

The Effectiveness of TGT with Image-Based Whisper Game on Arabic Learning Motivation

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Abstract

Students' learning motivation in Arabic language instruction, particularly at the elementary level, needs to be enhanced through the implementation of innovative learning models. Low learning motivation often leads to suboptimal Arabic language proficiency among students. This study aims to examine the effectiveness of the *Teams Games Tournament* (TGT) cooperative learning model based on an *image-based whisper game* in improving students' motivation in learning Arabic at MIN 3 Malang. This study employed a quantitative approach with a quasi-experimental design using a non-equivalent control group pre-test–post-test design. The subjects consisted of two groups: class 4A as the experimental group and class 4C as the control group. The results indicated a significant improvement in students' learning motivation in the experimental group after the implementation of the TGT model. The independent sample t-test revealed a significant difference between the experimental and control groups in the post-test results. Furthermore, the N-Gain analysis showed a moderate improvement in the experimental group and a low improvement in the control group. Overall, it can be concluded that the TGT model based on an image-based whisper game is effective in enhancing students' learning motivation. These findings imply that this approach can serve as an innovative alternative instructional strategy to promote students' active participation and engagement in Arabic language learning.

Keywords: *Teams Games Tournament, Image-Based Whisper Game, Learning Motivation, Arabic Learning*

Introduction

Arabic plays an important role in Islamic education in Indonesia, particularly in supporting students' understanding of religious sources and cross-cultural communication. As indicated in previous studies by (Rusydi Amar, 2023) Arabic in educational institutions functions not only as a means of communication, but also plays a crucial role in understanding the primary sources of religious teachings and facilitating cross-cultural communication.

However, empirical evidence and observations in the field indicate that Arabic language learning still faces a number of challenges that significantly affect the quality of students' learning outcomes. Evaluation results in several madrasah ibtidaiyah reveal that students' achievement remains relatively low, particularly in aspects such as vocabulary comprehension, constructing simple sentences, and confidence in using Arabic orally, as highlighted by (Norhidayah dkk., 2023). Most students have not yet reached the minimum mastery criteria (KKM), which suggests underlying issues in the instructional process.

Based on previous studies, multiple factors contribute to students' limited proficiency in Arabic. A study by (Almelhes, 2024) explains that learners of Arabic as a second language often

encounter difficulties in developing communicative competence due to limited vocabulary and insufficient opportunities to practice the language in authentic contexts. Further analysis suggests that low academic achievement is not solely caused by linguistic challenges associated with Arabic as a second language (L2), but is also closely related to students' low learning motivation. In contrast, high learning motivation serves as a fundamental factor in facilitating the effective absorption of instructional material, as emphasized by (Wijaya & Maulidiyah, 2022).

On the other hand, the cooperative learning model of the Teams Games Tournament (TGT) type has been widely recognized as an effective approach to enhancing students' engagement and participation. This model has demonstrated its relevance in improving students' learning motivation through structured collaborative and competitive activities, as highlighted by (Veloo & Chairhany, 2013).

In the context of Arabic language learning, cooperative models are considered capable of creating a more communicative, interactive, and competitive learning environment. When combined with appropriate instructional strategies, such models can address a fundamental issue in the learning process, namely students' low learning motivation. A study by (Azahra & Pranata, 2025) found that structured interaction and collaboration foster a sense of shared responsibility among students, encouraging more active participation and facilitating better understanding of the material, while significantly increasing their learning motivation. These positive findings are further supported by research conducted by (Güngör dkk., 2026), which revealed that the TGT model has a significant effect on students' achievement in Arabic.

In addition to instructional models, another crucial factor contributing to the success of foreign language learning is the use of appropriate instructional media. Visual media can transform abstract learning into more concrete experiences aligned with students' daily lives. Image-based media help students understand abstract vocabulary and increase engagement, as explained by (Mehta & Tuzlukova, 2026). This indicates that integrating image-based media into Arabic language instruction can serve as a practical solution to improving the quality of learning.

However, most previous studies tend to examine cooperative learning models and visual media separately in the context of Arabic instruction. In fact, integrating both has the potential to create a more interactive and enjoyable learning experience. Preliminary observations conducted in several classes at Madrasah Ibtidaiyah Negeri 3 Malang reveal challenges related to low motivation in learning Arabic. Many students appear passive during lessons, show limited motivation, and pay insufficient attention. Some students even report difficulty in visualizing abstract vocabulary due to the lack of supporting media. Although teachers generally utilize instructional media, it is often not implemented systematically within a structured learning model such as cooperative learning, resulting in suboptimal instructional processes. Furthermore, gamification activities that combine cooperative models with visual media can create more natural, communicative, and competitive learning experiences, as noted by (Fagundo-Rivera dkk., 2025).

