



## The Effectiveness of Using the Hangman Game in Teaching Arabic Vocabulary in Elementary Schools

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### Abstract

*This study aims to evaluate the effectiveness of using the Hangman game in teaching Arabic vocabulary to fourth-grade students at Istiqomah Lembang Elementary School. Using a pretest-posttest quasi-experimental design with a control group, the experimental class received Hangman-based instruction, while the control group received conventional instruction. Statistical analysis revealed that the data were not normally distributed but homogeneous; therefore, non-parametric tests were applied. The Wilcoxon test results indicated a significant improvement in the experimental class ( $p = 0.007$ ), while the Mann-Whitney test showed no significant difference between groups ( $p = 0.166$ ). The average N-Gain of the experimental class was 0.4783 (moderate category), while the control class was -0.0056 (low category). These findings indicate that although the Hangman game can increase students' motivation, interest, and engagement, its effectiveness in improving vocabulary mastery remains moderate. Factors such as implementation time, classroom atmosphere, and student readiness also influence the results. This study recommends the development of a more structured and adaptive game-based learning model to improve Arabic vocabulary learning outcomes at the elementary school level.*

## 1. INTRODUCTION

Arabic has been recognized as one of the official languages of the United Nations since 1973, reflecting its important role in global communication, education, and cultural exchange [1]. In addition to its international significance, Arabic holds a central position in Muslim societies as the language of the Qur'an, which makes it an essential subject in formal education, particularly in Islamic-based institutions. As a result, the teaching of Arabic is not only aimed at developing linguistic competence but also at supporting students' understanding of religious texts and cultural values. Despite its importance, Arabic language learning at the elementary school level still faces various challenges, particularly related to students' low interest and motivation in learning the language [3], [4]. These challenges often lead to suboptimal learning outcomes and limited mastery of basic language skills.

One of the key components in mastering a foreign language is vocabulary. Vocabulary knowledge enables learners to understand meanings, construct sentences, and communicate effectively in both oral and written forms. In the context of Arabic learning, vocabulary (mufrodat) serves as the foundation for developing essential language skills such as listening, speaking, reading, and writing [4]. Without sufficient vocabulary mastery, students will encounter difficulties in understanding learning materials and expressing their ideas. However, previous studies indicate that vocabulary learning is often not given sufficient emphasis in classroom practice, resulting in students having limited vocabulary mastery and difficulty applying it in meaningful contexts [5]. This condition highlights the need for more effective strategies to support vocabulary acquisition in Arabic learning.

In addition, the learning process in many classrooms is still dominated by conventional teaching methods that position teachers as the central source of knowledge. This approach tends to limit student participation and reduces opportunities for active engagement during learning activities. Students are often required to memorize vocabulary without meaningful interaction, which makes the learning process less effective and less enjoyable. As a result, the learning atmosphere becomes monotonous, which negatively affects students' motivation and interest in learning Arabic [6]. The lack of variation in learning media further strengthens students' perception that Arabic is a difficult and less engaging subject [7]. This situation indicates that improvements in both teaching methods and learning media are necessary to create a more effective learning environment.

The current educational paradigm emphasizes the importance of student-centered learning, where students are encouraged to actively participate in the learning process. This shift requires teachers to adopt innovative teaching strategies and utilize appropriate learning media that can support interactive and meaningful learning experiences [8]. In this approach, students are not only passive recipients of information but also active participants who construct their own understanding. Effective learning is not only determined by the content delivered but also by how the material is presented in ways that stimulate students' interest and involvement [9]. Therefore, the selection of appropriate teaching methods and media becomes a crucial factor in achieving successful learning outcomes.

One approach that has gained attention in recent years is game-based learning. Educational games are considered effective in creating a fun and engaging learning environment, which can increase students' motivation, participation, and enthusiasm in learning activities [10], [11]. Through games, students can experience learning in a more relaxed and enjoyable atmosphere, which reduces learning anxiety and encourages active involvement. In vocabulary learning, games can help students remember words more easily through repetition, interaction, and contextual use. This makes game-based learning a promising alternative to improve the effectiveness of language instruction, especially at the elementary school level.

