DEVELOPING MUFRODAT ASIK SNAKES-AND-LADDERS (UTAMA) MEDIA FOR ARABIC LANGUAGE LEARNING IN CLASS V AT MI BAHRUL ULUM KEMLAGILOR

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ABSTRACT

The present study aimed to address the problems encountered in Arabic learning for fifth-grade students at MI Bahrul Ulum, specifically the lack of innovative media, with a particular focus on Mufrodat materials. In addition, students' disinterest in learning Arabic can be attributed to the fact that teachers rely solely on traditional learning resources, such as textbooks devoid of any innovative media. This results in students experiencing boredom and lack of concentration during lessons, which renders learning uninteresting and repetitive. In addition to determining the degree of interest in Mufrodat Asik Snakes-and-Ladders (UTAMA) media under development, this study was focused on providing a description of the procedure used in its creation. To achieve this aim, the ADDIE model was employed by the following five stages: analysis, design, development, implementation, and evaluation. The findings of the study indicate that the Mufrodat Asik Snakes-and-Ladders (UTAMA) media product underwent a methodical development process. Several stages of validation were completed to ensure the media were valid and suitable. Media experts assessed the product with a 94% (very valid) rating, followed by language experts with a 95% (very valid) rating, and material experts with a 98% (very valid) rating. In the interim, students evaluated the attractiveness of the media through a series of testing phases and responses to a questionnaire: 97% for individual trials, 99% for small group trials, and 95% for large group trials (all piqued interest). Thus, it can be concluded that the developed Mufrodat Asik Snakes-and-Ladders (UTAMA) media satisfies the criteria for attractiveness and validity/feasibility, and can be utilized for educational purposes.

INTRODUCTION

Students are required to enroll in Arabic as a subject in madrasas, with particular emphasis on Madrasah Ibtidaiyah. Its high literary value distinguishes Arabic from other languages. Arabic, the language of the Qur'an, contains a complexity that surpasses human comprehension and defies comparison to any other language (Nuha, 2016). Students are not solely responsible for the frequent difficulties encountered in educational institutions while learning Arabic. Nonetheless, external factors, including the school environment and family environment, that exhibit a lack of concern for their children's education also contribute to this phenomenon. Such issues manifest frequently in numerous educational institutions, encompassing formal, non-formal, and informal spheres. One of

the challenges frequently encountered by students in their Arabic language studies is their own inability to proficiently master Mufrodat (vocabulary) of the language (Rachmawati, Elmubarok, and Nawawi 2023). Furthermore, students are unable to concentrate on learning due to a lack of study time in the classroom, which restricts opportunities for engaging in learning activities. (Hidayah 2022), as well as the lack of student facilities during learning activities, both in the form of learning resources and the learning media use (Aulia et al. 2021).

Through interviews and observations, researchers gained information and observed teachers while learning at MI Bahrul Ulum Kemlagilor through interviews and observations. They determined that the school uses a teacher-centered approach, specifically the lecture method, in which teachers play a more active role. Learning observations, specifically Mufrodat's material, indicate that teachers are limited to using books and simple images in the classroom, without utilizing innovative media. As a result, the absence of innovative media discourages many students from learning; they prefer to joke, are unable to concentrate, and prefer to play alone. This is due to the media's inability of the media to captivate students, which leads to suboptimal language comprehension. One potential solution to address the issue of insufficient utilization of innovative media is to create specialized snakes-and-ladders media platforms dedicated to Mufrodat material for Arabic language learning.

