



Exploring the Efficacy of “Mufradat Astronaut” Learning Media in Enhancing Arabic Vocabulary Proficiency: A Case Study of Second-grade Students at MI Khadijah Malang

Mir`atussalamah^{*1}, Nur Anisah Ridwan², Muhammad Lukman Arifianto³,
Saja Jamal Ibrahim Hamdan⁴

^{1,2,3} Department of Arabic Literature, Faculty of Letters, Universitas Negeri Malang

⁴Al-Aqsha University, Palestine

*Corresponding E-mail: miratussalamah.2002316@students.um.ac.id

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Abstract

The effectiveness of educational tools in enhancing learning outcomes is a crucial area of exploration in pedagogical research. This study focuses on evaluating the impact of Mufradat Astronaut learning media, a novel pictorial learning tool designed to integrate learning with play, on the proficiency levels of second-grade students at MI Khadijah Malang. Drawing from Kurt Lewin's theory of Classroom Action Research, the research employs a systematic approach encompassing planning, action, observation, and reflection phases. Through the integration of mufradat images onto the Mufradat Astronaut prism board, aligned with the curriculum, this study investigates the extent to which the utilization of Mufradat Astronaut media contributes to enhanced mufradat mastery among students. The findings reveal a significant improvement, with a remarkable 50.05% increase in mufradat mastery observed from pre-cycle to cycle III. This research underscores the transformative potential of Mufradat Astronaut media as an engaging and effective alternative learning medium. Beyond its immediate impact on student proficiency, the study advocates for fostering a culture of innovation among educators, encouraging the adoption of dynamic and enjoyable teaching methodologies to facilitate deeper student understanding.

Keywords: Instructional Media, Astronaut Mufradat, Mastery of Mufradat

مستخلص البحث

إن وسائط تعليم أسترونوت مفردات هي وسيلة تعليمية مصورة تم تصميمها من خلال نظام التعلم أثناء اللعب. يمكن أسترونوت مفردات توفير الراحة للمعلمين بحيث تكون أنشطة التعلم أكثر تشويقاً ومتعة. يهدف هذا البحث إلى وصف (١) تطبيق وسائط أسترونوت مفردات و (٢) تحسين إتقان مفردات طلاب الصف الثاني في مدرسة خديجة الابتدائية مالانج في استخدام وسائط أسترونوت مفردات. يستخدم هذا البحث في تنفيذه نظرية kurt lewin للبحث العملي في الفصل الدراسي. تبدأ المراحل في هذا البحث من التخطيط، ثم الفعل، ثم الملاحظة، ثم التأمل. تظهر نتائج البحث الذي تم تنفيذه أنه يتم استخدام وسائط تعلم أسترونوت مفردات من خلال إرفاق صور مفردات بلوحة منشور أسترونوت مفردات وفقاً للمفردات، ويوفر هذا التطبيق زيادة في إتقان المفردات لطلاب الصف الثاني في خديجة مالانج. وتتجلى هذه النتائج في زيادة إتقان المفردات بنسبة ٥٠,٠٥٪ من مرحلة ما قبل الدورة إلى الدورة الثالثة. في هذه الحالة، يمكن استخدام وسائط أسترونوت مفردات كوسيلة تعليمية بديلة مثيرة للاهتمام للطلاب ومن المتوقع أن يكون المعلمون قادرين على أن يكونوا أكثر ابتكاراً في تقديم التعلم الممتع وسهل الفهم للطلاب.

الكلمات المفتاحية: وسائط تعليم، أسترونوت مفردات، إتقان المفردات

Introduction

One of the elements studied in the context of Arabic language learning is mufradat, which can be defined as a set of words that constitute elements containing meaning and are used in both oral and written language usage (Rihlasyita et al., 2023). Mufradat serves as the primary key to learners' language proficiency. Mastery of mufradat is defined as an individual's ability to utilise mufradat for communication and expression of ideas in both oral and written forms (Shodiq, 2023). It is evident that mastery of mufradat significantly influences other language skills, including listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah) skills (Aulia et al., 2021). A lack of proficiency in mufradat among learners impairs their ability to learn Arabic. Furthermore, a learner's proficiency level can be gauged by the extent of their memorisation repertoire or mastery of mufradat they possess (Khorri & Astuty, 2017). According to Effendy (2011), there are several stages in the learning of mufradat, including listening to words, pronouncing words, understanding word meanings, reading words, writing words, and constructing sentences (see also: Unsi, 2014).

