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The Effect of Jeopardy Game as a Learning Medium on The Arabic Language Learning Outcomes of Eleventh-Grade Students at MAS Al-Washliyah 12 Perbaungan

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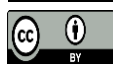
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ABSTRACT

The low level of students' reading proficiency (*maharah qira'ah*) in Arabic language learning is the main reason for implementing the Jeopardy game to improve their reading proficiency. This study examined the effect of using Jeopardy Game as a learning medium on the Arabic reading skills (*maharah qira'ah*) of eleventh-grade students at MAS Al Washliyah 12 Perbaungan. A quantitative approach with a quasi-experimental Nonequivalent Control Group Design was employed. The sample consisted of 65 students selected through purposive sampling, with 32 students in the control group and 33 in the experimental group. Data were collected using valid and reliable pretest and posttest instruments and analyzed through normality, homogeneity, simple linear regression, and independent t-test analyses. The results showed that Jeopardy Game had a positive and significant effect on students' learning outcomes ($p < 0.05$), contributing 50.4% to the improvement in achievement ($R^2 = 0.504$). Students in the experimental group also demonstrated greater participation, motivation, and enthusiasm. These findings indicate that Jeopardy Game is an effective learning medium for enhancing *maharah qira'ah* and promoting a more active and engaging learning experience.

Keywords: *Jeopardy Game, Learning Media, Learning Outcomes*



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Introduction

Arabic reading (*maharah qirā'ah*) instruction for eleventh-grade students at MAS Al-Washliyah 12 Perbaungan is still predominantly conducted through text-reading and translation activities using Student Worksheets (*Lembar Kerja Siswa* [LKS]). This monotonous instructional approach causes students to become less active and easily bored, resulting in learning achievement remains below the expected level. Moreover, Arabic reading instruction remains largely keep hyphenation throughout, with students mainly listening to the teacher read the texts provided in the LKS rather than actively engaging in reading practice themselves. Consequently, students' learning outcomes in *maharah qirā'ah* remain relatively low due to the lack of regular reading practice and the use of instructional methods that are not fully aligned with the learning objectives (Hernawati et al., 2025).

Game-based learning is one of the learning approaches that integrates games into the learning process or activities to create an enjoyable learning atmosphere. Jeopardy is one type of game originating from the United States and has been used in various Arabic language learning materials to increase students' enthusiasm for learning so that they can achieve the desired learning objectives. Jeopardy itself is a game adapted from a television show in which the game involves a series of activities that encourage participants to find answers to particular questions (Seko & P.A., 2025).

Among the various types of game-based learning, Jeopardy Quiz has emerged as an engaging educational game to be implemented. Jeopardy Quiz is a quiz game equipped with a question board consisting of various categories and different point values. This format is generally played in groups, thereby encouraging students to engage in discussions, formulate strategies, and make collective decisions regarding the questions to be selected (Rahmatillah & Yanti, 2025).

Meanwhile, conventional learning continues to be widely used in classrooms. Conventional learning is a form of instruction in which educators emphasize repetition rather than the delivery of information. The concept of conventional learning involves a verbal learning interaction that tends to be monotonous, with the delivery of material still heavily relying on lectures. In other words, this type of learning refers to a teacher-centered learning method. Furthermore, educators have traditionally utilized conventional learning approaches as an instructional strategy (Narpila et al., 2025).

Student learning outcomes are indicators of the achievement of knowledge, skills, and attitudes after participating in the learning process. Learning outcomes are influenced by various factors, including the learning methods and instructional media used by teachers. Learning that is still dominated by conventional methods tends to involve students less actively, thereby resulting in lower levels of student motivation and learning outcomes (Wicaksono & Iswan, 2019).

The fact that Arabic language teachers in schools still use conventional methods of teaching can cause students to become bored and lose focus. To address challenges in Arabic language learning and achieve optimal outcomes, supporting factors are needed. One way to make students interested and actively engaged in Arabic language lessons is through the use of instructional media (Aziimah & Ammar, 2024). Instructional media that are properly designed and planned can attract students' attention, particularly elementary school students, especially when the media are engaging, interactive, and provide new information (Pagarra et al., 2022).

