

REVIEW ARTICLE

Enhancing Prophetic Arabic Vocabulary for Understanding Al-Arba'in Al-Nawawiyah through Board Game: A Systematic Literature Review

Muhammad Anwar Ahmad¹, Muhammad Nur Farhan Zamziba^{2*}, Hishomudin Ahmad³ and Ku Mohd Syarbaini Ku Yaacob⁴

¹International Islamic University Malaysia, Jalan Gombak, 53100 Kuala Lumpur, Wilayah Persekutuan Kuala Lumpur, Malaysia.

²International Institute of Islamic Thought and Civilization (ISTAC-IIUM), 24, Persiaran Tuanku Syed Sirajuddin, Bukit Tunku, 50480 Kuala Lumpur, Wilayah Persekutuan Kuala Lumpur, Malaysia.

³Fakulti Pengajian Bahasa Utama, Universiti Sains Islam Malaysia, Bandar Baru Nilai, 71800 Nilai, Negeri Sembilan, Malaysia.

⁴Jabatan Bahasa Arab, Fakulti Pengajian Islam, Kolej Universiti Islam Perlis (DKU026(R)), Lot 2-11 dan Lot 18-27, Rumah Kedai Dua Tingkat, Taman Seberang Jaya Fasa 3, 02000 Kuala Perlis, Perlis, Malaysia.

ABSTRACT - This research investigates the development and application of a board game that aims to improve students' comprehension of prophetic Arabic vocabulary in the context of al-Arba'in al-Nawawiyah. Traditional methods of vocabulary acquisition often rely on rote memorisation, which can disengage students and limit long-term retention, leading to disengagement and limited retention among learners. The proposed board game aims to address these challenges by introducing an interactive and competitive learning environment that enhances engagement and aids in the retention of key Arabic terms. A systematic literature review was conducted based on the databases, which are 1) Mendeley, 2) JSTOR, and 3) Taylor & Francis, as many published journals have high indexes and reliable sources. Through the systematic literature review (SLR), we explore the effectiveness of gamification in language learning, specifically within religious studies, and outline the process of developing a board game tailored to al-Arba'in al-Nawawiyah. The findings reveal the potential of gamification to significantly aid in vocabulary retention and comprehension, especially for non-native speakers engaging with complex religious texts. The paper concludes with suggestions for future research and practical applications in Islamic educational settings to improve prophetic Arabic vocabulary for comprehending al-Arba'in al-Nawawiyah through board game.

ARTICLE HISTORY

Received: 3 September 2024

Revised: 16 December 2024

Accepted: 14 January 2025

Published: 12 April 2025

KEYWORDS

Al-Arba'in al-Nawawiyah

Arabic

Board game

Gamification

Systematic literature review

1.0 INTRODUCTION

The Arabic language has a special and sacred place in the Islamic tradition since it is the language of the Quran (Abdullah et al., 2021) and Hadith (Royani et al., 2022), the fundamental sources of Islamic knowledge (Aulia & Anggraeni, 2023). Al-Arba'in al-Nawawiyah, a well-known collection of forty hadiths written by Imam al-Nawawi, is one of the foundational books examined by Islamic scholars. These hadiths summarise the main concepts of Islamic theology and legal ethics (B & Al Qifari, 2024). Many students, particularly non-native Arabic speakers, struggle with the prophetic terminology present in these writings because of its complexity and subtle connotations (Labib, 2021; Saputra et al., 2023).

Language is an essential tool for interpreting religious texts, especially in the study of Islamic scripture and prophetic traditions (Ma'rifatun, 2019). Al-Arba'in al-Nawawiyah, a well-known collection of forty hadiths, teaches important teachings on ethics, faith, and practice. Regardless, the complexity of prophetic Arabic vocabulary can be a considerable problem for non-native Arabic speakers because standard Arabic teaching techniques sometimes emphasise rote memorisation, which may impede long-term retention and deeper comprehension (Rowin, 2018).

Gamification has recently gained popularity as a successful educational technique across a wide range of subjects (Bouchrika et al., 2021). Integrating game aspects into learning processes has been demonstrated to boost student motivation, engagement, and retention (Balaskas et al., 2023; Bhatt & Chakrabarti, 2022). As a result, this study investigates the possibility of a board game meant to improve students' grasp of prophetic Arabic terminology from al-Arba'in al-Nawawiyah, providing an interactive alternative to traditional teaching techniques. Furthermore, educational games, particularly board games, have been acknowledged for their capacity to make learning more engaging, dynamic, and pleasant (Hermawan & Ismiati, 2022; Rizov et al., 2019).

Despite increased interest in gamification in language learning, there has been little emphasis on applying these methods to the study of prophetic Arabic vocabulary found in hadith literature (Muthalib & Ibrahim, 2020), such as al-Arba'in al-Nawawiyah. This collection of hadiths, renowned for its brief yet profound teachings, provides a richness of language necessary for comprehending greater Islamic doctrines. Nonetheless, many students struggle with the richness and breadth of Arabic utilised in these hadiths (Nahla A. K. Alhirtani, 2018).

Before beginning the SLR, the research questions were clearly defined to guide the literature search.

1. How has gamification been applied to language learning, specifically in the context of vocabulary acquisition?
2. What challenges do students face when learning prophetic Arabic vocabulary from hadith collections such as al-Arba'in al-Nawawiyah?
3. What are the current methods used to teach prophetic vocabulary, and what are their limitations?

