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DEVELOPMENT OF THE ALIBABA MEDIA GAME ASSISTED WITH THE MAKE A MATCH MODEL IN ARABIC LANGUAGE LEARNING TO IMPROVE THE VOCABULARY MASTERY OF CLASS IV PRIMARY SCHOOL STUDENTS

PENGEMBANGAN MEDIA GAME ALIBABA BERBANTUAN MODEL MAKE A MATCH DALAM PEMBELAJARAN BAHASA ARAB UNTUK MENINGKATKAN PENGUASAAN KOSA KATA SISWA KELAS IV MADRASAH IBTIDAIYAH

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Abstract

This study aims to determine the development of *alibaba game* media assisted by *make a match* model in Arabic language learning to improve vocabulary mastery of fourth grade students at MI Salafiyah Kranggan. The research method used is research & development (RnD) with a mix method research approach. This research uses the ADDIE from Dick & Carey development model with a sample of class IV A and IV B students totaling 49 students and 9 teachers. The results showed success in vocabulary mastery using alibaba game media. The alibaba game learning media assisted by make a match model also provides interactive quizzes and interesting games. The use of alibaba game learning media also has disadvantages from the aspect of its need for smartphones, and the production procedure requires video editing. Therefore, teachers are advised to improve their skills in using digital technology and interesting interactive learning.

Keywords: *alibaba game* media, *make a match* model, Arabic language, vocabulary.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengembangan media permainan alibaba berbantuan model make a match dalam pembelajaran bahasa Arab untuk meningkatkan penguasaan kosakata siswa kelas IV MI Salafiyah Kranggan. Metode penelitian yang digunakan adalah Research & Development (RnD) dengan pendekatan penelitian mix method. Penelitian ini menggunakan model pengembangan ADDIE dari Dick & Carey dengan sampel siswa kelas IV A dan IV B berjumlah 49 siswa dan 9 guru. Hasil penelitian menunjukkan keberhasilan penguasaan kosakata menggunakan media game alibaba. Media pembelajaran game alibaba berbantuan model make a match juga menyediakan kuis interaktif dan permainan menarik. Penggunaan media pembelajaran game alibaba juga mempunyai

kekurangan dari aspek kebutuhannya akan smartpone, dan prosedur produksinya memerlukan editing video. Oleh karena itu, guru disarankan untuk meningkatkan keterampilannya dalam memanfaatkan teknologi digital dan pembelajaran interaktif yang menarik.

Kata Kunci: media permainan alibaba, model *make a match*, bahasa arab, kosakata

PENDAHULUAN

Arabic language is one of the subjects in the religious family. As stated in the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 13 of 2014 concerning Islamic Religious Education article 27 which contains the curriculum for Islamic religious education at the ula or basic level which includes Al-Qur'an Hadith, Tauhid, Fikih, Ahlak, Tarikh and Arabic, Arabic is one of the compulsory subjects in the Islamic religious family in MI / SD (Albantani, 2018).

Curriculum changes seem to show less improvement and change in the quality of students in language (SADAT, 2017). This is evident from the various problems faced by students and teachers in the learning process. The problem also has an impact on learning outcomes.

One of the problems of Arabic language learning is due to the low ability and understanding of Arabic language of MI / SD students, this happens because many students consider Arabic as a difficult subject (Latifah & Aviya, 2018), and the low digital competence of MI / SD teachers (Ibda et al., 2023), as well as teaching techniques that should be interesting and colorful (El-Omari & Bataineh, 2018). So that it has an impact on the ability to master Arabic vocabulary (Nisa, 2020).

One of the basic components in learning a foreign language, especially Arabic, is vocabulary mastery (Azizah, 2020). Vocabulary is the most basic part of a person in language (Purwanto et al., 2022). The more vocabulary that is mastered, the easier it is for students to understand Arabic language material. To achieve the four Arabic language skills, students are required to understand vocabulary in Arabic.

The four skills in Arabic language learning are 4 (four) skills, namely reading (al-qiraah), writing (al-kitabah), listening (al-istima') and speaking (al-kalam) (Aziza & Muliansyah, 2020). The development of skills in Arabic at the Elementary School / Madrasah Ibtidaiyah level is different from the upper school level. Where at this elementary school level, students are only required to master and understand the basics.

