

The Impact of Gamification on Arabic Vocabulary Learning: A Systematic Literature Review

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ABSTRACT

This study aims to examine the use of gamification in Arabic vocabulary learning through a Systematic Literature Review (SLR) approach. The issue of weak vocabulary mastery among non-native Arabic speakers highlights the need for a more interactive and engaging teaching approach. This review explores the forms of gamification applied, its effects on students, and the challenges faced in the context of Arabic vocabulary learning. A total of eight academic journal articles published between 2020 and 2025 that met the inclusion criteria were qualitatively analysed using PRISMA guidelines and evaluated using the Mixed-Method Appraisal Tool (MMAT). The findings show that the forms of gamification used include digital platforms such as Kahoot!, Quizizz, and Wordwall; physical games such as the Arabic Treasure Hunt; and multimodal approaches that combine visual, auditory and kinaesthetic elements. The implementation of gamification has been shown to have a positive effect on increasing motivation, student engagement, vocabulary mastery and self-confidence. However, several challenges were identified, including weak long-term vocabulary retention, technical constraints, variation in student ability, and excessive focus on the entertainment aspect. This study recommends that the implementation of gamification in Arabic vocabulary teaching be carried out in a balanced and well-planned manner. The role of the teacher, curriculum suitability, and technological support are determining factors for the success of this approach. Gamification should be viewed as a complement to traditional pedagogy in creating a more effective, enjoyable and meaningful learning environment.

Keywords: Arabic vocabulary, gamification, digital games, student motivation, systematic literature review

INTRODUCTION

Students' success in learning Arabic is evident when they are able to speak, write, listen and read well. A study by Husna (2024) clearly shows that there are deficiencies in vocabulary mastery among students. Most students face difficulty in memorising and recalling new words, which is among the basic components of language learning. Without good vocabulary mastery, students will face difficulty in understanding texts and communicating correctly.

Weak vocabulary mastery is an issue given attention in this study. The problem of weak vocabulary mastery needs to be addressed so that students can master Arabic well. This is because minimal vocabulary mastery makes it difficult for a person to master a language. This is proven through a study by Nur Anisa Zakiah (2022), which found that among the factors of weakness among non-native Arabic speakers is limited vocabulary. In addition, a study by Suhaimah et al. (2021) showed that students are weak in writing skills because the number of vocabulary items mastered is very small. This causes students to find it difficult to generate ideas in writing (Aluwi & Abdul Ghani, 2023).

This may be due to a lack of effective teaching techniques that can help students remember and use the vocabulary. For example, teaching that focuses too much on memorisation without clear context of use can make it difficult for students to relate words to real situations. This issue not only affects students' academic performance but also prevents them from reaching a higher level of language proficiency, which ultimately has a negative effect on their performance in the Arabic Language subject (Husna, 2024).

Therefore, innovation in teaching Arabic vocabulary is considered important so that students' mastery of Arabic vocabulary continues to improve. Several studies have shown that digital media in the form of interactive games and gamification have proven successful in fostering vocabulary mastery (Nathan & Harwati, 2023; Katemba & Sinuhaji, 2021). Engaging teaching techniques can create an active and enjoyable language learning atmosphere (Al-Barry, 2011), which found that language games were effective for beginner-level Arabic students because students are more drawn to something new compared to traditional teaching methods. This situation shows that innovation in Arabic teaching and learning techniques can encourage students' interest in learning Arabic.

Studies have also found the game-based approach to be highly effective when applied in Arabic teaching and learning (Suhaila Zailani, 2017), showing that gamification techniques in Arabic language learning through games can be adapted into formal learning activities. Arabic vocabulary is an important aspect that Arabic learners need to master. The biggest challenge students face is a lack of motivation and engagement in Arabic vocabulary learning activities. These challenges can be overcome through the use of gamification. This systematic review therefore focuses on the application of gamification in Arabic vocabulary learning.

Problem Statement

In the rapidly developing digital era, traditional approaches such as mechanical memorisation, direct translation, and repetition without real context have been found to be increasingly ineffective in attracting and sustaining student engagement, particularly among non-native speakers. A study by Almelhes (2024) shows that these methods fail to meet the demands of 21st-century learning, which requires interactive, contextual elements and the use of technology. Non-native learners in particular need visual stimulation, immediate feedback, and an enjoyable learning atmosphere to improve vocabulary mastery. Students frequently face difficulty in memorising, understanding meaning, and using vocabulary in real contexts. These constraints create a need to explore more interactive and enjoyable innovative approaches.

