



**Playing As A Creative Alternative For Learning Arabic
At Madrasah *Ibtidaiyah* In The Ir 4.0 Era**

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Learning is a continuous effort that aims to bring about change through experience. A job that is carried out continuously identically with boredom and boredom, not least in the learning process. When boredom and boredom hit us as teachers and struck children as our students, we are expected to be able to refresh the atmosphere of learning so that they are able to be actively involved in it. Many things teachers can do to overcome this, one of which is learning while playing or if necessary

playing while learning. In this industry 4.0 era, technological products are indeed unstoppable, so that children are already familiar with technology products as early and as quickly as possible, even many of them are addicted to using them beyond their limits. Therefore, in addition to playing involving technology products such as gadgets, computers, internet, and online games, non-digital games still need to be preserved to stem the negative influences from children and to compensate them so that their dependence on technology products can be reduced. . This paper presents several non-digital games as creative alternatives that can be utilized in learning Arabic at the elementary level, especially at the level of Islamic Elementary school (*Madrasah Ibtidaiyah*). This paper is a thought paper (conceptual) not a research paper and the method used is descriptive qualitative method.

Key word : *Creative, Learning Arabic, Game*

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Introduction

Islamic Elementary school (*Madrasah Ibtidaiyah*) is a basic Islamic education after PAUD and TK which is equivalent to Elementary School (SD). Education at the elementary level, both elementary and MI is taken by children whose ages range from 5 to 7 years. According wartakota.tribunnews.com states that the new rules for registration of new students in 2019, children aged 5 years over 6 months may register elementary school. In the previous year the minimum entry requirements for children entering SD / MI were 6 years and the school was obliged to accept new students who were 7 years old.

The Ministry of Education and Culture (Kemendikbud) has issued a new regulation on the admission of new students through Permendikbud No. 14 of 2018 regarding the entry requirements for elementary students that new students are not required to be CALISTUNG, meaning the ability to read, write and count is not a mandatory requirement for prospective students who will register at elementary school level (tribunnews.com). This is in line with the theory that children like to play because in themselves there is an inner urge and an urge to develop themselves (Zulkifli, 2012: 41).

The IR 4.0 Era is a period in which the flow of technological development is unstoppable. Everyone is familiar with technology, even newborn children are very close to technology. Many children before entering kindergarten age are addicted to gadgets, even they can not be separated from the gadget. When entering SD / MI they are already good at operating gadgets. On the one hand, as parents and educators we are required to introduce children to technology so that they are able to keep abreast of the times and be able to make technology as a medium that makes it easy for them to get positive things that support their intellectual, emotional, and spiritual development. But on the one hand, we as parents or educators must be able to provide limitations in the use of technology products such as gadgets for children, given that many of them have not been able to use gadgets for positive purposes. Many of them are addicted to playing online games so they neglect their duties and obligations. We've even heard the news of a child committing suicide because of losing an online game.

For this reason, although the industry 4.0 era is an era of large-scale technology production, especially on computers, the internet and other online applications, we must not deny the existence of non-computer, non-internet and non-online learning media to reduce addictions. kids on technology like gadget overload. Therefore, in this paper, the author presents several non-digital games that are still relevant to be applied in learning Arabic at the elementary level, both elementary and MI as creative alternatives for learning Arabic. What is meant by non-digital games here are games that do not require technological tools such as computers, the internet, or other online applications, but the games are still considered creative and able to actively involve students in the learning process. According to the fifth edition of the Big Indonesian Dictionary, alternative words mean the choice between two or more possibilities, while creative means having creativity, having the ability to create, wanting intelligence and imagination. So the games presented in this paper are optional games that can be used because



they are able to create imagination and increase children's intelligence. It is said to be an alternative, because the games presented here are games that can be a solution to reduce excessive dependence on a child's self for technological products in the form of gadget, computer, and online games.

Discussion

A. Definition Of Play

Play or game is an activity carried out on the basis of a pleasure and without considering the final result. These activities are carried out voluntarily, without coercion or pressure from outside parties (Hurlock, 1997 in Musfiroh, 2008: 1).