Hidayatullah's research shows that the use of YouTube-based instructional media significantly improves the Arabic language learning outcomes of Grade XI IIS students at Madrasah Aliyah Pondok Pesantren Yasrib Watansoppeng. The students demonstrated enthusiasm for learning, and their positive responses to the implementation of the media enabled them to learn anytime and anywhere (Hidayatullah, 2021).

The use of technology in education has begun to be incorporated into teaching and learning activities in Indonesia. The advancement of technology requires changes in the way Arabic is taught by adapting the richness of traditional practices to technology-based innovations. The use of artificial intelligence, interactive media, and online learning platforms provides significant opportunities to create learning experiences that are more individualized, interactive, and adaptable (Rahmaini & Assingkily, 2026).

In the context of *maharah qira'ah* (reading skills) learning, although various learning techniques and strategies are available, their implementation in madrasahs is still not optimal. Therefore, creative and relevant learning innovations that correspond to students' characteristics are needed. One alternative considered effective is the use of *Jeopardy Game* as an interactive learning medium. Based on this description, this study aims to examine the effect of using *Jeopardy Game* as an instructional medium on the *maharah qira'ah*

learning outcomes of Grade XI students at MAS Al Washliyah 12 Perbaungan, as an effort to improve the quality and effectiveness of Arabic language learning at the madrasah.

Based on the background and problems described above, this study focuses on the use of *Jeopardy Game* as an instructional medium in Arabic language learning for Grade XI students at MAS Al Washliyah 12 Perbaungan. The study is directed at analyzing the effect of using *Jeopardy Game* as an instructional medium on students' Arabic language learning outcomes and determining the differences in learning outcomes between students who participate in learning using *Jeopardy Game* and those who participate in learning through conventional methods. Thus, this study is expected to provide an overview of the effectiveness of using *Jeopardy Game* as an instructional medium in improving the Arabic language learning outcomes of Grade XI students at MAS Al Washliyah 12 Perbaungan.

Literature Review

Previous studies are an important part of research because they provide a foundation for determining the position of the research to be conducted. Based on a review of several relevant studies, a number of studies have examined the use of Jeopardy Game as a medium in Arabic language learning. These studies indicate that the use of Jeopardy Game can have a positive impact on the learning process, particularly in increasing students' motivation, participation, and understanding. However, there are similarities and differences between previous studies and the present study in terms of research subjects, learning focus, and variables examined. Therefore, to identify the position and novelty of this study, several relevant previous studies are presented below.

No.	Researcher	Title	Findings	Similarities	Differences
1	Retnowati Satyaningrum, Muhammad Ihsan, Slamet Daroini (2024).	"The Effectiveness of Using Jeopardy Game Media in the Evaluation of Maharah Qira'ah"	The results indicate that the use of Jeopardy Game not only makes the learning process more enjoyable and dynamic but also increases students' enthusiasm and understanding. Therefore, it can serve as a creative and effective assessment tool in Arabic language learning.	- Uses Jeopardy Game as a learning medium. - Uses a quantitative approach to determine the effectiveness of Jeopardy Game in Arabic language learning. - The use of	- The research subjects were students at the Islamic junior high school (MTs) level. - The previous study focused more on Jeopardy Game as an assessment tool/media. - The study

				Jeopardy Game can increase students' motivation, participation, and enthusiasm in Arabic language learning.	aimed to examine the effectiveness of using Jeopardy Game.
2	Lutfiyyah, Zulhijra, Alihan Satra (2026).	"The Implementation of Jeopardy Game Media in Improving the Learning Activeness of Grade 8 Students at SMP Negeri 20 Palembang"	The results show that interactive game-based learning media can be used as a solution to improve Arabic language learning. Jeopardy Game can encourage collaboration, quick thinking, and healthy competition among students, thereby motivating them to participate actively in learning activities. It can also create a collaborative learning environment through dialogue, cooperation, and joint thinking.	- Uses an experimental approach with pre-test and post-test data collection. - Uses Jeopardy Game as an interactive and engaging learning medium. - Uses Jeopardy Game as an alternative medium to improve the quality of learning.	- The dependent variable is students' learning activeness, whereas the present study focuses on learning outcomes. - The subjects were Grade 8 students at SMP Negeri 20 Palembang. - The previous study emphasized participation, collaboration, quick thinking, and students' learning activeness.
3	I Gusti Ayu Agung Werdiyani (2021).	"Improving Students' Reading Skills through Jeopardy Games"	Jeopardy Games provide benefits for both students and teachers in the reading learning process. Students can practice reading in a more enjoyable way, while teachers require relatively little preparation to implement the game.	- Uses Jeopardy Game as a learning medium. - Focuses on reading ability as a research variable.	- The study was conducted in English language learning. - The method used was a literature review.

