



Implementation of Arabic Karuta to Improve the Student's Arabic Vocabularies in the Elementary School of Muhammadiyah Kauman

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Abstract

The purpose of this study is to determine the outcomes of the design and implementation of karuta media for learning Arabic vocabulary among fifth-grade students at the elementary school of Muhammadiyah Kauman. This form of research is known as research and development or R&D, and follows the D4 paradigm of defining, designing, developing, and distributing. The research methodology adopted is descriptive quantitative. The sample employed in this study was the full population of class V Students at the elementary school of Muhammadiyah Kauman, which included three classes totaling 58 people. The cluster sampling approach was used to conduct the sampling. The research tools were a posttest and a pretest. Based on the Dependent Sample Test results, the significance level was 0.000, which is less than 0.05. Based on the findings of this study, it was determined that H_0 was rejected due to considerable variations from the outcomes of implementing karuta media. The pretest resulted in a mean of 58.10, while the posttest yielded 71.72. These results demonstrate that Karuta media is an efficient medium for acquiring Arabic language.

Keywords: Learning Media, Karuta, and Vocabulary

مستخلص البحث

يهدف هذا البحث إلى تحديد نتائج تصميم وتطبيق وسيلة كاروتا عربية في تعلم مفردات اللغة العربية لطلاب الصف الخامس المدرسة الإبتدائية محمديّة كاومان. هذا النوع من البحث هو البحث والتطوير مع نموذج 4D الذي يتكون من تعريف، تصميم، تطوير، والنشر. منهج البحث المستخدم هو وصفي كمي. كانت العينة المستخدمة في هذه الدراسة من جميع مجتمع طلاب الصف الخامس من المدرسة الإبتدائية محمديّة كاومان المكون من 3 فصول بإجمالي 58 طالبا. يتم تطبيق تقنية أخذ العينات بطريقة أخذ العينات العنقودية. كانت الأدوات المستخدمة في الدراسة هي الاختبار البعدي والاختبار القبلي. بناء على النتائج التي تم الحصول عليها من تحليل اختبار العينة التابعة، تكون قيمة الأهمية 0,000 أصغر من 0,05. بناء على نتائج التحليل، استنتج أنه H_0 تم رفضه بسبب اختلاف كبير عن نتائج تطبيق وسيلة كاروتا. متوسط القيمة التي تم الحصول عليها من الاختبار القبلي هو 58,10 والاختبار البعدي 71,72. أظهرت هذه النتائج أن وسيلة كاروتا تستخدم بشكل فعال كوسيلة لتعلم المفردات العربية.

الكلمات المفتاحية: إعلام التعلم، كاروتا، مفردات عربية

Introduction

Every day, people all across the world connect with language to transmit their thoughts. According to (Ahsan et al., 2020) and (Fauziddin & Fikriya, 2020) language is a crucial communication tool since it allows people to express what they are thinking to others. Language is a potential that must be nurtured from a young age. It is crucial to acquire different languages, including Arabic, as well as Indonesian.

Indonesian educational institutions teach Arabic as a foreign language. Arabic language subjects have been taught at all levels, from elementary to university. Many Islamic schools, including Integrated Islamic Schools, Madrasas, Islamic Boarding Schools, and other institutions of Islamic education, offer Arabic language classes. Mentioned to (Umroh, 2019) Arabic is one of the international languages. Arabic is taught not only in Islamic boarding schools, but also in all schools and universities with an Islamic identity that include Arabic as a subject. (Hikmah et al., 2021) and (Ramdhaningsih et al., 2024) mention there are two aspects to consider when studying Arabic: skill and linguistic elements. Listening skills (*Maharah Al-Istima'*), speaking skills (*Maharah Al-Kalam*), reading skills (*Maharah Al-Qira'ah*), and writing skills (*Maharah Al-Kitabah*) are examples of abilities that must be learned in order to fulfill Arabic language learning goals. Meanwhile, the language's elements include vocabulary (*Mufradats*), grammar (*Qawaid*), and sounds (*Ashwat*). The first step in language acquisition is to introduce and master the vocabulary of the language you want to learn. According to (Alghamdi & Elyas, 2020) vocabulary is an essential component of language learning, and it is the primary factor in successful mastery of a foreign language.