Gamification, i.e. the use of game elements in a learning context, has been identified as one approach with the potential to improve vocabulary mastery. A study by Islamy, Riwarda and Ridha (2021) proved that implementing gamification using Kahoot! significantly helped students improve their Arabic vocabulary mastery by increasing engagement and enjoyment during the learning process. In addition, Putri et al. (2021) also found that digital quiz games encouraged students to learn more actively and consistently, further improving their retention of the vocabulary learned. Various studies show that gamification can increase motivation, active engagement, and student achievement in second-language learning. Nonetheless, most existing studies focus on English as a second language, while research on its use in the context of teaching and learning Arabic vocabulary remains limited and not comprehensive. This is stated by Almelhes (2024) in his systematic study, which revealed that although there is growing interest in the use of gamification in language education, the majority of studies focus on global languages such as English, while research on the application of gamification in Arabic language teaching, particularly for non-native speakers, is still at an early and small-scale stage.

Furthermore, the forms of gamification used in Arabic vocabulary learning are varied, ranging from simple mobile digital games and interactive quizzes to mobile applications based on MALL (Mobile-Assisted Language Learning). However, not all of these approaches have been systematically documented in terms of their effectiveness and challenges. There is therefore a need to systematically gather and critically analyse existing findings related to the forms, effects, and challenges of using gamification in Arabic vocabulary teaching, particularly through a Systematic Literature Review (SLR) approach.

Research Objectives

1. To identify the forms of gamification used in Arabic vocabulary learning.
2. To identify the effects of gamification used in Arabic vocabulary learning.
3. To identify the challenges in using gamification in Arabic vocabulary learning.

Research Questions

1. What forms of gamification are used in Arabic vocabulary learning?
2. What are the effects of the gamification used in Arabic vocabulary learning?
3. What are the challenges in using gamification in Arabic vocabulary learning?

RESEARCH METHODOLOGY

Study Design

A Systematic Literature Review (SLR) was used as the methodology for this study. The implementation of the SLR in this study involved four main stages: identification, screening, eligibility assessment, and inclusion of articles. This process was carried out by extracting and analysing articles from major databases such as Scopus, Web of Science (WoS), the Education Resources Information Center (ERIC), and Google Scholar.

Guidelines outlined by PRISMA were used to evaluate the articles obtained. Articles to be analysed had to go through specific stages, namely identification, screening, eligibility, and inclusion. The PRISMA flow chart (Figure 1) is an adaptation of the original chart by Page et al. (2021).

Identification

The first step in this systematic literature review process, following PRISMA guidelines, is the identification phase, where article searches were conducted systematically using set keywords such as gamification, educational games, vocabulary learning, vocabulary teaching, vocabulary applications, and Arabic. The search was carried out across four recognised main databases: Google Scholar, Scopus, Web of Science, and ERIC.

(gamification OR "educational games" OR "game-based learning" OR Kahoot OR Quizizz OR Wordwall)

AND

("Arabic vocabulary" OR "Arabic language learning" OR "vocabulary acquisition" OR mufradat)

AND

(student OR learner OR perception OR effectiveness OR motivation)

AND

(challenges OR limitations OR barriers OR difficulties OR issues OR drawbacks OR constraints)

Table 1. Database Search Using Search Strings

Database	Search Strings
Scopus	(gamification OR "educational games" OR "game-based learning" OR Kahoot OR Quizizz OR Wordwall) AND ("Arabic vocabulary" OR "Arabic language learning" OR "vocabulary acquisition" OR mufradat) AND (impact OR student OR learner OR perception OR effectiveness OR motivation) AND (challenges OR limitations OR barriers OR difficulties OR issues OR drawbacks OR constraints)
Web of Science	(gamification OR "educational games" OR "game-based learning" OR Kahoot OR Quizizz OR Wordwall) AND ("Arabic vocabulary" OR "Arabic language learning" OR "vocabulary acquisition" OR mufradat) AND (impact OR student OR learner OR perception OR effectiveness OR motivation) AND (challenges OR limitations OR barriers OR difficulties OR issues OR drawbacks OR constraints)

Google Scholar	(gamification OR "educational games" OR "game-based learning" OR Kahoot OR Quizizz OR Wordwall) AND ("Arabic vocabulary" OR "Arabic language learning" OR "vocabulary acquisition" OR mufradat) AND (impact OR student OR learner OR perception OR effectiveness OR motivation) AND (challenges OR limitations OR barriers OR difficulties OR issues OR drawbacks OR constraints)
ERIC	(gamification OR "educational games" OR "game-based learning" OR Kahoot OR Quizizz OR Wordwall) AND ("Arabic vocabulary" OR "Arabic language learning" OR "vocabulary acquisition" OR mufradat) AND (impact OR student OR learner OR perception OR effectiveness OR motivation) AND (challenges OR limitations OR barriers OR difficulties OR issues OR drawbacks OR constraints)

Screening

Following the identification process, a number of articles were gathered from the various databases identified. In the initial review process, two articles were identified as duplicates and removed from the list. This resulted in a total of 350 articles eligible to proceed through the screening process.

