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THE USE OF TRADITIONAL GAME *CUBLAK-CUBLAK SUWENG* TO IMPROVE ARABIC VOCABULARY ACHIEVEMENTS

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Abstract

The research purpose is to know the Arabic vocabulary achievements of students with using traditional game *Cublak-cublak suweng* (CCS). The applied approach in this research is PTK (class-based research) held in cycles using the Kemmis and Mc. Taggart's models. The data collecting techniques used are interviews, observation, tests, and documentation and analyzed descriptively. The result shows increases in students' Arabic vocabulary achievement. The indicator is increasing grades degree from the first cycle to other cycles; The results indicate that using the game method, especially in the traditional game *cublak-cublak suweng*, can increase Arabic vocabulary achievements among students, namely in the first cycle by 73.25% (enough category). In the second cycle, it rose to 82.00% (good category), then it grew to 91.2% (excellent category) in the third cycle.

Keywords: *traditional games, cublak-cublak suweng (CCS), achievements.*

Introduction

The world of children is synonymous with games, songs, and stories. Therefore, in recent years language teachers have made continuous efforts to find suitable teaching methods for certain age groups and strive to make the language learning experience an enjoyable one. Friday¹, Queen² and Efendy

¹ Jumatiah Jumatiah and Ibrahim Helalsah, "TAṬWĪR MĀDAH IKHTIBĀR MUFRADĀT AL-LUGAH AL-‘ARABIYYAH ‘ALĀ DAU‘I AL-MA‘RIFĪ," *Jurnal Al-Maqayis* 8, no. 2 (November 7, 2021): 1.

² Ratu Noor Hamidah, "Teaching Arabic At Rawda Al-Islamiyyah Secondary School/ ليم اللغة العربية الإسلامية الثانوية الأهلية," *Journal of Al-Maqayis* 9, no. 1 (June 1, 2022): 84.

explained that children's education experts recommend using games, songs, and stories as educational media.³

In the learning process, it is necessary to use game techniques. There are several thoughts that underlie this as stated by Ariadi⁴, Asnul⁵, Lofes⁶, Laila⁷, Akmal⁸, Soraya⁹ and Jauhar¹⁰, namely the game is able to: (1) reduce boredom, (2) challenge students to solve learning problems with a happy attitude, (3) encourage students to compete healthily, (4) help students who do not understand the material quickly, (5) motivate students to be creative.¹¹

³ A. F Effendy, "Lagu Dan Permainan Sebagai Media Pengajaran Bahasa Arab Di Madrasah Ibtidaiyyah," *Majalah Nadi Tahun II No: 1*, 1993.

⁴ Ariadie Chandra, "RANCANG BANGUN GAME EDUKASI SEBAGAI MEDIA PEMBELAJARAN MATA KULIAH PRAKTIK TEKNIK DIGITAL," *Jurnal Edukasi Elektro* 1, no. 1 (August 2, 2017), accessed October 7, 2022, <https://journal.uny.ac.id/index.php/jee/article/view/15121>.

⁵ Asnul Uliyah and Zakiyah Isnawati, "Metode Permainan Edukatif Dalam Pembelajaran Bahasa Arab," *Shaut al Arabiyyah* 7, no. 1 (June 27, 2019): 31.

⁶ Lofes Ardiansyah and Cindy Asli Pravesti, "PENGEMBANGAN MEDIA PERMAINAN MONOBILING DALAM EFIKASI DIRI AKADEMIK SISWA DI SMA NEGERI 15 SURABAYA" (n.d.): 11.

⁷ Laila Ahmad, "TA'LİM AL-MUHĀDATSĀH WA MUSYKILĀTUHU LADĀ AN-NAIQNA BI LUGT UKHR," *Journal of Al-Maqayis* 7, no. 2 (September 15, 2021): 40.

⁸ Akmal Zaid Ramadhani, "ISTRĀTĪJIYYAT MUDARRIS AL-LUGĀH AL-ARABIYYAH FĪ TA'LİM MAHARAH AL-QIRĀ'AH," *Journal of Al-Maqayis* 7, no. 2 (September 15, 2021): 67.

⁹ Soraya Aldena, "TAWR AL-GANLI AL-AFL LI TARQIYYATI ISTI'ĀB AL MUFRADT AL-'ARABIYYAH," *Journal of Al-Maqayis* 8, no. 1 (June 30, 2021): 84.

