



Innovative Puzzle-Based Assessment in Arabic Language Learning for Enhancing Vocabulary Mastery

Zahra Shafirah Ambo^{1*}, Najwa Bil Qhisti², Tasya Khoirunnisa Ambo³

¹Institut Ilmu Al Quran Jannatu Adnin Kendari, Indonesia.

²Hitit University, Turkey.

³Institut Agama Islam Negeri Kendari, Indonesia.

✉ Correspondence gmail: zahrashafirahambo@gmail.com

Abstract

Arabic teachers find it difficult in the learning process. This is because the students are still minimal in mastering Arabic vocabulary. This study aims to examine the effectiveness of innovative puzzle based assessment in enhancing Arabic vocabulary master among seven grade students at MTsN 1 Unaaha. Using a quantitative approach with a quasi experimental design, the study involved seven grade students who participated in puzzle based assessment activities integrated into Arabic language learning. Data were collected through pretest, posttests, observations, and student feedback. The results indicated that puzzle based Arabic language assessment was effective, with an effectiveness rate of 68%. It significantly improved students Arabic vocabulary mastery while increasing their motivation, engagement, and active participation throughout the assessment process. The study contributes to the growing literature on innovative and authentic assessment by demonstrating how game based assessment can simultaneously evaluate and reinforce learning. Future research is recommended to investigate the application of puzzle based assessment across different language skills, educational levels, and learning contexts.

Keywords: Arabic Language Learning, Arabic Vocabulary, Innovative Assessment, Puzzle Based Assessment, Vocabulary Mastery

ARTICLE INFO

Article history:

Received

June 11, 2026

Revised

June 30, 2026

Accepted

July 04, 2026

Published by
Website
E-ISSN
DOI

CV. Creative Tugu Pena
<https://attractivejournal.com/index.php/al>
2988-6627
10.51278/almaghazi.v4i1.2668



This is an open access article under the CC BY SA license
<https://creativecommons.org/licenses/by-sa/4.0/>

INTRODUCTION

Learning Arabic as a foreign language requires an innovative and effective approach to ensure adequate vocabulary mastery by students.¹ In this context, the application of puzzles as a means of assessment offers an interesting approach and has the potential to increase student engagement in understanding and using Arabic vocabulary.² However,

¹Maryam Nur Aninisa and Randi Safii, (2023), "Analisis Kebutuhan dan Tantangan dalam Pembelajaran Bahasa Arab Sebagai Bahasa Asing di Pendidikan Tinggi : Perspektif Mahasiswa dan Dosen," *Jurnal of Foreign Language* 2, no. 2, 313-28.
<https://ejournal.iaingorontalo.ac.id/index.php/ELOQUENCE>

²Luthfi Badhilah Fauzie, Ahmad Fathoni, and Muchammad Firdaus, (2022), "Penggunaan Media Kartu Bergambar dalam Penguasaan Kosakata Bahasa Arab Studi Kasus di MTs Surya

although many studies support the effectiveness of the use of puzzles in learning, there is a need to better understand how the specific application of puzzles can contribute to improved mastery of Arabic vocabulary.³ Questions about the most appropriate type of puzzle, the optimal level of difficulty, and their impact on student motivation and learning outcomes are still aspects that need further study.

This study is grounded in the crucial role of vocabulary mastery (*mufradat*) as the foundation of Arabic language learning. Limited vocabulary knowledge often hinders learners' ability to comprehend texts, speaking, reading, and writing. Despite its importance, Arabic language assessment practices in many educational settings continue to rely heavily on conventional testing methods, which are often perceived as monotonous and less engaging for learners.

In the context of education, assessment is expected not only to measure learning outcomes but also to promote active participation, motivation, and meaningful learning experiences. Educational games and gamified assessment strategies have emerged as promising approaches to address these challenges. Among them, puzzle-based activities provide opportunities for learners to engage in problem-solving, critical thinking, and vocabulary reinforcement in an enjoyable learning environment. Therefore, this study investigates the application of puzzles as an innovative assessment tool to enhance Arabic vocabulary.

In addition, the availability of learning resources, both physically and digitally, and support from educators are important factors in the successful application of puzzles as an assessment tool. Therefore, further research in the context of applying puzzles as a means of assessing vocabulary mastery in Arabic language learning will provide a more in-depth view and can help improve the quality of Arabic language learning.