Based on the previous studies, it can be concluded that the use of Jeopardy Game in learning has a positive impact on the students' learning process. The

study by Retnowati Satyaningrum, Muhammad Ihsan, and Slamet Daroini (2024) shows that Jeopardy Game can be used as a medium for evaluating *maharah qira'ah* and can increase students' enthusiasm and understanding. The study by Lutfiyyah, Zulhijra, and Alihan Satra (2026) demonstrates that Jeopardy Game can improve students' learning activeness through activities that encourage collaboration, quick thinking, and healthy competition. Meanwhile, the study by I Gusti Ayu Agung Werdiyani (2021) shows that Jeopardy Game can help improve students' reading skills. These three studies share a common feature with the present study, namely the use of Jeopardy Game as a learning medium. However, they differ in terms of research subjects, learning contexts, and variables examined.

Based on the review above, there is a research gap that serves as the basis for conducting this study. Previous studies have mainly focused on the evaluation of *maharah qira'ah*, learning activeness, and reading skills in English language learning, whereas the present study specifically focuses on students' learning outcomes in Arabic language learning through the use of Jeopardy Game as a learning medium. Therefore, this study does not merely replicate previous research but has a different focus and context. It is expected to provide empirical evidence regarding the use of Jeopardy Game as a learning medium for improving students' Arabic language learning outcomes. These differences in focus, variables, and research context also strengthen the originality of the present study.

Research Method

This study employed a quantitative research approach using a quasi-experimental design. The research design used was the Nonequivalent Control Group Design, which involves two groups: an experimental group that received treatment (learning using Jeopardy Game media) and a control group that did not receive treatment. The two groups were not randomly selected but had relatively equivalent initial characteristics (Hartono, 2019).

The research was conducted at MAS Al Washliyah 12 Perbaungan, located on Jalan Malinda II, Batang Terap, Perbaungan District, Serdang Bedagai Regency, North Sumatra 20986, Indonesia. The researcher considered all stages required in conducting the study; therefore, the the study was conducted over approximately four months. The activities carried out during this period

included submitting research permission, collecting data, processing data, and preparing the research report.

A population refers to the entire set of objects or subjects that constitute the target population, while a sample is a part of the population selected based on a specific sampling technique (Amin et al., 2023). The population in this study consisted of all eleventh-grade students at MAS Al Washliyah 12 Perbaungan, totaling 203 students, comprising Class XI Agama 1, XI Agama 2, XI IPS 1, XI IPS 2, XI IPA 1, and XI IPA 2.

A sample is a subset of the population selected as the object of research. In determining a sample, certain criteria must be considered to ensure that the sample represents the population (Sugiyono, 2019). The sampling technique used in this study was purposive sampling. Purposive sampling is a technique for selecting samples based on specific considerations or predetermined criteria (Priadana & Sunarsi, 2021). This technique was chosen because not all members of the population met the criteria required for this study. Therefore, the researcher established specific considerations and criteria that had to be met by the selected samples.

The criteria used for selecting the research samples were as follows: (1) eleventh-grade classes at MAS Al Washliyah 12 Perbaungan with relatively low *maharah qirā'ah* abilities; (2) two eleventh-grade classes with relatively similar *maharah qirā'ah* abilities; and (3) classes with a similar number of students or a numbers of students that did not differ significantly. Based on these criteria, the sample consisted of two classes: Class XI Agama 1, consisting of 32 students, as the control group, and Class XI Agama 2, consisting of 33 students, as the experimental group.

A research instrument is a tool used measure observed phenomena (Sugiyono, 2019). The data collection instrument in this study was a *maharah qirā'ah* test administered through the Jeopardy Game learning medium. The test consisted of a pretest and posttest used to collect data on students' reading comprehension abilities. Data analysis in this study was conducted using the Independent Sample t-Test. According to Nuryadi et al. (2017), the Independent Sample t-Test is a parametric statistical method used to analyze and determine whether there is a significant difference between the means of two independent groups.

