

THE USE OF GAMIFICATION IN ARABIC AND ENGLISH LEARNING TO ENHANCE MOTIVATION AND OUTCOMES

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Abstract. This study aims to examine the effects of applying gamification in learning Arabic and English on student motivation and learning outcomes at MTs Negeri 1 Ponorogo and MAN 2 Ponorogo. Gamification involves incorporating game elements into non-game contexts, applied here to language learning. The research utilizes an experimental method with a pretest-posttest control group design to assess the effectiveness of gamification. The participants are students from MTs Negeri 1 Ponorogo and MAN 2 Ponorogo, divided into two groups: an experimental group that uses gamification and a control group that follows traditional learning methods. Data collection was carried out using learning motivation questionnaires and language proficiency tests. The findings reveal that the group employing gamification showed a significant improvement in motivation and learning outcomes compared to the control group. These results suggest that gamification can be a potent tool for boosting motivation and learning outcomes in Arabic and English, indicating that educators should consider incorporating game elements into their teaching methods.

Keywords: *gamification, Arabic and English language learning, student motivation, learning outcomes*

Introduction

In this fast-paced era of globalization, mastering foreign languages is one of the most important skills for the younger generation (Tunru, 2018). Arabic and English, as international languages and religious languages, have a strategic role in shaping students' global and religious competencies. However, the challenges faced in the process of learning these languages are not easy (Nazir et al., 2024), especially related to students' learning motivation which often decreases over time. Learning motivation is a key factor in academic success, particularly in foreign language acquisition which requires perseverance and sustained effort (Crain, 2015). Language learning is often faced with the problem of monotony and lack of student engagement, which ultimately affects learning outcomes that are not optimal. One approach that is starting to be widely studied to overcome this problem is gamification. Gamification is a concept that integrates game elements into non-game contexts, including learning. The application of gamification in education is expected to increase student motivation, engagement, and learning outcomes in a fun and challenging way (Seaborn and Fels, 2015). MTs Negeri 1 Ponorogo and MAN 2 Ponorogo are two educational institutions known for their innovative programs to improve the quality of learning. Both schools have a high commitment in developing effective teaching methods, including in Arabic and English

language learning. One of the innovations implemented is the use of gamification in the language learning process. The implementation of gamification is carried out in the hope that it can increase students' motivation in learning languages, so that their learning outcomes will also improve.

Gamification in language learning is not only limited to the introduction of vocabulary or grammar, but also involves aspects of speaking, listening, reading and writing skills (Smaldino et al., 2008). Game elements such as points, levels, challenges and rewards are applied in learning activities to create a more interesting and interactive learning atmosphere. Thus, students are expected to be more motivated to learn and actively participate in every learning session. Previous studies have shown that the application of gamification in various educational contexts can improve student engagement and learning outcomes. However, research that specifically examines the impact of gamification in Arabic and English learning (Yahaya and Wong, 2024) at the madrasah level is still limited. Therefore, it is important to conduct this study to assess the effectiveness of gamification in improving motivation and learning outcomes of Arabic and English at MTs Negeri 1 Ponorogo and MAN 2 Ponorogo. The main objective of this study is to measure how much influence gamification has on students' motivation and learning outcomes in Arabic and English learning. This study uses an experimental design with a control group to obtain valid and reliable data. The experimental group using gamification will be compared with the control group using traditional learning methods, so that differences in learning outcomes and motivation between the two groups can be clearly identified.

The results of this study are expected to make a significant contribution to the development of more effective Arabic and English learning methods in madrasah. In addition, the findings of this study can also be a reference for other educators who want to apply gamification in language learning at various levels of education. With increased learning motivation (Nor et al., 2025), students will be more eager to follow the learning process, which in turn will have a positive impact on their learning outcomes. Therefore, gamification can be one of the solutions to improve the quality of Arabic and English language learning at MTs Negeri 1 Ponorogo and MAN 2 Ponorogo. In a broader context, the application of gamification in education can also support the achievement of national education goals that prioritize the holistic development of learners' potential. Thus, gamification not only impacts on cognitive aspects, but also on the development of students' character and social skills. This research will also examine how students respond to the implementation of gamification in learning Arabic and English. Do students feel more motivated and engaged in the learning process, or do they feel gamification is just a variation of the method that does not have a significant impact. In addition, this study will look at whether there is a significant difference in learning outcomes between students who learn with gamification methods and those who learn with traditional methods. Does gamification really improve students' language skills, or does it only increase motivation with no effect on learning outcomes?

