



Development of Educational Crossword Puzzle Games in Arabic Vocabulary Learning For Madrasah Aliyah Student's

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Abstract

This research examined the production of an educational crossword puzzle game used to facilitate Arabic vocabulary learning in Madrasah Aliyah. Using the Research and Development Approach by Borg and Gall, the authors used 4 stages to produce the product: exploration, product development, testing, and finalization. After analyzing the data using *Research and Development* (RnD) methods, the results show a score of 5 (very good category) and validated media experts with a score of 4.8. (Very good category), and limited trials with a score of 4.4 (very good category) and field trials with a score of 4.5 (good category). Further research is needed to expand this vocabulary learning technique beyond this small dataset.

Keywords: *Educational Games, Crossword Puzzle, Language Acquisition, Arabic*

Introduction

Arabic has long been developed in Indonesia, but it seems that learning Arabic has not been without problems until now. One of them is the problem in terms of the use of methods during the process of learning Arabic. The method has a fairly important role in terms of the successful application of the material presented. The application of an inappropriate method will obscure the objectives to be achieved at the end of the learning process.

Therefore, in delivering Arabic language material, you should always pay attention to the goals to be achieved from the teaching, so that there is an agreement between the methods applied and the goals to be achieved.¹

This is like what happened at MA Fatwa Alim Tulung, where in learning Arabic the desired results are not in accordance with the planned objectives. The not optimal learning of Arabic at MA Fatwa Alim Tulung can be seen from the still minimal vocabulary of mufrodah, weak mastery of Arabic structure, poor writing skills, weak mastery of conversational sentences (muhadatsah). This problem is like what was conveyed by Mr. Purwoko, SS., M.Pd.I, a class teacher who teaches Arabic at Madrasah Aliyah Fatwa Alim Tulung.

Furthermore, on this occasion Mr. Purwoko said that the main cause of the not optimal learning of Arabic at MA Fatwa Alim Tulung was the inappropriate method. The method used at that time was the lecture method where the teacher as one of the learning components became the center of learning by conveying material orally and students listened. He found it difficult and confused in developing Arabic language learning media for class X students at Madrasah Aliyah Fatwa Alim Tulung. Therefore it is necessary to have an important role in providing solutions to these learning barriers. This is in accordance with the opinion of Pamela,² Mabruki,³ Daud,⁴ and Kadir⁵ that teachers need to have the skills in choosing the right method to facilitate the delivery of the material being studied.

This is in accordance with what was conveyed by Ahmad Muhtadi Anshor that in teaching Arabic the method is one of the means to achieve the goal of teaching. The more precise the method, the more effective it will be in achieving the learning objectives. No matter how detailed Arabic teaching materials are, if a teacher does not use the right method, he will experience confusion or the results will not be optimal.

Therefore, the main cause of not maximally learning Arabic at Madrasah Aliyah Fatwa Alim Tulung is the teacher's competency in using inappropriate learning methods in learning

¹Wamuna, *Wamuna, Metodologi Pembelajaran Bahasa Arab Teori dan Aplikasi*, Cet. 3 (Yogyakarta: Teras, 2011), h. 3.

²V. Pamela, I. S., Chan, F., Yantor., & Fauzia, "Keterampilan Guru dalam Mengelola Kelas," *Jurnal Pendidikan Dasar*, Vol. 3, No. 2, 2019.

³Haeru Mabruki, Farid Ahmadi, And Tri Suminar, "Keterampilan Guru dalam Mengelola Kelas," *Edustream: Jurnal Pendidikan Dasar*, Vol. 8, No. 56, 2019.

⁴Ahmad Daud, "Strategi Guru Mengajar di Era Milenial," *Al-Mutharabah: Jurnal Penelitian dan Kajian Sosial Keagamaan* 17, No. 1, 2020.

⁵Fatimah Kadir, "Keterampilan Mengelola Kelas dan Implementasinya dalam Proses Pembelajaran," *Jurnal Al-Ta'dib*, Vol. 7, No. 2, 2014.

Arabic. So a teacher only needs to select methods that affect the results of learning such as the learning environment, students' interests and motivation, learning facilities and resources, but all of that is not the main obstacle encountered at MA Fatwa Alim Tulung in learning Arabic, because the learning environment at the school is very supportive of learning Arabic, this can be seen from every place and objects in the school environment marked with Arabic names. This is in accordance with Umro⁶, Rahmawati⁷, Tabi'in⁸ that a teacher must have the competence to choose the right method that can increase student motivation. in learning Arabic.