Explained to (Hitari & Ramli, 2022; Mufida & Rohima, 2020; Thamrin, 2022) and (Ramdhaningsih et al., 2024) vocabulary is the most crucial capital for anyone wanting to be fluent in a foreign language, including Arabic. The most fundamental aspect of studying Arabic is mastering its vocabulary. When learning a language, vocabulary acquisition is the most significant factor in linguistic success. The more vocabulary a person learns, the more likely it is that they will possess language abilities. (Faradisa & Fitriani, 2023) also stated that learning vocabulary is the most important capital for mastering the four language skills. The more vocabulary you

learn, the better your language skills will be, and you will be able to express yourself orally and in writing more effectively. According to (Munir et al., 2023) Learning Arabic requires direction that can encourage, guide, and develop abilities, as well as a positive attitude toward Arabic in a reflective and productive manner. Reading comprehension is known as receptive ability in Arabic. However, learning Arabic in school remains a less popular topic among kids. So the purpose of learning Arabic has not been met optimally.

After conducting observations and interviews with one of the fifth grade Arabic teachers at the elementary school of Muhammadiyah Kuman, several factors were found to be the cause of many students being less enthusiastic and dislike Arabic lessons, such as: The first factor influencing this is the fact that many students still struggle and stammer when reading Arabic writing because they are unfamiliar with the Hijaiyah letters. The second impediment is that the media used is limited in variety, Teachers only use textbooks to teach students. The third inhibiting factor is the teaching method, which is still very monotonous, making students less interested in learning Arabic in class. The reason why Arabic language lessons are less popular with students is due to a lack of variety and uninterest in the learning process, according to the three factors discussed. According to (Umroh, 2019) a student's difficulty to master vocabulary is due to a lack of interest for learning Arabic, which is taught using classical methods. There are numerous strategies for helping kids learn and understand vocabulary. Students can expand their Arabic vocabulary by employing media-based methods.

(Satrianawati, 2018) defines media as something that carries messages and can stir people's thoughts and feelings. Mentioned to (Firmadani, 2020; Rohani, 2020) and (Wulandari et al., 2023) explained learning media is a teaching aid that teachers use to convey instructional information in order to boost students' creativity and attention to be active participants in the learning process. According to (Audie, 2019) the purpose of employing learning media is to help teachers deliver material to students based on their unique needs and features. (Pulungan, 2021) said learning media is a tool that can be used to convey messages, stimulate creative ideas, and satisfy student

desires during the learning process. Learning media can help clarify unclear teaching materials.

According to (Silvia et al., 2021) using appropriate learning media can help students better understand and remember vocabulary. The use of media helps students understand the material taught by the teacher in a clear and easy-to-understand manner, thereby improving students' memory in mastering the material. A study (Basim et al., 2022) learning media can capture students' attention, causing them to become more enthusiastic about learning. The use of learning media reduces student boredom during the learning process.

(Gemilang & Listiana, 2020) Arabic language learning media is one of the instruments used to assist in providing Arabic language material to students in accordance with the Arabic language subject curriculum. (Switri & Zaimuddin, 2020) explained to make learning more enjoyable, create fun learning media that will pique students' interest and enthusiasm for Arabic. According to (Susilana & Cepi, 2018) one of the benefits of employing media to enhance the learning process is that it simplifies content that is difficult to explain directly to students. As a result, the utilization of learning media is critical for teachers to effectively impart lessons to learners.

