



## Development of *Mufradat* Quartet Cards for Media Understanding Arabic Sentences

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### Abstract

Arabic which is the language of the Qur'an as well as the language of the Muslim community around the world, is the key to all Islamic knowledge. So the learners of Islam need to learn it. However, most people, especially Islamic learners, think that Arabic is one of the most difficult languages to learn. So this study aims to develop and evaluate the feasibility of *mufradat* quartet cards as learning media to improve vocabulary understanding and Arabic sentence making skills. The research method used is Al-Hudaiby Research and Development (R&D) model which includes needs analysis, media design, expert validation, revision, field test, and product implementation. The results in the media development process of *mufradat* quartet cards are equipped with examples of Arabic sentences and their translations. Then the *mufradat* quartet card media product is very feasible to use as a *mufradat* learning media. Proven through the validation of the feasibility score of 95% from media experts, 95% from material experts, and 92.85% from teachers. Student responses to this media reached an average of 81.33%, indicating that the *mufradat* quartet cards are very feasible to use in learning Arabic. The implementation of this media is proven to be effective in improving the understanding of *mufradat* as well as skills in constructing sentences. This media is expected to contribute significantly to Arabic vocabulary learning.

**Keywords:** Quartet Cards, Vocabulary, Sentence, Arabic Language, Learning Media

### مستخلص البحث

اللغة العربية هي لغة القرآن الكريم ولغة المجتمع الإسلامي في جميع أنحاء العالم. هي مفتاح كل المعرفة الدينية الإسلامية. لذلك، يحتاج علماء الإسلام إلى تعلمها. ومع ذلك، يعتبر معظم الناس، وخاصة علماء الإسلام، أن اللغة العربية هي واحدة من أصعب اللغات التي يمكن تعلمها. تهدف هذه الدراسة إلى تطوير وتقييم جدوى بطاقات المفردات الرباعية كوسيلة تعليمية لتحسين فهم المفردات ومهارات تكوين الجمل العربية. طريقة البحث المستخدمة هي نموذج البحث والتطوير الذي وضعه الهديبي، والذي يتضمن تحليل الاحتياجات، وتصميم الوسائط، والتحقق من صحة الخبراء، والمراجعة، والاختبار الميداني، وتنفيذ المنتج. وقد أسفر عملية تطوير وسيلة بطاقات المفردات الرباعية عن تزويدها بأمثلة على الجمل العربية وترجماتها. وتعد وسيلة بطاقات المفردات الرباعية وسيلة تعليمية ملائمة جدًا لتعلم المفردات. وقد ثبت ذلك من خلال تقييم جدواها بنسبة 95% من قبل خبراء الوسائط، و95% من قبل خبراء الموضوع، و92.85% من قبل المعلمين. بلغت استجابة الطلاب لهذه الوسيلة الإعلامية 81.33% في المتوسط، مما يشير إلى أن بطاقات المفردات الرباعية مناسبة جدًا للاستخدام في تعلم اللغة العربية. أثبت تطبيق هذه الوسيلة الإعلامية فعاليتها في تحسين فهم المفردات وكذلك مهارات بناء الجمل. من المتوقع أن تساهم هذه الوسيلة الإعلامية بشكل كبير في تعلم المفردات العربية.

الكلمات المفتاحية: بطاقات الرباعية، المفردات، الجمل، اللغة العربية، الوسائط التعليمية

## Introduction / المقدمة

Arabic is the language of the Qur'an, the holy book of Muslims and also the language of Muslim gatherings in the world. Thus, this language is the key in learning all Islamic religious sciences such as Hadith, Fiqh, Tafsir, etc. So, as a Muslim learner needs to learn it in order to be more capable of understanding the content contained in the Arabic Qur'an (Adnan & Nurhidayati, 2023). However, most Islamic learners think that Arabic is the most difficult language to learn.

One of the main problems faced by students as Arabic learners is that they are very weak in mastering *mufradat* (Arabic vocabulary). So that to overcome this in learning Arabic vocabulary, they are required to always memorize it (Hamizul & Rahimi, 2015). If so, all knowledge and information that can be received by all students is only limited to memorization. The nature of the subject matter has led to consequences in learning and teaching activities, especially teachers only use teaching methods in the form of lectures while the students are less involved or tend to be passive (Lalo, 2019).

Based on observations and the results of communication with teachers at MTs Surya Buana Malang, researchers have obtained information that most students are still confused or even incapable of memorizing various Arabic vocabulary comprehensively. This is because the majority of students in the *madrasah* come from public elementary school graduates who have never studied Arabic before (Ihsani, 2023). In addition, based on the results of other observations, the teaching process requires the development of appropriate learning media. Teachers are required to be able to use it, so that learning and teaching activities can be carried out easily and smoothly. So to solve this problem, a support called "learning media" is needed, which is a tool in learning and teaching activities, so that the meaning of the message can be conveyed clearly and the learning goals can be achieved optimally. Learning media plays a very important role in maximizing and optimizing the involvement of all students in learning and teaching activities (Yaumi, 2017). This is in line with the benefits of teaching media in learning and teaching activities that can arouse curiosity, interest, motivation and also stimulate students to learn (Mahmuda, 2018; Nurrita, 2018).

One of the media that can be used to teach Arabic vocabulary is in the form of cards, which is a paper that is printed in thick with a rectangular shape for various purposes. Cards consist of various types, one of which is in the form of a quartet card (Hasanah, 2020). It is called a "quartet" because it is a group consisting of four members. Thus, the media of this quartet card can be interpreted as a group of rectangular-shaped cards that are collected until they number four (Alwi, 2001). In the quartet card game, a picture and its title are presented at the top of the card (Agustika, 2012). So, learning Arabic vocabulary will be very appropriate if it is done by playing quartet cards. Thus, the quartet card media containing vocabulary pictures as a means of reinforcing the understanding of concepts will make all students more interested, so that they will not feel bored easily. The basic way to play it is to group four cards of the same or same color and play between two to four players. Before the game starts, all the existing cards are shuffled first and then divided evenly among all four players, then the rest are placed closed in the middle of the player and referred to as the 'bank of cards' (Basid & Ramadhan, 2024).

