

FROM BLACKBOARD TO GAMEBOARD: THE INTEGRATION OF MONOPOLY IN NAHWU LEARNING

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Abstract:

This study examines the implementation of the Monopoly game as an alternative medium in teaching nahwu at the university level. The medium, modified under the name Masirah Nahwiyyah, is designed to create a more interactive, enjoyable, and meaningful learning atmosphere. The research was conducted through a literature study method by reviewing various sources such as books, articles, and scientific journals published within the last five years. These sources were selected due to their relevance to the topic of nahwu learning and educational media innovation. Data were analyzed descriptively by identifying and summarizing different perspectives from previous researchers on the effectiveness of games in enhancing students' comprehension. The findings indicate that Monopoly nahwu helps students strengthen their mastery of basic grammar rules, such as i'rab, the construction of jumlah ismiyyah and jumlah fi'liyyah, as well as the identification of main sentence elements (mubtada', khabar, fa'il, and maf'ul). Furthermore, this game fosters critical thinking skills, quick analytical abilities, and teamwork. The lecturer's role is also essential in applying this medium, serving as a facilitator who guides the gameplay, provides feedback, and ensures that learning objectives are achieved. Thus, Masirah Nahwiyyah can be viewed as a creative strategy that not only emphasizes learning outcomes but also nurtures active, collaborative, and motivated learning experiences for students.

Keywords : Nahwu Monopoly, Interactive Learning, Innovative Media, Learning Motivation.

Abstrak :

Penelitian ini meneliti tentang penerapan permainan Monopoli sebagai media alternatif dalam pembelajaran nahwu di tingkat perguruan tinggi. Media tersebut dimodifikasi dengan nama *Masirah Nahwiyyah* dan dirancang untuk menciptakan suasana belajar yang lebih interaktif, menyenangkan, dan bermakna. Penelitian ini dilakukan melalui metode studi pustaka dengan menelaah berbagai sumber seperti buku, artikel, dan jurnal ilmiah yang diterbitkan dalam lima tahun terakhir. Sumber-sumber tersebut dipilih berdasarkan relevansinya dengan topik pembelajaran nahwu dan inovasi media pendidikan. Data dianalisis secara deskriptif dengan mengidentifikasi dan merangkum berbagai pandangan dari peneliti sebelumnya mengenai efektivitas permainan dalam meningkatkan pemahaman mahasiswa. Temuan penelitian menunjukkan bahwa Monopoli nahwu membantu mahasiswa memperkuat penguasaan kaidah dasar tata bahasa Arab, seperti *i'rab*, konstruksi *jumlah ismiyyah* dan *jumlah fi'liyyah*, serta kemampuan mengidentifikasi unsur utama kalimat (seperti *mubtada'*, *khabar*, *fa'il*, dan *maf'ul*). Selain itu, permainan ini juga mendorong kemampuan berpikir kritis, ketangkasan analitis, serta kerja sama dalam kelompok. Peran dosen sangat penting dalam penerapan media ini, yaitu sebagai fasilitator yang membimbing jalannya permainan, memberikan umpan balik, dan memastikan tercapainya tujuan pembelajaran. Dengan demikian, *Masirah Nahwiyyah* dapat dipandang sebagai strategi kreatif yang tidak hanya menekankan hasil belajar, tetapi juga menumbuhkan pengalaman belajar yang aktif, kolaboratif, dan memotivasi mahasiswa.

