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Learning arabic vocabulary through the C3T (smart, accurate, fast, and precise) game-based method at islamic boarding schools

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ABSTRACT

The low level of Arabic vocabulary mastery among students at Islamic boarding schools is a major challenge in Arabic language learning, particularly due to the use of monotonous teaching methods that fail to engage students actively. This study aims to describe and analyze improvements in students' Arabic vocabulary mastery through the application of the Smart, Accurate, Fast, and Precise (C3T) game-based method at the Ash-Shiddiqi Islamic Boarding School in Jambi. This study employs the Classroom Action Research (CAR) approach, based on the model of Stephen Kemmis and Robyn McTaggart, and is conducted over two cycles. The research subjects were 25 female students in Grade VII Pi 3 AMMAN at the Ash-Shiddiqi Islamic Boarding School in Jambi. The results showed a significant improvement in each cycle: in Cycle I, the students' average score reached 73.4 with a classical mastery rate of 52% (13 out of 25 students achieved mastery), while in Cycle II, it increased to an average of 84.6 with a mastery rate of 92% (23 out of 25 students achieved mastery). The C3T game method proved effective as an alternative teaching approach for Arabic language teachers.

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Introduction

Vocabulary mastery is the cornerstone of language learning, including Arabic. Without adequate vocabulary mastery, a person will face difficulties in developing the four language skills: listening, speaking, reading, and writing (Zaimah, 2024). In the context of Arabic language learning, vocabulary—or mufradat—is crucial, as it forms the basis for communication and understanding of Arabic texts (Fatmawati, 2021). The more mufradat a student masters, the better their overall language proficiency becomes (Mitrajati et al., 2023). Nationally, Arabic language instruction in Islamic educational institutions, including pesantren, continues to face various challenges. One of the main challenges is the use of teaching methods that are often monotonous and conventional, making them less effective at sparking students' interest and motivation (Akmar et al., 2024; Saleh et al., 2022).

This situation is consistent with findings at the Ash-Shiddiqi Islamic Boarding School in Jambi. Based on observations and interviews with the Arabic teacher for Grade 7 Pi 3 AMMAN, student learning outcomes remain quite low, as evidenced by the students' initial pre-test results, which showed an average score of 69, with the highest score being 85 and the lowest 60. Of the 25 students, 6 (24%) achieved the minimum passing score (KKM), while 19 (76%) did not; the KKM was set at 75. In addition, some students experienced difficulties

mastering Arabic vocabulary due to cognitive factors such as poor memorization and comprehension, as well as affective factors such as a lack of interest and motivation to learn. The results of the initial pre-test administered to female students in Grade VII Pi 3 at AMMAN indicated that the majority of students had not yet reached the minimum proficiency level, highlighting the need for corrective measures in classroom instruction in Arabic vocabulary (Mu'awanah et al. 2024).

Given these challenges, an innovative approach to teaching Arabic vocabulary in Islamic boarding schools is needed. One strategy believed to enhance students' engagement and motivation is game-based learning. This is in line with research by Nurwijani (2021), which found that the C3T game-based method can increase students' active participation and confidence in answering questions in junior high school science classes. Furthermore, the C3T method challenges students while also sparking their interest in answering questions, as the competitive dynamic motivates them to study more diligently. The use of teaching methods tailored to students' needs can also enhance their critical thinking skills in science classes and help them develop stronger character (Zulfahmi et al., 2023).