The systematic literature review in this study serves several key purposes:

1. The review aims to uncover existing studies that explore the use of gamification, particularly board games, in language learning contexts. This includes looking at how games have been used to improve vocabulary acquisition, retention, and comprehension in various languages.
2. The SLR search studies on the challenges and strategies for teaching Arabic as a second language, with a focus on Islamic studies. This includes research on the difficulties non-native Arabic speakers face when learning classical Arabic vocabulary, particularly from religious texts.
3. The review seeks to explore how prophetic Arabic vocabulary has been traditionally taught and the effectiveness of these methods, particularly in the context of hadith studies like al-Arba'in al-Nawawiyah.
4. By systematically reviewing the literature, the study identifies gaps, such as the lack of tools specifically designed to teach prophetic vocabulary using gamification and the limited focus on integrating game-based learning in Islamic education.

Traditionally, Arabic vocabulary has been taught using rote memorisation and repetition (Sribagus, 2018). While these strategies have had some success, they frequently fail to deeply engage pupils and do not necessarily result in long-term retention or comprehension (Rahmatan et al., 2023). As a result, this can be especially troublesome in Islamic studies, where precise word meanings are essential for accurate interpretation of religious texts (Roslan & Sahrir, 2020).

The challenge in learning prophetic Arabic vocabulary lies in the complexity and depth of meaning that such terms carry (Ebrahim Alqudaimi, et al., 2021). For students of Islamic studies, particularly non-native Arabic speakers, traditional learning methods often fail to foster a deep understanding of these words and phrases (Abdallah Hussein El-Omari, 2018). This research addresses the gap in effective tools for learning prophetic Arabic vocabulary by introducing a board game as a means of enhancing comprehension and retention of key terms found in al-Arba'in al-Nawawiyah.

The richness and depth of significance carried by prophetic Arabic phrases make understanding them difficult (Ebrahim Alqudaimi et al., 2021). Traditional teaching techniques frequently fail to promote a profound grasp of these words and phrases among Islamic studies students, particularly non-native Arabic speakers (Abdallah Hussein El-Omari, 2018). This study addresses a gap in effective methods for acquiring prophetic Arabic vocabulary by adding a board game to improve comprehension and memory of important concepts contained in al-Arba'in al-Nawawiyah.

1.1 Arabic Language Acquisition in Islamic Studies

Numerous research has investigated the significance of Arabic language proficiency for Islamic pupils (Zamziba, M. N. F. et al., 2023). The Arabic language, particularly in its classical form, is essential for understanding Islamic scriptures such as the Quran and hadith (Zamziba, M. N. F. et al., 2024). Traditional approaches, such as memorisation and repetition, have long been used to learn Arabic vocabulary (Laila, 2022). However, these strategies frequently fail to interest pupils, resulting in gaps in retention and comprehension (Lubis et al., 2022).

The mastery of the Arabic language, particularly classical Arabic, is critical in Islamic studies since it aids comprehension of fundamental religious writings such as the Quran and Hadith. The distinctive grammatical and semantic patterns of classical Arabic present considerable problems for learners, particularly non-native speakers, necessitating appropriate educational practices (Zamziba et al., 2023). While helpful in some situations, these strategies have limits in terms of promoting long-term memory and a deeper comprehension of the intricate vocabulary required by Islamic scriptures. According to research, rote memorisation alone may not engage critical thinking or motivate pupils to apply taught terminology in context (Lubis et al., 2022).

Mastering the prophetic Arabic language is crucial in the context of al-Arba'in al-Nawawiyah, a key collection of prophetic traditions, because it serves as the linguistic foundation for understanding broader Islamic theological and legal ideas. The intricacy of the terminology, combined with the depth of religious and legal connotations, poses unique problems for students (Yazidi Alaoui & Asmaa, 2023). For example, terms in prophetic vocabulary frequently have many meanings that alter according to context. However, memorisation-focused strategies are widely criticised for failing to help pupils understand these complex meanings (Alhirtani, 2018). To address these issues, experts have advocated for more engaging, context-driven strategies that promote greater cognitive engagement with the language.

1.2 Gamification in Language Learning

Gamification, or the incorporation of game features in non-game circumstances, has become a popular method for language acquisition (Prathyusha, 2020). Gamification has been shown to improve student motivation, engagement, and learning outcomes (Ab. Rahman et al., 2018; Fadhli et al., 2020). Board games, specifically one of the gamification principles, have been found to improve vocabulary acquisition by providing a dynamic and engaging manner to reinforce language learning through repetition, context, and competition (Hung & Yeh, 2023; Wazeer, 2023).

In addition, gamification has emerged as a viable educational tool, particularly in the field of language acquisition (Luo, Z., 2022). The use of game design components such as competition, prizes, and interactive learning environments in educational settings has yielded positive results in multiple studies (Christopoulos & Mystakidis, 2023). Gamification has been shown in research to boost learner motivation, engagement, and information retention. Gamified learning systems provide a dynamic and competitive element that traditional techniques may lack (Strmečki, D., Bernik, A. & Radošević, 2015). Board games, as a subset of gamified learning aids, provide an interactive setting in which students may actively engage with the subject while applying language in context, hence improving their learning experience (Prathyusha, 2020).

More than that, gamification has proven to be effective in language learning, particularly in vocabulary development, where repeated exposure to terms in diverse situations can increase memory. Board games, through repetitive play, allow students to practice vocabulary in a competitive yet supportive atmosphere, making learning both enjoyable and relevant. However, the use of gamification in Islamic education, particularly in the teaching of classical Arabic language, has received little attention (Jaffar, M. N. et al., 2024). According to research on gamification in this context, incorporating board games into the learning process could address the limitations of rote learning by providing immediate feedback and encouraging collaborative learning, both of which are necessary for mastering the complexities of prophetic vocabulary (Aldebsi & Eldesoky, 2023).

