



THE USE OF UNO CARD GAME IN LEARNING ARABIC AND ITS INFLUENCE ON STUDENTS' ABILITY IN *FAHM AL-MAQRU'*

Siti Nurhalimah¹, Hishomudin Ahmad²

¹Madrasah Ibtidaiyah Az-Zahra Rancasari Bandung, Indonesia

²Universiti Sains Islam Malaysia, Malaysia

Corresponding E-mail: stnhalimah22@gmail.com

ABSTRACT

This research is based on the problems of students learning Arabic. Some students do not pay much attention to the subject matter delivered by the teacher, and they do not understand the Arabic text they read. This leads to their low Arabic language skills. Looking at student learning outcomes, only 30% get scores above the Minimum Completeness Criteria (KKM), and 70% do not reach the predetermined KKM limit. Based on the results of observations made by researchers in the field, namely Madrasah Ibtidaiyah Az Zahra Bandung, Arabic learning media used by teachers is still not adequate, especially in improving the ability of *fahm al-maqr'u'* students. This study aimed to determine the effect of using UNO card game learning media on the ability of *fahm al-maqr'u'* students. The method used in this study is quasi-experimental. The approach used is quantitative. Observation, interviews, and tests were carried out as the data collection method in this study. As for processing research data, researchers used SPSS V. 22. The result of this study was that the student *fahm al-maqr'u'*'s ability score before using UNO card game media reached an average score of 65.5, and after using the media, the average value of *students' fahm al-maqr'u' ability* reached 83.5. Thus, it can be concluded that using UNO card game media affects the ability of *fahm al-maqr'u'* students.

Keywords: Arabic Learning, Reading Text, Students' Ability, Uno Card

ABSTRAK

Penelitian ini didasari oleh problematika peserta didik dalam pembelajaran bahasa Arab. Sebagian peserta didik belum begitu memperhatikan materi pelajaran yang disampaikan oleh guru dan mereka pun tidak memahami teks bahasa Arab yang mereka baca. Hal ini menyebabkan rendahnya kemampuan bahasa Arab mereka. Melihat hasil belajar siswa hanya 30% dari mereka yang mendapatkan nilai di atas Kriteria Ketuntasan Minimal (KKM) dan 70% lagi tidak mencapai batas KKM yang telah ditentukan. Berdasarkan hasil observasi yang telah dilakukan peneliti di lapangan yaitu Madrasah Ibtidaiyah Az Zahra Bandung, media pembelajaran bahasa Arab yang digunakan oleh guru masih belum efektif, terutama untuk meningkatkan kemampuan *fahm al-maqr'u'* peserta didik. Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan media pembelajaran permainan kartu UNO terhadap kemampuan *fahm al-maqr'u'* siswa. Metode yang digunakan dalam penelitian ini adalah metode kuasi eksperimen. Serta pendekatan yang digunakan adalah pendekatan kuantitatif. Metode pengumpulan data pada penelitian ini dilakukan dengan cara observasi, wawancara, dan tes. Sedangkan untuk mengolah data penelitian, peneliti menggunakan SPSS V. 22. Hasil penelitian ini adalah nilai kemampuan *fahm al-maqr'u'* siswa sebelum menggunakan media permainan kartu UNO mencapai nilai rata-rata 65,5 dan setelah menggunakan media tersebut nilai rata-rata kemampuan *fahm al-maqr'u'* siswa mencapai 83,5.

Dengan demikian, dapat diambil kesimpulan bahwa penggunaan media permainan kartu UNO berpengaruh terhadap kemampuan *fahm al-maqrū'* siswa.

Kata Kunci: Kartu Uno, Kemampuan Siswa, Pembelajaran Bahasa Arab, Teks Bacaan.

INTRODUCTION

Learning is a teaching activity carried out optimally by a teacher so that the students he teaches certain materials do learning activities well. According to Law Number 20 of 2003 concerning SISDIKNAS, learning is the interaction process between students and educators and learning resources in a learning environment. One of the lessons was carried out in Arabic language learning. Among the objectives of learning Arabic is to explore and develop the ability of students to use the language both actively (spoken) and passively (written), which in the world of language learning is called "language proficiency" (Abdul Wahab, 2016).