The researcher identifies a research gap in the limited integration of the Teams Games Tournament (TGT) cooperative model with game-based visual media, particularly in efforts to enhance motivation in Arabic language learning. Therefore, this study addresses this gap by integrating the TGT cooperative learning model with an Image-Based Whisper Game as an instructional strategy to improve students' motivation for learning Arabic. This approach is also expected to enhance learning outcomes through the integration of social interaction, collaboration, educational games, academic competition, and contextualized visual representation.

This study aims to examine the effectiveness of implementing the Teams Games Tournament (TGT) cooperative learning model based on an Image-Based Whisper Game in Arabic language

instruction and to analyze its impact on improving the learning motivation of fourth-grade students at Madrasah Ibtidaiyah Negeri 3 Malang. The findings of this study are expected to contribute to the development of innovative Arabic learning strategies for elementary-level students. In addition, the results may serve as a reference for educators in implementing more effective instructional strategies that align with the characteristics of madrasah ibtidaiyah and elementary school students.

Method

This study employed a quantitative approach using a quasi-experimental design, specifically the non-equivalent control group design, to obtain comprehensive data on the effectiveness of the Teams Games Tournament (TGT) cooperative learning model based on an Image-Based Whisper Game in Arabic language instruction, as well as to analyze its impact on students' learning motivation. According to (Oranga & Matere, 2025), quantitative research is a systematic investigation that utilizes numerical data and statistical techniques to identify relationships among variables and to draw generalizable conclusions. Therefore, a quantitative approach with a quasi-experimental design was considered appropriate for examining the effect of the implemented model on the dependent variable in this study. The study involved two variables: the TGT learning model based on the Image-Based Whisper Game as the independent variable (X), and students' learning motivation as the dependent variable (Y).

The sampling technique applied in this study was non-probability sampling, specifically purposive sampling, in which participants were selected based on criteria relevant to the research objectives, as suggested by (Memon dkk., 2024). The population consisted of students at Madrasah Ibtidaiyah Negeri 3 Malang. The selection of samples was based on the consideration that random assignment was not feasible; therefore, naturally formed classes were used as research groups. The sample comprised two classes: Class A, consisting of 18 students, and Class C, consisting of 15 students. Both classes were at the same educational level (fourth grade) and were selected based on relatively comparable characteristics, including curriculum, instructional materials, weekly instructional hours, and the same teacher.

In its implementation, Class A was assigned as the experimental group and received treatment through the application of the TGT learning model based on the Image-Based Whisper Game, while Class C served as the control group and received conventional instructional methods. To measure students' learning motivation, this study used a learning motivation questionnaire based on a five-point Likert scale. The questionnaire consisted of 20 items developed from five dimensions of learning motivation: cognitive, affective, conative, responsive, and proactive dimensions, adapted from previous studies on learning motivation and student engagement (Kurczewska dkk., 2018). The cognitive dimension measured students' curiosity and desire to understand learning materials, while the affective dimension focused on students' enjoyment and motivation during classroom activities. The conative dimension assessed students' persistence, active participation, and learning efforts, whereas the responsive dimension measured students' responses toward assignments, difficulties, and learning challenges. In addition, the proactive dimension evaluated students' motivation to learn independently outside classroom activities.

The instrument was validated through content validity and empirical validity testing before its implementation. Content validity was conducted through expert judgment to ensure the alignment between questionnaire items and the indicators of learning motivation. Meanwhile, empirical validity testing was conducted using the Pearson Product Moment correlation formula on students outside the research sample. The reliability of the questionnaire was tested using

Cronbach's Alpha through SPSS software, and the instrument was considered reliable when the Cronbach's Alpha coefficient exceeded 0.60, indicating acceptable internal consistency among the questionnaire items.

Before the treatment, both groups were administered a pre-test questionnaire to determine students' initial level of learning motivation. After the treatment was completed, both groups received a post-test questionnaire to measure changes in students' learning motivation. In addition to the questionnaire, classroom observations were conducted to obtain supporting data regarding students' participation and engagement during the learning process.