1.3 Prophetic Vocabulary and Islamic Educational Tools

Several studies have highlighted the difficulty of teaching prophetic Arabic due to the specialised language and intricate interpretations contained within hadith texts (Aldebsi & Eldesoky, 2023). While various tools have been developed to aid with Quranic Arabic study (Zamziba, M. N. F., et al., 2023), there is a scarcity of resources expressly focused on prophetic vocabulary, especially in the context of hadith studies such as *al-Arba'in al-Nawawiyah*.

Teaching prophetic Arabic vocabulary — terminology derived from the Prophet Muhammad's sayings and teachings, particularly in collections such as *al-Arba'in al-Nawawiyah* — presents distinct pedagogical obstacles (Fatma Zohra Souag, 2023). Prophetic terminology carries theological, legal, and moral implications that necessitate a thorough study and correct interpretation (Aldebsi & Eldesoky, 2023). Textbooks and lectures have been criticised for failing to make these complex meanings comprehensible to non-native speakers (Zamziba, M. N. F., et al., 2023).

The dearth of specialised tools for teaching prophetic Arabic mirrors a larger gap in Islamic educational resources, where the emphasis has traditionally been on memorisation rather than comprehension (Gent et al., 2019). This gap is especially critical for non-native learners, who struggle to internalise subtle meanings in the absence of interactive or practical learning aids (Firgany, M., 2024). Using board games as an additional educational tool could provide students with a fresh method to engage with prophetic vocabulary in a more meaningful way. Board games' competitive and collaborative nature might improve contextual learning, in which students not only memorise terminology but also apply them in simulated scenarios that mimic real-life situations (Wazeer, 2023).

By integrating gamification techniques into the teaching of prophetic vocabulary, educators can provide learners with a structured yet flexible approach that promotes critical thinking and long-term retention. Furthermore, the interactivity of board games can help bridge the gap between memorisation and understanding, fostering a deeper engagement with the language and its applications in Islamic legal and theological discussions (Muthalib & Ibrahim, 2020).

2.0 METHODOLOGY

A systematic literature review (SLR) is a methodical and structured approach to reviewing existing research on a particular topic (Siddaway et al., 2019). The goal of an SLR is to comprehensively identify, analyse, and synthesise the available academic literature in order to gain a deeper understanding of the research area, identify gaps, and provide a foundation for new research (Carissimi et al., 2023; El Archi et al., 2023; Gkizani & Galanakis, 2022). In the context of this study on "Enhancing Prophetic Arabic Vocabulary for Understanding *al-Arba'in al-Nawawiyah*: A Board Game for Learning," the SLR plays a crucial role in establishing the theoretical framework and guiding the development of the board game.

2.1 Systematic Review Process

The SLR was conducted following a structured and transparent process to ensure the rigor and comprehensiveness of the review.

2.1.1 Selection of Databases and Sources

The SLR involved searching multiple academic databases to ensure a comprehensive review of the literature. Databases such as 1) Mendeley, 2) JSTOR, and 3) Taylor & Francis were selected for their extensive coverage of educational research, language acquisition, and Islamic studies because Mendeley is the most evident in research platform (Shahzad, M et al., 2022), JSTOR is commonly used for a systematic literature review (Serhan, S. A. L., & Yahaya, N., 2022) and lastly, Taylor & Francis is one of the best accurate research in conducting systematic review (Turan, Z., & Karabey, S. C., 2023).

Additionally, relevant journals, conference proceedings, and books were included to capture both theoretical and empirical studies. In some cases, grey literature, such as reports, dissertations, or educational case studies, was also reviewed to gather insights from non-traditional sources.

2.1.2 Search Strategy

The search strategy involved using a combination of keywords to filter relevant literature. The search terms were carefully selected based on the research questions as shown in Table 1. These keywords were adjusted depending on the database to refine the results and ensure relevant studies were captured.

Table 1

Keywords

No	Keyword
1	Language Gamification
2	Language Board Games
3	Arabic Language
4	Prophetic Arabic
5	Arabin Al-Nawawi

2.1.3 Inclusion and Exclusion Criteria

To ensure the relevance and quality of the literature, strict inclusion and exclusion criteria were applied. The criteria are as follows: Firstly, this research follows the Inclusion Criteria (Munn et al., 2018). The research focused on 1) Source type: Only peer-reviewed articles, books, and studies were considered. 2) Research focus: Studies that explore the use of board games specifically in language learning. 3) Language-specific scope: Research related specifically to Arabic language acquisition, with an emphasis on classical or prophetic Arabic. 4) Vocabulary focus: Studies addressing the teaching of prophetic vocabulary, particularly within Islamic educational contexts. 5) Publication date: To ensure current methodologies and insights, only publications from 2019 to 2024 were included, except in cases where foundational theories on gamification or language acquisition were essential.

On the other hand, from the perspective of exclusion criteria (Toorajipour et al., 2021), studies were excluded if they: 1) Scope Misalignment: Did not focus on language learning or lacked gamification techniques. 2) Lack of Empirical/Theoretical Basis: Did not provide empirical data or relevant theoretical analysis aligned with the research focus. 3) Non-Arabic Language Focus: Were unrelated to Arabic language learning or did not offer insights transferable to religious or classical language acquisition.

After identifying potentially relevant studies, a screening process was conducted to narrow down the selection (H. A. Mohamed Shafri et al., 2020). This involved; firstly: title and abstract screening. Initially, titles and abstracts of identified studies were reviewed to determine if they aligned with the research questions. Next, full-text review: For studies that passed the initial screening, a full-text review was conducted to assess their relevance and quality based on the inclusion/exclusion criteria. Lastly, data extraction: Key information from each selected study was extracted, including the study's aim, methodology, findings, and implications for gamification and Arabic language learning.