Based on the results of Sya'adah (2023) research related to the needs of 33 (100%) students in grade 8 of MTsN 39 Jakarta, the existence of teaching media related to Mufradat (Arabic vocabulary) that is fun and varied is very necessary. A total of 26 (78.7%) students were very interested in visual teaching media in the form of quartet cards. In the development of quartet cards, it is carried out by providing product assessments. The assessment was carried out by a material expert with a score of 98% (very feasible), while the assessment of media experts with a score of 95% (very feasible). Then at the stage of media implementation that has been followed by the 33 students, in the assessment stage they achieved a score of 96% (very feasible). Therefore, the implementation of teaching media in the form of quartet cards in Arabic learning subjects for students there is appropriate and interesting.

Various previous studies on the teaching media of quartet cards in learning and teaching Arabic subjects that have been researched by Makhrus (2014) showed that there was a significant difference between the mastery of Arabic vocabulary from students who applied quartet cards and the mastery of Arabic vocabulary from

students who did not apply quartet cards. Therefore, the method of learning Arabic vocabulary by playing quartet cards is effective in improving the mastery of Arabic vocabulary for students.

Other relevant previous studies have been conducted by Yunita (2016) obtained the following results: 1) the implementation of the quartet card game in learning Arabic can learn as well as play, and the students there play quartet cards unconsciously while memorizing Arabic vocabulary. 2) there was no significant difference in Arabic learning and teaching activities that applied quartet card media. After that, it was found that a relevant research study by Syarifah (2020) had obtained results that the ability to memorize the Mufradat of the students at PPTQ SahabatQu Yogyakarta after implementing the quartet card as a teaching medium had improved more than before using the quartet card media.

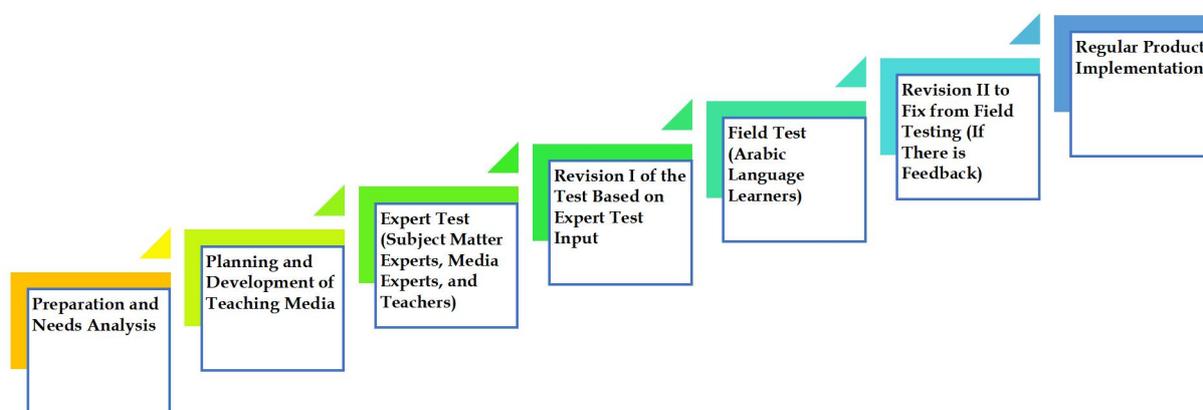
Furthermore, in another previous study by Nurfudin (2012) it has been concluded that there is a significant difference between classes that use teaching media in the form of quartet cards and classes that do not use quartet card teaching media in learning Arabic vocabulary, so that the teaching media can be a solution to improve the mastery of *mufradat* from the students. Furthermore, there is a previous research study by Setiawaty (2010) explaining that the qualification of the quartet card that has been developed can be said to be valid as a medium for learning Arabic vocabulary. In addition, through these results, it is recommended to teachers as teachers of their students to be able to apply quartet cards as an alternative media for learning Arabic vocabulary to support learning and teaching activities while playing.

Research related to the development of Mufradat quartet card learning media as a means of understanding in making or composing sentences in Arabic has never been carried out. Because based on these previous studies, most researchers have implemented Arabic quartet cards only limited to improving the quality of *Mufradat's* memorization without improving Arabic sentence making skills. Therefore, an innovation in Arabic learning media is needed that can improve the understanding of mufradat while also improving skills in making or composing Arabic sentences properly and correctly.

## Methods / منهجية البحث

### a) Types of Research

This research uses the Research and Development (R&D) method of the Al-Hudaiby model. The reason is because Al-Hudaiby's method is more up-to-date by emphasizing product innovation. Thus, this method helps researchers in facilitating innovative ideas compared to other development methods (Al-Hudaiby, 2019). So, the researcher conducted this research with the Al-Hudaiby model. In the development stage proposed by Al-Hudaiby, it is not much different from the steps



in general. The following are the steps:

**Image 1. Al-Hudaiby Model Development Procedure Chart**

Source: Al-Hudaiby (2019)

### b) Research Time and Place

This research was carried out from September to October 2024 and was carried out at one of *Madrasah Tsanawiyah* (MTs) in Malang City, namely at MTs Surya Buana Malang which is located on Jalan Sunan Muria Number 101, Karangbesuki, Sukun District, Malang City, East Java.

### c) Research Targets

The main targets of this research are several stakeholders which include: 1) material experts who are asked to assess the accuracy, relevance, systematics and scope of material content presented in the *mufradat* quartet card media; 2) media experts who are asked to assess the suitability of the *mufradat* quartet card media in the aspect of the learning context. It also includes the ability of the media to support students' understanding, characteristics and critical thinking skills; 3) teachers who

are asked to assess the effectiveness and quality of the *mufradat* quartet card as a tool to support Arabic teaching; and 4) all students who are asked to assess the learning experience based on the media of the *mufradat* quartet card. This includes assessing the ease of use and its benefits in the process of learning to understand the material.

#### **d) Research Procedure**

The development research procedure is carried out in two stages, namely the preparation stage and the implementation stage. In the preparation stage, considering that this research activity produces a product in the form of a *mufradat* quartet card, of course using a research and development (R&D) design for educational products. For example, such as curriculum, syllabus, textbooks or textbooks, teaching media, modules, assessment instruments, etc. So, this activity is a form of needs analysis. The activities in the needs analysis include: (a) studying relevant *mufradat* books, (b) studying the curriculum in Arabic subjects, (c) identifying topics of discussion, and (d) capturing the aspirations of all students and Arabic teachers about the identified topics.

The next step is to prepare a draft teaching media for the *mufradat* quartet card. In the preparation of the draft teaching media for the *mufradat* quartet card, the researcher developed the topics of discussion that have been validated into the teaching material. The things that are considered when preparing the draft are as follows: (a) systematics or organization of the material, (b) the approach to the presentation of the material, (c) the substance component of the teaching material, and (d) the content of the material itself.

