & Disconnection. Students felt <i>Kitab Kuning</i> was irrelevant to their major ("Wrong Major Syndrome"). |
| Dominant Engagement Type | Competitive Engagement. Motivated by leaderboards, points, and beating peers' scores. | Cognitive/Professional Engagement. Motivated by the connection to English vocabulary acquisition (ESP). |
| Key Behavioral Statistic | 88% reported higher enthusiasm (Emotional Engagement). | 72% voluntarily re-attempted quizzes outside class (Behavioral Persistence). |
| Representative Student Quote | <i>"I memorized the word 'Al-Istinja' not because I was forced to, but because I wanted to beat my friend's score... It turned dictionary work into a battle."</i> (Student A) | <i>"When the game asked me to translate 'Wudhu' to 'Ablution', it clicked. I wasn't just learning religion; I was enriching my English vocabulary too."</i> (Student B) |
| pedagogical Implication | Gamification serves as a Motivation Booster to overcome rote memorization fatigue. | Gamification serves as a Bridge of Relevance, aligning religious study with professional identity. |

The findings in Table 2 compel a critical conclusion: the efficacy of gamification in Islamic Higher Education is not monolithic. While it served as a motivational booster for PBA students by disrupting the monotony of rote learning, it acted as a cognitive bridge for PBI students by resolving the dissonance between their religious obligations and professional English goals. Thus, the 'Dual-Language' strategy succeeded not merely because it was digital, but because it was personalized to the distinct 'linguistic habitus' of each department.

Discussion

The findings indicate that the implementation of the Dual-Language Gamification Strategy led to statistically significant improvements in vocabulary acquisition among the experimental groups, evidenced by a significant increase in gain scores ($p < 0.05$). This suggests that gamification fundamentally transforms cognitive processes involved in language learning, especially

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regarding vocabulary.²⁰ The use of Active Recall plays a crucial role; it enhances neural connectivity through immediate retrieval actions. In contrast, the traditional method often leans on passive listening, which may hinder active engagement and retention of information.

The theoretical underpinnings of this improvement can be linked to Cognitive Load Theory Sweller, which posits that instructional methods should minimize extraneous cognitive load to ensure efficient learning.²¹ The gamified approach creates a feedback loop that decreases extraneous cognitive burdens, particularly relevant when tackling complex linguistic structures. As a result, students can allocate their cognitive resources toward meaning-making and comprehension without the stress associated with public error correction. This shift signifies a move from a purely rote-based learning approach to an environment where learners can genuinely internalize and understand vocabulary through active participation.

In distinguishing this research from prior studies, it is noteworthy that while traditional approaches frequently emphasize memorization without facilitating deep engagement, the gamified strategies employed emphasize not just participation but transformative engagement. Previous investigations into gamification have shown students' heightened motivation and enthusiasm when involved in interactive tasks, supporting the notion that gamification constructs positively influence student learning experiences.²² This aligns with contemporary evidence showing that integrating interactive digital applications significantly elevates student engagement and interest in the modern educational landscape.²³ This study builds on that foundation by explicitly focusing on the neural and cognitive advancements facilitated by gamification methods rather than merely reporting behavioral outcomes.

For the future of education, particularly regarding language acquisition, embracing gamified methods has significant implications. This study illustrates that gamification can be instrumental in promoting active learning environments conducive to vocabulary acquisition. By fostering such innovative instructional strategies, educational institutions can better prepare students for the increasingly complex linguistic demands of the modern world. Improving language skills through methodologies that prioritize student engagement not only enhances immediate academic outcomes but also cultivates lifelong learning habits and intrinsic motivation among students.²⁴ Ultimately, these

²⁰ Halah Aal-Asheakh and Wafa I Saud, "The Impact of Gamification on Developing Foreign Language Within Elementary Students' Speaking Skills: An Experimental Study," *Journal of Learning and Development Studies* 4, no. 3 (2024): 1–16, <https://doi.org/10.32996/jlds.2024.4.3.1>.

