

SOCIALIZATION OF ARABIC VOCABULARY GAMES AT MAJLIS TA'LIM AL HIDAYAH CIHANJAWAR IN 2023

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ABSTRACT

Playing is an activity where children can perform practice skills, give expression to thoughts to be creative, and prepare themselves to play a role. The purpose of this service is to examine the success of Arabic vocabulary learning activities using word guessing games to improve students' Arabic vocabulary mastery as well as find out their perceptions of this learning model. This service is carried out at the Majelis Ta'lim Al-Hidayah with the research subjects being recitation children at the Majelis Ta'lim Al-Hidayah. The research method used is participatory Action Research (PAR). The steps taken during the dedication were first to make observations at Majelis Ta'lim Al-Hidayah, second to introduce the program to children regarding learning Arabic vocabulary, and third to carry out an Arabic vocabulary learning program using a guessing game. The results of this dedication show that learning vocabulary using the word guessing game method, namely, can increase students' learning interest in learning Arabic vocabulary, word guessing games can also help students improve their mastery of Arabic vocabulary are interesting so that they can increase interest and enthusiasm for learning, make it easier to master new vocabulary, and can improve their ability to master Arabic vocabulary.

Keywords: *Socialization, Educational games. Arabic vocabulary*

1. INTRODUCTION

2. Arabic is the language of the Qur'an, the hadith of the Apostle, and there is a lot of religious literature that uses it. So of the many languages in the world, Arabic is also an international language recognized by the world organization.

Richard in Utami (2018) Rina Puji Utami stated that vocabulary is a core component that is the basis for how much a person's language skills are both in speaking, reading, listening, and writing (Rina Puji Utami, 2018). Mastery of foreign language vocabulary is a person's ability to use vocabulary in developing basic language skills, namely reading, listening, writing, and speaking using foreign languages (Fajriah 2015). The definition of master n vocabulary in Arabic is a person's ability to use vocabulary that is possessed in developing basic language skills, namely reading, listening, writing, and speaking using Arabic (Fajriah, 2015).

Related to learning Arabic vocabulary, (Astuti, 2018) explained that a student gets experience learning Arabic vocabulary through activities starting listening, pronouncing, interpreting, reading, listening, writing, and memorizing vocabulary. The importance of learning Arabic vocabulary with the playing method includes increasing new vocabulary, learning is not monotonous, so that students do not feel bored and saturated, are able to role-play, practice pronouncing vocabulary well and correctly, understand the meaning of words, both in connotation and denotation and are able to make sentences using vocabulary. The student is said to have been able to master the vocabulary that has been learned if he has

been able to translate vocabulary, pronounce and rewrite independently well, and develop the vocabulary in writing as well as orally. (Lani, 2017) Vocabulary or *mufrodat* is the set of words known to a person that is part of a particular language. Vocabulary is a collection of certain words that will make up a language. The quality of one's language skills depends on the quality and quantity of one's vocabulary mastery.

The results of observations made before service, based on observations in the object of service, many meetings often make students feel bored in participating in learning activities. So the enthusiasm of students in participating in learning also experiences ups and downs. Starting from the method that is still monotonous because the master still finds it difficult to prepare *active learning methods*. Therefore, the author tries to change Arabic learning to only two meetings in one week. Referring research (Isnadi, 2016) and Riskasari's research (2017) show that there is a need for the development of media or learning methods in learning Arabic vocabulary.

Creating interesting and not monotonous learning, it will provide positive motivation for students in learning. Based on the description above, it encourages the author to apply the game method in learning Arabic vocabulary using word guessing games in children's recitations at majlis ta'lim Al-Hidayah, Cihanjawa, Purwakarta. The game method according to Arisnawati is a way of delivering material taken by the teacher by presenting a fun, relaxed but serious atmosphere, without neglecting the learning objectives that have been set (Makhbubi Khasanah, 2012). Furthermore, Sudirman in Ade Irma and Santi Erawati explained that the meaning of the game is the process of interaction between one player and another player based on special rules for the creation of certain tujuan. Thus the game method can be applied by teachers in the learning process by inserting material into the game so that students not only play but they can also carry out the learning process (Kusuma and Irawati 2013).