Next, the expert testing stage is carried out. This activity aims to obtain comments or input on the advantages and disadvantages of the draft *mufradat* quartet card that has been prepared. The person or expert who was asked for input consisted of one expert in the field of *mufradat* learning and also one expert in the preparation of teaching media. After that, the researcher identifies inputs from experts if there are still inputs. Furthermore, the input is intended to be used as a reference material for the improvement of the draft of the *mufradat* quartet card. The input in question can be related to the systematics, preparation approach, substance, and physical appearance of the *mufradat* quartet card media itself.

After revising the *mufradat* quartet card product from the expert test (if there is feedback), the next step is to ask for opinions and input from parties directly related to Arabic language learning. The various parties in question are teachers who teach Arabic subjects and all 7<sup>th</sup> grade students of MTs Surya Buana Malang who are taking Arabic subjects related to *mufradat* learning.

Next is the fieldtesting stage. This step is carried out based on input, suggestions, and improvements from the results of the field test, both from teachers who teach Arabic subjects and/or from grade 7 students of MTs Surya Buana Malang who are taking Arabic subjects related to *mufradat*. The process in this activity is not much different from the revision of the expert test. Based on the results of revision II of the field test (if there is feedback), the final product can be prepared in the form of *Mufradat* quartet card media. In addition, the implementation stage of the use as well as regular product reviews is carried out to all Arabic language learners.

#### **e) Data Types and Sources**

The types of data in this development research are quantitative and qualitative data. Quantitative data is related to the results of assessments from expert tests, media tests and field tests, while qualitative data is related to expert input or recommendations. Normatively-substantively, the data in the study is in the form of the feasibility level of the *Mufradat* quartet card, both in terms of material arrangement, content, language, preparation approach, and matters related to its physical appearance.

Meanwhile, the data sources in this study are material experts, media experts, learning processes and also observation results both from teachers teaching Arabic subjects and from all 7<sup>th</sup> grade students of MTs Surya Buana Malang who take Arabic subjects related to *mufradat* learning. Then other data sources are in the form of documents such as Arabic books related to relevant vocabulary (*mufradat*).

#### **f) Instruments**

Some of the instruments used for this research activity are questionnaires and observation sheets. The function of the questionnaire is to obtain assessment data from material experts related to the material on the *mufradat* quartet card.

Furthermore, from media experts to assess *mufradat* 's quartet card. Next, through the Arabic teacher of MTs Surya Buana Malang to assess the design of the *mufradat* quartet card product. As well as from all 7<sup>th</sup> grade students of MTs Surya Buana Malang to assess the feasibility of *Mufradat*'s quartet card products. Meanwhile, the observation sheet is used by the researcher to record all learning and teaching activities based on the *Mufradat* quartet card in grade 7 of MTs Surya Buana Malang, including recording various comments or inputs related to the *Mufradat* quartet card during the lesson.

### g) Data Analysis Techniques

The data analysis technique in this study consists of steps consisting of data identification related to the activity of finding and collecting research data. After that, the data were grouped based on the research objectives. The data related to the development procedure is grouped into separate domains that are not mixed with data related to product profiles or characteristics and product feasibility. Furthermore, the research data is studied based on the presentation of the data that has been grouped and the data is explained in the form of a narrative logically, objectively, and qualitatively. Next, the conclusion stage is carried out which is the stage of determining the profile and eligibility of the *mufradat* quartet card.

To determine the level of feasibility of the *mufradat* quartet card product from the aspect of process and learning outcomes, the following feasibility assessment standards will be used:

**Table 1. Determination of Product Eligibility Level**

Source: Ainin (2014)

No	Average Score	Criteria
1.	85-100%	Highly Effective or Highly Feasible
2.	75-84%	Effective or Feasible
3.	60-74%	Quite Effective or Quite Feasible
4.	≤59%	Ineffective or Unfeasible

## Result and Discussion / النتيجة والمناقشة

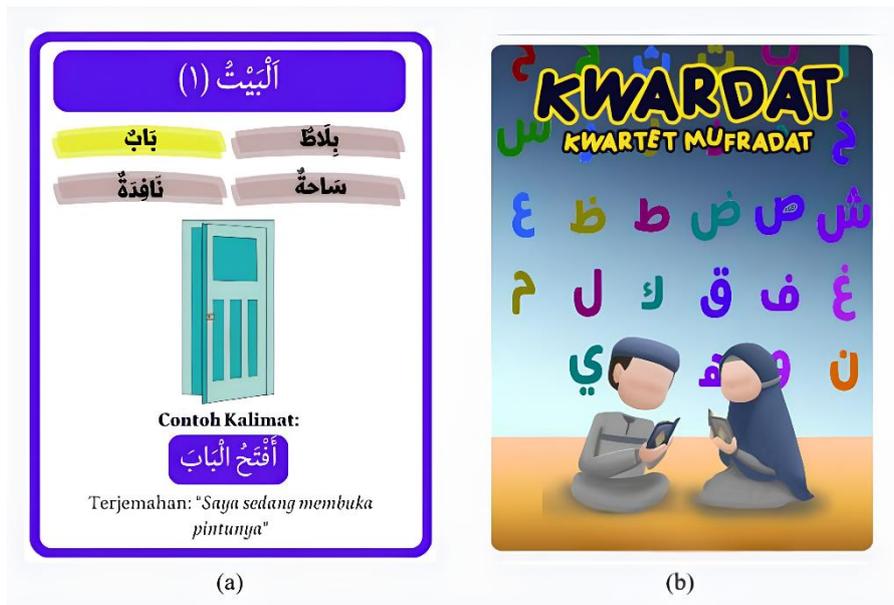
### a) *Mufradat* Quartet Card Development Process

#### 1) Preparation and Needs Analysis

Initially, the researcher had made observations on teaching and learning activities in all grades 7 of MTs Surya Buana and in these teaching and learning activities, it is very necessary to have fun and varied learning media, one of which is in the form of cards. Therefore, the researcher began to design the development of a media design consisting of a quartet type card design and material design. The form of the quartet card was chosen as a tool to learn Arabic because it is considered to be able to attract the interest of all 7<sup>th</sup> grade students of MTs Surya Buana Malang through visualization and game systems. In the design of the material, it has been prepared based on the Arabic subject Chapter III Odd Semester of the 2024/2025 Academic Year concerning "Equipment in the Classroom (الأدوات في الفصل)" in the package book that has been used at MTs Surya Buana Malang in accordance with the applicable curriculum, namely referring to the learning package book "Arabic MTs Class VII" by Baharudin (2020).