Language proficiency can be seen from the achievement of two aspects. Aspects of skill and language attainment (Syafe'i & Fauziah, 2020). There are four language skills (*mahārat al-lughah*), namely listening skills (*mahārah al-istima'* / listening skill), speaking (*mahārah al-kalam* / speaking skill), reading (*mahārah al-qira'ah* / reading skill), and writing (*mahārah al-kitābah* / writing skill). Listening and reading skills are categorized into receptive skills (*al-mahārat al-istiqlāliyyah* into speaking skills) while speaking and writing skills are categorized into productive skills (*al-mahārat al-intajīyyah* / productive skills) (Hermawan, 2018a).

Reading skills (*mahārah al-qira'ah*) is a language skill that has great benefits because by reading, a person will gain a variety of knowledge. According to Acep Hermawan, reading skills contain two aspects of understanding. *First*, convert the written symbol into a sound. *Second*, it captures the meaning of the whole situation symbolized by these symbols and sounds (Hermawan, 2018b). This means that students are not only required to read but should understand or grasp the meaning of the reading (*fahm al-maqrū'*) (Shodiq, 2018).

Understanding the text (*fahm al-maqrū'*) is the primary goal of learning to read. While comprehension in reading learning, according to Lady Farah Aziza and Ariadi Muliansyah, includes the ability to: (a) include the ability to understand simple understanding, (b) understand significance or meaning (the purpose and purpose of the author and the reaction of the reader). (c) evaluation or assessment (content, form). (d) adjustable reading speed, which is easily adapted to circumstances (Aziza & Muliansyah, 2020). Ade Arip Ardiansyah and Aji Abdul Aziz state that reading comprehension includes understanding reading, understanding the meaning implied in the reading, and adjusting punctuation or intonation to the reading speed (Ardiansyah & Aziz, 2019).

However, many problems are faced in learning Arabic, especially in *qira'ah* and *kitābah* materials. As happened in class V MI Az-Zahra Bandung. Based on observations, information was obtained that the ability to read and write class V MI Az-Zahra was still low. This is because when learning Arabic, students pay less attention to the material and also do not play an active role in following learning. This is because a. students lack mastery of vocabulary so that they have difficulty in understanding the material read b. students lack mastery of Arabic rules, especially those that are basic, so that they can hinder the process of learning Arabic at the next stage, one of which is composing activities.

Based on the results of observations, these problems are generally caused by various factors, including; 1. The pattern of teacher and student relationships in grammar learning sometimes looks rigid, like the relationship between master and master. The teacher only presents the material, then students are required to understand and are given the task of making similar examples. Teachers rarely know the strengths and weaknesses of students in learning 2. Teaching Arabic as the core of the educational process does not work correctly. Teachers, as one the primary

holders of language teaching, are more glued to the textbook. 3. Learning media use is minimal, even though exciting learning media can turn on learning to support maximum learning outcomes (Fajriah, 2015).

