

IMPROVING EARLY CHILDHOOD ARABIC VOCABULARY THROUGH FLASH CARD MEDIA

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ABSTRAK: Penelitian ini dilakukan pada siswa kelompok B di RA Terpadu Al-Fadhil Masbagik Selatan dengan jumlah siswa 29 anak. Tujuan dari penelitian ini untuk melihat pengaruh media flash card terhadap penguasaan kosakata bahasa arab pada anak kelompok B. Jenis penelitian ini menggunakan jenis penelitian kuantitatif dengan menggunakan metode pre experimental. Rancangan penelitian ini menggunakan one group pretest posttest design. Teknik analisis data yang digunakan adalah uji prasyarat data yaitu uji normalitas dengan hasil $\text{sig} > 0,05$ dimana hasil tes awal $0,393 > 0,05$ berdistribusi normal dan tes akhir dengan hasil $0,314 > 0,05$ berdistribusi normal, selanjutnya dilakukan uji homogenitas pada anak dengan hasil $0,232 > 0,05$ dinyatakan varians pada kelompok B adalah sama atau homogen. Hasil analisis data tentang pengaruh media flash card terhadap penguasaan kosakata bahasa arab pada anak kelompok B yaitu nilai rata-rata pretest 9,62 dan nilai rata-rata posttest 14,65. Setelah itu barulah dilakukan uji hipotesis dengan analisis statistik menggunakan uji-t (paired t-test) dari hasil pretest dan posttest menunjukkan hasil bahwa tingkat signifikansi (P) dari masing-masing variabel sebesar 0,000 atau dengan kata lain $P < 0,05$ sehingga hipotesis diterima atau terdapat pengaruh media flash card dalam meningkatkan penguasaan kosakata bahasa arab anak.

Kata Kunci: Flash card, kosa kata, bahasa arab

ABSTRACT: This research was conducted on group B students at RA Integrated Al-Fadhil Masbagik Selatan with a total of 29 students. This research aims to see the effect of flashcard media on the mastery of Arabic vocabulary in group B children. This type of research uses quantitative research using pre-experimental methods. This research design uses a one-group pretest-posttest design. The data analysis technique used is a data prerequisite test, namely a normality test with a result of $\text{sig} > 0.05$ where the initial test result is $0.393 > 0.05$ with a normal distribution and the final test with a result of $0.314 > 0.05$ with a normal distribution, then a homogeneity test is carried out on children with a result of $0.232 > 0.05$ states that the variance in group B is the same or homogeneous. The results of data analysis regarding the influence of flashcard media on the mastery of Arabic vocabulary in group B children are an average pretest score of 9.62 and an average posttest score of 14.65. After that, the hypothesis test was carried out with statistical analysis using the t-test (paired t-test) from the pretest and posttest results showing that the significance level (P) of each variable was 0.000 or in other words $P < 0.05$ so that it was hypothetic. accepted or there is an influence of flashcard media in increasing children's mastery of Arabic vocabulary.

Keywords: Flash card, Vocabulary, Arabic Language

INTRODUCTION

Early Childhood Education (PAUD) aims to prepare children so that they will be able to master various challenges in the future. Early childhood education is not only a process of filling the brain with as much information as possible, but also a process of growing, cultivating, encouraging, and providing an environment that allows children to develop

their potential as optimally as possible (Wardhono, Agus, & Yuyun, 2018).

Teachers as second parents for children at school have an important role in stimulating all aspects of children's development so that they can develop optimally. The role of teachers and parents is very important in educating children at home and school, which is the main basis for early childhood education

(Afrianti, Daulay, & Asilestari, 2018). Children need to continue to have their brains stimulated to get used to information. Sunandar, et al. (2021) in their research revealed that cells in children's brains will die when they don't receive stimulus, therefore children's brains need to continue to receive stimulus for their development. Kemdikbud (2014) describes the aspects developed in PAUD, including aspects of religious and moral values, social-emotional, cognitive, physical motor, language, and art. One of the aspects developed is the language aspect in early childhood.

