



IDENTIFICATION OF ONLINE EDUCATIONAL GAME APPLICATIONS IN TEACHING ENGLISH FOR MADRASAH STUDENTS

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Abstract

This article identified many educational game applications we found online that were relevant for application among madrasa students. Many studies on learning English for madrasah students have been carried out. We have not found any studies with the theme of identifying some relevant game applications applied in madrasah environments whose learning is more Islamic in content and slightly different from other general schools in Indonesia. For this reason, we have conducted a series of data searches in the context of the scientific context of international experts and domestic publications. To get data that can answer the problem first, we conducted a comprehensive study that involved data coding, thorough evaluation, and interpretation of the data so that the data could be used as the highest answer to this elephant's question. After we studied it, we got the results and discussed them carefully. Finally, we can summarize several educational game applications we can access online that we apply to madrasas, including children's pictures dictionary, monkey puzzle game, little birds game, kids learning, Billy playing games, and several games. Another trendy game has been applied in several schools in international contacts. Hopefully, the results of this identification can be helpful in the following study.

Keywords: Identification, Online Games, Application, Teaching English, Madrasah.

Abstrak

Artikel ini mengidentifikasi banyak aplikasi game edukasi yang kami temukan online yang relevan untuk diterapkan di kalangan siswa madrasah. Banyak penelitian tentang pembelajaran bahasa Inggris untuk siswa madrasah telah banyak dilakukan. Kami belum menemukan penelitian dengan tema mengidentifikasi beberapa aplikasi game yang relevan diterapkan di lingkungan madrasah yang pembelajarannya lebih islami dan sedikit berbeda dengan sekolah umum lainnya di Indonesia. Untuk itu, kami telah melakukan serangkaian penelusuran data dalam konteks ilmiah para pakar internasional dan publikasi dalam negeri. Untuk mendapatkan data yang dapat menjawab masalah terlebih dahulu, kami melakukan studi komprehensif yang melibatkan pengkodean data, evaluasi

menyeluruh, dan interpretasi data sehingga data tersebut dapat digunakan sebagai jawaban tertinggi atas pertanyaan gajah ini. Setelah kami mempelajarinya, kami mendapatkan hasilnya dan mendiskusikannya dengan cermat. Terakhir, dapat kami rangkum beberapa aplikasi game edukasi yang dapat kami akses online yang kami terapkan di madrasah, antara lain Children's Picture Dictionary, Monkey Puzzle Game, Little Bird Game, children's Learning Games, Billy's Game Play,, dan beberapa game lainnya. Permainan game yang trendi lainnya telah diterapkan di beberapa sekolah dalam kontak pendidikan sekolah internasional. Semoga hasil identifikasi ini dapat membantu penelitian selanjutnya.

Kata Kunci: Identifikasi, Game Online, Aplikasi, Pengajaran Bahasa Inggris, Madrasah.

INTRODUCTION

When technological developments are currently proliferating, and it is believed that this technology has a tremendous impact on human life, why does this technological change have no impact on the learning of the nation's children, especially teaching English as a foreign language in Indonesia?¹ If we look more deeply at the level of development of education and technology that we associate with school-age education, students will tend to feel challenged and interested in games, especially English learning games or learning that is easy to get in the digital world. Unfortunately, this facility just passed away, so it had no impact on the development and progress of the task of teaching foreign languages in schools, especially in religious schools, which we call madrasahs.² Maybe if we look at learning in other fields of study, technology has been used quite a lot for learning purposes, for example, manual media for work tools to calculate calculations so that various other applications continue to develop. Then why not learn English, especially for Islamic school children, using various English learning games? Experts say that several online games can be brought into English learning classes at the school and madrasah level.³

This learning game is swift because playing online games specifically for teaching English will undoubtedly motivate students to capture and imitate English conversations.⁴ Then how the teacher can invite students to talk with their friends or even with their opponents, which is regulated by the game complete with game rules. It is a fact that English has a unique

¹ Lien Cam dan Thu Thi Minh Tran, "An Evaluation of Using Games in Teaching English Grammar for First Year English-Majored Students at Dong Nai Technology University," *International Journal of Learning, Teaching and Educational Research* 16, no. 7 (10 Agustus 2017), <https://www.ijlter.org/index.php/ijlter/article/view/962>. Purniadi Putra dan Aslan, "Pengembangan Bahan Ajar Berbasis Imtaq Dan Iptek Di Era Revolusi Industri 4.0 Pada Mata Pelajaran Sains Madrasah Ibtidaiyah," *Ta'Limuna: Jurnal Pendidikan Islam* 9, no. 1 (30 Maret 2020): 1–15, <https://doi.org/10.32478/talimuna.v9i1.345>. Purniadi Putra dkk., "The Relevancy on Education Release Revolution 4.0 in Islamic Basic Education Perspective in Indonesia (An Analysis Study of Paulo Freire's Thought)," *Test Engineering & Management* 83 (2020): 10256–63.