During the service, the researcher applied The game method used in learning this vocabulary is word guessing. This game aims to make it easier to memorize the vocabularies that is being studied. To carry out this word guessing game, the thing that needs to be prepared is a word guessing card. The game begins by dividing several groups, then each child is asked to see the Arabic vocabulary (without translation) in the card, then the student asks to practice the word in the card through movements than the other participants determine the answer to the word being practiced in Arabic.

3. THEORETICAL STUDIES

2.1 Definition of Vocabularies

Vocabularies or Vocabulary is an important component in language skills, and a person's skills in Arabic are influenced by the vocabulary he has. If his vocabulary mastery improves, his language skills will also improve. The importance of understanding vocabulary without a doubt, vocabulary has an important role in teaching foreign languages, because in essence language is a collection of vocabulary. In contemporary Arabic-Indonesian dictionaries, it states that vocabularies come from Arabic which contains the meaning of words and terminological terms in English. Vocabularies is defined as vocabulary which contains the same meaning as vocabulary or all used words. In the dictionary of Al Munawir vocabulary is called sentences and vocabularies. Vocabularies (mufrodāt) can also be interpreted as a word that has been used in constructing sentences. So it has a certain meaning and meaning. Thus vocabulary is an applied word or word in the context of a sentence so that it has a contextual meaning, while the word has a meaning that is still not certain, then it is called

or dictionary meaning. Abdul Hamid said that Arabic vocabulary is a word that consists of two or more syllables and has a meaning.

2.2 Definition of Game Method

The the game method is a way of presenting the subject matter through various forms of game activities to create a fun, serious but relaxed atmosphere so that students will learn happily (Ahmad Saefudin, 2012). Language games or educational games are a way of learning Arabic through games. Language games are not an additional activity for fun alone but can be classified as teaching that aims to provide opportunities for students to apply the language skills they have learned. Educational games are very useful for recovery, confirmation, and enrichment activities in learning.

2.3 Vocabulary Games

There are several steps that need to pay attention to in the presentation of vocabulary games in order to determine success. Because, the game can not only be understood theoretically but must be designed in such a way as not to make fatal mistakes. Here are the steps: understand the content and shape of the game, set the time, the division of participants or groups, and the game instructions. The type of game used by researchers at the time of devotion is the word guessing game.

4. METHOD

The type of service used in this service is field service with the method used is *the participatory Action Research* (PAR) method. This devotion is also carried out by collecting data containing information obtained from the ustadzah who teaches children in Majelis Ta'lim Al-Hidayah. This devotion is carried out in the recitation of the children of *majlis ta'lim* Al-Hidayah with the subject in this devotion being the children of the recitation of Majelis Ta'lim Al-Hidayah consisting of 30 children. This service uses participatory action research (PAR) or research methods that are carried out in a participatory manner among community members

in a lower-level community whose spirit is to encourage transformative actions to liberate society from the shackles of ideology and power relations (changes in better living conditions). Thus, as the term implies, PAR has three main pillars, namely research methodology, action dimension, and participation dimension.

3.1 Research Methodology

Research methodology or diagnosis site (problem), in this service children in *majlis ta'lim* have the potential to learn Arabic vocabulary, but due to a large number of meetings and lack of mastery of Arabic vocabulary students feel bored, starting from the method that is still monotonous because the teacher is still very difficult in using the *active learning method*.

3.2 Action Dimensions

In the dimension of action or action planning, the devotee tries to change the learning of Arabic hanya two meetings within a week, so that the child does not feel bored and bored. The devotee tries to change the method of vocabulary learning by using word guessing games.

3.3 Dimensions of Participation

Dimension of Participation or implementation of Actions, the devotee applies to learn Arabic vocabulary by using word guessing games. The game begins by dividing several groups, then each child is asked to see the Arabic vocabulary (without translation) in the card then the student is asked to practice the word in the card through movements than the other participants determine the answer to the word being practiced in Arabic.

5. RESULTS & DISCUSSION

In general, language learning is included in Arabic, aimed at training four language skills that include listening skills (*istima*), speaking skills (kalam), reading skills (*qiro'ah*), and writing skills (*kitabah*). Each of these skills has different characteristics and learning targets, but in the learning process, it will be difficult to separate one skill from another, because the four skills are an inseparable part of the learning of language. In other words, it is impossible to practice one particular skill without practicing another, even if that skill is not the skill to be trained.