There are several relevant studies with titles, including (1) research conducted by Mutiara Angelina and Dudung Hamdun titled Uno Stacko Game-Based *Ta'bir* Learning Media on MA Ibnul Qoyyim Putra Yogyakarta Students for the 2017/2018 Academic Year. Based on the results of this study shows that the Uno Stacko media used received a positive response from students, and an increase in student learning outcomes characterizes this (Angelina & Hamdun, 2019); (2) research conducted by Ayunda Miftahur Rahmah entitled URAB Card Game (UNO Arabic) as a medium for teaching Arabic in Student Writing Skills at MA. In the study, researchers found that this game is very suitable for the age of students at the upper intermediate level. Because this game is a new game that almost all teenagers already know. Thus, learning Arabic using this media makes them happy so that learning becomes practical and conducive. The results of student education research got a score of 84 with compelling descriptions. While the questionnaire of students' answers using learning using this media got 632 results with a percentage of 94.15% which was classified as very effective. So the use of UNO card media is very applicable and exciting; in fact, the author proposes that teachers should always be innovative in the use of learning media to create a pleasant learning atmosphere (Rohmah, 2020); (3) research conducted by Jasmine Syaharani and Syihabuddin entitled 'The Effectiveness of Uno Stacko Mission Game to Improve Students' Arabic Speaking Skills. The results of this study show that the average value of experiment classes is higher (83.71) than the average rate of the control class (75.88). They were hypothetically presented with a sig. (2-tailed) 0.034 or indicating an acceptable hypothesis. The conclusion is that the medium of learning, stack, does well in Arabic, especially in Al-ḥiwār material (Syaharani & Syihabuddin, 2022); (3) research conducted by Meidian Abror W entitled "Learning to Read Arabic with UNO Card Game in Class X Science 2 MAN 3 Malang". The results showed that the UNO card game is handy for improving students' ability to read (*mahārah al-qirā'ah*). The author suggests that learning while playing helps improve cooperation skills, generate a sense of fun, relieve boredom, and encourage creativity. Moreover, when the author applies the UNO card game to Arabic language learning, the students enjoy and are not quickly bored, so the learning atmosphere becomes lively. Students seem to be more active (Meidias W, 2016).

Media is an inseparable part of the teaching and learning process in order to achieve educational goals. Learning media can enhance the learning process of students. Media use should be a part that must receive teacher attention in every learning activity. In addition, teachers need to learn how to set media to effectively achieve learning objectives in the learning process. Therefore, the author took the initiative to research learning using the Uno Card media to improve students' ability to learn Arabic, especially in reading comprehension. Uno cards are a type of media combined with language games. Its application involves all students, both students who are usually passive and active. Thus, this game is perfect for use in heterogeneous classes and is thought to help students in *fahm al-maqru'*. According to Estiani combining media and games can significantly motivate and attract students to participate in learning actively. Through UNO games, learners can concentrate on matching their cards with the cards in the game, thus making learning not dull and not fixated on the teacher. This is very suitable to be applied in Arabic language learning. The use of UNO card media is expected to help the quality of the learning process, which can affect the quality of students' abilities (Estiani dkk., 2015).

METHOD

The method used in this study is Quasi-Experimental. This research is often viewed as an unreal experiment. Therefore, it is often referred to as "*Pre Experimental Design*." The type of *Pre Experimental Design* used by researchers is one group pre-test and post-test. In this study, researchers used data sources, namely primary data sources and secondary data. The primary data is grade V students of Madrasah Ibtidaiyyah Az-Zahra Bandung. At the same time, secondary data in this study were obtained from teachers, principals, and other teaching staff. The techniques used in data collection are observatory, interview, test, literature study, and documentation. After all the necessary data is collected, the next step is to analyze the data from the study results. This analysis will be carried out in two ways: logical analysis for qualitative data, while quantitative data will be processed with statistics.

RESULTS AND DISCUSSION

Reading is a receptive skill that can support speaking and writing skills. Reading proficiency contains two aspects. First, it converts written symbols into sounds; second, it captures the meaning of the whole situation symbolized by those written symbols and sounds. Therefore, learning to read seems boring for students, especially those who already understand the content of the reading text. On the other hand, students must be active in learning, while teachers must be creative and innovative in teaching. Play helps improve cooperation skills, elicit fun, relieve boredom, and encourage creativity. Play can be practiced in learning activities and learning to read Arabic so that students feel happy and not bored (Zubaidillah & Hasan, 2019).

Reading Learning Concepts

Reading proficiency contains two aspects. The first converts written symbols into sounds, and the second captures the meaning of the entire situation symbolized by these written symbols and sounds (Febrianingsih, 2021). However, the essence of language proficiency is in the second aspect. At the same time, the first aspect is the foundation of the second aspect (Rahman dkk., 2021). These two aspects are the goals to be achieved by language teaching. Although reading proficiency activities in the first sense have been given since the beginner level, they must always be cultivated to the intermediate and even advanced levels through reading-aloud activities (*Al Qirāah al-Jabriyah*).