² Erman Yukselturk, Serhat Altok, dan Zeynep Başer, "Using Game-Based Learning with Kinect Technology in Foreign Language Education Course," *Journal of Educational Technology & Society* 21, no. 3 (2018): 159–73. Gunawan Widjaja dan Aslan Aslan, "Blended Learning Method in The View of Learning and Teaching Strategy in Geography Study Programs in Higher Education," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 1 (2 Februari 2022): 22–36, <https://doi.org/10.31538/nzh.v5i1.1852>.

³ Wafa Muhanna, "Using Online Games For Teaching English Vocabulary For Jordanian Students Learning English As A Foreign Language," *Journal of College Teaching & Learning (JCLT)* 9, no. 3 (3 Agustus 2012): 235–44, <https://doi.org/10.19030/tlc.v9i3.7178>.

⁴ Sahar Ameer Bakhsh, "Using Games as a Tool in Teaching Vocabulary to Young Learners," *English Language Teaching* 9, no. 7 (2016): 120–28. Purniadi Putra dkk., "The Students Learning from Home Experiences during Covid-19 School Closures Policy In Indonesia," *Jurnal Iqra': Kajian Ilmu Pendidikan* 5, no. 2 (5 September 2020): 30–42, <https://doi.org/10.25217/ji.v5i2.1019>.

way of learning which can sometimes be linked to the student's hobbies. Because the experience of learning a foreign language is closely related to the daily experience of children where they like to relax and have fun, so they do not get bored when it is called learning. Online games, especially English learning games, are activities that can be used to fill spare time and have been recognized by many English teaching experts. In many countries, the curriculum has allowed the use of online games, especially in teaching English and based on their observations and experiences, they propose that their ideas are straightforward and that Indonesian online games are entertaining.⁵

Online games help students learn English fun because they make their children feel happy, so it can be said that these games are very effective in teaching English, especially for young people who prefer learning and playing.⁶ This experience has proven that online English games can be an exciting activity for many students, especially in foreign language learning, where most digital applications are compatible with foreign language teaching; therefore, the author believes there are many other relevant reasons to be effective. Moreover, productive while playing games. Online especially English language learning can be adopted into English classes.⁷

If we look deep, communication between players and players is presented in online games. Between friends and co-stars, they communicate with each other, and as it is understood that a suitable method of learning English is a communicative method, it means that the activities presented in class enable learners through communication games. So teachers have to work with students, sometimes teachers have to be active students, and students act as point teachers to do that in English, so there must be media that can make something of fun value, and there are still regulations. Because every game must have rules, all players must type in those rules that will uphold a sense of justice, providing moral lessons for children.⁸

By involving online English games, the course students and teachers Many things make them in one team when playing online there is no problem they have to be in the same class, maybe they are in different places because the nature of online does not limit space and place when it is time Our students change the view that learning does not have to be with friends but can also be with other friends who are on other continents. In this way, the teachers will see how their children communicate in English in a simple and fun way, and this will have a significant impact on the development of learning which used to be taught in classrooms with

⁵ Hao-Jan Howard Chen dan Hsiao-Ling Hsu, "The impact of a serious game on vocabulary and content learning," *Computer Assisted Language Learning* 33, no. 7 (2 September 2020): 811–32, <https://doi.org/10.1080/09588221.2019.1593197>.

⁶ Ruphina Anyaegbu, Wei Ting, dan Yi Li, "Serious Game Motivation in an EFL Classroom in Chinese Primary School," *Turkish Online Journal of Educational Technology - TOJET* 11, no. 1 (Januari 2012): 154–64. Aslan Aslan dkk., "Teacher's Leadership Teaching Strategy Supporting Student Learning During The Covid-19 Disruption," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 5, no. 3 (21 November 2020): 321–33, <https://doi.org/10.31538/ndh.v5i3.984>.

⁷ Mei-Hung Wu, "The applications and effects of learning English through augmented reality: a case study of Pokémon Go," *Computer Assisted Language Learning* 34, no. 5–6 (4 Juli 2021): 778–812, <https://doi.org/10.1080/09588221.2019.1642211>.

⁸ Karen Schrier, "Designing Games for Moral Learning and Knowledge Building," *Games and Culture* 14, no. 4 (1 Juni 2019): 306–43, <https://doi.org/10.1177/1555412017711514>.

only teachers with students with minimal methods but recently since technology has made learning something infinite, something very personal, something very professional.⁹

While playing online games, communication occurs, and other abilities and skills such as reading and writing are also included as long as listening language skills. Bi goes back to the old days of the old teachings that playing games are only for learning at the age of 7, but during the era of accessible communication, when the era of technology penetrated all sectors, parents should also be like small children who already like the game with a system of communicating with other people. Colleagues communicate with friends using microphones and other devices so that communication patterns that used to be only through Facebook can be made online and remotely, enhancing English language learning following the basic principles of international languages only at the classroom level.¹⁰