Kata Kunci : Nahwu, Monopoli, Interaktif learning

INTRODUCTION

There are many branches of knowledge that need to be understood in order to learn Arabic, one of which is the science of Nahwu (Tarigan & Zulkarnein, 2023). Nahwu is very important in order to master the Arabic language (Toha & Wargadinata, 2023). The existence of Nahwu in the Arabic language serves as the fundamental rule that shapes the structure of a sentence, making it a well-organized and structured sentence (Hamidah & Sofa, 2025). Through the rules of Nahwu, learners are able to understand word arrangement, meaning, and the relationship between elements within a sentence. Nahwu also plays a role in maintaining the clarity of meaning, since changes in the final vowel markings of a word can alter the meaning of the sentence or the word itself (Suci & Syaifudin, 2024). In addition, Nahwu plays an important role in avoiding mistakes in both speaking and writing Arabic. By applying Nahwu rules, learners can distinguish between subject, object, and adverb, making sentences more accurate and clear (Kamaluddin, Ferki Ahmad Marlion, Nurlaila, Amelia, 2023). This science also facilitates the understanding of Arabic texts, whether classical books, literary works, or modern writings. Nahwu is not only a theory, but also a skill that must be practiced (Rifa'i, 2021). By mastering it, learners can read, write, and speak Arabic more correctly. Without a good command of Nahwu, a person may misunderstand the meaning of a text. Therefore, mastering Nahwu is very important so that learners do not make mistakes in speaking or writing Arabic (Suratno et al., 2022). By understanding the rules of Nahwu, a person can more easily grasp the content of various Arabic texts, whether religious texts such as classical books, literary works, or modern writings.

However, in practice, nahwu is often considered a difficult, confusing, and boring subject (Yasri & Yoyo, 2022). This is due to the large number of rules that must be memorized, monotonous teaching methods, and the lack of learning media that can attract students' interest. As a result, most students experience difficulties in understanding the rules and even lack enthusiasm for learning nahwu (Khoerunisa et al., 2024). This situation shows that teachers need to develop strategies to create effective, innovative learning that sparks students' enthusiasm. The goal is to change their perspective on nahwu, from being boring to becoming a subject they look forward to (N. F. A. Marlion, 2022). One way to shift

their view of nahwu is by creating an engaging learning atmosphere that encourages students to be active from the beginning to the end of the lesson. One such method is learning through play. Learning while playing can make the classroom atmosphere active, competitive, and enjoyable at the same time (Darmadi & MM, 2018). With this atmosphere, students are encouraged to be more enthusiastic and motivated in understanding the material being studied.

A game that can be applied in learning nahwu is the monopoly game. Monopoly is one type of game that can be used as an innovative medium in nahwu learning. A game that is generally known as a means of entertainment can be modified to function as an interactive and fun learning tool (Kamaluddin, Ferki Ahmad Marlion, Nurlaila Nurlaila, Amelia Amelia, Lathifah Al Husna, Hamidah Fitri, 2023). With the game board, cards, and rules, students are invited to understand nahwu rules through activities that are not monotonous (Hanif et al., 2022). Each step in the game can be connected to questions, exercises, or challenges related to i'rab and Arabic sentence structures, making the learning process more lively (F. A. Marlion et al., 2021). This approach not only makes the classroom atmosphere more engaging but also helps students review, strengthen, and apply their nahwu knowledge in a practical context. Ultimately, the integration of monopoly games in learning is expected to foster learning motivation while improving students' understanding of nahwu material more effectively.

The implementation of educational games such as monopoly also aligns with the needs of modern learning, which emphasizes creativity, collaboration, and enjoyable learning experiences (Lestari & Yusnaldi, 2024). In learning Arabic, especially in the subject of nahwu, this strategy can be a solution to overcome common problems, namely the low interest of students and the difficulty in understanding rules that seem complicated (Choiratinnisa, 2022). By creating a more varied learning atmosphere, students can become more active, interact with their peers, and at the same time review and deepen the material (Damni, 2024). Therefore, it is important to further examine how the integration of the monopoly game can help improve the quality of nahwu learning.

The challenge that then arises is how the monopoly game can truly be applied in nahwu learning and designed in an effective way. This is important to discuss, as it aims to help students understand nahwu rules more easily and engagingly. Using a literature study approach, the discussion focuses on both the concept and the benefits of using monopoly as a learning medium for nahwu. From this study, there are two main points of discussion. First, providing new insights into how innovative learning media can be applied in nahwu courses. Second, offering practical ideas for lecturers and teachers to create a more creative and enjoyable classroom atmosphere without abandoning the main goals of learning. In this way, nahwu, which is often considered difficult and rigid, can be learned in a more lively, relaxed, and meaningful manner for students.