One of the games that can be applied in language learning is the Hangman game. This game involves guessing letters to form words, making it closely related to vocabulary recognition and spelling skills. The Hangman game was adapted for Arabic vocabulary learning by considering the distinctive orthographic and phonological characteristics of the Arabic language, including contextual letter forms, right-to-left writing direction, and the distinctive Arabic sound unfamiliar to many learners. In practice, students guess Arabic letters based on the number of letters in the target word while also paying attention to the correct letter forms and pronunciation. Through this adaptation, the hangman game supports not only vocabulary mastery but also students' understanding of Arabic writing and patterns [22]. The interactive nature of the game allows students to engage directly with the learning material while also developing their cognitive skills, such as memory and problem-solving.

Several studies have reported that the use of the Hangman game can improve students' vocabulary mastery and increase their interest in learning [12], [13]. In addition, the game encourages students to actively participate, collaborate with peers, and focus on the learning task, which are important elements in effective learning. [24] states that using Hangman Spelling Games can develop students' knowledge while also providing them with understanding. Then [21] explains that the use of hangman has a significant positive impact on students' ability to understand and generate motivation in the learning process. [13] shows that the Hangman Game improves students' ability to understand new vocabulary. The purpose of their research is to increase the use of media in Arabic language learning and to prove that the Hangman Game is effective in memorizing vocabulary [22]. In a study conducted by [14], the Hangman Game helped students focus their attention on the teacher and memorize vocabulary using the game, as students often lack interest in learning new languages due to the difficulty in memorizing them.

However, although previous studies have shown positive results, most of them focus on general language learning or are conducted at different educational levels. There is still limited research that specifically examines the effectiveness of the Hangman game in Arabic vocabulary learning at the elementary school level using a quasi-experimental approach. Moreover, previous studies often focus more on students' motivation rather than providing a comprehensive analysis of learning outcomes. This indicates a research gap that needs to be addressed, particularly in understanding how game-based learning influences both engagement and learning achievement in Arabic language education.

Based on this gap, this study aims to evaluate the effectiveness of using the Hangman game in improving Arabic vocabulary mastery among elementary school students. This study also seeks to analyze the extent to which the use of game-based learning can influence students' learning outcomes compared to conventional teaching methods. In addition, this research aims to identify factors that may affect the

effectiveness of game-based learning in classroom settings. The results of this study are expected to contribute to the development of more effective, interactive, and engaging learning strategies in Arabic language education, particularly at the elementary school level.

## 2. METHOD

This study employed a quantitative approach using a quasi-experimental design, specifically the nonequivalent control group design [14]. This design was selected to examine the causal relationship between the use of the Hangman game and students' Arabic vocabulary mastery by comparing an experimental group and a control group. Quasi-experimental methods are commonly used in educational research when random assignment is not fully feasible in real classroom settings [15].

The research design can be illustrated as follows:

$$O_1 X O_2 \quad (1)$$

$$O_3 O_4 \quad (2)$$

where  $O_1$  and  $O_3$  represent the pretest scores of the experimental and control groups,  $O_2$  and  $O_4$  represent the posttest scores, and  $X$  indicates the treatment using the Hangman game.

The study was conducted at Istiqomah Lembang Elementary School. The participants consisted of fourth-grade students, with class IV A assigned as the experimental group and class IV B as the control group. The sampling technique used was random sampling, where samples were selected from the available classes while considering the balance of instructional time. The research instrument, in the form of a multiple-choice test, comprised 20 items. The instrument was first validated through expert judgment to assess the alignment of the items with the learning indicators and research objectives. Based on validation results, 14 items were deemed suitable and used for the pilot test of the instrument.