¹⁰ J auhar Ali, "PERMAINAN SEBAGAI STRATEGI AKTIF LEARNING DALAM PEMBELAJARAN BAHASA ARAB" (August 30, 2022), accessed October 7, 2022, <https://osf.io/jk5xh/>

¹¹ Z. A Hidayat And Tatang S. M, *Hidayat, Z.A. Dan Tatang, S.M. 1980. Permainan, Simulasi, Main Peran Dalam Pengajaran Bahasa. Jakarta: P3g Depdighbud.* (Jakarta: P3g Depdighbud, 1980). Hal. 20

James Sully in his book *Essay on Laughter*¹², Silvia¹³, Mardia¹⁴, Eka Aprilia¹⁵ and Nailur¹⁶ argues that playing activities give children a sense of pleasure. Arifin¹⁷ Yasinta¹⁸, Ismatul¹⁹ Tuti²⁰, and Banu²¹ explained that traditional games are one of the cultural heritages that need to be preserved. This game is an effective means of socializing the values that are considered important by a society. These values can then be used as guidelines in the personal development of children.²²

¹² Anggani Sudono, *Sudono, Anggani. 2000. Sumber Belajar Dan Alat Permainan. Jakarta: Pt Grasindo.* (Jakarta: Pt Grasindo, 2000). Hal. 12

¹³ Silfiyah Rohmawati, "Penerapan Hasil Modifikasi Permainan Monopoli Sebagai Media Pembelajaran Berbicara Bahasa Arab," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 2, No. 2 (August 26, 2019): 165.

¹⁴ M Mardiah Mardiah, "Metode Permainan Dalam Pembelajaran Bahasa Indonesia Di Madrasah Ibtidaiyah," *Mitra Pngmi: Jurnal Kependidikan Mi* 1, No. 1 (July 16, 2015): 61-77.

¹⁵ Eka Aprilia Pravitasari And Durinda Puspasari, "Pengembangan Media Pembelajaran Permainan Kartu Berbasis Make A Match Pada Mata Pelajaran Otomatisasi Dan Tata Kelola Kepegawaian Di Smkn 1 Jombang," *Jurnal Pendidikan Administrasi Perkantoran (Jpap)* 8, No. 3 (July 17, 2020): 489-495.

¹⁶ Nailur Rahmawati, "Pengembangan Alat Permainan Edukatif Dalam Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah Wahid Hasyim Sleman Yogyakarta" (2018): 8.

¹⁷ Ahmad Arifin, "Peranan Permainan Bahasa Dalam Proses Kegiatan Belajar Mengajar Mata Pelajaran Bahasa Arab," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 19, No. 2 (2017): 302-318.

¹⁸ Yasinta Elva Fajarwati And Gregorius Ari Nugrahanta, "Buku Pedoman Permainan Tradisional Untuk Menumbuhkan Karakter Empati Anak Usia 9-12 Tahun," *Jurnal Ilmiah Pendidikan Profesi Guru* 4, No. 3 (November 28, 2021): 437.

¹⁹ Ismatul Khasanah, Agung Prasetyo, And Ellya Rakhmawati, "Permainan Tradisional Sebagai Media Stimulasi Aspek Perkembangan Anak Usia Dini," *Paudia : Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini* 1, No. 1 (September 4, 2012), Accessed October 7, 2022, [Http://Journal.Upgris.Ac.Id/Index.Php/Paudia/Article/View/261](http://Journal.Upgris.Ac.Id/Index.Php/Paudia/Article/View/261).

²⁰ Uti Andriani, "Permainan Tradisional Dalam Membentuk Karakter Anak Usia Dini" 9, No. 1 (2012): 16.

²¹ Banu Setyo Adi, Sudaryanti Sudaryanti, and Muthmainah Muthmainah, "Implementasi permainan tradisional dalam pembelajaran anak usia dini sebagai pembentuk karakter bangsa," *Jurnal Pendidikan Anak* 9, no. 1 (June 2, 2020): 33-39.

²² Fauziah Rahmawati, *Anak Dan Dunianya* (Semarang: Pt. Albana, 2009). Hal. 34

According to Ahira²³, Ernita²⁴, Gustiana²⁵, Rina²⁶, Ari Putra²⁷ Kamid²⁸ and Banu²⁹ agreed to explain the benefits of this game on children's mental development are: (1) children become more creative, (2) can be used as therapy for children, (3) develop children's intellectual intelligence, (4) children's emotional and interpersonal intelligence, (5) developing children's logical intelligence, (6) developing children's kinesthetic intelligence, (7) developing children's natural intelligence and (8) developing children's spatial intelligence, (9) developing children's musical intelligence, and (10) developing children's spiritual intelligence.

