

The Application Of Flash Card Media To Improve Learning Outcomes Arabic Vocabulary In Materials Arabic Hijaiyah Animals

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ABSTRACT

This class action research was conducted to find out the learning results of students class V madrasah ibtidaiyah irsyadut tholibin barongsawahan village bandar kedungmulyo district jombang by using flash card learning media. the results obtained are through student test results taken from pre-cycle results, cycle I and cycle II. average student learning outcomes in cycle I is 56.74 with almost sufficient categories. while in cycle II the average student increases to 75,12 with good categories. this shows that the application of learning model using flash card media can improve student learning outcomes class v madrasah ibtidaiyah irsyadut tholibin barongsawahan village bandar kedungmulyo district Jombang.

Keywords: *Application of Flash Card Media, Arabic Hijaiyyah Animals, Learning Results*

INTRODUCTION

Arabic language used in the verses of the Qur'an, so that language cannot be separated from Muslims. In understanding religious texts, an understanding of Arabic is needed, therefore Muslims are still learning Arabic (Maisaroh & Amrini, 2020). At this time, Arabic is considered an international language, Therefore, its users are not only Islamic boarding schools, but all schools and universities with Islamic identities use Arabic as a subject or course. And also studied as a language used for cooperation for countries that organize cooperation with Saudi Arabia.

A foreign language learner, should learn and memorize vocabular including in this case Arabic. Learning vocabulary is a mandatory thing that must be done, because without understanding vocabulary it is impossible for someone to be able to use language in everyday. Mastery of a lot of vocabulary will support a person in communicating, both verbally and in writing, and as a support for acquiring other language skills, such as listening and reading. In teaching vocabulary, approaches, methods, techniques, and media are needed to support the achievement of vocabulary learning.

Arabic is a language that its own privileges compared to other languages. For example, in terms of sentence structure, Arabic has an 'i'rob (final vowel) which other languages do not have. In terms of words, Arabic is rich in similarities. Because of these differences in concepts, Arabic learners find it difficult to master the language. This is certainly experienced by almost all Arabic language learners in Indonesia, from elementary school to university levels, including at Madrasah Ibtidaiyah Irsyadut Tholibin, Barongsawahan Village.

Madrasah Ibtidaiyah Irsyadut Tholibin, Barongsawahan Village, Jombang is an educational institution whose subjects are Arabic. In accordance with Jombang Regency regulations, Arabic is a subject that must be taught in all schools in Jombang and students must be able to master the language. However, this expectation does not match reality. There are still many students who have not mastered Arabic, even in terms of vocabulary mastery. Whereas mastery of vocabulary is very urgent for language learners. The inability of students in vocabulary vocabulary is caused by the lack of enthusiasm of students in learning Arabic, because so far Arabic is taught using the classical method (reading-translating).

The selection of Flash Card media in teaching vocabulary at Madrasah Ibtidaiyah Irsyadut Tholibin, Barongsawahan Village, Jombang is considered effective and can be a solution in the teaching

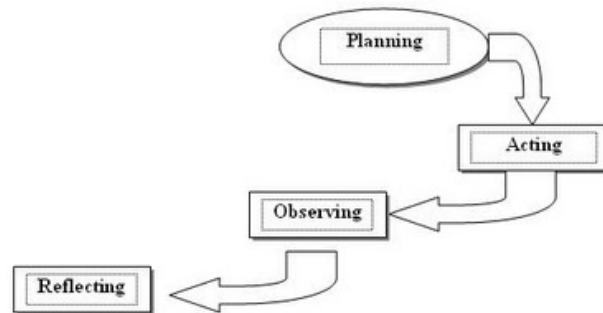
and learning process. Because, students who are still at the MI/Madrasah Ibtidaiyah level usually have more interest in something with pictures, especially if the pictures are designed in an attractive way. They prefer learning with games rather than monotonous learning using only textbooks. This is in line with what Fathul Mujib and Nailur Rahmawati said one way to create a comfortable and fun atmosphere in learning is by playing. In this case, learning media is needed that can attract interest and activate all students in the teaching and learning process of Arabic. One of them is by using Flash Card media in Arabic Hijaiyah Animals material.

METHOD

This type of research is Classroom Action Research. Which aims to find out the learning outcomes of students of class V MI *Irsyadut Tholibin Barongsawahan Village Bandar Kedungmulyo District Jombang*,

This research design uses models of Kemmis and McTaggart with steps:

- Planning
- Action
- Observation
- Reflection



Classroom action research design uses two cycles, cycle I and cycle II. Cycle I consists of action planning, execution of actions, observation and reflection. The results of cycle I are improved through the learning process in cycle II. Each cycle is carried out three times. Data collection techniques used in the form of Test sheets. The tests given are in the form of pre-cycle, cycle I and cycle II tests.

RESULT AND DISCUSSION

Result

In this stage, the researcher prepares everything needed. Include: (1) learning devices in the form of RPP, Syllabus, Teaching Book. (2) about the Test. The implementation stage of the learning process : At this stage the learning process is carried out with 2 cycles, namely cycle I and cycle II. Each cycle consists of 3 meetings that go through several stages. Cycle I is the initial application of the learning model using flash card learning media which is then followed by cycle II and is an improvement on cycle I. In each cycle, three meetings consisting of one daily repeat and two learning processes. After the first cycle is completed and the data is collected, then evaluated to find out the shortcomings in the learning process and then refined. After that, continue with the second cycle. Three meetings were held to find out the student's learning outcomes.