#### 2) Design and Development

The development of the *mufradat* quartet card was designed through the Canva application in the following image:



**Image 2. Card Design Development Design from Front Side (a) and Back Side (b)**

In the process of developing quartet card media products *mufradat* Each of these has been equipped with an example of an Arabic sentence and its translation to provide clues to players regarding the meaning of the vocabulary contained in the picture along with Arabic vocabulary marked with a different color (yellow). Next, the researcher designed the packaging of the quartet cards *Mufradat* who have been equipped with their playing steps also using the application Canva as shown in the following picture:

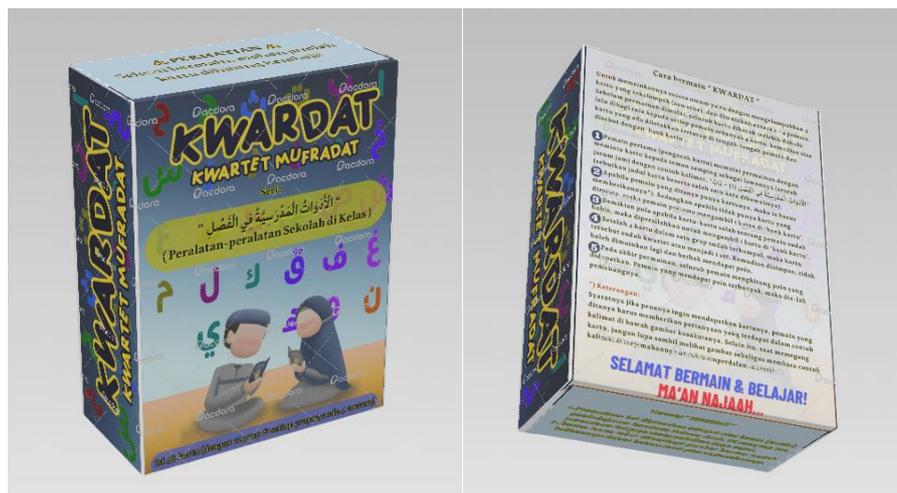


Image 3. Design Framework Design and Mock-Up of *Mufradat* Quartet Card Packaging

Development of learning media in the form of quartet cards *mufradat* In one package there are 48 cards (including 12 sets and in each set there are 4 types). The following are the details of the 48 cards with the theme of "School Equipment in the Classroom (الأدوات المدرسية في الفصل)" with 12 sets and in each set there are 4 kinds of quartet cards *mufradat* that has been designed by researchers:

- Set 1 with its dark purple card borders includes the vocabulary "Door (بَابٌ)", "Window (نَافِذَةٌ)", "Floor (بِلَاطٌ)" and "Roof (سَقْفٌ)".
- Set 2 with the red edges of the cards includes the vocabulary "Pencil (مِرْسَمٌ)", "Pen (قَلَمٌ)", "Pencil Case (مِقْلَمَةٌ)" and "Marker (قَلَمُ الْحَبْرِ)".
- In set 3 with pink card borders, the vocabulary is "Ruler (مِسْطَرَةٌ)", "Sharpener (مِبْرَاةٌ)", "Term (فِرْجَارٌ)" and "Eraser (مَمْسَحَةٌ)".
- Set 4 with the light brown edges of the cards includes the vocabulary "Bag (حَقِيبَةٌ)", "Cover (غِلَافٌ)", "Book (كِتَابٌ)" and "Notebook (كُرَّاسَةٌ)".
- In set 5 with the dark brown edges of the cards include the vocabulary "Chair (كُرْسِيٌّ)", "Shelf (رَفٌّ)", "Table (مَكْتَبٌ)" and "Drawer (دُرْجٌ)".
- Set 6 with the light blue card border includes the vocabulary "Picture (صُورَةٌ)", "Calendar (تَقْوِيمٌ)", "Globe (كُرَّةُ أَرْضِيَّةٌ)" and "Map (خَرِيطَةٌ)".
- Set 7 with the edge of the card in dark red includes the vocabulary "Watch (سَاعَةٌ يَدَوِيَّةٌ)", "Wall Clock (سَاعَةٌ حَائِطِيَّةٌ)", "Wall Magazine (مَجَلَّةٌ حَائِطِيَّةٌ)" and "Wall (حَائِطٌ)".
- Set 8 with the light purple edges of the cards includes the vocabulary "Lesson Schedule (جَدْوَلُ الدُّرُوسِ)", "Dictionary (مُعْجَمٌ)", "Absent Book (كَشْفُ الْحُضُورِ)" and "Encyclopedia (مَوْسُوعَةٌ)".
- Set 9 with the light green edges of the cards includes the vocabulary "Card (بِطَاقَةٌ)", "Carpet (بِسَاطٌ)", "Storefront (مَعْرَضٌ)" and "Paper (قِرْطَاسٌ)".

- Set 10 with orange card edges includes the vocabulary "Fan (مِرْوَحَةٌ)", "Projector (بِرُؤْجِكْتُرٌ)", "Air Conditioner (مُكَيِّفٌ)" and "Bell (جَرَسٌ)".
- In set 11 with dark green card edges, the vocabulary "Whiteboard (سَبُّورَةٌ)", "Chalk (طَبَاشِيرٌ)", "Board Eraser (طَلَّاسَةٌ)" and "Ink (حَبْنٌ)".
- On the set of 12 with the grey edges of the cards include "Scissor (مِقْصَنٌ)", "Lamp (مِصْبَاحٌ)", "Glue (غِرَاءٌ)" and "Key (مِفْتَاحٌ)".

After the researcher has designed the various cards and their packaging, the next stage is to download the design results, then print them in full color using 260 gsm Art Paper with a length of 7 cm and a width of 9 cm on the card. Meanwhile, the packaging is 9 cm long, 5 cm wide and 11 cm high. After that, the researcher cut according to the pattern on the printed card design and its packaging with the help of a tool in the form of paper cut. Then the researcher also needs to use scissors to cut the smallest and most difficult parts of the design cut with the paper cut tool. Next, assemble the packaging of the *mufradat* quartet card, and attach the parts that must be glued to the packaging with glue and the *mufradat* quartet cards can be wrapped using the packaging.