An important point that needs special attention in relation to Arabic language learning problems, especially in mastering vocabulary in madrasahs, is teacher competence. Successful Arabic language learning to achieve the expected goals is the foundation of teacher quality in mastering learning methods and learning media so as to create an interactive and fun learning atmosphere (Hasibuan, 2021). Teachers must have broad insights, continue to develop themselves, and be able to keep up with the times. If a teacher does not have broad insight, is always satisfied with his abilities (safety zone), does not want to develop himself, then it is certain that learning will not run optimally and even learning objectives will not be achieved (Aini & Hikmah, 2022).

The era of revolution 4.0 and society 5.0 requires teachers to be digitally proficient and able to develop technology-based learning media (Listiyoningsih et al., 2022). Because it can facilitate the learning process (Fikri et al., 2021), and be used to minimize problems in everyday life (Mardhiyah et al., 2021), including learning problems. In this era, teachers are required to be capable and more creative (update) and active (multi tasking) in following technological developments in the world of education (Aspi & Syahrani, 2022).

The emphasis in this era is the utilization of games as learning media in schools. The utilization of games in learning in elementary schools and the like has been carried out in several countries (Ibda et al., 2022). In Indonesia, the use of educational game media at the elementary school level has started since the entry of the digital era in the 1990s (Ibda et al., 2023). The game media comes with various languages, characters, uniqueness and interesting innovations. Game-based learning media innovation is a response to the learning needs of students in the digital era. Two years earlier, (Al Irsyadi et al., 2020) had also conducted research on Arabic educational games in elementary schools, but the research focused on improving 4 language skills, not focusing on increasing vocabulary mastery.

Educational games are a type of game designed to provide entertainment to learners, but also contain educational content. The purpose of this educational game is to train students' thinking power, so that students can improve their concentration and ability to solve various problems (Iqbal et al., 2023). One of them is by utilizing the construc 2 application (Priyatna & Wiguna, 2021).

The results of previous studies have shown the utilization of the construc 2 application in the use of learning media. One of them was developed in mathematics learning (Priyatna & Wiguna, 2021) to improve students' critical thinking (Arisandy et al., 2021). However, previous studies have not examined the development of alibaba game media in Arabic language learning.

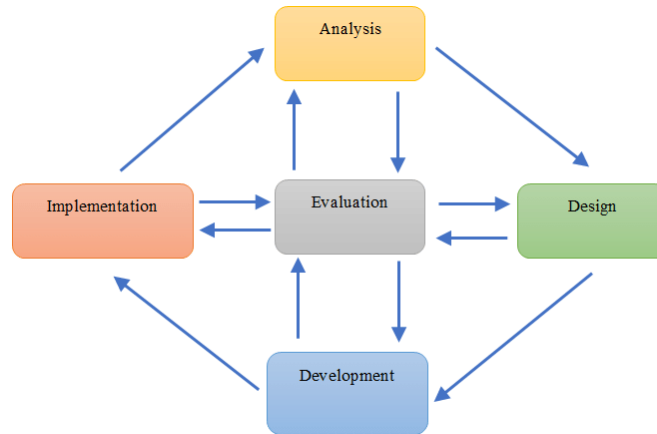
The term alibaba game comes from a combination of Arabic and English, namely la'iba (play) and game (game) which is more directed towards digital technology. Thus, alibaba game means Arabic language games with the help of technology media packaged in the form of games. The selection of the term alibaba itself is intended without discarding Arabic terms, because it is intended for learning media for Arabic subjects and to be familiar to students.

In this case, the researcher was encouraged to develop game-based media assisted by the make a match model to facilitate students and provide a new atmosphere so that students are more interested in learning Arabic vocabulary. Interesting learning media will increase students' interest and enthusiasm for learning. With this game media, researchers hope that teachers can be helped in delivering Arabic language material, especially in mastering students' vocabulary, and students can be helped and motivated to be eager to learn because they get new experiences or learning that is different from usual.

