



The Integration of *Nahwu Al-Muyassar* and Digital Gamification in an Andragogical Arabic Language Learning Experience

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Article Information:

Received February 10, 2026

Revised March 18, 2026

Accepted April 10, 2026

Keywords: *Arabic language learning, Nahwu Al-Muyassar, digital gamification, adult learners, andragogical learning*

Abstract

The transformation of online Arabic language learning requires instructional strategies that accommodate the characteristics of adult learners by providing interactive, contextual, and andragogy-oriented learning experiences. This study aims to explore adult learners' perceptions of the integration of the *Nahwu Al-Muyassar* textbook and digital gamification, as well as to examine how this integration shapes andragogical learning experiences in Arabic language learning at Rumah Quran Aeen. This study employed a qualitative method with a case study approach. Data were collected through virtual classroom observations, semi-structured interviews, and perception questionnaires involving learners aged 25–50 years and were analyzed using thematic analysis through coding, categorization, and data interpretation. The findings indicate that integrating *Nahwu Al-Muyassar* with digital gamification platforms, including Wordwall, Educaplay, and Quizizz, created more interactive, participatory, and contextually relevant learning experiences for adult learners. While *Nahwu Al-Muyassar* facilitated the gradual and contextual understanding of Arabic grammar, digital gamification enhanced learners' motivation, engagement, interaction, and learning comfort throughout the online learning process. Questionnaire findings further revealed that 70% of the participants expressed a strong preference for this learning model and reported improved understanding of Arabic grammar. The study concludes that integrating *Nahwu Al-Muyassar* and digital gamification contributes to the development of andragogical learning experiences by fostering learner engagement, motivation, and knowledge construction. These findings enrich the literature on innovation in Arabic language learning for adult learners and provide practical implications for designing andragogy-based learning in Islamic educational settings.

INTRODUCTION

Arabic language proficiency plays a fundamental role in understanding the Quran and other Islamic texts. Within Arabic language instruction, mastery of nahwu

How to cite:

Yani, F., Ramadona, E., Royani, A., Muslimin, M. I. (2026). The Integration of *Nahwu Al-Muyassar* and Digital Gamification in an Andragogical Arabic Language Learning Experience. *Ahlussunnah: Journal of Islamic Education*, 5(1), 567-576.

E-ISSN:

2827-9573

Published by:

The Institute for Research and Community Service

(Arabicsyntax) is essential because it enables learners to analyze sentence structures and interpret meanings accurately, thereby supporting reading comprehension and textual analysis (Rizal et al., 2021). To facilitate this process, *Nahwu Al-Muyassar* has been widely recognized as a practical instructional resource due to its systematic and simplified presentation of grammatical concepts, making it particularly suitable for adult learners (Mustofa et al., 2024).

However, well-structured instructional materials alone are insufficient to create engaging and interactive learning experiences, particularly in online Arabic language instruction (Hidayah et al., 2025). Adult learners require learning environments that are participatory, contextual, and closely connected to their learning needs and experiences (Simbolon et al., 2025). Therefore, integrating digital learning media is essential to enhance learners' motivation, participation, and engagement throughout the learning process (Syamsu, 2024).

The rapid development of educational technology has encouraged the adoption of gamification-based digital platforms in Arabic language learning. Previous studies consistently report that gamification improves learners' motivation, participation, and learning engagement. Educational game platforms such as Baamboozle have been shown to significantly increase students' learning interest (Hamidatussyahdiah & Anwar, 2025), while game-based instructional strategies encourage more active classroom participation (Kamalia, 2025). Likewise, Quizizz has been reported as an effective and engaging platform for evaluating Arabic language learning outcomes (Zulpina, 2022). These findings suggest that digital gamification has considerable potential to enhance the effectiveness of online Arabic language learning.

From an andragogical perspective, adult learners differ from school-age learners in terms of learning needs, prior experiences, and self-directed learning orientation. Consequently, instructional strategies for adults should promote active participation, meaningful learning experiences, and opportunities for applying knowledge in authentic contexts. Integrating structured instructional materials with digital gamification is therefore expected to support these andragogical principles by creating more learner-centered and engaging learning environments.