RESEARCH METHOD

This study employs the literature review method as the main approach to examine the problem. This method was chosen because it provides an in-depth understanding through the exploration of various relevant sources, such as books, scholarly articles, and research journals that specifically discuss nahwu learning and media innovation in Arabic language education. Thus, the theoretical foundation obtained is solid and can serve as a reference in analyzing the integration of the monopoly game into the learning process. To ensure the data remains up-to-date and aligned with current academic developments, the selected sources are focused on publications within the last five to ten years. This is done to avoid the use of outdated references, ensuring that the study remains relevant to today's educational needs. In this way, the scope of literature becomes broader, more varied, and representative. The next stage is descriptive data analysis. This analysis is conducted by critically reading each collected source, then identifying key issues related to the use of the monopoly game in nahwu learning. Afterward, the data is classified according to themes, such as the benefits of game-based media, strategies for classroom implementation, and findings from previous relevant studies. The perspectives of various authors are then analyzed to identify common threads, compare differences in viewpoints, and connect them to the context of this study.

Through these stages, this study is expected to provide a comprehensive overview of the potential of Monopoly as a learning medium for nahwu. The discussion does not only

focus on the practical aspects of its application, but also highlights broader benefits, such as increasing learning motivation, facilitating the understanding of sentence structures, and creating a more interactive and enjoyable classroom atmosphere. In other words, this literature review does not merely present a summary of theories and previous studies but also seeks to construct new interpretations that are relevant to the needs of today's students.

RESULTS AND DISCUSSION

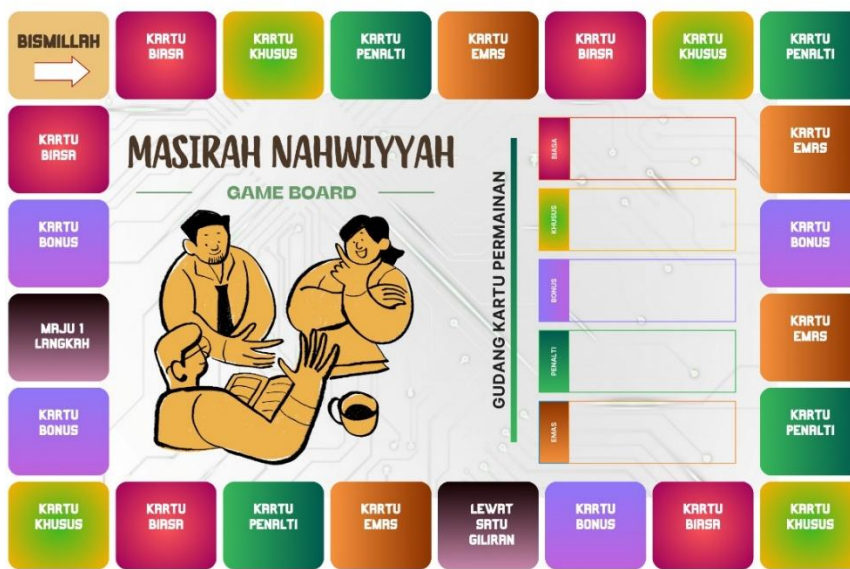
1. THE CONCEPR OF INTEGRATING MONOPOLY GAMES IN NAHWU LEARNING

According to the Indonesian Dictionary (KBBI), integration refers to the process of uniting elements into a single whole and unified entity (Nisa & Hasan, 2024). The term integration comes from the word integrate, which means to unite, combine, or blend various elements into a harmonious whole (Amar, 2021). In a general context, integration can be understood as the process of combining two different elements so that they complement each other and produce something more complete and beneficial. This concept does not merely involve physical unification, but also the merging of functions, goals, and meanings to create a mutually supportive relationship. In the field of education, integration is seen as an effort to unite learning materials with specific methods, media, or strategies so that the learning process does not run partially, but rather in a coordinated and comprehensive manner. Through integration, learning activities become richer, more varied, and better able to meet learners' needs in a more contextual way.