There are numerous sorts of media that can be used as learning resources. Explained to Leshin, et al in (Kustandi & Darmawan, 2020) classify learning media into five types: human-based, print-based, visual-based, audio-visual-based, and computer-based. According to Gagne and Briggs in (Arsyad, 2017) learning media includes physical tools used to convey the content of learning material, such as books, tape recorders, cassettes, video cameras, video recorders, films, slides, photos, drawings, graphics, television, and computers.

Mentioned to (Widiana et al., 2019) and (Mcmullen et al., 2023) a learning environment that uses game media encourages students to use their ideas and stimulates their interest in learning through interactive adaptive abilities, which creates a pleasant learning environment and reduces monotony in learning. (Susanti & Muryanti, 2023) said learning through gaming media has a significant impact on children's development. Card games are one method for teaching students Arabic vocabulary. The game's media is karuta, which is classified as visual-based media.

According to (Umroh, 2019) visual media is media that is used as a tool to convey messages or information through the sense of sight. (Reynolds, 2024) defines students can participate physically in learning through visual arts activities, which also change the emphasis from the language being taught to the artistic endeavor itself. This fosters a calm, low-stress environment where L2 acquisition happens organically.

(Kaligis et al., 2022) karuta is a card game that originated in Japan and is played by three or more persons, one of them is a referee and the others are participants. Initially, this card game was exclusively played during the New Year celebration tradition, but as time passed, the Karuta game became popular among the general public as a learning tool in schools. Because the karuta game helps students remember vocabulary and participate more actively in class. The karuta game can help students recognize a language's vocabulary. Implementing the karuta game in schools will encourage students to learn. Explained to Ogawa and Tsuchiya in (Azimah, 2024) said karuta is a traditional Japanese card game that children play at home or at school as a way to teach Japanese words like katakana, hiragana, and kanji. The Japanese karuta game will be redesigned in Arabic and printed as a teaching tool to help fifth-grade students at the elementary school of Muhammadiyah Kauman improve their Arabic vocabulary. You can see the results before and after implementing the karuta card. Each karuta card has images and Arabic vocabulary. The merits and distinctiveness of the karuta card game earned it the appellation "Arabic Karuta".

In their study on the efficiency of learning media in mastering Arabic vocabulary, (Nengrum & Arif, 2020) sought to clarify the efficiency of using device media in mastering Arabic vocabulary. The findings of this study indicated that the efficiency of using device media in mastering Arabic vocabulary indicates that device media is effectively used in increasing students' mastery of Arabic vocabulary. Because the presence of engaging media devices affects student achievement outcomes and raises students' interest in learning. Students become more engaged, imaginative, and creative when they learn Arabic vocabulary through the use of device media.

In another study on the use of learning media, (Evy & Sufa, 2022) used media from bingo games as a medium for vocabulary learning in order to determine whether

or not bingo game media can enhance early childhood English vocabulary mastery. The pretest and posttest results in the first and second cycles on the English vocabulary mastery of young children at the Nadlotuul Muslimat Kindergarten showed significant results in the form of an increase in the posttest scores, according to the results of the experiment using the bingo game media that was carried out. Therefore, it is evident that using bingo games as a medium to assist vocabulary mastery helps young children become more proficient in English vocabulary.

The effectiveness of using image media in Arabic language learning was the subject of research by (Fidri et al., 2022) in order to determine the outcomes of using image media in Arabic language learning in schools and other settings. The use of learning media, such as image media, as suggestions and infrastructure for learning Arabic is said to be very easy for students to understand and aids teachers in communicating material to meet learning objectives in the classroom, according to the research's findings.

In their study, (Mulyanti & Sya, 2023) talk about how picture cards can help elementary school students learn vocabulary in English. An investigation was carried out to ascertain the efficacy of employing picture cards in the teaching of English vocabulary to primary school students. Based on the findings from qualitative methods, it was determined that using picture card media to help elementary school students become more proficient in using English vocabulary was a very efficient and user-friendly way to deliver learning content.