Results And Discussion

A. Research Findings

This study was an experimental study conducted at MAS Al-Washliyah 12 Perbaungan. The subjects of this study were students from Class XI Agama 1, consisting of 32 students, and Class XI Agama 2, consisting of 33 students. The two classes received different treatments: Class XI Agama 1 served as the control group using Student Worksheet (*Lembar Kerja Siswa* [LKS]) as the learning medium, while Class XI Agama 2 served as the experimental group using a game-based learning medium, namely Jeopardy Game. The learning material taught in both classes was *qirā'ah* (Arabic reading skill).

a. Description of Pretest and Posttest Scores

Statistical Analysis	Pretest	Posttest
Total Score	1568	2214
Maximum Score ($x_{\max}$)	67	88
Minimum Score ($x_{\min}$)	31	48
Mean	49	69.19
Standard Deviation (s)	12.485	12.254
Variance (s^2)	155.871	150.157

Source: Primary data analyzed using SPSS 25 (Ibrahim, 2025).

Based on the table above, the average pretest score of the control group was relatively low, with a mean score of 49. Meanwhile, the average posttest score of the experimental group reached 69.19, showing an increase of 20.19 points compared to the pretest score. These pretest results indicate that the Arabic language learning outcomes of students at MAS Al-Washliyah 12 Perbaungan were still relatively low and had not yet reached an optimal level.

b. Description of Students' Learning Outcomes

Pretest Scores of the Control Group

No	Score Range	Category	Frequency	Percentage
1	0 – 25	Very Low	0	0%
2	26 – 50	Low	16	50%
3	51 – 75	Moderate	16	50%
4	76 – 100	High	0	0%
Total			32	100%

Source: Primary data analyzed using SPSS 25 (Ibrahim, 2025).

Posttest Scores of the Experimental Group

No	Score Range	Category	Frequency	Percentage
1	0 – 25	Very Low	0	0%
2	26 – 50	Low	3	9.09%
3	51 – 75	Moderate	17	51.51%
4	76 – 100	High	13	39.40%
Total			33	100%

Source: Primary data analyzed using SPSS 25 (Ibrahim, 2025).

Based on the table above, it can be seen that the pretest results of the control group showed that 16 students had low *maharah qirā'ah* abilities and 16 students had moderate *maharah qirā'ah* abilities. No students were categorized as having high *maharah qirā'ah* abilities. Meanwhile, the posttest results of the experimental group showed that 3 students were still categorized as having low *maharah qirā'ah* abilities, 17 students were categorized as moderate, and 13 students achieved the high category. Based on these data, there was a significant difference in students' *maharah qirā'ah* abilities between the control group, which did not use Jeopardy Game media, and the experimental group, which used Jeopardy Game media.

c. Validity and Reliability Tests

The cognitive assessment instrument consisted of 30 items. The validity test results showed that 5 items were invalid or excluded because their Corrected Item-Total Correlation scores were below 0.300. Meanwhile, the remaining 25 items were considered valid because their Corrected Item-Total Correlation scores were ≥ 0.300 . These 25 items met the validity requirements, with validity coefficients ranging from 0.326 to 0.541. The Cronbach's Alpha reliability coefficient was 0.860, indicating that the instrument was reliable with a very high level of reliability.

Research Instrument	Number of Items	Validity Test Decision		Cronbach's Alpha	Description
		Valid	Invalid		
Cognitive Test	30	25	5	0,860	Reliable

Source: Primary data analyzed using SPSS 25 (Ibrahim, 2025).

d. Normality Test

Variable	Mean	SD	K-S	Sig	Description
Control Group	49	12.485	0,153	0,054	Normal
Experimental	69,19	12.254	0,153	0,056	Normal

Group					
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Source: Primary data analyzed using SPSS 25 (Ibrahim, 2025).

The output of the normality test above shows that the pretest and posttest data of both the experimental and control groups used as research samples had a normal distribution. This conclusion was based on the criterion that the data are normally distributed if the significance value (Sig.) is greater than 0.05. Based on the table, the significance values of the experimental group were 0.153 and 0.056 for the pretest and posttest scores, respectively. Meanwhile, the significance values of the control group were 0.153 and 0.054 for the pretest and posttest scores, respectively.

e. Linearity Test

Correlation	r^{xy}	F	Sig. (p)	Descripti on
X - Y	0,710	2,619	0,081	Linear

Criterion: If the value of Deviation from Linearity Sig. > 0.05, the data are considered linear.