One example of traditional games that can be used in learning Arabic is the traditional game Cublak-Cublak Suweng. This traditional game from the province of Central Java, turns out to have many benefits. This is as explained by Varina³⁰, Paulina³¹ including providing knowledge and

²³ Anne Ahira, "Permainan Tradisional," 2021, Accessed September 12, 2021, <Http://Www.Anneahira.Com/Permainan/Permainan-Tradisional.Htm>.

²⁴ Ernita Lusiana, "Membangun Pemahaman Karakter Kejujuran Melalui Permainan Tradisional Pada Anak Usia Dini Di Kota Pati" (2012): 6.

²⁵ Gustiana Mega Anggita, "Eksistensi Permainan Tradisional Sebagai Warisan Budaya Bangsa," *Jossae : Journal Of Sport Science And Education* 3, No. 2 (April 4, 2019): 55..

²⁶Rina Wijayanti, "Permainan Tradisional Sebagai Media Pengembangan Kemampuan Sosial Anak," *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini* 5, No. 1 (March 20, 2018), Accessed October 7, 2022, <Https://Ejournal.Upi.Edu/Index.Php/Cakrawaladini/Article/View/10496>.

²⁷ Ari Putra and Viena Rusmiati Hasanah, "TRADITIONAL GAME TO DEVELOP CHARACTER VALUES IN NONFORMAL EDUCATIONAL INSTITUTION," *IJAEDU-International E-Journal of Advances in Education* (April 28, 2018): 86-92.

²⁸Fac. of Teaching & Education, Universitas Jambi, Indonesia, kamid.math@unja.ac.id et al., "Process Skill and Student's Interest for Mathematics Learning: Playing a Traditional Games," *International Journal of Instruction* 15, no. 3 (July 1, 2022): 967-988.

²⁹ Banu Setyo Adi, Sudaryanti Sudaryanti, And Muthmainah Muthmainah, "Implementasi Permainan Tradisional Dalam Pembelajaran Anak Usia Dini Sebagai Pembentuk Karakter Bangsa," *Jurnal Pendidikan Anak* 9, No. 1 (June 2, 2020): 33-39.

³⁰ Varina Handayani, Dinie Anggraeni Dewi, And Yayang Furi Furnamasari, "Permainan Tradisional Sebagai Sarana Untuk Meningkatkan Jiwa Nasionalisme" 5, No. 2 (2021): 6.

³¹ Afakhrul Masub Bakhtiar And Paulina Paulina, "Permainan Tradisional 'Cublak Suweng' Untuk Meningkatkan Keterampilan Sosial Anak Sd," *Jurnal Ilmiah Sekolah Dasar* 1, No. 3 (October 20, 2017): 186.

training skills, one of which is cooperation, leadership, and managing strategies. This is in accordance with Paulina's opinion³², Hidayat³³, Anisa³⁴

MI Amanah is one of the private MI in Malang district that needs attention in improving the learning ability of Arabic language students. Some of the things that form the basis of the above opinion are the results of observations or preliminary studies. Based on these observations, it is known that students' daily scores and daily test scores are relatively low, students are burdened and find it difficult to follow Arabic lessons, their learning achievement decreases.

Departing from the problems above, the teacher should make improvements to the learning method so that students are motivated in learning Arabic, namely by playing strategies, especially traditional games. The traditional game used is the Cublak-Cublak Suweng (CCS) game. This CCS game was chosen because it can evoke the principles of honesty, togetherness, and leadership among students.

Method

This study uses a research design that is classroom action (Classroom Action Research) with the Kemmis and McTaggart models. This model combines the implementation and observation activities in one learning cycle.. The research was carried out through four cycles, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. The data collection techniques in this study were (1) observation, (2) interviews, (3) giving tests, and (4) documentation. This research was conducted in the odd semester of the 2021/2022 academic year, which is in September-October 2021. The subjects of this research were students of class V MI Amanah Turen.

The process of data analysis begins with analyzing data from interviews, observations that have been written down in field notes, teacher

³² Effendy, "Lagu Dan Permainan Sebagai Media Pengajaran Bahasa Arab Di Madrasah Ibtidaiyyah."

³³ Ulwiyatul Hidayat And Annisa Ariani, "Permainan Tradisional Cublak-Cublak Suweng Sebagai Media Play Therapy Dalam Meningkatkan Interaksi Sosial Anak Slow Learner Pada Siswa Sdn Mulyerejo Dua, Kota Malang" (2019): 12.