These models of interaction between nations use everyday. English will later be achieved where one of the benefits that must be achieved in learning English is the occurrence of communication between individuals who are between countries; this interaction is very academic and professional. Professionals and academics, of course, have to start from something, namely while learning and playing, so the solution to using online games in the classroom curriculum is managed and productive. Teachers, of course, also get along with their young students, meaning that students play a teacher's role and vice versa; the teacher plays the role of students, that is, the fun of game-based learning.¹¹

Teachers, in many ways, have to behave like students, and this is not uncommon when teachers teach foreign languages; in other words, teachers do not always have to use very formal language but may need to understand that game language patterns are indeed the language patterns of teenagers or school-age.¹² This is why games help teach English related to learning in English destination schools using games that we will try to apply in madrasa schools where it is said that learning is mainly based on Islam, but there is nothing wrong with playing games that are playing and learning. It can also be applied as long as it follows the curriculum and the direction of the learning calendar in the madrasa. Based on the problems above, we want to identify online games for English teachers to use among madrasa students or other Islamic religious schools.¹³

METHOD

In this method and material section, we will describe the steps in carrying out this English scientific literature review which aims to gain understanding from several field studies to what extent online games are used in madrasah environments in English language teaching

⁹ Peter M. Senge dkk., *Schools That Learn (Updated and Revised): A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education* (Crown, 2012).

¹⁰ Jennifer deWinter dan Ryan M. Moeller, *Computer Games and Technical Communication: Critical Methods and Applications at the Intersection* (Routledge, 2016).

¹¹ Hayo Reinders dan Sorada Wattana, "Affect and Willingness to Communicate in Digital Game-Based Learning," *ReCALL* 27, no. 1 (Januari 2015): 38–57, <https://doi.org/10.1017/S0958344014000226>.

¹² J. C. Huizenga dkk., "Teacher Perceptions of the Value of Game-Based Learning in Secondary Education," *Computers & Education* 110 (1 Juli 2017): 105–15, <https://doi.org/10.1016/j.compedu.2017.03.008>.

¹³ Bolibekova Mardievna dkk., "The Importance Of Modern Methods And Technologies In Learning English" 7 (30 April 2020): 143–48, <https://doi.org/10.31838/jcr.07.06.28>.

efforts.¹⁴ The author believes that increasingly modern technology gives human life in all sectors lagging in education with various game applications highly recommended by experts; at least, it can provide additional insight for the readers of this study. Therefore, we are trying to get support and perspectives from experts on how we can cover English language teaching through games in madrasas.¹⁵

We compiled this study in a descriptive qualitative way, where we carried out the data using a phenomenological approach, namely a strategy. We understood a problem that we considered phenomenal from many existing data and sources we searched electronically. As for the node study, what we mean is that we encode the data, and evaluate and interpret the data in depth so that the data can be used as answers to the problems we are studying, of course in a state in a good answer pattern.¹⁶ In the data material, we search on Google's stealing engine, which we embed with keywords according to the problems we raise. While compiling this report, we chose the literature review we saw from the guidelines of similar studies in the field where the importance of English is taught with various online teaching activities, such as playing games. Thus, we think we have conveyed the stages of carrying out the study from understanding the problem of searching for data, analyzing data, and designing reports in descriptive qualitative form.¹⁷

RESULTS AND DISCUSSION

In this results section, we will describe the results of a review of a series of publications and other resort epidemics that we believe can support the findings of our study, with the title of the study identifying the relevance and suitability of teaching English using online games among schools and madrasas. We believe that the explanation of the study supported by evidence from studies in the field will strengthen these findings, which we designed in descriptive qualitative.

English Learning Application for Madrasas

Teaching English as a foreign language to Indonesian children and children from other countries whose English is not their language certainly requires a slightly more serious approach to educating children with the help of various approaches and methods such as online game games designed to focus on learning English. From what was previously said to be difficult, dull became easy and fun.¹⁸ Therefore, teachers and parents need to sort out and select games relevant to the learning objectives, namely madrasas, then adjust to the age target and level

¹⁴ Leo A. Mallette dan Johnny Saldaña, "Teaching Qualitative Data Analysis Through Gaming," *Qualitative Inquiry* 25, no. 9–10 (1 November 2019): 1085–90, <https://doi.org/10.1177/1077800418789458>.

¹⁵ Yun-Jo An dan Li Cao, "The Effects of Game Design Experience on Teachers' Attitudes and Perceptions Regarding the Use of Digital Games in the Classroom," *TechTrends* 61, no. 2 (1 Maret 2017): 162–70, <https://doi.org/10.1007/s11528-016-0122-8>.

¹⁶ Elizabeth A. Boyle dkk., "A Narrative Literature Review of Games, Animations and Simulations to Teach Research Methods and Statistics," *Computers & Education* 74 (1 Mei 2014): 1–14, <https://doi.org/10.1016/j.compedu.2014.01.004>.

¹⁷ Yunjo An, "The Effects of an Online Professional Development Course on Teachers' Perceptions, Attitudes, Self-Efficacy, and Behavioral Intentions Regarding Digital Game-Based Learning," *Educational Technology Research and Development* 66, no. 6 (1 Desember 2018): 1505–27, <https://doi.org/10.1007/s11423-018-9620-z>.

