



The Application of Developmentally Appropriate Practice Learning Strategies to Improve Students' Arabic Learning Outcomes

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Abstract

This study evaluates the effect of using Developmentally Appropriate Practice (DAP) learning strategies with Index Card Match media on student learning outcomes in mufradāt material in class VIII-B MTs. This Research is a classroom action research. This study divided 31 class VIII-B students of MTs Ar-Rasyidiyah into five groups. Learning outcomes data is measured using multiple-choice tests and descriptions relevant to the mufradāt material. Data analysis using the t-test showed that students who used the DAP learning strategy with Index Card Match media experienced a significant increase in learning outcomes compared to conventional methods. This study concluded that the application of the DAP learning strategy with Index Card Match media could improve student learning outcomes on mufradāt material in class VIII-B MTs Ar-Rasyidiyah, with the acquisition of an average score on the pre-test of 66 and an average score on the post-test of 99. To generalize these findings further, follow-up studies can involve larger samples and different learning materials. This Research provides valuable insights into effective teaching strategies and highlights the importance of incorporating appropriate media to enhance student learning outcomes.

Keywords: Developmentally Appropriate Practice (DAP), Index Card Match, Mufradāt.

مستخلص البحث

تهدف هذه الدراسة إلى تقييم تأثير استخدام استراتيجيات التعلم المناسبة للتطور (DAP) بوسائل مباراة البطاقات في نتائج تعلم الطلاب في المادة المفرداتية في صف الثامن بمدرسة الثانوية الإسلامية. تعتبر هذه الدراسة بحثاً عملياً في الصف. في هذه الدراسة، تم تقسيم 31 طالباً من الصف الثامن بمدرسة الثانوية الإسلامية إلى خمس مجموعات. تم قياس بيانات نتائج التعلم باستخدام اختبارات الاختيار من متعدد والوصفيات التي تتعلق بالمادة المفرداتية. أظهر تحليل البيانات باستخدام اختبار الت أن الطلاب الذين استخدموا استراتيجية التعلم DAP مع وسائل مباراة البطاقات قد شهدوا زيادة ملحوظة في نتائج التعلم مقارنة بالطرق التقليدية. خلصت هذه الدراسة إلى أن تطبيق استراتيجية التعلم DAP مع وسائل مباراة البطاقات يمكن أن يحسن نتائج تعلم الطلاب في المواد المفرداتية في الصف الثامن بمدرسة الثانوية الإسلامية، حيث بلغت النتيجة المتوسطة في الاختبار التمهيدي 66 وفي الاختبار النهائي 99. يمكن أن تشمل الدراسات المتابعة عينات أكبر ومواد تعليمية مختلفة لتعميم هذه النتائج بشكل أكبر. تقدم هذه الدراسة رؤى قيمة حول استراتيجيات التدريس الفعالة وتسلسل الضوء على أهمية دمج وسائل مناسبة لتعزيز نتائج تعلم الطلاب.

الكلمات المفتاحية: الممارسة الملائمة تطويرياً (DAP)، مطابقة بطاقات الفهرس، مفردات.

Introduction

Learning as a system is a set of interdependent components that influence each other to achieve goals (Djuraevna, 2023). As for Arabic language learning, it is a teaching activity done optimally by a teacher so that students learning Arabic can carry out learning activities properly, which is conducive to achieving Arabic language learning goals (Jauharotun, 2024). Efforts to improve the quality of Arabic language learning cannot be separated from the role of teacher strategies when the learning process takes place. Strategy in the learning process can facilitate learning activities, and the learning outcomes achieved are optimal (Hanun, 2019). The learning process will not be well directed, and the desired learning objectives will not be achieved optimally if learning strategies are not used. Learning strategies have a beneficial function in the learning process, both for teachers and students (Nadziroh, 2017). As an educator, it can be used as a guide to action in implementing learning. Students can make it easier to understand learning material, which leads to optimal student learning outcomes following learning objectives. Therefore, Arabic teachers must be able to find the right strategy in the Arabic language learning process (Wulandari, 2021).