³⁴ Ni'matus Solikah, "Pengaruh Permainan Cublak-Cublak Suweng Terhadap Perkembangan Sosial Emosional Anak Usia 5-6 Tahun" 9 (2020): 10

activity observation sheets, student activity observation sheets and giving tests to students. The test is used to see and measure how much vocabulary the students have acquired and mastered during the learning process. The increase in the achievement of students' Arabic vocabulary acquisition can be seen from the test scores given.

The results of observations of teacher and student activities were obtained from observations made by researchers during the learning process.³⁵ From the learning steps carried out by teachers and students, there is a range of values ranging from SB, B, C, and K with several criteria, namely: SB (Very Good) with a score of 4, B (Good) with a score of 3, C (Enough) with score 2, and K (Less) with a score of 1. While the success rate used is very good (90% NR 100%), good (80% NR 90%), sufficient (70% NR 80%), less (60% NR 70%), and very poor (0% NR 60%).

Results and Discussion

Before entering the first cycle, the researcher first identified problems or pre-action activities through interviews with the fifth grade Arabic teacher with the results: (1) the curriculum used was the Education Unit Level Curriculum (KTSP), (2) the learning method was teacher center, (3) the ability of students to acquire vocabulary is balanced between students who achieve scores above the SKM and below the SKM, (4) Less conducive learning conditions (5) learning resources used as a guide for Arabic books written by Agus Wahyudi and LKS from the Ministry of Religion, and (7) the method of playing, especially traditional games, has never been applied.

This is in accordance with what the students explained, that: (1) learning Arabic is a lecture method, (2) learning tends to be teacher-centered, (3) the learning method is a method in Islamic boarding schools, namely the teacher writes down mufradat and its meaning, then students are asked to write such as the teacher's writing, (4) the teacher reads the vocabulary and students are asked to imitate and then drill, (5) students are asked to memorize the vocabulary they have just learned, (6) there are some students

³⁵ Ade Destri Deviana And Syarifaturrahmatullah Syarifaturrahmatullah, "Thinking-Based Learning Strategy Of Ulumul Hadith For Students Of Arabic Language Department Of State Islamic Institute (Ar)," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab lain Palangka Raya* 7, No. 2 (December 22, 2019): 73–84.

who are less enthusiastic (7) the results of vocabulary acquisition are relatively low. This can be identified through the average value of the Arabic language that does not meet the Minimum Completeness Standard (SKM), which is 65.

Based on these problems, the researchers made improvements to improve students' Arabic vocabulary acquisition achievement through traditional CCS games. In addition, the researcher also distributed a preliminary test sheet with a review of the material in advance to determine the extent to which the child's understanding of the vocabulary that had been taught. The test is related to the material that has been taught in class IV, namely about family material (الأسرة). The test sheet consists of 12 questions, 6 questions answer the questions according to the picture and 6 questions match the picture with the vocabulary according to the picture.

This research was carried out in several cycles as needed. The cycle will be stopped when the child's score has reached the SKM and there has been an increase in vocabulary acquisition for each child. Each cycle consists of 2 meetings and is carried out through 4 stages, namely: (1) action planning, (2) action implementations, (3) observation or observation, and (4) reflection. Before entering in cycle 1, the researcher first conducted a preliminary study. This preliminary study is intended to determine the process of teaching and learning in class V as well as to determine the students' ability to learn Arabic.

Before entering the cycle, the researcher first made a lesson plan for each meeting in each cycle. After finishing making the lesson plans, the researcher made the media that would be used in the implementation of learning. The media used in this research is picture card media made of A4-sized paper with pictures according to the vocabulary that will be taught. These picture cards are used to introduce new vocabulary to students. After making picture cards, the researchers made rolls of paper media used in the CCS game. The roll paper contains a description of the vocabulary that has been taught and used when playing CCS games. Then, after finishing making lesson plans and learning media, the researcher also compiled an observation sheet for teacher and student activities,

In cycle I, the teacher carries out learning steps according to the lesson plans starting from the preliminary, core, and closing activities. In this

activity, students looked enthusiastic and enthusiastic in learning Arabic. This began to appear when the teacher explained about new vocabulary with the help of picture cards. Based on the percentage of student achievement in Arabic vocabulary using the CCS game in the first cycle, it was still 73.25% with the category C (Enough) with a score of 2. This happens because there are some things that have been missed are (1) a brief description of the new material, (2) not linking the material to be studied with the students' daily lives, (3) the teacher only asks students to mention vocabulary without asking students to write down vocabulary. say. This causes most students to only be able to mention vocabulary and when working on the test sheet given by the teacher, most of the students seem to have difficulty in writing the answers to the questions given. In addition, most students are still less confident in working on individual test sheets.