In the book "Becoming a Game Designer and Developer" (Mitra Istiar Wardhana, Malang: Surya Pena Gemilang. Pages: 2-3: 2013), the game is termed the word "game". According to Google search results, the game is a form of game where competition occurs between players based on agreed rules. Victory in the game is influenced by the ability, strength, and luck of the player.

The characteristics of play according to Musfiroh (2008: 4) are:

- Fun and uplifting
- Motivation from within the child
- Rules according to the child's needs
- Flexible (children are free to choose and switch to play)
- The child must be active in moving and thinking
- Pretend, is not real
- Spontaneous and voluntary

In Johnson et al (1999) stated that the term play or game is a concept that is not easy to describe, even in the Oxford English Dictionary, listed 116 definitions of the game. One example, there are experts who say the game as an activity that is done repeatedly for pleasure. But other experts refute this opinion because there are times when playing is not done solely for pleasure, but there are goals to be achieved, namely certain achievements. Lots of information from experts about the concept of the game.

B. The Importance Of Playing In Language Learning

Playing in language learning is very important because of several factors, namely learning languages while playing functions for language development or communication, play helps children improve communication skills, play provides space and time for children to interact with others, by playing they talk to each other, express opinions, negotiate, and find a middle ground for every problem that arises. Especially the role playing activities. Role playing activities have enormous benefits, especially to support children's language and language



development. In fact, playing a role has a big role for the cognitive, emotional, and social development of children.

Play also provides a safe context and motivates children to learn a second language, because when playing, children practice fragments of other languages, such as, Hello, How Are You. Because fragments of language have an impact on pride, children are increasingly encouraged to add to the second language's vocabulary. This is very helpful for children's language development, because the early days of child development is the right time to get a second language. Children who acquire a second language at a critical time tend to be able to speak as native speakers of the language.

According to McCallum (In Asrori, 2008), there are a number of reasons for the need to use games in language learning, which are as follows.

1. The game can focus students' attention on one aspect of language, sentence patterns, or certain groups of words.
2. The game can function as reinforcement or reinforcement, review, and stabilization.
3. The game demands equal participation from all students.
4. The game can be adapted to the individual circumstances of students.
5. The game contributes to the creation of a healthy competition climate and paves the way for the use of target languages naturally in relaxed situations.
6. Games can be used in various learning situations and in various language skills.
7. The game gives feedback as soon as possible to the teacher.
8. And games can increase student participation to the maximum.

Specifically in relation to language learning, the principle of learning while playing and playing while learning is in line with educational theory or language learning, both mother tongue and second language and foreign languages. The theory is intended to state that a learner's language ability is mostly obtained through a natural acquisition process. Therefore, in learning a foreign language which normally takes place formally, it is necessary to create or condition an informal atmosphere, so that the process of acquiring information and language skills more naturally can occur in students. One way to condition relaxed and informal language classes is with language play media.

C. Various Games In Learning Arabic In Madrasah Ibtidaiyah

Game 1

- | | |
|----------------------------|---|
| a. The name of the game | : Looking for a partner |
| b. The purpose of the game | : To teach listening skills (istima) about numbers ((Adad) |
| c. Time | : 30 minutes |
| d. Media | : Paper, pencils / pens, textbooks,
and places that allow students to move |



e. Game procedure :

1. Students sit in a circle in the space provided.
2. Students write 3 sentences containing 1-20 numbers as preparation for playing. Previously the teacher gave an example of the sentence. Sentences can also be taken from textbooks, if students have difficulty making their own sentences. Example:
رَقْمٌ بَيْتِي اِثْنَانِ. (2) لِي قَلَمٌ وَاحِدٌ. (3) اُذْهَبُ اِلَى الْمُدْرَسَةِ فِي السَّاعَةِ السَّابِعَةِ
3. After finishing writing a sentence, all students stand and remain in a circular state.
4. The teacher says 1 to 2 sentences in which there are numbers or 'adad. Example: the teacher pronounces the sentence رَقْمٌ بَيْتِي اِثْنَانِ. When saying this sentence, students compete to form groups or look for friends / partners to form groups of two, because in the sentence the teacher says, there is the word اِثْنَانِ.
5. Students who are late to not get a partner, then he is tasked with reading the sentence he had made earlier.
6. Steps 5 and 6 are carried out until sufficient to the specified deadline.