Language is a very important communication tool, with language humans can understand what is conveyed by other humans. Language will make it easier for humans to socialize, communicate, and adapt to their environment. Language in early childhood develops from the first cry until the child can speak words and will continue to develop throughout his life. The language a child masters depends on the language used by the people around him and the environment in which the child is. In a Muslim environment, of course, Arabic is one of the languages that children must master, especially in carrying out daily worship. However, the first inhibiting factor in learning Arabic is the low motivation of parents towards education or instilling Arabic language elements in their children. This is proven by the level of children's responses when receiving vocabulary lessons at school (Ramadhan, 2017).

In the process of learning Arabic, the vocabulary aspect is an important aspect of all aspects of the language that children must master. Vocabulary learning is basic learning, this is very possible for children who are starting their education, especially in Early Childhood Education. The Arabic language learning model is an interaction pattern or framework that is structured systematically, briefly, and simply to become a basic guideline that can be developed and varied as an instructional procedure and teaching and learning process (Widodo, 2006). The learning model in this case is specifically for learning to recognize vocabulary in early childhood. The large vocabulary a child has influenced the child's ability to use Arabic in his life, including in matters of worship. The quality of

a person's language depends on the quality of the vocabulary they have.

Early childhood children have different levels of development, including language capacity, children are exposed to a lot of Arabic vocabulary from their family and surrounding environment. To maximize children's ability to recognize Arabic vocabulary, methods, strategies, and innovation are needed in Arabic language learning activities, especially in mastering Arabic vocabulary in early childhood. Innovation in Arabic learning activities must include four language skills, namely: listening, speaking, reading, and writing skills.

So far, Arabic language learning activities are still considered monotonous for young children, so young children's interest in learning Arabic is relatively low. One way to increase interest in learning Arabic in young children is by singing and playing. In this case, teachers must have innovation, strategies, and media to make learning more interesting, effective, and efficient. Therefore, to maximize children's learning of Arabic vocabulary, media is needed in these learning activities, one of which is flash card media.

Fauzidin and Fikriya (2020) In their research titled Getting to Know Arabic Vocabulary Through the Hijaiyah Letter Card Game Equipped with Vocabulary, the results of this research reveal that the Hijaiyah letter card game equipped with vocabulary can attract children's attention that learning activities are more effective and thus have an effect on improving the ability to recognize Arabic vocabulary, especially the Arabic vocabulary on the cards.

In practice, from the results of initial observations of mastery of Arabic vocabulary in Group B at RA Integrated Al-Fadhil Masbagik Selatan, data was obtained that mastery of Arabic vocabulary was still low. Of the 29 group B students, 19 children still could not pronounce Arabic vocabulary correctly, the children had not memorized the vocabulary according to the ongoing theme. Teacher creativity in teaching Arabic vocabulary is still low, teachers only use the Iqro book as a medium to introduce Arabic letters without introducing the vocabulary in the book and only use the singing method to introduce Arabic vocabulary.

Related to this condition, the author tries to innovate to improve children's vocabulary mastery by using learning media in the form of flashcards equipped with pictures and Arabic vocabulary. The author believes that by using this media children's vocabulary mastery abilities will increase. The researcher's statement is supported by research conducted by Nurjannah (2014) with the results that learning using educational game tools (APE) letter cards can improve the ability to recognize vocabulary in children aged 7-8 years. APE is also a medium that is very suitable and liked by young children. Game tools can optimize children's development according to their age and level of development and are useful for developing children's physical, language, cognitive, and social aspects (Rahma, 2017).

METHOD

This research is experimental research with a pre-experimental method with a research design, namely one group pretest-posttest design. This research was carried out at RA Integrated Al-Fadhil Batu Iting Selatan Hamlet, South Masbagik Village, Masbagik District, East Lombok Regency, West Nusa Tenggara Province. The trial sample in this study used 29 students from group B RA integrated Al-Fadhil.

The data collection technique in this research is the Field Research method, namely data collection by going directly to the field or research location to record the necessary things. The research instrument used was an observation sheet with indicators that were by the Child Development Achievement Level (STPPA) standards for ages 5-6 years. The second instrument is Documentation. Documentation techniques are used by researchers to retrieve documents in the form of school identity, vision, and mission at RA Integrated Al-Fadhil Masbagik Selatan.