Source: Primary data analyzed using SPSS 25 (Ibrahim, 2025).

Based on the output table above, the pretest and posttest data obtained a linearity significance value of 0.081. Since the significance value of 0.081 > 0.05, the relationship between the pretest and posttest data can be concluded to be linear.

f. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	.300	1	62	.586
	Based on Median	.228	1	62	.635
	Based on Median and with adjusted df	.228	1	60.428	.635
	Based on trimmed mean	.305	1	62	.583

Source: Primary data analyzed using SPSS 25 (Ibrahim, 2025).

The output of the homogeneity test above shows that the significance value of the posttest scores for the experimental and control groups was 0.586. Since the significance value of 0.586 > 0.05, the two data variances are considered homogeneous.

g. Simple Linear Regression Test

Regression	Coefficient of Determination (R ²)	P	BE%	Keterangan
X - Y	0,504	0,000	50,4%	Significant

Criterion: If $p < 0.05$, it indicates a significant effect.

Source: Primary data analyzed using SPSS 25 (Ibrahim, 2025).

Based on the results above, the coefficient of determination (R²) was obtained at 0.504. Therefore, it can be concluded that the Jeopardy Game learning medium contributed effectively by 50.4% to students' Arabic language learning outcomes. This indicates that the better the implementation of Jeopardy Game as a learning medium, the higher the Arabic language learning outcomes of eleventh-grade students at MAS Al-Washliyah 12 Perbaungan.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.034	6.373		5.497	.000
	Experimental Pretest Score	.697	.126	.710	5.525	.000

a. Dependent Variable: Posttest

The regression equation obtained was: $Y_e = 0.697 + 35.034X$

Source: Primary data analyzed using SPSS 25 (Ibrahim, 2025).

The results of the study indicate that there is a positive and significant effect between *maharah qirā'ah* (reading ability) taught using Jeopardy Game learning media and the Arabic language learning outcomes of eleventh-grade students at MAS Al-Washliyah 12 Perbaungan.

8. T-Test

Paired Samples Test							
		Paired Differences				t	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		

					Lower	Upper			
Pair 1	Control – Experimen tal	-20.188	9.420	1.665	-23.584	-16.791	-12.123	31	.000

Source: Primary data analyzed using SPSS 25 (Ibrahim, 2025).

Based on the test output above, the significance value (Sig. 2-tailed) was $0.000 < 0.05$. Therefore, it can be concluded that there was a significant difference in Arabic language learning outcomes between Class XI Agama 1 at MAS Al-Washliyah 12 Perbaungan, which received conventional learning using regular learning media, and Class XI Agama 2, which received learning using Jeopardy Game media.

Thus, it can be concluded that the Arabic language learning outcomes of students in the experimental group who used Jeopardy Game learning media were better than those of students in the control group who were taught using conventional learning media or Student Worksheets (*Lembar Kerja Siswa* [LKS]).

B. Discussion

Jeopardy Game is a learning tool that can be used to make the classroom more active and enjoyable. It is a quiz game format with questions of varying levels of difficulty. Students are divided into groups and asked to select categories and answer the available questions. Jeopardy Game has many features that make it more than just a game; it can also be used as a tool to deliver learning materials, review lessons, and evaluate how well students understand the material.

One alternative for Arabic language learning is the use of Jeopardy Game to reduce the monotonous nature of the learning environment and increase student engagement. Students are encouraged to actively understand and retain Arabic language materials through the presentation of content in the form of games and questions organized according to specific categories. In addition, the competitive elements and point-scoring system in the game can encourage students to participate actively in the learning process. This condition creates a more interactive learning environment. Students do not merely receive lessons passively but are also directly involved in understanding and mastering the learning materials.

a. The Effect of Jeopardy Game as A Learning Medium on The Arabic Language Learning Outcomes of Eleventh-Grade Students at Mas Al Washliyah 12 Perbaungan

Based on the research findings presented above, it can be concluded that the use of Jeopardy Game as a learning medium has a significant effect on the Arabic language learning outcomes of eleventh-grade students at MAS Al Washliyah 12 Perbaungan, particularly in reading skills (*maharah qirā'ah*). This is evidenced by the increase in students' average scores from the pretest to the posttest, as well as the results of statistical tests showing significant differences. The data analysis results showed that the coefficient of determination (R^2) was 0.504. Therefore, it can be concluded that the Jeopardy Game learning medium contributed effectively by 50.4% to students' Arabic language learning outcomes. This indicates that the better the implementation of Jeopardy Game as a learning medium, the higher the Arabic language learning outcomes of eleventh-grade students at MAS Al Washliyah 12 Perbaungan.