Assessments using puzzles can not only improve vocabulary fluency, but also offer variety in learning methods.⁴ Every student has different learning preferences, and this approach provides an interesting alternative for those who tend to be more responsive to learning approaches that are game or challenge in nature.⁵ By understanding students' tendencies toward certain types of activities, educators can create a more inclusive and engaging learning environment.⁶ The application of puzzles in Arabic learning assessments can also increase the level of active student engagement.⁷ As students engage in solving puzzles, they not only engage passive understanding, but also stimulate deeper

Buana," *FASHOHAH: Jurnal Ilmiah Pendidikan Bahasa Arab* 2, no. 1, 28–39. <https://doi.org/10.33474/fsh.v2i1.15449>

³Syarifah Aini and Mualim Wijaya, (2018), "Metode Mimicry-Memorization (Mim-Mem Method) dalam Meningkatkan Penguasaan Mufradat Peserta Didik di Madrasah," *Palapa* 6, no. 1, 90–110. <https://doi.org/10.36088/palapa.v6i1.61>

⁴Dewi Wahyuni, (2021), "Permainan Teka Teki Silang Sebagai Metode Edukatif Pembelajaran Mufradat Bahasa Arab pada Siswa Madrasah Aliyah (MA)," *Nady Al-Adab: Jurnal Bahasa Arab* 18, no. 2, 107–8. <https://doi.org/10.20956/jna.v18i2.13997>

⁵Fauziah Nasution et al., (2023), "Pendekatan Pemerosesan Informasi," *Jurnal Pendidikan dan Pengajaran* 3, no. 1, 146–56. <https://doi.org/10.58540/pjjar.v1i3.359>

⁶Yunita Putri and Stephani Raihana Hamdan, (2021), "Sikap dan Kompetensi Guru pada Pendidikan Inklusi di Sekolah Dasar," *JPI (Jurnal Pendidikan Inklusi)* 4, no. 2, 138. <https://doi.org/10.26740/inklusi.v4n2.p138-152>

⁷Maman Abdurrahman et al., (2022), "Arabic Language Proficiency Test Efficiency and Innovation on Imalah.Com," *Proceedings of the Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021)* 595, no. Icollite. 419–23. <https://doi.org/10.2991/assehr.k.211119.065>

cognitive engagement. This can lead to increased vocabulary retention, as students tend to better remember information they associate with fun experiences and challenges.⁸

Arabic teachers find it difficult in the learning process. This is because the students are still minimal in mastering Arabic vocabulary. Previous school education backgrounds, demands for competency standards in various other subjects, especially Arabic lessons are obstacles faced by students in learning Arabic.⁹ Therefore, researchers are interested in applying puzzles as an assessment tool that can contribute to the development of students' critical and creative thinking skills. The process of solving puzzles requires students to devise strategies, make associations, and evaluate information.

The objectives of this study are to examine the effectiveness of puzzle-based assessment in Arabic language learning. To measure the improvement of learners Arabic vocabulary mastery after participating in puzzle-based assessment activities. To investigate the impact of puzzle-based assessment on learners motivation and engagement in Arabic language learning. To develop an innovative and interactive assessment model that supports vocabulary acquisition in Arabic language education. The novelty of this study lies in several aspects, puzzle as an assessment instrument rather than merely a learning medium. While previous studies have primarily employed puzzles as instructional tools, this research integrates puzzles into the assessment process. A specific focus on the proficiency level, which has received limited attention in previous Arabic language assessment studies. The integration of learning measurement and learning experience, enabling assessment to function both as an evaluative and reinforcing mechanism for vocabulary acquisition. The application of gamification principles in Arabic language assessment, an area that remains underexplored compared to research in English language learning. The development of an alternative assessment framework based on educational puzzles, which can be implemented in Islamic educational institutions as well as mainstream schools.

Thus, it not only creates learning that focuses on Arabic vocabulary, but also helps train students' overall thinking skills, which is an important aspect in language development and deep understanding of cultural contexts.¹⁰ This study focused on exploring and evaluating the effectiveness of applying puzzles as an assessment tool in improving students' vocabulary mastery in Arabic language learning. The application of puzzles will contribute to increased vocabulary retention in the long run compared to conventional scoring methods.¹¹

Table 1. Previous Studies

Author (s)	Research Focus	Key Findings	Difference from the present study
Fithriani (2020)	Crossword puzzles in Arabic language learning	Improved student's vocabulary acquisition	Focused on instruction rather than assessment

⁸Frida Akmalia, (2023), "Exploring AFL Teachers' Experiences in Teaching Arabic Vocabulary," no 1. June. 1-17. <https://doi.org/10.64908/zjydy50>

⁹Anita Oktafia et al., (2023), "Penerapan Metode Fun Learning untuk Menghafal Kosakata Bahasa Arab Siswa di Roudlotut Tholibin Kota Metro," 1, no. 1, 1-8. <https://doi.org/10.51278/al.v1i1.653>

¹⁰Rifda Haniefa, (2022), "Implementasi Model Penilaian Hots (Higher Order Thinking Skills) pada Penilaian Empat Keterampilan Berbahasa Arab," *Ta'limi | Journal of Arabic Education and Arabic Studies* 1, no. 1, 49-71. <https://doi.org/10.53038/tlmi.v1i1.11>

¹¹Ratu Sarah Pujasari et al., (2022), *Optimisme Peningkatan Mutu Pendidikan*, *Akademia Pustaka*. <https://eprints.iainu-kebumen.ac.id/id/eprint/579>

Sari, Rahma (2021)	Word puzzle in foreign language learning	Increased learner motivation	Did not utilize puzzles as an assessment tool
Abdullah (2022)	Gamification in Arabic language education	Enhanced learner engagement	Did not specifically address vocabulary mastery
Nurhayati (2023)	Arabic crossword puzzle media	Improved vocabulary retention	Focused on learning media rather than assessment
Alqahtani (2023)	Vocabulary games in foreign language learning	Educational games effectively improved vocabulary learning	Did not propose an assessment model based on puzzles

Based on the table 1 its found that the majority of previous studies have employed puzzles as instructional media to facilitate learning. In contrast, the present study positions puzzles as an innovative assessment instrument designed not only to evaluate learner's vocabulary mastery but also to reinforce vocabulary retention and engagement during the assessment process itself.