The concept of integrating the Monopoly game into the learning of nahwu is based on the idea that creative learning media can enhance students' motivation and understanding. Monopoly in nahwu learning is essentially an adaptation of the classic Monopoly game that is usually played for entertainment. Typically, Monopoly is known as a board game centered on strategy and buying-selling transactions, but here it is adapted in such a way as to become an enjoyable learning tool (Mi'yar, 2024). The difference lies in the content: in nahwu learning, the game is no longer focused on buying and selling properties but is instead adjusted to nahwu material. In other words, Monopoly is used as an interactive learning medium, where every step and challenge in

the game is connected to Arabic grammar rules. This concept creates a more relaxed yet meaningful learning atmosphere, as students can review and understand nahwu rules through enjoyable activities.

The Monopoly game in nahwu learning has been applied and further developed by a nahwu lecturer at the State Islamic University of Imam Bonjol Padang as one of the innovations in learning media. By utilizing the Canva application, the game board was designed as attractively as possible to capture students' attention and foster their enthusiasm for learning. Bright colors, neat layouts, and unique naming of the boxes made the game lively and engaging. The board was then named *Masirah Nahwiyyah*, which means "nahwu journey," symbolizing that every step in the game is part of the gradual process of understanding nahwu rules. More than just a game, *Masirah Nahwiyyah* was designed to create an active and enjoyable learning atmosphere. Students are not only required to memorize rules but are also challenged to apply them directly through questions and activities presented in each box. This way, the learning process becomes more interactive, strategic, and provides a new experience in studying a subject often considered difficult. The presence of this game also proves that even simple technology, when combined with a lecturer's creativity, can result in effective and engaging learning media for students.



The picture above shows the design of the *Masirah Nahwiyyah* game board, which was created by a lecturer at UIN Imam Bonjol Padang. This game board is made colorful with various types of boxes, where each color carries its own meaning, rules, and consequences. This not only adds excitement but also provides a variety of challenges for students, allowing them to learn nahwu while experiencing a fun and competitive atmosphere.

The game begins from the “Bismillah” box. All players place their tokens on this starting box, then take turns rolling the dice. The number shown on the dice determines the steps the token must take, and each player is required to follow the rules according to the box where they land. This is where both learning and entertainment meet, as every move always brings an element of surprise. Below is an explanation of each type of box in *Masirah Nahwiyyah*:

a. Red Box (Regular Card)

The red box functions as a basic exercise for students. The questions contain reinforcement of previously taught material, such as determining the grammatical case (i‘rab) of nouns and verbs, or identifying the main elements of a sentence (mubtada‘, khabar, fa‘il, and maf‘ul). A correct answer gives +1000 points, while a wrong answer deducts -1000 points. This box serves as the “backbone” of the game, as it trains students’ consistency in mastering the fundamental rules of nahwu.

b. Yellow Card (Special Card)

This box provides a higher-level challenge. The questions may involve analyzing more complex sentences, distinguishing between jumlah ismiyyah and jumlah fi‘liyyah structures, or even completing small group tasks within a limited time. The purpose of this box is to encourage students to think critically, practice teamwork, and test their understanding in more varied situations. The point value is not fixed but depends on the level of difficulty, adding a strategic element to the game.

c. Dark Green Box (Penalty Card)

This box acts as a “trap” in the game. Players who land here will face a difficult question or a challenge that requires extra precision. If they answer incorrectly, they

lose -1000 points. This box is designed to teach that in nahwu, even small mistakes can lead to significant consequences. However, for students who manage to answer correctly, this box becomes a proof of persistence and a source of pride

d. Orange Box (Gold Card)

The Gold Box is the square with the highest value. It contains High Order Thinking Skills (HOTS) questions, which can reward players with 2000–3000 points if answered correctly. The questions require deep understanding, such as analyzing long texts, breaking down complex sentence structures, or applying multiple grammatical rules at once. This box becomes a decisive moment for many players: those who dare to take greater risks can gain extraordinary advantages.

e. Purple Box (Bonus Card)

This box is designed to keep the game from feeling too tense. The questions are usually light, such as simple logic puzzles, language-related riddles, or entertaining tasks that still carry an educational value. If answered correctly, players earn an additional 500–1000 points. This box helps maintain balance in the atmosphere, so students are not only focused on serious analysis but can also enjoy learning with joy.