In this screening phase, initial filtering was carried out based on several predetermined selection criteria. This study specified that only academic journal articles would be selected for analysis. In addition, the article's language of publication had to be either English or Malay. In terms of the publication period, only articles published between 2020 and 2025 were accepted. Furthermore, the articles had to be published in journals listed in recognised databases such as Scopus, Web of Science, Google Scholar, or ERIC.

As a result of this screening, 225 articles were excluded for failing to meet one or more of these selection criteria.

Table 2. Journal Article Inclusion and Exclusion Criteria

Category	Inclusion Criteria	Exclusion Criteria
Year of publication	2020-2025	2019 and earlier
Language	English and Malay	Other than English and Malay
Type of publication	Journal article	Systematic literature reviews, proceedings, book chapters

Eligibility

To ensure that the selected journal articles genuinely complied with the criteria and standards set for this study, a total of 106 full-text articles were carefully reviewed. This review process involved reading the title, abstract, findings, and discussion sections of each article to determine its suitability for the study's objectives. Only 8 journal articles were identified as truly relevant and suitable for analysis in this study.

Quality Appraisal of Articles

Quality appraisal of the journal articles was carried out to ensure that the methodology and analysis of the selected studies were satisfactorily interrelated. For this phase, the Mixed-Method Appraisal Tool (MMAT) developed by Hong et al. (2018) was used to assess the quality of the journal articles. MMAT was used to assess the quality of the selected journal articles and was developed specifically to evaluate the quality of systematic reviews involving mixed methods. Each selected publication underwent two screening processes before its quality was assessed. Selected articles were evaluated based on quality using five key characteristics for each type of study design. MMAT provides guidance for assessing the effectiveness of studies with various designs in terms of identifying research questions, the use of qualitative and quantitative methods, and its ability to assess studies with diverse designs.

After all journal articles were assessed for quality using MMAT, all authors agreed that the selected articles met the methodological and analytical requirements. A total of 20 articles met all five appraisal criteria. In addition, 6 publications met four criteria, 2 met three criteria (still indicating a reasonable level of study quality), and 1 article met only 2 quality criteria, indicating low quality. Thus, only 28 articles were included in this systematic literature review. Overall, it was ensured that the methodology and analysis used in the selected publications complied with the standards outlined by MMAT. This article quality appraisal procedure supports the validity and reliability of the results reported in a systematic literature review involving various types of study designs.

Figure 1. PRISMA systematic literature flow chart adapted from Page et al. (2021)