2.1.4 Data Synthesis (Yucuma et al., 2021)

Once the relevant studies were selected, the data was synthesised to identify common themes, trends, and gaps in the literature. The synthesis was organised around the core research areas which are the effectiveness of board games in enhancing vocabulary learning and student engagement, specific challenges and strategies in teaching Arabic vocabulary, with a focus on prophetic language, and insights into how game boards can be adapted to religious education, particularly in teaching Islamic texts such as al-Arba'in al-Nawawiyah.

This chart shows the total number of articles found in each database using various topic searches (e.g., "Language Gamification" and "Arabic Language Learning") prior to and after applying inclusion and exclusion criteria. This categorisation will let you see how the filtering procedure narrowed down the literature pool.

Therefore, the SLR employed three major academic databases: 1) Taylor & Francis, 2) JSTOR, and 3) Mendeley, each of which provided unique insights on main themes. The search for Language Gamification produced a significant number of papers, however only a small fraction was directly related to the topic of this study after applying the inclusion and exclusion criteria. Next, Arabic language learning also generated a large number of early findings, which were narrowed down to the studies that were most relevant to classical Arabic and prophetic Arabic learning. Last but not least, Arba'in Al-Nawawī identified certain elements relevant to Islamic education and justified their selection.

Furthermore, studies who applied language gamification discovered that it effectively increases motivation and engagement among students of all languages. As a result, the data show that gamified learning methodologies improve language proficiency and vocabulary retention in Arabic situations. In contrast, the articles selected from each database in the Arabic Language Learning example demonstrated a wide range of tactics for teaching Arabic vocabulary, from traditional procedures to gamified technologies. As evidenced by case studies, these findings highlighted the importance of introducing interactive components, such as board games, particularly for classical and prophetic Arabic.

Table 2

Total number of articles identified in databases before and after applying inclusion and exclusion criteria.

Database	Frequency	
	Initial search	After inclusion and exclusion criteria
Taylor & Francis	500 (Language gamification)	10
	9796 (Language Board Games)	
	2246 (Arabic Language Learning)	5
	157 (Prophetic Arabic)	
	6 (Arba'in Al-Nawawi)	
JSTOR	244 (Language gamification)	10
	2803 (Language Board Games)	
	2475 (Arabic Language Learning)	
	691 (Prophetic Arabic)	
	30 Arba'in Al-Nawawi	
Mendeley	1199 (Language gamification)	10
	388 (Language Board Games)	
	6931 (Arabic Language Learning)	
	145 (Prophetic Arabic)	
	15 (Arba'in Al-Nawawi)	

Finally, by methodically presenting these findings and refining them into thematic and database-specific insights, this research gains a better understanding of the current landscape of gamification in Arabic language learning, with a focus on its use in Islamic educational environments. This systematic technique, combined with detailed tables, ensures transparency and a solid evidentiary framework for the study's findings on the efficacy of gamification and board games in Arabic language learning.

3.0 RESULTS

The findings of the study are based on a systematic literature review (SLR) that involved a thorough search across multiple academic databases, including Taylor & Francis, JSTOR, and Mendeley. The objective was to identify existing research on key topics related to the use of gamification and board games in language learning, with a particular focus on prophetic Arabic vocabulary and al-Arba'in al-Nawawiyah. The data was filtered using specific inclusion and exclusion criteria to ensure the relevance and quality of the studies considered.

The databases used for the SLR included three major academic sources: Taylor & Francis, JSTOR, and Mendeley. The researchers employed a set of search terms related to the study's core themes: gamification, language learning, board games, prophetic Arabic, and al-Arba'in al-Nawawiyah. The search produced a significant number of initial results, which were then narrowed down using inclusion and exclusion criteria to focus on the most relevant and high-quality studies.

3.1 Initial Search Results

3.1.1 Taylor & Francis

1) Language gamification: The search returned 500 articles. After applying the inclusion/exclusion criteria, 10 articles were retained for the study. 2) Language board games: 9796 articles were identified, and 10 were selected for detailed analysis. 3) Arabic language learning: Out of 2246 articles, 10 were chosen based on their relevance. 4) Prophetic Arabic: The search yielded 157 articles, and 10 were retained. 5) Arba'in Al-Nawawi: Only 6 articles were found, of which 5 were selected for further study.

3.1.2 JSTOR

1) Language gamification: 244 articles were found, and 10 articles were selected. 2) Language board games: 2803 articles were identified, with 10 retained for the study. 3) Arabic language learning: The search returned 2475 articles, with 10 selected. 4) Prophetic Arabic: 691 articles were found, and 10 were selected. 5) Arba'in Al-Nawawi: 30 articles were identified, and 10 were selected for review.

3.1.3 Mendeley

1) Language gamification: 1199 articles were identified, with 10 articles selected. Language board games: 388 articles were found, and 10 were retained. 2) Arabic language learning: The search produced 6931 articles, with 10 selected for analysis. 3) Prophetic Arabic: 145 articles were found, and 10 were selected. 5) Arba'in Al-Nawawi: 15 articles were identified, with 10 selected for review.

3.2 Inclusion and Exclusion Criteria

To ensure that the most relevant studies were reviewed, the following criteria were applied: Firstly, the peer-reviewed articles or books that focused on board games in language learning, Arabic language acquisition (especially classical or prophetic Arabic), and studies directly related to teaching prophetic vocabulary in Islamic contexts. The studies selected were generally published between 2019 and 2024 to capture the most current methodologies. Lastly, the exclusion criteria showed that the articles that did not pertain to language learning, did not involve gamification techniques, or focused on languages other than Arabic without transferable insights into religious or classical language learning.