²¹ Murat Saran, "Comparing Hand-Based and Controller-Based Interactions in Virtual Reality Learning: Effects on Presence and Interaction Performance," *Peerj Computer Science* 11 (2025): e3168, <https://doi.org/10.7717/peerj-cs.3168>.

²² Rustam Shadiev, Ting-Ting Wu, and Yueh-Min Huang, "Using Image-to-Text Recognition Technology to Facilitate Vocabulary Acquisition in Authentic Contexts," *Recall* 32, no. 2 (2020): 195–212, <https://doi.org/10.1017/s0958344020000038>.

²³ Nurul Fauziah et al., "Penggunaan Aplikasi Tiktok Sebagai Media Pembelajaran Untuk Meningkatkan Minat Belajar Peserta Didik Di Era Globalisasi Digital," *Jurnal Tarbiyah Dan Ilmu Keguruan Borneo* 3, no. 3 SE-Articles (January 1, 2023), <https://doi.org/10.21093/jtikborneo.v3i3.5925>.

²⁴ Putu K Nitiasih and Luh G R Budiarta, "Increasing Students' Reading Comprehension Through Gamification Based on Balinese Local Stories," 2021, <https://doi.org/10.2991/assehr.k.210715.049>; Kausalya Thiagarajah et al., "Effectiveness of

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approaches promise a more effective pathway for enhancing language retention and usage in real-world contexts.

The qualitative data surrounding Arabic Education (PBA) students indicates that gamification enhances learning experiences by breaking the cycle of "pedagogical monotony." This disruption results in high emotional engagement rates, with some studies reporting significant increases in emotional involvement in gamified settings.²⁵ Students already familiar with Arabic may find traditional learning methods to be less motivating, leading to disengagement. Conversely, gamification introduces stimulating elements that cater to students' intrinsic need for competence, as suggested by Self-Determination Theory.²⁶ This theoretical framework posits that fulfilling basic psychological needs like competence can lead to increased motivation and engagement in learners, demonstrating why gamified learning resonates particularly well with PBA students.

The contrasting nature of conventional classroom environments is crucial to understanding the effectiveness of gamification. Traditional educational methodologies typically foster minimal interaction, which can limit opportunities for engagement.²⁷ However, gamification introduces competitive elements like leaderboards and achievement streaks, thus transforming solitary activities (e.g., vocabulary memorization) into interactive contests with peers.²⁸ This comparison elucidates how gamified learning shifts the educational focus from passive absorption to active participation, thereby invigorating the learning atmosphere compared to conventional pedagogical approaches.

Research has examined the impact of gamification and highlighted its effectiveness in enhancing student motivation. For example, studies affirm that gamification can enrich educational experiences, leading to improved involvement and learning outcomes.²⁹ In the context of PBA students, who demonstrate higher cognitive engagement through gamified methods, the approach revitalizes intrinsic interest in learning and addresses issues related to stagnation in language acquisition.³⁰ Furthermore, a comprehensive review of Indonesian academic literature confirms that systematic research focusing on

Gamification Tool in Teaching Vocabulary," *International Journal of Academic Research in Business and Social Sciences* 12, no. 9 (2022), <https://doi.org/10.6007/ijarbss/v12-i9/14604>.

²⁵ Mohd N b. Jaafar and Nik Mohd Rahimi Nik Yusoff, "Experimental Study of the Effectiveness of Gamification Module for Arabic Language in Primary School," *International Journal of Academic Research in Business and Social Sciences* 12, no. 6 (2022), <https://doi.org/10.6007/ijarbss/v12-i6/14220>.

²⁶ Zhanni Luo, "The Effectiveness of Gamified Tools for Foreign Language Learning (FLL): A Systematic Review," *Behavioral Sciences* 13, no. 4 (2023): 331, <https://doi.org/10.3390/bs13040331>.

²⁷ Riwanda, Ridha, and Islamy, "Increasing Arabic Vocabulary Mastery Through Gamification; Is Kahoot! Effective?"

²⁸ Aal-Asheakh and Saud, "The Impact of Gamification on Developing Foreign Language Within Elementary Students' Speaking Skills: An Experimental Study."