Vocabulary mastery is widely recognized as a fundamental component of Arabic language learning, as it supports the development of listening, speaking, reading, and writing skills. Drawing on constructivist learning theory, learners acquire knowledge more effectively when they actively engage in meaningful learning activities.¹² Puzzle-based learning provides such opportunities by encouraging problem-solving, critical thinking, and active participation. Furthermore, game-based learning theory suggests that educational games can enhance learner's motivation, engagement, and retention of knowledge.¹³

From the perspective of vocabulary acquisition theory, repeated exposure to and interaction with target words are essential for long-term vocabulary retention. In addition, authentic assessment theory emphasizes the importance of evaluating learners through meaningful and interactive tasks rather than traditional testing methods. Previous studies have demonstrated that puzzles and educational games can improve vocabulary learning and learner motivation. However most have focused on instructional applications rather than assessment practices. Therefore, this study seeks to address this research gap by investigating the use of puzzles as an innovative assessment tool to enhance Arabic vocabulary mastery among seventh-grade students of MTsN 1 Unaaha. While simultaneously increasing their engagement and motivation throughout the assessment process.

This study is relevant to the growing demand for innovative and student-centered assessment practices education, particularly in Arabic language learning. As vocabulary mastery is a fundamental component of language proficiency, there is a need for assessment methods that not only measure learning outcomes but also promote learner engagement, motivation, and meaningful learning experiences. Therefore, this study focused on the implementation of innovative puzzle-based assessment as an alternative assessment approach to enhance Arabic vocabulary mastery among seventh-grade students at MTsN 1 Unaaha. Specifically, the study seeks to investigate the effectiveness of puzzle-based assessment in improving students vocabulary acquisition. As well as its influence on learners motivation and engagement during the assessment process.

¹²Nabiila Tsurayya Azzahra, (2025), "Teori Konstruktivisme Dalam Dunia Pembelajaran" *jurnal ilmiah Research Student* 2, no. 2, 64–75. <https://doi.org/10.61722/jirs.v2i2.4762>

¹³Gingga Prananda et al, (2024), "Dalam Meningkatkan and Motivasi Belajar, "Game- Based Learning (GBL)" *Pendidikan Islam* 09, 388-401. <https://doi.org/10.23969/jp.v9i4.18683>

Accordingly, the research addresses the following questions how can puzzle-based assessment be implemented in Arabic learning? To what extent does puzzle-based assessment affect students Arabic vocabulary mastery? How does puzzle-based assessment affect students motivation and engagement? Based on these questions, the study hypothesizes that puzzle-based assessment has a significant positive effect on students. Arabic vocabulary mastery, motivation, and engagement, and that higher levels of engagement in puzzle-based assessment activities are positively associated with greater improvement in vocabulary learning outcomes.

Many studies discuss this issue, such as research on Crossword Games in Learning to Read and Write Arabic,¹⁴ similar research discusses the Development of Crossword Puzzle Guidebook on Problem Solving of Group B Children,¹⁵ in addition to research on the Application of Crossword Educational Games in Increasing Learning Motivation of Elementary School Students.¹⁶ This research is different from previous research because this study will explore more deeply about learning assessment innovations by applying puzzles as a means of mastering Arabic vocabulary. Therefore, this study will analyze a puzzle-based test for the assessment of Arabic vocabulary mastery.

METHOD

This study employed a quantitative approach using a quasi-experimental design to examine the effectiveness of innovative puzzle-based assessment in enhancing Arabic vocabulary mastery among seventh-grade students at MTsN 1 Unaaha.

The participants were selected purposively from seventh-grade students who had beginner level Arabic proficiency and were enrolled in Arabic language classes.