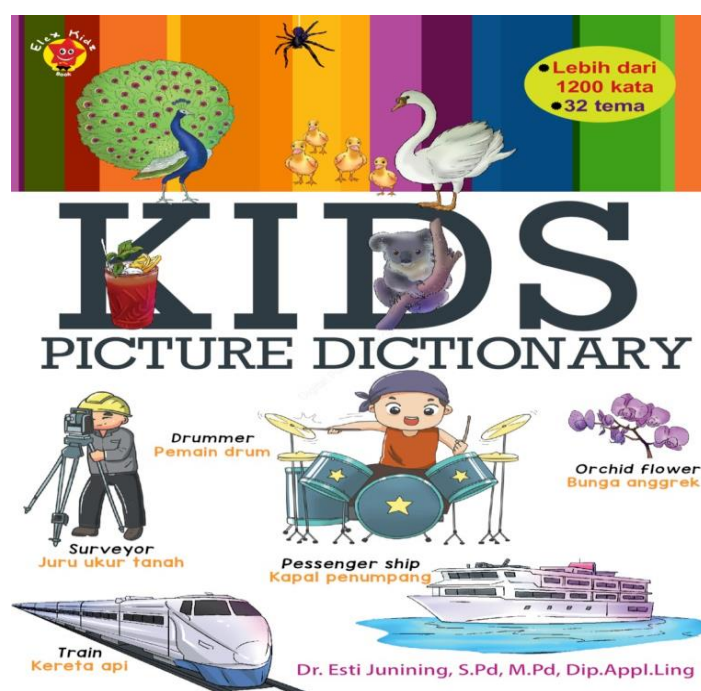
¹⁸ Azam Md Golam dan Tatsuya Kusakabe, "Improving the Efficacy of English Instruction at Qawmi Madrasas (Islamic Seminaries) in Bangladesh," *SAGE Open* 10, no. 2 (1 April 2020): 2158244020924049, <https://doi.org/10.1177/2158244020924049>.

content appropriate for students, such as elementary schools, advanced madrasas, and even high-level madrasas. So, to make it easier to choose games relevant for teaching English at the level, say, middle school-aged 15 years and under, we present, among others.¹⁹

Children's picture dictionary

This dictionary has been proven to help students in public schools and is also relevant for use in madrasas because this children's picture dictionary connects words with pictures in books so that students can improve their understanding or mastery of new vocabulary. It contains various kinds of vocabulary from the names of animals, human body parts, human life equipment, food, programs, daily life, home, counting, sports, and other objects easily found by children in everyday life.²⁰

Figure 1, English learning game material; Kids Picture Dictionary



Sources; Google Searched, 2022

Monkey Puzzle game

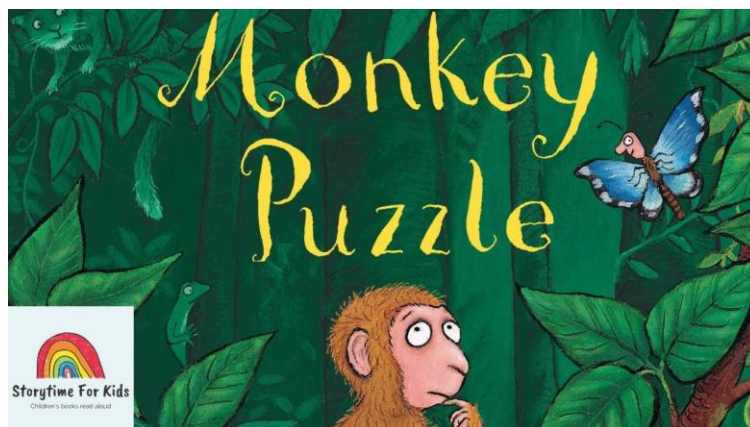
This game is an application that has been widely used in schools for use in English learning classes at the elementary level. The game contains many small games that help speed up reading skills, and teachers and parents can access the game in the monkey puzzle app store. This game is also known by the name the game where is my mom by Julia Donald sun and Alex

¹⁹ Md Abdul Karim Ruman, "Challenges of Teaching English Listening, Speaking, Reading and Writing Skills at Qawmi Madrasas under BEFAQ in Bangladesh," *International Journal of Linguistics, Literature and Translation* 4, no. 7 (2021), <https://doi.org/10.32996/ijllt.2021.4.7.14>.

²⁰ Sheena Shah, "Jul'hoan children's picture dictionary," *Social Dynamics* 41, no. 3 (2 September 2015): 604–8, <https://doi.org/10.1080/02533952.2015.1110300>.

