

Arabic Language For Global Entrepreneurship: Empowering Islamic Studies Students For Beginner Level With An Innovative Vocabulary Board Game I-Mufradaat

Received 2025-06-16
Accepted 2026-09-19
Published 2026-03-19

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To cite this article: Ahmad, Nor Zahidah., Abd Wahid, Najihah., Nordin, Fitri Nurul'ain., Safian, Nursafira Ahmad., Asbulah, Lily Hanefarezan. (2026). Arabic Language For Global Entrepreneurship: Empowering Islamic Studies Students For Beginner Level With An Innovative Vocabulary Board Game I-Mufradaat. *Ijaz Arabi: Journal of Arabic Learning*, 9 (2), 901-908, DOI: <https://doi.org/10.18860/ijazarabi.V9i2.36133>

Abstract

I-Mufradaat is a language board game specifically designed and developed for learning Arabic vocabulary at the tertiary level, adapting the psychological basis of Howard Gardner's Multiple Intelligences Theory alongside Bloom's Taxonomy (Krathwohl & Anderson, 2009). This product primarily focuses on improving Arabic vocabulary and describes the steps for developing an Arabic Board game product to enhance Arabic vocabulary acquisition among Islamic Studies students at the beginner level at Universiti Sultan Zainal Abidin (UniSZA). The type of research is Design and Development research with the ADDIE development model, which is modified into five steps of development, namely 1) Need analysis of the product. (2) Design content. (2) Development of initial product draft. (4) Implementation of the end-product. (5) Evaluation. The instruments used were expert validation questionnaires. The respondents in this research are 234 students from the Faculty of Islamic Contemporary Studies at the University Sultan Zainal Abidin (UniSZA), Terengganu. This research uses a questionnaire as a way of collecting data and the SPSS statistical package to analyze the data. The expected results are that there is a need for the development of an Arabic Board game, which is very appropriate as an innovative platform to be used in learning Arabic vocabulary. The features of Arabic Board game emphasize steps for making a game consisting of a game board, card, game manual and game assessment sheet.

Keywords: Entrepreneurship; Beginner; Arabic Vocabulary; Board Game; Language Learning

INTRODUCTION

Learning Arabic vocabulary is a complicated task for many non-native speakers of Arabic worldwide. Words are easily confused due to spelling, pronunciation and similarities. The traditional method of learning vocabulary by presenting a long list of words for students to memorise is ineffective as students' vocabulary is found below the expected level that they should achieve in higher education (Ahmad, Rafizah, Mohammad, Azaharee & Abdul Rashid, 2009). Moreover, common methods of learning

vocabulary in isolation from a text, or through synonyms, antonyms, definitions, and giving examples, as well translation and repetition, make learning wearisome for learners (Yasmin & Mohammed, 2019). Arabic language learning at the Faculty of Islamic Contemporary Studies (FKI) Universiti Sultan Zainal Abidin (UniSZA), is a compulsory for all undergraduate students. Generally, students are required to undertake at least four compulsory Arabic language courses throughout their period of study. Therefore, it is essential for researchers to conduct a study on students' mastery of Arabic vocabulary, which constitutes a fundamental element in the acquisition of the language. This necessity is further underscored by the demand to comprehend most of specialization courses in various fields of Islamic studies, such as the Qur'an and Sunnah, Usuluddin, Shariah, Da'wah, and Islamic History and Civilization. This study is conducted based on the Multiple Intelligences Theory (MI) and the Bloom's Taxonomy in learning. In foreign language acquisition, Bloom's Taxonomy offers a structured framework for formulating learning objectives and reflecting the cumulative nature of the process. For instance, Lower levels such as remembering and applying, involve recalling vocabulary and grammar and using them in communication. Moreover, higher levels including analyzing and creating, require examining linguistic structures and generating original output, thereby deepening language mastery.