Game 2

- Game name : Ranking 1
- The purpose of the game : To teach the skills to understand text and write
- Time : 30 minutes
- Media : Ranking 1 board, board marker, eraser, question list
- Game procedure :

1. Students arrange their seats in a row facing the front of the class
2. Students receive a ranking board 1 from the lecturer
3. The lecturer gives 15 questions via power point. Each question is worth 5.
4. Students compete in answering questions by writing their answers on the ranking board 1 and immediately lifting the board to check the results.
5. Students whose answers are wrong, cannot continue the game. But they were still given the task of answering all the questions on the sheet provided.
6. The game continues until many students are falling and the remaining 3 students to compete in the final stage.
7. The final stage begins, students answer 5 questions with a system of fighting quickly. The student who picks the board the fastest and answers correctly gets a grade of 5.
8. Determination of students who get the rank of rank 1 based on the number of grades.
9. Students and lecturers discuss questions that are not answered.
- 10.



Game 3

- Game name : Sort the words
- The purpose of the game : Understanding the meaning of *mufrodāt* and composing it into sentences (ability to read and write). The sentences arranged are patterned: *mubtada* ' + *khobar* (*fiil mudlori* ') + *maf'ul*
- Time : 30 minutes
- Media : a collection of *mufrodāt* cards, *mufrodāt* boxes, notebooks, pencils / pens, and adequate playgrounds, mini dictionaries
- Game procedure :
1. At home the teacher prepares 5 sentences that are patterned *mubtada* ' + *khobar* (*fiil mudlori* ') + *maf'ul bih*. Example: التَّلْمِيذُ يَكْتُبُ الدَّرْسَ
 2. So from the 5 sentences there are 15 *mufrodāt*.
 3. The teacher prepares *mufrodāt* boxes according to the number of groups (ie 5 boxes).
 4. Each box is filled with the same 15 *mufrodāt* randomly.
 5. The teacher writes / attaches a mini dictionary containing difficult words on the board.
 6. Students are divided into 5 groups (each group consists of 6 students).
 7. Each group may line up or circle.
 8. 5 *mufrodāt* boxes are placed straight in front of each group.
 9. The game starts. Members of each group move forward to the *mufrodāt* box to arrange sentences from the *mufrodāt* that have been randomized in the box.
 10. Arrangement of *mufrodāt* arranged in front of advanced members. Then write it in a group notebook.
 11. The fastest and most correct group gets the highest score.
 12. Steps 9 and 10 are repeated until all group members advance.
 13. The value of each group is totaled. And the group that gets the most scores wins.

Game 4

- The name of the game : Snakes and Ladders
- The aim of the game : Read *Mufrodāt* and Answer questions
- Time : 30 minutes
- Media : ladder snake board, question cards and their answers, one pair of dice, confusion
- Game procedure :
1. This game consists of more than 1 student. It can be 2 students, 3 students, or more.
 2. Every student has a confusion or a pawn.
 3. Before the game begins, the pawn or confusion must not be in the ladder snake box.
 4. Before the game starts each student randomly reads 5 *mufrodāt* written on each snake ladder box
 5. The question cards for each ladder are shuffled beforehand.



6. To determine the order in which the participants roll the dice, each participant rolls the dice. The most participants will play first.
7. The first player starts the game by throwing the dice and running the pawn or the jingle according to the number that has been added from both dice.
8. If two dice show the same number then the player can continue playing again by throwing the dice again
9. If the dice show the same number 3 times, then the player stops throwing the dice for 1 round.
10. When running the pawn, the player recites the numbers that have been added in Arabic aloud.
11. If the player arrives in the same box, then the pawn that first arrives in the box must return to box no. 1.
12. If the pawn has reached a ladder, the player must take a question card that corresponds to the ladder box number.
13. Players are allowed to go up the stairs if they can answer the questions that have been taken. (questions read by other participants)
14. If you cannot answer, then you cannot go up the stairs.
15. If the player reaches the snake's tail, he must go down to the snake's head.
16. Players are said to win when they reach the last box (no 48) for the first time in 1 round of play.
17. If the player gets a number that exceeds the target needed to reach the finish, then the pawn must run backwards according to the remaining number and continue the game until reaching the finish.
18. If ladder snakes are played in groups:
 - a. Pawn is carried out by group representatives in turn.
 - b. The questions are answered together.
 - c. Questions in the form of questions are answered by group representatives.
 - d. Questions in the form of orders are answered together.
19. Here's an example of a ladder snake board.