This study involved two variables: the independent variable, which was the use of the Hangman game as a learning medium, and the dependent variable, which was students' Arabic vocabulary mastery (mufrodlat). The learning materials focused on daily vocabulary topics that were aligned with the school curriculum and learning objectives. This study used a sample of fewer than 30 participants, as this was determined by the number of subjects available in the research class. The selection of the sample was based on a class designated by the school that met study's criteria. The limited sample size constitutes one of the study's limitations, as it may reduce the statistical power of the test. Consequently, the results of this study should be interpreted within the context of the specific subject and research setting.

The research procedure consisted of three main stages: pretest, treatment, and posttest. In the initial stage, both groups were given a pretest to measure their baseline vocabulary ability. In the treatment stage, the experimental group received instruction using the Hangman game, while the control group was taught using conventional methods with 3x45 minutes per sessions.. The implementation of the Hangman game involved interactive word-guessing activities that encouraged students to actively participate in identifying vocabulary through letter recognition and spelling processes. After the treatment, a posttest was administered to both groups to evaluate students' improvement in vocabulary mastery.

Data were collected using a vocabulary test consisting of multiple-choice items designed to assess students' understanding of Arabic vocabulary. The collected data were analyzed using statistical methods. A normality test (Shapiro-Wilk) and homogeneity test were conducted to determine the distribution and variance of the data. Since the data were not normally distributed but homogeneous, non-parametric tests were applied. The Wilcoxon test was used to analyze differences within groups, while the Mann-Whitney test was used to compare differences between groups. In addition, the N-Gain test was used to measure the level of improvement in students' learning outcomes [16].

## 3. RESULTS AND DISCUSSION

### 3.1. Results

Data collection was conducted on fourth-grade students at Istiqomah Lembang Elementary School, involving two groups: an experimental class (IV A) and a control class (IV B). Both groups were given a pretest and posttest consisting of 14 multiple-choice questions to measure students' Arabic vocabulary mastery.

The experimental group received treatment using the Hangman game, while the control group was taught using conventional instructional methods. The learning materials focused on vocabulary related to daily life, including family and greetings.

The descriptive statistics of students' pretest and posttest scores are presented in Table 1.

Table 1. Descriptive Statistics of Pretest and Posttest Scores

| Group                 | N  | Min | Max | Mean  | Std. Deviation |
|-----------------------|----|-----|-----|-------|----------------|
| Pretest Experimental  | 14 | 0   | 100 | 65.14 | 28.292         |
| Posttest Experimental | 14 | 22  | 100 | 80.93 | 25.713         |
| Pretest Control       | 14 | 11  | 100 | 67.57 | 28.484         |
| Posttest Control      | 14 | 11  | 100 | 72.36 | 24.209         |

Table 1 shows that both groups had relatively similar initial abilities prior to the treatment. The pretest mean scores indicate that there was no substantial difference between the experimental and control groups at the beginning of the study. After the treatment, both groups experienced an increase in scores; however, the improvement in the experimental group was more noticeable. This indicates a greater change in learning outcomes in the group that received the treatment.

To determine the distribution of the data, a normality test using the Shapiro-Wilk method was conducted. The results are presented in Table 2.

Table 2. Normality Test (Shapiro-Wilk)

| Group                 | Statistic | Sig.  |
|-----------------------|-----------|-------|
| Pretest Experimental  | 0.900     | 0.112 |
| Posttest Experimental | 0.759     | 0.002 |
| Pretest Control       | 0.896     | 0.099 |
| Posttest Control      | 0.885     | 0.068 |

Table 2 presents the results of the normality test for both groups. The findings indicate that not all data met the assumption of normal distribution, as one of the significance values was below the threshold of 0.05. This suggests that the data distribution is not entirely normal across all variables. Therefore, the use of parametric statistical tests was not appropriate for further analysis.

A homogeneity test was then conducted to determine whether the variance between groups was equal. The results are shown in Table 3.

Table 3. Homogeneity Test

| Variable        | Levene Statistic | Sig.  |
|-----------------|------------------|-------|
| Posttest Scores | 0.072            | 0.790 |

Table 3 shows the results of the homogeneity test. The significance value obtained indicates that the variance between the experimental and control groups is equal. This means that the data can be considered homogeneous and comparable between groups. Based on these results, further analysis can be continued using non-parametric statistical methods.