3.2.1 Gamification in Language Learning

The review found that gamification, including the use of board games, is effective in enhancing vocabulary acquisition, engagement, and retention. This method was consistently shown to increase student motivation, which is critical for language learners, particularly those dealing with complex vocabulary like prophetic Arabic. Board games as educational tools were identified as a particularly strong tool for reinforcing language learning. The competitive and interactive nature of board games helps learners engage with the material more deeply, promoting retention and application of vocabulary in context. This is particularly valuable in language learning, where repetitive practice and immediate feedback are essential for success.

3.2.2 Arabic Language Learning

The selected studies confirmed that Arabic, particularly prophetic Arabic, poses unique challenges for non-native speakers due to the complexity of its vocabulary and syntax. Traditional methods like rote memorisation were shown to be less effective for long-term retention, reinforcing the need for more engaging tools like board games.

3.2.3 Prophetic Vocabulary Learning

Prophetic Arabic, such as the vocabulary found in hadith collections like *al-Arba'in al-Nawawiyah*, contains specialised terminology with nuanced meanings. Many of the reviewed studies emphasised the difficulty that learners face when trying to master these terms, particularly through traditional teaching methods. The gamification approach, especially using board games, was found to help mitigate these challenges by encouraging active learning and contextual usage of the vocabulary.

3.2.4 Al-Arba'in al-Nawawiyah

The research specifically on *al-Arba'in al-Nawawiyah* is limited, with few studies addressing the pedagogical challenges posed by this text. However, the studies that do exist suggest that using tools like board games can enhance students' understanding of this key Islamic text by making the learning process more interactive and accessible.

4.0 DISCUSSION

The findings of this study provide significant insights into the effectiveness of using gamification, particularly board games, to enhance the learning of prophetic Arabic vocabulary within the context of *al-Arba'in al-Nawawiyah*. Several key themes have emerged from the systematic review of literature that align with the research questions posed at the start of this study.

4.1 Gamification and Vocabulary Acquisition

The research findings support the notion that gamification has a positive impact on vocabulary acquisition, particularly in language learning contexts. Board games, as a form of gamification, were found to improve engagement, motivation, and retention among learners. This aligns with previous studies, which emphasised the role of interactive and competitive elements in reinforcing language concepts through repetition and immediate feedback. Specifically, for non-native Arabic learners, the board game approach helps bridge the gap in understanding prophetic Arabic vocabulary, which is often complex and challenging.

Therefore, this discussion highlights the effectiveness of integrating gamified learning tools, like board games, into Arabic language teaching, especially for Islamic educational contexts. Traditional methods of vocabulary acquisition, such as rote memorisation, often fail to achieve long-term retention. Gamification offers a dynamic alternative that not only engages students but also provides a more effective means of learning prophetic vocabulary by contextualising and applying the words.

4.2 Addressing Challenges in Learning Prophetic Arabic Vocabulary

One of the central challenges highlighted in the literature is the difficulty non-native speakers face when learning classical Arabic vocabulary from religious texts like *al-Arba'in al-Nawawiyah*. The results reveal that traditional teaching methods, which rely heavily on rote learning, are not sufficient for the retention of complex prophetic vocabulary.

Indeed, the gamification, specifically through the use of board games, offers a more effective approach by introducing interactive elements that make the learning process more engaging and less monotonous. By incorporating competition and collaboration, board games foster a learning environment where students are more likely to retain and comprehend the specialised vocabulary needed to understand hadiths.

4.3 Prophetic Arabic Vocabulary and Gamified Learning

A unique contribution of this research is its focus on prophetic Arabic vocabulary, which has not been extensively explored in prior studies on gamification. The systematic review identified that while gamification has been applied broadly in language learning, its

application in the realm of prophetic vocabulary within Islamic studies is still in its early stages. Hence, the results indicate that board games designed specifically for learning prophetic Arabic can help students grasp the nuanced meanings of the vocabulary used in hadith collections like al-Arba'in al-Nawawiyah.

4.4 Prophetic Arabic Vocabulary and Gamified Learning

The research findings have important implications for Islamic educational settings, particularly for non-native Arabic speakers. The study suggests that integrating gamified learning tools such as board games into the curriculum can significantly enhance students' ability to learn and retain prophetic vocabulary. Thus, this approach also helps address the limitations of traditional teaching methods by providing a more engaging and interactive way of learning complex religious texts.

5.0 CONCLUSION

The systematic review found that gamification, particularly through board games, is a good strategy for improving the learning of prophetic Arabic vocabulary. The selected research found that interactive learning methods outperformed traditional memorisation techniques, particularly in terms of long-term retention and comprehension. This study shows that incorporating gamification into the teaching of prophetic Arabic vocabulary, particularly through a board game, greatly improves student engagement, retention, and comprehension. The board game created for al-Arba'in al-Nawawiyah effectively addresses the limitations of standard rote memorisation approaches.

By enhancing student motivation and making vocabulary acquisition more interactive, the game contributes to better understanding and long-term retention of key Arabic terms crucial for Islamic studies. Further development and exploration of gamification in this context are recommended. The research supports the idea that educational tools like board games are a promising alternative for Islamic educational settings, offering a more dynamic and engaging way to teach complex religious texts like al-Arba'in al-Nawawiyah. This study highlights the promise of gamified learning methodologies in overcoming the unique obstacles provided by prophetic Arabic vocabulary, particularly in non-native speakers. It also emphasises the need for additional study to broaden and improve these strategies in Islamic education.