Data analysis consisted of descriptive and inferential statistical techniques. Descriptive analysis was used to present students' learning motivation scores based on the mean, standard deviation, and data distribution from both pre-test and post-test results. Inferential analysis was conducted to test the research hypotheses. The prerequisite tests included normality and homogeneity tests. The normality test was conducted using the Shapiro-Wilk test because the sample size was fewer than 50 participants, while homogeneity testing was conducted using Levene's Test. After meeting these assumptions, a paired sample t-test was performed to identify differences between pre-test and post-test results within each group, whereas an independent sample t-test was used to compare the results between the experimental and control groups. Furthermore, the magnitude of improvement was analyzed using the N-Gain score based on the difference between pre-test and post-test results.

Results

The research was conducted in the fourth grade at *Madrasah Ibtidaiyah Negeri 3 Malang*, a public Islamic elementary school located in Arjowilangun Village, Kalipare District, Malang Regency. The first session was devoted to the initial observation phase prior to the implementation of the Teams Games Tournament (TGT) model, during which a Likert-scale questionnaire was administered as a pre-test. The second session involved the implementation of the cooperative learning approach using the TGT model based on projected image media in the experimental class. In the final session, an evaluation was conducted to measure the impact of the intervention on students' learning motivation through the administration of a post-test questionnaire using a Likert scale.

Prior to data collection and the commencement of the study, several preparatory steps were undertaken to ensure the smooth execution of the research. These preparations were necessary to ensure that all research components were adequately planned and implemented. In the initial stage, the researcher conducted observations and interviews with the school principal and the Arabic language teacher to gain a deeper understanding of classroom characteristics and to identify existing instructional challenges. Based on the findings of this preliminary observation, Class 4A was designated as the experimental group, while Class 4C was assigned as the control group. In the final stage of preparation, the researcher developed and compiled instructional materials based on the Teams Games Tournament (TGT) cooperative learning approach. Subsequently, the researcher designed the questionnaires to be used for both the pre-test and post-test.

After all preparatory aspects had been fulfilled, data collection and the research process were initiated. The following outlines the stages of the study conducted by the researcher.

Initial Observation and Pre-Test Phase

In the first meeting, the researcher conducted an initial observation of the students in the classroom. Both classes were allocated equal instructional time, with each session lasting 70

minutes. During this meeting, students focused on learning material with the theme, "في البيت" which was delivered using conventional teaching methods by the teacher.

Before the lesson began, the researcher distributed a questionnaire in the form of a Likert-scale instrument for the pre-test. This questionnaire was administered to measure students' level of learning motivation prior to the implementation of the research intervention. Based on the results of the pre-test, the data indicated that the percentage of learning motivation among students in Class 4A before treatment was 57.44%, while in Class 4C it was 60.40%. Furthermore, the pre-test results of students' learning motivation are classified and presented in Table 1.

Table 1. Classification of Students' Learning Motivation Based on Pre-Test Results in Arabic Learning

Score	Category	Pre-Test			
		Number of Students		Percentage	
		Control	Experimental	Control	Experimental
0-20	Very Low	0	0	0%	0%
21-40	Low	1	3	6.7%	16.7%
41-60	Moderate	9	10	60%	55.6%
61-80	High	3	5	20%	27.7%
81-100	Very High	2	0	13.3%	0%
Total		15	18	100%	100%

Based on the pre-test results presented in Table 1, students in both the control and experimental groups were predominantly classified in the moderate category of learning motivation. The findings also indicate that the initial motivation levels of both groups were relatively comparable prior to the treatment.

Implementation of the Learning Model and Instructional Strategy

At this stage, students in both groups received equal instructional time and were taught the same material. The learning process lasted 70 minutes and focused on the theme "في البيت." The control group continued to receive instruction through conventional teaching methods, whereas the experimental group was engaged in the implementation of the TGT cooperative learning model supported by projected image media. The effectiveness of this instructional model was subsequently evaluated in terms of its impact on students' learning motivation and motivation.

Post-Test Phase and Final Data Collection

The post-test results demonstrated an improvement in students' learning motivation in both groups. However, the increase in the experimental group was more substantial than that of the control group. The experimental group achieved a mean score of 78.22%, categorized as high, whereas the control group showed only a slight improvement. The detailed classification of post-test results is presented in Table 2.