For example, research (Amalia & Damayanti, 2023) examined how "KABARA" (picture Arabic cards) was developed as a flashcard learning medium and how it improved the Arabic vocabulary mastery of third grade students at the elementary school of Muhammadiyah 16 Surakarta. The "KABARA" flashcard learning media was developed using the ADDIE model, and the results showed that both the media expert and the material expert validated the material, stating that it was valid. The "KABARA" media was able to increase interaction in the learning process, making students more active and enthusiastic so that it had an effect on learning outcomes. In turn, the results of the implementation, which was carried out by testing the media

directly with students and having them fill out student response questionnaires, stated that the media was effective and very practical.

According to the research's findings, there is a wide range of learning materials that can be utilized, from visual to audio-visual materials. These materials can be effectively used as learning tools to help students better understand the vocabulary of a language they are studying, including Arabic. Students can learn more effectively and enjoyably by selecting engaging learning media, which will facilitate their mastery of Arabic vocabulary. Using karuta media is categorized as using visual media. When learning a language, karuta media can be a fun and engaging learning tool for vocabulary acquisition. Numerous studies have demonstrated the great effectiveness of karuta as a vocabulary learning tool.

In their study, (Ditarahmi, 2022) in his research on the development of karuta cards for learning Arabic vocabulary in the form of Research and Development, explained the results acquired from media expert validation tests, which indicated "valid" and material experts "very valid". The findings of a small trial on teachers and students were then found to be "very practical". It was concluded that the karuta game can be utilized to learn Arabic vocabulary.

(R. E. Susanti & Suryadi, 2020) conducted classroom action study to improve the ability to retain Japanese language by combining karuta with the Teams Games Tournaments (TGT) learning paradigm. The statistics revealed that after integrating the learning model using Karuta media, student scores rose. Thus, using the Teams Games Tournaments (TGT) learning approach with karuta can increase the Japanese vocabulary understanding of students in class XI IPS 2 at Kendal 1 Junior High School. (Tarigan & Hati, 2021) said in their study titled "Using Karuta Game to Enhance Vocabulary Mastery of Elementary School Students in Sidomulyo of Sibiru Biru Sub-District" that the karuta game can help students learn English vocabulary. The results of applying the karuta game, based on data obtained through observations and interviews and assessed qualitatively, reveal that the game is simple to use and motivates children to learn language. Thus, it is concluded that the karuta game is useful in expanding student's vocabulary.

Meanwhile, (Swayantika & Lestari, 2021) described using the karuta game with the STAD (Student Teams Achievement Division) learning model to learn Japanese hiragana. According to qualitative data analysis and expert assessments, the usage of media and learning models can help with hiragana mastery learning. Other research on the effectiveness of the application of karuta media on students' hiragana mastery, conducted by (Cici & Putri, 2022) was obtained from the results of the pretest and post-test for class XII IPA 1, which showed that karuta media was ineffective in improving hiragana mastery.

According to the research above, karuta has a significant impact on students' vocabulary mastery learning outcomes. The results of trials on the use of karuta as a learning medium revealed that both before and after implementation, vocabulary mastery increased. The use of karuta as a tool to support vocabulary learning has a significant impact on student learning outcomes. The development of the learning media Arabic Karuta for the lack of mastery of Arabic vocabulary for fifth grade students at the elementary school of Muhammadiyah Kauman has several goals, including: (1) To assess students' ability to master Arabic vocabulary using the school's learning media. (2) To determine how Arabic cards are designed and used when learning Arabic vocabulary. (3) Identify Arabic Karuta's strengths and weaknesses.

Methods

The research method employed is Research and Development (R&D), which results in the production of a product. This research's product is a Karuta card game. This study's development model is the 4-D (Four D) model. This model developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel. The 4-D model of development consists of four stages: define, design, develop, and disseminate (Thiagarajan et al., 1974).

Cluster sampling is the sample method employed. The sampling method is carried out in groups based on specific places. The sample included all fifth-grade students at the elementary school of Muhammadiyah Kauman. Observation, interviews, questionnaires, and documentation are the methods used to collect data.