Students' interest and learning motivation are not the main obstacles in learning Arabic at MA Fatwa Alim Tulung, because the school is one of the schools with extracurricular diversity related to Arabic such as Tahfidz Al-Qur'an, Read and Write Al - Qur'an an (BTA), *Qiroah* and Calligraphy. So that this is enough to motivate and encourage students' interest in learning so that they are more active in participating in learning Arabic.

Madrasah Aliyah Fatwa Alim Tulung is a school with adequate facilities, this can be seen from the class conditions which are very good, clean, internet network that can be used by teachers and students, sound systems available in several corners of the building, projectors and *LCDs* available and Books that are quite complete in the library as a reference.⁹

The use of inappropriate methods in learning Arabic at MA Fatwa Alim Tulung requires efforts to replace Arabic learning methods with appropriate methods in learning Arabic by teachers at MA Fatwa Alim Tulung. With the hope that the results of learning Arabic can be maximized. One of the efforts made is to replace the lecture method with the educational game method.¹⁰

⁶Jakaria Umro, "Upaya Guru Pendidikan Agama Islam dalam Mencegah Radikalisme Agama di Sekolah," *JIE (Journal of Islamic Education)*, Vol. 2, No. 1, 2018.

⁷Anggun Rahmawati dan C. Indah Nartani, "Kompetensi Sosial Guru dalam Berkomunikasi Secara Efektif dengan Siswa melalui Kegiatan Pembelajaran Bahasa Indonesia di SD Negeri Rejowinangun 3 Kotagede Yogyakarta," *Tribayu*, Vol. 4, No. 3, 2018.

⁸As'adut Tabi'in, "Kompetensi Guru dalam Meningkatkan Motivasi Belajar pada Mtsn Pekan Heran Indragri Hulu," *Jurnal Pendidikan Agama Islam Al-Thariqah*, Vol. 1, No. 2, 2017.

⁹Ade Destri Deviana et al., "Learning Strategies For Writing Skills With Self-Efficacy Based/ استراتيجيات الكفاءة الذاتية," *Ijaz Arabi Journal of Arabic Learning*, Vol. 5, No. 1, 2022.

¹⁰Lailatul Qomariyah, Usfiyatur Rusuly, And Ade Destri Deviana, "Relationship Between Self-Regulated Learning And Reading Skills Ability For Arabic Language And Literature Study Program Students In East Java/Al-'Alāqah Bayna Al-Ta'allum Al-Munadzam Dzātiya Wa Mahārah Al-Qirā'ah Ladā Thullab Qism Al-Lughah Al-'Arabīyah Wa Ādābuhā Bi Jāwā Al-Syarqīyah," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab Iain Palangka Raya*, Vol. 9, No. 2, 2021; Muhammad Ahsanul Husna et al., "Implementasi Materi Mahārah Al-Kalām Dalam Transformasi Kurikulum Bahasa Arab Perspektif Actfl pada Pondok Pesantren Salaf," *Arabi: Journal Of Arabic Studies*; Vol. 7, No. 1, 2022; Penerapan Metode Permainan Edukatif Dalam Pembelajaran Bahasa Arab Di MI Ma'arif Nu 1 Pageraji, Vol. 7, No. 1, 2022; Ade Destri Deviana, "Al-Kafā'atu Al-Zātiyyatu

In general, students like to learn while playing. Learning while playing using game learning media allows active participation of students in learning. ¹¹This is in accordance with the opinion of Nailur ¹², Iskandar¹³, Ardiansyah ¹⁴, Silfiyah ¹⁵that games are one of the teacher's media to motivate students to play an active role in learning activities.¹⁶

Especially in learning Arabic vocabulary which is the basis for being able to master various other language skills. Jumatiyah ¹⁷explained that various efforts were made so that learning Arabic was able to achieve learning objectives, including the singing method. In research conducted by Soraya Aldena¹⁸, singing as a learning method and media can increase students' understanding of Arabic vocabulary by up to 90%.¹⁹

In this research the Rappe game ²⁰explains in one of the articles that there are various ways or methods in learning Arabic, the min-mem method, the flash card method, the crossword puzzle method, the performance method, the qawaid tarjamah method., and the

Ladā Al- Ṭalabati Fī Tanfīzi Istirātijīyyāti Ta'limi Isso (Al-Ta'limi Al-Zātīy Wa Al-Iyhāīyyati Wa Al-Muṭāṣhili Al-Mubāsīyiri),” *Al Mabara: Jurnal Pendidikan Bahasa Arab*, Vol. 6, No. 1, 2020.