f. Black Box (Direct Effect)

This box does not contain questions but rather special rules that directly affect the course of the game. There are two types of commands: “Move forward 1 step” or “Skip 1 turn.” Such effects make the game more dynamic, as luck also plays a role in determining the outcome. Sometimes, a player who is falling behind may suddenly gain an advantage, while a leading player might be held back

The materials selected in the *Masirah Nahwiyyah* game are the core topics that have already been taught throughout one semester of learning. This is important to ensure that the game is truly aligned with students’ learning outcomes while also serving as a medium for strengthening their understanding. The main materials highlighted are basic nahwu rules, such as i’rab of isim and fi’il, the construction of jumlah ismiyyah and jumlah fi’liyyah, as well as the identification of key sentence elements such as muftada’, khabar,

fa'il, and ma'ful (F. A. Marlion & Dardiri, 2019). All these rules are incorporated into the game format in a creative way: each box on the board contains a challenge or instruction that players must follow. For instance, when stopping at a red box, students receive a card containing questions that reinforce basic concepts, whereas stopping at an orange box requires them to answer HOTS questions with a higher level of difficulty. This situation makes learning feel much more dynamic. Students become enthusiastic because every box presents a different challenge, and they are motivated to master the material in order to avoid losing points. The healthy competitive element such as maintaining points, answering quickly, and avoiding penalties creates an enjoyable classroom atmosphere.

The game is considered finished when all players reach the finish line or when the allotted time runs out. The winner is not determined by who reaches the end the fastest, but by who manages to collect the most points. In this way, students are encouraged to focus not only on speed but also on the quality of their answers, strategy, and consistency in responding to questions. Overall, *Masirah Nahwiyyah* is a learning medium that combines the seriousness of studying nahwu with the excitement of playing. Every box, card, and consequence is designed to ensure that students continue practicing, both in memorizing rules and applying them. Beyond that, the game teaches that learning nahwu can be an experience full of enthusiasm, strategy, and far from boring.

Although students are required to be active, think critically, interact, and be creative in understanding concepts, the lecturer's role in integrating the monopoly-style game into nahwu learning remains essential. In this model, the lecturer is no longer positioned as the sole source of knowledge to be listened to, but rather as a facilitator who guides the flow of the game. The lecturer is responsible for ensuring that every stage of the game remains aligned with the predetermined learning objectives, so that the "learning" aspect is not lost in the midst of play. In addition, the lecturer also provides further explanations when students encounter difficulties, clarifies incorrect answers, or expands understanding of the questions that arise during the game. In this way, the lecturer does not dominate the class but acts as a guide who keeps the learning atmosphere focused, enjoyable, and meaningful. Meanwhile, students are placed as the main subjects of

learning. They are no longer passive listeners, but become active players directly involved in the learning process. Each student is required to think quickly, answer questions correctly, and interact dynamically with peers. This situation encourages collaboration, as the game sometimes requires teamwork or brief discussions among players to overcome challenges. Such interaction not only strengthens mastery of the material but also fosters intrinsic motivation, self-confidence, and social skills. Ultimately, learning nahwu through a monopoly-based game focuses not only on mastering grammatical rules but also on creating an active, collaborative, and enjoyable learning experience.

2. OBJECTIVES AND BENEFITS OF IMPLEMENTING NAHWU MONOPOLY

The implementation of Monopoly in nahwu learning is essentially aimed at creating a more lively, interactive, and enjoyable learning experience. Until now, many students have considered nahwu as a difficult subject, full of rigid rules, and rather boring. Through this game-based innovation, such perceptions can be transformed. Students no longer deal only with rigid theories, but are invited into a learning atmosphere packaged in a form of a game that is both challenging and entertaining, thereby fostering greater motivation and curiosity. In practice, each turn in Nahwu Monopoly carries consequences directly related to the material, such as practice questions, challenges, or bonus knowledge. This pattern allows students to learn without feeling burdened, as their activities flow naturally through the game.

a. Objectives of Implementing Nahwu Monopoly

The implementation of Monopoly in nahwu learning is not merely intended to create an enjoyable learning atmosphere, but it also carries deeper objectives (FARAKHAN, 2022). Some of these objectives are as follows:

1) Changing students' perception of Nahwu

Nahwu is often regarded as a difficult and tedious subject because it is filled with terminology, rules, and memorization. Through the monopoly game, this perception can gradually be changed. Students begin to see that nahwu can be

learned in a lighter, more creative, and enjoyable way, so it is no longer considered a burden in the learning process.