Mufradat constitutes fundamental and essential knowledge to be mastered by learners, particularly at the elementary school level, due to its continuous and impactful functional role on various skill aspects. Therefore, educators must pay attention to learning-related matters. One aspect under the researcher's scrutiny is the selection of appropriate, engaging, and comprehensible media for students at the elementary school level. Educators must consider the role of instructional media in achieving learning objectives (Saputra et al., 2022). The selected media must also align with the educational level of the learners.

The mufradat learning process at MI Khadijah Malang can be considered suboptimal, as evidenced by the students' mufradat learning outcomes and the challenges associated with minimal utilisation of instructional media. Additionally, young learners exhibit limited enthusiasm for conventional teaching methods lacking instructional media. Childhood represents a period of strong memory capabilities among learners. Consequently, the researcher has chosen to focus on second-grade

students, as they are still young and therefore have a strong memory retention capacity (Stephanie et al., 2016). During this stage of concrete operational development, individuals require efforts to refine memory skills in order to ensure effective processing and long-term storage of acquired information. Furthermore, childhood is a period during which memory retention is particularly enhanced, with the capacity for mechanical memory (memory for sensory impressions) being particularly well developed (Stephanie et al., 2016).

The utilization of media in education can facilitate the creation of more meaningful and engaging learning experiences. The integration of media in the educational setting allows for enhanced interaction between teachers and students (Nisa, 2021). The role of media in the learning process is significant and is a crucial aspect of the teaching-learning process. Media aids teachers in delivering lessons in an effective manner and prevents students from becoming easily bored (Mahmudah, 2018). The selection of instructional media is of paramount importance for educators to consider, as the enjoyment of the learning process significantly influences the achievement of learning objectives (Wellang, 2022). Young learners typically prefer instructional media that is enjoyable and not monotonous.

Elementary school or madrasah ibtidaiyah students are distinguished by their affinity for physical activity, play, and collective engagement. Consequently, educators are advised to enhance learning by incorporating elements of play and providing opportunities for students to engage directly in learning activities (Nikijuluw et al., 2022). Piaget's theory corroborates this approach, positing that play enables children to integrate their experiences with the external world (Holis, 2016). In an educational context, this can be implemented through the concept of learning while playing, which effectively integrates educational content with playful activities (Holis, 2016).

Considering the discussions, the researcher employs an engaging teaching method utilizing the "Mufradat Astronaut" instructional media. This media is a simple, yet appealing tool constructed from readily accessible materials, such as cardboard and paper. Despite its simplicity, it is attractively packaged with pictorial

elements and aligned with the mufradat themes in the textbook. The media comprises two components: mufradat images and a prism board containing mufradat vocabulary. The images are affixed to the Mufradat Astronaut prism board, in a manner analogous to the planting of an astronaut's country's flag upon reaching a new planet. This pictorial approach assists students in recognizing mufradat through visual cues, thereby enhancing their mechanical memory, which relies on sensory impressions. Furthermore, the integration of mufradat media with the themes or chapters in the second-grade textbook facilitates a more systematic and organized approach to learning, aligning with the current theme being studied. The Arabic language curriculum for second-grade madrasah ibtidaiyah encompasses a range of concrete topics, including school members, school equipment, household items, and more, rendering it an ideal context for the development of pictorial instructional media.

MI Khadijah is an Islamic-based elementary school located in Malang, specifically at Jl. Arjuno No.19A, Klojen District, Malang City. In addition to general education, this school places a strong emphasis on Qur'anic learning and Islamic studies, including Islamic Cultural History, Aqidah Akhlak, Fiqh, Qur'an Hadith, and Arabic language. Students at this madrasah begin learning Arabic from the first grade. The mufradat (vocabulary) instruction is tailored to the developmental stages of the students, commencing with simple vocabulary, and progressing to more complex levels. The predominant method employed for teaching mufradat in this madrasah, particularly in the second grade, is cooperative learning. This group-based approach provides opportunities for students to engage in dialogue and exchange information.