The Wilcoxon test was conducted to analyze differences between pretest and posttest scores within each group. The results are presented in Table 4.

Table 4. Wilcoxon Test Results

| Group        | Z      | Asymp. Sig. (2-tailed) |
|--------------|--------|------------------------|
| Experimental | -2.708 | 0.007                  |
| Control      | -0.841 | 0.400                  |

Table 4 presents the results of the Wilcoxon test for both groups. The experimental group showed a significance value below 0.05, indicating a statistically significant difference between pretest and posttest scores. In contrast, the control group did not show a significant difference, as the significance value exceeded 0.05. These results indicate that the changes in the experimental group were more substantial compared to the control group.

To compare the posttest results between the experimental and control groups, the Mann-Whitney test was conducted. The results are presented in Table 5.

Table 5. Mann-Whitney Test

| Variable       | Value  |
|----------------|--------|
| Mann-Whitney U | 68.500 |
| Asymp. Sig.    | 0.166  |

Table 5 shows the results of the Mann-Whitney test used to compare the posttest scores between the two groups. The significance value obtained is greater than 0.05, indicating that there is no statistically significant difference between the experimental and control groups. This suggests that although differences in mean scores exist, they are not strong enough to be considered statistically meaningful.

To measure the effectiveness of the treatment, the N-Gain analysis was conducted. The results are presented in Table 6.

Table 6. N-Gain Results

| Group        | N-Gain  | Category |
|--------------|---------|----------|
| Experimental | 0.4783  | Moderate |
| Control      | -0.0056 | Low      |

Table 6 presents the N-Gain results for both groups. The experimental group achieved a moderate level of improvement, indicating a noticeable increase in learning outcomes after the treatment. Meanwhile, the control group showed a low level of improvement, with minimal change in performance. These results indicate a difference in the level of learning improvement between the two groups.

### 3.2. Discussion

The results of this study demonstrate that the use of the Hangman game contributed to an improvement in students' Arabic vocabulary mastery. This improvement can be observed from the increase in posttest scores and the moderate N-Gain achieved by the experimental group. The findings suggest that incorporating game-based learning into classroom instruction can create a more engaging and interactive learning environment. Such conditions encourage students to participate more actively in the learning process. This supports the idea that interactive learning media play an important role in enhancing student engagement.

The improvement observed in the experimental group indicates that students responded positively to the use of the Hangman game. The game-based approach allowed students to interact with vocabulary in a more enjoyable and less formal setting. This type of learning environment helps reduce boredom and increases students' willingness to engage in learning activities. Previous studies have also shown that educational games can enhance students' motivation and participation during instruction [10], [11]. Therefore, the Hangman game can be considered an effective alternative to support vocabulary learning.

However, despite the improvement within the experimental group, the results of the Mann-Whitney test indicate that there was no statistically significant difference between the experimental and control groups. This suggests that the impact of the Hangman game, although positive, was not strong enough to outperform conventional teaching methods significantly. This finding indicates that the effectiveness of game-based learning is still limited when used as a single instructional approach. Similar findings have been reported in previous studies, which state that game-based learning does not always lead to significantly better learning outcomes compared to traditional methods [12], [13].

Since Arabic language learning in the current era no longer relies solely on one-way methods, [19] suggest that teachers need to adopt more modern and relevant approaches that can help students actively engage in the learning process. From a theoretical perspective, vocabulary mastery is a fundamental aspect of language learning. Vocabulary serves as the basis for understanding meaning and constructing communication in a foreign language [4]. However, vocabulary acquisition requires more than just exposure to words through games. It involves repeated practice, contextual understanding, and meaningful interaction with language use. The moderate level of improvement found in this study suggests that these elements may not have been fully achieved during the implementation of the Hangman game.

