

Implementation of Word Search Games in Arabic Vocabulary Learning for Taufiqurrahman Integrated Islamic Elementary School Students

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ABSTRACT

Learning Arabic in Integrated Islamic Elementary Schools holds significant importance in the context of religious education and character development of children. Although Arabic is a mandatory language for Muslims, students often face challenges in learning it. The role of schools, especially for Integrated Islamic Elementary School, in overcoming these challenges is crucial by building better learning effectiveness through a comprehensive, interactive, and enjoyable approach for students to increase their interest in learning Arabic. The use of technology such as educational apps or games can also be an effective means to strengthen students' language skills. Through this approach, it is expected that students can overcome difficulties in learning Arabic and gain a better understanding of Islam.

Keywords: Games; Word Search Game; Vocabulary; Arabic Language Learning

ABSTRAK

Pembelajaran bahasa Arab di Sekolah Dasar Islam Terpadu memegang peranan penting dalam konteks pendidikan agama dan pengembangan karakter anak. Meskipun bahasa Arab merupakan bahasa wajib bagi umat Muslim, siswa sering menghadapi tantangan dalam mempelajarinya. Peran sekolah, terutama Sekolah Dasar Islam Terpadu, sangat krusial dalam mengatasi tantangan ini dengan membangun efektivitas pembelajaran yang lebih baik melalui pendekatan yang komprehensif, interaktif, dan menyenangkan bagi siswa untuk meningkatkan minat belajar bahasa Arab. Penggunaan teknologi seperti aplikasi atau permainan edukatif juga dapat menjadi sarana efektif untuk memperkuat keterampilan berbahasa siswa. Melalui pendekatan ini, diharapkan siswa dapat mengatasi kesulitan dalam mempelajari bahasa Arab dan memperoleh pemahaman yang lebih baik tentang Islam.

Kata kunci: Permainan; Permainan Mencari Kata; Kosakata; Pembelajaran Bahasa Arab

PENDAHULUAN

Schools are educational institutions that play a vital role in shaping the character and morals of children, encompassing all aspects of community life. This makes schools one of the closest environments to children, where they can develop and adapt to become better individuals (Nikmatulaili et al., 2023). In the process of forming national character and morals, elementary education serves as the primary foundation for children to continue their education to the next level (Ramdani et al., 2023). Integrated Islamic Elementary Schools, or SDIT, are examples of educational institutions that prioritize moral education based on principles aligned with Islamic

views (Sadiyah, 2021). Arabic is a mandatory language for Muslims, as it is essential for understanding the core tenets of Islam, such as the Quran. Arabic is used daily in religious practices like prayer, dhikr, and supplication (Akla, 2017). In the curriculum used by Integrated Islamic Elementary School, Arabic is a required subject for all students. However, learning difficulties are inevitable, especially since Arabic is not the mother tongue for most students.

The factors behind the difficulties in learning Arabic are divided into two categories: internal and external factors (Pauseh et al., 2022). Internal factors include students' backgrounds, such as those who have not previously attended educational institutions that require Arabic, like madrasahs or pesantrens, along with difficulties in reading Arabic words and a lack of interest in learning the language. External factors involve the family environment, which may not show motivation or interest in Arabic, ineffective teaching methods, and a community environment that does not support the students' development.

Learning activities can become unpleasant if students feel pressured, fearful, threatened, if the activities are monotonous or boring, or if the content is not engaging (Nurhikmah et al., 2023). Therefore, creating enjoyable learning activities can help students better understand the material presented by educators. To create a positive educational environment with effective and efficient knowledge delivery, it is necessary to enhance the effectiveness and efficiency of the learning process to increase students' knowledge and interest in learning. This study aims to discuss the difficulties Integrated Islamic Elementary School students face in learning Arabic through games, with the hope of increasing their interest and skills in Arabic.

Language is a communication tool, a series of systematic sounds that evolve with communication tools, physical development, phonology, morphology, syntax, and human discourse, and depends on the role of humans in everyday life. Language proficiency is closely related to rhetorical skills, both in writing and speaking. Rhetoric is the ability to effectively and efficiently process and convey language, influencing listeners or readers through oral or written media (Lubis et al., 2024).