After implementing the planning, action, observation, and reflection as described above, the increase in vocabulary achievement for the fifth-grade students of MI Amanah Turen can be seen from the results of the first cycle test. The test in the first cycle consists of 18 questions with 3 question criteria based on vocabulary. the words that have been studied, namely vocabulary related to the 7 vocabulary of fruit names, namely اح، ال، ارجيل، انس.

From the results of the first cycle which has been carried out on September 30, 2021, it can be seen that the average results obtained by students are 73.25. When compared with the pretest score with an average of 53, the results or the acquisition of student scores before the test has increased even though the average obtained in cycle 1 has not yet reached the results of the Madrasah SKM. Therefore, teachers and researchers continued it in the second cycle.

In cycle II, based on the data recorded in the observation sheet and field notes of the activity, the teacher takes action according to the design that has been stated in the lesson plan. In this cycle the teacher has made improvements, namely there are activities to explain the material to be studied and relate it to students' daily lives, and in drill activities students are asked to mention vocabulary and complete the vocabulary fragments on the blackboard so that students can not only mention only vocabulary, but can also write down vocabulary. Based on the percentage of student

achievement in Arabic vocabulary using the CCS game in cycle II, it has started to increase to 82.00% by category good B (Good) with a score of 3. It's just that there are a few things that are missed, namely (1) there is no activity to conclude the material, (2) There is no question and answer activity, so some students still look confused and have difficulty working on the test sheet given by the teacher. teacher.

From the results of the second cycle that has been carried out on October 28, 2021, it can be seen that the average results obtained by students are 82. When compared with the pretest score with an average of 73.25, the results or the acquisition of these students scores have increased, even though the average score is 73.25. The average obtained in the second cycle has reached the results of the madrasah SKM, but because there are still some students who have not been able to follow the lesson well, the teachers and researchers continue it in the third cycle.

In general, students seemed enthusiastic and enthusiastic in learning Arabic and also the achievement of students' Arabic vocabulary was also increasing. This began to appear when the teacher explained about new vocabulary with the help of picture cards. However, there were 2 students who seemed busy with themselves and lacked focus in following the KBM and because of the uneven drill in writing vocabulary, there were still some students who seemed to have difficulty working on the test sheet given by the teacher.

In cycle III, based on the data obtained, the teacher carries out actions according to the design that has been stated in the lesson plan. The steps in learning are arranged systematically, starting from the preliminary, core, and closing activities. There were no things that were missed in the KBM in cycle III, both at the first meeting and the second meeting and the implementation of the KBM was in accordance with the plan that had been written in the RPP.

In this cycle, all students looked enthusiastic and enthusiastic in learning Arabic as well as 2 students who in the previous cycle were less enthusiastic in participating in KBM. This began to appear when the teacher explained about new vocabulary with the help of picture cards. When doing a vocabulary drill, most of the students can mention and write vocabulary very well. In the implementation of the CCS game, the students were more

enthusiastic than the implementation of the game in the previous cycles and when working on the test sheet, the students all worked on the test sheet individually and the results were very satisfying because each individual student's score reached the SKM.

From the results of the third cycle that has been carried out on November 25, 2021, it can be seen that the average result obtained by students is 91.2 or on the SB criteria (Very Good) with a score of 4, when compared with the pretest score with an average of 82, the results or student scores before the test has increased even though the average obtained in cycle III has reached the SKM madrasa and all students can follow the lesson well and the acquisition of student vocabulary from cycle to cycle is increasing, the researchers stopped CAR activities in cycle III .

In the PTK conducted by researchers at MI Amanah Turen from September to October, there were 3 cycles with 2 meetings in each cycle. Researchers use CCS games as reinforcement for students' vocabulary acquisition and when delivering material the teacher uses image media.³⁶The delivery of material and drill of vocabulary as well as giving test sheets were carried out at the first meeting of each cycle, while the implementation of the CCS game was carried out at the second meeting of each cycle. Before entering the cycle, the researcher first conducted a preliminary study, this preliminary study was conducted to find out what needs to be improved at MI Amanah Turen, especially in the implementation of learning Arabic for the fifth-grade students of MI Amanah.