Ririn Marcela discovered, based on the basis of prior research concerning the use of snakes-and-ladders media in education, that difficulties arise when students experience boredom while learning, leading to difficulties in comprehending the material. As a result, an alternative approach would be to create media that takes the shape of snakes and ladders, which not only facilitates comprehension of the material but also captivates students' attention through the use of numerous images and text, has a positive impact on students by encouraging them to be more enthusiastic about learning activities, and also promotes discipline by having them adhere to the rules while playing and learning to use the media (Marcela 2022). Anjelina Wati later researched how to enhance learning outcomes among elementary school students through the development of a Snakes and Ladders game media. Boredom during learning activities is the issue that prevents 55% of students' learning outcomes from being completed in KKM. After implementing this snake and ladder media, all students' learning outcomes achieved KKM. Students can be motivated to learn and concentrate on their studies by utilizing the innovative and entertaining media of snakes and ladders, eliminating boredom and making learning more enjoyable (Novitasari and Kristin 2021). Anjelina Wati subsequently conducted research titled "Development of snakes and ladders game media to improve elementary school students' learning outcome." Boredom during learning activities is the issue that prevents 55% of students' learning outcomes from being completed in KKM. After implementing this snake and ladder media, all students' learning outcomes achieved

KKM. Students can be motivated to learn and concentrate on their studies by utilizing the innovative and entertaining media of snakes and ladders, eliminating boredom and making learning more enjoyable (Wati 2021).

Based on the problem description above, it is necessary to conduct research by developing Snakes-and-Ladders media to address Arabic language learning, especially Mufrodat material. Researchers developed a snakes and ladders game called Mufrodat Asik Snakes-and-Ladders (UTAMA) in Arabic language learning to address this issue. Judging from previous research, there have indeed been studies on the development of this media, but of course it has its own characteristics and characteristics related to themes and materials, as well as obstacles to making and implementing the media in learning. Previous research has not found any obstacles to writing Arabic numbers and color plots on media. The aim of this research is to produce a development product in the form of Mufrodat Asik Snakes-and-Ladders (UTAMA) media on MI class 5 Arabic language material that can make it easier to understand the material and increase enthusiasm for learning Arabic, especially Mufrodat Asik Snakes-and-Ladders (UTAMA) material.

METHODS

This study employed the research and development methodology. The objective of research and development (R&D) is to develop, test, and validate a product that helps achieve educational objectives (Mar'atusholihah et al. 2019). Researchers use the development model as a foundation for conducting development research with the ADDIE model (Maydiantoro 2019). The ADDIE model of research is development research, which is the basis for the learning media development process, which has five stages arranged systematically. The following are the concepts contained in the ADDIE research model (Mustaji and Angko 2013). Development research produces a product or improves an existing product by testing its usability and effectiveness (Elvia Desy Sya'bani1 2021).

In this study, the ADDIE model procedure was used with the following steps: 1) analysis for analyzing to determine which product will be developed. At the analysis stage, a needs analysis, curriculum analysis, student analysis, and material analysis are carried out; 2) design for the process of determining the analysis stage for further study. This stage determines the objectives to be achieved in the learning media development process and the learning instructional design process (Setiawan, Rakhmadi, and Raisal 2021); 3) development for the process of turning a design into reality. At this development stage, learning media must be created and developed as attractive as possible to attract students' attention. This stage determines the goals achieved in the learning process by determining the instructional design of the learning; 4) implementation for applying the product development results of the Mufrodat Asik Snakes-and-Ladders (UTAMA) media on MI

class 5 Arabic language material which was validated by validators including; media expert validator, language and material expert. After meeting the valid requirements, the media developed can be tested on students to prove the attractiveness of the media that has been developed (Aisyah, Panjaitan, and Rasyid 2023); 5) evaluation for discovering whether the learning system to be developed has been successful or not in accordance with initial expectations. At the evaluation stage in this development research, every stage of ADDIE was needed, starting from analysis, design, development, implementation, requiring evaluation at every stage. This evaluation stage was used to manage data from product validation and trial results, to improve revision needs for the media being developed. For the reason, this evaluation minimizes the level of errors or deficiencies in the product being developed (Andi Rustandi and Rismayanti 2021).