In addition to develop the *mufradat* quartet cards, the researcher also developed steps related to how to play the *mufradat* quartet cards. In general, the way to play the *mufradat* quartet is to group 4 cards in a group (of the same color) and play between 2 to 4 players only. The following is an explanation of the steps to play *mufradat* quartet cards that have been developed by the researcher:

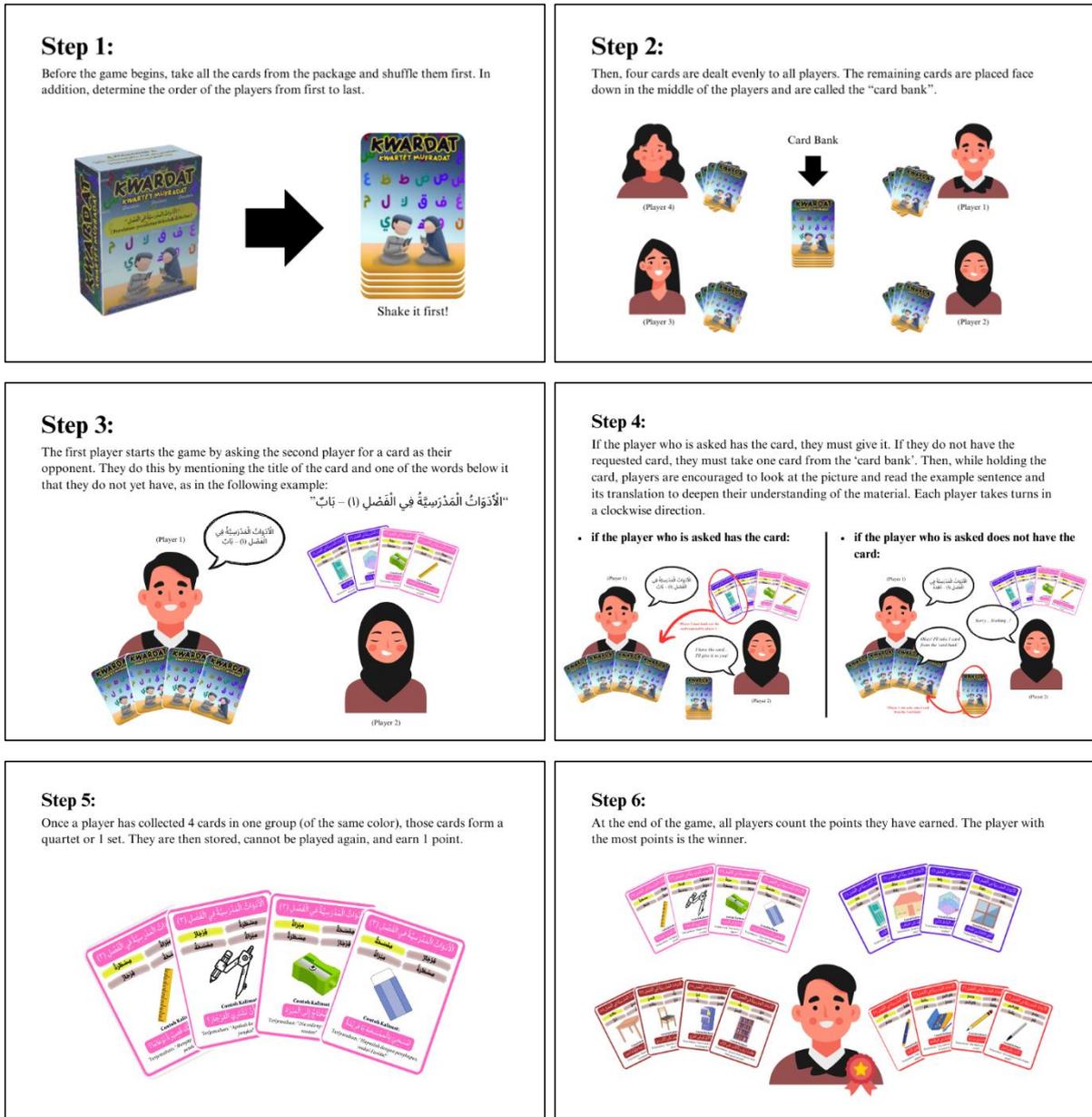


Image 4. Steps to Play the *Mufradat* Quartet Card That Has Been Developed by Researchers

**b) Eligibility of the *Mufradat* Quartet Card**

**1) Test Experts (Material Experts and Media Experts)**

The *mufradat* quartet card product that has been developed by the researcher needs to be measured for validity based on an assessment in the form of a questionnaire aimed at media experts and material experts. The person chosen by the researcher as a media expert is Dr. Moch. Wahib Dariyadi, S.Pd., M.Pd. He is one of the lecturers in the field of Arabic learning media at the Department of Arabic Literature, Faculty of Letters, State University of Malang. The reason for his choice as

a media expert in this research is because he often delves into the field of Arabic language learning media development, both digital and non-digital media. With the various knowledge he has, he can provide comprehensive and constructive input to researchers regarding the design and use of media that has been developed by researchers.

Then, another person chosen by the researcher as a material expert is Ali Ma'sum, S.Pd., M.A. He is also one of the lecturers at the Department of Arabic Literature, Faculty of Letters, State University of Malang in the field of Arabic language skills. The reason he was chosen as a material expert in this study is because he has deep expertise in the field of Arabic learning materials (especially in Arabic language skills). With his knowledge, he can guarantee that the material used by the researcher is in line with the objectives of learning Arabic for Class VII at the Madrasah Tsanawiyah Chapter III level about "School Equipment in the Classroom (الأدوات المدرسية في الفصل)" in the package book used at MTs Surya Buana Malang based on the curriculum applicable in the *madrasah*.

Regarding the questionnaire used as validation in this study, it is a questionnaire based on a scale of 1-4 (likert scale) that has been prepared by the researcher himself with the criteria of a score of 1 if he disagrees, a score of 2 if he disagrees, a score of 3 if he agrees, and a score of 4 if he strongly agrees. The results of the assessment that have been obtained through validation activities of media experts and material experts both obtained a score of 95% in the category of "very feasible".