Before entering the cycle, the researcher first made a lesson plan for each meeting in each cycle. After completing the RPP,³⁷researchers make media that will be used in the implementation of learning. The media used in this study were picture card media used to introduce new vocabulary to students and roll paper media used in CCS games. Then, after finishing making the lesson plans and learning media, the researchers also compiled

³⁶ Freddy Widya Ariesta, "Nilai Moral Dalam Lirik Dolanan Cublak-Cublak Suweng," *Jurnal Ilmu Budaya* 7, No. 2 (2019): 188-192.

³⁷ Nasarudin Nasarudin, "Tathbiq Manhaj Ta'lim Al-Lughah Al-'Arabiyah 'Ala Asâs Al-Tahshîl Al-Dirâsî Fî Al-Jâmi'ât Al-Islâmiyyah Bi Mataram Indonesia," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 5, No. 2 (2018): 374-391.

teacher and student activity observation sheets, field notes and student test sheets.

So it can be concluded that the results of this study explain that in this study at the first meeting of each cycle, the teacher graded vocabulary using picture cards. This is used to make it easier for students to understand the meaning of the new vocabulary being taught. In evaluating learning the teacher gives a test sheet that is arranged in 3 criteria, the first to answer questions according to the picture, the second to match the picture to the available vocabulary, and the third crossword puzzle.

Meanwhile, at the second meeting of each cycle, the teacher applied the traditional CCS game as a reinforcement for acquiring the vocabulary that had been taught. However, before carrying out the CCS game, the teacher first conducted a vocabulary drill for the students, both pronunciation and writing drills for the vocabulary that had been taught at the previous meeting.

After the traditional CCS games were applied in learning, most of the students experienced an increase in vocabulary acquisition. This can be seen from the results of the average score of students starting with the pretest, giving tests in cycle I, giving tests in cycle II, and giving tests in cycle III, student scores continue to increase. Smart students still dominate good grades. This can be seen from the scores obtained by students in doing the tests held every cycle. This is in accordance with the opinion McCallum (in Asrori 2002), Theofani³⁸, Sharif³⁹, and Anwar⁴⁰ There are a number of reasons for the need to use games in language learning, namely: (1) games can focus students' attention on an aspect of language, sentence patterns or certain word groups, (2) games can function as reinforcement, review or stabilization, (3) games require equal participation of all participants, (4)

³⁸ Teofani Irene Kristanti and Cindy Asli Pravesti, "PENGEMBANGAN PERMAINAN REDI DALAM PENINGKATAN EFIKASI DIRI BAGI SISWA SMA," *JURNAL KONSELING GUSJIGANG* 7, no. 2 (December 1, 2021), accessed October 7, 2022, <https://jurnal.umk.ac.id/index.php/gusjigang/article/view/6033..>

³⁹ Syarif Hidayatulloh, Henry Praherdhiono, and Agus Wedi, "Pengaruh Game Pembelajaran Terhadap Peningkatan Hasil Belajar Pemahaman Ilmu Pengetahuan Alam," *JKTP: Jurnal Kajian Teknologi Pendidikan* 3, no. 2 (May 20, 2020): 199–206..

⁴⁰ Anwar --, Mursidin T, and Husain Ibrahim, "Model Pengembangan Alat Permainan Edukatif Berbasis Sosial Budaya pada Pembelajaran Anak Didik Kelompok Bermain," *Jurnal Pendidikan dan Kebudayaan* 19, no. 2 (June 3, 2013): 236–251.

games can be adapted to individual students, for example age or ability, (5) games encourage healthy competition, and provide opportunities to use the target language naturally in relaxed situations, (6) games can be used to practice listening, reading, speaking and writing, (7) games provide feedback as soon as possible to the teacher and (8) games increase student participation more optimally.

Conclusion

The implementation of Arabic language learning using traditional CCS games held at MI Amanah Turen has 3 cycles. Each cycle consists of two meetings. The first meeting was used to deliver the material and conduct a vocabulary drill and give test sheets related to the vocabulary that had just been delivered, while the second meeting was used to review the vocabulary that had been taught at the previous meeting using traditional CCS games. The student achievement in acquiring student vocabulary after the implementation of learning using traditional CCS games, has increased quite well. This can be seen from the average value of students in each cycle. In addition, the individual student scores obtained after working on the test sheet at the first meeting of each cycle also increased in each cycle. The responses given by students during the learning process using traditional CCS games also showed that students found it easier to memorize Arabic vocabulary that had been taught.

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