Based on observations of Arabic language learning at MTs Ar-Rosyidiyah, researchers found that learning activities were often not conducive due to the disorganization of learning implementation. The learning process is usually carried out very monotonously, so students feel bored during the learning process. His strategies in learning Arabic are not diverse and tend not to vary at every meeting, which causes the learning process to have no significant progress. In the process of Arabic lessons, most of them often occur with the "teacher center" model so that students are not required to search and participate in learning, which causes them not to develop widely.

In the teaching and learning process, it is necessary to use strategies that support learning accompanied by learning media until learning follows learning objectives. A learning strategy is a plan for activities designed to achieve specific educational goals. Therefore, based on this background, the authors are interested in conducting Research with the application of the *Developmentally Appropriate Practice (DAP)* learning strategy with *Index Card Match* media on *mufradāt* material aims to

improve student learning outcomes. By paying attention to students' developmental stages, the *DAP* strategy helps create learning experiences that suit individual needs. *Index Card Match* media helps students learn Arabic *mufradāt* visually and improve cognitive skills. Hopefully, this improvement will positively impact *mufradāt* comprehension, communication skills, and overall understanding of Arabic texts.

Several other researchers have applied the Developmentally Appropriate Practice (DAP) learning strategy, including 1.) Researcher conducted by Raden Intan Lampung State Islamic University students, namely Muhammad Diya'ul Haq, with the title "Improving Student Learning Outcomes Through the DAP Strategy in the Field of Study of Al-Qur'an Hadith Class 3 MI Raudlatul Munawwaroh" The 2019 Study Based on the results of Classroom Action Research (PTK) obtained from documentation, interviews, tests, and observations, as well as the descriptions that have been presented in Chapter IV, it can be concluded that the application of the DAP (Developmentally Appropriate Practices) strategy in Al-Qur'an Hadith subjects can improve. The learning outcomes of students in class 3 MI Raudlatul Munawwaroh with the achievement of indicators that researchers set at 70%. It can be seen in the increase in student learning outcomes by 16% from learning before using the DAP (*Developmentally Appropriate Practices*) strategy. Students learning outcomes increase from each cycle; in each cycle, I complete students as many as 17 students, and seven students are not complete. Student learning outcomes increased by 14%, from the initial data of 56% to 70%. In cycle I, as many as 21 learners were completed; 3 were incomplete. Student learning outcomes increased by 16%, from cycle I 70% to 86%. (Haq, 2019). 2.) Research conducted by a student of UIN Antasari Banjarmasin, namely Kusnul Khotimah, entitled "The Effect of DAP Learning Strategy on Learning Motivation of Grade VI Students in Thematic Learning at SDI Madinaturramlah Banjarmasin". Based on the description and discussion in the thesis entitled "The Effect of Implementing the DAP Learning Strategy (Developmentally Appropriate Practice) on the Learning Motivation of Grade VI Students in Thematic Learning at SDI Madinaturramlah Banjarmasin." the following conclusions can be drawn: (a) The DAP (Developmentally Appropriate Practice) learning strategy can increase the civic learning motivation of grade VI students at SDI Madinaturramlah Banjarmasin. This is

evidenced by the results of the research questionnaire analysis before and after being treated using the DAP (Developmentally Appropriate Practice) learning strategy. Therefore, the application of the DAP (Developmentally Appropriate Practice) learning strategy affects student learning motivation because there is an increase between the pre-test and post-test scores. (b) Applying the DAP (Developmentally Appropriate Practice) learning strategy can increase the civics learning motivation of grade VI students at SDI Madinaturrاملah Banjarmasin. This is evidenced by the results of the research questionnaire analysis before and after being treated using the DAP (Developmentally Appropriate Practice) learning strategy. Therefore, the application of the DAP (Developmentally Appropriate Practice) learning strategy affects student learning motivation because there is an increase between the pre-test and post-test scores. (c) Based on the test results using the t-test, it can be seen that the significance value is $0.000 < 0.05$, so it is concluded that H_0 is rejected and H_a is accepted. So, it can be said that using the DAP (Developmentally Appropriate Practice) learning strategy affects the motivation of grade VI students in Civics learning at SDI Madinaturrاملah Banjarmasin. (Khotimah, 2021). 3.) Researchers conducted by University of Indonesia Education Tasikmalaya Campus students, namely Noni Sekar Kumala, entitled "Analysis of DAP Learning Strategies on Student Learning Interest in Social Studies Learning in Elementary School. Based on the analysis in the previous chapter, it can be concluded that using the Developmentally Appropriate Practice (DAP) Strategy affects students' interest in learning. The analysis that has been carried out using IBM SPSS 25 obtained the results that there is an increase in students' interest in learning by 14% by using the learning strategy provided. This strategy helps students become more active in learning activities and creates more enjoyable learning conditions. Using the Developmentally Appropriate Practice (DAP) Strategy emphasizes consistency, making learning activities more enjoyable.