Reading, in the second sense, requires academic performance. The reader does not just solve the language symbols in the writing lines (Fauziddin & Fikriya, 2020). However, the reader must be able to understand and find the core of the message conveyed by the author using his thoughts and previous experiences. Thus, reading proficiency is not a mechanical and straightforward skill but a complex one because it includes thinking, contemplation, judgment, analysis, problem-solving, and conclusion.

Amrullah and Hasanah concluded that, in general, there are three purposes of reading, namely 1) intellectual or cognitive goals, namely to gain and increase knowledge and broaden horizons; 2) practical or reference goals, namely to obtain instructions on how to do something, and 3) affective and emotional goals, namely to meet emotional or psychological needs (Amrulloh & Hasanah, 2019). The competencies expected from learners after participating in reading learning are skilled in reading and understanding various types of Arabic texts both for cognitive purposes, practical-referential, and emotional affective.

Jeremy Harmer, in his book *The Practice Language Teaching*, quoted by Furqan, states that six skills must be emphasized in learning to read, namely (Pakaya, 2020):

1. Predictive skills

An efficient reader must be able to predict what he will encounter in a text. The process of understanding a text is the process of seeing if it matches its predictions. However, their predictions must continue to shift once they receive various information from a particular text.

2. Search for specific information
Finding specific information from it and finding one or two facts is commonly called *scanning* skills.
3. Get a general idea
This reading skill aims to know the main points of a text without caring too much about the details. This skill is commonly called *skimming*.
4. Obtain detailed information
Activities that make the text a means of obtaining detailed information that sometimes the information you want to achieve is not just in the form of facts, but is the attitude or opinion of a writer. Learning that pays attention to this kind of detailed information leads to *scanning* and *skimming*.
5. Recognize functions and patterns of discourse
Recognizing phrases that have a mass function, in Arabic, there is ... الخ means there is another instance or kind. Recognizing such phrases is an essential part of understanding the text.
6. Draw meaning from the text
Skills to draw out the meaning of unfamiliar words through context. This skill is essential because it can increase the vocabulary of learners and also maintain the continuity of the reading process

UNO Card as a Learning Media

The UNO card was first created in 1971 in Reading, Ohio. Merle Robbins, a barbershop owner and card lover, created the UNO card. Merle Robbins first introduced the game to his family. In the development process, Merle Robbins was assisted by his wife, Marie, and sons and daughters-in-law, Ray and Kathy Robbins. In 1972, Merle Robbins sold the copyright (Faridah, 2022).

Furthermore, UNO began to be known more widely thanks to International Games Inc. UNO card game is one of the most popular card games worldwide. UNO card games can be played by 2 to 7 people. How to play UNO cards also varies. UNO is a card game played with specially printed cards. UNO in Spanish in Indonesian means "ONE." The four-colored card game seems simple but is full of tactics and strategies to achieve victory. Strategy and cooperation are also needed in pair games (Ilhami & Hermita, 2020).

UNO card games are different from playing cards or dominoes because UNO cards are more intended for playing media by children. The images in UNO cards are more enjoyable, with images of cartoon characters who are famous and idolized. This image can minimize the negative side of the UNO card (Hikmah & Mustikawati, 2017). UNO card game media is a card media that prioritizes color similarities and numbers listed on the Card. Field studies were conducted on UNO card game media sold in stores to find that the available UNO card game media has a purpose as a game media with various image variations. The primary function of UNO card game media is as an entertainment medium (Syifa, 2020).

In the learning later, the UNO card will be modified using Arabic script. This Uno Card consists of 108 cards. The packaging box size is 9 x 14 x 2 cm, while the card size is 6 x 9 cm. These cards have regular cards and action cards. The usual cards numbered 76 with four colors numbered 0 to 9 using Arabic script. There are two kinds of the same number in one color, except for 0. So there are 19 green cards, 19 red cards, 19 blue cards, and 19 yellow cards. At the same time, the action cards add up to 32. The Card consists of: there are four "Wilds" and "Wild Draw Four," and 25 each of four different colors (red, yellow, green, blue). Each color consists of one

zero, two each 1 through 9, and two each "Skip," "Draw Two," and "Reverse." These last three types are "action cards." (Ilhami & Hermita, 2020).