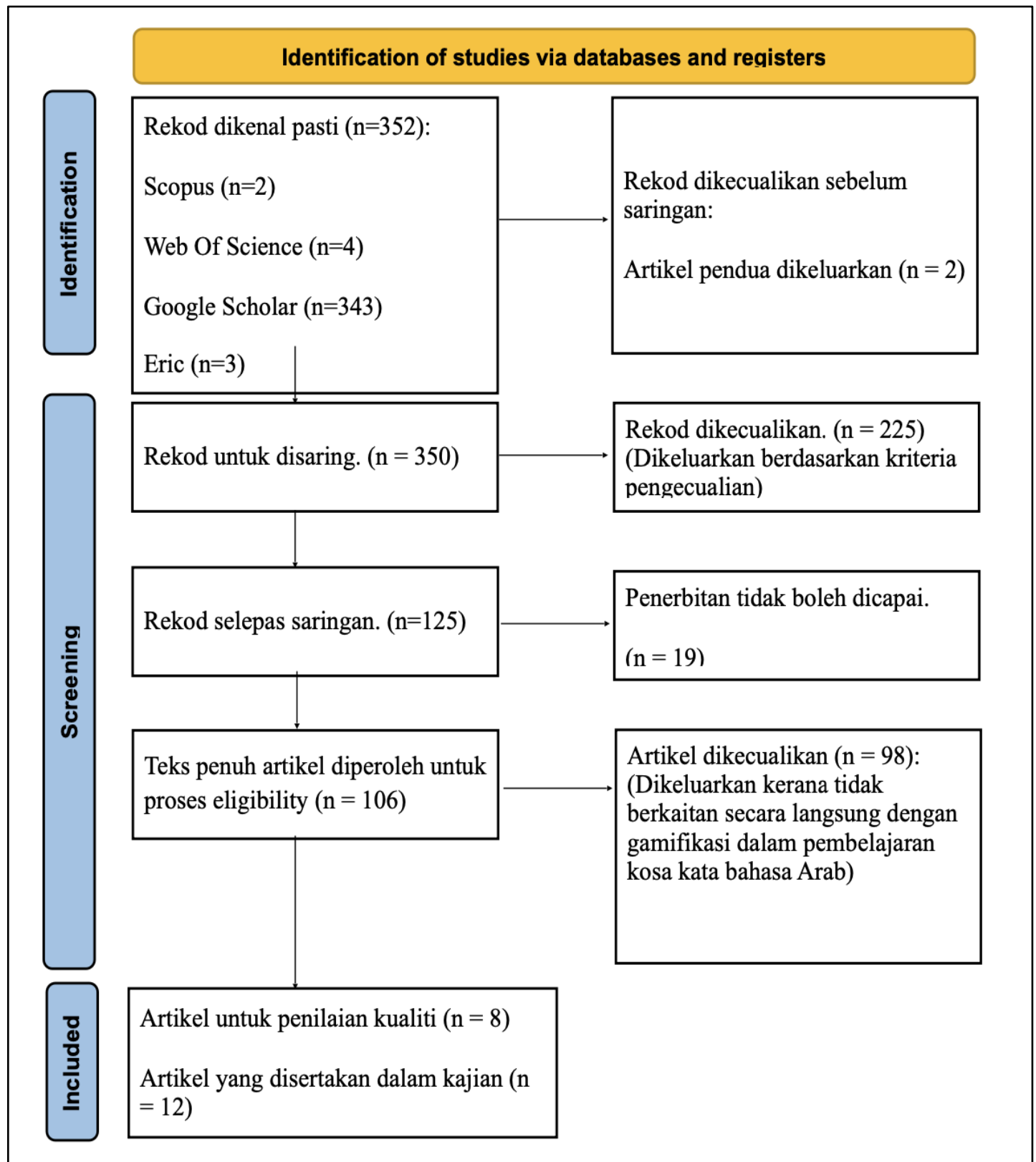


Table 3. Journal Article Quality Appraisal Results

No.	Author (Year)	Design	Country	QA1	QA2	QA3	QA4	QA5	Criteria Met	Included
1	Islamy et al. (2021)	QN	Indonesia	✓	✓	✓	✓	✓	5/5	✓
2	Putri et al. (2021)	QN	Indonesia	✓	✓	✓	✓	✓	5/5	✓
3	Alam & Khotimah (2021)	QL	Indonesia	✓	✓	✓	C	✓	4/5	✓
4	Ilhami et al. (2022)	QL	Indonesia	✓	✓	✓	✓	C	4/5	✓
5	Noor et al. (2023)	QN	Malaysia	✓	✓	✓	✓	✓	5/5	✓
6	Baharun (2025)	QL	Indonesia	✓	✓	✓	✓	✓	5/5	✓
7	Abdul Ghani et al. (2022)	QL	Malaysia	✓	✓	✓	✓	✓	5/5	✓
8	Abdul Ghofur et al. (2023)	QN	Indonesia	✓	✓	✓	C	✓	4/5	✓

Description: QA = Quality Appraisal; QL = Qualitative; QN(DC) = Descriptive Quantitative; QN(NR) = Non-random Quantitative; MX = Mixed; C = Unclear

RESEARCH FINDINGS

Eleven articles meeting the inclusion criteria were selected from the chosen databases and are summarised in Table 3. This table organises the key information of each article by author name and year of publication, study title, study purpose, form of gamification used, effectiveness of implementation, and challenges identified. This organisation aims to provide a comprehensive and focused overview of the relevant findings in the context of using gamification in Arabic vocabulary learning.

Table: Summary of Article Findings

No.	Author / Year	Title	Purpose	Form of Gamification	Effectiveness	Challenges
1	Islamy et al. (2021)	Increasing Arabic Vocabulary Mastery Through Gamification; is Kahoot! Effective?	Testing the effectiveness of using Kahoot! in Arabic vocabulary teaching.	Digital quiz - Kahoot!	Significantly increased student motivation and academic achievement.	Not stated.
2	Putri et al. (2021)	Arabic Quizzes Game to Improve Arabic Vocabulary	Assessing the effectiveness of a quiz game in Arabic vocabulary learning.	Interactive quiz - Quizizz, Fun Easy Learn	Increased motivation and vocabulary mastery.	Not stated.