²⁹ Nadia A Boudadi and Mar Gutiérrez-Colón, "Effect of Gamification on Students' Motivation and Learning Achievement in Second Language Acquisition Within Higher Education: A Literature Review 2011-2019," *The Eurocall Review* 28, no. 1 (2020): 40, <https://doi.org/10.4995/eurocall.2020.12974>.

³⁰ Pepen Permana, Irma Permatawati, and Ending Khoerudin, "Foreign Language Learning Gamification Using Quizizz: A Systematic Review Based on Students' Perception," *Eralingua Jurnal Pendidikan Bahasa Asing Dan Sastra* 7, no. 2 (2023): 233, <https://doi.org/10.26858/eralingua.v7i2.23969>.

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innovative language learning methodologies is highly dominant and essential to drive effective pedagogical shifts in Arabic departments.³¹

The implications of utilizing gamification in educational settings extend beyond mere engagement metrics; they hold significant potential for the future of education. By fostering a dynamic learning environment that promotes active participation, gamification can create a fertile ground for learners to explore new knowledge without the constraints of traditional teaching approaches.³² As educators continue to implement technology-driven strategies, understanding how gamification enhances motivation and learning outcomes becomes essential for developing future educational practices that meet the evolving needs of students in a digital age.³³

Students has shown efficacy in addressing disciplinary challenges, particularly in enhancing students' engagement and participation. This approach diverges from traditional pedagogical models that often marginalize these students by not fully considering their cultural and linguistic backgrounds.³⁴ By employing English translations of Arabic terms, such as equating Thaharah with Purification, the curriculum resonates more profoundly with the students' identities, facilitating a more integrated learning environment.³⁵

The success of this approach can be illuminated through the framework provided by Dörnyei's "Ideal L2 Self" theory, which connects learners' motivation to their personal and professional aspirations.³⁶ This theory posits that when learners view English as a relevant tool aligned with their cultural contexts, they tend to engage more deeply with the material presented.³⁷ This reframing of *Kitab Kuning* (the Yellow Book, a significant text in Islamic education) transforms it from a perceived burden into a valuable resource for English for Specific Purposes (ESP),³⁸ thus aligning academic content with personal significance. Such integration proves effective because tailored audio-

³¹ Ahmad Fadhel Syakir Hidayat et al., "Keterampilan Berbahasa Arab Dalam Literatur Akademik Indonesia: Tren Penelitian Dalam Jurnal Terakreditasi SINTA (2018-2022)," *Borneo Journal of Language and Education* 4, no. 1 (2024): 50–64, <https://doi.org/https://doi.org/10.21093/benjole.v4i1.8085>.

³² Evija Latkovska and Amanda Cine, "Gamification Elements in English Lessons to Encourage Young Learners' Communication in a Foreign Language," 2022, 650–59, <https://doi.org/10.22364/htqe.2022.46>.

³³ W U Zhao-peng, "The Impact of Gamified Learning on Student Engagement and Academic Achievement in Secondary Schools," *Frontiers in Educational Research* 6, no. 25 (2023), <https://doi.org/10.25236/fer.2023.062525>.

³⁴ Kiyu Itoi, "Designing a Modern Language Course for Culturally and Linguistically Diverse Students," *Olbi Journal* 11 (2022): 57–77, <https://doi.org/10.18192/olbij.v11i1.6174>.

³⁵ Yiran Zhang, Chen Qi, and Yue Peng, "Guiding the Future: The Role of L2 Self-Guides in Predicting Pre-Service Language Teachers' Professional Commitment," *International Journal of Applied Linguistics* 35, no. 4 (2025): 2125–37, <https://doi.org/10.1111/ijal.12756>.

³⁶ Jalil Fathi, Neda Rezaei, and Hamed M Hosseini, "Ideal L2 Self, Mindfulness, and Academic Buoyancy as Predictors of Foreign Language Achievement in EFL Learners," *Perceptual and Motor Skills* 132, no. 6 (2025): 1553–81, <https://doi.org/10.1177/00315125251340564>.