Descriptive quantitative analysis techniques are used to analyse data. Descriptive quantitative data is used to describe the validation results of material and media experts, specifically the results of filling out a questionnaire to assess the learning media developed and test questions, as well as the student learning outcomes before and after implementing the Arabic Karuta game.

1. Assessment of Validity

There are two expert validation assessment tools: material experts and media experts. Ordinal scales are used to assess the acceptability of media and materials. The data from the ordinal scale is then translated into a Likert scale with weights of 4, 3, 2, 1 or an attitude measurement with a positive to negative range (Sukardi, 2018). Using a Likert scale, the variables to be measured are described as indicators. These indicators serve as a foundation for developing instrument items in the form of statements or questions (Sugiyono, 2008).

The Liker scale scores are divided into four categories: score 4 for Strongly Agree, score 3 for Agree, score 2 for Disagree, and score 1 for Strongly Disagree. To convert the Liker scale score from the questionnaire results into a value, use the following calculation:

$$N = \frac{\text{Total score gained}}{\text{Maximum total score}} \times 100\%$$

The calculation above can be applied to produce the feasibility percentage results for the developed media and materials, as shown in the Arikunto percentage scale table:

Table 1. Percentage Scale

The percent of achievement	Value Scale	Interpretation
76% ≤ score ≤ 100%	4	Strongly Agree
51% ≤ score ≤ 75%	3	Agree
26% ≤ score ≤ 50%	2	Disagree
0% ≤ score ≤ 25%	1	Strongly Disagree

2. Assessment of learning outcomes

The pretest and post-test findings were used to analyze student learning outcomes using paired two-sample t-test calculations. To achieve substantial study results from measurements taken before and after treatment (Ismail, 2018). The test formula for identifying comparisons with the paired t test is as follows.

$$t = \frac{\bar{y}_1 - \bar{y}_2}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

t : t test symbol

\bar{y}_1 : Average "before" or pretest score

\bar{y}_2 : Average "after" or post-test score

$\sum d^2$: Average number of gain scores

N : Number of samples

1 : Constant number

As a result, it is possible to determine whether or not the Arabic Karuta card game has influence.

Result and Discussion

The outcomes of the development of Arabic Karuta media using the D4 Thiagarajan model, which consists of four stages, which are:

1. Define

The definition step seeks to identify and define learning goals and requirements by examining the objectives and limitations of the information to be covered. consists of five steps, which are:

- Front and Analysis

The results of the analysis carried out by observing and interviewing class V Arabic teachers at the elementary school of Muhammadiyah Kauman found problems with class V students' lack of Arabic vocabulary mastery, which was caused by the limited media used by teachers in teaching and the students' lack of motivation to participate in learning because the teacher was still teaching using the lecture method.

- Learner Analysis

The findings of learner analysis are used to identify student needs. In this case, students require engaging media that will encourage them to study and improve their Arabic vocabulary.

- Task Analysis

The resulting analysis seeks to identify the primary tasks in the form of material mastery. This is done to assess Students' proficiency in understanding Arabic language in order to adapt it to the media that will be created.

- Concept Analysis

The purpose of concept analysis is to determine the main concept of the media being generated. The material from the textbook will be tailored to the media concept that will be developed.

- Specifying Instructional Objectives

Based on the outcomes of the preceding analysis, learning objectives are developed based on the current challenges. The goal of developing learning objectives is to determine student learning outcomes using the medium developed.