Arabic is closely tied to Islam, as the Quran is written in Arabic. The teachings of Islam, including the Hadith, are also explained in Arabic, necessitating good Arabic skills to understand these texts. Arabic is also the second international language after English (Kosim, 2021). It is a language of knowledge, with many historical research and books written in Arabic. Thus, learning Arabic is crucial for students to deepen their understanding of knowledge, particularly the Quran (Maimunah, 2016). Learning is a process that involves organizing the environment to stimulate and guide learners' activities. It is often seen as a process of providing assistance and/or guidance in learning. Learning activities involve educational interactions between educators and learners, aiming to achieve educational goals (Lesilolo, 2018).

Learning should be interactive and involve active participation from students. However, the learning process is often passive, with students merely receiving

information from educators without active interaction. This 'teacher-centered' method limits students' opportunities to be active, negatively impacting their learning process (Dariyanto, 2022).

Effective learning involves methods and techniques to achieve educational goals. Teaching methods are procedural, involving specific steps, and their success depends on the implementation by educators (Rohmah, 2017). Arabic language learning is the process of developing students' understanding of Arabic words used in communication. The main learning objectives are categorized by educational level, including recognizing and pronouncing Arabic letters, writing and reading them, connecting words with meanings and images, understanding intonation, and simple dialogues (Huda et al., 2023).

These competencies help students engage in the learning process effectively and prepare them for further education. Achieving these competencies results in skills like listening, speaking, and reading Arabic, starting from basic to more complex levels (Santosa et al., 2021).

METODE PENELITIAN

Based on the background considerations of the issues examined in this study, perspectives on the problems related to Arabic language learning for students at Integrated Islamic Elementary School have been identified for further examination. These considerations include: (1) The process of learning Arabic at Taufiqurrahman Integrated Islamic Elementary School, particularly for 4th-grade students, and (2) The problems in the process of learning Arabic for 4th-grade students at Taufiqurrahman Integrated Islamic Elementary School. From the above aspects and considerations, the researcher focuses on studying the adjustment issues in the process of learning Arabic for students. Based on the statements presented in the research questions above, the objectives of this study can be stated as follows: (1) The research aims to examine the material taught in the 4th grade of Integrated Islamic Elementary School, (2) The research aims to identify the problems in the Arabic learning process for 4th grade, (3) The research aims to obtain results from the issues that have been presented.

This research is conducted using a qualitative research approach by analyzing and/or conducting case studies on the related issues. This study is expected to provide theoretical benefits by offering insights into relevant study focuses and practical benefits by contributing to the improvement of student motivation and skills in learning, serving as a reference for improving the quality of the learning process for educators, and becoming a reference source for future researchers.

HASIL DAN PEMBAHASAN

Problem in the Arabic Learning Process

Consistency in the learning process plays an important role, and a lack of consistency in learning can affect the learning process and outcomes. It is explained in the study that the consistency present in each student and this consistency, which has a strong relationship with positive energy, can shape the success of students in an activity (Majid et al., 2019). Low consistency is clearly related to the students' motivation in receiving education, which ultimately leads to a situation where students have difficulty processing the information delivered by educators. Learning difficulties are also supported by several other factors, such as an ineffective and inefficient teaching-learning process, classrooms that do not support the effectiveness of the learning process, the delivery of learning materials that are not suitable for students, and an environment that does not support students in developing. These factors are interrelated and ultimately result in low student interest in learning (Daulay et al., 2024). Achieving effective learning is a long journey that certainly cannot be created without cooperation between students and educators. To achieve an effective teaching-learning process, it is necessary to reach appropriate effectiveness indicators so that the learning environment can be considered an effective space for students to carry out learning activities (Faradisa et al., 2023). Indicators in the effort to achieve an effective learning process can be outlined as follows:

Management of the Learning Process Implementation

At this stage, educators need to have the ability to manage the implementation of learning activities that promote the effectiveness of the learning process. This includes the delivery and/or discussion of learning materials, while also observing and measuring the readiness and ability of students to carry out the learning process. This ensures that students can grasp the learning materials conveyed by the educator in a contextual and meaningful way. Educators also need to analyze the materials before the learning activities begin by identifying the main points contained in the learning materials, adapting the deficiencies of the learning materials into more easily accessible content for students, and ensuring that educators master the content of the learning materials well.