The steps taken during devotion, firstly conducting observations at the *majlis ta'lim* Al-Hidayah, secondly introducing programs to children regarding learning Arabic vocabulary, and thirdly implementing Arabic vocabulary learning programs using word guessing games.

Based on the results of researchers during the service activities carried out, students' mastery of Arabic vocabulary (vocabularies) has the potential to learn Arabic vocabulary, but due to a large number of meetings and lack of mastery of Arabic vocabulary so that students are bored, starting from a method that is still monotonous because the teacher is still very difficult in using the *active learning method*.

According to the monitoring of researchers when doing service at Majelis Ta'lim Al-Hidayah (children's recitation), there are several

factors that cause students' lack of mastery of Arabic vocabulary (vocabularies), namely: the *first factor*, Arabic is a second language that students only learn when they are in majlis. *The second factor* is the monotony of teachers in using the learning (conventional) method. *The third factor* is the use of media that is less varied so that learning is often delivered orally only without any supporting media that can interest students when the teacher explains the material. *The fourth factor*, the teacher tends to be the center of learning and students only listen to the material.

Media is indispensable in learning foreign languages, especially Arabic. Of the various types of media that exist, language games are widely chosen as a medium for learning language skills. Because in the process that does not demand too much seriousness of learning as well as other media. The language game used in this devotion is a word-guessing game. Where in practice, using Arabic language game card tools. The game begins by dividing several groups, then each child is asked to see the Arabic vocabulary (without translation) in the card, then the student is asked to practice the word in the card through movements than the other participants determine the answer to the word being practiced in Arabic.

In everyday life, it can easily be found the fact that everyone, whether male or female, adult or child, loves games, whether they are local, national, or universal. The reason for all this is because basically, every human being is indeed happy with the game. Games are not always merely creative, but there is also the educational content that games are not solely done for fun, but there are goals to be achieved, namely certain achievements. Departing from this fact, education experts ultimately recognize the need to use the game as an alternative learning medium or as an alternative to learning techniques. In the game, a person will feel involved and called to overcome difficulties and solve problems. More importantly, in the game, a person will get fun, and this will have a positive impact on other activities carried out.

Related to the use of games in learning, there are a number of reasons for the use of games in language learning. Some of these reasons include: games can satisfy students' attention to one aspect of language, sentence patterns, or certain groups of words, games can function as reinforcement and determination, games demand equal participation from all students, games can be adapted to the individual conditions of students, games contribute to the creation of a climate of healthy competition and open up opportunities for the use of target language (in this paper what is meant is Arabic) naturally in a relaxed situation, the game can be used in various learning situations and in various language skills, the game gives feedback as soon as possible to the teacher, and the game can increase student participation to the maximum. The activities referred to here are activities to overcome and solve problems will take place in an atmosphere of cheerfulness and without pressure. This shows that through games, a person can play while learning, or a resentful can learn while playing. The following games will be used as alternative learning during community service at Majlis Ta'lim Al-Hidayah so that students can be motivated in learning. The game used is a word guessing game, the game begins by dividing several groups, then each child is asked to see the Arabic vocabulary (without translation) in the card, then the student is asked to practice the word in the card through steering movements

and other participants determine the answer to the word being practiced in Arabic. This game aims to make it easier to memorize the vocabularies that is being studied so that it can increase interest and enthusiasm for learning, improve learning skills, improve in mastering new vocabulary, and can improve the ability to master Arabic vocabulary.



Picture 1. Delivery of material



Pictures 2. Start the game method

6. CONCLUSION

Based on the results of the dedication carried out on the recitation of children in the majlis ta'lim Al-Hidayah on the use of Game Method am learning Arabic vocabulary using word guessing games, in order to improve mastery of Arabic vocabulary. In addition, it can also improve the ability to master Arabic vocabulary, can increase student activity, make learning activities interesting and not monotonous, improve mastery of Arabic vocabulary, and train teamwork through group discussions.

7. PRONUNCIATION

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