Analysis of product validation feasibility results is made to determine the feasibility level of the development product being created. Validation data was obtained from the validation stage of material experts, design experts, language experts and teachers. All validation data can be analyzed using quantitative analysis techniques with the following formula:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Information:

P = percentage number

$\sum x$ = total score obtained (real value)

$\sum xi$ = highest number of scores (expected value)

The feasibility score category values were taken from Sugiyono using a Likert scale as follows:

Table 1. Assessment Score

No	Category	Skor
1	Very Good	4
2	Good	3
3	Less	2
4	Bad	1

The validation assessment score criteria are described in Table 2 below (Setyosari 2015)

Table 2. Validation Criteria

Value of each criterion	Percentage	Qualification	Follow-up

4	80% - 100%	Very valid	Implemented
3	60% - 79%	Valid	Implemented
2	40% - 55%	Less valid	Revised
1	0% - 39%	Not valid	Revised

Meanwhile, to calculate the score obtained for the level of product attractiveness carried out at the trial stage, it can be seen from Table 3 below (Sugiyono 2010):

Table 3. Attractiveness criteria

No	Average percentage	Criteria
1	80% – 100%	Very interesting
2	66% - 79%	Interesting
3	56% - 65%	Less Interesting
4	46% - 55%	Uninteresting
5	<45%	Very uninteresting

RESULTS AND DISCUSSION

The development of the Mufrodat Asik Snakes-and-Ladders (UTAMA) media in fifth grade lessons of Madrasah Ibtidaiyah resulted from this research, aiming to attract students' attention during Arabic (Mufrodat) learning. When selecting learning media, a teacher must be able to choose what teaching aids can support understanding development of understanding in classroom learning activities. There are several criteria that must be present before choosing learning media, namely: 1) easy to see; 2) interesting; 3) simple; 4) useful; 5) true or fact, 6) valid; and 7) structured. The choice of media is not only seen by the media but also by the target users of the media, namely students. A teacher must adapt to the level of students' abilities. This is in accordance with Jean Piaget's theory, namely that students' cognitive development consists of the stages of understanding, processing information, solving problems, and knowing something (Syah 2013).

Seeing the problems that occur with students, especially obstacles to the attractiveness of Arabic language learning media. Mufrodat Asik Snakes-and-Ladders (UTAMA) media can be a solution option because snakes and ladders media is not only a learning media that makes it easier for students to understand; this media is also interactive because the use of this media is by playing while learning. Media that is used by playing will make students active and won't get bored quickly. The following is the main media for the cool snakes and ladders game:

Figure 1. *Mufrodat Asik* Snakes-and-Ladders (UTAMA) media

The Snakes and Ladders game can be classified as an interactive game due to the fact that its participants engage in mutual interaction and abide by the rules that they have individually agreed upon. With regard to the attributes of the game of snakes and ladders as delineated by Arief S (Handayani 2020). Game-based learning media are an effective way for students to combat boredom while studying. Children, according to Wulanyani, require a playful environment in order to learn from a psychological standpoint. As a result, media related to snakes and ladders-related media may serve as a viable alternative to resolving classroom issues. Children around the globe widely recognize the traditional game of snakes and ladders, making it a valuable tool for educational purposes (Bisma 2018).

The media game of snakes and ladders is a time-honored classic that was also a favorite among children. Some children enjoy this game because it is considered to be very entertaining, and the competitive nature of the game prevents them from becoming bored. One benefit of the game of snakes and ladders is that it emphasizes competition; players can learn how to overcome obstacles and collaborate to complete tasks through this activity (Yusuf 2011). Board games in the snakes and ladders media use dice to determine the course of the game and pieces or pawns to decide whether players go up through the stairs and down through the snake. How to use this media is like the snakes and ladders game in general, namely, if the player gets the number 5 on the dice, then the player can move 5 squares; if the player gets the number 3, then the player can move 3 squares; and so on. The difference between this media and the usual snakes-and-ladders game lies in the colorful plots. If the player is on a red square, then the player can take a red card; if the player is on a yellow square, then the player can take a yellow card; if the player is on a blue square, then the player can take a blue card; whereas if the player is on a square with a desert image, then the player does not

need to take any cards. Several examples of developed snakes and ladders card images are shown below:

Figure 2. Snakes-and-Ladders Cards

The game cards for snakes and ladders are each of three distinct colors and contain a unique image. To complete the activity, the player must read Mufrodat printed on the red card. The player must respond to a question about translating vocabulary into Arabic when holding the yellow card. The player is expected to answer a question when using the blue card. Someone is translating Mufrodat from Arabic to Indonesian. One benefit of using Mufrodat Asik Snakes-and-Ladders (UTAMA) media is that it fosters a joyful learning environment, motivates students, and prevents boredom during classroom learning activities (Wati 2021).