However, based on observations and an interview conducted by the researcher on 14 June 2023 with Mrs Nur Aini Majidah S.Pd.I, the Arabic language teacher, it was revealed that the school faces challenges due to the limited and less varied use of concrete instructional media. Field observations also indicated that younger elementary students prefer enjoyable and engaging learning experiences, often favoring learning through play. Consequently, the researcher's objective is to implement an appropriate instructional medium for second graders, integrating a

learning-through-play system packaged in pictorial learning media. This approach is designed to enhance the appeal and efficacy of learning for young students.

Previous studies have demonstrated the effectiveness of pictorial media in enhancing students' mastery of mufradat. Research by Santri (2019) revealed that the use of pictorial media significantly improved the learning outcomes of second-grade students at MI Raudhatul Ulum Sakatiga Indralaya Ogan Ilir. Furthermore, a study by Sukriani (2020) demonstrated that the utilization of pictorial media resulted in an enhancement of mufradat comprehension among fifth-grade students at Madrasah Ibtidaiyah Swasta Darul Da'wah wal Irsyad in Kampung Baru, Pare-Pare.

Further research conducted by Hikmawati (2020) demonstrated that the use of flashcards effectively aided students in mastering mufradat in the second grade at MI Al-Khairaat Lumbutarombo, South Banawa District, Donggala Regency. Wellang (2022) demonstrated that the implementation of Picture Game media significantly improved mufradat mastery among eighth-grade students at Mts Tarbiyah Al-Azhar, with average post-test scores increasing from 55.89 to 83.93. Furthermore, Mahyudin (2023) demonstrated that the utilization of pictorial media led to an improvement in mufradat mastery, as evidenced by an average student score of 80.1 and a class-wide learning completeness rate of 95.2% by the end of the fourth cycle. Considering these findings, the researcher plans to conduct a study entitled "Application of Mufradat Astronaut Learning Media to Improve Arabic Vocabulary (Mufradat) Mastery Among Second-grade Students at MI Khadijah Malang".

In this study, the researcher employs pictorial media as an instructional tool, but with modifications to the concept and usage of the images. The researcher innovates the images with a unique concept, integrating them into a learning-through-play medium. The instructional media, named 'Mufradat Astronaut', differs from conventional pictorial card media in its application. The students utilize the mufradat images by affixing them to the corresponding mufradat slots on the Mufradat Astronaut board.

Methods

This study employs the Classroom Action Research (CAR) methodology, which is strategically used to enhance the quality of education in a school. Titled 'Application of Mufradat Astronaut Learning Media to Improve Arabic Vocabulary (Mufradat) Mastery Among Second-grade Students at MI Khadijah Malang,' the research is guided by Kurt Lewin's theory. In accordance with Lewin's theory, as referenced in Sugianti, the four stages of CAR, as outlined by Miftah (2023), are as follows: a) Planning, b) Acting, c) Observing, and d) Reflecting. These stages can be described as follows:

- Planning

The initial stage of this research involves identifying the problems at Madrasah Ibtidaiyah Khadijah. The researcher conducts observations and interviews with the Arabic language teacher at the school. Subsequently, the researcher plans and prepares research tools, including instructional media and research instruments.

- Acting

This stage involves implementing the plan, specifically applying the Mufradat Astronaut instructional media to enhance mufradat mastery among second-grade students at MI Khadijah Malang. The classroom action research utilizes this engaging media, designed specifically for second graders, named Mufradat Astronaut.

- Observing

Observation is carried out after the implementation of the Mufradat Astronaut media for the second-grade students at MI Khadijah Malang, following the execution of tests. The aim of this observation is to determine whether students are more enthusiastic and understand the material better with the use of the Mufradat Astronaut media.

- Reflecting

In this stage, the researcher reviews the activities conducted during the implementation of the Mufradat Astronaut instructional media. The evaluation

focuses on assessing the effectiveness of the media as a learning tool for mufradat in the second grade.