This study suggests including board games into Islamic training, especially for non-native Arabic speakers. This method can improve prophetic vocabulary memorisation as well as engagement. Second, future research should investigate the long-term benefits of gamification in religious studies, as well as the potential for adapting gamification technology to other Islamic educational subjects. Finally, to address the obstacles created by traditional rote memorisation methods, educational institutions may consider introducing interactive learning tools like board games into their courses.

ACKNOWLEDGEMENTS

This research is supported by Majlis Agama Islam dan Adat Istiadat Melayu Perlis MAIPs-IIUM Jamalullail Research Grant Scheme (JRGS). The authors would like to express their deepest gratitude to the International Islamic University Malaysia (IIUM), Islamic Science University of Malaysia (USIM), and Kolej Universiti Islam Perlis (KUIPS) for their support and contributions to this research. The highest appreciation is extended to Majlis Agama Islam dan Adat Istiadat Melayu Perlis (MAIPs) for funding this research through the MAIPs-IIUM Jamalullail Research Grant Scheme (JRGS). Special thanks are extended to all the participants and reviewers who provided valuable insights that shaped the development and refinement of this study.

CONFLICT OF INTEREST

The authors declare no conflicts of interest.

AUTHOR CONTRIBUTIONS

Muhammad Anwar Ahmad (Validation, Resources, Funding acquisition, Project administration, Supervision)

Muhammad Nur Farhan Zamziba (Formal analysis, Data curation, Investigation, Software, Visualisation, Writing - original draft, Writing - review & editing)

Hishomudin Ahmad (Conceptualisation, Methodology)

Ku Mohd Syarbaini Ku Yaacob (Conceptualisation, Methodology)

REFERENCES

- Ab. Rahman, R., Ahmad, S., & Hashim, U. R. (2018). The effectiveness of gamification technique for higher education students engagement in polytechnic Muadzam Shah Pahang, Malaysia. *International Journal of Educational Technology in Higher Education*, 15(1), 2-16. <https://doi.org/10.1186/s41239-018-0123-0>
- Abdallah Hussein El-Omari (2018). Problems of learning Arabic by non-Arabic speaking children: Diagnosis and treatment. *Journal of Language Teaching and Research*, 9(5), 1095-1100. <http://dx.doi.org/10.17507/jltr.0905.25>