Action Cards or Wild have the following effects:

1. Skip = this Card has 8 cards (each color has 2 Skip cards). This Card is to pass the next player's turn. For example, the next player is skipped if a player issues a skip card.
2. Reverse Cards = These cards add up to 8 (each color has 2 Reverse cards). This Card is to rotate the direction of the order of play; for example, if the current order of play is clockwise, then this Card is issued by a player, then the order of play reverses direction to counterclockwise. The next player is the previous player of player who issued a reverse card because the round of play has reversed.
3. Draw Two (+2) Cards = these cards add up to 8 (each color has 2 Draw Two cards). This Card is for the next player in order by drawing two cards and skipping a turn. This Card can only be fought with +2 cards and +4 wild cards. You will be penalized for not having a +2 or +4 wild card.
4. Wild Card = this Card is 4 in total. This Card can fight all color cards, and the player who issued this Card may be free to ask what color card the next player plays.
5. Wild Draw Four / Draw Four Wild (+4 and wild) = these cards add up to 4. This Card can only be fought with +4 cards, and those who issue this Card may be free to ask what color card the next player plays. They will be penalized if the next player does not have a +4 card.

Types of Penalties in the UNO Card Game (Rohmah, 2020):

1. Draw card penalty (+2 or +4 card) = player who cannot fight a draw card, takes a card accumulated amount from the draw card calculated from the first draw card. So, if the first player lowers a +2 card, the second player also lowers a +2 card, the third player lowers a +4 card, and the fourth player does not have a +4 card, then the fourth player is penalized for taking a $2 + 2 + 4 = 8$ cards.
2. Penalties mention the word 'ARAB' = This is the most exciting penalty. The word 'A RAB' in this game is very sacred; when the game starts, the player may not say the word 'A RAB' unless the player's Card is only one Card. Every word 'ARAB' that is said takes a penalty card 2 pieces.

Benefits of Learning to Read with UNO Card Game

Games in the teaching and learning process have many benefits. Neni Hendaryati suggests that good games include: 1) games can relieve boredom, 2) games provide challenges to solve problems in a happy atmosphere, 3) games cause a spirit of cooperation, as well as healthy competition, 4) games help students who are slow and lack motivation, and 5) games encourage teachers always to be creative (Hendaryati, 2019). Complements the benefits of the game that have been proposed. Games can focus students' attention on one aspect of language, a sentence pattern, or a specific group of words. Games can be used as reinforcement, review, and reinforcement (Muna, 2014). The game demands equal participation from all students. Games can be adapted to the individual circumstances of the student. Games create a climate of healthy competition and pave the way for the natural use of the target language in everyday situations (Reese & Wells, 2007). Games can increase student participation to the maximum. From the statements put forward by experts, it is proven that learning while playing makes students feel enjoy and not quickly bored. Games can make students more active and happy in teaching and learning. The following author attaches some photos and expressions of joy and joy of the students during the teaching and

learning process of reading using the UNO card game in class V Madrasah Ibtidaiyyah Az-Zahra Bandung.

Steps to Learn Reading with UNO Card Game

The steps for learning to read using the UNO card game are as follows:

1. Students are divided into groups (Try 1 group maximum of 4 people)
2. The teacher divides the cards according to the number of groups (each group gets the same number of cards and the contents of the cards)
3. Each group that has received a card shuffles the cards until the teacher displays an image on the LCD screen.
4. When the image has been displayed, each group is asked to find a card that matches the image displayed. The student who found the Card containing the sentence that matched the picture displayed immediately stood up and read it aloud.
5. If the answers match, then the Card is given to the teacher. So that the group card is reduced. The game continues until the picture the teacher displays is finished. The winner is the group with the fewest cards.