Several contextual factors may have influenced the results of this study. The research was conducted near the end of the semester, which may have reduced students' motivation and readiness to learn. Motivation is known to play a crucial role in determining learning success, especially in language learning contexts [8]. When students are less motivated, their engagement and focus tend to decrease. As a result, the effectiveness of the learning process may also be affected. In [20] study, the researcher used a different method namely observation using Hangman Game for English Lesson, with the result that students understood vocabulary better but also faced the same challenges.

This aligns with [18] research, which found that using Hangman in foreign language vocabulary learning can create a more enjoyable learning atmosphere, but it does not consistently produce significant differences compared to conventional methods, especially if not supported by well-developed teaching strategies. While [25] study showed an improvement in learning outcomes, albeit not yet optimal, in this

study, post-test results remained stagnant, indicating that the success of game-based media heavily depends on students' readiness and the pedagogical approach implemented by teachers. In addition, classroom conditions during the implementation of the treatment were not entirely conducive. Noise and limited student focus made it difficult to maintain an optimal learning environment. Students also experienced difficulties in spelling and understanding the meaning of vocabulary, which indicates that their vocabulary mastery was still at a basic level. These challenges suggest that students need more structured guidance and practice to achieve better learning outcomes. Without sufficient support, improvements in learning tend to remain limited.

These findings also reinforce previous research indicating that monotonous and less varied instructional methods can hinder students' ability to understand and retain vocabulary effectively [6]. Therefore, although game-based learning can increase student interest, it should not be used as the only teaching strategy. Instead, it needs to be combined with other instructional approaches that support deeper understanding. Effective learning requires a balance between engaging media and structured teaching strategies.

Furthermore, the results highlight the importance of instructional design in the implementation of game-based learning. Learning media should not only be interesting but also meaningful and aligned with learning objectives to produce optimal outcomes [9]. Teachers play a key role in designing and managing learning activities to ensure that students can benefit fully from the learning process. Overall, the Hangman game has the potential to support Arabic vocabulary learning by increasing motivation and participation. However, its effectiveness depends on how well it is integrated into a structured and comprehensive learning strategy.

#### 4. CONCLUSION

Based on the results of this study, it can be concluded that the use of the Hangman game contributes positively to improving students' Arabic vocabulary mastery at the elementary school level. The experimental group showed better improvement compared to the control group, indicating that the integration of game-based learning can support the learning process more effectively than conventional methods. However, the level of effectiveness achieved was still in the moderate category, and the difference between groups was not statistically significant. This indicates that although the Hangman game has potential as a learning medium, its impact is not yet optimal in producing significantly higher learning outcomes.

The findings of this study also show that the use of the Hangman game can enhance students' motivation, interest, and engagement during the learning process. The interactive nature of the game encourages students to participate actively and creates a more enjoyable learning atmosphere. However, the improvement in learning outcomes is influenced by several factors, including the timing of the implementation, classroom conditions, and students' readiness in mastering vocabulary. These factors play an important role in determining the overall effectiveness of the learning process.

In addition, the results indicate that the use of game-based learning alone is not sufficient to achieve optimal learning outcomes. It needs to be supported by appropriate instructional design, structured learning strategies, and continuous practice to strengthen students' understanding of vocabulary. Teachers are required to integrate learning media with effective teaching approaches that are aligned with students' needs and classroom conditions. From the results, the researcher can see that students experienced many difficulties in completing questions related to arranging words in sentences. This is likely due to limited vocabulary mastery and incomplete internalization, resulting in suboptimal knowledge transfer into sentences contexts. Then, from the application of the Hangman game in this learning process there are problems that impacted the results, it's that when the research is happening the final semester assessment had been completed and most of the students were no longer in learning mode.

Therefore, future research is recommended to develop more adaptive, structured, and comprehensive game-based learning models that combine interactive media with contextual learning and repeated practice. Such approaches are expected to produce more significant improvements in students' vocabulary mastery. Furthermore, this study can serve as a reference for educators and researchers in developing innovative and effective strategies for teaching Arabic vocabulary in elementary education.

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