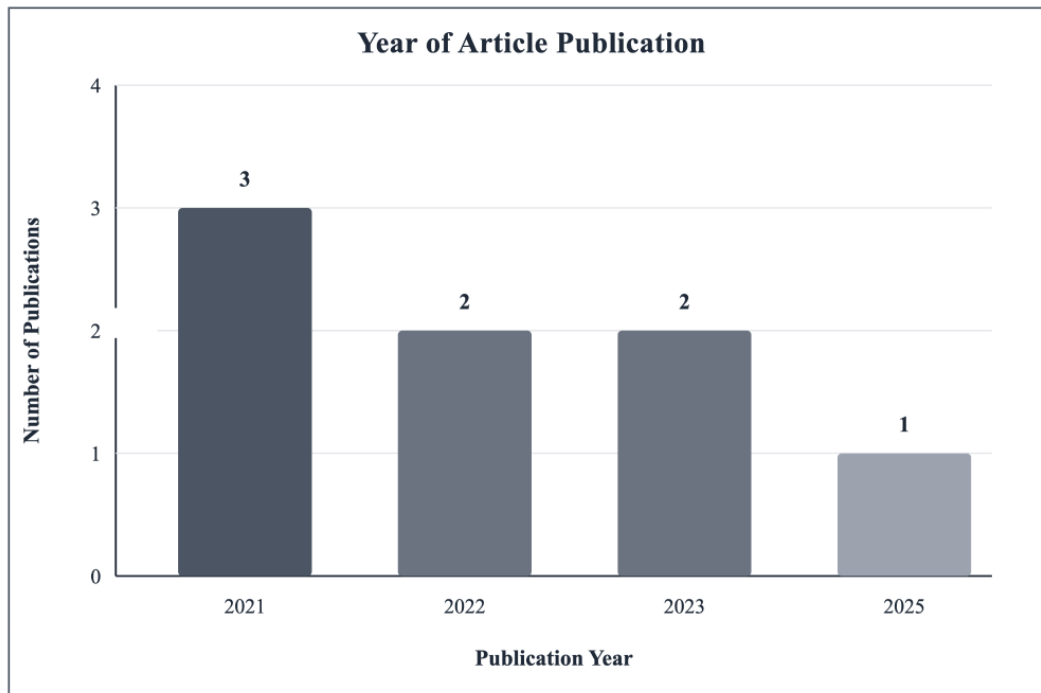
3	Alam & Khotimah (2021)	Improving Arabic Vocabulary Mastery Through the Arabic Treasure Hunter Game	Examining the influence of a physical game on interest and vocabulary mastery.	Physical game - Arabic Treasure Hunt	Increased interest, cooperation and vocabulary mastery.	Vocabulary easily forgotten without reinforcement .
4	Ilhami et al. (2022)	The Use of Quizizz-Based Arabic Learning Media in the Digital Era	Analysing student perceptions of using Quizizz in vocabulary learning.	Digital quiz - Quizizz	Attracted student interest and enthusiasm.	Time pressure and need for a stable internet connection.
5	Noor et al. (2023)	Implementing Arabic Educational Charade Game in Acquiring Arabic Vocabulary and Improving Arabic Speaking Skill	Assessing the effectiveness of a charade game in vocabulary mastery and oral skills.	Role-play game - Charade (Al-Jazzar Model)	Increased interest, comprehension and speaking skills.	Not stated.
6	Baharun (2025)	Innovative Approaches to Teaching Arabic Vocabulary to Novice Learners	Assessing the effectiveness of innovative multimodal strategies in vocabulary teaching.	Multimodal (quizzes, digital flashcards, storytelling, dialogue)	Increased engagement, comprehension and vocabulary retention.	Challenge of diverse learning styles and classroom management.
7	Abdul Ghani et al. (2022)	The Impact of Mobile Digital Game in Learning Arabic Vocabulary Among Tertiary Students	Analysing the effect of mobile digital games on vocabulary learning.	Mobile digital game	Reduced pressure, increased motivation and speaking skills.	Excessive focus on entertainment may disrupt objectives.
8	Abdul Ghofur et al. (2023)	Students' Perceptions and Motivation in the Use of Kahoot! and Wordwall	Assessing student perceptions and motivation towards using Kahoot! and Wordwall.	Digital quiz - Kahoot! and Wordwall	Increased motivation, interest and vocabulary retention.	Not stated.

Background of the Selected Studies

Year of journal article publication

A review of the eight selected articles shows that the highest number of publications was in 2021, with three publications; followed by 2022 and 2023, each with two publications; while the lowest number of publications was recorded in 2025, with only one publication.