According to Nurwijani (2021), the C3T (Smart, Careful, Fast, and Accurate) method is a learning method that adopts the competency model of a quiz competition. Pedagogically, the C3T method integrates four main components: (1) Smart, which stimulates students' cognitive abilities to think quickly and critically when recalling and understanding vocabulary; (2) Careful, which trains students' precision in pronouncing and spelling vocabulary correctly; (3) Quick, which creates a competitive dynamic that motivates students to study more diligently; and (4) Accurate, which ensures students are not only quick but also precise in answering questions (Siti Anida et al. 2024).The implementation of the C3T method has the potential to meet learning demands, given its success in previous studies. Among these is the study by Saputra et al. (2023), which concluded that this method can build and boost students' self-confidence, strengthen their mental resilience and enthusiasm for learning, and motivate and actively engage students in the history learning process, making it highly effective for teachers to use when delivering instructional content. The use of game-based methods has been shown to create a positive learning atmosphere, enhance creativity, and position students as active learners (Hapudin, 2021). These game-based methods align with active learning theory, which emphasizes the importance of students' active engagement in the learning process (Himmawan et al. 2021; Kiswanto et al., 2023). According to this theory, learning is more effective when students are allowed to engage directly, interact, and actively respond to the learning material. Additionally, this method adopts a communicative approach, which holds that language is best learned through active, meaningful use (Miftahuddin, 2025; Rizal et al., 2024).

Based on the above description, the research question of this study is: How can the teaching of Arabic vocabulary using the "Smart, Accurate, Fast, and Precise" (C3T) game-based method improve the learning outcomes and vocabulary mastery of students at the Ash-Shiddiqi Islamic Boarding School in Jambi? Therefore, this study aims to describe and analyze the learning processes and outcomes of the students, as well as the improvement in their mastery of Arabic vocabulary through instruction using the "Smart, Accurate, Fast, and Precise" (C3T) game-based method. The novelty of this study lies in the use of the C3T game-based method to teach Arabic vocabulary in a pesantren setting, examined through a Classroom Action Research approach. Unlike previous studies, which have mostly implemented the C3T method in general subjects, research on the teaching of Arabic vocabulary through the C3T method in an Islamic boarding school setting remains limited. This study provides an empirical contribution to the development of more active, competitive, and contextual learning strategies for Arabic vocabulary in an Islamic boarding school setting.

Method

This study employed a Classroom Action Research (CAR) approach and was conducted collaboratively with Arabic language teachers at the Ash-Shiddiqi Islamic Boarding School in Jambi. The research procedure followed the model developed by Stephen Kemmis and Robyn McTaggart, which consists of four stages in each cycle: planning, action implementation, observation, and reflection. The study was conducted over two cycles, with each cycle consisting of two 90-minute sessions. The researcher served as an observer during the learning process and provided feedback during the reflection stage to inform improvements in the subsequent cycle (Wahidah et al., 2024).

The research subjects were all 25 female seventh-grade students in Class Pi 3 AMMAN at the Ash-Shiddiqi Islamic Boarding School in Jambi. The selection of this class for the study was based on the researcher's initial observations, which indicated problems with the students' mastery of Arabic vocabulary, as well as recommendations from the local Arabic teacher, who assessed that the class required remedial measures in the learning process. Data collection was conducted through tests, observations, and interviews. Formative tests were administered at the end of each cycle to assess the students' progress in vocabulary mastery. Test items

were developed by the researcher in collaboration with the Arabic language teacher, based on the learning objectives and vocabulary competency indicators for each cycle; they were then reviewed by the supervising lecturer and the Arabic language teacher using expert judgment to ensure content appropriateness, item clarity, and appropriate difficulty levels. Observations were conducted by the researchers using a structured observation sheet that covered the activities of both teachers and students during the learning process. The observation sheet was developed by the researchers based on the learning activity indicators of the "Smart, Careful, Fast, and Accurate" (C3T) game-based method and adapted from the observation format of relevant previous studies. Before use, the observation instrument was reviewed by the supervising lecturer and Arabic teachers using expert judgment to ensure that the indicators aligned with the learning objectives and the characteristics of the students. (Arifin et al. 2023).