The Results of The Analysis Obtained by The Researchers are as Follows:

1. The ability of *fahm al-maqru'* (Reading Understanding) of Class V Students of MI Az-Zahra Bandung to learn Arabic before using UNO game media reached an average score of 65.5.
2. The ability of *fahm al-maqru'* (reading comprehension) of grade V students of MI Az-Zahra Bandung in learning Arabic after using UNO game media achieved the average score of *fahm al-maqru'* students reaching 83.5.
3. The use of UNO Game Media affects the ability of *fahm al-maqru's* material in learning Arabic for Class V Students of MI Az-Zahra Bandung

There are several analysis results that researchers use to obtain the influence of the use of UNO game media on the ability of *fahm al-maqru* material in learning Arabic for grade VI students of MI Az-Zahra Bandung, including:

1. Data Normality Test

Table 4.1
Data Normality Test
Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student	Pre-test	,173	25	,051	,906	25	,025
Learning Outcomes	Posttest	,118	25	,200*	,947	25	,214

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results in Table 4.1 above, it can be seen that the significant value in the pre-test and post-test classes are more significant than 0.05, so it is concluded that the data above are typically distributed.

1. Comparison Test

Table 4.2

Comparison Test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-18,000	11,990	2,398	-22,949	-13,051	-7,507	24	,000

Based on Table 4.2 above, it can be seen that the significance value is 0.000. So it can be concluded that the significance value < 0.05 means there is a difference between before and after treatment.

a. Uji F

Tabel 4.3

Uji F

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2271,288	1	2271,288	42,096	,000 ^b
	Residual	1240,952	23	53,954		
	Total	3512,240	24			

1. Dependent Variable: Posttest
2. Predictors: (Constant), Pre-test

Based on Table 4.3 above, it can be seen that the result of the f-count test is 42.096, and the significance value is 0.000. The f-table value for 25 respondents is 4.24. So it can be concluded that the f-count $>$ f-table and the significance value < 0.05 mean that there is a partial and simultaneous influence between the use of UNO game media on the ability of *fahmul-maqru'* material in learning Arabic for grade VI students of MI Az-Zahra Bandung.

1. Correlation Test

Table 4.4.

Correlation Test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	25	.804	,000

Based on Table 4.4 above, it can be seen that the correlation value reaches 0.804, which means a correlation of 80.4%. So it was concluded that 80.4% of the use of UNO game

media affected the ability of *fahm al-maqru'* material in learning Arabic for grade VI students of MI Az-Zahra Bandung.

UNO card media is a game-based learning media; students will feel learning and playing, making learning more active and the learning atmosphere more enjoyable, especially in learning *fahmul-maqru'* in Arabic language learning. So through the analysis above, it can be seen that the results of the f-count test are 42.096, and the significance value is 0.000. The f-table value for 25 respondents is 4.24. So it can be concluded that the f-count > f-table and the significance value < 0.05 mean that there is a partial and simultaneous influence between the use of UNO game media on the ability of *fahm al-maqru'* material in learning Arabic for grade V students of MI Az-Zahra Bandung. As much as 80.4% of the use of UNO game media affects the ability of *fahm al-maqru'* material in learning the Arabic language for grade V students of MI Az-Zahra Bandung.

CONCLUSION

Based on the results of the study, researchers can conclude as follows: (1) The ability of *fahm al-maqru'* (Reading Understanding) of Class V Students of MI Az-Zahra Bandung in Learning Arabic Before Using UNO Game Media reached an average score of 65.5; (2) The ability of *fahm al-maqru'* (reading comprehension) of grade V students of MI Az-Zahra Bandung in learning Arabic after using UNO game media achieved the average score of *fahm al-maqru'* students reached 83.5. (3) There is a partial and simultaneous influence between the use of UNO game media on the ability of *fahm al-maqru'* material in Arabic language learning for grade V MI Az-Zahra Bandung students. As much as 80.4% of the use of UNO game media affects the ability of *fahm al-maqru'* material in learning the Arabic language for grade V students of MI Az-Zahra Bandung.