2) Creating an interactive learning environment

The Monopoly game creates a lively classroom atmosphere. Students do not just sit passively and listen; they actively move, discuss, answer questions, and compete in a healthy way. Thus, the learning process becomes two-way and much more interactive.

3) Enhancing student engagement in the learning process

In Nahwu Monopoly, students become the main subjects of learning. They do not merely receive information but actively build understanding through the experience of playing. The lecturer acts only as a facilitator, ensuring that the game runs in line with the learning objectives.

4) Providing a meaningful learning experience

Another equally important goal is to ensure that students truly understand Nahwu, not just memorize it. Through the game, students practice applying Nahwu rules in real situations that require speed and accuracy. This makes the learning experience deeper and more memorable.

b. Benefits of Implementing Nahwu Monopoly

In addition to the objectives to be achieved, the implementation of Nahwu Monopoly also provides a number of practical benefits for both students and lecturers (Liana et al., 2023). These benefits include:

1) Increasing learning motivation

The game environment makes students more enthusiastic about participating in the learning process. Their curiosity to win the game and collect points encourages them to engage actively in learning without feeling forced.

2) Strengthening conceptual understanding

The challenges on each Monopoly square contain questions or tasks related to Nahwu material. By answering these questions, students not only review

memorized rules but also sharpen their analytical skills and directly apply the grammar principles.

3) Developing critical thinking and quick decision-making skills

The game requires students to make immediate decisions. When landing on a square, they must answer questions quickly and accurately to avoid losing points or turns. This trains both their comprehension and critical thinking abilities.

4) Enhancing social interaction and collaboration

The Monopoly game encourages students to interact with one another. They discuss, collaborate, and compete simultaneously. This environment fosters a collaborative learning climate that strengthens students' social skills.

In this way, students can more easily understand sentence structure, identify the roles of words in Arabic texts, and apply nahwu rules both in reading and writing. More than just entertainment, Nahwu Monopoly offers an alternative learning strategy that emphasizes not only the final outcomes but also the learning process. Students are required to be active, think critically, interact, and be creative in understanding concepts. Learning becomes more meaningful because it goes beyond rote memorization of rules and truly habituates students to use nahwu in real contexts. Thus, this method not only develops cognitive abilities but also enhances learning motivation and creates an enjoyable and memorable learning experience.

CONCLUSION

From the explanation presented, it can be concluded that the use of the Monopoly game in nahwu learning is a creative innovation capable of addressing the challenges of Arabic language learning in the modern era. Nahwu material, which is usually considered difficult, rigid, and boring, can be presented in the form of a fun and challenging game-based activity. Through this media, students are not only required to memorize rules but also to apply them directly within the context of an interactive game. Consequently, the learning process becomes more lively, engaging, and meaningful. In its implementation, the role of lecturers also shifts. Lecturers no longer merely serve as the center of information but act as guides

and facilitators who direct the flow of the game and ensure that learning objectives are met. Students are no longer passive listeners but active participants who think, strategize, and interact with their group members. This approach fosters a collaborative learning environment that can enhance students' motivation, courage, and self-confidence in mastering nahwu material.

The literature review also shows that integrating Monopoly into nahwu learning has great potential to enrich Arabic language teaching strategies, particularly in the realm of grammar. It is not only beneficial for improving student understanding but also opens space for learning experiences that are more relevant to contemporary needs. Therefore, this media deserves consideration as an alternative in developing higher education teaching methods. As a follow-up, this study could be reinforced through practical research, such as experiments or field studies, to assess its effectiveness in real-world settings. In this way, the Nahwu Monopoly innovation moves beyond a conceptual idea and can be implemented as a learning strategy that truly enhances the quality and appeal of Arabic language education in the future.

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