¹¹Nur Hikmah Amalia And Nur Hidayat, “Penggunaan Media Teka-Teki Silang (Crossword Puzzle) dalam Meningkatkan Kemampuan Baca Tulis Kosakata Bahasa Arab Peserta Didik Kelas III MI Ma’arif Giriloyo 1 Bantul,” *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, Vol. 10, No. 1, 2018; Ade Destri Deviana Et Al., “Learning Strategies For Writing Skills With Self-Efficacy Based/ استراتيجيات تعليم مهارة الكتابة بضوء الكفاءة الذاتية,” *Ijaz Arabi Journal Of Arabic LearningI*, Vol. 5, No. 1, 2022.

¹²Nailur Rahmawati, “Pengembangan Alat Permainan Edukatif Dalam Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah Wahid Hasyim Sleman Yogyakarta,” *Lisanul’ Arab: Journal Of Arabic Learning And Teaching*, Vol. 7, No. 1, 2018.

¹³Muhammad Lutfiana Iskandar, “Penerapan Metode Permainan Edukatif dalam Pembelajaran Bahasa Arab di MI Ma’arif NU 1 Pagerajit” (IAIN, 2017).

¹⁴Lofes Ardiansyah And Cindy Asli Pravesti, “Pengembangan Media Permainan Monobiling dalam Efikasi Diri Akademik Siswa di SMA Negeri 15 Surabaya,” *Jurnal Nusantara Of Research*, Vol. 8, No. 1, 2021.

¹⁵Silfiyah Rohmawati, “Penerapan Hasil Modifikasi Permainan Monopoli Sebagai Media Pembelajaran Berbicara Bahasa Arab,” *Al Mi’yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban*, Vol. 2, No. 2, 2019.

¹⁶Novia Indah Kurniawati, Lailatul Qomariyah, and Mustafa Farouq Abdul-Aaleem Mahmoud, “The Use Traditional Game Cublak-Cublak Suweng to Improve Arabic Vocabulary Achievements,” *Jurnal Al-Maqayis*, Vol. 9, No. 2, 2022.

¹⁷Jumatiyah and Ibrahim Helalsah, “تطوير مادة اختبار مفردات اللغة العربية على ضوء المجال المعرفي والمهاري,” *Jurnal Al-Maqayis*, Vol. 8, No. 2, 2021.

¹⁸Soraya Aldena, “Developing Songs for Children to Upgrade the Arabic Vocabulary Comprehension/ تطوير الأغاني للأطفال لترقية استيعاب المفردات العربية,” *Jurnal Al-Maqayis*, Vol. 8, No. 1, 2021.

¹⁹Faisal Mubarak et al., “Arabic Phrases Errors in Writing Theses for Masters Students at Indonesian Universities,” *Eurasian Journal of Applied Linguistics*, Vol. 8, No. 3, 2022.

²⁰Muhammad Napis Djuaeni Rappe, Syamsuri, “المفردات العربية وطرق التعليم المناسبة بها,” *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, Vol. 24, No. 36, 2021.

direct method. Vira ²¹, Vivin ²², Nurul ²³, Imam ²⁴, Sukirman ²⁵, and Khaira ²⁶ explains that Crosswords are *puzzles* in the form of questions that must be answered by entering the answers into the available boxes both horizontally and vertically. Media *crosswords puzzle* learning is a brain-sharpening game through searching and memorizing the right words for answers in the boxes provided.

Research Method

This study uses a *Research and Development (RnD)* approach. Borg and Gall (1983) state that development research is a process used to develop and validate educational products.²⁷ in Emzir, states that the educational development model is based on industries that use research findings in designing new products and procedures. With research these models are systematically tested in the field, evaluated, improved to obtain specific criteria regarding effectiveness, quality or the same standard.

The procedure or research design used in this research adapts several development models. The model used as a reference in this study is the development research model of Borg and Gall (1987: 774 – 786) which then simplifies the research and development steps into 4 main stages, namely exploration, product development, testing, and finalization.²⁸

Results and Discussion

Research and development in order to produce learning media products in the form of crossword puzzle educational game books held at Madrasa Aliyah Fatwa Alim Tulung which is located on Jl. Orange No. 12 Saradan District, Madiun Regency. The results of research and development as following.