Unstructured interviews were conducted with Arabic teachers and several students after the completion of Cycle II to gather information about their experiences, responses, and challenges during the learning process using the "Smart, Accurate, Fast, and Precise" (C3T) game-based method. Interview results were recorded during the interviews and then analyzed thematically through the stages of rereading the interview notes, coding information with similar meanings, and grouping the codes into three main themes: students' motivation to learn, active participation in learning, and ease in mastering vocabulary. The interview findings were used to reinforce the results obtained from tests and observations. The data were analyzed using qualitative descriptive methods through the stages of data reduction, data presentation, and concluding observations and interviews, while the test results were used as supporting data to illustrate improvements in students' vocabulary mastery in each cycle. The indicators of the study's success were determined based on achieving a minimum classical mastery rate of 75% among students, a minimum passing score (KKM) of ≥75, and an increase in student activity and engagement during the learning process, as evidenced by observation results. This study was conducted in accordance with research ethics principles by obtaining permission from the Islamic boarding school and maintaining the confidentiality of all research participants' identities and data.

Results and Discussions

Initial Conditions Before Intervention

Before the implementation of the "Smart, Quick, and Accurate" (C3T) game-based method, the teaching of Arabic vocabulary in Grade 7 Pi 3 AMMAN at the Ash-Shiddiqi Islamic Boarding School in Jambi revealed several issues affecting students' learning outcomes. Based on the results of initial observations, most students appeared unfocused during lessons, were easily distracted by using tablets for non-academic activities, and were not very active in responding to the teacher's questions. These conditions led to low Arabic vocabulary mastery, as indicated by the pretest results.

The pretest results showed that only 6 of 25 students (24%) met the Minimum Passing Criteria (KKM ≥ 75), while 19 students (76%) did not meet the criteria, with a class average score of 69. These results indicate that most students still struggle to understand, remember, and use Arabic vocabulary. This finding aligns with Mu'awanah et al. (2024), who stated that poor vocabulary recall and low motivation to learn are factors affecting students' vocabulary mastery. Furthermore, the continued use of conventional teaching methods contributes to low student engagement during the learning process (Akmar et al., 2024; Saleh et al., 2022).

Given these initial conditions, a learning intervention is needed to enhance students' engagement, motivation, and mastery of Arabic vocabulary. Therefore, this study implemented the "Smart, Accurate, Fast, and Precise" (C3T) game-based method through two cycles of Classroom Action Research to improve the processes and outcomes of Arabic vocabulary learning.

Results of Cycle I Implementation

Planning Stage

The planning stage began with the development of a Lesson Plan (RPP), the preparation of learning materials on the theme of الحياة اليومية (daily life) based on the textbook *Al-'Arabiyyah Baina Yadaik*, Volume 1, the development of research instruments, including observation sheets, formative tests, and interview guidelines; and the preparation of learning media and tools to support the implementation of the "Smart, Accurate, Fast, and Precise" (C3T) game-based method. Additionally, the students were allowed to study the lesson material for one day in the dormitory before the intervention was implemented, as initial reinforcement of the vocabulary to be studied.

Implementation Phase

The intervention was implemented in Cycle I over two sessions, each lasting 90 minutes. The first session focused on vocabulary introduction, pronunciation practice, reading dialogues, and using vocabulary in simple

sentences. Next, during the second session, the teacher applied the "Quick, Accurate, and Smart" (C3T) game method through an activity in which students answered questions quickly and accurately using the vocabulary they had learned. At the end of the lesson, the students were given a formative assessment to gauge their progress in mastering the vocabulary following the implementation of the intervention.

Observation Phase

The results of the observation indicate that implementing the C3T game-based method has begun to bring about changes in the learning process compared with the initial conditions. The students appeared more enthusiastic about participating in the lessons and began to feel confident answering the teacher's questions. However, several aspects of the learning process were not yet implemented optimally, including the perception and motivation-building at the beginning of the lesson, limited opportunities to ask questions, insufficient classroom management, and the lack of a joint conclusion-drawing activity due to time constraints. The results of the observations of teacher activities in Cycle I and Cycle II are presented in Table 1.