The study followed a one group pretest-posttest quasi experimental design. The research was conducted through three main stages. Pretest administration to assess students initial vocabulary mastery, implementation of puzzle-based assessment activities during Arabic language learning, and posttest administration to measure improvements in vocabulary mastery after the intervention.¹⁷ In addition, questionnaires were used to collect data on students motivation and engagement throughout the assessment process. The collected data were analyzed using descriptive and inferential statistical techniques to determine the effectiveness of puzzle-based assessment in improving Arabic vocabulary mastery.¹⁸

¹⁴Ida Latifatul Umroh and Sampiril Taurus Tamaji, (2022), "Permainan Teka-Teki Silang dalam Pembelajaran Membaca dan Menulis Bahasa Arab," *Al-Fakkar* 3, no. 2, 36–57. <https://doi.org/10.52166/alf.v3i2.3273>

¹⁵Azzah Hamidah and Nurhenti Dorlina Simatupang, (2020), "Pengembangan Buku Panduan Teka-Teki Silang pada Pemecahan Masalah Anak Kelompok B," *PAUD Teratai* 09, no. 01, 1–15. <https://doi.org/10.31949/educatio.v8i3.3042>

¹⁶Zakiah Ulfiah and Yona Wahyuningsih, (2023), "Penerapan Permainan Edukatif Teka Teki Silang dalam Meningkatkan Motivasi Belajar Siswa Sekolah Dasar," *Dirasah : Jurnal Study Ilmu Dan Pendidikan Islam* 6, no. 2, 403–10. <https://ejournal.iaifa.ac.id/index.php/dirasah/about/submissions>.

¹⁷Eva Rosyidah and Ely Masykuroh, (2024), "Memahami Strategi dan Tantangan dalam Penelitian Metode Kuantitatif" *Syntax Idea* 6, no. 06, 2788-2803. <https://doi.org/10.36418/syntax-idea.v3i6.1227>

¹⁸Hilman Quadratuddarsi, Eli Meivawati, and Risman Saputra, (2024), "Pelatihan Penelitian Metode Kuantitatif dan Systematic Literature Review Bagi Dosen dan Mahasiswa" *Pengabdian kepada masyarakat* 3, no. 1, 22–32. <https://doi.org/10.31605/jipm.v3i1.4437>

RESULT AND DISCUSSION

In Arabic language learning, assessments are conducted to measure students' abilities in four main skills, namely listening, speaking, reading, and writing.¹⁹ There are various assessment methods that are commonly used to measure students' language skills. These include Written Exams, Oral Exams, Writing Assignments, Communicative Exercises, Language Projects, Class Participation Monitoring, Listening Tests, Reading Tests, Language Portfolios, Integrated Tests.²⁰

Traditional assessment methods related to vocabulary acquisition in language learning have several disadvantages and limitations.²¹ Traditional assessment methods tend to separate language skills, such as vocabulary, from everyday communicative contexts.²² As a result, students may be able to master vocabulary in isolation, but have difficulty applying it in real communicative situations. Written exams or vocabulary tests often do not cover a wide range of contexts of vocabulary use, so students may only master vocabulary in one particular context.²³ Some traditional methods encourage students to memorize vocabulary lists without understanding their meaning.²⁴ Although students can remember vocabulary, their actual understanding of their meaning and use may be low.

Innovation in the context of Arabic education and learning involves developing new methods, strategies, and approaches that can improve the effectiveness of teaching and learning.²⁵ Utilization of interactive Arabic learning apps, online platforms, and software to increase student engagement, facilitate self-study, and provide additional resources.²⁶ Innovations in Arabic learning should reflect changes in student needs and expectations and take advantage of the latest technological developments and learning methodologies.²⁷ It is important to create learning experiences that are relevant, dynamic, and empower students to become competent in Arabic.

¹⁹Yuhanin Zamrodah, (2016), "Asesmen Pembelajaran Bahasa Inggris: Model dan Pengukurannya," *Jurnal Pendidikan Dan Pembelajaran: Intelegensia* 15, no. 2, 1-23. <http://intelegensia.web.id/index.php/intelegensia/article/view/27>

²⁰Ina Magdalena et al., (2023), "Pentingnya Evaluasi dalam Proses Pembelajaran dan Akibat Manipulasinya," *Masaliq* 3, no. 5, 810-23. <https://doi.org/10.58578/masaliq.v3i5.1379>

²¹Khoirul Faizin, (2020), "The Institutional Responses of State Islamic Universities to Islamism: Lesson Learned from Three Campues" *Tasawuf dan pemikiran Islam* 10, 43-56. <https://doi.org/10.15642/teosofi.2020.10.2.253-283>

²²Abd Aziz, Suhada, and Ahmad Masruri, (2022), "Aktivitas Pembelajaran Bahasa Arab Anak Usia Dini Dengan Pendekatan Psikologi Humanistik Carl R. Rogers," *El-Athfal : Jurnal Kajian Ilmu Pendidikan Anak* 2, no. 02, 64-78. <https://doi.org/10.56872/elathfal.v2i02.831>

²³Emil Biyansyahna and Riyan Maulana, (2020), "Meningkatkan Kosa Kata Bahasa Inggris Siswa dengan Menggunakan Gambar," *Journal Informatic, Education and Management* 2, no. 1, 55-72. <https://www.jurnal.stmikiba.ac.id/index.php/jiem/article/view/12>

²⁴Azkia Muharom Albantani, (2018), "Pembelajaran Bahasa Arab di Madrasah Ibtidaiyah : Sebuah Ide Terobosan," *Attadib Journal of Elementary Education* 3, no. 2, 160-73. <https://jurnalfai-uikabogor.org/index.php/attadib/article/view/417>