METODE

The method in this research is research and Development (RnD). This research procedure uses the ADDIE development model developed by Robert Maribe

Branch with the steps of analysis, design, development, implementation, and evaluation (Fauziyah & Batubara, 2022). The ADDIE model is more rational and more complete than other models (Alfarizy., & Hasanah, 2021), because this model can be used for various forms of product development such as models, learning strategies, learning methods, media and teaching materials (Puspasari, 2019). Here are the steps:



Gambar 1.1 Model ADDIE

In the early stages of conducting a needs analysis by distributing questionnaires to teachers and fourth grade students. Next, make a design that consists of determining the concept, making designs, learning media packaging, media content and appearance. To determine the feasibility of this media, researchers involved material experts and media experts as well as teachers and students as product users. This research uses expert tests to determine product feasibility. Media expert test to assess the display aspect and the attractiveness aspect for media in learning. The data collection instrument in this study used a Likert scale questionnaire containing several questions with an assessment of 1 (strongly disagree) to 4 (strongly agree) and data analysis using descriptive techniques of percentages and categories.

HASIL DAN PEMBAHASAN

This research produces alibaba game media assisted by make a match model which is applied in Arabic language learning to improve students' vocabulary mastery. The steps are as follows:

1. Analysis

a. Problem Analysis

This stage is in the form of problem and needs analysis. Problem analysis was carried out by interview, observation and literature study. Interviews were conducted with several class teachers about the problems often faced in the learning process. So that information is obtained that teachers are very lacking in providing variations in learning Arabic subjects and their relation to vocabulary understanding.

Furthermore, the results of observations of the learning process show that the cause of low understanding of students' Arabic vocabulary is that teachers are less innovative in designing learning media. Then the literature study includes a study of the curriculum, syllabus, lesson plans, Arabic language materials for grade IV MI, textbooks related to the material, textbooks on learning theory and learning theory that underlie the development of interactive multimedia, and others.

b. Educator and Learner Needs Analysis

While the needs analysis was carried out by distributing questionnaires to educators with the results of about 65% of educators stating that the enthusiasm of students in learning Arabic is still high. 90% of educators agree that students' scores are below the KKM. About 80% and above agree that media and learning models affect student interest and learning outcomes. 75% of educators agree that learning Arabic can be done using video games. 100% of educators stated that learning can be done using digital media.

The questionnaire on the need for alibaba game media by students shows that 64.5% of students are less enthusiastic when learning Arabic. 90% of learners have grades below the KKM. More than 50% of learners agree that media and learning model affect their interest. 85% agree that Arabic learning is done using games.

c. Design

The design is done by determining the core competencies (KI), basic competencies (KD), indicators, learning objectives that must be achieved, selecting subject matter and developing evaluation items for game media development. Collecting material that will be presented from several appropriate textbooks. Furthermore, collecting supporting materials such as photos, videos, audio, animation, clip art images, and images that will be used. After identifying the learning materials and materials to be developed, then compile the learning game media design through the construc 2 application. The contents made on the media are Cover, Menu page, instructions for use page, learning material page, learning video page and quiz page

d. Development

After design, the next stage is development. After the materials in the development of alibab game media are collected, they are checked first by media experts and material experts. The stages of production of this alibab game include: (a) open the consutruc 2 application and then click download, after installing it then determine the size; (b) create pages according to design; (c) tidy up the layout and testing before the media is suitable for use. The results of the main page and quiz page display as follows:

NO	Part Name	Display On Laptop
1	Product Cover Display	
2	Display Instructions	
3	Vocabulary material display	
4	Quiz view	

5	Game View	
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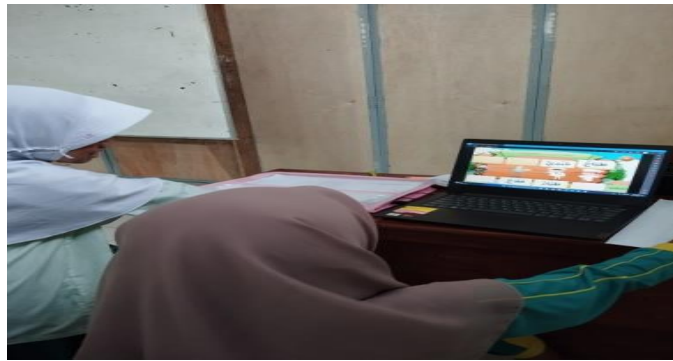
Tabel 1. Product Main View