²¹Vira Liza Putri Pratiwi et al., “Rancangan Perangkat Pembelajaran dengan Media TTS pada Materi Sistem Ekskresi Manusia Kelas VIII,” *Diklabio: Jurnal Pendidikan dan Pembelajaran Biologi*, Vol. 5, No. 2, 2021.

²²Vivin Krismawanti Modjanggo, “Mastering Vocabulary By Using Crossword Puzzle,” *Sintunumaroso Jet*, Vol. 3, No. 1, 2017.

²³Nurul Puspita And Nurlaily Sabiqoh, “Teaching Vocabulary By Using Crossword Puzzle,” *Jurnal Tadris Bahasa Ingg*, Vol. 10, No. 2, 2017.

²⁴Imam Fahmi Fachrozi et al., “The Use of Crossword Puzzles as The Way to Increase Student’s Vocabulary Mastery at SMA Tamansiswa Binjai,” *English Education and Art (Leea) Journal*, Vol. 4, No. 2, 2021.

²⁵Sukirman and Asti Astuti Ningsih, “Designing Crossword Puzzle to Improve vocabulary Mastery of the Third Semester in UIN Alaluddin Makassar,” *Journal English Language Teaching*, Vol. 02, No. 01, 2016.

²⁶Mutia Khaira, “The Effectiveness of Crossword Puzzle in Improving Mufradat Skills,” *Tanwir Arabiyyah: Arabic as Foreign Language Journal*, Vol. 1, No. 2, 2021.

²⁷Punaji Setyosari, *Metode Penelitian Pendidikan Dan Pengembangan* (Jakarta: Prenada Media Group, 2012).

²⁸M. Abdul Hamid and Siti Fatimah, “Development of Arabic Conversation Material Based on Communicative-Interactive Approach/Pengembangan Materi Percakapan Bahasa Arab Berbasis Pendekatan Komunikatif-Interaktif bagi Mahasiswa,” *Ijaz Arabi Journal of Arabic Learning*, Vol. 3, No. 1, 2020.

A. Exploration

Exploration is carried out in three steps. These steps are a preliminary study in the form of *need analysis* of the learning media used by the teacher, reviewing relevant literature theory, and compiling instruments.

B. Product Development

The development of media products begins with designing learning media. The design of instructional media is made based on a collection of information, curriculum analysis, syllabus, competency standards and basic competencies, as well as an analysis of the needs of teachers and students regarding learning media.

Making the initial design of the crossword educational game media begins with determining the concept and theme to be used. The selected concepts and themes are images that will represent ideas from developers that are adapted to the results of gathering information at the previous stage which are expected to be in accordance with the characteristics and needs of teachers and students so that later crossword puzzle books can become interesting and fun learning media to use. by teachers and students at Madrasah Aliyah Fatwa Alim Tulung.

C. Product Assessment by Experts

The product that has been developed is a crossword puzzle book. The product must first be checked and assessed by experts before the learning media product can be tested on students. The intended check is that the product design is first printed on A4-sized paper to check the image quality, font size, color combination, and clarity of writing. Assessment (product validation) by experts is carried out through expert judgment.

In an effort to determine the feasibility and weaknesses of the media product being developed, an assessment (validation) is carried out by experts who are competent in their field. Validation was carried out by material experts and media experts. Validation data by material experts and media experts are as follows.

Table 1: The results of the first stage material expert validation

No.	Indicator	Score	Criteria
1.	Compliance with Competency Standards and Basic Competency	2	Not enough
2.	Material coverage accuracy	2	Not enough
3.	Logical presentation of material	2	Not enough

4.	The suitability of the material with Arabic	2	Not enough
5.	The learning process using the media can motivate students' enthusiasm for learning	2	Not enough
6.	Strengthening skills in the material is done with games	2	Not enough
Amount		12	Not enough
Average		2	

Table 2: The results of the second stage of material expert validation

No.	Indicator	Score	Criteria
1.	Compliance with Competency Standards and Basic Competency	5	Very good
2.	Material coverage accuracy	5	Very good
3.	Logical presentation of material	5	Very good
4.	The suitability of the material with Arabic	5	Very good
5.	The learning process using the media can motivate students' enthusiasm for learning	5	Very good
6.	Strengthening skills in the material is done with games	5	Very good
Amount		30	Very good
Average		5	