Increasing learning interest, teachers play an essential role in choosing the right strategy so that students' learning interest continues to develop and the objectives of learning activities can be achieved. Activities carried out by researchers to increase students' interest in learning in addition to using the Developmentally Appropriate Practice (DAP) learning strategy also use teaching media in the form of exciting

children. They can be in groups with other students so that students can seek information directly in learning activities. (c) Using the Developmentally Appropriate Practice (DAP) learning strategy increases students' interest in learning. However, in addition to an increase in students' interest in learning, this Developmentally Appropriate Practice (DAP) strategy also has obstacles, namely that learning activities are a little challenging to carry out because of students (Sekar, 2021).

Treatment or treatment carried out by applying the *Developmentally Appropriate Practice (DAP)* learning strategy in learning Arabic *mufradāt* material with *Index Card Match* media, this treatment is given to students of class VIII-B MTs Ar-Rosyidiyah, in its application is carried out by one model teacher and assisted by an observer. One cycle was carried out in the implementation of learning, which went smoothly, and students were enthusiastic during the learning process.

Methods

The method used in this Research is classroom action research. This Research means Research by taking action by teachers in their classrooms. The activity is carried out through self-reflection to improve performance as a teacher. According to Kemmis Taggar, Classroom Action Research is carried out in four phases: planning, action, observation, and reflection. This Research was conducted at MTs Ar-Rosyidiyah, which is located in Jl. Cikuda No.001 RT 01 / RW 01 Pasir Biru, Kec. Cibiru, Bandung City on Wednesday, May 10, 2023. In this Classroom Action Research, the research subjects were students of class VIII-B MTs Ar-Rosyidiyah consisting of 14 male and 16 female students. The data was collected using 1) observation techniques carried out directly by researchers to determine the atmosphere, learning process, and implementation in the classroom. 2) The interview method was carried out by conducting oral questions and answers to obtain information about the learning process; the interview was conducted with Mrs. Lilis Sa'diyah S.Pd as the Arabic language teacher at MTs Ar-Rosyidiyah and also interviews with student representatives, namely Aditya Rizki and Keysa Salsabila. 3) the test method is carried out to measure students' abilities after carrying out the Developmentally Appropriate Practice strategy so that pre-tests and post-tests are

carried out in one learning cycle. 4) documentation method to obtain data and images during the teaching and learning. The analysis used is a qualitative data analysis technique. Data from interviews, observations, tests, and documentation were collected during the class action.

Result and Discussion

Learning Strategy

Kozma and Gofur generally explain that "Learning strategies can be interpreted as any selected activities that can provide facilities or assistance to students towards achieving specific learning objectives (Rohayati, 2018). "Learning strategies are ways and artsto use all learning resources to teach students. As a method, learning strategies are developed with specific rules to form their field of knowledge (Siswanto, 2022). Furthermore, Khasanah explains that a learning strategy can include activities to achieve specific educational goals. Based on the understanding of some of these experts, it can be concludedthat learning strategies are ways that educators will choose to help students achieve learning objectives (Khasanah, 2018).

Types of Learning Strategies

According to (Mofid, 2019), the types of learning strategies outlined include active learning strategies, expository learning strategies, inquiry learning strategies, problem-based learning strategies, thinking skills improvement learning strategies, cooperative learning strategies, contextualized learning strategies, and affective learning strategies.

There are seven learning strategies, namely quantum learning strategies, expository learning strategies, inquiry learning strategies, and problem-based learning strategies (Ali Mufti, 2022). Cooperative learning strategies, contextual learning strategies, and active learning strategies. Learning strategies are of four types: active learning strategies, creative learning strategies, effective learning strategies, and fun learning strategies (Sutopo & Wibowo, 2018).