Aler, a favorite figure for English learning class children in the world.²¹ The monkey, the main character of this game, has lost his mother and the kind butterfly who wants to help but takes time, and then they meet many other animals along the way. The story is exciting for children who are enthusiastic when applied in English class. This game is full of words followed by children, which is also equipped with descriptions where children will learn many things such as adjectives that describe actions and abilities and many more basic vocabularies learning about animals and nature.²²

Figure 2, Monkey Puzzle



Source: Google Search, 2022

Little bird tells the game

This online game has been proven to have been widely applied in various English courses where this game can help foreign language learning through multimedia stories. In this game, students can take photos, paint, draw, write, write, and record to help make multimedia stories more interesting. So little butter helps students improve foreign language skills, primarily through writing and conversation. While using this game provides an interactive way for students, both beginners, to tell stories with their illustrations.²³ So, students can record their own stories and tell them simultaneously. Likewise, teachers can use various stories through videos that tell how to grow and share—those games. So the teacher council can use this application first to practice reading and composing, and students can also save stories. Share and students can tell other stories as they later want to explore learning freely and independently, and this is to the curriculum currently being developed in Indonesia, namely the learning curriculum. Be independent and personalize in learning.²⁴

²¹ José L. Tella dkk., “Large-Scale Impacts of Multiple Co-Occurring Invaders on Monkey Puzzle Forest Regeneration, Native Seed Predators and Their Ecological Interactions,” *Global Ecology and Conservation* 6 (1 April 2016): 1–15, <https://doi.org/10.1016/j.gecco.2016.01.001>.

²² Brady Wagoner dan Kevin Carriere, *Where Culture and Mind Meet: Principles for a Dynamic Cultural Psychology* (IAP, 2021).

²³ Najmeh Behnamnia dkk., “The Effective Components of Creativity in Digital Game-Based Learning among Young Children: A Case Study,” *Children and Youth Services Review* 116 (1 September 2020): 105227, <https://doi.org/10.1016/j.chilyouth.2020.105227>.

²⁴ Cristina Castillo-Rodriguez, Inmaculada Clotilde Santos Díaz, dan José María Díaz Lage, “Digital Storytelling for EFL Preschool Classroom: Tools, Activities and Themes Proposed by Preservice Teachers,”

Figure 3, Little bird Tells



Source: Google Search. 2022

Kids learning Ville game

This method has several games and learning activities accessed on many sites for students learning English as a foreign language. Some games emphasize the memory aspect, game names for animals, and also pirate lesson games that include foreign language learning materials in the introduction such as animal food themes, colors, adaptation tools, calculation, timing, school arena, and much more content that invites student learning more pleasant.²⁵ So this learning kit is a site that collects various learning materials tailored to the curriculum, such as the madrasa curriculum, which emphasizes genuine learning and morals and religion. This game offers various job application models for visual games, writing materials, and others. So here the stage is that learning English as a foreign language makes it possible to make learning activities more fun where children and beginners, of course, prefer to use games that can be adopted into learning and curriculum, which helps students manage knowledge and skills that are fun. Easy to remember.²⁶

So, for English learning to be livelier, teachers in madrasas need to design learning that does not seem only traditional but is integrated with digital applications that may now be easily accessible. So, in other words, teachers must be creative in managing student-based learning. Digital games based on the character of learning in madrasas emphasize learning oriented to moral education and pedagogical aspects relevant to madrasa learning.²⁷ So, in other words, we can be sure that this game encourages students to start simple conversations, and of course, this will invite teachers to continue to provide opportunities for students to talk more. So with the

ESPIRAL. CUADERNOS DEL PROFESORADO 15, no. 31 (22 Juni 2022), <https://doi.org/10.25115/ecp.v15i31.8087>.

²⁵ James Rebanks, *English Pastoral: An Inheritance - The Sunday Times Bestseller from the Author of The Shepherd's Life* (Penguin UK, 2020).

²⁶ Michelle M. Neumann, "Social Robots and Young Children's Early Language and Literacy Learning," *Early Childhood Education Journal* 48, no. 2 (1 Maret 2020): 157–70, <https://doi.org/10.1007/s10643-019-00997-7>.

²⁷ Scott Simon, "A Little Bird Told Me: Changing Human–Bird Relations on a Formosan Indigenous Territory," *Anthropologica* 62, no. 1 (2020): 70–84.

existing media, teachers such designing podcasts, scribbling news, understanding music, and making the learning atmosphere more attractive, according to the design in their minds, learning is full of incentives and motivation. So with existing videos with short stories, the teacher can invite students to be involved in learning planning by giving students a choice of relevant activities to support learning in madrasahs.²⁸

Figure 4, kids Learning Ville



Hangman is a game that is rare and forbidden to use and has now been changed to playing gymnastics. However, this game is gameplay or towards the previously known word or letters form the word is to make a stick figure of a hanging man, and each one is given a line drawing for each wrong shot. So to string words for this game, it depends on the word chosen from the available a to z, which allows the opportunity to choose the right one, so this is not being deceived. So the origin of the hangman is that he was a prisoner who was punished, then the words made blank were given by the executioner.²⁹ So the prisoner will be released for every wrong guess, then one leg will be thrown if the word is guessed correctly. That is how the Hangman game, which has now been changed to Snowman, is a game that must be played in schools where children like it. This is a vocabulary or vocabulary learning activity that is widely liked and appropriate. It also adds to English learning activities, especially for children. So through the creativity of madrasah teachers later, when used in the field in the classroom, it will be poured into the skills and policies of teachers to adopt under the interests of learning in Islamic madrasah schools.³⁰

²⁸ Liailia Mingazova dan Rustem Sulteev, "Tatar and English Children's Folklore: Education in Folk Traditions," *Western Folklore* 73, no. 4 (2014): 410–31.

