

Development of Hopscotch Learning Media to Improve the Mufrodat Mastery of Student in Elementary School

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Abstract

The purpose of this research is aims 1) to describe the development of hopscotch learning media to improve the mastery of mufrodat 2) to find out whether the development of hopscotch is effectif to improve mufrodat learning in terms of validity, practicality and effectiveness. This type of research and development (R&D) uses the ADDIE development model of 5 steps including analysis, design, development, implementation and evaluation. The data collection technique is through observation, interviews, documentation, questionnaires and tests. The results of the research from the validity of the product, namely the validation of content experts on hopscotch learning media, the validity level is 86% with valid qualifications, while the validation of design experts is 92% and the validation of learning experts by 5th grade teachers with validity of 86%. The results of the T Test analysis showed an increase in Arabic language mastery through the development of hopscotch media through small group and large group trials with very good qualifications. The findings obtained are first, the development of hopscotch learning media to improve the mastery of mufrodat. Second, there is a positive influence in mastering vocabulary of Arabic.

Keywords: *Hopscotch; Development; Mufrodat*

INTRODUCTION

The development of science and technology in education continues with the renewal of curriculum and learning tools. Development is one of the fields of educational technology that is carried out as an effort to solve problems in the learning process related to the results of the needs analysis. (Isnaini and Huda 2020) The use of technology is mainly intended to facilitate human work in everyday life. Development is needed in education, one of which is the development of learning media. Research and development is a process used to develop and validate educational products (Agustini and Ngarti 2020). Arabic is a lesson that is included in education under the auspices of religious schools. In fact, it is quite difficult to learn for the Indonesian people, especially for elementary school students. One way to increase the desire to learn is to incorporate educational elements into the game itself (Alvisar and Malik 2016).

The media is one of the supporting tools in the learning process. The success or failure of the learning process is largely determined by the means used (Hafidzoh Rahman et al. 2021). Instructional media are anything that can convey messages through different channels, and can stimulate students' thoughts, feelings, and readiness so that they can encourage the creation of a learning process to add new information to students so that the learning objectives can be properly achieved (Aulia 2023). The presence of learning media has a very important in the teaching and learning process (Hafitria and Asyrofi 2024), because in these activities the ambiguity and complexity of the educational material presented can be helped through the use of media as a medium.

Mufrodat is one of the important elements that must be owned by students in learning foreign languages, especially Arabic (Sulfikar and Nurul Fawzani 2023), Mastery of a lot of mufrodat can support and determine the ability of students to communicate well (Durtam 2022). Speaking is an important language skill that is supported by a rich and productive mastery of mufrodat. The addition of vocabulary is very important for the process of learning a foreign language (Islam 2022), therefore it is necessary to develop the right media to learn mufrodat being fun. So the development of hopscotch media is one way to learn mufrodat with fun through games and materials that become a series. To get maximum results, mufrodat material is arranged with a fun concept so that it is easily memorized by students.

Problems that often arise in Arabic language learning among elementary schools are one of them caused by teaching materials that are very classical (Arjuna and Marzuki 2022). In terms of books, the difference between Arabic and English books, in Arabic books the book cover design is very monotonous and colorless so that elementary school students feel lazy to read it, while we know the design of the English book cover uses a fun design for children and uses various color images. The next problem is that for elementary school students the media is very important in the spirit of learning the material. Therefore, the development of hopscotch media can improve students' ability to learn mufrodat.

Hopscotch is a game usually played by two or five children (Sarafiah and Khatimah 2023), played by boys and girls, how to play it by using one foot on a flat field such as the ground which is drawn with a line in the form of a box with a sign (+), the box is seven in number (Dewi 2014). In playing this each child must have a tool from broken roof tiles or small flat stones (Sada, Ita, and Rewo 2021). This game is very suitable with the psychology of elementary school children, combined with the development of mufrodat teaching materials can result in the development of hopscotch media that can be interesting for elementary school students.

There are several related studies taken from different sources in this research. First is a research from (Alvisar and Malik 2016), entitled "Making Hopscotch game to learn vocabulary for elementary school students", the purpose is to know the significant improvement of vocabulary, this research is a kind of kualitatif method and the result is a game which was developed from traditional games namely hopscotch game. Application of English element in this game is the manufacturing of cards which contains some vocabulary and picture that represents the vocabulary and this research helping children to improve English vocabulary. Second is research from (Zhao and Anas 2023), entitled "Development Of A Learning Medium based On Efastraditional Game (Engklek Fun And Smart) To Improve students' Communication Ability In Thematic Learning" the purpose is to know This attempts to create an EFAS (Engklek Fun and Smart) medium version of a typical game product. The results of the two questionnaires indicate that the teachers and students' replies are categorized as being very practical. Third, the EFAS medium is deemed operational. This was demonstrated by the fact that the students were able to respond to the ask and do question instruments both in writing and orally with a score of 92%. The similarity of this research is that both examine engklek, while the difference is that this research is to improve Arabic mufrodat.