Table 1. Results of Teacher Activity Observations in Cycle I and Cycle II

Observed Aspect	Cycle I	Cycle II
Opening the lesson (apperception)	✗	✓
Providing motivation	✗	✓
Explaining vocabulary	✓	✓
Providing example sentences	✓	✓
Implementing the C3T game method	✓	✓
Providing opportunities to ask questions	✗	✓
Classroom management	✗	✓
Concluding together with the students	✗	✓

Learning Outcomes and Reflections

The results of the formative test in Cycle I showed an increase in vocabulary mastery compared to the initial condition. The students' average score increased from 69 on the pre-test to 73.4 in Cycle I. The class-wide mastery rate also increased from 24% (6 students) to 52% (13 students). However, these results did not yet meet the established research success indicator, which requires at least 75% of students to achieve a minimum passing score (KKM) of ≥75.

Table 2. Comparison of Student Learning Outcomes at the Initial Stage and Cycle I

Stage	Average Score	Students Who Met the Standard	Achievement Rate
Pre-Test	69	6 students	24%
Cycle I	73,4	13 students	52%

An increase in the average score by 8.2 points and a 28-percentage-point increase in the pass rate indicate that the C3T game method is beginning to have a positive impact on students' vocabulary mastery. However, observation results show that some students still need time to adapt to the game's mechanics, so not all of them are yet able to participate optimally. In addition, limited class time, variations in vocabulary memorization abilities, and suboptimal classroom management by the teacher also influenced learning outcomes in Cycle I.

These findings are consistent with those of Islam et al., (2024), who state that game-based learning requires an adaptation process to yield optimal results. The emerging increase in learning activity also supports the findings of Nurwijani (2021), which show that the C3T game-based method can increase students' engagement and confidence in answering questions. In line with this, Saputra et al. (2023) explain that C3T-based learning can boost students' motivation, self-confidence, and active participation during the learning process. Thus, although the research success indicators had not yet been met in Cycle I, the C3T game-based method has demonstrated potential as an alternative strategy for teaching Arabic vocabulary—one capable of fostering a more active, competitive, and enjoyable learning atmosphere within the pesantren environment.

Based on the results of a joint reflection with the collaborating teachers, several improvements were agreed upon for the implementation of Cycle II, namely providing more optimal apersepsi and motivation at the beginning of the lesson, rewarding active students, improving classroom management, expanding opportunities to ask questions, and implementing the C3T game method in groups so that all students have the opportunity to participate more actively during the learning process.

Results of Cycle II

Planning Stage

Planning for Cycle II was developed based on the reflections from Cycle I. The researcher, together with the Arabic language teacher, refined the Lesson Plans (RPP), prepared group-based learning activities, and developed learning strategies that emphasized the active participation of all students during the implementation of the "Smart, Accurate, Fast, and Precise" (C3T) game-based method. Improvements were also made in the areas of motivation, classroom management, opportunities to ask questions, and the provision of rewards for active students to reinforce their motivation to learn.

Implementation Phase

The implementation of interventions in Cycle II continued over two sessions, each lasting 90 minutes. The teacher began the lesson with an introductory activity, provided motivation, and reviewed the vocabulary studied in Cycle I. Unlike the previous cycle, the "Smart, Accurate, Fast, and Precise" (C3T) game method was conducted in groups. Students were divided into five groups, each consisting of five members. Each group competed to answer questions quickly and accurately, thereby encouraging discussion, cooperation, and healthy competition among the groups.

Observation Phase

The observation results showed greater improvement than in Cycle I. All aspects of learning that had not previously been implemented optimally—such as perception, motivation, opportunities to ask questions, classroom management, and concluding together with the students—were carried out effectively. In terms of learning activities, the students appeared more focused, participated more actively in discussions, were more confident in answering questions, and showed greater enthusiasm throughout the learning process. Group learning also encouraged students to help one another understand the vocabulary, making the learning atmosphere more interactive and collaborative.