²⁹ G. Anburaj, "Innovative Methods of Teaching English Language," *IOSR Journal of Humanities and Social Science*, 2014, <https://doi.org/10.9790/0837-19846265>.

³⁰ Emmanuel O. Acquah dan Heidi T. Katz, "Digital Game-Based L2 Learning Outcomes for Primary through High-School Students: A Systematic Literature Review," *Computers & Education* 143 (1 Januari 2020): 103667, <https://doi.org/10.1016/j.compedu.2019.103667>.

Figure 4, Hangman online game



Source: Google search, 2022

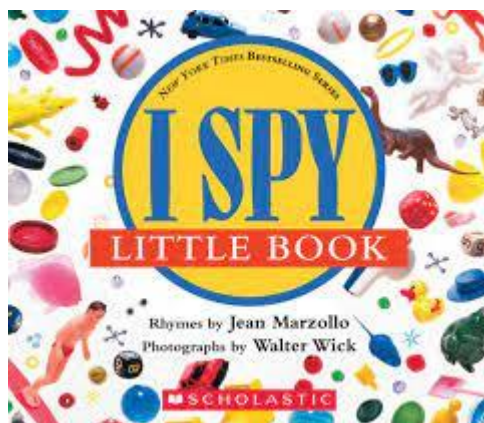
The next game, 'I spy

In this game, the player can start by selecting an object everyone sees. Students as players can provide the first letter of the object seen as a clue. For example, if students choose a fence, they say I will spy with little eyes, which can start with a letter.³¹ This game can be done in turns by issuing guessed letters until someone can answer correctly. So each group of students may read the rhythm before the students give directions. Later the group that will guess them will take the next role. If no one correctly guesses the object seen or the shape or other image, the group can submit the next clue. So I am that the game begins with finding something that is seen and sending messages to people who play with the opening word I spied. The next number was followed by a short game of guessing what it was, and then the student who answered saw something green, so I took the picture myself. So this aspa game is an exciting journey for students in the madrasa where the players start with clear-cut clues, like I said, spying on something yellow. Then other players must then try to ask whether or not to explain the intended item. That is, among other things, the process of the puzzle called I spy itself, as shown in the following picture.³²

³¹ Shaumi Fitria, Iskandar Abdul Samad, dan Nira Erdiana, "The Influence of Using I Spy Game towards Students' Vocabulary Mastery," *Research in English and Education Journal* 6, no. 2 (31 Mei 2021): 80–88.

³² Mohammad Zainuddin Alamsyah, *The Implementation Of I Spy Game On Students' Vocabulary Learning At The Seventh Grade Of Mts Darul Ulum Ponjanaan Barat Batu Marmar Pamekasan* (Apress, 2015), //opacperpus.iainmadura.ac.id/index.php?p=show_detail&id=11773&keywords=.

Figure 5, Game I Spy



Source: Google Search 2022

Simon says game

Furthermore, the game for teaching literacy with the game name Simon says this game by asking players to do something that can be a speech movement playing the game; Simon is allowed to take action if there is an order to use Simone. This game is exhilarating and suitable for learning English with human body props system and suitable for children's classes as well as adults. What makes this game interesting is to say simple commands hurry students to follow commands by holding their head, for example, or name of other body parts.³³ Then how can I play this human game with children to find joy and fun? Then the answer is that children can get the call to prayer, one has a Sumatran salmon, the other becomes a participant with the teacher giving orders saying to take action something can be said, jump and something others if I ask you to say shake then the student will shake when another child does it wrong then he will get a score. My game is a top-rated game which helps madrasa children like and also orders to train vocabulary which makes children collect as much information as possible so that they teach something literacy that is desired in other words; this game can identify whether they have good listening or not or this game could be used to practice understanding hearing in English.³⁴

³³ Bryan Marshall dkk., "Does sample size matter in qualitative research?: A review of qualitative interviews in IS research," *Journal of computer information systems* 54, no. 1 (2013): 11–22.

³⁴ Charles Bell, "Simon Says," dalam *Beginning IoT Projects: Breadboard-Less Electronic Projects*, ed. oleh Charles Bell (Berkeley, CA: Apress, 2021), 657–725, https://doi.org/10.1007/978-1-4842-7234-3_16.