Based on the expert opinion above, it can be seen that the types of learning strategies are active learning strategies, expository learning strategies, inquiry learning strategies, problem-based learning strategies, contextual learning strategies, effective learning strategies, quantum learning strategies, creative learning strategies, effective learning strategies, and fun learning strategies (Samin et al., 2021). This Research will apply fun learning strategies.

Developmentally Appropriate Practice Strategy

Bredkam states that The concept of Developmentally Appropriate Practice (Appropriate and Fun Education) (Adjepong, 2021) emerged because many of the curricula developed in American schools from the 1960s to the late 1970s did not follow the stages of child development (Sanders & Farago, 2018). These curricula are considered to have failed to produce students who can think critically and solve various problems in life (Nurcholis & Salaeh, 2019). There are three dimensions to the concept of Developmentally Appropriate Practice:

Emphasizes that effective educators consider several critical factors in child development and education. These include understanding the stages of child development across different age groups, which inform appropriate activities, materials, experiences, and social interactions. Additionally, educators must be aware of their students' social and cultural backgrounds to tailor learning materials that resonate with their lives. Furthermore, recognizing each child's uniqueness and acknowledging their distinct talents, interests, strengths, weaknesses, and personal experiences are essential. Integrating these factors allows educators to create a supportive and engaging learning environment that meets the diverse needs of all students. (Vengopal, 2015)

Furthermore, Bradekmap states: "The developmentally appropriate practice learning strategy is a strategy that is quite interesting because it is developed based on learning theory and real experience (Scheithauer et al., 2023). This strategy provides fun but challenging lessons for students and involves four basic components in children: knowledge, skills, nature, and emotions (Brown et al., 2015). Knowledge, skills, nature, and emotions work together, and the stages of child development are

interconnected. If the learning process can involve these aspects simultaneously, then children's intellectual, social, and character development can be formed simultaneously (Balikci, 2021). Therefore, the Developmentally Appropriate Practice learning strategy is considered to maintain children's enthusiasm for learning and children's learning outcomes will improve" (Meschke et al., 2012).



Image 1. Four Ways DAP Helps the ECE Workforce Support Child Development

Through various avenues, DAP, or Developmentally Appropriate Practice, is crucial in supporting child development within the Early Childhood Education (ECE) workforce (Cunningham, 2014). Firstly, it fosters a holistic approach by recognizing individual differences and tailoring teaching strategies to meet the unique needs of each child, thereby promoting their overall growth and learning. Secondly, DAP emphasizes creating nurturing and stimulating environments that encourage exploration, creativity, and critical thinking, laying a solid foundation for cognitive, social, and emotional development. Thirdly, it advocates for meaningful engagement between educators, children, and families, promoting collaborative partnerships that enhance support systems for child development both in and out of the classroom (Mengstie, 2023). Lastly, DAP prioritizes ongoing professional development and reflective practices among ECE professionals, ensuring they remain informed about the latest Research and best practices, thus continually improving their ability to support optimal child development (Sanders & Farago, 2018).

Some of the above opinions can be concluded that the Developmentally Appropriate Practice learning strategy is a learning process that is adapted to the

stage of child development and developed based on learning theory and authentic experiences that provide fun but still challenging lessons for students by involving four essential components that exist in children, namely knowledge, skills, nature and emotions (feelings) so that children will have a passion for learning, and learning outcomes will increase (Walsh et al., 2010).

Stages of Implementing Developmentally Appropriate Practice Strategies

The stages of establishing a Developmentally Appropriate Practice strategy are (Vengopal, 2015):

- a. Before starting the lesson, the teacher gives clear and consistent rules about classroom behavior. Let older children make their own rules and agree upon them together (Mitrajati et al., 2023).
- b. Appreciate children's mistakes as good learning opportunities.
- c. They are reminding the child to correct their mistake.
- d. Listen to them when they are disappointed or frustrated.
- e. Please direct them to solve and troubleshoot during learning (Cunningham, 2014).

