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INCREASED STUDENT MOTIVATION IN LEARNING ARABIC LANGUAGE THROUGH THE APPLICATION OF EDUTAINMENT METHOD

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ABSTRACT

Motivation is essential for the success of Arabic language learning, as students' internal drive affects their engagement and effort in understanding the material. However, enhancing this motivation can be challenging. The edutainment method is considered a potential solution to improve student motivation in learning Arabic. This study aims to increase motivation through the edutainment method at Al-Mu'izz Islamic Elementary School in Bandung. Using a quantitative approach, data were collected through observation, achievement tests, and documentation. The findings show that the edutainment method significantly impacts the motivation of fifth-grade students at Al-Mu'izz Islamic Elementary School. The average pretest score was 47.22, while the posttest score was 84.00, demonstrating a clear improvement. The difference is further confirmed by the t-test result, which shows a significance value of 0.001, less than 0.05. Therefore, it can be concluded that the edutainment method significantly enhances student motivation in Arabic learning at this school

Keywords: Arabic Language Learning, Edutainment Method, Motivation



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Introduction

Learning motivation is one of the important elements that determine success in learning, including in Arabic. Arabic, as a significant world language in the study of religion, history, and culture, is known to be a challenging language for many students in Indonesia. Difficulties in learning Arabic are often caused by significant differences in grammatical structures, writing systems, and pronunciation compared to Indonesian or other languages that students are more familiar with. In addition, in Indonesia, learning Arabic is often more associated with religious aspects, so many students find the language less relevant in their daily lives. (Muttaqien et al., 2023)..

Problems in Arabic language learning are a series of challenges that students face while learning the language. In Indonesia, Arabic language teaching often experiences two types of problems, namely linguistic and non-linguistic, which need to be addressed immediately. Linguistic problems include aspects such as phonetics, morphology, and language structure, while non-linguistic problems include learning motivation, availability of facilities, teaching methods, learning time, and learning environment (Nisa et al., 2023). Students' motivational challenges in learning Arabic are often more complicated. Arabic is often perceived as difficult due to significant differences in grammatical structure, letter writing, and pronunciation compared to students' everyday language (Amirudin, 2017).

Particularly at the primary school level, this problem is even more complex. Students at this level are still in the early stages of language acquisition, so their ability to understand basic Arabic concepts tends to be slower. At Al-Mu'izz Bandung Islamic Primary School, the main challenge in learning Arabic is low student motivation. As is the case in many other schools, students often struggle to keep up with Arabic lessons due to the lack of varied teaching methods that are still dominated by traditional approaches such as lecturing or memorization. While these methods are useful for delivering basic material, they often fail to attract students' attention and motivate them to actively participate in learning. As a result, many students quickly feel bored, lose focus and are not fully engaged in the learning process.

This decline in learning motivation is a serious problem because motivation greatly affects the success of learning. In the learning process, there is a view that learning success is influenced by two convergence theories, this theory explains that student success in learning is not only innate factors, but can also be created with a supportive learning environment so that students are happy

and there is a desire to take part in learning. (Suherman et al., 2023).. Students who have high motivation tend to be more active in understanding the material, more consistent in learning, and more enthusiastic in facing various challenges during the learning process. In contrast, less motivated students tend to be passive, lack initiative, and can have difficulty in achieving learning goals. This condition is certainly a challenge for Arabic teachers at Al-Mu'izz Bandung Islamic Elementary School.

Research reveals that learning motivation is influenced by various factors, both from within the student and from the external environment. Internal factors such as students' understanding of the importance of the lesson, self-confidence, and interest in the language being studied play an important role in building learning motivation. On the other hand, external factors such as teaching methods, learning environment and support from family also significantly affect students' motivation. One of the external factors that often receives attention in Arabic language learning is the teaching method. Monotonous and rigid methods are often the main cause of decreased student motivation. Therefore, innovations are needed in learning methods that not only deliver the material effectively, but are also able to attract attention and increase student engagement.

One of the proposed solutions to increase student motivation is the application of *edutainment methods* in learning. This method combines education and entertainment to create a more fun, interactive and entertaining learning atmosphere for students. (Karima, 2019). This method uses entertainment elements such as games, videos, and simulations to deliver the subject matter without compromising the quality of the content being taught. Thus, *edutainment* is expected to bridge the need to deliver material while maintaining student interest.