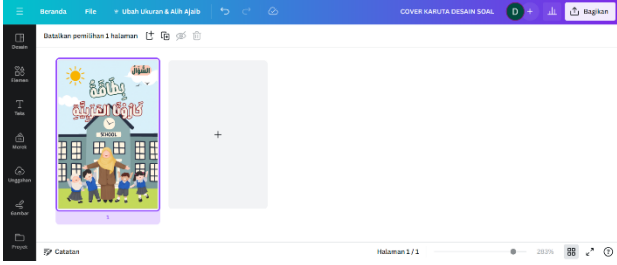


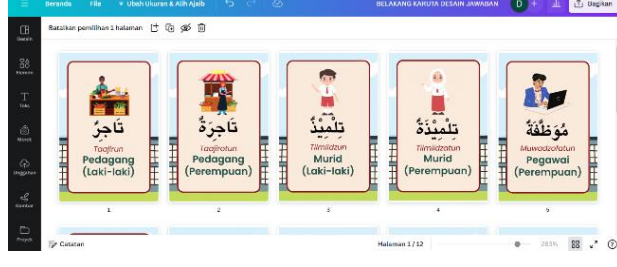
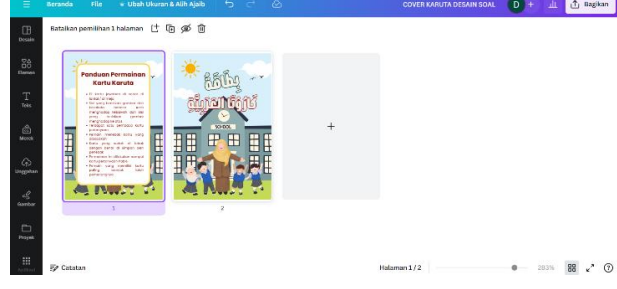
2. Design

The media design created includes concepts that will be used to make Karuta cards. The design developed by the researchers is as follows:

- The source material is the Arabic language book for class V primary school.
- Karuta was created using the "Canva" application.

We used the Canva tool since it met our requirements for designing the Karuta card media. Canva is used for image collection, processing, and editing, as well as composing text. Table 2 shows the design for producing karuta media in the Canva program.

Table 2. Karuta Card Media Design with Canva

No.	Part of the Product	Media Design
1.	Design the front of a Karuta question card	
2.	Karuta's question card back design	
3.	Design the front of a Karuta answer card.	
4.	Karuta's answer card back design.	
5.	Karuta card game guide design.	

Karuta media was developed in stages, beginning with the creation of cards produced using the Canva application, which included 12 question cards and 12 answer cards. The cards will then be printed on 2 x 3 cm PVC paper.

3. Development

This stage of development seeks to create a product in the form of Karuta media that has been amended based on expert feedback and suggestions, as well as test results. In the first draft, Karuta card media in the **الأستاذ** chapter was validated by two specialists: material experts and media experts. Experts will examine the media and make modifications based on the feedback. The Karuta card learning material will then be used with class V students.

1) Validation Results by Material Experts

- Quantitative Data

This quantitative data was derived via the validation of a material expert, Mr. Muh. Na'im Madjid, S. S., M. I. S., Ph. D, using the data obtained as shown in Table 3:

Table 3. Validation by material experts

No.	Aspect	Indicator	Assessment Score		Criteria
			X	%	
1.	Learning	Material suitability for its intended purpose	4	100%	Strongly agree
		Adequate training	4	100%	Strongly agree
		Suitability of presenting test questions with learning objectives	4	100%	Strongly agree

		Ease of comprehension	4	100%	Strongly agree
2.	Contents	A sufficient vocabulary	4	100%	Strongly agree
		Vocabulary difficulty level depending on the material	4	100%	Strongly agree
		Clarity of language usage	4	100%	Strongly agree
		The graphics give support for the information.	4	100%	Strongly agree
		The level of difficulty of the questions aligns with competency.	3	75%	Agree

The validation replies from material experts are then examined to calculate the percentage of appropriateness of the question sheets presented to students using the following formula:

$$N = \frac{\text{Total score gained}}{\text{Maximum total score}} \times 100\%$$

So, the acquired findings are as follows:

$$N = \frac{35}{36} \times 100\%$$

$$N = 97,2\%$$

According to the calculation data in the table above, the material expert validator's assessment was 97.2%, indicating that when adjusted to the criteria table, which is included in the "strongly agree" criteria, the question sheets that will be given to students are appropriate and suitable for use.