This is evidenced in the five aspects of the special assessment of media experts on Thursday, 19<sup>th</sup> September 2024, including the matters contained in the following table:

**Table 2. Data on Media Validation Results on Mufradat Quartet Cards**

No	Assessment Aspects	Analysis			
		Scores Obtained	Maximum Score	Percentage	Remarks

1.	Media suitability with student characteristics	4	4	100%	Highly Effective/Feasible
2.	Strategies in media delivery	4	4	100%	Highly Effective/Feasible
3.	Accuracy in media selection	4	4	100%	Highly Effective/Feasible
4.	The choice of media is able to encourage students' ability to "think critically" and "solve problems"	4	4	100%	Highly Effective/Feasible
5.	Contextuality with implementation in real life according to the characteristics of students	3	4	75%	Effective/Feasible
<b>Score</b>		<b>19</b>	<b>20</b>	<b>95%</b>	<b>Highly Effective/Feasible</b>

Through the results of the media validation of the *mufradat* quartet card that has been carried out, it can be known that it got a score of 19 out of a maximum score of 20 and the validity level reached a percentage of 95% so that it got the criteria of "very effective/feasible". Based on these results, this media has met the eligibility criteria.

Similarly, the five aspects of the special assessment of subject matter experts on Friday, 20<sup>th</sup> September 2024 include the matters contained in the following table:

**Table 3. Data on Material Validation Results on Mufradat Quartet Card**

No	Assessment Aspects	Analysis			Remarks
		Scores Obtained	Maximum Score	Percentage	
1.	Material truth	4	4	100%	Highly

					Effective/Feasible
2.	Material connotability	4	4	100%	Highly Effective/Feasible
3.	Scope and depth of material	4	4	100%	Highly Effective/Feasible
4.	Material presented systematically	4	4	100%	Highly Effective/Feasible
5.	References or references used are 'adequate'	3	4	75%	Effective/Feasible
	<b>Score</b>	<b>19</b>	<b>20</b>	<b>95%</b>	<b>Highly Effective/Feasible</b>

Through the results of the media validation of the *mufradat* quartet card that has been carried out, it can be known that it got a score of 19 out of a maximum score of 20 and the validity level reached a percentage of 95% so that it got the criteria of "very effective/feasible". Based on these results, this media has met the eligibility criteria.

## 2) Revision I of the Expert Test

In addition to assessments in the form of numbers or scores that are quantitative, input in the form of comments, suggestions and criticism from media experts and material experts that are qualitative are also used as guidelines by researchers in revising products (Nafisah et al., 2021). Media experts have provided input that playing steps need to be added by implementing example sentences that have been listed on various existing cards. In addition, the pieces of cards that have been printed need to be tidied up and because most of the cards available are in the form of cartoon images, the cards that are not cartoons need to be replaced with cartoon images. The pictures of the cards need to be revised by the researcher because the images presented are not cartoons, namely on the picture card 'book cover (غِلَافٌ)' and also the picture card 'storefront (مَعْرَضٌ)'.

Meanwhile, the material expert has given almost the same input as the input from the media expert, that playing steps need to be added so that students can better hone their skills in making Arabic sentences by applying the example sentences that have been listed on each existing card. In addition, it also provides input to researchers so that they can provide opportunities for all students to be able to understand the material during the game.

Thus, the steps in playing the *mufradat* quartet card based on input from media experts and material experts are corrected as follows:

### Step 1:

Before the game begins, take all the cards from the package and shuffle them first. In addition, determine the order of the players from first to last.

### Step 2:

Then, four cards are dealt evenly to all players. The remaining cards are placed face down in the middle of the players and are called the "card bank".

### Step 3:

The first player starts the game by asking the second player for a card as their opponent. They do this by mentioning the title of the card and one of the words below it that they do not yet have, as in the following example:

الأدوات المدرسية في القفل (أ) - بات

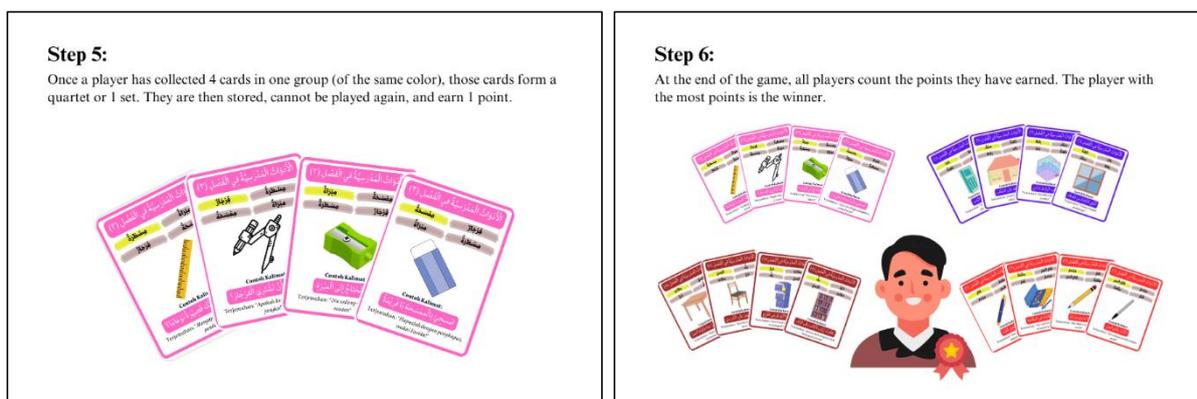
### Step 4 (if the player who is asked has the card):

If the player who is asked has the card, then he must give it. With the condition that if the questioner wants to get a card from his opponent, then the player who is asked (his opponent) must ask a question that is in the example sentence below the vocabulary picture.

If the questioner can answer it, then he can get his card. If he cannot answer it, then he will not be able to get his card until the questioner can answer it.

- if the player who asked the question can answer...
- if the player who asks the question is wrong/cannot answer...

If a player does not have the requested card, they must take one card from the 'card bank'. While holding the cards, players are also encouraged to look at the pictures and read the example sentences and their translations to deepen their understanding of the material. Each player takes turns in a clockwise direction.



**Image 5. Steps to Play *Mufradat* Quartet Cards That Have Been Corrected by Researchers based on Input from Media Experts and Material Experts**

After completing the revision of the expert test, the researcher continued to carry out an assessment of Arabic subject teachers at MTs Surya Buana Malang as prospective users of *mufradat* quartet card media. The assessment for teachers is in the form of a questionnaire based on scales 1-4 (likert scale) which has been prepared by the researcher himself with the criteria of a score of 1 if they disagree, a score of 2 if they disagree, a score of 3 if they agree, and a score of 4 if they strongly agree. The number of Arabic teachers in this madrasah is only one person, namely Abdul Karim Alfaizi, S.Pd. The results that have been obtained through field test activities for one teacher have obtained a score of 92.85% with the category of "very feasible".