Despite the growing body of research on gamification in Arabic language learning, existing studies have predominantly focused on school students and examined digital media as standalone instructional tools. Limited attention has been given to integrating structured *nahwu* materials, digital gamification, and andragogical principles for adult learners in online Quranic translation learning. Furthermore, empirical evidence regarding adult learners' perceptions and learning experiences within such an integrated instructional model remains scarce. This gap highlights the need for further investigation.

Addressing this gap, the present study integrates *Nahwu Al-Muyassar* with digital gamification platforms (Wordwall, Educaplay, and Quizizz) within an andragogical learning framework for adult learners in an online Quranic translation program at Rumah Quran Aeen. Unlike previous studies that primarily examined the effectiveness of individual digital platforms, this study investigates how the integration of instructional materials and gamification shapes adult learners' perceptions and andragogical learning experiences. Therefore, this study aims to explore adult learners' perceptions of the integration of *Nahwu Al-Muyassar* and digital gamification and to analyze how this integration contributes to andragogical learning experiences in online Quranic translation learning.

METHODS

This study employed a qualitative method with a case study approach to explore adult learners' perceptions and learning experiences regarding the integration

of the *Nahwu Al-Muyassar* textbook and digital gamification in online Quranic translation instruction at a non-formal Quranic education institution in Indonesia. A case study approach was selected because it enables an in-depth understanding of a learning phenomenon within its real-life context through the use of multiple data sources (Engkizar et al., 2024; Engkizar et al., 2026; Liang, 2019).

The participants were adult learners aged 25–50 years who were enrolled in an online Arabic language learning program at the selected institution. Participants were recruited using purposive sampling, with the inclusion criteria that they actively participated in the learning program throughout the study period and voluntarily agreed to participate in the research. Data were collected through virtual classroom observations, semi-structured interviews, and Likert-scale perception questionnaires used as supporting data. Classroom observations were conducted to examine learning dynamics, participant interactions, and the use of digital gamification platforms. Semi-structured interviews were employed to explore learners' perceptions, learning experiences, motivation, and challenges, while the questionnaires were used to complement and strengthen the qualitative findings (Anidar et al., 2026; Engkizar et al., 2026; Savin-Baden & Major, 2025; Stevenson et al., 2023).

The data were analyzed using thematic analysis involving coding, categorization, theme identification, and interpretation of patterns emerging from the observation and interview data (Alatise & Akinfolarin, 2025; Kassymova et al., 2025; Rusdi et al., 2026). Questionnaire data were analyzed descriptively using frequencies and percentages to support the interpretation of the qualitative findings (Hafizah et al., 2025; Saidi et al., 2025). To enhance the credibility of the study, methodological triangulation was employed by comparing data obtained from observations, interviews, and questionnaires, thereby providing a more comprehensive understanding of adult learners' learning experiences.

RESULT AND DISCUSSION

Adult Learners' Perceptions of the Integration of *Nahwu Al-Muyassar* and Digital Gamification

The findings from classroom observations and perception questionnaires indicated that adult learners responded positively to the integration of the *Nahwu Al-Muyassar* textbook with digital gamification in online Arabic language learning. Throughout the learning process, participants demonstrated high levels of engagement by asking and answering questions, participating in discussions, and completing learning activities delivered through Wordwall, Educaplay, and Quizizz. Compared with conventional lecture-based instruction, the integration of these digital platforms created a more dynamic learning environment and encouraged greater learner participation during online sessions.

The observation findings were further supported by the perception questionnaire. As presented in Table 1, 70% of the participants strongly agreed that game-based learning was more engaging, while 20% agreed and 10% expressed a neutral opinion. None of the participants disagreed with this statement. These findings suggest that the integration of digital gamification enhanced the attractiveness of the learning process and promoted active participation among adult learners.

In addition to increasing learner engagement, the implementation of digital gamification encouraged more active interaction throughout the instructional process. Participants actively responded to questions, contributed to group discussions, and showed enthusiasm when completing game-based learning activities. The immediate feedback provided by the gamification platforms enabled participants to identify and correct their mistakes promptly, thereby supporting continuous improvement during the learning process. These classroom interactions indicate that

digital gamification functioned not only as an instructional medium but also as a mechanism for sustaining learner engagement and facilitating active participation.