Figure 6, online game Simon says



Source: Google Search, 2022

English teaching game app for madrasa students

Playing and learning is an inseparable unit, especially in learning for elementary school or madrasa students. Each level has its characteristics in learning activities, which include strategies, methods, techniques, models, media, materials used, and indicators of learning objectives that are also different. Now back to the task of the teacher who is obliged as the homeroom teacher to combine all these components into a single unit that creates effective and efficient teaching and learning activities within the scope of learning in the classroom.³⁵

There are so many learning models that have been initiated by experts, including the model that the author described above, including Jigsaw, head-to-head, and so on. In addition, the learning methods also vary, including the lecture method, discussion method (discussion), demonstration method (demonstration), recitation method (recitation method), experimental method (experimental method), field trip method, and drilling skills method. All learning methods have their respective advantages and disadvantages; it is just a matter of how educators can apply learning methods that are appropriate to the situation and conditions of each school/madrasah.³⁶

The reality on the ground, especially at MI Muhammadiyah Kenting, is that we, as educators in the lower class, certainly have the same challenges as upper-class students. Lower-grade students cannot be separated from the world of play. Therefore, a new idea emerges that the learning method we apply is, of course, collaborating with various types of educational games to make students feel comfortable and happy in participating in learning.³⁷ Learning methods for lower classes in thematic learning that are good to apply to include the lecture method, field trips, and skills. These three methods are very suitable for lower-grade students. We all know that thematic learning integrates several subjects, such as the Indonesian language,

³⁵ Aris Purwanto, Slamet Asari, dan Nirwanto Maruf, "The Effectiveness of E-Learning Madrasah in English Teaching and Learning," *Budapest International Research and Critics Institute (BIRCI-Journal) Humanities and Social Sciences* 4 (18 Agustus 2021): 5234–44, <https://doi.org/10.33258/birci.v4i3.2314>.

³⁶ Nita Noviawati, "The Implementation of 2013 Curriculum in English Teaching Learning at MAN 1 Pekalongan," 2017, <https://core.ac.uk/reader/294833860>.

³⁷ Sarah Fitri Sarah, "Understanding Students' Perspective and Use of Technology for Language Learning at Islamic Boarding School," *European Journal of Language and Literature* 3, no. 2 (19 Mei 2017): 59–65, <https://doi.org/10.26417/ejls.v8i1.p59-65>.

social science, natural science, and citizenship, so we need a method appropriate to the level of student development. In thematic learning, various lecture methods can be applied, namely storytelling techniques or, in literacy terms, often called Fun (Games Activity), an exciting storytelling activity for students. Here the teacher is striving to bring a story from a book that is used for learning, both intonation, facial expressions, and expressions that animate so that students are expected to be interested, focused, and involved in the story. Many reference books that can be used can be accessed online.³⁸

Field trip methods and skills can also be combined, such as learning outside the classroom; students will be thrilled to be invited to travel while learning. They are observing and discovering new things that they do not know. The teacher can also act as a tour guide, which can be continued for skill methods by utilizing the natural surroundings. The work results are then posted in the classroom as student appreciation. Let us work together to create learning methods for all subjects with methods that are appropriate to the situation and conditions of the madrasa, such as online games, which are expected to be fun and exciting so that students are thirsty for learning.³⁹

The emergence of various English learning game applications that contain Islamic content and approaches has prompted the author to raise the theme of studies related to online game-based English teaching applications, which can be found in various applications such as the Google play store application store or Google store.⁴⁰ This entire application is, of course, provided. Apart from being a business, it is also devoted to learning Islamic content, and as an English educator, of course, you can also modify it and explain why the fish is under the needs of the madrasa, namely providing English content education but having an Islamic approach. This application has active users in Indonesia, which is quite broad, and most users are said to be from schools and students. The consideration is that this English game is beneficial for teachers in teaching English projects for madrasa students and other public schools.⁴¹

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³⁸ Kashif Ishaq dkk., "Effectiveness of Literacy & Numeracy Drive (LND): A Students' Perspective," dalam 2019 *International Conference on Innovative Computing (ICIC)*, 2019, 1–10, <https://doi.org/10.1109/ICIC48496.2019.8966738>.

³⁹ Setia Rini dan Mansur Mansur, "Teaching Higher Order Thinking Skills to Promote Islamic Junior High School Students' Achievement in English Classroom," *Ta'dib: Jurnal Pendidikan Islam* 24, no. 2 (25 Desember 2019): 238–48, <https://doi.org/10.19109/td.v24i2.4031>.

⁴⁰ Chen dan Hsu, "The impact of a serious game on vocabulary and content learning."

⁴¹ Nada Gamlo, "The Impact of Mobile Game-Based Language Learning Apps on EFL Learners' Motivation," *English Language Teaching* 12, no. 4 (2019): 49–56.