Based on the results of this development research, which has gone through several stages of validation, starting with assessments from several validators, including media experts, language experts, and material experts.
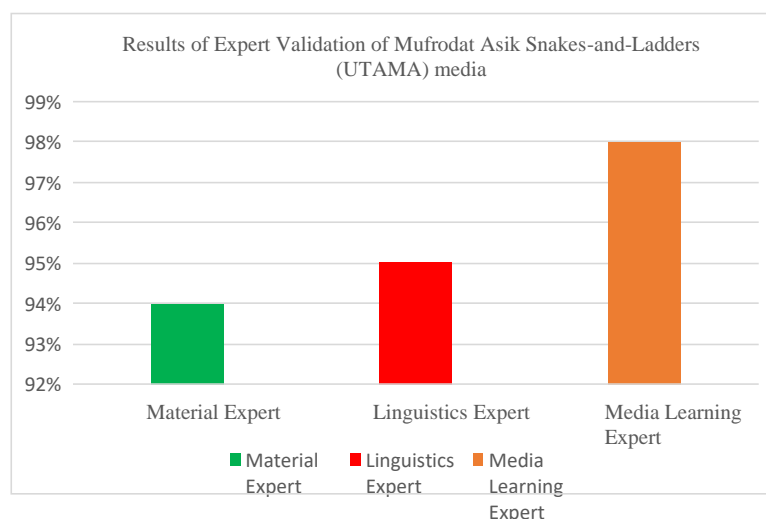

Figure 3. Results of Expert Validation of *Mufrodat Asik* Snakes-and-Ladders (UTAMA) media

According to Figure 3 above, the media expert achieved a score of 94% with very valid criteria, as shown by the results obtained from each of several expert validators. In addition, the

linguistics expert obtained a score of 95% with very valid criteria. Furthermore, the material expert achieved a score of 98% using very valid criteria.

Providing students with learning stimuli is an effective way to learn. Developed by behaviorist figures, most notably Jhon. B. Watson (1878–1958), this theory places significant emphasis on stimuli, specifically instructional resources such as learning media or other facilities designed to facilitate student responses (Nahar 2016).

The developed product, the Mufrodat Asik Snakes-and-Ladders (UTAMA) media, has successfully undergone multiple validations and assessments. Teachers use it in the classroom to facilitate learning activities and offer solutions to challenges that may arise during the learning process, especially when teaching Arabic (Mufordat). Additionally, it serves as a motivational tool to encourage students to take pleasure in learning Arabic in the classroom (Baroroh and Mardliyyah 2019).

Motivating students to learn is the definition of an interesting learning media. An additional objective of the development of this media is to stimulate students' interest in Arabic Mufrodat material. According to Nurul Audie, learning media is deemed effective if it inspires students while they are utilizing it (Audie 2019).

In this study, we measured the level of attractiveness of the Mufordat Asik Snakes-and-Ladders (UTAMA) media. The attractiveness of this media to students can be seen from the results of the questionnaire, including the results of individual trials represented by 3 student respondents, small groups represented by 6 student respondents, and large groups of the 12 remaining class V students at MI Bahrul Ulum Kemlagilor.