- Qualitative data

This qualitative data was collected after the content expert validator completed a questionnaire and provided suggestions and comments, which were used as revision material for the question sheets that would be sent to students. Mr. Muh. Na'im Madjid, S. S., M. I. S., Ph. D, suggested that the format of the questions be clarified and changed to match the image on the Karuta card.

2) Validation Results by Media Experts

- Quantitative Data

Quantitative data was collected from validation by media specialists, Mr. Roojil Fadillah, Lc., M. Pd. I., using data obtained in line with Table 4 as follows:

Table 4. Validation by Media Experts

No.	Aspect	Indicator	Assessment Score		Criteria
			X	%	
1.	Media engineering aspects	Ease of materials	2	50%	Disagree
		Easy to store.	4	100%	Strongly agree
		Easy to use	4	100%	Strongly agree

		Correctness of selecting tools for development	4	100%	Strongly agree
		Media packaging	2	50%	Disagree
		Media's durability level	2	50%	Disagree
2.	Aspects of visual communication	communicative (language simple to comprehend and effective)	3	75%	Agree
		Simplicity of game display	4	100%	Strongly agree
		Choose the kind and size of letters used.	3	75%	Agree
		Text readability	3	75%	Agree
		Image display is given.	4	100%	Strongly agree
		Suitability of visuals supporting the material	3	75%	Agree

		Layout settings	4	100%	Strongly agree
		Color composition	3	75%	Agree
		Color selection harmony	3	75%	Agree
		Neat design	2	50%	Disagree
		Design appeal.	3	75%	Agree

The results of media expert validation replies are assessed to calculate the percentage of eligibility for Karuta card media before it is implemented to Students using the formula:

$$N = \frac{\text{Total score gained}}{\text{Maximum total score}} \times 100\%$$

So, the acquired findings are as follows:

$$N = \frac{53}{68} \times 100\%$$

$$N = 77,9\%$$

According to the calculation data in the table above, the media expert validator's assessment was 77.9%, which means that when adjusted to the criteria table, which is included in the "strongly agree" criteria, the Karuta card media developed is appropriate and suitable for student implementation.

- Qualitative Data

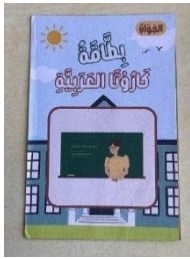
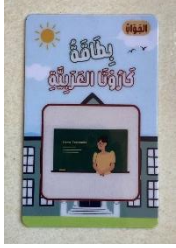
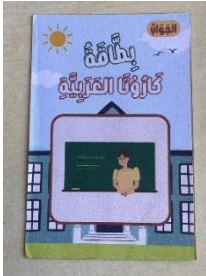
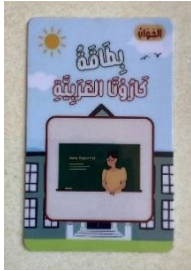


This qualitative data was collected after media experts completed a questionnaire. Validators submit recommendations and comments that are used as revision material for the Karuta card media. Mr. Roojil Fadillah, Lc., M. Pd. I, suggested:

- a) The card material used must be permanent. For example, the identity card or driving license material.

- b) The colors are less striking.
- c) To reflect reality, the security guard's image was replaced with one of a security guard in uniform.

According to Table 5 there is a table of improvements in the form of products that are generated before and after the product is fixed, resulting in a better product that may be used as a medium for learning Arabic language.

Table 5. Before and after product repair

No.	Improvement Suggestions	Before Repair	After Repair
1.	The card material used must be permanent. For example, the identity card or driving license material		
2.	The colors are less striking		
3.	To reflect reality, the security guard's image was replaced with one of a security guard in uniform		

According to the table of results after and before repair, the repaired Karuta card media development product is suitable for use as learning media for fifth-grade elementary school students.