Planning is certainly a crucial part of ensuring a good learning process. In this regard, organizing all forms of values and meanings contained in the material is very necessary to open students' minds and knowledge in acquiring the learning materials. This planning can be done by preparing sessions that are 'refreshing' for students but also beneficial, such as holding Q&A sessions and fun learning quizzes that include games. These activities can make students look forward to interesting sessions and pay more attention to the material delivery so that they can answer questions during the Q&A or quiz sessions. According to Reigulth, there is a structure that can be considered in conducting an effective learning process, which includes:

The division of learning materials based on related topics within the learning materials. By dividing and sequencing the learning materials into the most relevant and sequential topics, and distinguishing between main and additional topics in the learning materials, educators can enhance students' memory retention of the learning materials. This includes:

1. Educators need to respond to questions raised by students and give students the opportunity to express their responses regarding the related learning materials, and
2. Conduct brief evaluations of the learning process at the end of each session so that students and educators can identify the strengths and weaknesses in the learning process with the hope of developing better ideas in the future.

Creating a Communicative Learning Process: Being communicative means emphasizing communication, competence, and interaction. Communicative learning needs to create learning conditions and situations that prioritize the true meaning contained in the learning process, can convey good communication principles, facilitate active interaction among students and between students and educators, and deliver effective learning materials. The ability to create a learning process that involves lively social interactions between students and educators plays a significant role in increasing students' interest and motivation in the learning process. Especially in language learning, lively interaction between students and educators trains students to develop and improve their communication skills in delivering good language pronunciation.

Viewing and Using Students' Responses as Evaluation: Every educator certainly needs to build a good impression as an educator for every student. Creating a good and positive impression results in students' positive responses to the learning activities in the classroom. The positive attitudes and responses given by students can be created through the educator's care for their students, ultimately meeting the students' satisfaction expectations and creating a positive atmosphere.

Learning Activities: Given that the ineffectiveness of the learning process is based on students' discomfort in fully participating in the learning process, selecting the right learning activities can enhance the effectiveness of the learning process. These activities can be carried out by leveraging students' presence and contributions and linking them with relevant activities to the learning materials. For example, in Arabic language learning, educators can conduct engaging learning activities such as word search games for letters and words in Hijaiyah at the beginning stages. Well-executed activities with comprehensive game rules can create a positive atmosphere in the classroom, motivating students to memorize Hijaiyah letters and words to actively participate in the learning activities.

Learning Outcomes: The effectiveness of learning methods and techniques, measured through indicators of learning effectiveness, can ultimately be assessed

based on students' learning outcomes. These outcomes can be measured qualitatively or quantitatively by comparing students' previous learning results.

Non-Supportive Environment for Student Development

The environment broadly means any organism present around another organism, implying that the environment encompasses everything that is alive and present, exerting a strong influence on a person's life or impacting their continued existence (Mutakin, 2018). This environment manifests in various forms, from the living environment of students at their place of residence to the school environment. A non-supportive home environment for students' development can be seen in parents who are indifferent to their children's progress at school, parents who do not want to participate in the developmental process of the students, and other similar issues. Meanwhile, at school, it could involve the student's discomfort with classmates, a noisy, dirty, or uncomfortable classroom. These situations require special attention to help students grow and develop well in the educational environment during the learning process.

Teaching Methods of Educators

The different preferences of each educator result in the learning activities operating in their respective phases, which also determine the learning outcomes of the students. Educators serve as the main pillar for all students in achieving their anticipated dreams, as they hold the highest position in delivering the knowledge contained in the learning activities. Therefore, the teaching skills of educators provide a tangible manifestation of excellent learning outcomes. The role of educators, who must adapt their teaching methods to different situations and positions, presents its own challenges. Consequently, in an effort to create an effective, efficient, and positive learning environment, student involvement greatly supports the progress of classroom learning activities (Kurniawati et al, 2021).

Learning Arabic Using Play-Based Learning Methods

Playing induces positive feelings, as it is considered an enjoyable activity. Enjoyment is the fourth characteristic of AICFL (Active, Innovative, Creative, and Fun Learning), where learning is designed to promote an enjoyable atmosphere, thus increasing students' attention to learning more than other methods (Purwati et al, 2024). Enjoyable learning is a process of introducing learning material where students and educators interact harmoniously, eliminating pressure during the learning process (Suzanti et al, 2021). In other words, a positive relationship between students and educators is the key to an effective learning process. An educator plays a significant role as a learning partner for students at school, or specifically in the classroom, responsible for creating an enjoyable learning experience without overburdening the students. Learning Arabic requires innovative and creative Arabic language educators (Mansur et al, 2016). Hence, to create an enjoyable learning

experience, educators need to prepare learning materials with inspiring and informative strategies that incorporate student participation in the learning process.