This research focuses not only on the motivation aspect, but also on the learning outcome aspect, which is the main indicator of learning success. It is important to ensure that gamification is not only fun, but also effective in improving students' language competence. The conclusion of this study is expected to provide practical recommendations for educators in designing and implementing gamification in Arabic and English language learning. With a better understanding of how gamification can be

effectively implemented, educators can create a more engaging, interactive and productive learning environment. Ultimately, this research aims to answer important questions about the effectiveness of gamification in language learning in madrasah, as well as provide new insights into how to improve student motivation and learning outcomes through innovative and fun methods.

Literature review

Gamification, as an educational approach, has attracted widespread attention in education due to its potential to increase student engagement and motivation. Since the early 2000s, gamification has been applied in various fields, including business, health, and education (Huang and Hew, 2018). In the context of education, gamification is defined as the use of game elements, such as points, levels, badges, leaderboards and challenges, into learning activities to make the learning process more engaging and interactive. The theory is based on the concept that game elements can stimulate students' intrinsic motivation by providing a fun and satisfying learning experience (Alsawaier, 2018). Early research on gamification in education showed that this approach can significantly increase student motivation. (Deterding et al., 2011) mentioned that gamification helps create a more interactive and challenging learning environment, which in turn increases student engagement. In the context of language learning, gamification is expected to overcome common challenges such as boredom and lack of interest, which are often barriers to foreign language acquisition.

Arabic and English learning have different characteristics but still require effective approaches to optimize learning outcomes. Arabic, as a classical language with complex grammatical structures, is often considered difficult by many students. Meanwhile, English, although more commonly used globally, also requires learning strategies that can help students overcome barriers in pronunciation, grammar and vocabulary. Gamification, with its engaging and challenging elements, offers the potential to increase students' motivation to learn both languages (Othman et al., 2024).

A number of studies have explored how gamification can be applied in language learning. For example, research by Sailer et al. (2017) showed that game elements such as challenges and rewards can increase students' motivation and academic achievement in language learning. This finding is supported by research conducted by Su and Cheng (2015), who found that gamification increased students' engagement and confidence in using spoken English. In addition to increasing motivation, gamification also has the potential to improve learning outcomes. In their research mentioned that gamification not only has an impact on intrinsic motivation, but also on achieving better learning outcomes. This research shows that students who learn with a gamification approach tend to have better results in tests and assessments compared to those who use traditional methods. However, some studies also show that the effectiveness of gamification can vary depending on how the game elements are implemented. Hamari et al. (2014) emphasized that not all game elements will be effective if they are not adapted to the context and needs of students. Therefore, it is important for educators to design relevant and contextualized gamification in order to achieve the expected results.

In Arabic and English language learning in madrasah, gamification can be applied through various strategies. For example, the use of language learning (Mokhtar et al., 2025) apps that incorporate game elements such as Duolingo, has been proven effective in improving students' language skills. Such apps use points, levels and daily challenges to motivate students to practice consistently (Lin et al., 2024). In addition, game-based

learning, where students learn through interactive games, has also shown positive results in improving language comprehension. Challenges in implementing gamification, especially in the context of education in Indonesia, include infrastructure issues and technology skills. While gamification has great potential, access to adequate technology and resources is often a constraint in many schools, including madrasahs (Bahri et al., 2025; Yusuf et al., 2021). Therefore, a flexible and innovative approach to implementing gamification in such limited environments is required.