Table 2. Classification of Students' Learning Motivation Based on Post-Test Results in Arabic Learning

Score	Category	Post-Test			
		Number of Students		Percentage	
		Control	Experimental	Control	Experimental
0-20	Very Low	0	0	0%	0%
21-40	Low	0	0	0%	0%
41-60	Moderate	7	1	46.7%	5.6%
61-80	High	6	9	40%	50%

81-100	Very High	2	8	13.3%	44.4%
Total		15	18	100%	100%

After the data collection stage was completed, the researcher proceeded to conduct a normality test on the research instrument. The normality test was required as a prerequisite for statistical analysis in testing the research hypotheses.

Table 3. Results of the Normality Test

Group		N	Sig.
Experimental	<i>Pretest</i>	18	0.558
	<i>Posttest</i>		0.372
Control	<i>Pretest</i>	15	0.561
	<i>Posttest</i>		0.454

As presented in Table 3, all significance values in the Shapiro-Wilk normality test were greater than 0.05, indicating that the data were normally distributed. Subsequently, a homogeneity test was conducted, and the results are presented as follows:

Table 4. Homogeneity Test Results

	Levene Statistic	df1	df2	Sig.
<i>Based on Mean</i>	1.782	1	31	0.191
<i>Based on Median</i>	1.546	1	31	0.223
<i>Based on Media and with adjusted df</i>	1.546	1	29,847	0.224
<i>Based on trimmed mean</i>	1.701	1	31	0.201

Table 4 shows that the significance value of Levene's Test exceeded 0.05, indicating that the variance of both groups was homogeneous.

After confirming that the data are normally distributed and homogeneous, the next step was to test the research hypothesis using an independent samples t-test.

Table 5. Results of the Independent Samples t-Test

Levene's Test for Equality of Variances	Sig. (2-tailed)
Equal variances assumed	.000
Equal variances not assumed	.000

The independent samples t-test presented in Table 5 produced a significance value of 0.000 ($p < 0.05$), indicating a significant difference between the control and experimental groups after the treatment. Therefore, the alternative hypothesis was accepted.

Following the prerequisite tests and the independent samples t-test, the analysis was continued using a paired samples t-test to examine the effect of the learning model on students' motivation levels before and after the treatment.

Table 6. Results of the Paired Samples t-Test

Pair		Mean	Sig. (2-tailed)	N
Experimental	<i>Pretest</i>	57.72	0.000	18
	<i>Posttest</i>	79.33	0.000	18
Control	<i>Pretest</i>	59.07	0.000	15

<i>Posttest</i>	65.87	0.000	15
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As shown in Table 6, the paired samples t-test resulted in a significance value below 0.05, indicating a significant difference between the pre-test and post-test scores in both groups.

Subsequently, an N-Gain analysis was conducted to determine the magnitude of improvement in students' learning motivation in both groups.

Table 7. N-Gain Test Results

Score	N-Gain Persen	
	Control	Experimental
Mean	28.41	56.87
Minimum	0.00	40.00
Maximum	36.00	73.33
Range	36.00	33.33

Based on Table 7, the experimental group achieved a higher mean N-Gain score (56.87) than the control group (28.41), indicating a greater improvement in students' learning motivation after the implementation of the proposed learning model.

Discussion

This study examined the effect of implementing the Teams Games Tournament (TGT) cooperative learning model based on an Image-Based Whisper Game on students' learning motivation. In its implementation, the model utilizes a projector to display instructional materials integrated with the Image-Based Whisper Game. The application of the TGT model reflects a dominant approach characterized by collaboration, communication, and competition. This model promotes active student engagement throughout the learning process.

In line with the findings of (Dewi & I Dewa Putu, 2023), the characteristics of cooperative learning models have been shown to enhance student engagement, collaborative skills, and active participation in the learning process. Furthermore, another study by (Talkhan dkk., 2025) demonstrated that this method significantly increases students' learning motivation, with an effect size of $g = 0.61$ ($p < 0.001$), which falls within the moderate to high category.

The Implementation of the Teams Games Tournament (TGT) Cooperative Learning Model Based on the Image-Based Whisper Game

The implementation of the Teams Games Tournament (TGT) cooperative learning model based on the Image-Based Whisper Game began with the teacher opening the lesson and introducing material related to the theme (في البيت). The teacher then prepared instructional media, including a laptop and a projector, to display a PowerPoint presentation on the board. The presentation contained the game rules on the first slide, followed by a series of images representing objects related to the theme.