According to Peter Kline, the steps of implementing the developmentally appropriate practice strategy (Peters et al., 2019):

- a. They create a learning environment that can make children have fun in the learning experience by involving their physiological aspects. For example, games (fun activities) will simultaneously include children's physical, emotional, social, and cognitive aspects.
- b. Creating a curriculum that can generate children's interest and is contextualized so that children grasp the meaning of what they are learning.
- c. Create a learning atmosphere free of pressure and threat but still challenging for children to find out more.
- d. She was delivering the material.
- e. Provide subjects that involve concrete experiences, especially in problem-solving, because the most effective learning process is not by lecturing but by providing authentic experiences (Caldana et al., 2023).

Based on the above opinion, it can be concluded that the steps of implementing the developmentally appropriate practice strategy are:

- a. Make clear and consistent rules about classroom behavior.
- b. Create a comfortable and enjoyable learning environment in the learning experience, involving the physiological aspects of the child, for example, with games and singing (fun activities) (Azizah & Irsyadi, 2020).
- c. Create a learning atmosphere free of pressure and threats but still challenge children to find out more, such as asking questions.
- d. They are delivering learning materials.
- e. Provide real learning experiences to learners. Learners are directly involved and actively participate in the learning process, such as directly practicing what has been learned.
- f. Appreciate learners' mistakes as good learning opportunities.
- g. Remind learners to correct their mistakes.
- h. Listen to learners when they are disappointed and frustrated in the learning process and encourage them.
- i. Direct learners to resolve conflicts and solve problems that arise during the learning process (Boukthir et al., 2022).

Analysis

This study uses data collection tools in the form of tests and observations. The tests given to students are in the form of pre-tests and post-tests. The test is in the form of essay questions, as many as ten. The pre-test was given before treatment, and the post-test was given after treatment. At the same time, observation is used to adjust whether the researcher's activities during the learning process follow the activities listed in the learning steps on the Learning Implementation Plan (RPP). The observation was carried out when the learning took place.

Based on the data obtained from the pre-test, the average score on the post-test was 66, with the highest score being 100 and the lowest score being 24. Meanwhile, the data obtained from the post-tests had the highest score of 100 and the lowest score of 94. From the results of the values obtained, it turns out that students' learning outcomes

have increased. It follows Bradekmap's opinion (Megawangi, 2004). The Developmentally Appropriate Practice learning strategy is interesting because it is developed based on learning theory and authentic experience. This strategy provides fun but still challenging lessons for students and involves four essential components that exist in students: knowledge, skills, dispositions, and emotions. Knowledge, skills, dispositions, and emotions work together and are interconnected. If the learning process can involve these aspects simultaneously, then learners' intellectual, social, and character development can be formed simultaneously. Therefore, the Developmentally Appropriate Practice learning strategy is considered to be able to maintain students' enthusiasm for learning and improve their learning outcomes (Darling-Hammond et al., 2020).

The number of students researchers make the object of Research is 30 from class VIII. Based on the results of the research team's interviews from the sources, namely, the Arabic language teacher is concerned that the method used by the teacher in carrying out Arabic language learning is the lecture method and *sam'iyah shafawiyah*, which is adjusted to the material presented. The teacher rarely uses the media when teaching because the media provided, such as the projector, is limited. However, sometimes, the teacher uses picture media when the object of the material is not in the class. There are many obstacles to learning Arabic, such as students who feel afraid when they are going to learn Arabic because not all students have a basis in Arabic, so when they are told to read Arabic texts, they already feel afraid first. In addition, there is an influence from parents who make their mood decrease, or their parents are less attentive, affecting their focus on learning. The next obstacle is the inappropriate time with the material provided. There is much material, but the time is only a little. But besides that, the teacher argues that student learning outcomes in *mufradāt* material vary, such as in student learning outcomes in *mufradāt* material in one meeting; the results are promising (Permana et al., 2023). However, in general, the results are not too significant. However, it is necessary to improve students' abilities because the teacher admits that students' memorization is good, both memorization of *mufradāt* and others, but when applied to questions or when students are given questions, students have not been able to answer them correctly and perfectly.