From an educational psychology perspective, gamification is associated with motivation theories such as Intrinsic Motivation Theory and Self-Determination Theory. Accordingly, intrinsic motivation is driven by basic human needs for competence, autonomy and social connectedness. Gamification, by providing challenges and rewards, can fulfill these needs and encourage students to actively participate in learning (Ajizah and Jauhari, 2024). Furthermore, research on gamification also highlights the importance of customization to student preferences and characteristics. For example, more competitive students may be more motivated by leaderboards, while other students may be more interested in elements such as narratives and stories within the game. Therefore, personalization in gamification can be an important factor in determining its success. Overall, the literature shows that gamification has great potential to improve motivation and learning outcomes in Arabic and English language learning. However, to achieve optimal results, educators need to consider appropriate gamification designs that are relevant to the context and needs of students. This study seeks to fill the gap in the literature by providing empirical evidence on the effectiveness of gamification in language learning at the madrasah level.

Materials and Methods

This study used an experimental method with the main objective to measure the effectiveness of gamification in improving students' motivation and learning outcomes in learning Arabic and English at MTs Negeri 1 Ponorogo and MAN 2 Ponorogo Creswell (2009). The research design used was a quasi-experiment with a pre-test and post-test control group approach. This approach was chosen to compare the group of students treated with gamification with the control group using traditional learning methods, so that the impact of gamification on the variables under study could be measured objectively (Shadish, 2002). The population of this study was students of MTs Negeri 1 Ponorogo and MAN 2 Ponorogo who were taking Arabic and English lessons. For the division of research places, Arabic Language Learning at MTs Negeri 1 Ponorogo and English Language Learning at MAN 2 Ponorogo. The research sample was selected using purposive sampling technique, in which certain classes that met the inclusion criteria were determined as samples. These inclusion criteria include classes that have high student attendance rates, readiness of technology facilities, and willingness of students and teachers to participate in the study (Field, 2014). The total sample consisted of 120 students, which were then divided into two groups: an experimental group and a control group, each totaling 60 students.

The research implementation process began with administering pre-tests to both groups to measure students' initial motivation and language proficiency before treatment. The test included an assessment of Arabic and English language proficiency and learning motivation using a validated questionnaire. After the pre-test was conducted, the experimental group was treated with gamification in language learning

for 2 weeks, while the control group continued to follow the traditional learning methods that were already commonly applied in schools. Gamification in this study was implemented through the use of a language learning app specifically designed to include game elements, such as points, levels, badges, leaderboards and weekly challenges. The app is used as an aid in learning Arabic and English, with the aim of increasing student engagement in the learning process. Each week, students are given tasks and challenges within the app, which must be completed to earn points and badges. A leaderboard was displayed in the classroom to motivate students to continue actively participating. The control group, on the other hand, followed conventional learning methods without the game element. Learning was conducted using the usual approach of lectures, discussions, and practice questions, in accordance with the applicable curriculum. The Arabic and English learning in the control group went according to the routine set by the teacher, without any additional intervention in the form of gamification.

After 2 weeks, both groups were again given a post-test to assess changes in their motivation and learning outcomes. The post-test was designed to measure the differences that occurred after the implementation of gamification, using the same instrument as the pre-test. The difference in scores between the pre-test and post-test was analyzed to determine if there was a significant increase in student motivation and learning outcomes in the experimental group compared to the control group. Data analysis was conducted using the t-test statistical test to test the differences between the experimental and control groups (Gall et al., 1996). Qualitative data was also collected through observations and interviews with students and teachers, to provide a more in-depth picture of their experiences during the learning process with gamification. This study also paid attention to ethical aspects in its implementation. Before the study began, ethical approval was obtained from the school and parents. All participants were given an explanation of the purpose and procedures of the study, as well as their right to withdraw at any time without negative consequences. The confidentiality of the students' data was also strictly maintained, and the results of the study were only used for academic purposes. By using this experimental approach, the study is expected to provide strong empirical evidence on the effectiveness of gamification in improving student motivation and learning outcomes. The results of this study can be the basis for the development of more effective and innovative learning strategies, especially in the context of language learning in madrasah. In addition, this study can also provide practical recommendations for educators in integrating gamification into the curriculum to improve student engagement and achievement.