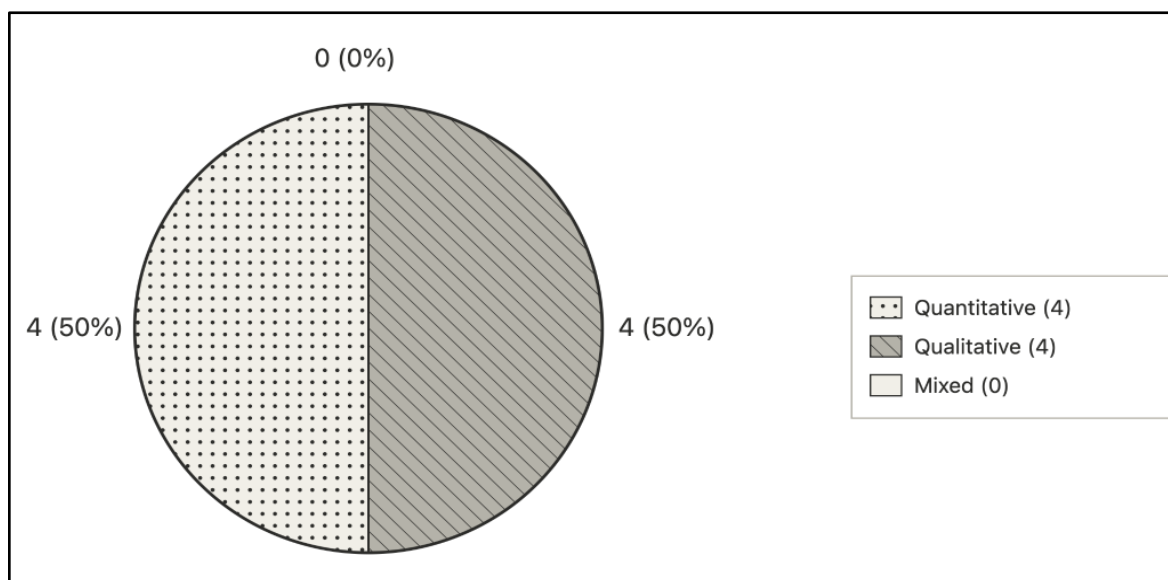
Figure 2. Number of Publications by Year



Study design of the journal articles

Of the eight journal articles analysed, four reported studies conducted using quantitative methods (Islamy et al., 2021; Putri et al., 2021; Noor et al., 2023; Abdul Ghani et al., 2022), while four studies used qualitative methods (Alam & Khotimah, 2021; Ilhami et al., 2022; Baharun, 2025; Ghofur et al., 2023).

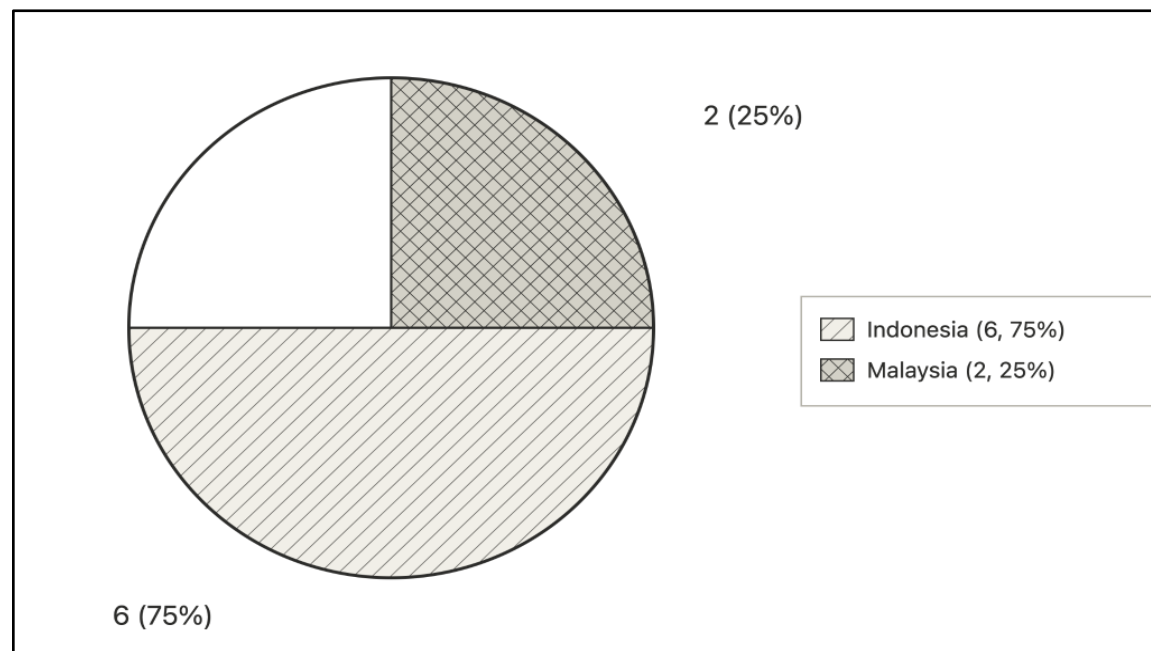
Figure 3. Study Design Within the Articles



Distribution of studies by country

The analysis found that 6 of the 9 articles reviewed were focused on the Indonesian context (Islamy et al., 2021; Putri et al., 2021; Alam & Khotimah, 2021; Ilhami et al., 2022; Baharun, 2025; Ghofur et al., 2023), while 2 articles originated from Malaysia (Noor et al., 2023; Abdul Ghani et al., 2022).