This is evidenced in the seven aspects of the special assessment of Arabic subject teachers on Monday, September 23, 2024, including the matters contained in the following table:

**Table 4. Data on Field Test Results from Teachers on *Mufradat* Quartet Cards**

No	Assessment Aspects	Scores Obtained	Maximum Score	Analysis	
				Percentage	Remarks
1.	Quality contained in the media	4	4	100%	Highly Effective/Feasible
2.	The language used in delivering material to the media	3	4	75%	Effective/Feasible
3.	Presentation of material descriptions in the	4	4	100%	Highly Effective/Feasible

media					
4.	Completeness of the material in the media	4	4	100%	Highly Effective/Feasible
5.	Ease of understanding the material in the media	3	4	75%	Effective/Feasible
6.	Clarity of material in the media	4	4	100%	Highly Effective/Feasible
7.	Writing material in the media	4	4	100%	Highly Effective/Feasible
	<b>Score</b>	<b>26</b>	<b>28</b>	<b>92,85%</b>	<b>Highly Effective/Feasible</b>

Through the results of the field test on Arabic subject teachers, it can be found that it received a score of 26 out of a maximum score of 28 and the validity rate reached a percentage of 92.85% so that it received the criterion of "very effective/feasible". In addition to having obtained a score, the teacher did not provide input on the *mufradat* quartet card media that needed to be revised again by the researcher, because the *mufradat* quartet card media was considered very feasible.

### 3) Field Test (Arabic Language Learners)

After conducting a field test for teachers, the next step is to conduct a field test for students in grade 7 of MTs Surya Buana for the 2024/2025 Academic Year by conducting an assessment in the form of a questionnaire based on a scale of 1–4 (likert scale) that has been prepared by the researcher himself with the criteria of a score of 1 if he disagrees, a score of 2 if he disagrees, a score of 3 if he agrees, and a score of 4 if strongly agreed. The number of all 7th grades at MTs Surya Buana in the 2024/2025 Academic Year is 3 classes consisting of classes 7A, 7B and 7C.

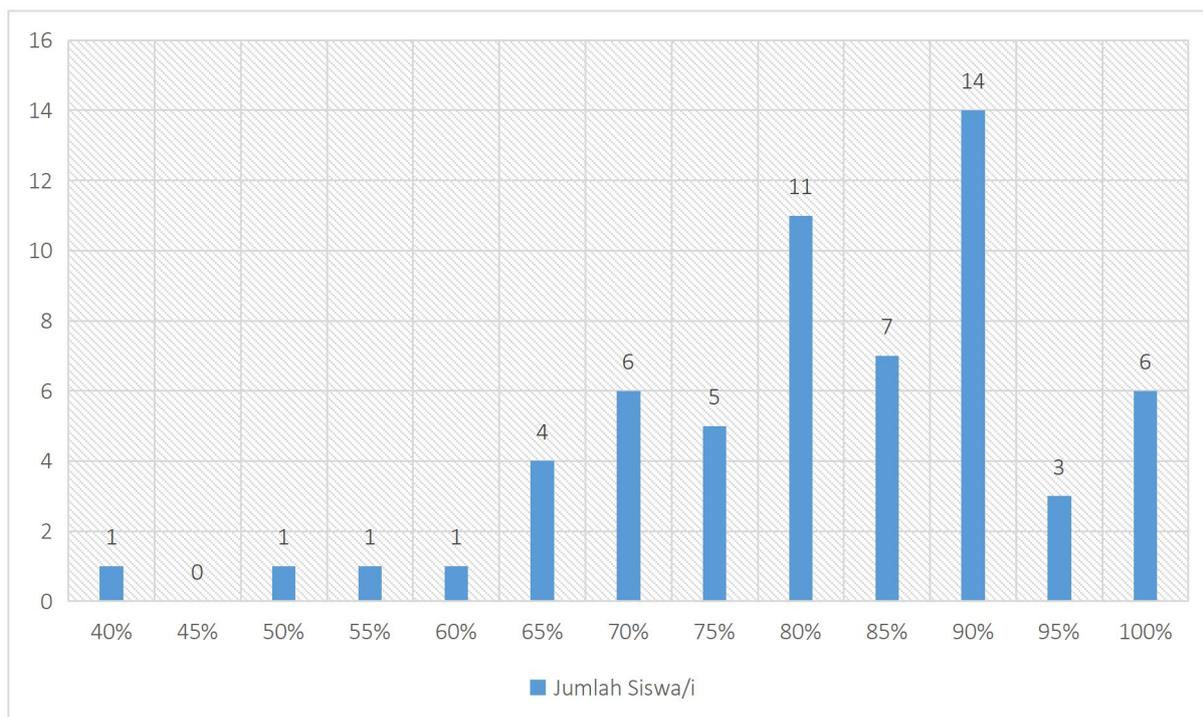
The results that have been obtained through field test assessments in class 7A with a total of 16 students, then class 7B with a total of 18 students and class 7C with

a total of 26 female respondents. Thus, the total number of 7th grade students of MTs Surya Buana Malang is 60. For aspects that need to be assessed for all 7th grade students of MTs Surya Buana Malang, the questionnaire includes the things contained in the following table:

**Table 5. Assessment Aspects that Must Be Assessed by Grade 7 Students of MTs Surya Buana Malang on the *Mufradat* Quartet Card**

No	Assessment Aspects
1.	Media assistance in the learning process
2.	Media attractiveness
3.	Ease of learning <i>mufradat</i>
4.	Clarity of text found in the media
5.	Repeated media coverage

Of the total students, they have given an average score of 81.33% (including the "feasible" category) with the smallest score being 40% and the largest score being 100%. This is evidenced in the following bar chart image:



**Image 6. Assessment Results of All Grade 7 Students of MTs Surya Buana Malang on the Mufradat Quartet Card**

If the score is added up in its entirety, it has received a percentage score of 4880%. Then if the average is 4880% divided by the number of all 7th grade respondents of MTs Surya Buana Malang (60 students). So that it produced a score of 81.33% with the category "Feasible" in all 7 grades (7A, 7B and 7C). After that, of the 60 7th grade students at MTs Surya Buana Malang, they also did not provide input on the media that needed to be revised by the researcher, because the quartet card media *mufRADat* it is considered worthy. The majority have revealed that learning Arabic vocabulary is based on quartet cards Mufradat It's exciting, interesting and fun.