Learning Outcomes and Reflection

The results of the formative test in Cycle II showed a significant improvement compared to Cycle I. The students' average score increased from 73.4 to 84.6, while the class-wide mastery rate rose from 52% to 92%. These results exceeded the study's success indicator, which required at least 75% of students to score above the minimum passing score (≥75). Although two students still had not achieved mastery on the Cycle II formative test, interviews with the teacher revealed that both had attended public elementary schools and thus lacked the foundational Arabic language skills of the other students. This situation caused both students to continue experiencing difficulties in memorizing vocabulary, understanding pronunciation, and adapting to the rhythm of game-based learning. Therefore, the teacher provided additional guidance outside of class hours and implemented a remedial program. After participating in the remedial program, both students successfully achieved the KKM score.

Table 3. Summary of Students' Learning Outcomes by Cycle

Stage	Average Score	Percentage of Students Meeting Standards	Number of Students
Pre-tes	69	24%	6/25
Cycle I	73,4	52%	13/25
Cycle II	84,6	92%	23/25

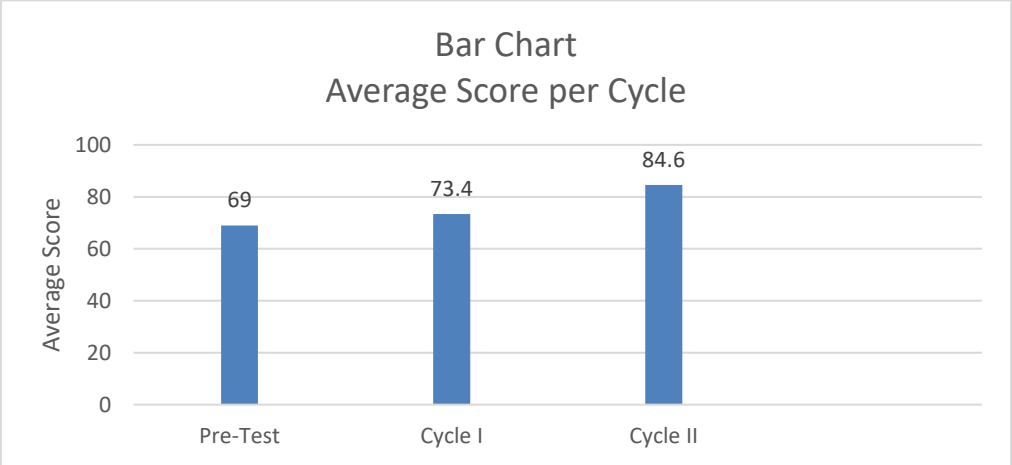

Diagram 1. Comparison of Average Pre-test Scores for Cycle I and Cycle II

Increase in Students' Average Scores (Diagram 1)

Based on the research results presented in Figure 1, there was a significant increase in students' average scores at each stage of the learning cycle. In the pre-test phase, the students' average score was 69, indicating that their initial proficiency was still below the established minimum passing score (KKM). This situation indicates the need for a more structured and systematic learning intervention. After implementing the intervention in Cycle I, the students' average score increased to 73.4. This increase of 8.2 points—equivalent to 12.58% of the pre-test score—indicates that the application of the C3T game-based method is beginning to impact students' understanding positively. Nevertheless, the results in Cycle I were deemed suboptimal because several students still had not met the proficiency standard; therefore, improvements and reflection were needed for the implementation of Cycle II. In Cycle II, the students' average score increased substantially to 84.6. This increase of 11.2 points from Cycle I—or 19.4 points (29.75%) from the initial pre-test score—demonstrates that the improvements made based on reflections from Cycle I successfully optimized the learning process. This finding aligns with *Kemmis and McTaggart's* view that a cyclical, reflective action research process consistently improves the quality of students' learning outcomes gradually and sustainably. The success of the interventions in Cycle II demonstrates that gradual improvements in learning, achieved through the reflection stages of Classroom Action Research, can enhance both the quality of the learning process and its outcomes. Therefore, the study was terminated at Cycle II because all success indicators had been met.