Overall, the findings demonstrate that integrating *Nabwu Al-Muyassar* with digital gamification contributed to a more interactive and learner-centered learning environment for adult Arabic language learners. The combination of structured instructional materials and technology-enhanced learning activities increased learners' motivation, participation, and engagement throughout the online learning process. These findings are consistent with the study conducted by Zulpina (2022), which reported that gamification enhances intrinsic motivation, learner participation, and engagement in Arabic language learning. Therefore, the integration of *Nabwu Al-Muyassar* and digital gamification represents an effective instructional strategy for promoting meaningful learning experiences among adult learners.

Development of Arabic Grammar Competence Through Interactive Learning

The findings indicate that the integration of *Nabwu Al-Muyassar* with digital gamification contributed to improving participants' understanding of fundamental Arabic grammar concepts. Classroom observations revealed progressive development in learners' ability to identify the syntactic functions of words, explain Arabic sentence structures, and apply grammatical rules to various contextual examples presented during instructional activities. This improvement was reflected in participants' increasing confidence in answering questions, explaining grammatical reasoning, and completing learning tasks independently as the program progressed.

These observational findings were supported by the learning assessment results, which showed an average improvement of approximately 30–40% between the pre-test and post-test scores following participation in the learning program. The improvement suggests that combining the systematic presentation of grammar through *Nabwu Al-Muyassar* with gamified learning activities facilitated a more effective understanding of Arabic grammar. Participants demonstrated notable progress in identifying grammatical functions, recognizing syntactic patterns, and analyzing more complex Arabic sentence structures.

The questionnaire findings further reinforced these results. Approximately 60% of the participants strongly agreed and 30% agreed that their Arabic grammar competence had improved after completing the learning program, while 10% reported a neutral response. No participants expressed disagreement with this statement. These perceptions indicate that the improvement in grammatical competence was reflected not only in the learning assessment results but also in learners' own experiences throughout the instructional process.

The observed improvement appears to be associated with the systematic organization of learning materials in *Nabwu Al-Muyassar*, which presents grammatical concepts progressively and is supported by contextual examples. Learning activities implemented through Wordwall, Educaplay, and Quizizz provided opportunities for repeated practice, immediate feedback, and continuous reinforcement of previously learned concepts. The combination of structured instructional materials and interactive formative assessment enabled learners not only to memorize grammatical rules but also to apply them in authentic learning tasks and classroom activities.

Overall, the findings suggest that the development of participants' Arabic grammar competence was influenced by the integration of structured instructional materials with learner-centered instructional strategies that encouraged active participation. These findings are consistent with Widodo (2021), who argued that experience-based learning strengthens knowledge construction and enhances conceptual understanding in adult education. Therefore, integrating *Nabwu Al-Muyassar* with digital gamification not only improved learning outcomes but also fostered a more meaningful learning process that aligns with the principles of adult learning.

Contributions of Digital Gamification Platforms to Arabic Language Learning

The findings from classroom observations demonstrated that each gamification platform contributed differently to supporting the Arabic language learning process. Rather than serving as interchangeable instructional tools, Wordwall, Educaplay, and Quizizz were integrated to support different stages of learning, including concept reinforcement, practice, and formative assessment. This complementary approach provided learners with more varied learning experiences and helped reduce fatigue during online instruction.

Wordwall was primarily used to reinforce vocabulary acquisition and fundamental Arabic grammar concepts through interactive activities such as matching, grouping, and random wheel exercises. Classroom observations indicated that participants responded more quickly when identifying grammatical concepts through Wordwall activities than when completing conventional written exercises. The immediate feedback provided by the platform also enabled learners to recognize and correct their mistakes promptly, thereby encouraging active participation and reflective learning.