#### 4) Revision II to Fix of the Field Test

Because there has been no revision of the product from the field test that has been carried out, both through Arabic teachers and all students in grade 7 of MTs Surya Buana Malang, the *mufRADat* quartet card has become a fix product (final product). Then it was continued with the implementation stage of use as well as periodic reviews of the product to Arabic teachers and all 7<sup>th</sup> grade students of MTs Surya Buana Malang in the 2024/2025 Academic Year.

#### 5) Regular Product Implementation

Through the results of observations from the researcher after all students in grade 7 of MTs Surya Buana Malang for the 2024/2025 Academic Year learned while

playing the *mufradat* quartet cards that had been designed or developed, the level of learning all the intended *mufradat*, especially at the level of understanding in making or arranging Arabic sentences that had been presented from the *mufradat* quartet cards. It is getting better, even better than studying without using the *mufradat* quartet card.

### c) Discussion of *Mufradat* Quartet Card Development

#### 1) *Mufradat* Quartet Card Development Process

The planning of this *mufradat* quartet card is the result of the development of one of the variations of card-based games. This form of development aims to be a medium for learning Arabic related to vocabulary (*mufradat*) with game systems. In its development, it began through the observation of card games which are very suitable for vocabulary learning. Therefore, the developer began to develop this *mufradat* quartet card game as a teaching medium by referring to the applicable curriculum in the package book "Arabic MTs Class VII" by Baharudin (2020).

The development procedure has been implemented by the developer based on the Al-Hudaiby (2019) model which starts from: 1) preparation and analysis of needs; 2) planning and development of initial products; 3) product validity test by media experts and material experts; 4) revision I of the initial product based on input from experts; 5) field testing by teachers and all students; 6) revision II to fix based on input from teachers and all students; and 7) periodic product implementation with the final results obtained is valid.

In the quartet card game in vocabulary learning, there are the following four stages of the learning process: (1) hearing vocabulary is obtained by students when listening to the cards sought by their counterparts, (2) pronouncing vocabulary is done by students when they want to ask for the cards they are looking for to get a pair of cards, (3) getting the meaning of vocabulary obtained when students are observing the pictures in the cards, and (4) reading vocabulary is done by students when reading the text on the card (Setiawaty, 2010).

In this case, it is closely related to Effendy's (2022) theory of *mufradat* learning techniques which include listening to vocabulary, pronouncing vocabulary, getting meaning from vocabulary, and reading vocabulary. Then it is added with the

activity of writing words and making sentences which is the most important thing in the media of this *mufradat* quartet card as an attention, affective, cognitive, and compensatory function in the theory of Levie and Lentz (1982).

The initial concept of development in the *mufradat* quartet card game guide is to group 4 cards in a group (of the same color) and play between 2 to 4 players. Then when playing it, players can see pictures as well as read examples of Arabic sentences and translations to deepen the material. However, experts state that in order for the readability of Arabic sentence examples to be more inherent in the player's memory, the game steps need to be added by applying the various examples of Arabic sentences that have been listed by the developer. Thus, the *mufradat* quartet cards that have been developed can function as a means of improving skills in making Arabic sentences properly and correctly for the players in addition to being a means of understanding *mufradat*.

Thus, the steps to use the *mufradat* quartet which functions as a medium for improving skills in composing sentences in addition to also as a medium for understanding *mufradat* agree with the opinion of Nurhadi (1995), that learning and teaching vocabulary activities to all language learners aim to be able to increase the number of vocabulary they have. Thus, Unsi (2014) has revealed that the more vocabulary that has been learned, the greater the possibility of being able to be skilled in language. In order for vocabulary learning and teaching activities to run effectively, visual media such as *mufradat* quartet cards are needed. As explained by Rohani (2004: 76), the existence of visual media can help teachers as teachers to achieve learning goals, because the existence of visual media can be useful to improve the quality of teaching. Thus, all the understandings and experiences of the learners become broader, clearer, difficult to forget and more concrete in the memories and associations of the learners.

## **2) Eligibility of the *Mufradat* Quartet Card**

The *mufradat* quartet card game has several functions in learning activities, so that the feasibility of this *mufradat* quartet card media can be the core of learning activities. In addition, it is also suitable as an evaluation (closing) in the learning process. It is proven that when students play *mufradat* quartet cards, they can go

through the *mufradat* learning stages which include listening to vocabulary, reciting vocabulary, getting the meaning of vocabulary, and reading vocabulary. Meanwhile, in the learning evaluation activity, students can use the *mufradat* quartet card by mentioning the vocabulary in the card.

In this case, the evaluation of learning with learning media is in line with Jagat et al. (2023), that using media in learning will be able to attract attention and be able to increase the focus of attention on children to be able to concentrate on the subject matter by adding the text presented.

### **Conclusion / الخلاصة**

The process of developing the *mufradat* quartet card began with a needs analysis in grade 7 of MTs Surya Buana Malang. After that, start designing a quartet of Arabic vocabulary cards with pictures with examples of sentences in Arabic along with their translations. Then it is continued by developing the packaging design and also the steps to play it. So, it is hoped that this *mufradat* quartet card product can be useful so that it can make learning Arabic vocabulary more enjoyable, because it implements a game system.

Next, through the results of expert tests and field tests, it can be concluded that the feasibility of the *mufradat* quartet card product that has been developed by the researcher is very feasible as a learning medium in understanding Arabic vocabulary (*mufradat*) and also as a medium for improving skills in making or arranging Arabic sentences properly and correctly.

The feasibility of this *mufradat* quartet card media can be observed based on the results of test assessments from experts, both media experts and material experts with a score of 95% (very feasible). Although there is still input based on input from material experts and media experts regarding the steps of playing that need to involve examples of listed sentences, card cutting, and also card drawings that do not match other cards, this product is still declared very feasible with revision I. Then followed by field tests on Arabic teachers with a score of 92.85% (very decent), as well as from all students in grade 7 MTs Surya Buana Malang for the 2024/2025 Academic Year with an average of score of 81.33% (feasible) and there is no revision II of the field test because the product has been considered fixed. Then when the

*mufradat* quartet card has been declared fixed, the next stage is the implementation of the *mufradat* quartet card product periodically.

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