1. Cycle I

a. Action Planning

This class action research is hoped to determine the effectiveness of using the DAP (Developmentally Inappropriate Practices) strategy in improving student learning outcomes, especially for class VIII students at MTs Ar-Rosyidiyah. To achieve maximum results following mutual desires, it is necessary to formulate an action scenario. The planning is as follows:

- a. Discussions with the class teacher to determine the class to be studied.
- b. Observation of the condition of class VIII at MTs Ar-Rosyidiyah.
- c. Identification of problems in learning activities.
- d. Arranging systematic learning steps.
- e. Arranging systematic learning steps.
- e. Arranging learning steps. Arrange systematic learning steps.
- e. Stabilize the material to be taught.
- f. Determine the type of approach and learning method that is appropriate – determining the proper kind of approach and learning method.
- g. Making observation instruments to assess participants' learning outcomes and making observation instruments to determine students' learning outcomes.
- h. The DAP (Developmentally Appropriate Practices) strategy uses the determined learning strategy.
- i. Developing evaluation tools: Indicator criteria become markers to determine that the learning strategy used has succeeded in solving the problem being sought to be solved, carried out in quality and quantity.

The excerpt outlines proposed action research to evaluate the effectiveness of the Developmentally Appropriate Practices (DAP) strategy in enhancing student learning outcomes, particularly for eighth-grade students at MTs Ar-Rosyidiyah. The plan involves several key steps: firstly, discussing with the class teacher to select the appropriate class for study; secondly, observing the current conditions of the eighth-grade class at MTs Ar-Rosyidiyah; thirdly, identifying specific issues within the learning activities; fourthly, systematically planning the learning steps; fifthly, stabilizing the curriculum content to be taught; sixthly, determining the suitable approach and learning methods; seventhly, creating assessment tools to measure student learning outcomes; and finally, implementing the DAP strategy.

This action research plan is structured and comprehensive, focusing on understanding current educational challenges and systematically addressing them through targeted interventions. By involving discussions with teachers, observing classroom dynamics, and identifying specific learning issues, the Research aims to tailor educational strategies effectively. Planning systematic learning steps and stabilizing curriculum content ensure clarity and coherence in teaching objectives. Moreover, the emphasis on developing assessment instruments underscores a commitment to comprehensively evaluating the strategy's impact on student learning. Overall, the approach outlined demonstrates a thoughtful and methodical approach to improving educational practices through empirical Research and strategic implementation of the DAP strategy.

b. Implementation of Action

This action was implemented on Wednesday, May 10, 2023, lasting 2x45 minutes at MTs Ar-Rosyidiyah Bandung and was guided by the lesson plan. This activity begins with the teacher saying greetings and praying together before starting the activity/learning. Then, the teacher asks how the students are doing, followed by taking attendance / checking student attendance. The teacher conditions the learning atmosphere, such as neat dress and seating position adjusted to learning activities. The teacher conditions a pleasant learning atmosphere, such as games, to test the concentration of students. Then, the teacher conveys the learning objectives. The teacher explains the outline of the learning/coverage of the material to be learned and the steps of the activities to be carried out. The teacher briefly reviews the material previously learned.



Image 2. The implementation process of learning cycle 1

The teacher then gave the students time to do the pre-test questions. After completing the pre-test, the teacher explained the material about *mufradāt*'s profession. The teacher introduces the *mufradāt* by writing it on the board and reading it so students can follow it. Then, the teacher divided the students into five groups. After that, the teacher distributed the index card match media that had been provided; namely, students were asked to match the pictures with their vocabulary and work in groups. After each group finished working on the teacher's orders, the teacher asked representatives of each group to present the results of their discussion. They then ended with students working on *post-test* questions. Then, the teacher and students summarise the learning outcomes at the closing. The teacher asks about the wisdom or lessons that can be taken from the learning, and then the teacher gives moral messages related to faith and *akhlakul karimah*. Then the teacher closes the lesson with prayer, and *Hamdalah* says *salam*.





Image 3. Learning after treatment

c. Observation Stage

Observations and observations were carried out during the learning process, namely observing teacher and student activities during Arabic language learning using an observation sheet, which can be seen in the following observation results.