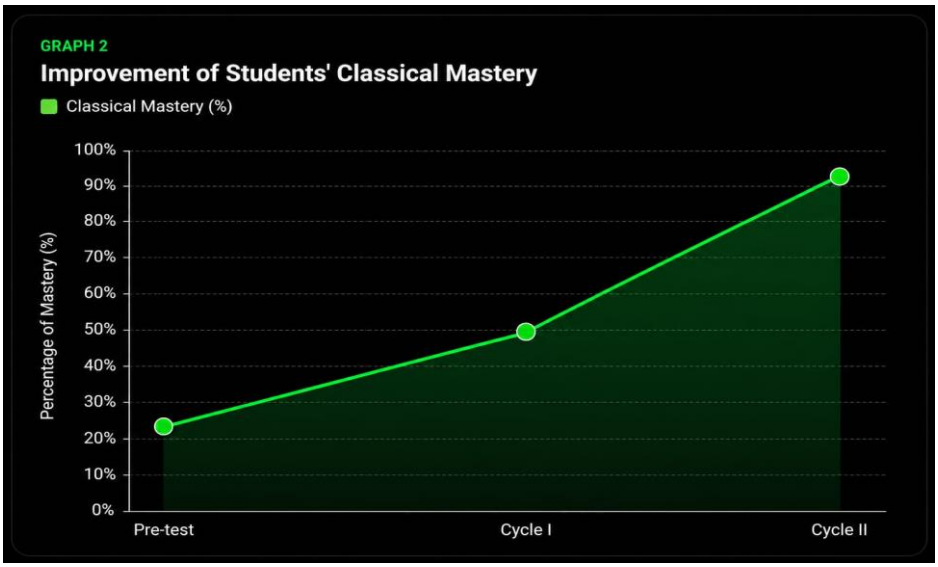

Diagram 2. Improvement in Classical Mastery by Stage

Improvement in Students' Classical Mastery Rates (Diagram 2)

Diagram 2 shows a highly significant upward trajectory in the percentage of students achieving classical mastery from the pre-test stage through the end of Cycle II. At the initial pre-test stage, the classical mastery rate was only 24%, meaning that about one-quarter of students met the minimum mastery criteria. This low rate of class-level mastery underscored the urgency of conducting classroom action research to improve the learning process

comprehensively. Following the implementation of interventions in Cycle I, class-level mastery increased to 52%, marking a 28-percentage-point jump from the initial condition. This increase reflects the students' positive response to the new learning approach that was implemented. However, the 52% achievement has not yet met the success indicators for classroom action research, which generally set a minimum class-wide achievement threshold of 75–85% (Sanah et al., 2022; Wasil, 2024).

Therefore, the researchers conducted a reflective analysis of the weaknesses identified in Cycle I to refine the action plan for the next cycle. At the end of Cycle II, the percentage of students achieving mastery rose sharply to 92%, exceeding the established success indicator. This cumulative increase of 68 percentage points from the initial condition provides strong empirical evidence that the effective implementation of the learning method improves students' classical mastery. These results support the findings of Fauzi et al., (2024), which affirm that selecting the appropriate learning method—one that aligns with students' characteristics—is a determining factor in achieving comprehensive learning mastery. Overall, the data in Diagrams 1 and 2 show a consistent, linear upward trend across all indicators of research success, in both average scores and overall learning achievement. The 29.75% increase in average scores and the surge in overall learning achievement from 24% to 92% over two learning cycles indicate that the classroom action research conducted successfully achieved its objectives. These findings reinforce the relevance and effectiveness of applying the C3T game method as an innovative solution to address learning challenges in Islamic boarding schools (Nurman Ardiansyah, 2025; Tamin, 2022).