The use of Bloom's Taxonomy in language education is particularly important in the English as a Foreign Language (EFL) classroom, as noted by Nunes (2022). It offers teachers clear guidelines for designing lessons that promote gradual cognitive development, helping students progress through the levels of thinking and learning. By aligning lesson plans with this taxonomy, educators can ensure that they are addressing the full spectrum of cognitive skills needed for language mastery. Vocabulary acquisition is a critical challenge in mastering the Arabic language. For many students, the ability to speak and write fluently in Arabic is hampered by limited vocabulary. This deficiency is often exacerbated by the implicit approach taken during vocabulary instruction in many classrooms, where vocabulary is not taught explicitly but embedded within other language lessons. As Zunita et al. (2016) observed, this indirect approach can leave students struggling to effectively grasp and apply new words in meaningful communication contexts. Muassomah et al. (2023) further identified three primary challenges that learners face in acquiring Arabic vocabulary: challenges stemming from the complexity of the language itself, internal challenges related to student motivation and learning strategies, and external challenges such as instructional methods and resources. The nature and intensity of these challenges may vary depending on each student's background, language exposure, and prior learning experiences.

In Arabic, grammar and vocabulary are deeply intertwined. Mastery of grammar, particularly Arabic morphology (the study of word formation) and syntax (sentence structure) is essential for building a strong vocabulary foundation. This is especially true because Arabic is a highly inflectional language, where the meaning of words often changes based on their grammatical context. For instance, understanding the root-and-pattern system in Arabic, where roots are modified by various patterns to form different words, is crucial for both vocabulary and grammatical mastery. Baharudin et al. (2023) emphasize that students who excel in vocabulary acquisition are better equipped to apply correct grammar, as they can align the words they know with appropriate grammatical rules.

Incorporating games into language learning is not only about engagement but also about improving specific skills. Jan and Gaydos (2016) categorize educational games into four types: motivation games, drill-and-practice games, content mastery games, and 21st-century competency games. Each category serves a unique function in the learning process. Motivation games encourage students to immerse themselves in learning through curiosity and competition, while drill-and-practice games reinforce previously learned material. Content mastery games help students apply new concepts in various contexts, and 21st-century competency games focus on critical thinking, creativity, and collaboration.

A key advantage of game-based learning is its ability to promote both competitiveness and collaboration. Fun activities in games naturally foster social interaction among students, which is critical in language learning as it mirrors real-life communication. This combination of competition and teamwork not only improves language skills but also enhances students' social abilities, as noted by various studies. Liu (2021), Tg Abdul Rahman et al. (2021), and Noor et al. (2023) all point to the positive impact of games on students' motivation and attitudes toward language learning. These studies reveal that learners are more likely to develop positive attitudes toward language practice and exhibit higher motivation levels when games are integrated into the curriculum. Given these benefits, the I-Mufradaat board game holds great potential as a model for enriching students' Arabic vocabulary. By incorporating elements of competition, collaboration, and interactive learning, it can significantly enhance teaching and learning experience, making it more engaging and effective. Through I-Mufradaat, students will not only gain a richer vocabulary but also develop improved communication skills, both of which are essential for language mastery.

METHOD

The determination of the study's sample size was based on the Krejcie and Morgan Model. This study collected data from undergraduate students in the Faculty of Islamic Contemporary Studies, UniSZA for the October 2024 academic session. The total student enrollment for the October 2024/2025 academic session is 491. Accordingly, the optimal sample size is between 214 and 217, representing a population size range of 480 to 500. Table 1 presents the distribution of students according to the programmes enrolled in for the current academic session.

Figure 2. Krejcie and Morgan Table (1970)

Table for Determining Sample Size for a Given Population									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
"S" is sample size.