²⁵Amila Sholiha, R Umi Baroroh, and Razita binti Abdullah, (2023), "Innovation in Reading Skills Assessment in Arabic Textbooks Based on HOTS Assessment," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 2, 231-42. <https://doi.org/10.22219/jiz.v6i2.27151>

²⁶Arni Mahyudi, (2023), "Efektivitas Penggunaan Teknologi dalam Pembelajaran Bahasa Indonesia," *ARMADA : Jurnal Penelitian Multidisiplin* 1, no. 2, 122-27. <https://doi.org/10.55681/armada.v1i2.393>

²⁷Moh Asror, M. Yunus Abu Bakar, and Ah. Zakki Fuad, (2023), "Modernisme Pendidikan Islam dalam Pemikiran Mahmud Yunus: Analisis dan Relevansinya dalam Peningkatan Mutu Pendidikan Islam Indonesia Era Society 5.0," *Jurnal Pendidikan Agama Islam Al-Thariqah* 8, no. 1, 35-52. [https://doi.org/10.25299/al-thariqah.2023.vol8\(1\).11693](https://doi.org/10.25299/al-thariqah.2023.vol8(1).11693)

Learning evaluation is the process of obtaining the data and information needed in determining the extent and how learning objectives are achieved.²⁸ This process includes measuring, appraising, planning, implementing, as well as processing results and reporting.²⁹ Learning evaluation has the aim of monitoring learning activities, obtaining information about student achievement, understanding the character of students, and providing a basis for further learning improvement.³⁰ There are three stages in learning evaluation, namely planning, implementing, and processing results and reporting, which must meet the general principles of learning evaluation, such as continuity, comprehensive, fair, objective, cooperative, and practical.³¹ Evaluation can be done in various forms, both formative and summative.

Use of puzzles for Evaluation

Preparation

1. After the puzzle is completed, the teacher prepares a background image as the final image. For example, this image:



Figure 1. Image a Background

Based on the Figure 1 its found that the background image serves as a visual reinforcement of the target vocabulary being assessed. In the example shown, the completed puzzle reveals the Arabic word “العاملون” (*al-amilun*), which means “workers” or employees. This final image functions as a feedback mechanism, allowing students to verify the correctness of their answer while strengthening their understanding and retention of the vocabulary item. By revealing a meaningful image and word after the puzzle is completed, the assessment becomes more engaging and interactive, supporting

²⁸Amad Said and Muslimah Muslimah, (2021), “Evaluation of Learning Outcomes of Moral Faith Subjects during Covid-19 Pandemic at MIN East Kotawaringin,” *Bulletin of Science Education* 1, no. 1. 7. <https://doi.org/10.51278/bse.v1i1.99>

²⁹Mukhlis Muhammad et al., (2021), “Pelaksanaan Prosedur Evaluasi Pembelajaran Bahasa Indonesia di SMK Pekanbaru pada Masa Pandemi,” *Stilistika: Jurnal Pendidikan Bahasa dan Sastra* 14, no. 2. 109. <https://doi.org/10.30651/st.v14i2.8262>

³⁰Harry Yulianto, (2022), “An Implementation of Learning Assessment Model on The Curriculum of Merdeka Belajar,” *Technical and Vocational Education International Journal* 2, no. 2, 22–34. <https://doi.org/10.556442/taveij.v2i2>

³¹Tatang Hidayat and Abas Asyafah, (2019), “Konsep Dasar Evaluasi dan Implikasinya dalam Evaluasi Pembelajaran Pendidikan Agama Islam di Sekolah,” *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 10, no. 1, 159–81. <https://doi.org/10.24042/atipi.v10i1.3729>

both vocabulary mastery and learner motivation within the Arabic language learning process.

2. The teacher creates vocabulary in columns that will be cut into pieces of the puzzle.

Table 2. Profession Arabic vocabulary

فَلَّاحٌ		مُدَرِّسٌ
	تَلْمِيزٌ	
تَاجِرٌ		خَادِمٌ

Table 3. Arabic Vocabulary School Supplies

	فَصْلٌ	
---	--------	---

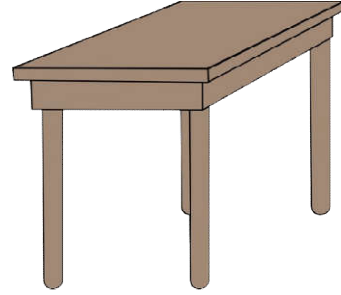
مَكَيِّفٌ



سَبُورَةٌ



طَبْشُورَةٌ



Based on the table 2 and 3 it is found that in this page, the teacher selects and organizes Arabic vocabulary items related to a specific theme, such as occupations and professions. The vocabulary words, including فلاح (farmer), مدرّس (teacher), تلميذ (student), etc. are arranged in separate columns or sections. These vocabulary items are then divided into puzzle pieces that students must correctly assemble during the assessment activity. The use of vocabulary-based puzzle pieces encourages learners to recognize, recall, and understand the meaning of Arabic words while engaging in an interactive assessment process. This approach not only evaluates students' vocabulary mastery but also enhances their motivation, concentration, and active participation in learning.