METHODS

This research is research with a research and development (R&D) design, which is research used to produce certain products and test the effectiveness of these products. The combined method is a method that combines quantitative and qualitative methods to be used together in a research activity, to obtain more comprehensive, valid, reliable, and objective data. Comprehensive data is a combination of quantitative and qualitative data. Valid data is data that has a high degree of accuracy between the data that occurs, and the data reported by researchers.

The research development procedure basically consists of two objectives, namely developing a product and testing the effectiveness of the product in achieving the objectives (Andi Rustandi and Rismayanti 2021). The first objective is called the developer function while the second objective is called validity. Thus, the concept of agile development research can be interpreted as a development effort that is also accompanied by validation efforts. The model used in this research refers to the analysis, design, development, implementation, and evaluation (ADDIE)

model developed by Robert Maribe. In the ADDIE model, there are five stages of development, namely analysis, design, development, implementation and evaluation (Rohma, Subandowo, and Atiqoh 2022). Data collection techniques were carried out through observation, interviews, documentation, questionnaires and tests. Analysis of expert validation data obtained from the assessment of subject matter content experts, media experts and learning design based on the questionnaire given.

RESULTS AND DISCUSSION

The development in this research is the ADDIE model. The results of the development steps of Arabic learning media in the form of hopscotch in the subject at the school are as follows:

1. Analysis: The analysis stage is the first step in developing this learning tool. At this stage, several activities were carried out, namely needs analysis and curriculum analysis.
 - a. Media Analysis, needs analysis was conducted to identify the main problems in the use of teaching media. At this stage, researchers noted the problems that arose in Arabic language learning in class V of Bustanul Ulum Kediri elementary school. In this step, there are at least a few things that need to be answered about what teaching aids the teacher uses in the learning process and how the teacher uses teaching media in the learning process as well as the Arabic language learning process at school. Based on the results of interviews conducted with 5th grade at Bustanul Ulum elementary school, information obtained that there is not Arabic language teaching media to support the teaching process that takes place at Bustanul Ulum elementary school in Kediri. Due to the lack of use of teaching media, teachers can only rely on books, methods and props used in the learning process.
 - b. Curriculum Analysis carried out to find out what curriculum is used in schools, what are the core competencies, basic competencies, and what materials are in Arabic lessons that will be used as material in making hopscotch. After conducting curriculum analysis, it was found that the curriculum used in schools is curriculum 13. Based on this curriculum, the core competencies and basic competencies of the materials in schools are obtained.
2. Design: After the analysis stage, the next step is to design the learning tool. The first step in designing learning media is to identify Arabic language topics, especially vocabulary in elementary school. The next step is to determine the objectives, select the materials, and create the tools. These stages are as follows:
 - a. Lesson plan design, The objectives referred to in this case are the learning objectives for each indicator. These objectives describe what students are expected to learn and master after learning with hopscotch.

- b. Learning Media Design. Learning media for this two-dimensional building game. This hopscotch game is a poster with a size of 2 x 1 meter. It reads the title of the two-dimensional building hopscotch game poster for class V Bustanul Ulum elementary school Kediri. With a top margin size of 4 cm, left side 4 cm, right side 4, and bottom 4 cm, and Cambria and Sakkal Majalla fonts designed using the Canva application.

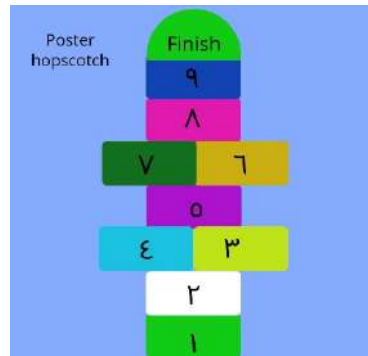


Figure 1: Poster Hopscotch game

- c. Book Design, The material taught in this book includes the material taught as well as the procedures for playing using hopscotch media which consists of 20 pages. At The title of the pocket book cover is made two-dimensional with the typeface, Cambria and calibri. The material consists of 3 sub-materials, namely The material consists of 3 sub-materials, namely *fil fasli*, *mihnah* and *hadiqotul hayawan*, also equipped with evaluation questions of five items each from each material and final evaluation and author profile at the end of the book with Cambria type.