Game 5

The name of the game	: Chasing the last letter
The aim of the game	: Listening and reading <i>mufrodat</i>
Time	: 30 minutes
Media	: a number of students' <i>mufrodat</i> cards

Game procedure

1. Students sit regularly. Can be circular, square, or sit as usual facing the front of the class.
2. Each student receives one *mufrodat* card.
3. Every student practice reading the *mufrodat* correctly, well, and fluently.
4. The game starts. The teacher appoints one student to read the *mufrodat* card.
5. Students who have their turn to read next are students whose *mufrodat* begins with the last letter of the previous student *mufrodat*. Example:
6. Student 1: تَلْمِيذٌ, then the student who continues is the student whose *mufrodat* begins with the letter ذ, for example ذَلِكْ.
7. And so on until all students have their turn to read the *mufrodat* card.
8. The next step is to repeat the steps. But this time students play by reading *mufrodat* without seeing the writing on the cards or memorization).
9. The game is done smoothly. Students who are slow to mention their *mufrodat* when their turn comes, then they are considered unsuccessful. Likewise students who are not able to mention the *mufrodat*.



10. When there are students who cannot mention their *mufrodat* (eg *mufrodat*, كِتَابُ), the teacher immediately asks students whose *mufrodat* begins with the letter ب to mention their *mufrodat*, for example بَابُ.
11. Students who have not succeeded in the game get sanctions (عِقَابُ). Sanctions can be in the form of singing, mentioning *mufrodat* that has been heard, slogans, pat, and others.

Game 6

- Name of the game : Creating a sentence
 The purpose of the game : Write a sentence
 Time : 30 minutes
 Media : notebooks, pencils / pens, several letters of keywords that have been provided in such a way, and sanctions
 Game procedure :

1. Students are divided into 6 groups. Each group consists of 5 students.
2. Students arrange sentences that begin and end with the letters of a particular word.
 Consider the following example!

دُ	الْوَلَدُ أَمَامَ مُحَمَّدٍ	وَ
لَ	لَيْلَى تَأْكُلُ	لَ
وَ	الدَّفْتَرُ لِبَانْدُو	دُ

3. Students in groups make sentences like the example above.
4. The teacher gives an assessment based on the speed and correctness of the sentence made by each group.
5. The winner of the highest score has the right to be a winner. And the teacher can give rewards.

Game 7

- Game's Name : *Gulungan situasi* (Situation Roll)
 The purpose of the game : Dialogue
 Time : 30 minutes
 Media : question and answer sentence cards
 Game procedure :



1. The teacher determines the theme of the conversation to be used. For example تَعَارُفٌ
2. The teacher provides a package of question and answer sentence cards according to the number of groups of students. For example there are 5 groups there are 5 packages that must be provided.
3. Following is an example of a dialog card package. (remember! The number of cards per package must be the same as the number of group members)

Card 1	السَّلَامُ عَلَيْكُمْ
Card 2	وَعَلَيْكُمْ السَّلَامُ
Card 3	مَنْ أَنْتَ ؟
Card 4	أَنَا إِبرَاهِيمُ
Card 5	مَنْ أَيْنَ أَنْتَ ؟
Card 6	أَنَا مِنْ سُورَابَايَا

4. The above steps have been thought out and prepared by the teacher at home.
5. The next step is implementation in class.
6. Students stand in a circle or square.
7. The teacher randomly distributes all cards to all students. (meaning there are 30 cards dealt)
8. Students read cards obtained independently until smoothly.
9. Students look for pairs based on the suitability of the contents of the card with other students (the suitability of the questions and answers)
10. After finding a partner. Then each pair looks for two other pairs until all the cards they collect form a dialogue as above.
11. Students who successfully form dialogue get a reward
12. And students who have not made it to the specified deadline get sanctions for singing together.