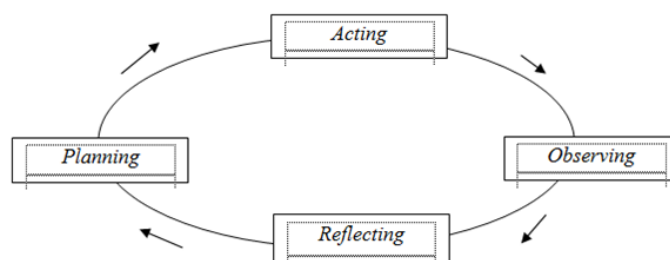


Figure 1. Stages of Classroom Action Research According to Kurt Lewin's Theory

The research was conducted at MI Khadijah, located at Jl. Arjuno, No. 19 A, Kec. Klojen, Kota Malang, with 28 second-grade students serving as research subjects. The study consisted of three cycles, with two meetings held in each cycle. Two types of data were collected: quantitative and qualitative. Quantitative data were obtained from the test results of the second-grade students, while qualitative data were gathered through observations, interviews, and documentation. The analysis of quantitative data entailed the collection and re-examination of the obtained data, the reduction of the data through data simplification, and the drawing of clear and concise conclusions that encompassed all of the acquired data. Quantitative data analysis was conducted by administering tests to the students, correcting and assessing the test results, and then comparing and describing the students' mufradat mastery outcomes.

Result and Discussion

The Implementation of Mufradat Astronaut Learning Media

The Mufradat Astronaut instructional media is a simple yet effective tool comprising two main components: mufradat images and a prism board that displays mufradat vocabulary. Typically, students affix the mufradat images onto the prism board, creating an interactive and hands-on learning experience.



Figure 2. Mufradat Astronaut Learning Media

This media draws a parallel to an astronaut planting their country's flag upon reaching a new planet, symbolizing discovery and achievement. In the context of the classroom, students affix images to the Mufradat Astronaut prism board, thereby enhancing their engagement and making the learning process more dynamic and enjoyable.

Cyle I

In Cycle I, the Mufradat Astronaut media was implemented in a general manner without any special treatment. The steps for implementing the Mufradat Astronaut media are as follows:

- a. Before using the Mufradat Astronaut media, the researcher recited the mufradat to be taught several times and asked the students to repeat it. This

served as a stimulus before the implementation of the Mufradat Astronaut instructional media.



Figure 3. First Stage of Implementing Mufradat Astronaut in Cycle 1

- b. The researcher began introducing the Mufradat Astronaut media and used it in the learning process by showing mufradat images to the students.



Figure 4. Second Stage of Implementing Mufradat Astronaut in Cycle 1

- c. The researcher used the stimulus questions ما هذا / ما هذه? while showing the corresponding images.



Figure 5. The third stage of implementing Astronaut Mufradat in Cycle 1

- d. Students were given the opportunity to respond by raising their hands or being directly called upon by the researcher.



Figure 6. Step Four in the Implementation of Astronaut Mufradat in Cycle 1

- e. The students who have the opportunity to answer are asked to pronounce the vocabulary corresponding to the picture.



Figure 7. Fifth stage of implementing Astronot Mufradat in Cycle 1

- f. The students are instructed to correlate it with the mufradat displayed on the Astronot Mufradat prism board by affixing the picture onto the board.



Figure 8. Sixth stage of implementing Astronot Mufradat in cycle 1.

- g. If any students are unsure about pronouncing the correct answer, the teacher can offer guidance by instructing them to first match the picture on the Astronot Mufradat prism board and then pronounce it.

Cycle II

In Cycle II, the researcher employed a specific treatment in the implementation of the Mufradat Astronaut instructional media. This treatment involved utilizing the discussion method in the learning process. The steps for implementing the Mufradat Astronaut media in Cycle II are as follows:

- a. The researcher revisited the mufradat lesson by asking students the meaning of the mufradat images using the stimulus question هل هذا...؟



Figure 9. First Stage of Implementing the Astronot Mufradat Media in Cycle 2

- b. The researcher divided the students into small groups consisting of 5-7 members.