Based on the regression analysis results, the significance value was $p = 0.000$. Since $p < 0.05$, it can be stated that there is a positive and significant effect between the use of Jeopardy Game learning media and the Arabic language learning outcomes of eleventh-grade students at MAS Al Washliyah 12 Perbaungan. The results of the simple linear regression analysis also indicate a positive influence, as demonstrated by the regression equation $Y = a + bX$ or $Y = 0.697 + 35.034X$. Based on this equation, the positive constant value is 0.697. The positive regression coefficient of X , which is 35.034, indicates that if the use of Jeopardy Game learning media (X) increases by one unit, the learning outcome variable will increase by 35.034 units. This means that Jeopardy Game learning media has a positive effect on students' Arabic language learning outcomes. Therefore, the better the implementation of Jeopardy Game learning media, the higher the Arabic language learning outcomes of students at MAS Al Washliyah 12 Perbaungan.

During the research process, the researcher found differences in learning conditions between the experimental and control groups. Students in the experimental group who were taught using Jeopardy Game learning media demonstrated higher levels of activity and enthusiasm during the learning process. Jeopardy Game encouraged students to learn collaboratively in groups, thereby improving their independence in solving problems. Furthermore, students answered questions based on the selected question packages. If the

answer was correct, students received points according to the difficulty level of the questions. Conversely, if the answer was incorrect, points were deducted according to the predetermined rules. Meanwhile, students in the control group tended to be less active and less enthusiastic because the learning activities only relied on Student Worksheets (*Lembar Kerja Siswa* [LKS]), which provided less variation in the learning process.

The improvement in learning outcomes demonstrates that Jeopardy Game is able to create a more active, enjoyable, and interactive learning environment. Through a competitive quiz-based game format, students are encouraged to be more focused, motivated, and directly involved in the learning process. This condition differs significantly from conventional learning, which tends to be teacher-centered and causes students to become passive participants.

Theoretically, the findings of this study are consistent with the theory of active learning, which states that students' direct involvement in the learning process can improve their understanding and retention of the material being studied. In the context of Arabic language learning, particularly *maharah qirā'ah*, the use of game-based media helps students understand vocabulary, sentence structures, and textual meanings in a more engaging and less monotonous way.

Furthermore, the findings of this study support the opinion of Arisnaini (2024), who stated that students' low interest in *maharah qirā'ah* can be overcome through the use of varied and innovative learning methods and media. Jeopardy Game has been proven to increase students' learning interest, which ultimately has a positive impact on their learning outcomes. This finding is also consistent with the research conducted by Harahap and Taufiq (2025), which showed that the use of Quizlet had a positive impact on students' learning outcomes. This was demonstrated by the increase in students' average scores after using Quizlet compared to their scores before its implementation. Both studies indicate that the use of interactive and game-based learning media can create a more engaging learning atmosphere, thereby increasing students' motivation and learning outcomes.

These findings are further supported by the study conducted by Satyaningrum et al. (2024) at MTs Ar-Rosyidiyyah Mambaul Ulum Sampang, which reported that the use of the interactive learning medium Jeopardy Game significantly improved students' Arabic language learning outcomes. This improvement was demonstrated by the higher average post-test scores compared to the pre-test scores. Furthermore, the results of the Paired Sample t-

Test indicated a significance value of < 0.05 , while the N-Gain score of 80.9970 was categorized as effective. These findings indicate that interactive learning media not only enhance students' comprehension but also simultaneously increase their learning motivation. On the other hand, although various techniques for teaching maharah qira'ah (reading skills), such as reading aloud (jahr), silent reading (shamt), the SQ3R technique, and the cloze method, are available, their implementation in many Islamic schools, including MAS Al Washliyah 12 Perbaungan, remains suboptimal (Adawiyah & Wulandari, 2024). This condition further emphasizes the importance of implementing innovative, enjoyable, and student-centered instructional strategies to make the teaching of maharah qira'ah more effective and to optimize students' learning outcomes.