³⁷ Xiaobao Wei and Qingyi Xu, "Predictors of Willingness to Communicate in a Second Language (L2 WTC): Toward an Integrated L2 WTC Model From the Socio-psychological Perspective," *Foreign Language Annals* 55, no. 1 (2021): 258–82, <https://doi.org/10.1111/flan.12595>.

³⁸ Uzlifatul M Isnawati and Nanik S Rahayu, "Once I Enter the Class, I Just Feel Like in the Middle of Nowhere": A Narration of ESP Teacher's Emotional Geographies," *Journal on English as a Foreign Language* 13, no. 2 (2023): 739–63, <https://doi.org/10.23971/jefl.v13i2.7050>.

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lingual supports and contextual language scaffolding have been shown to substantially improve students' comprehension performance in processing Arabic instruction.³⁹

Unlike prior research that may focus on classroom dynamics or motivational factors in isolation, this investigation intertwines students' aspirations within their linguistic framework, indicating the need for educational practitioners to adopt more integrative pedagogical strategies that cater to diverse student backgrounds.⁴⁰ This study stands out by demonstrating how translanguaging effectively mediates between cultural heritage and educational content.

Looking towards the future, the implications of this study extend beyond the immediate academic context, as embracing translanguaging can reshape how educators design curricula that bridge complex identities within diverse learning populations. This strategic alignment resonates with global educational trends emphasizing internationalization, where understanding students' cultural backgrounds and vernaculars becomes increasingly crucial.⁴¹ Future applications of this research could significantly impact educational practices, assisting policy-makers and educators in fostering environments that enhance language acquisition and overall student engagement in multilingual contexts.⁴²

Recent findings indicate that gamification techniques can effectively enhance learning outcomes in Arabic, including both Modern Standard Arabic and Classical Arabic (Turath). This is supported by the work of Asikin,⁴³ who shows the effectiveness of gamification in improving Arabic literacy. There is an increasing need for educational approaches tailored to address the diverse linguistic needs of students, supporting the assertion that digital innovations in Islamic Higher Education require a nuanced strategy rather than a "one-size-fits-all" methodology.⁴⁴ The evidence highlights the significance of "Instructional Alignment," wherein the language of instruction can be strategically selected based on students' unique "linguistic habitus".⁴⁵

The theoretical foundation for this approach is aligned with sociocultural learning theories that advocate for context-sensitive educational strategies. As

³⁹ Khairy Abusyairy, Ahmad Fadhel Syakir Hidayat, and Nur Syakinah, "Pengaruh Media Video Berbahasa Arab Terhadap Keterampilan Mendengar Dalam Pembelajaran Bahasa Arab," *Borneo Journal of Primary Education* 2, no. 3 (October 3, 2022): 125–37, <https://doi.org/https://doi.org/10.21093/bjpe.v2i3.5588>.

⁴⁰ Eva Ellederová, "Information Technology Students' Involvement in in-Class Debates: Speech Acts and Modification of the Illocutionary Force," *Discourse and Interaction* 15, no. 2 (2022): 28–52, <https://doi.org/10.5817/di2022-2-28>.

⁴¹ Ruiying Chen, "Motivations of Second Language Learning: Application of L2 Motivational Self System in the EFL Classroom," *Journal of Higher Education Research* 3, no. 1 (2022): 51, <https://doi.org/10.32629/jher.v3i1.638>.

⁴² Isnawati and Rahayu, "Once I Enter the Class, I Just Feel Like in the Middle of Nowhere": A Narration of ESP Teacher's Emotional Geographies."

⁴³ Ahmad S M Asikin, "Improving Arabic Literacy With ChatGPT and Gamification: A Case Study at Alif Laam Miim Islamic School," *Insyirah Jurnal Ilmu Bahasa Arab Dan Studi Islam* 8, no. 2 (2025): 172–91, <https://doi.org/10.26555/insyirah.v8i2.13689>.