Figure 10. Stages Two and Three of Implementing Astronot Mufradat in Cycle 2

- c. Each group is given the opportunity to step forward and complete the mission of affixing the pictures to the Astronot Mufradat prism board.

- d. The students in each group discuss among themselves to obtain the correct answers.



Figure 11. Fourth stage of implementing Astronot Mufradat in cycle 2

- e. The researcher monitors the discussion process of each group and provides guidance when they cannot find the answer.

Cycle III

In Cycle III, the researcher employs a special treatment involving songs to be integrated with the use of the Astronot Mufradat media. The mufradat to be taught are sung with a pleasant melody. The steps of applying the Astronot Mufradat media in Cycle III are as follows:

- a. The researcher sings a song containing mufradat while simultaneously showing the corresponding images to the students.



Figure 12. The first stage of implementing Astronaut Mufradat in cycle 3

- b. The researcher asks the students to sing a song containing mufradat together several times.
- c. The researcher asks for the mufradat corresponding to the indicated picture.
- d. Students who could respond are asked to express their answers by pronouncing the mufradat.



Figure 13. Phase four of implementing Astronot Mufradat in cycle 3

- e. The students are asked to affix the mufradat images onto the Astronot Mufradat prism board.



Figure 14. Stage five of implementing Astronot Mufradat in cycle 3.

Improvement in Mufradat Mastery

Pre-Cycle

The researcher identified the learning outcomes of the second-grade students as a reference for the study. To facilitate the classification of scores, the researcher used assessment categories: not mastered, partially mastered, and fully mastered.

The category 'not mastered' indicates that students have not memorized the learned mufradat and are unable to use them in sentences. The category 'partially mastered' signifies that students have memorized the learned mufradat but are not able to use them in sentences to their fullest extent. The category 'fully mastered' indicates that students have memorized the learned mufradat and can use them effectively and to their fullest extent in sentences (Imron et al., 2023). As established for the minimum passing grade (KKM) in Grade 2 Arabic Language as 80, the classification of grades is as follows: grade < KKM = not mastered, $80 \leq \text{grade} < 90$ = partially mastered, and grade ≥ 90 = fully mastered.

Based on the identification of the learning outcomes data of second-grade students at MI Khadijah Malang regarding mufradat mastery, the results are as follows:

Table 1. Mastery of vocabulary by 2nd-grade students before the pre-cycle

Category	Number of Students	Percentage (%)
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Not Mastered	7	25
Partially Mastered	12	42,9
Fully Mastered	9	32,1
Total	28	100

Table 1 presents the initial or pre-cycle conditions regarding the mastery of mufradat among second-grade students at MI Khadijah Malang. Out of 28 students, 7 students (25%) were classified as not mastering the mufradat, while 12 students (42.9%) were deemed to have a moderate level of mastery, and 9 students (32.1%) were classified as having a high level of mastery. It can be inferred that only 9 out of the total 28 students were able to fully master the mufradat, indicating that the remaining 19 students may require improvement to achieve comprehensive mastery of the mufradat. Consequently, the researcher will conduct Cycle I as an effort to enhance the mastery of mufradat among second-grade students at MI Khadijah Malang.

Cycle I

Following the acquisition of the results of mufradat mastery among second-grade students at MI Khadijah Malang during the pre-cycle phase, the researcher-initiated Cycle I of the study by implementing the Astronot Mufradat media in Arabic language learning. In its implementation, the researcher introduced the Astronot Mufradat media to the students first, followed by reciting the mufradat and asking the children to repeat them several times. This was conducted by the researcher as a preliminary stimulus before the children were permitted to utilise the media in their learning process. Subsequently, the researcher employed the Astronot Mufradat instructional media, utilising question stimuli such as 'ما هذا / ما هذه؟' (What is this?) while displaying mufradat images to the students, and subsequently directing them to affix the images corresponding to the mufradat listed on the Astronot Mufradat board.

The learning process in Cycle I was effective in enhancing the students' engagement in reciting and guessing mufradat corresponding to their images.