ACKNOWLEDGMENT

Acknowledgments to the head of the Arabic language education master study program, the manuscript writing team, and especially to the editorial team of the journal *Tadris al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, who agreed to publish the manuscript of this research journal in the journal *Tadris al-'Arabiyyah*. Acknowledgments to school principals, teachers, and students at MAN 5 Cirebon Regency and MtsN Bekasi City. Especially to MT's Plus Darul Hufaz Jatinangor for allowing us to do this research.

REFERENCES

- Abdul Wahab, M. (2016). Standarisasi Kurikulum Pendidikan Bahasa Arab Di Perguruan Tinggi Keagamaan Islam Negeri. *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 3(1), 32–51. <https://doi.org/10.15408/a.v3i1.3187>
- Amrulloh, M. A., & Hasanah, H. (2019). Analisis Kesalahan Fonologis Membaca Teks Bahasa Arab Siswa Madrasah Tsanawiyah Lampung Selatan. *Arabiyatuna: Jurnal Bahasa Arab*, 3(2), 209–228. <http://dx.doi.org/10.29240/jba.v3i2.815>
- Angelina, M., & Hamdun, D. (2019). Pengembangan Media Pembelajaran Ta 'bīr Berbasis Permainan Uno Stacko pada Siswa MA Ibnul Qoyyim Putra Yogyakarta. *al Mabāra: Jurnal Pendidikan Bahasa Arab*, 5(2), 207–230.
- Ardiansyah, A. A., & Aziz, A. A. (2019). Taisīr An-Naḥwi al Ta'limī lī Garḍ Qirāati An-Nuṣūṣ Al-'Arabiyyah Gair al-Masykūlah. *LISANUDHAD*, 6(2), 86–110. <https://doi.org/10.21111/lisanudhad.v6i2.3478>

