Arabicfy Application As A Mufrodat Learning Media For Class IV Students Of SDIT Al-Amanah Islamic School Lembang

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Abstract

In the increasingly advanced digital era, the urgency of using technology-based learning media in education is becoming increasingly important, including in learning Arabic in elementary schools, especially in mufrodat learning. This research aims to determine the steps for using the Arabicfy application and evaluate the effectiveness of using Arabicfy as a mufrodat learning medium. The method used in this research is mixed methods which combines a qualitative approach and a quantitative approach. The results of this research include 1) steps for using the Arabicfy application in learning mufrodat which consists of seven steps, namely: first, download the Arabicfy application. Second, open the Arabicfy application. Third, select the user guide menu. Fourth, choose the table of contents menu. Fifth, the teacher explains the learning objectives to students. Sixth, the teacher presents vocabulary material. Seventh, the teacher evaluates students. 2) The Arabicfy application is very effective as a mufrodat learning media with a percentage of 52% of students liking learning Arabic vocabulary using Arabicfy media, 85% of students finding it easy to understand and memorize the mufrodat given by the teacher, and 74% of students are very interested in working on it. Questions are given by the teacher.

Keywords: Arabicfy Application, Learning Media, Mufrodat

Abstrak

Dalam era digital yang semakin maju, urgensi penggunaan media pembelajaran berbasis teknologi dalam dunia pendidikan menjadi semakin penting, termasuk dalam pembelajaran bahasa Arab di

sekolah dasar khususnya pada pembelajaran *mufrodat*. Penelitian ini bertujuan untuk mengetahui langkah-langkah penggunaan aplikasi Arabicfy dan mengevaluasi efektivitas penggunaan Arabicfy sebagai media pembelajaran mufrodat. Metode yang digunakan dalam penelitian ini adalah *mixed methods* yang menggabungkan antara pendekatan kualitatif dan pendekatan kuantitatif. Hasil penelitian ini meliputi: 1) langkah-langkah penggunaan aplikasi Arabicfy dalam pembelajaran mufrodat yang terdiri dari tujuh langkah, yaitu: pertama, mendownload aplikasi Arabicfy. Kedua, membuka aplikasi Arabicfy. Ketiga, memilih menu panduan penggunaan. Keempat, memilih menu daftar isi. Kelima, guru menjelaskan tujuan pembelajaran kepada peserta didik. Keenam, guru menyajikan materi kosakata. Ketujuh, guru mengevaluasi peserta didik. 2) Aplikasi Arabicfy sangat efektif sebagai media pembelajaran mufrodat dengan persentase sebesar 52% dari siswa menyukai belajar kosakata bahasa Arab menggunakan media Arabicfy, 85% dari siswa merasakan kemudahan dalam memahami dan mnghafal mufrodat yang diberikan guru, dan 74% dari siswa sangat tertarik untuk mengerjakan soal-soal yang diberikan oleh guru.

Kata Kunci: Aplikasi Arabicfy, Media Pembelajaran, Mufrodat

Introduction

In an increasingly advanced digital era, the urgency of using technology-based learning media in education is becoming increasingly important.[1] Technology has brought significant changes in how we access and convey information, including in the field of education.[2] One important aspect of learning Arabic in elementary school is mastering mufrodat (vocabulary). The use of technology-based media can be an innovative solution to help students understand and remember mufrodat more effectively.[3]

The use of technology-based learning media has a strong correlation with the effectiveness of mufrodat learning. This media not only provides an interactive and interesting learning experience but also.

Allows students to learn in a more flexible and personalized way.[4] With the integration of technology in learning, students can interact with learning material through various formats such as audio, visual, and interactive, which in turn can increase their motivation and learning outcomes. One promising technology-based learning media is "Arabicfy". Developed using Smart Apps Creator, Arabicfy offers an interactive learning platform specifically designed to facilitate mastery of the Arabic language. This app allows students to practice and test their ability to understand and use vocabulary through various interactive activities. With features like image-based exercises, interactive quizzes, and educational games, Arabicfy provides a fun and effective approach to learning.