Regarding the improvement in mufradat mastery in Cycle I, there was an increase,

albeit not notably significant. Below are the test results conducted by the researcher in Cycle I:

Table 2. Mastery of vocabulary by 2nd-grade students during Cycle I

Category	Number of Students	Percentage (%)
Not Mastered	6	21,4
Partially Mastered	4	14,3
Fully Mastered	18	64,3
Total	28	100

Table 2 presents the condition or results of mufradat mastery among 2nd-grade students at MI Khadijah Malang. There were 6 students (21.4%) who had not mastered the learned mufradat, followed by 4 students (14.3%) categorized as having a sufficient grasp, and 18 students (64.3%) categorized as having a very good mastery. For a clearer comparison of the improvement in mufradat mastery among students, it is expressed in Table 3 below:

Table 3. Comparison of Vocabulary Mastery Results of 2nd Grade Students after Cycle I

Category	Pre-Cycle Percentage	Cycle I Percentage	Percentage Increase
Not Mastered	25%	21,4%	3,6%
Partially Mastered	42,9%	14,3%	28,6%
Fully Mastered	32,1%	64,3%	32,2%

Table 3 compares the mufradat mastery results of the 2nd-grade students at MI Khadijah Malang after Cycle I. In Cycle I, there was an increase, albeit still very low, failing to reach the target increase in mufradat mastery. Evidently, the percentage of students who can master mufradat maximally remains at 64.3%, with only a 32.2% increase. Students still need further guidance and more intensive learning. Therefore, the researcher will implement several improvements in Cycle II to achieve a more significant improvement.

Cycle II

In Cycle II, the researcher implemented several improvements, including using the discussion method in conjunction with the Astronot Mufradat instructional media. Additionally, in this cycle, the researcher employed the interrogative stimulus question format, 'هل هذا ؟....' (Is this...?), aiming to enhance students' memory retention of the mufradat.

The students were divided into small groups comprising 5-7 members. Subsequently, each group took turns to affix mufradat images onto the Astronot Mufradat prism board, matching them with the corresponding mufradat that had not yet been affixed. Through this method, students were expected to become more actively engaged and better remember the mufradat they had learned, as they had the opportunity to discuss and match the images with their respective mufradat. The following are the test results conducted by the researcher in Cycle II:

Table 4. Mastery of Vocabulary by Second Grade Students in Cycle II

Category	Number of Students	Percentage (%)
Not Mastered	4	14,3
Partially Mastered	3	10,7
Fully Mastered	21	75
Total	28	100

Table 4 presents the condition or results of the students' mastery of vocabulary in grade 2 at MI Khadijah Malang after cycle II. There were 4 students (14.3%) categorized as 'not mastered', 3 students (10.7%) as 'partially mastered', and a total of 21 students (75%) as 'fully mastered'. Next, the researcher will present the comparison of the results of vocabulary mastery from pre-cycle to cycle II as follows:

Table 5. Comparison of the results of vocabulary mastery of grade 2 students after cycle II

Category	Pre-Cycle Percentage	Percentage Cycle I	Percentage Cycle II
Not Mastered	25%	21,4%	14,3%
Partially Mastered	42,9%	14,3%	10,7%

Fully Mastered	32,1%	64,3%	75%
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Table 5 compares the vocabulary mastery by second-grade students of MI Khadijah Malang from pre-cycle to cycle II, with a 42.9% increase in the category of students who fully mastered the material. Meanwhile, students categorized as moderately proficient increased by 32.2%, and those who were not proficient yet only increased by 10.7%. In this context, it can be said that vocabulary mastery has improved but is not significant yet. Hence, the researcher needs to make improvements in cycle III to achieve optimal and target-oriented results.

Cycle III

In the teaching process of cycle III, the researcher made several improvements in their study. In this cycle, the researcher used songs as a stimulus to enhance the students' vocabulary. After delivering the vocabulary material through songs, the researcher collaborated with the Astronot Mufradat media by showing the vocabulary images while singing the song. Subsequently, the researcher provided the students with the opportunity to affix the correct vocabulary images on the Astronot Mufradat board. Sometimes, students encountered difficulties in matching the appropriate images, prompting the researcher to re-stimulate by linking them back to the initially provided song. Below are the test results conducted by the researcher in cycle III:

Table 6. Results of vocabulary mastery of grade 2 students in cycle III

Category	Number of Students	Percentage (%)
Not Mastered	2	7,15
Partially Mastered	3	10,7
Fully Mastered	23	82,15
Total	28	100

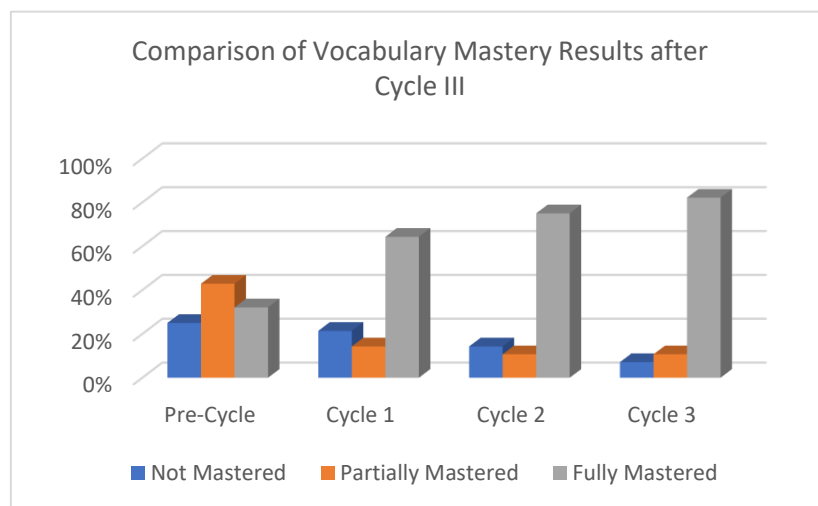
Table 6 presents the results of students' mastery of vocabulary in grade 2 after the completion of cycle III. Students categorized as 'not mastered' amount to 2 (7.15%), those categorized as 'partially mastered' amount to 3 (10.7%), and those categorized as 'fully mastered' amount to 23 (82.15%). For a clearer understanding of the

improvement in students' mastery of vocabulary in grade 2 at MI Khadijah Malang from pre-cycle to cycle III, it is presented in the following table and graph:

Table 7. Comparison of vocabulary mastery results of grade 2 students after cycle III

Kategori	Percentage Pre-Cycle	Percentage Cycle I	Percentage Cycle II	Percentage Cycle III
Not Mastered	25%	21,4%	14,3%	7,15%
Partially Mastered	42,9%	14,3%	10,7%	10,7%
Fully Mastered	32,1%	64,3%	75%	82,15%

Graph 1. Comparison of Vocabulary Mastery Results of 2nd Grade Students after Cycle III



The table and graph above present a comparison of the mufradat mastery results of second-grade students at MI Khadijah Malang from pre-cycle to cycle III. It is observed that there is a significant improvement after the implementation of cycle III. Students in the 'fully mastered' category increased by 50.05% from before the implementation of the Mufradat Astronaut media. The researcher has obtained the results of the study after the completion of cycle III, indicating that the implementation of the Mufradat Astronaut instructional media can enhance the mufradat mastery of second-grade students at MI Khadijah Malang.

Discussion

The mufradat instruction at MI Khadijah Malang exhibits several shortcomings. One such shortcoming is the limited and unvaried use of concrete instructional media. During the pre-research observation and interviews conducted by the researcher, it was found that some students were relatively inactive and lacked enthusiasm in learning activities. This could be attributed to the absence of appealing concrete instructional media for the students. Furthermore, the mufradat mastery scores during the pre-cycle indicate the necessity for efforts to enhance the mufradat mastery of second-grade students at MI Khadijah Malang.

In utilizing the Mufradat Astronaut instructional media for the research activities, the researcher conducted a validation of the instructional media with expert validators in media and subject matter. Several suggestions were provided, including refining the layout of mufradat on the prism board, incorporating attractive colors, utilizing sturdier materials than cardboard, and adding more detailed usage instructions. The researcher implemented the improvements, thereby ensuring the Mufradat Astronaut instructional media's validity and suitability for use in learning activities.