Table 3: The results of the first stage media expert validation

No.	Indicator	Score	Criteria
1.	Media creation creativity	1	Very less
2.	The attractiveness of learning media	1	Very less
3.	Color composition	1	Very less
4.	Contrast the <i>background color</i> with the text	1	Very less
5.	Clarity of instructions for use	4	Well
6.	The suitability of the media with the level of student development	2	Not enough
7.	Media suitability with learning objectives	2	Not enough
8.	Student involvement in media use	2	Not enough
9.	The accuracy of the written language in the material book	2	Not enough
Amount		16	Not enough
Average		1,7	Very less

Table 4: The results of the second stage of media expert validation

No.	Indicator	Score	Criteria
1.	Media creation creativity	1	Very less
2.	The attractiveness of learning media	1	Very less
3.	Color composition	1	Very less
4.	Contrast the background color with the text	1	Very less
5.	Clarity of instructions for use	4	Well
6.	The suitability of the media with the level of student development	2	Not enough
7.	Media suitability with learning objectives	2	Not enough
8.	Student involvement in media use	2	Not enough
9.	The accuracy of the written language in the material book	2	Not enough
Amount		16	Not enough
Average		1,7	Very less

D. Product Trials

Preliminary trials or preliminary field testing were carried out to obtain data. Observational data and questionnaires were collected and then analyzed. At this stage, the trial was carried out by taking 1 class X student of Madrasah Aliyah Fatwa Alim Tulung as the subject.

Table 5: Main trial results

No.	Indicator	Total score	Average	Criteria
1.	Point 1	24	4,8	Very good
2.	Item 2	22	4,4	Very good
3.	Item 3	20	4	Very good
4.	Item 4	23	4,6	Very good
5.	Item 5	24	4,8	Very good
6.	Item 6	21	4,2	Very good
7.	Item 7	22	4,4	Very good
8.	Item 8	21	4,2	Very good
Amount		177		Very good
Average		4,4		

The total score obtained in the main trials individually was 177 so that if calculated the average reached 4.4. These results show an increase compared to the results of previous trials. Based on the guidelines for converting quantitative to qualitative data, multimedia products are still included in the "Very Good" category.

Based on observations, the test subjects (students) looked enthusiastic when using the Arabic crossword educational game media. They answered the crossword puzzle

questions one by one with great enthusiasm and enthusiasm. If the answer matches the box provided, they will smile while voicing their joy.²⁹

Table 6: Field trial results

No.	Indicator	Total score	Average	Criteria
1.	Point 1	92	4,6	Very good
2.	Item 2	87	4.35	Very good
3.	Item 3	92	4,6	Very good
4.	Item 4	93	4.65	Very good
5.	Item 5	90	4,5	Very good
6.	Item 6	85	4,25	Very good
7.	Item 7	92	4,6	Very good
8.	Item 8	90	4,5	Very good
Amount		721		Very good
Average		4,5		

Based on the table above, it can be seen that the total score obtained is 721 so that the average becomes 4.5. If the data is converted into qualitative form, then the product being developed is included in the "very good" category. In addition to giving quantitative assessments, students also commented on Arabic crossword products. Some of the comments given included: Students felt happy and more enthusiastic about learning Arabic vocabulary.³⁰ And book printing is more clarified.

E. Product Description The end of the Arabic crossword puzzle

The final product of the Arabic crossword puzzle is packaged in the form of a small book, in the form of a landscape. The design was created using the Microsoft PowerPoint program.

²⁹Ivaline Febriansari, Ayi Sobarna, And Nurul Afrianti, "Pengaruh Media Teka-Teki Silang Untuk Meningkatkan Kosakata Bahasa Arab Siswa Kelas V Di Sd Muhammadiyah 4 Bandung" (2021); Abdul Mutholib, "نموذج تعليم المفردات باستخدام لعبة القاموس التعليمية والترفيهية على أساس الروبوت في المدارس الابتدائية", *Arabia* 9, No. 2 (2019).