- Aziza, L. F., & Muliansyah, A. (2020). Keterampilan Berbahasa Arab dengan Pendekatan Komprehensif. *El-Tsaqafah: Jurnal Jurusan PBA*, 19(1), 56–71. <https://doi.org/10.20414/tsaqafah.v19i1.2344>
- Estiani, W., Widiyatmoko, A., & Sarwi, S. (2015). Pengembangan Media Permainan Kartu Uno Untuk Meningkatkan Pemahaman Konsep dan Karakter Siswa Kelas VIII Tema Optik. *Unnes Science Education Journal*, 4(1), 711–719. <https://doi.org/10.15294/usej.v4i1.4974>
- Fajriah, Z. (2015). Peningkatan Penguasaan Kosakata Bahasa Arab (Mufradat) Melalui Penggunaan Media Kartu Kata Bergambar. *Jurnal Pendidikan Usia Dini*, 9(1), 107–126. <https://doi.org/10.21009/JPUD.091.07>
- Faridah, L. U. (2022). Developing The GO UNO Game for Teaching Arabic Speaking Skill. *Al-Arabi: Jurnal Bahasa Arab dan Pengajarannya = Al-Arabi: Journal of Teaching Arabic as a Foreign Language*, 6(2), 170–181. <http://dx.doi.org/10.17977/um056v6i2p170-181>
- Fauziddin, M., & Fikriya, M. (2020). Mengenal Kosakata Bahasa Arab melalui Permainan Kartu Huruf Hijaiyah yang Dilengkapi Kosakata. *Journal Of Education Research*, 1(1), 46–54. <https://doi.org/10.37985/joe.v1i1.6>
- Febrianingsih, D. (2021). Keterampilan Membaca Dalam Pembelajaran Bahasa Arab. *Salimiya: Jurnal Studi Ilmu Keagamaan Islam*, 2(2), 21–39.
- Hendaryati, N. (2019). Peningkatan Hasil Belajar Prakarya dan Kewirausahaan melalui Team Games Tournament Learning (Uno Stacko Challenge). *PROMOSI (Jurnal Pendidikan Ekonomi)*, 7(1), 7–12. <http://dx.doi.org/10.24127/pro.v7i1.2034>
- Hermawan, A. (2018a). *Metodologi Pembelajaran Bahasa Arab (Edisi Revisi)*. Remaja Rosdakarya.
- Hermawan, A. (2018b). *Pembelajaran Keterampilan Berbahasa Arab dengan Pendekatan Komunikatif – Intraktif*. Alfabeta.
- Hikmah, N., & Mustikawati, R. I. (2017). The Development of Accounting Uno Card Game as an Accounting Learning Media. *Kajian Pendidikan Akuntansi Indonesia*, 6(4), 16–25.
- Ilhami, A., & Hermita, N. (2020). A Modification of UNO Games: "Chemuno Card Games (CCG)" Based on "Chemistry Triangle" to Enhance Memorization of the Periodic Table. *Universal Journal of Educational Research*, 8(12B), 8411–8419. <https://doi.org/10.13189/ujer.2020.082647>
- Meidias W, A. (2016). Pembelajaran Membaca Bahasa Arab Dengan Permainan Kartu “UNO” Di Kelas X IPA 2 MAN 3 Malang. *Konferensi Nasional Bahasa Arab 11*, 11.
- Muna, W. (2014). Kartu Permainan: Media Pembelajaran Bahasa Arab Kontekstual. *AL-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, 7(1), 84–100. <http://dx.doi.org/10.31332/atdb.v7i1.245>
- Pakaya, N. A. (2020). Peningkatan Kemampuan Bahasa Arab Mahasiswa Melalui Strategi Permainan Kata (Kartu Kata) Bitoqotul Kalimah Di Universitas Muhammadiyah Gorontalo. *Insan Cita: Jurnal Pengabdian Kepada Masyarakat*, 2(1), 27–36.
- Rahman, N. H., Mayasari, A., Arifudin, O., & Ningsih, I. W. (2021). Pengaruh Media Flashcard Dalam Meningkatkan Daya Ingat Siswa Pada Materi Mufrodad Bahasa Arab. *Jurnal Tabsinia*, 2(2), 99–106. <https://doi.org/10.57171/jt.v2i2.296>
- Reese, C., & Wells, T. (2007). Teaching Academic Discussion Skills with A Card Game. *Simulation & Gaming*, 38(4), 546–555. <https://doi.org/10.1177/104687810730806>
- Rohmah, A. M. (2020). Kartu Permainan Urab (UNO Bahasa Arab) Sebagai Media Pembelajaran Kemahiran Menulis Bahasa Arab Untuk Siswa Madrasah Aliyah. *Peran Mahasiswa Bahasa Arab dalam Menghadapi Revolusi Industri 4.0*, 4.
- Shodiq, M. J. (2018). Pembelajaran Bahasa Arab Aktif-Inovatif Berbasis Multiple Intelligences. *al Mahara: Jurnal Pendidikan Bahasa Arab*, 4(1), 125–148. <https://doi.org/10.14421/almahara.2018-041-07>

- Syafe'i, I., & Fauziah, N. N. P. (2020). Istikhdām Dawāir Al-Bithāqāh Fī Ta'lim Al-Lughah Al-'Arabīyah Li Mādah Al-Tarkīb Li Tarqiyati Tahshīl Al-Talāmidz Al-Dirāsi Fīhi. *Ta'lim al-'Arabīyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 4(1), 75–86. <https://doi.org/10.15575/jpba.v4i1.8427>
- Syahrani, J., & Syihabuddin, S. (2022). Efektivitas Permainan Uno Stacko Mission guna Meningkatkan Keterampilan Berbicara Arab Peserta Didik. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*, 4(3), 397–407. <https://doi.org/10.37680/scaffolding.v4i3.2115>
- Syifa, D. A. (2020). Penggunaan Media Permainan Uno Stacko Untuk Penguasaan Kosakata Dalam Pembelajaran Bahasa Jepang Level Dasar. *Journal of Japanese Language Education*, 4(1), 77–88.
- Zubaidillah, M. H., & Hasan, H. (2019). Pengaruh Media Kartu Bergambar (Flash Card) Terhadap Penguasaan Kosakata Bahasa Arab. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban*, 2(1), 41–56. <http://dx.doi.org/10.35931/am.v2i1.90>