- Abdullah, N. M. S. A. N., Abdullah, N. S., & Kama, N. (2021). The needs of huffaz Quran in learning Arabic language and the relationship between memorizing Quran and understanding Arabic language. *Al-Qanatr: International Journal of Islamic Studies*, 23(1), 113-125.
- Aldebsi, A. H. M. H. A., & Eldesoky, E. M. A. (2023). Challenges and obstacles of teaching and learning the Arabic Language in secondary religious schools in Malaysia, suggestions and solutions. *International Journal of Academic Research in Business and Social Sciences*, 13(5), 2828-2838. <https://doi.org/10.6007/ijarbss.v13-i5/17327>
- Alhirtani, N.A. (2018). The influence of Arabic language learning on understanding of Islamic legal sciences—A study in the Sultan Idris Education University. *International Education Studies*, 11(2), 55-66. <https://doi.org/10.5539/ies.v11n2p55>
- Aulia, V. I., & Anggraeni, W. (2023). Urgensi pembelajaran Bahasa Arab dalam Pendidikan Islam. *Uktub: Journal of Arabic Studies*, 3(1), 22-40. <https://doi.org/10.32678/uktub.v3i1.7854>
- B, M. R., & Al Qifari, A. (2024). Nilai-nilai pendidikan akhlak dalam kitab Al-arba'in Al-nawawiyah karya Imam Nawawi. *Inspiratif Pendidikan*, 12(2), 763-792. <https://doi.org/10.24252/ip.v12i2.42127>
- Balaskas, S., Zotos, C., Koutroumani, M., & Rigou, M. (2023). Effectiveness of GBL in the engagement, motivation, and satisfaction of 6th grade pupils: A Kahoot! approach. *Education Sciences*, 13(12), 1-13. <https://doi.org/10.3390/educsci13121214>
- Bhatt, A. N., & Chakrabarti, A. (2022). Gamification of design thinking: A way to enhance effectiveness of learning. *Artificial Intelligence for Engineering Design, Analysis and Manufacturing: AIEDAM*, 36, 1-20. <https://doi.org/10.1017/S0890060422000154>
- Bouchrika, I., Harrati, N., Wanick, V., & Wills, G. (2021). Exploring the impact of gamification on student engagement and involvement with e-learning systems. *Interactive Learning Environments*, 29(8), 1244-1257. <https://doi.org/10.1080/10494820.2019.1623267>
- Carissimi, M. C., Creazza, A., & Colicchia, C. (2023). Crossing the chasm: Investigating the relationship between sustainability and resilience in supply chain management. *Cleaner Logistics and Supply Chain*, 7, Article 100098. <https://doi.org/10.1016/j.clscn.2023.100098>
- Christopoulos, A., & Mystakidis, S. (2023). Gamification in education. *Encyclopedia* 2023, 3(4), 1223-1243. <https://doi.org/10.3390/encyclopedia3040089>
- Ebrahim Alqudaimi, Wail Muin AlHaj Said Ismail & Abdul Muhsein Sulaiman. (2021). The use of prophetic educational methods in teaching Islamic education from the point of view of teachers in the city of Hodeidah, Yemen (Arabic). *The Online Journal of Islamic Education*, 9(1), 46-59.
- El Archi, Y., Benbba, B., Nizamatinova, Z., Issakov, Y., Vargáné, G. I., & Dávid, L. D. (2023). Systematic literature review analysing smart tourism destinations in context of sustainable development: current applications and future directions. *Sustainability*, 15(6), Article 5086. <https://doi.org/10.3390/su15065086>
- Fadhli, M., Brick, B., Setyosari, P., Ulfa, S., & Kuswandi, D. (2020). A meta-analysis of selected studies on the effectiveness of gamification method for children. *International Journal of Instruction*, 13(1), 845-854. <https://doi.org/10.29333/iji.2020.13154a>
- Fatma Zohra Souag. (2023). Linguistic direction in explaining the sunnah of the prophet. *Elementary Education Online*, 22(3), 86–97. <https://ilkogretim-online.org/index.php/pub/article/view/80>
- Firgany, M. (2024). *Students' perceptions of non-native Arabic and native Arabic teachers* [Master's thesis, the American University in Cairo]. AUC Knowledge Fountain. <https://fount.aucegypt.edu/etds/2232>
- Gkizani, A. M., & Galanakis, M. (2022). Goal setting theory in contemporary businesses: A systematic review. *Psychology*, 13(3), 420-426. <https://doi.org/10.4236/psych.2022.133028>
- Gent, B., & Muhammad, A. (2019). Memorising and reciting a text without understanding its meaning: A multi-faceted consideration of this practice with particular reference to the Qur'an. *Religions*, 10(7), Article 425. <https://doi.org/10.3390/rel10070425>
- Hermawan, L., & Ismiati, M. B. (2022). Penerapan augmented reality berbasis minimax algorithm pada game papan cerdas. *Jurnal Buana Informatika*, 13(1), 21-30. <https://doi.org/10.24002/jbi.v13i1.4929>
- Hung, H. T., & Yeh, H. C. (2023). Augmented-reality-enhanced game-based learning in flipped English classrooms: Effects on students' creative thinking and vocabulary acquisition. *Journal of Computer Assisted Learning*, 39(6), 1786-1800. <https://doi.org/10.1111/jcal.12839>
- Jaffar, M. N., Ab. Rahman, A., Ahmad, M. I., Muhammad Nawawi, M. A. A., Abdul Hamed, K. R., & Mansor, N. (2024). Development of Arabic vocabulary gamification model: A pilot study. *Journal of Advanced Research in Computing and Applications*, 34(1), 1-18. <https://doi.org/10.37934/arca.34.1.118>
- Labib, A. (2021). Pendekatan pendidikan dalam studi Islam. *Istifkar*, 1(1), 32-52. <https://doi.org/10.62509/ji.v1i1.19>
- Laila, N. A. (2022). Pengaruh penggunaan metode (mim-mem) mimicry memorization terhadap peningkatan kemampuan menghafal kosakata bahasa Arab siswa kelas V MI Al-mustawa Gunungsindur Bogor. *Jurnal Dirosah Islamiyah*, 5(1), 8-18. <https://doi.org/10.47467/jdi.v5i1.2072>
- Lubis, I., Zulkipli, L. & Muhammad Nizar Hasan. (2022). The students' difficulties in practicing Arabic's Maharah Kalam at the Arabic language education department lain Langsa. *El-Tsaqafah Jurnal Jurusan PBA*, 21(1), 1-14. <https://doi.org/10.20414/taqafah.v21i1.4690>