Game 8

- The name of the game : Lined words (*Kata Berjajar*)
 The aim of the game : To develop the ability of tarkib sentence Muftada 'khabar (*Jumlah Ismiyyah*)
 Time : 30 minutes
 Media : board games, *mufrod* cards
 Game procedure :

1. The teacher prepares a total of 15 cards, with details of 3 people's names (*isim*) as *muftada* ', 3 verbs (*fiil*) as *khabar*, and 3 nouns as *maf'ul bih*.



2. Students are divided into 3 groups. Group 1 receives the *isim* mufrodat card, group 2 receives the final *mufrodat* card, and group 3 receives the noun *mufrodat* card (*maf'ul bih*).
3. The teacher gives examples like the following.

Card 1	Card 2	Card 3
مُحَمَّدٌ وَصَالِحٌ	يُنَظِّفَانِ	الْحَدِيقَةَ

4. Each group member sticks to their cards properly. Until all members have pasted the card.
5. Before sticking the card, each member may discuss with the group.
6. The teacher and students discuss the results of the work.
7. To strengthen student mastery of *tarkib* material, the teacher repeats the game again. But this time, cards are distributed randomly so there is no more discussion before sticking cards.
8. Students who stick the wrong card (means wrong answer), then get a reward in the form of sanctions singing or the other.

Game 9

The name of the game	: Drawing a Clock
The aim of the game	: improve the ability to hear and understand clock numbers in Arabic
Time	: 30 minutes
Media	: drawing boards, large markers, and sentence cards containing clock numbers

Game procedure :

1. This game can be done individually or in groups.
2. If done in groups, the teacher divides students into groups.
3. The teacher reads sentences one by one. (in this case, if you want to activate the student, the teacher can also take the representatives of each group in turn to read the sentence, provided there is a key answer)
Example of sentences: تَذْهَبُ لَيْلَى إِلَى الْمَدْرَسَةِ فِي السَّاعَةِ السَّابِعَةِ.
4. When the sentence has been read, each group competes in discussions and draws hours according to the number of hours in the sentence being read.
5. The fastest and correct group of answers gets a score of 100, the group that correctly answers but loses fast then the value is 90, 80, 70 (based on the order of speed). If the answer is wrong don't get value.
6. And so on until the sentence provided has finished reading.



7. The final step is to add up the scores for each group. The group with the highest score to 1, 2, and 3 get a reward. Ranks below 3 get sanctions.

Game 10

- Game name : Jeopardy game
 The aim of the game : to improve reading and listening comprehension
 Time : 30 minutes
 Media : board games, question cards
 Game procedure :
1. The teacher prepares board games at home.
 2. How to make board games: the teacher provides cardboard paper, manila paper for the cardboard base, solution for closing the cardboard. Then the teacher makes a pouch where the question card (the bag can be in the form of envelopes or other forms).
 3. The teacher makes a collection of questions. Each envelope contains 1 question. For example there are 10 envelopes, then there are 10 questions.
 4. Each envelope / bag shows the categories of questions based on the level of difficulty. Therefore on the front cover the envelope is written with a value between 100 to 1000.
 5. Tape envelopes stick on the game board with tape.
 6. On the envelope there is an envelope no.
 7. The game starts. The teacher divides students into 5 or 6 groups.
 8. Representatives of each group come forward. Then offered the group what envelope number to choose.
 9. After choosing the envelope number, the question card is taken. Then he reads the question to be answered by other members of his group.
 10. Group members can discuss to answer the question within the specified time limit.
 11. If the answer is correct, then the value will be obtained according to the value stated on the envelope.
 12. And so on. Until all members of the group advance all.
 13. Last is the calculation of the number of values obtained by each group.
 14. The following is an example of a board game for jeopardy board games.