Figure 4. Distribution of Studies by Continent



Publishing journals

Additionally, it was found that the selected publications came from 8 different journals (see Table 4). Each journal contributed only one article to this analysis, including journals such as LISANIA: Journal of Arabic Education and Literature, Tanwir Arabiyyah, IJAZ ARABI, and Contemporary Educational Technology. No journal published more than one article in this study's list.

Table 4. Journal Articles Published Across Various Journals

Journal	Journal Article (Author)	Number of Publications
LISANIA: Journal of Arabic Education and Literature	Islamy, Riwanda & Ridha (2021)	1
Tanwir Arabiyyah: Arabic as Foreign Language Journal	Putri, Permatasari, Hijriyah & Mauludiyah (2021)	1
Muhibbul Arabiyah: Jurnal Pendidikan Bahasa Arab	Alam & Khotimah (2021)	1
Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab	Ilhami, Wargadinata & Hasan (2022)	1
International Journal of Academic Research in Business and Social Sciences	Noor et al. (2023)	1
Lahjatuna: Jurnal Pendidikan Bahasa Arab	Baharun (2025)	1

Contemporary Educational Technology	Abdul Ghani, Hamzah, Wan Daud & Muhamad Romli (2022)	1
IJAZ ARABI: Journal of Arabic Learning	Ghofur, Kholis, Sodik & Shiddiq (2023)	1

RQ1: What forms of gamification are used in Arabic vocabulary learning?

Various forms of gamification have been identified in Arabic vocabulary learning, encompassing digital, physical and multimodal approaches. Among the most commonly used forms are interactive quiz platforms such as Kahoot!, Quizizz, Fun Easy Learn, and Wordwall. These platforms create a competitive and enjoyable learning atmosphere, allowing students to repeatedly review vocabulary in a game-like setting (Islamy et al., 2021; Putri et al., 2021; Ghofur et al., 2023).

Several studies also highlight physically based games such as the Arabic Treasure Hunt by Alam & Khotimah (2021), which involves a treasure hunt with clues and group tasks such as translating, arranging sentences, and writing. This activity encourages social interaction and contextual learning.

Role-play and charade games have also been used, as reported by Noor et al. (2023), using the Al-Jazzar model to combine vocabulary and speaking skills through role-play games. A multimodal approach was also recorded in Baharun's (2025) study, which combines digital flashcards, mnemonic storytelling, contextual dialogue, and interactive tasks tailored to students' learning styles.

In addition, Abdul Ghani et al. (2022) focused on the use of mobile digital games, equipped with audio elements, reward and penalty systems, and feedback, within a relaxed and interactive learning atmosphere.

RQ2: What are the effects of gamification used in Arabic vocabulary learning?

Studies show various positive effects from implementing gamification in Arabic vocabulary learning. Increased student motivation and engagement is the most prominent effect. Gamification successfully attracted the interest of students who were previously less interested in Arabic (Ilhami et al., 2022; Ghofur et al., 2023). Kahoot! was reported to be more engaging and effective than Wordwall, with students even willing to repeat the activity several times to understand the lesson (Ghofur et al., 2023).

Improved academic performance was also recorded. Islamy et al.'s (2021) study showed that the experimental group of students using Kahoot! recorded higher learning scores and N-Gain values compared to the control group. Vocabulary mastery and retention were better in an interactive gamified environment. Putri et al. (2021) and Baharun (2025) state that digital games and visual approaches help students more easily understand and remember vocabulary.

Social and collaborative benefits were evident in games such as the Arabic Treasure Hunt, which involved group discussions and joint problem-solving. The charade game also encouraged verbal communication among students (Noor et al., 2023). Confidence and reduced anxiety, particularly among non-native speakers, increased when learning was conducted in a relaxed and enjoyable atmosphere, as reported by Abdul Ghani et al. (2022).

RQ3: What are the challenges of the gamification used in Arabic vocabulary learning?

Despite offering various benefits, the implementation of gamification in vocabulary learning also faces several challenges. Limited long-term vocabulary retention becomes a key issue if there is no reinforcement following the game activity. Alam & Khotimah (2021) state that without follow-up practice, vocabulary is easily forgotten by students.

Technical and access constraints arise, particularly in the use of platforms such as Quizizz, which require a stable internet connection. Students also face time pressure when answering, which can affect comprehension (Ilhami et al., 2022).