Several studies have shown that *edutainment* methods can have a good influence on students' learning motivation. The *edutainment* method is also able to create a more dynamic classroom atmosphere and encourage students to participate more actively. In addition, *edutainment* stimulates students to think critically, solve problems and interact better during learning. This method also reduces the anxiety and pressure that students often feel when facing material that is considered difficult, such as Arabic. Al-Mu'izz Bandung Islamic Primary School, as an educational institution that prioritizes teaching religion, including Arabic, also faces challenges related to low student motivation. Therefore, this study aims to explore the extent to which the *edutainment* method can increase students' learning motivation at the school.

This research is expected to play a significant role in the development of Arabic learning methods that are more fun and effective. Through the adoption of *edutainment* methods, it is expected that students are increasingly encouraged to learn Arabic and are able to understand the material better. This research also aims to provide advice to teachers and educators about the importance of innovating in teaching methods, as well as how an interactive approach can increase student motivation and learning achievement. The results of this study are also expected to be a reference for other schools facing similar problems, so that edutainment methods can be applied more widely in Arabic language learning in Indonesia.

Research Methods

In this study, the method used is a quantitative method with a *Pre-Experimental* research design. This design is called *Pre-Experimental* because it does not fully qualify as an actual experiment. There is still influence from external variables on the dependent variable. Therefore, the experimental results that become the dependent variable are not only influenced by the independent variable. This is due to the absence of control variables and the selection of samples that are not randomized (Sugiyono, 2013). The type of *Quasi-Experiment* used in this study is *One Group Pretest-Posttest*, in which a group is measured and observed before and after treatment is applied (William & Hita, 2019).

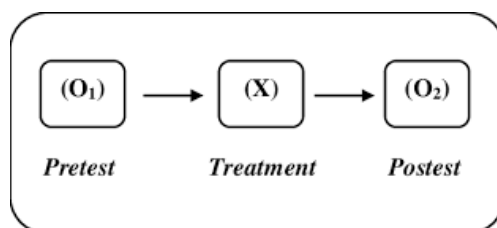


Figure 1: *One Group Pretest - Posttest* Research Model

The researcher applied this method to identify the difference between students who learned with edutainment method and those who used conventional learning. This research was conducted at Al-Mu'izz Islamic Elementary School located on Jl. Gedebage, Gedebage District, Bandung City. The study population consisted of 9 grade V students, with the sampling technique using saturated sampling, where all members of the population were sampled (Hikmawati, 2020). Data collection techniques included tests, observation, and documentation, with tests in the form of fill-in-the-blank and matching.

Data analysis techniques are methods used to process research data so that conclusions can be drawn (Siyoto & Sodik, 2015). The data obtained from the measurements were processed using statistical techniques through the IBM SPSS version 29 program. The analysis prerequisite test was carried out by hypothesis testing, and for samples < 30 , the t test was used.

Results And Discussion

Based on the description above, this study is in line with previous studies that address similar issues, where their various approaches and findings form an important basis for further research development. Some studies that are relevant to this study include: *First*, a study entitled "Game methods in learning Arabic at Ibnu Hajar and Aliya Bogor Islamic Elementary Schools" by Asep Suherman et al. This research has similarities in the use of edutainment methods or game-based learning. However, there are significant differences in terms of the research methodology used. Suherman applied a qualitative approach in his study, while this study adopted quantitative methods as the basis of its analysis; *Second*, research by Enjang Burhanudin Yusuf with the title "Application of Edutainment Methods in Arabic Language Learning" (Yusuf, 2017). The research is a study that discusses game methods that can be used by Arabic language teachers.

Third, the study "Implementation of *Edutainment* Method in Arabic Language Learning in Madrasah Ibtidaiyah" written by Ahmad Yusuf Isnain S. (Setiawan, 2022). The study aims to examine the implementation of *edutainment* methods in Arabic language teaching at the Madrasah Ibtidaiyah level, while analyzing its advantages and disadvantages. The main difference with this study lies in the methodological aspect; Setiawan applied a qualitative approach in his research, while this study applied quantitative methods as the basis of its analysis.