The next stage in the development of this media is testing by media experts and material experts. The trial was conducted to collect media evaluation data which will be used as a basis for determining the level of quality and feasibility of the developed game alibab. Tests by material experts were carried out by sending a link drive and then filling out a questionnaire. The material experts involved were Arabic lecturers and Arabic teachers of class IV MI Salafiyah Prapak Kranggan. A score of 75% was obtained from the material expert validator with some notes in terms of harakat and vocabulary improvement and a score of 100% after revision. While the media expert is a team of media experts at the INISNU Temanggung campus, with a score of 95% which indicates that the media is very feasible to use.

e. Application

In the application stage, researchers conducted a limited trial in the control and experimental classes. The trial was carried out by giving an initial test and a final test of Arabic language subjects with the material (Profession) **المهنة**. This trial was conducted to prove that Alibaba Game media is an effective learning media used for learning. The initial and final test results will be compared in order to determine the effectiveness of Alibaba Game. Alibaba Game media testing is carried out to help students in improving their mastery of Arabic vocabulary material (Profession) **المهنة**. The first trial or initial test was conducted without using alibaba game media in class IV A and IV B, which can be seen in the following picture:





Gambar 2. Application of Alibaba Game Media

From the results of the trial and the application of the alibaba game media assisted by the make a match model in Arabic language learning, the final test was then carried out with several assessment indicators, namely, matching mufrodat with professional pictures, analyzing the meaning of vocabulary, justifying the writing of vocabulary and writing Arabic vocabulary according to the picture. The following is a list of the scores of experimental and control class students in two meetings:

Value Range	Students	Presentase
85-100	20	83
75-84	-	
65-74	3	6
25-64	1	1
Total	24	

Tabel 2. Final Score Of Experimental Class

The percentage above can be clearly seen 83% or as many as 20 students got scores with 85-100. The final score of the control class is as follows:

Value Range	Student	Presentase
85-100	5	23
75-84	3	14
65-74	5	23
25-64	9	40
Total	22	

Tabel 3. Final Grade of Control Class

The score percentage table can be seen that students who learn without using media are very different from the previous class. Namely 23% of learners scored in the range 85-100, 14% of learners scored 75-84. And for other students, namely a total of 23% and 40% obtained low scores.

f. Evaluation

The results of the media expert and material expert validator tests, there are several inputs to the learning media regarding usage constraints such as font size and layout of some objects are still not right, baground and display are

packaged more interestingly, maximizing the make a match model in quizz and games, some harakat on vocabulary need to be corrected and vocabulary that is not correct. But overall when implemented to fourth grade students of MI, it is quite good because it can improve learning outcomes and attract interest in learning Arabic, it just needs the delivery of instructions for use that are easy for students to understand and assistance during the use of the alibaba game media.

The implication of the results of this study shows that elementary school students or madrasah ibtidaiyah today have a high interest in digital learning media. Their lives that grow up and are familiar with digital technology influence them to be very accepting of the use of digital media in the learning process. The advantage of game-based media is that it can stimulate students' thinking, including improving concentration and problem solving (Widyastuti & Puspita, 2020). In addition, for some students, learning is an uninteresting activity, so that with game media in learning, students will not feel bored and motivated (Rahma & Nurhayati, 2021).

The weakness of using alibab game media in elementary schools or madrasah Ibtidaiyah is in the teacher's ability to integrate digital-based interactive learning media with interactive and fun learning strategies. For example, the use of game-charged educational game media (Erwin & Syukur, 2019), the use of educational game media to increase learning enthusiasm (Nugroho & Maâ, 2022). In addition, teachers also need digital technology mastery skills to be able to produce game media in learning interactively. Therefore, the problem of digital literacy of teachers and students is also one of the things that affects the level of use of interactive digital-based learning media in schools.

CONCLUSIONS

Based on the research data and the results of the discussion, it can be concluded that the use of alibab game media assisted by the make a match model to improve the mastery of Arabic vocabulary of fourth grade students of MI Salafiyah Kranggan is in the good or feasible category. The material expert's feasibility test results obtained a score of 75% before improvement and a score of 95% after improvement, and 100% from the media expert. While the application of alibaba game media in the experimental class increased to 83% or as many as 20 students got scores with 85-100. While the control class 23% and 40% got low scores.

The alibaba game media using construc 2 application is also practical to use by teachers and students, although there are still some suggestions and input from material experts and media experts, but the multimedia developed using construc 2 application is easy to use and can be applied in schools to help teachers in delivering learning materials.

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