³⁰Nisa Fahmi Huda, "Eksperimentasi Media Rubik Berbasis Teka-Teki Silang Dalam Meningkatkan Penguasaan Kosakata Bahasa Arab Siswa Kelas X Ips Man 4 Bantul Yogyakarta Tahun Ajaran 2018/2019," *Maharaat: Jurnal Pendidikan Bahasa Arab*, Vol. 2, No. 2, 2020; Abrari, "احتكار (على استيعاب (مفردات اللغة العربية بالمدسة الابتدائية الإسلامية الحكومية الثالثة لطلاب الفصل الخامس بالنكارايا /Efektivitas Permainan Monopoli terhadap Penguasaan Kosakata Bahasa Arab di MIN 3 pada Siswa Kelas V Kota Palangka Raya" (Phd Thesis, Iain Palangka Raya, 2020).

F. Pre Test and Post Test

The pre-test is carried out before students start learning using crossword puzzles as educational media. This was done with the aim of knowing students' initial abilities in Arabic lessons, especially mufradat or vocabulary material. After learning using the crossword educational game media, a post-test is carried out. The post-test was conducted to find out whether there was a change in students' abilities in learning Arabic vocabulary. To find out the effectiveness of the use of educational crossword puzzle media, an experiment was carried out by comparing the conditions before and after.³¹

The crossword puzzle educational game media is said to be used as a medium for learning Arabic vocabulary in class X Madrasah Aliyah Fatwa Alim Tulung. This refers to the average score obtained during the pre-test and then compared with the average score during the post-test. The results of the comparison show that there is an increase in the average score obtained by students.³²

Educational game media crossword puzzles are designed as media for learning Arabic vocabulary with the aim of being able to provide benefits to students, including: (1) Being an alternative media in learning at Madrasah Aliyah, especially class X Arabic subject with Arabic vocabulary material. (2) Being a game tool that can be used for independent and group learning. (3) Become a game tool that can be used for learning both inside and outside the classroom. (4) Being part of a learning strategy in an effort to improve Arabic vocabulary skills in a more interesting way. (5) Being a medium that is easy and fun to use by students. The effectiveness of media use is based on calculating the difference in the average number of different scores (difference) using the formula with results $Q = 21$, $dk = (n-1) = (20-1) = 19$, t table value = 2.860, t count equal to. Guided by the hypothesis that has been formulated as follows, namely:

H_0 is accepted if $= -t(1-1/2\alpha) < t \text{ count} < t (1-1/2\alpha), (n-1)$ and

H_0 is rejected if $= t \text{ count} \geq t$ table

Based on the calculation above, H_0 is rejected and H_1 is accepted, which means that the pre-test mean score is significantly different from the post-test average score.

³¹Sugiyono. *Educational Research Methods, Quantitative, Qualitative Approaches, And R&D* (Bandung: Alfabeta, 2012).

³²Abrari, " (على استيعاب مفردات اللغة العربية بالمدرسة الابتدائية الإسلامية الحكومية الثالثة (Monopoli) فعالية اللعبة " احتكار (بالنكارايا) /Efektivitas Permainan Monopoli Terhadap Penguasaan Kosakata Bahasa Arab di MIN 3 Pada Siswa Kelas V Kota Palangka Raya"; Muhammad Khalilullah, "Permainan Teka-Teki Silang sebagai Media dalam Pembelajaran Bahasa Arab (Mufradat)," *An-Nida'*, Vol. 37, No. 1, 2012.

This shows that learning activities that use Arabic crossword educational games as media in learning language vocabulary skills can improve students' vocabulary mastery abilities. So it can be said that the Arabic crossword educational game media is effectively used in learning Arabic.³³

Conclusion

Research and development activities for educational game media products crossword puzzles on learning Arabic vocabulary aimed at class X students at Madrasah Aliyah Fatwa Alim Tulung have been carried out in accordance with research procedures. At the validation stage, material experts gave very good ratings and media experts gave good ratings. Based on the assessment of material experts and media experts, crossword puzzle educational media declared "feasible" to be tested on class X students at Madrasah Aliyah Fatwa Alim Tulung. In the preliminary trial, the crossword puzzle media received a very good rating, the main trial received a very good rating, and the field trial also received a very good rating. Based on the results of the comparison of *the pre-test* and *post-test scores*, it showed a significant difference in the average score and crossword educational game media declared effective as a medium for learning Arabic vocabulary for class X students at Madrasah Aliyah Fatwa Alim Tulung.

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³³Rahmat Shodiqin, “Pembelajaran Berbasis Edutainment,” *Jurnal Al-Maqayis*, Vol. 4, No. 1, 2016.

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