Fourth, research by Afif Muhilal and Afakhur Masub B. entitled "The Role of Teachers in Increasing Student Learning Interest in Arabic Subjects at MIM 06 Tebluru" (Muhilal & Masub Bakhtiar, 2023). The results showed that the increase in students' interest in learning Arabic lessons occurred thanks to the motivator role of the Arabic teacher. The difference with this study lies in the learning strategy, where this study uses the edutainment method, while Muhilal & Masub emphasize the role of the teacher as a motivator.

Fifth, a study entitled "Learning Motivation Strategies and Learning Interest with Arabic Learning Outcomes" written by Hanifal Fauzi et al. (AH et al., 2019). This study examines the relationship between learning motivation and

students' interest in subjects with academic achievement in Arabic. Through statistical data processing, this study shows that increasing learning drive and interest has a significant effect on students' academic performance. Through a review of previous studies, this research offers novelty by combining two variables, namely motivation and *edutainment* methods. In addition, this study uses a statistical approach, thus making a new contribution in understanding the effect of the combination of the two variables on learning outcomes in more depth.

A. Motivation in Arabic Language Learning

The word "motivation" comes from the Latin "*Movere*," which means drive or driving force. Motivation can be interpreted as something that is within the individual, not directly visible from the outside, but can be recognized through visible behavior (Mayasari, 2023). Suryabrata in (Rahim et al., 2023) states that "motive is a condition within a person that encourages individuals to carry out certain activities to achieve certain targets."

Some experts also provide opinions on the definition of motivation. *McDonald* argues that motivation is a transformation of an individual's internal energy, characterized by the emergence of specific emotions, triggered by a reaction to a specific goal or goal (Siregar, 2020). Terry and Franklin explain that motivation is the drive in a person that moves him to act to achieve certain goals (Muhammad, 2016). Meanwhile, Maxwell and Parrot stated that "motivation allows a person to achieve what should be achieved" (Khaliq, 2013). From these various definitions, it can be concluded that motivation is a driving force or internal stimulus that affects energy and behavior to achieve the desired goal.

Badaruddin (2015) suggests that learning motivation is a psychological drive that makes a person act in order to achieve learning goals (Rasyid et al., 2022). Motivation is divided into two types: a) intrinsic motivation, which is a stimulus that arises from within the individual, such as the desire to succeed, develop, gain knowledge, and expand existing insights (Nurishlah et al., 2023); and b) extrinsic motivation, which is a stimulus that arises due to factors from outside the individual, such as the desire to get awards, competition, or advice from others (Putri, 2017). Thus, learning motivation is the overall drive within students that drives the spirit of learning, maintains the learning process, and guides these activities to achieve the expected goals (Nurhayati & Nasution, 2022).

Students' motivation in Arabic language learning plays an important role in determining their effectiveness in understanding and mastering the language. Motivation in Arabic language learning can be defined as the drive within students during the interaction process between learners and teachers aimed at facilitating the understanding of Arabic language and its aspects (Primaningtyas & Lusiana, 2021). This motivation can be intrinsic, such as the desire to learn Arabic because of personal interest, religious goals, or understanding of religious texts, as well as extrinsic motivation.

This is in line with the objectives of learning Arabic, namely understanding and mastering the texts of Islamic cultural heritage in Arabic, as well as developing speaking and writing skills in the language. The general purpose of learning is to produce behavioral transformations desired by students and teachers after a series of learning activities have been completed (Rahmi, 2017). To increase motivation to learn Arabic, teachers need to create a learning environment that is interesting, interactive, and relevant to the needs and interests of students, so that they are encouraged to achieve learning goals with more enthusiasm.

B. *Edutainment* Method

The method in Arabic is called *thariqah* (Aminah, 2020) which is generally defined as a way to do something to achieve a goal. In learning, a method is a systematic way of delivering subject matter. (Hermawan, 2018). In learning activities, methods play a very crucial role. The right teaching method helps teachers channel knowledge to students, so that the learning process runs optimally and students can understand the material easily. The use of appropriate learning strategies is the key to success in achieving the expected learning objectives.