In this instrument, researchers use numbers 1-4, if the child develops very well/optimally (BSB) it is given a score of 4, if it develops according to expectations (BSH) it is given a score of 3, if the child is starting to develop MB it is given a score of (2), and if the child has not developing (BM) is given a value of 1. The criteria for this assessment are: (1) BB (Not Yet Developed): if the child does this,

it must be guided or modeled by the teacher; (2) MB (Starting to Develop): if the child does this, he still has to be reminded or helped by the teacher; (3) BSH (Developing According to Expectations): if the child can do it independently and consistently without having to be reminded or modeled by the teacher; (4) BSB (Very Well Developed): if the child can do it independently and can help friends who have not yet reached the ability according to the expected indicators (Directorate General of PAUD and Dikmas, 2015).

The data analysis techniques used in this research are data description tests, normality tests, homogeneity tests, and hypothesis tests. Data testing is used with the SPSS 16 application. SPSS (Statistical Package for Social Science) is a data analysis program that can be used to help carry out calculations and statistical data analysis from simple, complicated to complex.

RESULT AND DISCUSSION

Based on data collection carried out in the field, the research results are presented in Table 1 below.

| No | Name | Mark | |
|----|------|---------|----------|
| | | Pretest | Posttest |
| 1 | A1 | 9 | 15 |
| 2 | A2 | 11 | 16 |
| 3 | A3 | 9 | 15 |
| 4 | A4 | 7 | 12 |
| 5 | A5 | 10 | 15 |
| 6 | A6 | 7 | 12 |
| 7 | A7 | 8 | 14 |
| 8 | A8 | 9 | 15 |
| 9 | A9 | 10 | 14 |
| 10 | A10 | 9 | 14 |
| 11 | A11 | 11 | 16 |
| 12 | A12 | 12 | 14 |
| 13 | A13 | 8 | 13 |
| 14 | A14 | 9 | 14 |
| 15 | A15 | 10 | 15 |
| 16 | A16 | 8 | 14 |
| 17 | A17 | 10 | 16 |
| 18 | A18 | 10 | 16 |
| 19 | A19 | 12 | 15 |
| 20 | A20 | 14 | 16 |
| 21 | A21 | 9 | 14 |
| 22 | A22 | 9 | 15 |
| 23 | A23 | 9 | 14 |
| 24 | A24 | 11 | 16 |
| 25 | A25 | 11 | 16 |
| 26 | A26 | 7 | 14 |
| 27 | A27 | 9 | 13 |
| 28 | A28 | 11 | 16 |

| | | | |
|----|---------------------------|-------------|--------------|
| 29 | A29 | 10 | 16 |
| | Amount | 279 | 425 |
| | Average | 9,62 | 14,65 |
| | Median | 9 | 15 |
| | Modus | 9 | 14 |
| | Range | 7 | 4 |
| | Minimum value | 7 | 12 |
| | Maximum value | 14 | 16 |
| | Standard deviation | 1,6 | 1,2 |

From this data, it can be seen that the total pretest score before being given treatment was 279 and after being given treatment was 425. From this number, there was an increase between before and after being given treatment. The student's average score before being given treatment was 9.62 and after being given treatment was 14.65.

For inferential analysis, data is needed from the results of hypothesis tests which are preceded by classic assumption tests, including the normality test and homogeneity test which are presented respectively in Table 2 and Table 3.

Tabel 2. Normality Test Results

| Variable | Test | Sig | Ket | Status |
|--------------------------|----------|-------|------------|---------------|
| Arabic Vocabulary | Pretest | 0.393 | $P > 0,05$ | Normal |
| | Posttest | 0,314 | $P > 0,05$ | Normal |

Based on table 2, shows that the data obtained from the dependent variable, namely Arabic vocabulary, means that the data is normally distributed. This is because the significance (p) of the population shows (p) or sig > 0.05 which results in H_0 being accepted. So it can be concluded that the data was taken from a normally distributed population.