The choice of SDIT Al-Amanah Lembang as a research location was not

without reason. SDIT Al-Amanah Lembang is known as one of the schools that has a high commitment to improving the quality of education, especially in teaching Arabic. This school also has adequate facilities and support from competent teaching staff in implementing technology in the learning process. Therefore, SDIT Al-Amanah Lembang is an ideal place to test the effectiveness of using Arabicfy in learning mufrodat. Previous studies show that technology-based learning media can have a positive impact on language learning. Research by Haq and Samsul shows that the use of mobile applications in learning Arabic can significantly improve students' language skills.[5] In addition, a study by AWP Widuri, et al found that students' interaction with digital learning media can increase their learning motivation and speed up the process of mastering new vocabulary.[6]

The purpose of this research is to determine the steps for using Arabicfy and evaluate the effectiveness of using the Arabicfy application as a mufrodat learning media for class IV students at SDIT Al-Amanah Lembang. So this research can be used as a recommendation for the development of technology-based learning media in teaching Arabic at the elementary school (SD) or madrasah ibtidaiyah (MI) level. Thus, it is hoped that the results of this research can make a real contribution to improving the quality of Arabic language learning in Indonesia.

Method

This research uses a mixed methods approach which combines a qualitative approach and a quantitative approach. Sugiyono stated that the combined research method is a research method that combines quantitative methods with qualitative methods to be used together in research so that the data obtained is more comprehensive, valid, reliable, and objective.[7] The research design used in qualitative research is a case study, while for quantitative research a pre-experimental design is used in the form of a one-shot case study. The data sources for this research were 23 Arabic language teachers and fourth-grade students at SDIT Al-Amanah Lembang, Bandung.

Qualitative data collection techniques were carried out using non-participant observation, interviews, and documents in the form of writing and images, which were used to explain the steps for using the Arabicfy application as a medium for learning Arabic vocabulary. Meanwhile, quantitative data was collected using a questionnaire on a sample involving 23 class IV students. This data was used to explain the effectiveness of using the Arabicfy application as a medium for

learning Arabic vocabulary. The qualitative data analysis technique uses triangulation, while the quantitative data is carried out descriptively. Description of data that forms a percentage to give meaning to the data obtained based on the results of the questionnaire, with the following categories: 80% - 100% = Very Effective 60% - 79% = Effective, 40% - 59% = Fairly Effective, 20% - 39 % = Less Effective, 0% -19% = ineffective.

Results and Discussion

Steps For Using Arabicfy Media In Mufrodat Learning

1. The first step, download the Arabicfy application

    In the first step, the user (in this case the teacher) needs to download the Arabicfy application first via the Google Drive link provided. Users must access the link, and then download the Arabicfy.apk application file so they can install and use it on their devices. The process of downloading this application file is an important first step before teachers can open and utilize the learning features available in the Arabicfy application.

2. The second step is to open the Arabicfy application.

After downloading the Arabicfy application in the first step, the next step is to open and access the application. In this second step, there are several sub-steps, namely:

a. Click the "Start" feature to start learning available on the application home page.

Picture1 1. Start Feature

b. After the teacher clicks on the "Start" feature, the user will then be taken to the application's main menu. After entering the main menu, users will find 3 main menus that can be accessed, namely the usage guide (**God willing**), list of contents (فهرس محتويات), and editors (محرر). Each of these menus provides different features to support the learning process using the Arabicfy application.

Picture 2. Main Page

3. The third step, select the user guide menu.

In the third step, users can select the "Usage Guide" menu, to find out the functions of the features available in the application.

Picture 3. Usage Guide

4. In the fourth step, select the table of contents menu.

In the table of contents menu, there are 2 themes of material presented, namely the first theme is about addresses and the second theme is about professions.

Picture 4. Table Of Contents

In each chapter there are several features in the initial chapter display, namely:

a. Learning objectives on the first button are colored pink.

b. Learning materials on the second green button.

c. Learning exercise as an evaluation for students on the third brown button.