Educaplay was employed to deepen learners' understanding through a variety of game-based activities, including *Froggy Jumps*, *Matching Game*, and *Crossword Puzzle*. These activities allowed participants to revisit previously learned material in different formats, reducing monotony while strengthening conceptual understanding. Observational findings suggested that repeated exposure to grammar concepts through interactive games helped learners maintain their attention throughout the learning sessions and improved their retention of Arabic grammar concepts.

Quizizz served as a formative assessment tool to evaluate learners' understanding at the end of each instructional session. Its automated scoring system, immediate feedback, and leaderboard features encouraged participants to complete assessment tasks more carefully while fostering a healthy sense of competition. These findings were supported by the questionnaire results, which showed that approximately 90 % of the participants considered Quizizz-based assessments more engaging than conventional evaluation methods. This result indicates that gamification not only increased learners' motivation but also transformed the assessment process into a more interactive and meaningful learning experience.

Overall, the findings suggest that the effectiveness of digital gamification was determined not merely by the adoption of educational technology but also by the pedagogical function assigned to each platform within the instructional design. Wordwall supported concept reinforcement, Educaplay facilitated repeated practice and knowledge retention, while Quizizz provided formative assessment accompanied by immediate feedback. The complementary integration of these platforms created a coherent digital learning ecosystem that promoted active engagement and sustained participation among adult learners throughout the Arabic language learning process. These findings are consistent with Kamalia (2025), who reported that interactive game-based learning media improve learner engagement, concentration, and knowledge retention in educational settings.

Andragogical Learning Experiences in Online Arabic Language Learning

The findings indicate that the application of andragogical principles contributed to the development of a more active, collaborative, and learner-centered learning experience for adult learners. Classroom observations revealed that participants were not merely passive recipients of information but actively constructed knowledge through discussion, problem-solving, and reflection on the learning materials (Alsokari et al., 2026; Ikhlas et al., 2025; Khairunisa et al., 2025). Throughout the online learning sessions, participants were encouraged to share their learning experiences, express the challenges they encountered, and collaboratively discuss possible solutions with their peers. These interaction patterns demonstrate

that the learning process was participatory and provided opportunities for learners to benefit from both their own experiences and those of other group members.

The observations also revealed the emergence of positive social interaction among participants. During several Zoom discussion sessions, learners voluntarily facilitated discussions, explained learning materials to their peers, and shared their learning notes and study strategies. This pattern reflects a shift in learners' roles from passive recipients of knowledge to active contributors to the learning process. Such participation is consistent with the characteristics of adult learning, which recognize learners' prior experiences as valuable learning resources and encourage shared responsibility for achieving instructional goals.

Furthermore, classroom observations indicated that participants became increasingly confident in expressing their opinions, providing feedback on their peers' responses, and completing learning tasks independently. The collaborative and supportive learning environment enabled learners to develop their understanding progressively through interaction, reflection, and repeated practice. Consequently, the instructional process extended beyond content acquisition to foster self-directed learning and collaborative learning, both of which are fundamental characteristics of adult education.

From a conceptual perspective, these findings suggest that the effectiveness of integrating *Nahwu Al-Muyassar* with digital gamification was influenced not only by the use of educational technology but also by the alignment of the instructional design with the characteristics and learning needs of adult learners. The systematic organization of learning materials, combined with interactive activities that were relevant to participants' real-life contexts, created a more meaningful learning experience. The use of examples closely related to participants' religious practices, such as analyzing the grammatical structure of Quranic verses and prayer recitations, enhanced the relevance of learning while strengthening learners' intrinsic motivation to study Arabic grammar.

These findings are consistent with the principles of andragogy, which emphasize the importance of learners' experiences, the relevance of learning activities, and active participation throughout the learning process (Hasyim, 2015). They also support the findings of Yasmadi et al. (2025), who reported that integrating educational technology with andragogical approaches promotes more meaningful learning experiences, strengthens learner participation, and enhances self-directed learning among adult learners. Therefore, the effectiveness of the instructional model developed in this study can be attributed not only to the integration of digital gamification but also to the implementation of andragogical principles that encouraged learners to participate actively, reflect on their experiences, and collaboratively construct knowledge.