This learning method is not just a trend but a solution to the effective learning needs of students, aiming to enhance the learning process and outcomes. Play-based learning is deemed important as it addresses physical and non-physical aspects previously overlooked, now considered essential in creating effective learning. This method also aims to bridge the gap between parental expectations for their children's learning and reality. Through this method, students are given the opportunity to solve problems with the help of study groups that prioritize cooperation, assisting in developing their social and emotional skills (Nahrowi et al, 2019).

The criteria encompassed in the play-based learning method include functional games, evolving rules for players (students), and symbolic value. These criteria create motivation in students to pay attention and actively engage in the learning process through play. Active student involvement during the learning process provides opportunities for them to grasp the essence of the lessons, answer questions, and clarify issues with the freedom to ask questions, making their presence a more effective process. Games, as a method, offer flexibility and freedom in their selection and application, adaptable to the material's weight, the educator's teaching methods, and the class's conditions and situations, achieving learning that contributes emotionally, physically, and mentally to the students (Wibowo, 2016).

Word Search Game

Bahasa Arabic is one of the languages with a root vocabulary exceeding 16,000 roots. Extensive vocabulary knowledge bridges the gap in expressing ideas to listeners or readers. Therefore, having a good vocabulary facilitates understanding word processing and appropriate word usage as a key to language learning (Rubiani, 2020).

In the Arabic word search game method, students are invited to actively search for and identify words in a relevant context. This not only enhances their understanding of word meanings and uses but also deepens their knowledge of Arabic language structures. Moreover, this activity can increase students' interest in learning and create an enjoyable learning atmosphere. Through active exploration in searching for words, students can gradually and contextually master vocabulary in the broader context of the Arabic language. Thus, this method supports language skill development and facilitates a deeper understanding of the culture and social contexts related to Arabic (Parihin, 2023).

In the context of learning Arabic, using the word search game is an effective strategy to enrich students' vocabulary. With more than 16,000 root words in Arabic, a deep understanding of vocabulary is key to mastering the language. Through word search activities, students can hone their language skills and deepen their understanding of word structures and meanings. Additionally, this activity helps

create an enjoyable learning atmosphere, encouraging active participation and increasing students' motivation to develop their Arabic language skills comprehensively, as the word search game involves vocabulary, a crucial aspect of language learning.

Learning Arabic Using Games

The method of learning Arabic using games as a learning tool can be tailored to the learning material to be delivered to students. Learning Arabic through games can start with educators understanding the learning material and the content of the chosen game as a learning introduction, adjusting the learning time, assigning student roles in the game process, learning material, and game instructions. Using games in learning Arabic is seen to increase the enthusiasm and excitement students bring to the learning process, changing their perception of Arabic from a complex and difficult subject to an enjoyable one. The use of games in learning Arabic can also boost students' motivation to learn. With a relaxed and interactive atmosphere, students are more open to participating and trying new things without fear of making mistakes, as games provide direct experiences allowing students to apply the knowledge they learn in real situations. This helps consolidate their understanding of Arabic and strengthens their language skills overall.

This method not only effectively enhances vocabulary and language comprehension but also shapes positive attitudes toward Arabic learning. Using games also promotes collaboration among students in achieving learning goals. While playing, students need to work together, communicate, and help each other to succeed. This not only enhances their social skills but also strengthens bonds among classmates (Adawiyah et al, 2023). Moreover, games allow educators to observe students' progress directly and respond to individual needs more effectively, as they are more likely to remember words, phrases, and sentence structures learned during games. Additionally, using various games can help strengthen students' brain connections, expand their vocabulary, and improve their ability to apply Arabic in different communication contexts. Thus, this learning method focuses not only on academic aspects but also on developing interpersonal skills and providing meaningful feedback to each student (Rahma et al, 2022).