⁴² Ahmed Al Mulhem dan Mohammed Amin Almaiah, "A Conceptual Model to Investigate the Role of Mobile Game Applications in Education during the COVID-19 Pandemic," *Electronics* 10, no. 17 (Januari 2021): 2106, <https://doi.org/10.3390/electronics10172106>.

from schools and students. The consideration is that this English game is beneficial for teachers in teaching English projects for madrasa students and other public schools. So that children can learn for a long time with English game learning applications through electronic devices, the support of parents or teachers is needed. This will bring some positive consequences if accompanied by teachers and vice versa negative consequences such as destructive behavior if the absence of parents and teachers accompanying students when they learn English using games.⁴³

Therefore, parents and teachers must manage positive, educative content on their computers at home so that relevant games for madrasah children can be continued by learning with parental control or educational games. The ability to adopt online games or games for teaching English requires care. In general, madrasa teachers do not understand that yet, but at least they have an understanding that online game learning applications do not last forever, they imagine, can damage the Muslim generation. On the other hand, when game applications are installed to help students to motivate students to be actively involved in learning foreign languages, exporters and indicators can undoubtedly develop the specificity of using technology to support the learning and needs of Muslim children. These types of children become more active because they learn first that they are more independent and guided by existing rules, and children during learning with games are accustomed to solving problems by using their thinking abilities, and with existing intelligence, children can explore with never less motivation and with complete absorption.⁴⁴

It may be said that when children do not have limitations in terms of curiosity and want to understand and learn, sometimes the teachers' abilities still have to be improved so that they can play with the abilities and desires of today's children. So, do not be surprised if children want to learn foreign languages by using these online game applications, often from the teachers and parents because of the inability to heat up managing the education system and this very modern technology that is adapted to the needs of Muslim children will be an obstacle.⁴⁵ So, we can conclude that this obstacle is not the same as the game, nor is it the students, but the ability to manage educational leadership, which is driven by teachers and supported by parents.

This is a challenge that must be considered, at least not to blame games that are said to be irrelevant in applications in the world of Islamic education, such as madrasa schools.⁴⁶ So far, as observed in schools, Islamic education is carried out in a very traditional way and often makes it unattractive for children because we will also be surprised out there, namely on the

⁴³ Di Zou dkk., "Game-Based Vocabulary Learning in China and Hong Kong: Students' Evaluation of Different Word Learning APPs," dalam *Technology in Education. Innovative Solutions and Practices*, ed. oleh Simon K.S. Cheung dkk., Communications in Computer and Information Science (Singapore: Springer, 2018), 44–55, https://doi.org/10.1007/978-981-13-0008-0_5.

⁴⁴ Binnur Genç İltar, "How Does Technology Affect Language Learning Process at an Early Age?," *Procedia - Social and Behavioral Sciences*, The Proceedings of the 1st GlobELT Conference on Teaching and Learning English as an Additional Language, 199 (3 Agustus 2015): 311–16, <https://doi.org/10.1016/j.sbspro.2015.07.552>.

⁴⁵ Ine Nur Fadillah dan Rina Maryanti, "Application of Learning Videos and Quizizz in Increasing Students Interest in Learning English in Middle Schools," *Indonesian Journal of Multidisciplinary Research* 1, no. 2 (2021): 329–36, <https://doi.org/10.17509/ijomr.v1i2.37853>.

⁴⁶ Endang Wahyuningsih dan Baidi Baidi, "Scrutinizing the potential use of Discord application as a digital platform amidst emergency remote learning," *Journal of Educational Management and Instruction (JEMIN)* 1, no. 1 (5 April 2021): 9–18, <https://doi.org/10.22515/jemin.v1i1.3448>.

internet and virtual worlds, there are quite a lot of games and applications that make children more comfortable and happy to study there. However, due to the absence of parents and teachers to facilitate online learning, the conclusion from on-site educators at schools often experiences misunderstandings about the use of applications that are made in general.⁴⁷ However, sensitive to specific religions, well that is where the role of the teacher and parents to organize the pattern of adopting English learning games into an application that is relevant to Islamic teaching in madrasas so that in the end, the parties in madrasas can see this game in a positive perspective support the process of learning English in madrasas as in other modern schools.

CONCLUSION

We concluded the essential points we obtained from searching for several documents related to identifying online game teaching applications among madrasa students in terms of effectiveness and benefits to be developed. Supported by evidence from studies from various perspectives, our experts have found findings that include, among other things, that teaching English among madrasahs can be done by presenting a variety of online game applications that are age-appropriate and suitable in the madrasa environment, which so far many people think that teaching English is only conventional. However, it turns out that the evidence of studies from various perspectives from the views of experts is that presenting online English teaching using games is very effective and protective. As for the examples of online games that we mean, among others, we have mentioned in the results section as games such as a dictionary, monkey puzzle games, literal games, hangman games, kids learning, and several other games that can modify learning and are relevant to be applied in English payment contacts. In addition to games that are effectively used in the context of teaching in madrasas, this study also finds other evidence of how teaching English games in madrasas provides a teaching model in which how we have described learning, in essence, is first following what is desired by madrasa records and then games. Here is an activity that generates learning motivation so that the impression of paying English is not like the previous one, which is tedious, confusing, and even scary among madrasa students. Therefore, we hope to include criticism and feedback so that this study can be perfected in the future.

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⁴⁷ Novrika Nartiningrum dan Arif Nugroho, "Online Learning amidst Global Pandemic: EFL Students' Challenges, Suggestions, and Needed Materials," *ENGLISH FRANCA: Academic Journal of English Language and Education* 4, no. 2 (13 November 2020): 115–40, <https://doi.org/10.29240/ef.v4i2.1494>.

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