Educational Implications

The findings of this study suggest that integrating *Nahwu Al-Muyassar* with digital gamification provides an instructional approach that is well aligned with the characteristics and learning needs of adult learners in online Arabic language education. The combination of systematically organized instructional materials and interactive learning activities enhanced learner engagement, strengthened participants' understanding of Arabic grammar, and promoted more meaningful learning experiences. These findings indicate that the effectiveness of online instruction depends not only on the use of digital technology but also on the alignment between instructional strategies, learner characteristics, and intended learning outcomes.

From a practical perspective, the findings demonstrate that Wordwall, Educaplay, and Quizizz can be integrated as complementary instructional tools within a single learning design. Wordwall supports the reinforcement of fundamental concepts through interactive practice, Educaplay facilitates repeated exposure to

learning materials through diverse game-based activities, and Quizizz functions as a formative assessment tool that provides immediate feedback. The complementary integration of these platforms enables educators to design more adaptive, interactive, and learner-centered online learning environments while maintaining *Nahwu Al-Muyassar* as the primary instructional resource for Arabic grammar learning.

From a theoretical perspective, this study contributes to the growing body of research on gamification in Arabic language education by demonstrating that the effectiveness of educational technology depends not only on the adoption of digital platforms but also on their integration with structured instructional materials and andragogical principles. Unlike previous studies that primarily examined a single gamification platform or focused on school-aged learners, this study illustrates how the combined use of multiple gamification platforms alongside *Nahwu Al-Muyassar* can support adult learners through more participatory, contextualized, and learner-centered instructional experiences (Lubis & Nasution, 2025; Hidayat et al., 2024).

Despite these contributions, the study also identified several challenges associated with the implementation of online learning, particularly unstable internet connectivity, which occasionally disrupted learners' participation during synchronous instructional sessions. These findings suggest that the successful integration of educational technology depends not only on the quality of digital learning media but also on the availability of adequate technological infrastructure (Sundirah et al., 2026). Therefore, providing asynchronous learning resources, such as recorded lectures, downloadable digital modules, and supplementary instructional materials, should be considered to ensure continuity of learning and to accommodate participants with limited internet access. This finding is consistent with Prastika et al. (2026), who emphasized that successful digital transformation in education requires the integration of technology, curriculum, instructional media, and supporting infrastructure.

This study has several limitations that should be considered when interpreting its findings. First, the research was conducted within a single Arabic language learning program at a non-formal Islamic educational institution with a relatively small number of participants. Consequently, the findings are context-specific and are not intended to be generalized to all Arabic language learning settings. Second, the qualitative descriptive design focused primarily on understanding participants' learning experiences and instructional processes rather than measuring causal relationships. Future research could employ experimental or mixed-methods designs involving larger and more diverse participant groups to examine the effectiveness of this instructional model more comprehensively. Further investigations across different educational contexts and learner populations are also recommended to strengthen the external validity of the findings and expand current knowledge on the integration of digital gamification in Arabic language education.

CONCLUSION

This study demonstrates that integrating *Nahwu Al-Muyassar* with digital gamification provides a meaningful instructional approach for online Arabic language learning among adult learners. Rather than relying solely on digital technology, the findings indicate that meaningful learning experiences emerge from the alignment between structured instructional materials, gamified learning activities, and andragogical principles. This integration promotes active learner engagement, supports the development of Arabic grammar competence, and creates a more participatory and learner-centered learning environment. The primary contribution of this study lies in proposing an integrated instructional model that combines *Nahwu Al-Muyassar*, digital gamification, and adult learning principles within the context of non-formal Islamic education. This model extends existing research on Arabic

language learning by demonstrating that the pedagogical value of gamification depends not only on the use of digital platforms but also on their integration with appropriate instructional design and learner characteristics.

This study is limited by its implementation within a single learning setting and a relatively small number of participants, which may restrict the transferability of the findings to other educational contexts. In addition, the qualitative descriptive design focused on understanding participants' learning experiences rather than establishing causal relationships. Future studies are therefore encouraged to involve more diverse participant groups, examine different educational settings, and employ experimental or mixed-methods approaches to further evaluate the effectiveness and broader applicability of the proposed instructional model.

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