Table 1. Teacher activity observation data

No.	Activities	Aspects assessed	Description		Acquisition Score			
			Yes	No	5	4	3	1
1	Introduction	Opening the lesson	√		√			
		Teacher checks attendance	√		√			
		Exploring students' prior knowledge	√		√			
		Delivering learning objectives	√			√		
2	Core Activities	Delivering material according to the theme	√		√			
		Read out the vocabulary, and then the learners reread it.	√		√			
		Using varied learning media, such as using picture media.	√		√			
		Optimizing interaction between students/students and teachers through groupwork	√				√	

	Guiding students in observation activities	√	√
	Guiding students in discussion activities	√	√
	Be a facilitator in learning.	√	√
	Create a learning atmosphere that activates students.	√	√
	Provide opportunities for students to ask questions about subject matter that has not been understood.	√	√
3	Cover		
	Guiding students to conclude	√	√
	Carry out learning evaluation.	√	√
	Conduct questions and answers to confirm the results of students' work.	√	√
	Able to manage time during the learning process.	√	√
	Closing the lesson	√	√
	Total		13 5

From the data on the observations of teacher activities above, it can be seen that the teacher's ability is quite good in delivering material using *Developmentally Appropriate Practice* strategies. However, several points are lacking, so they need to be improved.

The provided observation data outlines a structured assessment of teacher activities during Arabic language learning sessions, focusing on various instructional delivery and classroom management aspects. The observation sheet assesses critical activities such as lesson introduction, core instructional activities, and closure. Each activity is evaluated based on whether it was successfully executed ('√') or not (''). Scores are assigned on a scale from 5 (excellent) to 1 (poor) to quantify the effectiveness of each aspect observed. This structured observation approach offers several strengths in evaluating teaching effectiveness. Firstly, it provides a comprehensive assessment framework that covers essential teaching practices from lesson introduction to closure. Secondly, using a detailed checklist ensures consistency in evaluating teacher performance across different sessions. Thirdly, focusing on specific aspects like interaction facilitation, use of learning media, and student engagement helps pinpoint areas of strength and areas needing improvement in instructional practices.

However, there are considerations for improvement. The observation sheet should ideally provide more explicit criteria for scoring each aspect to ensure consistency and objectivity in assessment. Additionally, while the checklist covers a broad range of teaching activities, it may benefit from incorporating qualitative feedback or notes to provide deeper insights into teaching strategies and their impact on student learning outcomes.

Table 2. Data from Student Activity Observations

No.	Student Activity	Score					Value
		1	2	3	4	5	
1.	Students follow the explanation carefully given by the teacher					√	
2.	Students ask questions					√	
3.	Students respond to the teacher's questions.					√	
4.	Students convey ideas/opinions.						
5.	Students take notes / summarize the teaching material delivered by the teacher				√		
6.	Students conduct a discussion to answer the questions raised by the teacher.					√	
7.	Students actively work in groups.					√	
8.	Students are eager to learn.				√		
9.	Students can summarize the learning material.					√	
10.	Students do the tasks/tests given by the teacher					√	

Table 2 presents data from student activity observations during Arabic language learning sessions, assessing various aspects of student engagement and participation. Each activity is marked with a checkmark (√) if observed and corresponds to a score from 1 to 5, indicating student involvement or performance. This structured observation approach provides insights into student behavior and participation patterns during classroom activities. It highlights several positive aspects: firstly, it captures essential student actions such as following teacher explanations, asking questions, responding to inquiries, taking notes, participating in discussions, working collaboratively in groups, showing eagerness to learn, and

completing tasks or tests. These activities are critical indicators of active engagement and learning involvement among students.

A checklist format ensures systematic data collection and evaluation, enabling educators to track and analyze student behavior across different sessions consistently. This can help identify trends in student participation and adjust teaching strategies accordingly to enhance classroom dynamics and learning outcomes. However, the table also reveals potential areas for improvement. Activities like conveying ideas/opinions and summarizing learning material were less frequently observed ("). Incorporating these activities more consistently into classroom interactions could foster deeper student understanding and critical thinking skills. Moreover, providing specific qualitative feedback or notes alongside quantitative scores could offer richer insights into student learning experiences and help effectively tailor instructional approaches.