In line with these findings, the present study is also consistent with previous research indicating that game-based learning media can improve students' motivation and academic achievement. The incorporation of healthy competition and collaborative learning creates a more meaningful and engaging learning experience while reducing classroom monotony. Therefore, the Jeopardy Game can serve as an effective alternative learning medium for Arabic language instruction in Islamic schools. It can be concluded that the implementation of the Jeopardy Game not only improves students' learning outcomes quantitatively but also provides a more enjoyable, interactive, and meaningful learning experience.

b. Differences in Students' Learning Outcomes between Those Participating in Learning Using Jeopardy Game and Those Participating in Learning Using the Conventional Method.

The use of interactive learning media is one of the efforts to improve the quality of the learning process. Game-based learning media can create a more engaging learning atmosphere, increase student involvement, and encourage active participation throughout the learning process. In contrast, conventional learning tends to be teacher-centered, thereby limiting students' opportunities to interact, engage in discussions, and gain active learning experiences. Therefore, the use of Jeopardy Game is expected to produce better learning outcomes compared to conventional learning methods (Sari et al., 2023).

Based on the research findings, there is a difference in learning outcomes between students who participated in learning using Jeopardy Game as a learning medium and those who participated in learning using the conventional method. This difference can be observed from the posttest results of the two

classes, in which the experimental class demonstrated a greater improvement in learning outcomes than the control class. In the control class, the average pretest score of 49 increased to 69.19 in the posttest, resulting in an improvement of 20.19 points. Although there was an increase, the students' learning outcomes were still predominantly in the moderate category. In contrast, the experimental class showed a greater improvement in the distribution of learning outcomes. In the posttest, 13 students (39.40%) achieved the high category, 17 students (51.51%) were in the moderate category, and only 3 students (9.09%) remained in the low category. These results indicate that the use of Jeopardy Game had a more positive impact on improving students' *maharah qira'ah* skills compared to conventional learning.

The difference can also be observed in the learning process. Students in the experimental class appeared to be more active, enthusiastic, and engaged in learning activities. Jeopardy Game created an interactive learning atmosphere through game activities, group discussions, and the awarding of points as a form of recognition for correct answers. This condition encouraged students to think critically, work collaboratively, and become more motivated to understand the learning materials. In contrast, the learning process in the control class, which used the conventional method, tended to be teacher-centered and utilized Student Worksheets (*Lembar Kerja Siswa / LKS*). The learning activities were less varied, resulting in relatively lower student participation and a less engaging learning atmosphere compared to the experimental class. Thus, the use of Jeopardy Game was able to create a more active, enjoyable, and competitive learning process, thereby contributing to improved student learning outcomes.

If the hypothesis test results show a significance value (Sig.) < 0.05 or a t -count value $> t$ -table value, it can be concluded that there is a statistically significant difference between the learning outcomes of students who participated in learning using Jeopardy Game and those who participated in learning using the conventional method. Conversely, if the statistical test has not yet been conducted, the appropriate conclusion is only that there is a difference in learning outcomes, without stating that the difference is statistically significant.

Conclusion

Based on the research findings and discussion, it can be concluded that the use of Jeopardy Game as a learning medium has a positive and significant effect on Arabic language learning outcomes, particularly in the reading skill (*maharah qirā'ah*) of eleventh-grade students at MAS Al Washliyah 12 Perbaungan. The results of the simple linear regression analysis showed a significance value of 0.000 ($p < 0.05$) with a coefficient of determination (R^2) of 0.504. This indicates that the Jeopardy Game learning medium contributed 50.4% to the improvement of students' learning outcomes.

In addition, the t-test results showed a significance value of 0.000 ($p < 0.05$), indicating a significant difference between the learning outcomes of students who participated in learning using Jeopardy Game media and those who learned through conventional methods assisted by Student Worksheets (*Lembar Kerja Siswa* [LKS]). Students in the experimental group achieved higher learning outcomes compared to students in the control group.

During the learning process, the implementation of Jeopardy Game also improved students' activeness, motivation, enthusiasm, collaboration, and engagement in learning activities. Therefore, Jeopardy Game can be used as an effective alternative learning medium to improve Arabic language learning outcomes, particularly in *maharah qirā'ah* instruction, within the *madrasah* learning environment.

Reference

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