Analysis and Interpretation of Findings

The improvement in students' learning outcomes was evident not only in cognitive aspects but also in changes in their learning behavior during the learning process. Based on the results of observations and interviews, students appeared to participate more actively in lessons, were more confident answering questions, were more enthusiastic about memorizing vocabulary, and were more willing to express their opinions than before the intervention. These changes indicate that game-based learning can create a more enjoyable learning environment, thereby encouraging students' active engagement in the learning process.

The findings of this study align with active learning theory, which positions students as the primary agents in the learning process. Through the C3T game method, students do not merely passively receive material but are directly involved in activities such as recalling, understanding, pronouncing, and using Arabic vocabulary through structured competitions. This active engagement provides students with the opportunity to build understanding gradually through meaningful learning experiences (Kasim et al., 2023). Furthermore, the results of this study support the communicative approach to language learning, which emphasizes that a language is more easily mastered through direct interaction and language use in meaningful situations (Miftahuddin, 2025).

The results of this study reinforce the findings of Nurwijani (2021), who stated that the C3T game-based method can increase students' engagement and confidence in answering questions. Similar findings were reported by Saputra et al. (2023), who showed that the C3T method can enhance students' motivation to learn, self-confidence, and active participation during the learning process. Furthermore, the study by Zulfahmi et al. (2023) explains that game-based learning can improve students' critical thinking skills and learning outcomes. In line with this, Hapudin (2021) emphasizes that educational games can create a more engaging learning environment, making it easier for students to understand the learning material.

Nevertheless, this study offers a distinct contribution compared to previous research. Most prior studies applied the C3T game-based method to general subjects, such as science and history, whereas this study implemented it in teaching Arabic vocabulary within a pesantren setting. Furthermore, this study not only evaluates improvements in learning outcomes but also describes changes in students' learning behaviors, as observed and reported through interviews. Thus, this study provides a more comprehensive picture of how the C3T game method can be used as an alternative for teaching Arabic vocabulary, aligning with the characteristics of Arabic language learning in Islamic boarding schools.

The success of the C3T game method in this study can be explained by the integration of its four main components: smart, careful, fast, and accurate. The "smart" component encourages students to memorize and understand vocabulary quickly. The "careful" component trains students to be meticulous in pronouncing and writing Arabic vocabulary. The "fast" component fosters a competitive atmosphere that boosts motivation to learn, while the "accurate" component ensures that the answers provided are not only quick but also correct. The integration of these four components simultaneously supports the development of students' cognitive, affective, and psychomotor aspects, thereby making learning more meaningful (Mu'awanah et al. 2024). This is also consistent with the findings of Nurbayan et al., (2023), which indicate that innovative pedagogical competencies in Arabic language instruction have a significant impact on students' engagement and learning outcomes.

In practical terms, the results of this study indicate that the C3T game-based method can serve as an alternative learning strategy for Arabic vocabulary in the pesantren setting. The application of this method creates a learning atmosphere that is more active, competitive, collaborative, and enjoyable, thereby increasing students' motivation and engagement during the learning process. For Arabic language teachers, the C3T method can serve as an innovative approach that reduces reliance on lecture-based instruction while enhancing interaction between teachers and students in vocabulary learning.

Reflections and Limitations of the Study

The results of this study indicate that teaching Arabic vocabulary using the "Smart, Accurate, Fast, and Precise" (C3T) game-based method can improve students' vocabulary mastery, as evidenced by both higher test scores and changes in learning behavior during instruction. However, several points require consideration when interpreting these findings.

First, this study was conducted in a single class—a class of 25 female students in Grade VII Pi 3 AMMAN at the Ash-Shiddiqi Islamic Boarding School in Jambi. The selection of research subjects was tailored to the needs of Classroom Action Research and to the boarding school's policy of separating boys' and girls' classes. Therefore, the results of this study cannot yet be generalized to a broader learning context, but they can provide an empirical picture of the application of the C3T game-based method in teaching Arabic vocabulary within a boarding school setting.