Source: Krejcie & Morgan, 1970

Table 1. The Total of Students in Faculty of Islamic Contemporary Studies

Programme	No of Students
Bachelor of Qiraat	28
Bachelor of Shariah	144
Bachelor of Usuluddin	123
Bachelor of Usuluddin with Counselling	88
Bachelor of Da'wah	108
Total	491

This quantitative study uses questionnaires as research tool by the researchers. The respondents included 234 students from Faculty of Islamic Contemporary Studies in UniSZA Gong Badak campus. The purpose of this study is to investigate the need of using the Arabic vocabulary Board Game among Islamic Studies students at UniSZA. It then helps researchers in developing a prototype of an Innovative Vocabulary Board Game namely as "I-Mufradaat", which may consider as learning tool assistance in mastering Arabic words. The items of questionnaires was adapted from Muhammad Aiman (2024) with some amendments. The items contained 12 questions related to need analysis on developing Arabic Board Game prototype for Islamic Studies Students for Beginner Level.

RESULTS AND DISCUSSION

One set of questionnaires will be used in this study which is needs analysis questionnaire. The data will be categorized as student's demographic and need for the development of board-game based learning. The descriptive statistic for the data is obtained through IBM-SPSS version 27. These findings then will be presented in three sections which were i) students' demographic information, ii) need analysis for board game and iii) development of board game prototype.

Table 2. Demographic Background

Year of Study	Number of Students	Percentage
First year	167	71.4
Second year	39	16.7
Third year	14	6.0
Fourth year	14	6.0
Total of Students	234	100.0

The respondents comprise of 88 male students (37.6%) and 146 female students (62.4%). A total of 167 respondents were first-year students, while 39 were second-year students, and 14 represented the third and fourth year. The overall number of respondents was 234 students.

Table 3. One-Sample Statistics for Need Analysis of Arabic Board Game

	N	Mean	Std. Deviation	Std. Error Mean
keperluan_boardgame	234	3.4274	.69722	.04558
keperluan_alat_interaktif	234	3.6111	.62704	.04099
kesukaran_boardgame	234	3.0171	.80217	.05244
kursus_bahasa_arab_boardgame	234	3.3846	.66612	.04355
motivasi_boardgame	234	3.3120	.68154	.04455
senang_hafal_boardgame	234	3.3248	.69120	.04518

Table 4. One-Sample Test for Need Analysis of Arabic Board Game

	Test Value = 3					
	t	df	Sig. (2-tgikailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper

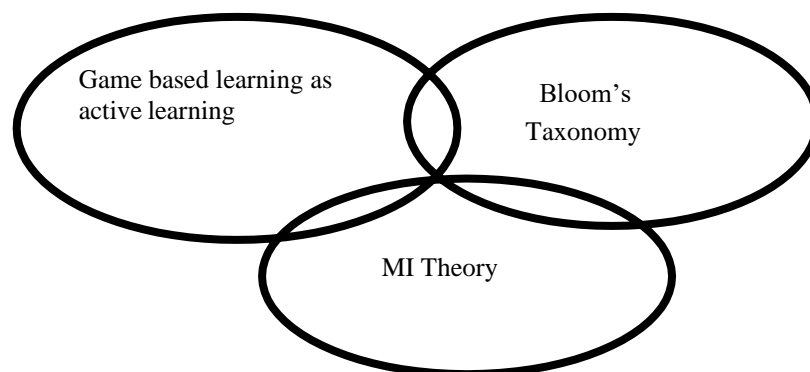
keperluan_boardgame	9.376	233	.000	.42735	.3376	.5171
keperluan_alat_interaktif	14.908	233	.000	.61111	.5304	.6919
kesukaran_boardgame	.326	233	.745	.01709	-.0862	.1204
kursus_bahasa_arab_boardgame	8.833	233	.000	.38462	.2988	.4704
motivasi_boardgame	7.002	233	.000	.31197	.2242	.3997
senang_hafal_boardgame	7.188	233	.000	.32479	.2358	.4138

Tables 3 and 4 present the T-Test analysis, conducted to determine whether the mean score of a variable significantly differs from a specified value. This analysis identifies the actual needs of students regarding the investigated aspect. The first item, “*I need a Board Game to help me learn Arabic vocabulary,*” yielded a mean score of 3.4274 ($p = 0.000$), indicating a significant deviation from the neutral value and affirming students’ strong need for such a tool. The second item reported a mean difference of 0.61111 ($p = 0.000$), underscoring the demand for interactive tools in Arabic vocabulary learning. Similarly, items four to six, all with p -values of 0.000, further confirm the necessity of a gamification platform, particularly a board game, in supporting Arabic vocabulary acquisition.