Results and Discussion

The implementation of gamification in Arabic and English language learning at MTs Negeri 1 Ponorogo and MAN 2 Ponorogo has provided various interesting and significant findings related to increasing students' motivation and learning outcomes. The results of this study showed a significant increase in students' motivation and learning outcomes in the experimental group that used gamification compared to the control group that followed traditional learning methods. First, in terms of motivation, gamification was shown to increase students' interest and engagement in the learning process. Students in the experimental group showed higher enthusiasm in participating in Arabic and English learning. Game elements such as points, badges and leaderboards encouraged students to participate more actively and compete healthily with their peers.

This is in line with the theory of intrinsic motivation which states that recognition and achievement in a game context can trigger students' internal motivation. The following is a table of pre-test and post-test results of the experimental and control groups using gamification in Arabic and English language learning (*Table 1 to Table 4*).

Table 1. Value results group experiment Arabic MTs Negeri 1 Ponorogo.

Student name	Arabic Pre-Test Score (MTs Negeri 1 Ponorogo)	Arabic Post-Test Score (MTs Negeri 1 Ponorogo)
Musyaffa Pratama	70	85
Aprillia Cantika	69	82
Dina Zayanata Mir'a	73	88
Ahsani Fauzan Basri	66	80
Cahaya Kusuma	69	83

Table 2. Value results group control Arabic MTs Negeri 1 Ponorogo.

Student name	Arabic Pre-Test Score (MTs Negeri 1 Ponorogo)	Arabic Post-Test Score (MTs Negeri 1 Ponorogo)
Dewi Nur Ramadhani	72	75
Queena Augusta Zahrani	70	73
Ahmad Bayu Saputra	67	72
Athaya Qois Qurunul	68	74
Ika Aprilia Nur'aini	70	76

Table 3. Value results group experiment Arabic MAN 2 Ponorogo.

Student name	English Pre-Test Score (MAN 2 Ponorogo)	English Post-Test Score (MAN 2 Ponorogo)
Aliga Izzatul Umami	71	80
Alvi Zhahri Calista	70	85
Grace Setya Mecca	72	83
Chicco Aditya Saputra	70	78
M. Umar Al Faruq Abdul	69	82

Table 4. Value results group control Arabic MAN 2 Ponorogo.

Student name	English Pre-Test Score (MAN 2 Ponorogo)	English Post-Test Score (MAN 2 Ponorogo)
Almira Charissa Nayya	66	70
Ivandra Danu Warta	67	72
Mei Rahmawati	68	71
Keysha Wafa Athaya	65	68
Nadya Ika Rahmawati	66	70

Experimental Group: Students in this group showed a significant increase in scores in the Arabic and English tests after the gamified learning experience. Control Group: Students in this group also improved their scores, but not as much as the experimental group, demonstrating the effectiveness of gamification in improving learning outcomes. Analysis of pre-test and post-test data showed that student motivation in the experimental group increased significantly after the implementation of gamification. This shows that gamification not only adds an element of fun to learning, but is also able to influence students' motivation more deeply. When students feel more motivated, they tend to be more engaged in the learning process, which ultimately contributes to

achieving better learning outcomes. In addition to motivation, students' learning outcomes also experienced a significant improvement. In this study, learning outcomes were measured through language proficiency tests conducted before and after the implementation of gamification. Students who studied with the gamification approach showed a greater improvement in their test scores compared to students in the control group. This improvement can be explained by the fact that gamification encourages students to practice more often and engage in learning activities independently, outside of formal lesson hours. This improvement in learning outcomes can also be seen as an indication that gamification succeeds in making learning more effective. Well-structured game elements, such as weekly challenges and achievement rewards, encourage students to continue learning and improving their skills in Arabic and English (Isa et al., 2025). With gamification, students are not only passively learning, but also actively engaged in the learning process, which in turn improves retention and understanding of the material. Furthermore, qualitative analysis obtained from interviews and observations supported these quantitative findings. Students in the experimental group reported that they felt more motivated to learn the language as the gamification approach implemented made the learning process more interesting and fun. Teachers also observed that students were more active and participated more in class discussions, and were more consistent in completing assigned tasks.