Drawing from prior research by Mahyudin (2023), it was revealed that the implementation of pictorial media can enhance the mastery of mufradat among fifth-grade students at MI Jannatusshibyan Sungai Tabuk. Similarly, in this study, there was an improvement in the application of the Mufradat Astronaut media. The enhancement of mufradat mastery in this research was focused on memorizing mufradat and using them in sentences.

The initial activities commenced with greetings, inquiries about well-being, followed by recitation of prayers, and conveying the learning objectives to the students while providing them with motivation. The researcher also related the learning material to something relevant to the students, such as their knowledge and experiences. This was done to stimulate and enhance the students' enthusiasm for learning.

In Cycle I, the core learning activity commenced with the introduction of the Mufradat Astronaut media to the students, followed by the researcher initially reciting each mufradat, prompting the students to repeat after. After several repetitions, the researcher began implementing the Mufradat Astronaut media in the learning process. In this context, the researcher employed a series of questions, such as "ما هذا / ما هذه؟" (What is this?), to prompt the students to identify the corresponding images on the Mufradat Astronaut board. During this cycle, the researcher distributed opportunities for all students to affix the images in an unbiased manner by randomly selecting them and allowing the students to respond. The students demonstrated an improvement in their understanding of mufradat in Cycle I, although this was not statistically significant. Furthermore, their engagement and enthusiasm increased, although this remained suboptimal due to some students not fully paying attention during the learning process. In light of these observations, the researcher identified the need for a more systematic approach to the delivery of the material and for providing opportunities for all students to actively engage in the learning activities.

Subsequently, the researcher implemented several improvements in the teaching process during Cycle II. The students were grouped into small groups of five to seven members each, using the discussion method to foster collaboration and exchange of knowledge in matching images with the corresponding mufradat on the Mufradat Astronaut board. The discussion method is one of the teaching methods that divides students into several groups, providing a platform for exchanging ideas to solve problems collectively (Zakiah, 2021). In the context of Arabic language learning, the discussion method is employed to enhance understanding and develop learning materials (Zakiah, 2021). During this cycle, the students' engagement increased compared to Cycle I, as the discussion method offered more opportunities and space for all students to express opinions and answers. Widarsa (2020) states in his research that the discussion method can enhance students' learning motivation because it directly involves students in the learning process. The students demonstrated an improvement in their mastery of mufradat in Cycle II, although this was not yet significant. The reflection on Cycle II suggests that the researcher should integrate the

use of the Mufradat Astronaut media with students' interests in order to create a more enjoyable and comprehensible learning experience.

In cycle III of the instructional process, the researcher implemented improvements by incorporating songs as stimuli to enhance the mufradat mastery of the students. The songs were integrated with the Mufradat Astronaut media during the learning activities. The researcher presented mufradat images accompanied by songs multiple times. Subsequently, the students were prompted to match the mufradat to the corresponding images by affixing them onto the Mufradat Astronaut board. Essentially, children of this age group enjoy singing, listening, and learning through songs (Ridwan & Awaluddin, 2019). This aligns with research conducted by Hidayah and Abidin (2023), which indicates that singing can aid students in mastering mufradat in Arabic language learning. In this cycle, there was a significant improvement in mufradat mastery, and the students' engagement also experienced a notable increase, evident in their attentiveness during lessons, responsiveness to questions, and enthusiasm in learning activities.

Conclusion

In conclusion, the implementation of the Mufradat Astronaut instructional media, by affixing images onto the Mufradat Astronaut prism board, has shown significant improvement in the mufradat mastery of second-grade students at MI Khadijah Malang. This is evident from the test results conducted by the researcher across three cycles, compared with pre-cycle data. A notable enhancement was observed after the completion of the third cycle, with a 50.05% increase in mastery. Specifically, the percentage of students exhibiting strong mastery increased from 32.1% in the pre-cycle to 82.15% in cycle III.

The researcher hopes that this study will serve as a valuable reference for the diverse use of Arabic language instructional media. Furthermore, improvements are anticipated for future research, as there are still limitations in this study. The Mufradat Astronaut media primarily focuses on enhancing mufradat mastery and does not cover proficiency in the other four language skills. Teachers are expected to enhance

the quality of Arabic language instruction by employing creative and innovative media, thereby fostering enjoyable learning activities, and promoting understanding among students.

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