The concept of *Edutainment* learning combines two important elements: the educational aspect and the entertaining aspect. The term is a combination of the words education and *entertainment*. This method is designed to create a non-boring learning atmosphere, where students can enjoy the learning process while gaining knowledge. By integrating fun elements into educational activities, *Edutainment* aims to make the learning experience more interesting and effective for learners. (Mahmudah & Suharsono, 2023).. The implementation of *edutainment* requires the ability of teachers to choose teaching methods that are in line with the abilities and characteristics of students. The learning process should be designed with a humanist approach, creating an atmosphere that is not only educational but also encouraging.

Thus, students can follow learning activities in a relaxed condition, free from pressure, and motivated to actively participate. This strategy emphasizes the importance of creating a positive learning environment where students feel valued and supported in their educational journey. (Setiawan, 2022).

As stated by Yusuf (2017), the *Edutainment* method has the main goal of realizing a comfortable and exciting learning situation. (Yusuf, 2017). There are several assumptions underlying this. *First*, when children learn with a feeling of pleasure, it has a positive impact on their mental state and accelerates the understanding of the material. *Second*, the synchronization between emotion and logic in learning can increase effectiveness and produce unexpected achievements. *Third*, the right motivation, good teaching methods, and the right appreciation of children will result in optimal learning outcomes. (Yusuf, 2017).

In the context of Arabic language learning, *edutainment* was developed with the aim of presenting a supportive and encouraging learning atmosphere. This method seeks to transform the Arabic learning experience, which is often considered challenging, into a more interesting and easy-to-follow one. The three basic assumptions become the foundation in designing learning strategies that are not only effective but also fun for Arabic learners, including (Setiawan, 2022) : *First*, Positive feelings such as pleasure or joy can accelerate the learning process, while negative feelings such as sadness, fear, threat, or feeling inadequate can slow down or even stop the learning process. According to Martha Kaufeldt (2009:1), when a person feels threatened or depressed, his brain's ability will be inhibited and his ability decreases. To create better conditions, the concept of *edutainment* seeks to combine two previously separate activities, namely education and entertainment, or learning and play; *Second*, The *Edutainment* concept utilizes the potential of logic and emotion appropriately, resulting in a significant increase in learning achievement. This is both an opportunity and an interesting challenge for educators (Santoso, 2018); *Third*, By respecting each student's learning style and modality, they will be able to achieve maximum and optimal learning outcomes. This approach aims to help students understand their strengths and advantages.

The concept of *edutainment* learning uses a holistic approach that integrates the roles of students, teachers, methods and learning environment. Unlike the traditional approach, this system places students as active subjects in the learning process, not just passive objects. This paradigm shift emphasizes the

importance of direct involvement of learners in learning activities. Thus, learning becomes more dynamic and student-centered.

C. Students' Motivation in Arabic Language Learning Before and After the Application of *Edutainment* Method

Students' motivation in learning Arabic before the application of *edutainment* method tends to be low. Based on the results of surveys and observations, many students stated that learning Arabic was boring and uninteresting, especially because the methods used were lectures and memorization. Most students had difficulty in following the lessons because they felt that Arabic was too difficult and irrelevant to their daily lives. Apart from surveys and observations, researchers also used tests to measure students' motivation in learning Arabic before the application of *edutainment* methods.

This study is a quantitative research involving two variables, namely the variable of increasing student motivation (X) and the variable of applying *edutainment* methods (Y). Data were collected through tests used to measure students' learning motivation. The questions were given to the research sample, namely fifth grade students of Al-Mu'izz Islamic Elementary School Gedebage Bandung, with a total of 9 respondents. The test consisted of 8 questions in the form of matching and filling, with a score of 12.5 for each correct answer and 0 for the wrong answer. The research data can be seen in the following table:

Table 1. Descriptive Statistical Analysis
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Paired Sample 1	Edutainment Method Pretest	47.22	9	13.017	4.339
	Edutainment Method Posttest	84.00	9	25.676	8.559

The data presented in the table shows a significant increase in the average score in class V, from 47.22 in the pretest to 84.00 in the posttest. This substantial increase indicates the successful implementation of the *edutainment* method in the classroom. The comparison of scores before and after the intervention shows the positive impact of the teaching strategy used. A more interactive and fun approach proved effective in improving students'

understanding of Arabic learning materials. This result also reflects the success in creating a more conducive and motivating learning atmosphere. The increase in average score by 36.78 points signifies a positive transformation in the learning process. This positive change also underscores the importance of choosing learning methods that suit students' needs and characteristics.