The use of visual media, particularly images, plays a strategic role in facilitating the learning process by transforming abstract concepts into more concrete and easily identifiable representations. Visual materials, such as images and artifacts, enable students to express their learning experiences and support meaning-making processes that are difficult to convey through verbal explanations alone, as highlighted by (Li & Gong, 2025). In addition, visual media help direct students' attention to key information and enhance cognitive processing through structured and contextualized content delivery (Bali dkk., 2026). Thus, visual media function not only as instructional aids but also as essential components in strengthening students' learning experiences and motivation. This is supported by (Zhang & Lin, 2026), who found that interactive

and authentic learning experiences significantly enhance students' intrinsic motivation and engagement.

During the preparation stage, students were asked to review and analyze vocabulary related to the lesson theme as a form of apperception and reinforcement. This activity aimed to activate prior knowledge, allowing students to integrate new information with their existing cognitive structures, thereby making learning more meaningful and effective (Bryce & Blown, 2024). Subsequently, the teacher divided the students into two balanced groups. Each group formed a line facing the board, except for the last student, who faced the opposite direction. This arrangement was designed to promote interaction and collaboration among group members in transmitting information sequentially. Previous research indicates that interactive learning environments contribute positively to students' academic achievement and learning interest (Wild, 2025).

Once all students were in position, the teacher displayed images without accompanying text. During the game phase, the teacher called the last student in each group as a representative and provided a randomly selected vocabulary item relevant to the displayed image. Upon the teacher's signal, the student whispered the word to the next student in line. This process continued sequentially until it reached the first student, who then wrote the word on the board under the appropriate image. Scoring was based on accuracy and speed. The group that correctly matched the word with the image in the shortest time received 100 points, the second group received 75 points, and incorrect responses received 0 points. The game was repeated for nine rounds using different images and vocabulary items to reinforce students' vocabulary mastery.

At the end of the session, the teacher conducted a brief evaluation of both the game and the learning process. This evaluation aimed to assess students' understanding and provide feedback on their participation. It considered not only learning outcomes but also students' engagement throughout the activity. Research suggests that combining process-based and outcome-based assessment provides a more comprehensive understanding of students' learning and involvement (Oliveira dkk., 2025). The teacher then conducted team recognition by accumulating group scores, followed by awarding the highest-performing group. The group with the lowest score received an educational task, such as repeating vocabulary and constructing simple sentences, ensuring that reinforcement remained learning-oriented. Overall, the implementation of the TGT cooperative learning model based on the Image-Based Whisper Game not only enhances students' learning motivation through structured and healthy competition but also promotes social interaction and improves vocabulary mastery.

Changes in Students' Level of Learning Motivation

Based on the pre-test and post-test data, this study identified changes in students' learning motivation in both the control and experimental groups. These changes were analyzed using statistical tests and N-Gain calculations to determine the magnitude of improvement during the learning process. N-Gain analysis is commonly used to measure learning improvement by comparing pre-test and post-test scores (Noor dkk., 2025). This approach not only reveals the presence of change but also provides a more precise measure of the effectiveness of the implemented treatment.

The results of the paired samples t-test indicated a slight increase in the average learning motivation of students in the control group. However, the improvement was limited, as confirmed by the N-Gain result, which showed a mean of 28.41%, categorized as low. Notably, some students exhibited no improvement, as indicated by a minimum N-Gain score of 0%. These findings suggest that the conventional teaching approach applied in the control group was insufficient to significantly and consistently enhance students' learning motivation. This is

consistent with previous research by (Ramadhoni & Setiadi, t.t.), which highlights that traditional and less varied instructional approaches tend to reduce student engagement and interest in learning Arabic. Similarly, teacher-centered methods often position students as passive recipients of information, limiting interaction and participation (Bhardwaj dkk., 2025).

In contrast, the experimental group demonstrated a more substantial improvement. The paired samples t-test showed a significant increase between pre-test and post-test scores, supported by the N-Gain result, which reached an average of 56.87%, categorized as moderate. Importantly, all students in the experimental group experienced improvement, as indicated by a minimum N-Gain score of 40.00%. These findings confirm that the implementation of the TGT cooperative learning model based on the Image-Based Whisper Game is more effective in enhancing students' learning motivation compared to conventional methods. This result aligns with findings by (Niyah dkk., 2024), which emphasize the significant contribution of the TGT model to students' learning motivation. Further support is provided by (Mohammad Rifqi, 2022), who found that the TGT model enhances group activity and structured learning engagement. Similar results were also reported by Muluk and Indriana (2025), demonstrating that cooperative learning significantly improves Arabic learning outcomes based on N-Gain analysis.