The results of the questionnaire about the attractiveness of the Mufordat Asik Snakes-and-Ladders (UTAMA) media to make it easier to see the differences in levels of attractiveness can be presented in the following picture:
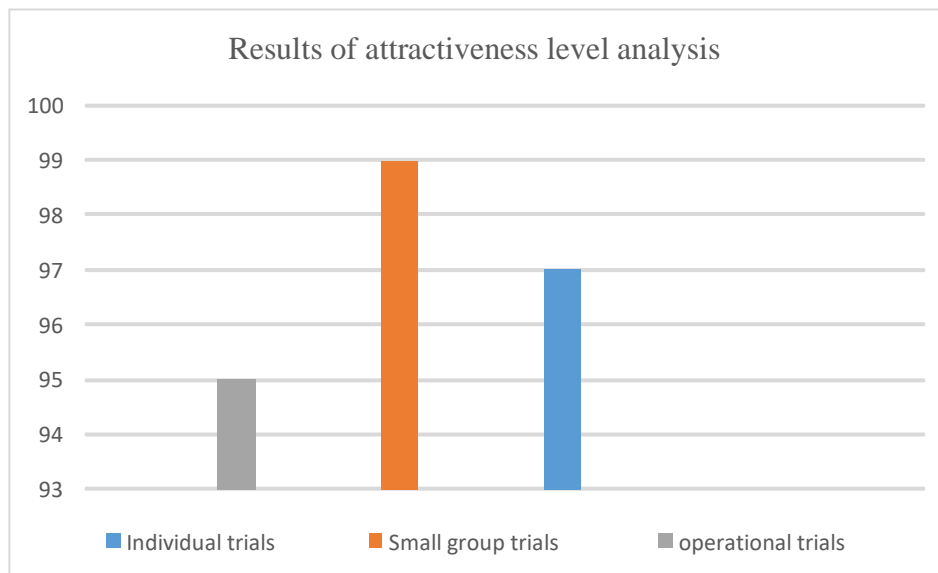
Figure 4. Results of attractiveness level analysis

Based on Figure 4.1, the results of the analysis of the level of attractiveness of the Mufrodat Asik Snakes-and-Ladders (UTAMA) media, which was carried out through individual trials carried out on 3 students, obtained a score of 97% with very attractive criteria. Next, a small group trial conducted on 6 students from the questionnaire got a score of 99% with very interesting criteria, and a large group trial with 12 students from the questionnaire got a score of 95% with very interesting criteria.

CONCLUSION

Based on the research process of developing and testing the Mufrodat Asik Snakes-and-Ladders (UTAMA) media in fifth graders of MI Bahrul Ulum Kemlagilor Lamongan, it can be concluded as follows: This development research has produced the Snakes and Ladders learning media product. The media developed is the Mufrodat Asik Snakes-and-Ladders (UTAMA) media, which contains fifth graders of MI Bahrul Ulum Kemlagilor Lamongan with a very decent level of interest. With assessment criteria from the expert validators, including: a) the assessment by media experts received a score of 94% in the very good category; b) the assessment by linguictics experts received a score of 95% with very good criteria; c) the assessment by material experts received a score of 98% with very good criteria. Meanwhile, the value obtained from the analysis of the level of attractiveness was obtained from the results of trials, which went through three stages, including: individual trials got a score of 97% with very interesting criteria; small group trials got a score of 99% with very interesting criteria; and trial operations received a score of 95% with very attractive criteria. Based on the product validation and testing stages, it can be concluded that the Mufrodat

Asik Snakes-and-Ladders (UTAMA) media has met the appropriateness standards and is interesting to use in learning Arabic with Mufrodat material at Madrasah Ibtidaiyah.

Further development suggestions include limiting the Snake and Ladder media product to Arabic learning, particularly Mufrodat material, and conducting limited-scale trials to determine the desirability of the development media. As a result, it is suggested that future researchers develop snakes-and-ladders-themed media in other disciplines, taking into consideration the content and learning environments of the students. Moreover, they should assess the efficacy of the media under development in addition to its aesthetic appeal. In addition, throughout the product dissemination phase, the development of learning media products should adhere to the most effective guidelines and phases of research and development processes in order to produce a product that facilitates students' learning activities.

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