Teacher and student readiness also play an important role. New models such as the Arabic Treasure Hunt require orientation time and understanding before they can be applied effectively (Alam & Khotimah, 2021).

Diversity in student levels makes it difficult for teachers to adapt gamification approaches. Baharun (2025) reports that although some students excel in the games, some students still require conventional guidance.

Excessive focus on entertainment is also a concern. If not balanced, students may focus more on the enjoyment element and neglect the learning objectives (Abdul Ghani et al., 2022; Ilhami et al., 2022).

Overall, gamification shows great potential in Arabic vocabulary learning, but its success depends on careful planning, continuous guidance, and a balance between enjoyment and academic objectives.

DISCUSSION

The implementation of gamification in teaching Arabic to non-native speakers has been shown to increase motivation, active engagement, and student achievement, particularly in vocabulary and grammar mastery. A recent study by Al-Nashwan et al. (2024), published in *Frontiers in Education*, found that the use of game elements such as reward systems, scoreboards, and interactive challenges successfully attracted the interest of previously less interested students, while also improving their achievement in language proficiency tests.

The effectiveness of digital platforms such as Kahoot! and Wordwall shows that technology plays an important role in teaching Arabic vocabulary. Elements such as audio, visuals and digital rewards not only increase student engagement but also help with vocabulary retention through a more interactive and engaging learning experience. A study by Alfares (2025) shows that the use of Wordwall, as one of the game-based digital platforms, had a significant positive effect on students' vocabulary mastery. In a quasi-experimental study conducted in EFL classrooms in Saudi Arabia, students who learned using Wordwall recorded much higher vocabulary score improvements compared to students who learned through traditional methods.

The diversity of gamification forms, whether digital, physical or multimodal, shows that teachers need to adopt a flexible approach suited to students' ability levels and learning styles. Not all students respond the same way to a given form of gamification; implementation therefore needs to be tailored to ensure maximum effectiveness. While the entertainment element in gamification can increase student interest, there is a risk that students may focus more on the enjoyment aspect than the learning objectives. Teachers therefore play the role of a guide, ensuring that gamification activities remain aligned with academic goals and do not neglect the lesson content to be delivered.

Implications

The implementation of gamification in Arabic vocabulary learning opens opportunities for students to learn in a more enjoyable and less burdensome atmosphere. This is particularly beneficial for students who are less interested in or weak at language learning. Gamification not only increases student motivation and engagement but also helps with vocabulary retention through indirect repetition activities. Students also have the opportunity to improve social and communication skills through group activities such as guessing and treasure-hunt-based games. However, students need to be guided to maintain focus on learning objectives and not be overly directed towards entertainment alone.

Teachers need to select suitable forms of games and gamification mechanisms, such as point systems, badges, and leaderboards, as well as platforms such as Kahoot!, Quizizz, and Wordwall, according to students' proficiency levels and learning styles. According to a study by Licorish et al. (2018), selecting suitable gamification elements can significantly increase student engagement, though its effectiveness depends heavily on how teachers organise and adapt it to the classroom and student context. Teachers who make skilful use of these elements can create a competitive, enjoyable and meaningful learning environment.

From a curriculum perspective, this study's findings show a need to incorporate gamification elements more systematically and in a planned manner in Arabic vocabulary teaching. Curriculum developers may consider

providing guidelines or teaching modules that incorporate gamification activities as an alternative approach or support to traditional methods. The curriculum also needs to give teachers room to adapt teaching strategies according to their creativity and students' needs, in line with the development of 21st-century technology and pedagogy. This implication indirectly supports the goal of holistic education, which emphasises enjoyment in learning as well as students' cognitive and affective development.

CONCLUSION

This study has identified that the gamification approach has great potential in strengthening Arabic vocabulary mastery among students. Through various forms of gamification, including digital quizzes, physical games and multimodal strategies, vocabulary learning can be made more enjoyable, interactive and student-centred. Findings from the analysed studies show that gamification not only increases student motivation and engagement but also has a positive effect on academic achievement, self-confidence, and student social interaction.

Nonetheless, the success of gamification implementation depends heavily on careful planning by teachers, the suitability of game forms to students' proficiency level and learning style, and control over the entertainment element so as not to disrupt learning objectives. Challenges such as weaknesses in long-term vocabulary retention, technical issues, and variation in student ability require serious attention when planning and implementing gamification activities effectively.

Overall, gamification in Arabic vocabulary learning should be viewed as a complementary approach to traditional pedagogy. Support from teachers and the curriculum is very important in ensuring its implementation delivers optimal benefits. Therefore, balanced, directed and inclusive implementation of gamification can be a relevant and effective teaching strategy for improving students' Arabic language skills, in line with the demands of 21st-century education.

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