D.Increased Motivation for Arabic Language Learning After the Implementation of *Edutainment* Method

This research begins with the observations that have been described in the introduction above, then the researchers distributed pre-test questions in the experimental class, which resulted in an average score of 47.22. This value illustrates the initial ability of students about professional material (المهنة). The researcher, who also acted as a teacher, applied the *edutainment* method during the learning process in the experimental class consisting of 9 students. The use of this method succeeded in increasing students' activeness in learning. Students showed high interest in learning Arabic, as evidenced by their focus when memorizing *mufradat* about profession (المهنة) by using songs and fluency in arranging words using cards. The application of this method also helped to change students' views that Arabic language subjects are no longer boring, but become more fun. After this treatment, the average score of the students' post-test increased to 84.00. The statement can be seen in the following table:

Correlation between Student Motivation and *Edutainment* Method

Paired Samples Correlations

					Significance	
			N	Correlation	One-Sided p	Two-Sided p
1	Pair	Edutainment Method Pretest & Edutainment Method Posttest	9	.636	.033	.066

The Paired Samples Correlation table is a table that shows the correlation or close relationship between the two variables, namely student motivation and the *Edutainment* method, in the correlation column there is a value of

0.636 and sig = 0.033 < 0.066, so it is concluded that there is a relationship between pretest and posttest.

Table 3. T-Test Results of Pretest and Posttest of *Edutainment* Method
Paired Samples Test

Paired Differences							t	df	Significance	
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		One-Sided p	Two-Sided p				
			Lower	Upper						
Pair 1	Edutainment Method Pretest - Edutainment Method Posttest	-36.778	20.092	6.697	-52.222	-21.334	-5.491	8	<.001	<.001

The table above explains that the sig value of 0.001 is smaller than the sig value of 0.05, which indicates that the H_a hypothesis is accepted, which means that there is an effect of using audio-visual media on student learning outcomes. The application of *edutainment* methods in Arabic language learning is proven to be effective in increasing student motivation. As stated by Juli M. (2016) that the *edutainment* method seeks to change the passive learning paradigm to be more active and fun. With this method, students become more actively involved in the learning process, so that the learning outcomes are more optimal. In addition to just listening, students are also invited to see, ask questions, and discuss during learning. (Sitepu, 2016).

Before this method was applied, many students found it difficult and were less interested in learning Arabic, because the learning methods tended to be monotonous. However, after *edutainment* was introduced, students became more enthusiastic, and automatically this method can be said to affect student motivation, both from intrinsic and extrinsic. Learning activities that involve games, singing and simulations make learning more fun and challenging, so students are more motivated to actively participate.

As Komang and Dedi (2022) said in their journal "play is very important in education because through play activities, children can learn many things in real terms"(Winatha & Setiawan, 2020).

Overall, the implementation of the *edutainment* method has a significant impact on increasing students' motivation in learning Arabic. This improvement can be seen from students' more active participation, higher interest in the material, and better learning outcomes compared to before the method was implemented. By creating an interactive and fun learning environment, students are more eager to join the lessons, and this contributes to more optimal academic results.

Conclusion

The conclusion of this study shows that students' motivation in learning Arabic increased significantly after the application of *edutainment* method. Before this method was implemented, students' motivation tended to be low, with many students finding Arabic learning boring and difficult to understand. This was mainly due to the lecture and memorization methods which were considered less interesting and irrelevant to daily life. However, after the *edutainment* method was introduced, there was an increase in students' motivation and understanding. The average student posttest score increased from 47.22 to 84.00. The *edutainment* method involving games, singing, and simulation makes the learning atmosphere more fun and interactive, so students are more motivated to actively participate in learning. The results of statistical analysis showed a significant positive correlation between the application of the *edutainment* method and the increase in student motivation. The use of this method not only increases students' interest, but also helps to change their view that learning Arabic can be a fun and rewarding experience. Overall, the *edutainment* method proved effective in improving students' motivation and learning outcomes in Arabic language learning.

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