4. Disseminate

Testing and dissemination activities were carried out on Muhammadiyah Kauman Elementary School's class V students. Cluster sampling was used to collect data. In product trials, researchers divided the participants into six groups of 4-5 people each. Before testing the product on students, there must be a pre-test at the first meeting and a post-test at the second meeting. The Karuta card media trial produced the following results:

Table 6. The mean values of the pretest and post-test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	58.1034	58	28.06364	3.68494
	POST TEST	71.7241	58	20.35974	2.67336

Paired Samples Statistics explains the differences in average student scores before and after testing with Karuta card media. Based on the statistics calculated above, the average pre-test score is 58.10 and the average post-test score is 71.72 for 58 students in class V. These average results explain an increase in students' post-test scores.

Table 7. Relationship between pretest and post-test results

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	58	.648	.000

The data presented above is a correlation test used to determine whether there is a relationship between students' pre-test and post-test results. To evaluate whether or not there is a relationship, examine the significance value

findings; if the sig value is greater than 0.05, there is no association, and if the sig value is less than 0.05, there is a relationship between the pre-test and post-test results. The significance value in the above calculation is 0.000, indicating that it is less than 0.05. The results' significance value is less than 0.05, indicating that there is a relationship between the students' pre-test and post-test outcomes. The next step is to test the hypothesis with SPSS 25's T-test analysis. The findings of the analysis are as follows:

Table 8. Analysis of results before and after implementing Karuta

		Paired Samples Test								
		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
		Lower	Upper							
Pair 1	PRE TEST - POST TEST	-13.62069	21.49649	2.82263	-19.27290	-7.96847	4.826	57	.000	

The T-test findings with the Paired Samples Test demonstrate that the trial of boosting the Arabic vocabulary of class V students had a significant value of 0.000, which is less than 0.05, hence the grounds for decision making is:

- H_0 : Results before and after the implementation of the Arabic Karuta game show no significant difference.
- H_1 : Results before and after the implementation of the Arabic Karuta game show a considerable difference.

The following are the conclusions reached when developing hypotheses.

- H_0 is approved if the sig value (2-tailed) is more than 0.05, hence there is no significant difference, so H_1 is refused.

- H_1 is approved if the Sig value (2-tailed) is smaller than 0.05, indicating a significant difference, while H_0 is refused.

Based on this analysis, H_1 's results are acceptable. The trial of increasing students' Arabic vocabulary has a significance value of 0.000, which means the sig value is less than 0.05, indicating that there is a significant difference in the Arabic vocabulary learning of fifth-grade students at *the elementary school of Muhammadiyah Kauman* before and after the implementation of Karuta card media to increase Arabic language vocabulary. As a result, the benefit of using Karuta card media to study Arabic vocabulary is that it is appropriate and effective because it may help students master language while also making them more active and passionate about learning Arabic vocabulary. However, the cards in this game can only be used once, thus the teacher must reproduce the karuta cards with different material in subsequent chapters.

Conclusion

The creation of karuta media utilizing a 4D model created using the Canva program and printed in card form fits the criteria for a suitable medium for teaching Arabic language to class V students at the elementary school of Muhammadiyah Kauman. Implementing the karuta game improves students' grasp of Arabic language and their motivation in the learning process. Because Students actively participate in class. Presenting visual designs and words on cards greatly assists Students in quickly mastering Arabic vocabulary. Using visuals allows students to better comprehend terminology. The results of the influence of Karuta card media on enhancing students' vocabulary are described by the average student pretest post-test scores and T-test analysis using Paired Samples The test results indicate that the effect of introducing the Karuta card game on student learning outcomes is statistically significant at 0.000. The findings of the obtained significance value indicate that it is less than 0.05. As a result, it is determined that the use of Karuta card media in learning can improve Arabic vocabulary knowledge among class V students at the elementary school of Muhammadiyah Kauman.

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