Game 11

- Game's Name : Scrabble
 The aim of the game : improve vocabulary and writing skills
 Time : 30 minutes
 Media : game boards and scrabble sheets
 Game procedure :
1. The teacher prepares 10 words



2. The teacher makes a scrabble sheet. A scrabble sheet consists of a collection of letters with complete wishes, which contain 10 words. Example:

ل	ي	ل	ا	ي	ك	ي	أ	ن	م
س	م	ل	ق	ك	ة	و	س	ل	ق
ي	س	س	ا	ت	م	ك	ل	ت	ل
ك	ب	د	ا	ت	س	أ	ك	ن	م
م	ف	ب	ت	ا	غ	ك	ر	م	ب
ن	ر	ث	ل	ل	ك	ف	ش	ي	ك
م	ة	ب	ا	ت	ك	ن	ت	د	ت
ق	ج	ن	ح	ة	ن	ا	ت	س	ا

3. The teacher distributes scrabble sheets to all students.
4. Each student gets one scrabble sheet.
5. Students find 5 words on a scrabble sheet.
6. Words that have been found are rewritten by joining letters in the space provided (may be under scrabble, may be on another sheet or in a notebook). Example:
أَسْتَاذٌ = أَسْتَاذُ
7. After finishing, scrabble sheets are collected to be assessed by the teacher.
8. Judgment is based on truth and accuracy in finding words and in writing them again with continued letters.

Game 11

Game's Name : Sequential words on the back
 The aim of the game : To teach correct writing, aloud reading and translation
 Time : 30 minutes
 Media : Hand, pen, back, one sentence, punishment
 Game procedure :

1. The teacher explains the procedures of the game
2. The teacher divides the class into two groups
3. One agent provided from each band
4. The teacher presents the sentence that he will write with his members on the back sequentially



5. Each band begins to write the sentence on the backs of their friends sequentially until the last members and then translate it directly
6. If students have finished writing and translating, they shouted a group to read the sentence and translate it
7. Each band gave the writing result to the teacher for inspection
8. The teacher appoints the winners according to their speed in writing, translation, reading and their health in writing and translation
9. The failed band deserves the agreed punishment

Game 12

Game's Name : نملة و فيل (Ant and elephant)

The aim of the game : To teach grammar (adjective names for masculine and feminine)

Time : 30 minutes

Media : Movements and roles playing

Game procedure :

1. Students shall form a large circle
2. In this game you only use the word "صغير- صغيرة أو كبير- كبيرة"
3. The teacher sheds some vocabulary one by one and then students respond with the word "صغير- صغيرة أو كبير- كبيرة" depending on the size of the spoken word, for example: if the teacher says "نملة" the students should say "صغيرة", and if the teacher says "فيل" Students should say "كبير", and if the teacher says "مدرسة", students should say "كبيرة", and if the teacher says "فصل", students should say "صغير", and so on until the student mastered the designation of adjective names for masculine and feminine
4. Rework in step 3 with appropriate movements when responding "صغير- صغيرة أو كبير- كبيرة"
5. A student who errs in response should have a role to cast vocabulary among students
6. This game can diversify in its performance

Game 13

Game's Name : Make a man become a number and a letter

The aim of the game : To teach listening and to recognize the form of Arabic letters and numbers

Time : 30 minutes



Media : all parts of body

Game procedure :

1. Students shall form a large circle
2. The teacher divides the students into two groups
3. The teacher recites Quranic verses or sentences from the units of study
4. Each group recognizes the last letter of the Quranic verses or pronounced sentences and then makes the class a special form fits the shape of the last letter desired, for example: If the teacher said: يا أيها المزمل (last letter: ل) makes the class a special form fits the form ل
5. The teacher gives some sentences in which the number and then make the class a special form fits the shape of the intended number, for example: If the teacher pronounced: رقم بيتي سبعة , makes the class a special form fits the form of the number "seven" (7)
6. The failed group deserves the agreed punishment

Conclusion

Playing can be done with tools or without tools. Playing with tools not only always uses sophisticated technology products. Creative games are not always digital games that always rely on computers, gadgets, the internet and online games. Creative games are games that are able to increase intelligence and create the imagination of players. When technology products, one of which, in the form of online games, bring more negative influence to our students, then we need to balance it with natural games that can reduce their dependence on it as creative alternatives that we can apply in Arabic learning. We can get this creative alternative game from various reference books that discuss about language and non-language games that we can modify in such a way that we can apply it in the learning process as a few examples of the games in this paper, or it can also be a game of our creative imagination. Through learning by games will take place naturally, not rigid, and not boring. As teachers or educators we must always strive to create fun and impressive learning, one of ways is through playing method.



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