Overall, the implementation of the TGT cooperative learning model based on the Image-Based Whisper Game had a positive impact on students' learning motivation, primarily due to increased student participation during the learning process. Through structured interaction and collaboration, students were encouraged to actively engage, exchange ideas, and appreciate diverse perspectives, resulting in more meaningful and effective learning experiences (Liebech-Lien, 2021). In addition, (Liao, 2025) reported that student engagement in cooperative learning activities has a significant indirect effect on language learning outcomes, indicating that higher participation leads to more optimal learning achievements.

The independent samples t-test further confirmed the significant difference between the control and experimental groups. This indicates that the improvement in the experimental group was not only internally observable but also statistically higher than that of the control group. Although the average N-Gain in the experimental group falls within the moderate category, this reflects a realistic improvement, considering that some students had already demonstrated relatively high motivation at the initial stage. This finding is supported by research conducted by (Abda'u dkk., 2020), which reported a statistically significant effect of the TGT model ($t = -7.554$, $p < 0.05$). Similarly, (Veldman dkk., 2020) found that cooperative learning has a strong effect on students' group work behavior, with a large effect size ($ES = 1.05$ for positive behavior and $ES = -0.87$ for negative behavior). These findings indicate that cooperative learning effectively enhances students' motivation through collaboration and active engagement.

In addition to confirming the effectiveness of cooperative learning theory, this study also contributes academically to the development of Arabic language instruction, particularly in the integration of gamification and visual-based learning strategies at the elementary education level. Previous studies generally focused on the TGT model or visual media separately, whereas this study demonstrates that combining both approaches creates a more contextual, communicative, and engaging learning environment. The integration of projected image media within the TGT framework encourages students not only to compete academically but also to interpret visual representations collaboratively, thereby strengthening vocabulary comprehension and communicative interaction in Arabic learning. These findings reinforce the view that language learning motivation can be enhanced when cognitive, affective, and social learning dimensions are integrated simultaneously within instructional activities.

From a practical perspective, the findings imply that Arabic language teachers, especially at the madrasah ibtidaiyah and elementary school levels, may adopt the TGT model based on the

Image-Based Whisper Game as an alternative instructional strategy to create a more student-centered classroom atmosphere. The use of projected images and cooperative competition can reduce students' boredom during vocabulary learning and encourage passive learners to participate more actively in classroom interaction. In addition, the game-based learning environment helps students develop confidence, teamwork, and communication skills while learning Arabic vocabulary in a more enjoyable and less stressful context. Therefore, this approach not only contributes to improving students' learning motivation but also provides practical guidance for educators in designing innovative and interactive Arabic language learning activities.

Despite these positive findings, this study has several limitations. First, the relatively small sample size, limited to two classes within a single institution, restricts the generalizability of the results. Second, the short duration of the study does not allow for a comprehensive assessment of long-term effects. Therefore, future research should involve more diverse participants and longer implementation periods to ensure the consistency and validity of findings.

In conclusion, the improvement observed in the experimental group demonstrates that the TGT cooperative learning model based on the Image-Based Whisper Game provides a meaningful contribution to Arabic language instruction. This approach effectively creates a more active, competitive, and engaging learning environment, offering significant potential for educators to innovate instructional strategies, particularly in enhancing students' learning motivation and participation.

Conclusion

Referring to the research findings and data analysis, the implementation of the Teams Games Tournament (TGT) cooperative learning model based on the Image-Based Whisper Game has proven to be effective in enhancing students' motivation to learn Arabic. This is evidenced by the increase in the average motivation scores of students in the experimental group following the implementation of the model. In addition, this approach promotes comprehensive student engagement through collaborative activities, particularly in communication, teamwork strategies, and problem-solving during the learning process. Furthermore, the findings indicate that the TGT model integrated with the Image-Based Whisper Game can serve as an effective solution to overcome the limitations of conventional teaching methods, which often hinder the improvement of students' learning motivation. By fostering active and holistic participation, this approach provides educators with a practical strategy to enhance students' motivation, which in turn positively impacts their Arabic language proficiency. However, this study is not without limitations. The relatively small sample size and the short duration of the study limit the generalizability of the findings. Therefore, future research is recommended to further explore this approach by involving more diverse participants, different instructional materials, or varying educational levels to ensure the consistency and broader applicability of its effectiveness.

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