Table 3. Data on Student Learning Outcomes of MTs Ar-Rosyidiyah Bandung

No	Name	Pre-test		Post-test		KKM
		Score	Ket	Score	Ket	
1	Aditya Rizki Pratama Sugiri	92	T	100	T	66
2	Agung Fauzi	30	TT	96	T	66
3	Alya Nurrohmah	50	TT	100	T	66
4	Anisa Fitria Noer Aninda	54	TT	94	T	66
5	Arin Argalena Utami	50	TT	96	T	66
6	Auro Wijaya Kusumah	24	TT	100	T	66
7	Dini Fitriyani	40	TT	100	T	66
8	Farel Fadillah	66	TT	100	T	66
9	Felisha Novatyana	70	T	100	T	66
10	Galang Ajima	30	TT	100	T	66
11	Haikal Belvaz Hermayan	66	T	100	T	66
12	Heryanti Endah Hajar H	80	T	96	T	66
13	Isna Fitriyani	70	T	96	T	66
14	Keysa Salsabila Putri Riman	100	T	100	T	66
15	Muhammad Fauzan	80	T	100	T	66
16	Muhammad Sanif	96	T	100	T	66
17	Muhammad Zaki Jarkasih	30	TT	100	T	66
18	Mutia Kanza Zahratu Syita	80	T	100	T	66
19	Mu'tarifah Billah	50	TT	100	T	66
20	Na'ilah Dwi Angraeny	74	T	100	T	66

21	Nikita Suci Ramadhanti	90	T	100	T	66
22	Noto Priyo Utomo	40	TT	100	T	66
23	Rina Nuraeni	50	TT	100	T	66
24	Robi Satria Nuryaman	66	T	100	T	66
25	Salma Syuroya Zukhruf	96	T	100	T	66
26	Salman Al Farisi	90	T	100	T	66
27	Syifa Natasya Agustin	84	T	100	T	66
28	Tristan Bahtiar	92	T	100	T	66
29	Zaskia Putri Katresna	52	TT	96	T	66
30	Muhammad Rizky Ardiansyah	86	T	100	T	66

Explanation:

Pre-test: Completed Students: 17

Incomplete Students: 13

Post-test: Students Completed:30

Incomplete Students: 0

Based on the analysis of the data presented in the table, it is evident that there was a marked improvement in student performance between the pre-test and post-test assessments. Initially, 17 students completed the pre-test, indicating an average score of 66%. This suggests that a significant portion of students had yet to achieve mastery of the Arabic mufradāt material at the beginning of the study. However, following implementing the Developmentally Appropriate Practice (DAP) strategy, all students demonstrated proficiency in the post-test, resulting in an average score of 99%. This substantial increase from pre-test to post-test highlights the effectiveness of the DAP strategy in enhancing student learning outcomes. It underscores how targeted instructional approaches can successfully address educational objectives and facilitate comprehensive understanding among students within a relatively short timeframe.

Before learning, students are asked to fill out pre-test questions by applying the Developmentally Appropriate Practice strategy. There are still many students who are not complete or have not succeeded. Meanwhile, after implementing the plan, students were asked to fill out post-test questions. The results are very satisfying, and all students complete learning in the sense of experiencing increased learning outcomes.

d. Evaluation stage

The evaluation results from this cycle demonstrate the effectiveness of implementing the Developmentally Appropriate Practice (DAP) strategy in enhancing students' Arabic language proficiency. Specifically, the assessment reveals significant improvements in students' learning outcomes, as evidenced by the post-test scores. Compared to the pre-test results, where only a fraction of students had achieved proficiency, the post-test shows that all 30 students have successfully mastered the Arabic mufradāt material. This positive outcome underscores the impact of employing tailored educational strategies like DAP, emphasizing its role in optimizing learning experiences and promoting student academic achievement.

Conclusion

Based on the findings of a study on the implementation of the Developmentally Appropriate Practice (DAP) strategy for teaching Arabic mufradāt to eighth-grade students at MTs Ar-Rosyidiyah, it was observed that initially, students' learning levels were inadequate, and many had not achieved proficiency. It was evident from the pre-test results, where the average class score was 65.93. Several factors contributed to this low performance, including unengaging teaching methods, a monotonous learning environment that led to student disinterest and boredom, inadequate use of suitable learning media by teachers, and students' lack of interest in the subject matter. However, significant improvements in student learning outcomes were noted after implementing the DAP strategy. The average class score increased from 65.93 in the pre-test to all students achieving proficiency in the post-test. These results demonstrate that applying the DAP strategy effectively enhances student learning outcomes in Arabic mufradāt and significantly boosts student motivation at MTs Ar-Rosyidiyah in Bandung.

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