3. The teacher attaches the background image to one of the vocabulary columns to paste (back-to-back) and cut out according to the line pattern.
4. The more cutouts the picture, the more difficult it is.

Implementation of activities

The implementation of the puzzle-based assessment was carried out during Arabic language learning sessions focusing on vocabulary mastery. At the beginning of the activity, the teacher introduced the learning objectives and explained the assessment procedures to the students. The students were informed that they would participate in an interactive assessment activity using puzzle pieces containing Arabic vocabulary related to the theme of occupations and professions.

Next, the teacher prepared a set of vocabulary items, including فلاح (farmer), مدرّس (teacher), تلميذ (student), etc. These vocabulary items were arranged in columns and then cut into separate puzzle pieces. The puzzle pieces were distributed to the students, who were required to identify, match, and assemble the pieces correctly. During the activity,

students actively collaborated, discussed possible answers, and recalled previously learned vocabulary to complete the puzzle.

As students successfully assemble the puzzle pieces, a final image was revealed. The completed puzzle displayed the Arabic word “العاملون” (worker/employess), serving as visual feedback and reinforcement of the target vocabulary. This stage encouraged students to verify their answers independently and strengthened their understanding of the relationship between the vocabulary items and the overall theme.

Throughout the implementation process, students demonstrated high levels of engagement and enthusiasm. The puzzle-based assessment transformed the assessment experience from a conventional testing procedure into an interactive and enjoyable learning activity. Students were observed to participate more actively, communicate with peers, and show greater motivation to identify and remember Arabic vocabulary. The use of puzzles not only assessed students' vocabulary mastery but also created a meaningful learning environment that supported vocabulary retention and learner engagement.

At the end of the activity, the teacher conducted a reflection session and provided feedback on students' performance. Students were encouraged to share their experiences and perceptions regarding the puzzle-based assessment. Most students reported that the activity was enjoyable, challenging, and helpful in improving their Arabic vocabulary knowledge. These findings suggest that puzzle-based assessment can serve as an effective and innovative approach to evaluating and reinforcing Arabic vocabulary mastery among beginner-level learners.

Closing of the activity

At the end of the puzzle-based assessment activity, the teacher conducted a brief reflection and feedback session to reinforce students' understanding of the target Arabic vocabulary. Students reviewed the completed puzzles, discussed the meanings of the vocabulary items, and share their learning experience. The teacher provided constructive feedback and highlighted students' participation and progress throughout the activity. Most students reported that the puzzle-based assessment was enjoyable and helped them remember Arabic vocabulary more effectively. Finally, the teacher summarized the key vocabulary learned and encouraged students to continue practicing Arabic in daily contexts, making the assessment experience both meaningful and motivating.

The findings of this study demonstrate that puzzle-based assessment effectively enhanced students' Arabic vocabulary mastery, motivation, and engagement. These results are consistent with constructivist learning theory, which emphasizes active learning through meaningful experiences, as students constructed their understanding while solving vocabulary puzzles. The findings also support game-based learning theory, as the puzzle activities created an enjoyable and interactive assessment environment that increased student participation. Furthermore, the improvement in vocabulary mastery aligns with vocabulary acquisition theory, which highlights the importance of repeated exposure and meaningful interaction with target words. In addition, the study supports authentic assessment theory because the puzzle-based assessment enabled students to demonstrate their vocabulary knowledge through practical and engaging tasks rather than conventional testing. Overall, the findings suggest that puzzle-based assessment is an effective and innovative approach for improving Arabic vocabulary mastery while fostering greater motivation and engagement among seventh-grade students at MTsN 1 Unaha.

CLOSING

This study found that puzzle-based assessment effectively improved Arabic vocabulary mastery, motivation, and engagement among seventh-grade students at MTsN 1 Unaaha. Unlike previous studies that primarily employed puzzles as instructional media, this study demonstrates that puzzles can also serve as innovative assessment tools, making the evaluation process more interactive and meaningful. These findings provide practical implications for Arabic language educators by offering an alternative to conventional assessment practices and supporting the development of more engaging and authentic assessment strategies.

ACKNOWLEDGMENT

The authors would like to thank MTsN 1 Unaaha, the Arabic teacher, and the seventh grade students for their support and participation in this study. Appreciation is also extended to all parties who contributed directly or indirectly to the completion of this research. The authors collaboratively contributed to the research design, data collection, data analysis, manuscript preparation, and final approval of the manuscript.