- Acts of research and observation

In cycle I of the third meeting, reflection is applied to determine the learning outcomes in cycle I as a whole. From this, it can be known that the learning outcomes of most students have started to answer correctly about the material that has been studied before. After all the material is delivered, in cycle II of the third meeting, then students are given questions to find out the student's learning outcomes after the application of Flash Card media in the learning process in the classroom. To find out the results of improvement from the completion of student learning, then the data processed is data taken from the values of cycles I and II. Here is a table to improve the completion of student learning outcomes:



Figure1. Improved Student Learning Outcomes

In the table above, it can be seen that students' learning outcomes improve when in the learning process using a concept map learning model. That is:

- Pre-cycle learning model, the average score obtained by students is 55.05 at this stage, students still do not get learning treatment using the concept map model.
- The average cycle I score of student learning outcomes is 58,67, this proves that there is an increase in student learning outcomes after applying the concept map learning model by 3.62%.

In this cycle, it can be seen that the value of students' learning outcomes increases. However, there are still some obstacles faced by students. Where, the desire to learn students is still fairly moderate, because the method used is a new method that some students are still not accustomed to. Some of them, still experiencing confusion in the learning process, which is accompanied by the role of teachers in the learning process, are less guiding. In the sense that, when there are still students who do not understand, the teacher often leaves it and starts by explaining new material. This is a reflection on the second cycle. Because learning will not be able to achieve goals when the two parties do not work together.

- Cycle II average student learning outcomes increased to 73,12 with a percentage increase of 14.45% This proves that the reflection done can be said to be successful. Where seen from the daily repeat value in the first cycle to the daily repeat value in cycle II increases. The occurrence of this increase, because this learning model is considered more practical and fun, and students can play an active role in the learning process. Thus, the learning model is considered to improve the learning outcomes of students of class V MI *Irsyadut Tholibin, Barongsawahan*

Table1. Student Grade Interval

Interval	Category
91 – 100	Special
81 – 90	Very Kind
71 – 80	Good
61 – 70	Enough
51 – 60	Almost enough
41 – 50	Less

Distribution of Test Scores siklus I

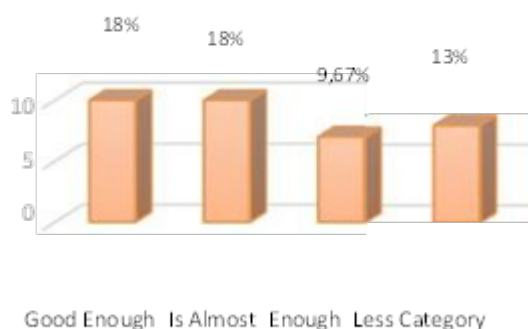


Figure 2. Distribution of Cycle I Test Values

From the table above, it can be known that:

- Students who obtained test scores with either 7 students or 18% of 25 students
- Students who obtained test scores with sufficient categories as many as 7 students or 18% of 25 students
- Students who obtained test scores with almost enough categories as many as 5 students or 9.67% of 25 students
- Students who obtained test scores with a category of less than 6 students or 13% of 25 students.

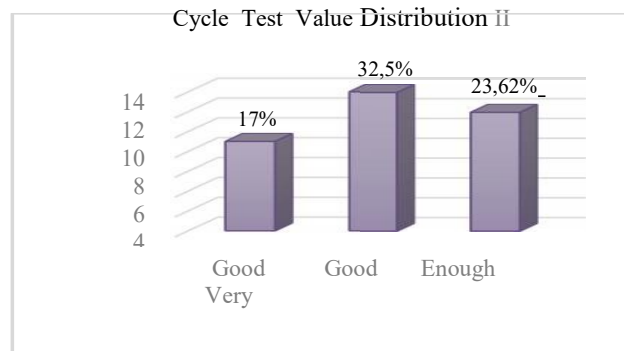


Figure 3. Distribution of Cycle II Test Values

From the analysis above shows that there are students whose test scores are still below KKM (70)
From the table above, it can be known that:

- Students who obtained test scores with a good category once as many as 6 students or 17% of 25 students
- Students who obtained test scores with either category as many as 11 students or 32.5% of 25 students
- Students who obtained test scores with almost enough categories as many as 8 students or 23.62% of 25 students

Student learning outcomes are behavioral changes or improvements in students' abilities in a better direction after they receive a measurable learning experience. In this learning process, it can be known that the value in Cycle I and cycle II increases. This proves that the reflection of cycle I is well carried out. The value of cycle I increased to 58.67 from the pre-cycle value. and the value of cycle II increased to 73,12.

Thus, through the Flash Card learning model can improve the learning outcomes of students of class V MI *Irsyadut Tholibin, Barongsawahan* and can be said to be complete or successful by using the concept map learning model.

Discussion

The main data in this study is the data on the value of student learning outcomes in Arabic subjects Learning Materials Arabic Hijaiyah Animals). The description of the activeness of student learning outcomes is indicated by the results of the capture and understanding of the material in each lesson. That is, the first material is given to students whose learning does not use flash card media. While the second material is done after students are taught vocabulary using the media. This step serves to determine whether there is an effect on the use of flash card media in Arabic Hijaiyah Animals Learning Materials.

CONCLUSION

Based on the discussion above, the following conclusions can be drawn: (1) The use of flash card media empirically can help teachers to learn effectively. The use of this media has been proven to have an influence on students' Arabic vocabulary learning at MI *Irsyadut Tholibin, Barongsawahan Village, Jombang*. This can be seen by an increase in understanding and activeness in each of these lessons. (2) Flash Card learning media in Arabic Hijaiyyah Animals material has a very strategic influence in understanding the material, the memory of students understanding the material is also very good. MAKM Flash Card Method To Improve Students' Memory Retention in Arabic Hijaiyah Animals Materials has a very significant influence on students at MI *Irsyadut Tholibin, Barongsawahan Village, Jombang*.

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