⁴⁴ Anwar R Nulloh, "Arabic Language Learning Model Based on the Merdeka Curriculum," *Tadris Al- Arabiyyah Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 4, no. 1 (2025): 129–43, <https://doi.org/10.15575/ta.v4i1.44922>.

⁴⁵ Nulloh.

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noted by Nulloh,⁴⁶ integrating gamification into the Arabic language curriculum is key for fostering linguistic competence while accommodating students' individual learning environments. Furthermore, Salsabila et al.⁴⁷ emphasize the need to align educational content with both technological advancements and cultural heritage. This alignment ensures that the educational experience remains relevant and enriches students' connection to their linguistic heritage.

This research distinguishes itself from prior work by focusing on a Department-Based Customization strategy that respects the academic identities of diverse student populations.⁴⁸ Unlike studies that focus exclusively on Modern Standard Arabic, the current research encapsulates the varied dynamics involved in teaching Classical Arabic in the digital age, as explored in studies by Erina and Nurwahidin,⁴⁹ which emphasize the importance of integrating traditional pedagogies with modern methods. This approach acknowledges not only the pedagogical implications but also the significance of fostering a sustainable connection to cultural heritage through education.

Looking ahead, the implications of this research are significant for future educational strategies, particularly within Islamic educational institutions.⁵⁰ By promoting a customizable learning environment, this study addresses challenges posed by digital transformation while ensuring that heritage preservation remains a core objective.⁵¹ Consequently, the findings call for collaborative exploration among educators to synthesize traditional and digital pedagogical practices, fostering an enriched, relevant, and inclusive educational future for Arabic language learners.

D. Conclusion

This study demonstrates that the Dual-Language Gamification Strategy effectively enhances Kitab Kuning vocabulary acquisition and student engagement by aligning with students' specific "linguistic habitus." The findings highlight a dual-mechanism efficacy: for Arabic Education (PBA) students, gamification acts as a motivational revitalizer that disrupts pedagogical monotony, whereas for English Education (PBI) students, the translanguaging approach serves as a cognitive bridge, reconciling religious study with their professional identity. Consequently, this research advocates that successful digital integration in Islamic Higher Education requires department-based

⁴⁶ Nulloh.

⁴⁷ Salma Salsabila et al., "Content and Language Integrated Learning Approach in Qawā'id Learning Through Yellow Books in Islamic Boarding Schools," *International Journal of Arabic Language Teaching* 7, no. 01 (2025): 193–206, <https://doi.org/10.32332/ijalt.v7i01.10991>.

⁴⁸ Muhammad R Rujani and Ashadi Ashadi, "21st-Century English Learning in a Religious School: Implementation and Student Experience of the English Zone in Darul Hijrah Boarding School," *Intensive Journal* 7, no. 2 (2025): 23, <https://doi.org/10.31602/intensive.v7i2.20116>.

⁴⁹ Nela Erina and Diki Nurwahidin, "Storytelling Method in Arabic Language Learning: Enhancing Listening and Speaking Skills in Islamic Elementary Education," *Athla Journal of Arabic Teaching Linguistic and Literature* 6, no. 1 (2025): 49–64, <https://doi.org/10.22515/athla.v6i1.11341>.

⁵⁰ Braeden Hurst, "Gamification, Game Based Learning, and Digital Card Games in Education," 2024, <https://doi.org/10.32920/25164620.v1>.

⁵¹ Abdullah Khered et al., "UniManc at NADI 2023 Shared Task: A Comparison of Various T5-Based Models for Translating Arabic Dialectical Text to Modern Standard Arabic," 2023, 658–64, <https://doi.org/10.18653/v1/2023.arabicnlp-1.71>.

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customization rather than a one-size-fits-all approach. However, the study is limited by its restriction to a single university context, a short-term intervention period, and a focus exclusively on lexical acquisition. Future research should address these constraints by conducting longitudinal studies to assess long-term retention and expanding the scope to include higher-order skills such as grammatical analysis (Nahwu-Shorof) and critical reading comprehension. Furthermore, developing dedicated AI-adaptive applications and testing this framework across broader institutional demographics are recommended to further refine and generalize this pedagogical innovation.

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