BIBLIOGRAFI

- Abd Aziz, Suhada, and Ahmad Masruri. (2022). "Aktivitas Pembelajaran Bahasa Arab Anak Usia Dini dengan Pendekatan Psikologi Humanistik Carl R. Rogers." *El-Athfal: Jurnal Kajian Ilmu Pendidikan Anak* 2, no. 02. 64–78. <https://doi.org/10.56872/elathfal.v2i02.831>
- Amad Said and Muslimah Muslimah. (2021). "Evaluation of Learning Outcomes of Moral Faith Subjects during Covid-19 Pandemic at MIN East Kotawaringin." *Bulletin of Science Education* 1. no. 1. 7. <https://doi.org/10.51278/bse.v1i1.99>
- Amila Sholiha, R Umi Baroroh, and Razita binti Abdullah. (2023). "Innovation in Reading Skills Assessment in Arabic Textbooks Based on HOTS Assessment." *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 2. 231–42. <https://doi.org/10.22219/jiz.v6i2.27151>
- Anita Oktafia et al. (2023). "Penerapan Metode Fun Learning untuk Menghafal Kosakata Bahasa Arab Siswa di Roudlotut Tholibin Kota Metro." 1, no. 1. 1–8. <https://doi.org/10.51278/al.v1i1.653>
- Arni Mahyudi. (2023). "Efektivitas Penggunaan Teknologi dalam Pembelajaran Bahasa Indonesia." *ARMADA: Jurnal Penelitian Multidisiplin* 1, no. 2. 122–27. <https://doi.org/10.55681/armada.v1i2.393>
- Azkie Muharom Albantani. (2018). "Pembelajaran Bahasa Arab di Madrasah Ibtidaiyah: Sebuah Ide Terobosan." *Attadib Journal of Elementary Education* 3, no. 2. 160–73. <https://jurnalfai-uikabogor.org/index.php/attadib/article/view/417>
- Azzah Hamidah and Nurhenti Dorlina Simatupang. (2020). "Pengembangan Buku Panduan Teka-Teki Silang pada Pemecahan Masalah Anak Kelompok B." *PAUD Teratai* 09, no. 01. 1–15. <https://doi.org/10.31949/educatio.v8i3.3042>
- Dewi Wahyuni. (2021). "Permainan Teka Teki Silang Sebagai Metode Edukatif Pembelajaran Mufradat Bahasa Arab pada Siswa Madrasah Aliyah (MA)." *Nady Al-Adab: Jurnal Bahasa Arab* 18, no. 2. 107–8. <https://doi.org/10.20956/jna.v18i2.13997>
- Emil Biyansyahna and Riyan Maulana. (2020). "Meningkatkan Kosa Kata Bahasa Inggris Siswa Dengan Menggunakan Gambar." *Journal Informatic, Education and Management* 2, no. 1. 55–72. <https://www.jurnal.stmikiba.ac.id/index.php/jiem/article/view/12>
- Eva Rosyidah and Ely Masykuroh. (2024). "Memahami Strategi dan Tantangan dalam Penelitian Metode Kuantitatif." *Syntax Idea* 6, no. 06. 2788–2803. <https://doi.org/10.36418/syntax-idea.v3i6.1227>