Tabel 3. Homogeneity Test

| Variable | Test | Sig (p) | Ket | Status |
|--------------------------|----------------------|--------------|---------------------------------|----------------|
| Arabic Vocabulary | Pretest and Posttest | 0,232 | $P > 0,05$ | Homogen |

Based on table 3, shows that the data obtained for the dependent variable, namely Arabic vocabulary, has a homogeneous variance. This is interpreted this way because the significance value of each data shows a significance level or (p) > 0.05 . So it can be concluded that the variance in each group is the same or homogeneous.

To find out the effect of flashcard media on Arabic vocabulary mastery, it is necessary to test the research hypothesis, so the testing step uses a t-test which in SPSS is called a paired t-test. The results of data processing are presented in Table 4.

Tabel 4. Hypothesis Test Results

| Variable | Pair | t-count | Sig. (2-tailed) | Status |
|--------------------------|--------------------|----------------|-----------------|------------------|
| Arabic Vocabulary | Pretest - Posttest | -23.596 | 0,000 | Different |

Based on the table above, there are differences before and after treatment of the dependent variable in children. This shows that the significance level of each variable is 0.000 or in other words $P < 0.05$. So it can be concluded that there is a difference after being treated with flash card media. So the hypothesis of this research is accepted, namely that there is an influence of flashcard media on the mastery of Arabic vocabulary in group B at RA Integrated Al-Fadhil Masbagik Selatan.

The research data presented in Tables 1, 2, 3, and 4, shows that there is a positive influence of flash card media on early childhood vocabulary mastery. Flashcard media is one of the efforts that can be made by teachers so that students can be more motivated to understand Arabic vocabulary, most of which is conveyed traditionally using Iqro'. The researcher's statement is supported by research conducted by Rahmawati, Sulaikho, and Naba (2021) which revealed that the use of flash card media is very effective in learning hijaiyah letters and improving children's memory for Arabic vocabulary.

Apart from that, the results of this research are also supported by Fauziddin and Fikriya's research (2020) with the title "Getting to Know Arabic Vocabulary Through the Hijaiyah Letter Card Game Equipped with Vocabulary in Group B of Al Mumtaz Integrated Islamic Kindergarten (TKIT) Kampar Regency". This research shows the influence of the Hijaiyah Letter Card Game which is equipped with vocabulary in group B of Al Mumtaz Integrated Islamic Kindergarten

(TKIT). From the results of the assessment in cycle 1, the ability to recognize children's Arabic vocabulary has shown an improvement compared to the condition before the action. In pre-action conditions, of the 18 children in group B TKIT Al Mumtaz, 6 children had reached the standard of success and 12 children had not reached the standard of success in the ability to recognize Arabic vocabulary or 33%, while in cycle I there was an increase, namely 10 children had reached the standard of success, and 8 children still have not reached the standard of success. In cycle II, the results of the assessment of children's ability to recognize Arabic vocabulary showed an increase, namely from the first cycle action of 56% to 78% in cycle II, meaning that 14 children had reached the standard of success and 4 children had not yet reached the standard of success. From the research results, it is known that learning activities using hijaiyah letter card games equipped with Arabic vocabulary can increase children's ability to recognize vocabulary from pre-action by 33% to 78% in the second cycle.

In delivering learning using flash card media, researchers also used the singing method so that children were more enthusiastic about participating in the learning. According to Ni'mah (2017) in her research entitled Using Singing Techniques to Improve Arabic Vocabulary Mastery in Early Childhood. This research concluded that there were significant differences between classes that used singing techniques and those that did not. Mastery of Arabic vocabulary using singing techniques is better compared to classes that do not use singing techniques.

CONCLUSION

Based on the results of the data analysis that has been carried out, it can be proven that flashcard media can have a good effect in increasing the mastery of Arabic vocabulary in group B children at Al-Fadhil integrated RA. This is indicated by an increase in scores in the initial condition (pretest), the total number of children's scores was 279 with an average of 9.62. Meanwhile, after being given treatment using flash card media, the total score increased to 425 with an average of 14.65. Then, to find out the effect after being given flashcard media treatment, the testing step uses

a t-test which in SPSS is called a paired t-test. The results of data processing show a significance level for each variable of 0.000 or in other words $P < 0.05$. So it can be concluded that there is a difference after being given treatment with flash card media.

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