The benefits and drawbacks of play methods in learning

Fundamentally, playing methods in learning are used to achieve a flexible learning process, through playing learners are also confronted with various conditions and situations that require each individual to solve problems and provide the best solutions to achieve desired goals, whether real or imaginary, by combining cognitive and motor skills of learners (Ishak et al., 2021). However, on the other hand, there are advantages and disadvantages that can be further reviewed regarding the application of play methods in the learning process of learners, which can be outlined as follows:

Disadvantages are (1) The learning process with play methods certainly requires equipment that supports the facilities and infrastructure for the implementation of play methods, which makes the cost requirements excessive compared to other learning methods,

(2) As diverse as the application of play methods in the learning process with the diverse equipment needed as facilities and infrastructure, it makes play methods require a wide scope for the conduct of learning activities that can provide effective learning space without limiting the movement space of learners, and (3) the possibility of misunderstandings by learners in the application of learning methods. While the advantages are (1) In play methods, it certainly requires active movement of learners to support the course of learning, thus stimulating motor development in children which helps learners to coordinate body movements in line with thoughts under brain control, (2) The need to solve problems during playtime encourages learners to develop thinking patterns, (3) It can train the independence side that exists in the mind of learners to be able to hold firmly to themselves and not depend on others, (4) The existence of binding rules in games makes learners need to comply with existing rules to support the course of the game, this trains the discipline of learners towards binding rules, and (5) Awakening the enthusiasm for learning of learners through instincts within themselves.

Through the above description shows that learning methods with play have advantages and disadvantages that need to be considered. Even though it requires costs and a larger scope as well as the potential for misunderstandings, this method has advantages in stimulating motor development, enriching thinking patterns, and increasing student independence. In addition, binding rules in games also form student discipline. Thus, play methods can be an effective tool for increasing learning enthusiasm and student engagement in the learning process.

This presentation proves in detail that (1) Educators as the key to the success of learning activities have a responsibility and a big task to ensure positive, educational, effective, and efficient learning activities. As the learning motivation possessed by learners plays an important role in supporting the implementation of learning activities, requiring educators to master basic teaching skills which master vital aspects, namely: a) skills in explaining learning material, b) skills in presenting variations in learning activities that can see conditions and situations, c) skills in guiding learners individually and in groups, d) skills in creating active and positive interaction processes, e) skills in managing classroom conditions and situations, (2) The environment as life surrounding learners has a big influence on the development of learners in delving into the learning sciences taught at school, as learning sciences are applied to daily life learners. In the sense, if the living environment of learners cannot position learners in support of learner development, it means learners will certainly have difficulty building good self-defense. The same goes for the school environment, the conditions and situations in the school environment can influence the performance of learners through the lively competition between learners but on

the other hand can also influence learners on the decline in quality and learning motivation, and (3) Amidst the onslaught of monotonous and passive learning techniques, the learning activity techniques chosen by Taufiqurrahman Integrated Islamic Elementary School in Arabic language learning in class 4 are good movements towards the effectiveness of learning activities. Involving the participation of learners to participate in learning activities is proven through learning activities not only limited to the presence of learners in the course of learning activities, but proven through the participation of learners in determining the course of the learning phase through games used in learning activities.

Based on this analysis, it can be concluded that thorough preparation in Arabic language learning for grade 4 students at Taufiqurrahman Integrated Islamic Elementary School is very important to minimize learning difficulties. Support provided to students also plays a role in increasing motivation and overcoming learning barriers. Evaluation of learning methods shows the importance of the teacher's role in creating an active and positive learning environment, as well as the influence of the school environment and daily life on student development. The use of learning techniques that actively involve students, such as play, at Taufiqurrahman Integrated Islamic Elementary School can improve the effectiveness of Arabic language learning in grade 4. In the process, the research runs very well and does not find significant difficulties that can hinder the research. For future researchers, it is advisable to prepare a clear picture of the research topic to be focused on in order to facilitate the search for references on Arabic language learning that is not diverse enough.

KESIMPULAN DAN SARAN

After conducting an analysis through qualitative data collection in the research on the Implementation of Word Search Games in Arabic Vocabulary Learning for Grade 4 Students at Taufiqurrahman Integrated Islamic Elementary School, several connections can be drawn: (1) The need for preparation in the learning process at Taufiqurrahman Integrated Islamic Elementary School, especially for grade 4, as this grade is classified as higher level with sufficient depth in material understanding. Difficulties in learning Arabic can be minimized through thorough preparation, (2) Support provided to learners can enhance their learning motivation and is considered effective in helping learners to tackle obstacles that hinder their development, both internally and externally, and (3) Identifying the strengths and weaknesses of the methods and learning techniques used at Taufiqurrahman Integrated Islamic Elementary School.

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