- Fauziah Nasution et al. (2023). "Pendekatan Pemerosesan Informasi." *Jurnal Pendidikan dan Pengajaran* 3, no. 1. 146–56. <https://doi.org/10.58540/pijar.v1i3.359>
- Frida Akmalia. (2023). "Exploring AFL Teachers' Experiences in Teaching Arabic Vocabulary." no 1. June. 1-17. <https://doi.org/10.64908/zjydy50>
- Gingga Prananda et al. (2024). "Dalam Meningkatkan and Motivasi Belajar, "Game- Based Learning (GBL)." *Pendidikan Islam* 09. 388-401. <https://doi.org/10.23969/jp.v9i4.18683>
- Harry Yulianto. (2022). "An Implementation of Learning Assessment Model on the Curriculum of Merdeka Belajar." *Technical and Vocational Education International Journal* 2, no. 2. 22–34. <https://doi.org/10.556442/taveij.v2i2>
- Hilman Qudratuddarsi, Eli Meivawati, and Risman Saputra. (2024). "Pelatihan Penelitian Metode Kuantitatif dan Systematic Literature Review Bagi Dosen dan Mahasiswa." *Pengabdian Kepada Masyarakat* 3, no. 1. 22–32. <https://doi.org/10.31605/jipm.v3i1.4437>
- Ida Latifatul Umroh and Sampiril Taurus Tamaji. (2022). "Permainan Teka-Teki Silang dalam Pembelajaran Membaca dan Menulis Bahasa Arab." *Al-Fakkar* 3, no. 2. 36–57. <https://doi.org/10.52166/alf.v3i2.3273>
- Ina Magdalena et al. (2023). "Pentingnya Evaluasi dalam Proses Pembelajaran dan Akibat Memanipulasinya." *Masaliq* 3, no. 5. 810–23. <https://doi.org/10.58578/masaliq.v3i5.1379>
- Khoirul Faizin. (2020). "The Institutional Responses of State Islamic Universities to Islamism: Lesson Learned from Three Campues." *Tasawuf dan pemikiran Islam* 10. 43–56. <https://doi.org/10.15642/teosofi.2020.10.2.253-283>
- Luthfi Badhilah Fauzie, Ahmad Fathoni, and Muchammad Firdaus. (2022). "Penggunaan Media Kartu Bergambar dalam Penguasaan Kosakata Bahasa Arab Studi Kasus di MTs Surya Buana." *FASHOHAH : Jurnal Ilmiah Pendidikan Bahasa Arab* 2, no. 1. 28–39. <https://doi.org/10.33474/fsh.v2i1.15449>
- Maman Abdurrahman et al. (2022). "Arabic Language Proficiency Test Efficiency and Innovation on Imalah.Com." *Proceedings of the Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021)* 595, no. Icollite. 419–23. <https://doi.org/10.2991/assehr.k.211119.065>
- Maryam Nur Aninisa and Randi Safii. (2023). "Analisis Kebutuhan dan Tantangan dalam Pembelajaran Bahasa Arab Sebagai Bahasa Asing di Pendidikan Tinggi : Perspektif Mahasiswa dan Dosen." *Jurnal of Foreign Language* 2, no. 2. 313–28. <https://ejournal.iaingorontalo.ac.id/index.php/ELOQUENCE>
- Moh Asror, M. Yunus Abu Bakar, and Ah. Zakki Fuad. (2023). "Modernisme Pendidikan Islam dalam Pemikiran Mahmud Yunus: Analisis dan Relevansinya dalam Peningkatan Mutu Pendidikan Islam Indonesia Era Society 5.0." *Jurnal Pendidikan Agama Islam Al-Thariqah* 8, no. 1. 35–52. [https://doi.org/10.25299/al-thariqah.2023.vol8\(1\).11693](https://doi.org/10.25299/al-thariqah.2023.vol8(1).11693)
- Mukhlis Muhammad et al. (2021). "Pelaksanaan Prosedur Evaluasi Pembelajaran Bahasa Indonesia di SMK Pekanbaru pada Masa Pandemi." *Stilistika: Jurnal Pendidikan Bahasa dan Sastra* 14, no. 2. 109. <https://doi.org/10.30651/st.v14i2.8262>
- Nabiila Turoyya Azzahra. (2025). "Teori Konstruktivisme dalam Dunia Pembelajaran." *Jurnal Ilmiah Research Student* 2, no. 2. 64–75. <https://doi.org/10.61722/jirs.v2i2.4762>
- Ratu Sarah Pujasari et al. (2022). *Optimisme Peningkatan Mutu Pendidikan, Akademia Pustaka*. <https://eprints.iainu-kebumen.ac.id/id/eprint/579>
- Rifda Hanief. (2022). "Implementasi Model Penilaian Hots (Higher Order Thinking Skills) pada Penilaian Empat Keterampilan Berbahasa Arab." *Ta'limi : Journal of Arabic Education and Arabic Studies* 1, no. 1. 49–71. <https://doi.org/10.53038/tlmi.v1i1.11>

- Syarifah Aini and Mualim Wijaya. (2018). "Metode Mimicry-Memorization (Mim-Mem Method) dalam Meningkatkan Penguasaan Mufrodat Peserta Didik di Madrasah." *Palapa* 6, no. 1. 90–110. <https://doi.org/10.36088/palapa.v6i1.61>
- Tatang Hidayat and Abas Asyafah. (2019). "Konsep Dasar Evaluasi dan Implikasinya dalam Evaluasi Pembelajaran Pendidikan Agama Islam di Sekolah." *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 10, no. 1. 159–81. <https://doi.org/10.24042/atjpi.v10i1.3729>
- Yuhanin Zamrodah. (2016). "Asesmen Pembelajaran Bahasa Inggris: Model dan Pengukurannya." *Jurnal Pendidikan dan Pembelajaran: Intelegensia* 15, no. 2. 1–23. <http://intelegensia.web.id/index.php/intelegensia/article/view/27>
- Yunita Putri and Stephani Raihana Hamdan. (2021). "Sikap dan Kompetensi Guru pada Pendidikan Inklusi di Sekolah Dasar." *JPI (Jurnal Pendidikan Inklusi)* 4, no. 2. 138. <https://doi.org/10.26740/inklusi.v4n2.p138-152>
- Zakiah Ulfiah and Yona Wahyuningsih. (2023). "Penerapan Permainan Edukatif Teka Teki Silang dalam Meningkatkan Motivasi Belajar Siswa Sekolah Dasar." *Dirasah : Jurnal Study Ilmu dan Pendidikan Islam* 6, no. 2. 403–10. <https://ejournal.iaifa.ac.id/index.php/dirasah/about/submissions>
-

Copyright Holder :

© Zahra Shafirah Ambo, Najwa Bil Qhisti, Tasya Khoirunnisa Ambo (2026).

First Publication Right :

© Al Maghazi : Arabic Language in Higher Education

This article is under:

CC BY SA