However, it is important to note that the effectiveness of gamification largely depends on how the game elements are designed and implemented. In this study, the language learning app used was tailored to the context and needs of the students, and was equipped with relevant features such as leaderboards and daily challenges. If these game elements are not well-tailored, or if they are too complex, students may get frustrated or lose interest. In addition, the study also found that not all students respond to gamification in the same way. Some students may feel motivated by the competition offered by leaderboards, while others may be more interested in the narrative or story elements of the game. Therefore, a personalized approach to gamification is essential to ensure that all students can benefit from this method. For example, students who are more competitive are likely to show a higher increase in motivation when they see their name go up on the leaderboard. Meanwhile, students who prefer to learn in a non-competitive atmosphere are more interested in the story or narrative developed in the gamification app. Therefore, it is important for educators to recognize students' individual preferences and tailor gamification strategies to suit each student's needs.

In addition, this research also identified some challenges in implementing gamification, especially in the context of education in Indonesia. One of the main challenges is limited access to technology. While many students in the schools that were the subject of this study have access to technological devices, there are some who experience difficulties due to infrastructure limitations, such as unstable internet connections or lack of adequate devices. Therefore, it is important for schools and educators to ensure that all students have equal access to the technology needed for participation in gamified learning. Another challenge identified is the need for teacher training in the use of gamification. While gamification can be an effective tool, its successful implementation largely depends on how teachers facilitate and manage the game elements in learning. Teachers who are well trained in gamification are more likely to be able to create engaging and rewarding learning experiences for students. Therefore, investment in training and professional development for teachers is a key factor in the successful implementation of gamification. In addition to challenges, this

research also found several opportunities that can be leveraged to enhance the effectiveness of gamification in language learning. One of these is the integration of gamification with other learning methods, such as project-based or collaborative learning. By combining gamification with other learning approaches, students can engage in real projects that provide context for using Arabic and English, while still experiencing the enjoyment and challenges offered by game elements.

Furthermore, gamification can also be used as a tool to enhance collaboration among students. In this study, several game elements were designed to encourage teamwork, such as group challenges or team-based games. This collaboration not only enhances student engagement but also develops essential social skills and teamwork in language learning. From a theoretical perspective, the findings of this research support several existing motivation and learning theories, such as Self-Determination Theory and Cognitive Engagement Theory. Self-Determination Theory posits that a person's intrinsic motivation can be enhanced by fulfilling basic needs for competence, autonomy, and relatedness. Gamification, by providing relevant rewards and challenges, meets this need and motivates students to learn with greater enthusiasm. On the other hand, the Cognitive Engagement Theory emphasizes the importance of students' active involvement in the learning process. Gamification, with its interactive elements, allows students to engage more deeply in the learning process, ultimately enhancing their understanding and retention of the material. Thus, the application of gamification not only impacts motivation but also the way students understand and internalize the material being taught. In the context of learning Arabic and English, this research shows that gamification can be an effective strategy to address common challenges in language learning, such as boredom and lack of motivation. By utilizing game elements, educators can create a more dynamic and engaging learning environment, which ultimately helps students achieve better learning outcomes. However, it is important to remember that gamification is not a one-size-fits-all solution. Educators need to consider the context, needs, and preferences of students when designing and implementing gamification in learning. With the right approach, gamification has great potential to enhance the quality of language learning in schools, especially in madrasahs. In conclusion, this research suggests that educators and education policymakers consider integrating gamification more broadly into the curriculum for Arabic and English language learning. In addition, further research is needed to explore other ways in which gamification can be applied in different learning contexts, as well as to identify factors that may influence the effectiveness of gamification in enhancing motivation and learning outcomes.

Conclusion

The application of gamification in learning Arabic and English at MTs Negeri 1 Ponorogo and MAN 2 Ponorogo significantly enhances student motivation and learning outcomes. Students who learn through gamification show greater improvements in understanding and engagement compared to traditional learning methods. Gamification not only makes learning more engaging but also more effective in enhancing student involvement and material retention, although challenges such as technology access and teacher training need to be considered.

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Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

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