The Development of Board Game Prototype

The three main aspects were considered in the development of the I-Mufradaat game as illustrated in Figure 1

Figure 1. Model for Development of I-Mufradaat Game



The board game I-Mufradaat, as part of this approach, can serve as a crucial tool in helping beginner-level students master Arabic vocabulary for global entrepreneurship. It builds on the principles of game-based learning by offering a structured yet playful environment where learners can develop language skills relevant to business contexts. Games like I-Mufradaat also encourage interaction among learners, reinforcing both their language abilities and their social communication skills, which are essential in global entrepreneurship.

This approach aligns with findings by Liu (2021) and Tg Abdul Rahman et al. (2021), who highlight that game-based learning fosters positive attitudes toward language acquisition and increases student participation. Furthermore, by integrating challenges and interactive activities, students experience a more engaging form of learning, which enhances their cognitive development and linguistic proficiency (Noor et al., 2023). Thus, I-Mufradaat not only enhances vocabulary acquisition but also aligns with modern

pedagogical trends, making learning Arabic more accessible, engaging, and applicable to global entrepreneurial environments.

The *I-Mufradaat* prototype is a self-directed learning product developed in the form of an Arabic language board game. Its primary focus is to facilitate the acquisition of Arabic vocabulary for business purposes. As buying and selling are universal daily activities, the researcher emphasizes business-related vocabulary to benefit a wide audience. This gamified prototype was developed based on needs analysis survey findings from Bachelor of Islamic Studies students at UniSZA. *I-Mufradaat* comprises one game board, question cards, a scoring sheet, and a game manual. The target users are adult learners with a basic background in Arabic.

Figure 3. I-Mufradaat Prototype Interface (Board Game)

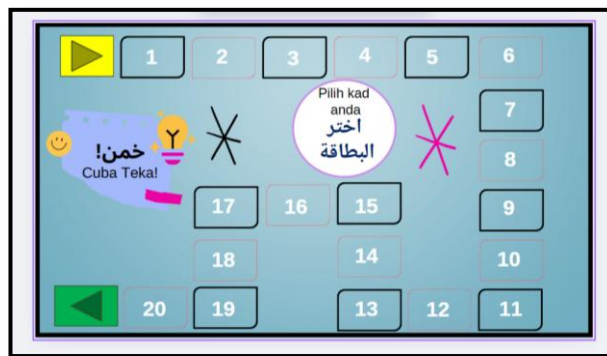


Figure 4. I-Mufradaat Prototype Interface (Sample Card Set)



CONCLUSION

This developmental study aims solely to develop a prototype of a gamified product for Arabic vocabulary learning. Accordingly, the study focuses on three phases of product development based on the ADDIE model, namely: (1) need analysis of the product, (2) design of the content, and (3) development of the initial product draft. Therefore, further research may be conducted to complete all five product development phases proposed in the ADDIE model. Incorporating games into language learning has been shown to improve retention and engagement, providing students with the tools they need to effectively use Arabic in global business environments. Hence, vocabulary

acquisition plays a pivotal role in both language proficiency and entrepreneurial success. The prototype is suitable for use in teaching and learning processes both inside and outside the classroom. The target group comprises students at the basic-advanced to advanced-basic levels. The gamification approach has demonstrated numerous positive impacts on respondents. Specifically, the use of gamification in teaching and learning has been shown to stimulate students' interest and motivation to participate actively in the classroom (Nurul Hanilah, Siti Zubaidah, Tg Ainul Farha, 2022).

ACKNOWLEDGMENT

The author wishes to express gratitude to the Centre for Excellence Management & Research Incubator (CREIM) Universiti Sultan Zainal Abidin, Terengganu, for the funding of the Dana Penyelidikan Universiti (DPU) (UniSZA/2023/DPU 1.0/43 | RD054).

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