- Luo, Z. Gamification for educational purposes: What are the factors contributing to varied effectiveness? *Educ Inf Technol*, 27, 891–915. <https://doi.org/10.1007/s10639-021-10642-9>
- Ma'rifatun. (2019). Strategi pembelajaran nahwu saraf di MA pondok pesantren. *Al Ghazali Jurnal Kajian Pendidikan Islam dan Studi Islam*, 2(2), 103-116.
- Mohtar, S., Jomhari, N., Omar, N. A., Mustafa, M. B. P., & Yusoff, Z. M. (2023). The usability evaluation on mobile learning apps with gamification for middle-aged women. *Education and Information Technologies*, 28(1), 1189–1210. <https://doi.org/10.1007/s10639-022-11232-z>
- Munn, Z., Peters, M. D. J., Stern, C., Tufanaru, C., McArthur, A., & Aromataris, E. (2018). Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach. *BMC Medical Research Methodology*, 18(1). Article 143, <https://doi.org/10.1186/s12874-018-0611-x>
- Muthalib, A. R. A., & Ibrahim, B. (2020). Methods for understanding of prophet's hadis: Application towards hadis of jihad. *International Journal of Academic Research in Business and Social Sciences*, 10(4), 380–395. <https://doi.org/10.6007/ijarbs/v10-i4/7141>
- Prathyusha, N. (2020). Role of gamification in language learning. *International Journal of Research and Analytical Reviews*, 7(2), 577–583.
- Rahmatan, M., Rahmatan, M., Sani, N., JH, D. A., Putra, M. H. A. H., & Salsabila, F. (2023). The role of strengthening vocabulary memorization in facilitating arabic language learning students babul mu'arrif jambi islamic boarding school. *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, 13(1), 83-98. <https://doi.org/10.22373/ls.v13i1.18032>
- Rizov, T., Djokic, J., & Tasevski, M. (2019). Design of a board game with augmented reality. *FME Transactions*, 47(2), 253-257. <https://doi.org/10.5937/fmet1902253R>
- Roslan, N. N. A., & Sahrir, M. S. (2020). The effectiveness of Thinglink in teaching new vocabulary to non-native beginners of the Arabic language. *IIUM Journal of Educational Studies*, 8(1), 32–52. <https://doi.org/10.31436/ijes.v8i1.274>
- Rowin, I. A. (2018). Verbalisme bahasa Arab dalam kehidupan beragama masyarakat muslim. *Nazhruna: Jurnal Pendidikan Islam*, 1(1), 12-23. <https://doi.org/10.31538/nzh.v1i1.40>
- Royani, A., Palaloi, Z., Susiawati, I., & Amartiwi, R. Y. (2022). The role of Arabic poetry in Nahwu rules. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 14(1), 79-94. <https://doi.org/10.24042/albayan.v14i1.9592>
- Saputra, A., Rasyid, M. H. L., & Yunus, M. A. (2023). Analisis kesulitan belajar bahasa Arab siswa SMP IX perguruan Islam modern amanah 1. *Jurnal Syiar-Syiar*, 3(1), 71-80. <https://doi.org/10.36490/syiar.v3i1.562>
- Serhan, S. A. L., & Yahaya, N. (2022). A systematic review and trend analysis of personal learning environments research. *International Journal of Information and Education Technology*, 12(1), 43-53. <https://doi.org/10.18178/ijiet.2022.12.1.1585>
- Siddaway, A. P., Wood, A. M., & Hedges, L. V. (2019). How to do a systematic review: A best practice guide for conducting and reporting narrative reviews, meta-analyses, and meta-syntheses. *Annual Review of Psychology*, 70, 747-770. <https://doi.org/10.1146/annurev-psych-010418-102803>
- Shahzad, M., Alhoori, H., Freedman, R., & Rahman, S. A. (2022). Quantifying the online long-term interest in research. *Journal of Informetrics*, 16(2), Article 101288. <https://doi.org/10.1016/j.joi.2022.101288>
- Sribagus, S. (2018). Kendala dan kendali penguasaan bahasa asing di madrasah. *Society*, 4(1), 50-64. <https://doi.org/10.20414/society.v4i1.330>
- Strmečki, D., Bernik, A. & Radošević, D. (2015). Gamification in e-learning: Introducing gamified design elements into e-learning systems. *Journal of Computer Science*, 11(12), 1108-1117. <https://doi.org/10.3844/jcssp.2015.1108.1117>
- Toorajipour, R., Sohrabpour, V., Nazarpour, A., Oghazi, P., & Fischl, M. (2021). Artificial intelligence in supply chain management: A systematic literature review. *Journal of Business Research*, 122(2021), 502-517. <https://doi.org/10.1016/j.jbusres.2020.09.009>
- Turan, Z., & Karabey, S. C. (2023). The use of immersive technologies in distance education: A systematic review. *Education and Information Technologies*, 28(12), 16041–16064. <https://doi.org/10.1007/s10639-023-11849-8>
- Wazeer, F. S. (2023). A study on the usage of the board race game ; as a grammar retention strategy for english as a second language (ESL) Learners. *Vidyodaya Journal of Humanities and Social Sciences*, 8(1), 14-38. <https://doi.org/10.31357/fhss/vjhss.v08i01.02>
- Umam, A. Z., & Muhid, A. The challenge of moral decadence perspectives on the study of Al-Arba'in An-Nawawiyah Hadith. *Al-Hayat: Journal of Islamic Education*, [S.l.], 4(1), 44-57. <https://doi.org/10.35723/ajie.v4i1.93>
- Yahaya, H. B., Shaharuddin, H. N., Abdul Raup, F. S., Ahmad, N. Z., & Shafri, M. H. (2022). Students' perception of the use of gamification in Arabic language learning. *International Journal of Modern Languages and Applied Linguistics*, 6(2), 1-13. <https://doi.org/10.24191/ijmal.v6i2.14647>
- Yazidi Alaoui, Asmaa. (2023). In search of effective second language Arabic vocabulary teaching strategies: Theory and implementation. *All Graduate Plan B and other Reports, Spring 1920 to Spring 2023*. Article 1713. <https://digitalcommons.usu.edu/gradreports/1713>
- Yucuma, D., Riquelme, I., & Avellanal, M. (2021). Painful total hip arthroplasty: A systematic review and proposal for an algorithmic management approach. *Pain Physician*, 24(3). <https://doi.org/10.36076/ppj.2021/24/193>

- Zamziba, M. N. F., Ahmad H. Osman, R. Ahmad, M. A., Rashid, R. F. A., Md. Noor, M. L. A. H., Rizka Rivensky, & Ahmad Zabidi, U.H. (2024). Exploring minecraft in the primary school syllabus for enhancing arabic learning: A systematic literature review. *International Journal of Language Education and Applied Linguistics*, 14(1), 4-12. <https://doi.org/10.15282/ijleal.v14i1.9648>
- Zamziba, M. N. F. B., Osman, R. B. A. H., Ahmad, M. A. B., Rashid, R. F. A. B., Md. Noor, M. L. A. H. B., Rivensky, R., & Zabidi, U. A. B. A. (2023). Applying Minecraft to learn Arabic language and Islamic studies: Literature review. In M. Rahim, A. A. Ab Aziz, I. Saja @ Mearaj, N. A. Kamarudin, O. L. Chong, N. Zaini, A. Bidin, N. Mohamad Ayob, Z. Mohd Sulaiman, Y. S. Chan, & N. H. M. Saad (Eds.), *Embracing Change: Emancipating the Landscape of Research in Linguistic, Language and Literature*, vol 7. *European Proceedings of Educational Sciences* (pp. 532-542). European Publisher. <https://doi.org/10.15405/epes.23097.48>.