Picture 5. Initial Appearance Of Each Theme

5. In the fifth step, the teacher explains the learning objectives to the students.

In this step, after the teacher enters the learning theme page on the Arabicfy application, the teacher will:

a. Access the "Core Competencies, Basic Competencies, and Achievement Indicators" feature on the application that corresponds to the learning material.

b. Teachers need to study and understand the information displayed in this feature, so they can

explain the learning objectives correctly to students.

c. After understanding the information on the related features, the teacher can convey the learning objectives to be achieved to students. This explanation will help students understand the direction and focus of the learning that will be carried out.

d. In explaining the objectives, teachers also need to link them to the learning content that has been prepared in the Arabicfy application. This will make students understand the relationship between objectives and the material to be studied.

Picture 6. KI, KD, and Achievement Indicators

6. In the sixth step, the teacher presents Arabic vocabulary material using the Arabicfy application.

After the teacher conveys the learning objectives, the teacher then goes to the learning material menu to start delivering vocabulary material and guides students to imitate the reading. In this step, two stages need to be carried out by the teacher, namely providing vocabulary and strengthening vocabulary.

Picture 7. Learning Materials

a. Stage 1: Providing vocabulary

At this stage, the teacher will present vocabulary material contained in the Arabicfy application. The teacher will play an audiovisual containing reading Arabic vocabulary. After that, the

teacher will ask students to imitate the vocabulary reading repeatedly. This aims to ensure that students can listen and repeat the pronunciation of vocabulary words correctly. At this stage, the teacher can also provide feedback and corrections to students if there is incorrect pronunciation. This vocabulary repetition activity will help students to master pronunciation and get used to new vocabulary.

Picture 8. Vocabulary Repetition

b. Stage 2: Memorize vocabulary by singing

After the vocabulary repetition stage, the teacher will introduce songs or chants related to the vocabulary that has been studied. Students will be invited to sing the song together. This aims to help students remember and memorize vocabulary more pleasantly and increase students' motivation and enthusiasm for learning it. The teacher can repeat this singing activity several times so

that students become more fluent and memorize the vocabulary being studied.

Picture 9. Vocabulary Strengthening

By carrying out this sixth step, teachers can ensure that students not only listen but are also actively involved in the learning process through repetition and memorizing vocabulary in a fun way.

7. Seventh step, the teacher provides an evaluation for students using the Arabicfy application.

In the final step, teachers can select the practice features available in the Arabicfy application to provide evaluations to students. This training feature presents multiple-choice questions related to the material that has been studied. Then students are instructed to answer the questions correctly. After students choose an answer, the Arabicfy application will immediately provide feedback on whether the answer is correct or incorrect. If the answer is correct, a

sound or audio effect will be heard indicating that the answer is correct, namely Ayyuha Mumtaz (very good!). And if the answer is wrong, a sound or audio effect will be heard indicating that the answer is not correct, namely Afwan Khotho' (sorry, wrong). With this direct feedback, students can immediately find out their understanding of the material they have studied.

Picture 10. Practice

Effectiveness Of Using The Arabicfy Application As A Mufrodat Learning Medium

Based on the results of a questionnaire via Google Form which was distributed to 23 grade 4 students at SDIT Al-Amanah Lembang, as follows:

Diagram 1. Arabicfy Media Is Fun For Students

Diagram 1 explains that the Arabicfy application is a fun medium in the Arabic language learning process. Of the 23 people, 12 people answered Yes (52%), which means they like learning Arabic vocabulary using Arabicfy Arabic vocabulary media. 11 people answered No (48%), which means they don't like learning using Arabicfy media.

Based on the explanation above, it can be concluded that the Arabicfy application is an application that is popular with students in the process of learning Arabic vocabulary. Because the Arabicfy application has a display filled with colorful pictures, students are more interested and the learning process is more interactive. In line with the opinion of Isnol Khotimah, et al, that among the benefits of pictorial media is that learning is clearer and more interesting, the learning process is more interactive, and the efficiency of time and energy.[8]

Apart from that, the Arabicfy application is also accompanied by background sounds while using the application and all buttons make a sound when the button is pressed, so this can attract students' interest because they don't feel bored and sleepy when learning Arabic vocabulary using this application. In this case, Asni Furoidah stated that the existence of learning media is intended so that the

learning atmosphere is not boring and becomes more interesting so that it can foster students' interest in learning these lessons and what is more important is achieving the goals of teaching and learning activities and the curriculum.[9]