Second, during the implementation of Cycle II, two students still had not achieved mastery on the formative test. Based on observations and interviews with the Arabic teacher, these two students attended public elementary schools and thus lacked a foundation in Arabic, unlike most other students. This situation affected their ability to memorize vocabulary, understand pronunciation, and keep up with the pace of game-based learning. However, after receiving additional guidance and participating in remedial instruction, both students successfully achieved the Minimum Proficiency Criteria (KKM). This finding indicates that the C3T game-based method can still be applied to students with varying initial abilities when accompanied by learning support tailored to each student's specific needs (Fachrurrazi et al., 2023).

Based on the research findings, the "Cerdas Cermat Cepat dan Tepat" (C3T) game-based method has the potential to serve as an alternative approach to teaching Arabic vocabulary in Islamic boarding schools, as it fosters an active, competitive, collaborative, and enjoyable learning environment. The successful implementation of this method also highlights the importance of selecting learning strategies that align with the characteristics of boarding school students, so that the learning process is not only focused on achieving learning outcomes but also on enhancing students' motivation, self-confidence, and active engagement throughout the learning process.

Future research is recommended to implement the C3T game method across different educational levels, learning materials, and learner characteristics to gain a broader understanding of its application in Arabic language instruction. Additionally, future research could develop variations of games and learning media that integrate the C3T method to enrich Arabic vocabulary learning strategies, in line with technological advancements and learner needs.

Conclusions

This study aims to describe and analyze the improvement in the Arabic vocabulary proficiency of female students through learning using the "Smart, Accurate, Fast, and Precise" (C3T) game-based method at the Ash-Shiddiqi Islamic Boarding School in Jambi. Based on the results of the Classroom Action Research (CAR) following the model by Stephen Kemmis and Robyn McTaggart, the research objectives were achieved. The results show that learning through the C3T game-based method improved the Arabic vocabulary mastery of female students in Class VII Pi 3 AMMAN. This improvement was evident in the gradual increase in classical mastery rates, from 24% at the initial stage to 52% in Cycle I, and then reaching 92% in Cycle II with an average score of 84.6. In addition to improved learning outcomes, observational data and interviews revealed positive changes in students' learning behaviors, including increased engagement, greater confidence in answering questions, higher motivation to learn, and greater participation during the learning process.

The findings of this study address the research question by demonstrating that teaching Arabic vocabulary through the "Smart, Accurate, Fast, and Precise" (C3T) game-based method can create a more active, collaborative, and enjoyable learning process, thereby supporting improved mastery of vocabulary among students. The results of this study also expand upon the findings of previous research—which generally applied the C3T method to general subjects—by demonstrating that this method is relevant for teaching Arabic

vocabulary in a pesantren setting. Thus, this study offers a practical contribution in the form of an alternative vocabulary learning strategy tailored to the characteristics of Arabic language instruction in pesantrens.

During the implementation of the intervention, several challenges were encountered, including some students needing time to adapt to the C3T game mechanics, differences in students' initial Arabic proficiency levels, and time constraints during Cycle I that affected the optimal implementation of the intervention. These obstacles were addressed through improvements to the learning process in Cycle II, such as providing motivation, group-based learning, offering rewards, and providing guidance and remedial support for students who needed it.

This study has limitations because it was conducted in a single class with a relatively small number of subjects—namely, 25 female seventh-grade students in Class VII Pi 3 at AMMAN—and took place over two learning cycles in accordance with the Classroom Action Research design. Therefore, the results of this study are not intended to be generalized to all contexts of Arabic language learning. Future research is recommended to implement the C3T game method across different educational levels, Arabic language materials, and more diverse student characteristics to obtain a more comprehensive picture of its application in Arabic language learning.

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