Diagram 2. The Arabicfy Application Makes It Easier For Students To Understand And Memorize Mufrodat

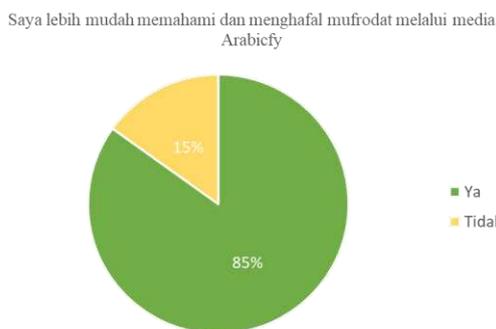Saya lebih mudah memahami dan menghafal mufrodat melalui media Arabicfy

Diagram 2 explains that the Arabicfy application is a medium that can make it easier for students to understand and memorize Arabic mufrodat. Of the 23 people, 18 answered Yes (85%), which means that students found it easy to understand the mufrodat given by the teacher, and made it easier for them to memorize it. 5 people answered No (15%), which means that the Arabicfy media does not make it easy for students to understand and memorize the Arabic mufrodat given by the teacher. Based on the explanation above, it can be concluded that the Arabicfy application is an application that can help students in the process of learning the Arabic language. Because the way the material is delivered in the Arabicfy

application is not presented monotonously, apart from reciting vocabulary, students are also invited to learn vocabulary by singing to make it easier for students to understand and memorize the vocabulary given by the teacher. In line with Huda and Fauji's research results, the singing method can improve students' understanding of Arabic vocabulary.[10] Jihan Hafizah added that the singing method makes it easier for students to memorize Arabic vocabulary.[11] Apart from that, the advantage of the Arabicfy application is that the learning is not only audio or visual based, but combines both, namely audio-visual based so that students can easily master new concepts. In line with the results of Fathurrahman Fuad's research, audio-visual-based media can improve students' understanding of Arabic vocabulary material and can reduce student boredom and boredom.[12]

Diagram 3. Arabicfy Media Is An Interesting Media For Evaluation

Soal-soal yang diberikan melalui Arabicfy membuat pembelajaran bahasa Arab lebih menarik bagi saya

Diagram 3 explains that the Arabicfy application is an interesting medium in the process of evaluating Arabic language learning. Of the 23 people, 17 answered Yes

(74%), which means the students were very interested in working on the questions given by the teacher. 6 people answered No (26%), which means that the Arabicfy media did not attract students to work on the questions given.

Based on the explanation above, it can be concluded that Arabicfy media is an interesting application in the Arabic language learning process. Because the Arabicfy application presents learning questions in the form of multiple choice questions combined with audio-visuals and the feedback can be seen directly when students work on them without making them feel discouraged or reluctant to continue to the next question, this is very interesting for students. In this case, it is in line with what Rizal, et al. stated that the evaluation process using technological tools can increase students' interest in learning. Apart from that, the use of technology in the form of applications makes the evaluation process more interesting and far from intimidating. Students will also be motivated to study seriously in facing evaluations so that they are not left behind by their friends.[13]

Conclusion

Based on the results and discussion above, the author can conclude as follows:

1. There are seven steps for using the Arabicfy application in learning mufrodat, namely as follows: first, download the Arabicfy application on the link provided. Second, open the Arabicfy application. Third, select the user guide menu. Fourth, select the table of contents menu. Fifth, the teacher explains the learning objectives to students. Sixth, the teacher presents Arabic vocabulary material using the Arabicfy application which consists of providing vocabulary and memorizing vocabulary by singing. Seventh, teachers provide evaluations for students using the Arabicfy application.

2. In terms of effectiveness, this research concludes that the Arabicfy application is very effective as a medium for learning Arabic vocabulary. This is evident from the results of the questionnaire with a percentage of 52% of students liking learning Arabic vocabulary using Arabicfy media, 85% of students finding it easy to understand the mufrodat given by the teacher and making it easier for them to memorize it, and 74% of students are very interested in working on questions.

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