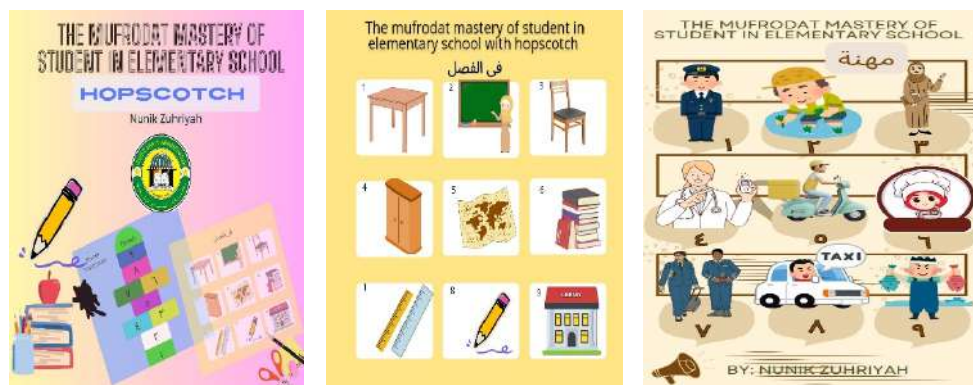


Figure 2: book desain of hopscotch

3. Develop, the next stage, the development stage, is the realization of the product from the design stage that has been carried out. Validation is then carried out to experts who are competent in their fields and can provide suggestions for better learning media. Based on the evaluation, suggestions and input from experts, researchers made revisions to learning media so that learning media were ready

to be tested on research subjects, fifth grade students of Bustanul Ulum Kediri elementary school.

- a. **Validity Design:** Products that have been manufactured are then subjected to validation tests. This product validation test is performed using a questionnaire sheet that contains evaluation aspects, as well as comments, suggestions, and inputs as evaluations for improvement. The product that has been made is then subjected to validation testing. This product validation test was carried out using a questionnaire sheet containing aspects of the assessment, as well as containing comments, suggestions, and input as evaluation material for improvement. The product design was validated by Mrs. GF, who is a lecturer at Badrus Saleh Islamic Institute Kediri, because she has a deeper ability in the field of product evaluation, so this research and development requires constructive suggestions and comments from the lecturer. Validation was carried out on May 7, 2023. The criteria for this aspect were obtained by researchers from several sources and modified to suit the aspects of the product to be produced and the needs analysis in this area. The results obtained in the form of quantitative data in the form of scores used to determine the feasibility of the tool, while qualitative data in the form of suggestions to improve the product developed. The data will be described in descriptive analysis. Based on design validation from material experts, aspects of the developed teaching media still need to be improved. Media experts gave some suggestions: Adding the course name and student identification number listed on the cover of the hopscotch.

No	Criteria	$\sum x$	$\sum x^2$	Description
1.	Media reveals the nature of things in everyday life	5	5	Very Good
2.	The appearance of the media cover attracts students' attention	5	5	Very Good
3.	The relevance of the media to students' needs	4	5	Very Good
4.	The images presented are clear and appealing	5	5	Very Good
5.	Attractive placement of pictures and illustrations	5	5	Very Good
6.	The media describes the contents/educational materials according to illustrations of everyday life	5	5	Very Good
7.	Appropriateness of font/type size	4	5	Very Good
8.	The color of the media title contrasts with the background color	4	5	Very Good

9.	The media is easy to use	5	5	Very Good
10.	The media presentation is able to develop students' interest in learning	5	5	Very Good
	Total	47	50	
	Average	92%		
	Category	Very Good		

Figure 3: Design validation with material experts

- b. **Validity Material:** Content validation is an evaluation of the content of learning materials contained in media products. The content expert who became an expert in this study Mrs. MLS is a lecturer at IKHAC. Validation was carried out on Mey 26, 2023. Material validation is carried out in the form of a questionnaire related to the assessment criteria for the content of the discussion or material as well as suggestions and comments as evaluation material for improvement. The results obtained in the form of quantitative data in the form of scores used to determine the feasibility of the tool, while qualitative data in the form of suggestions for improving the developed product.

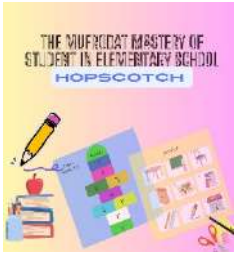
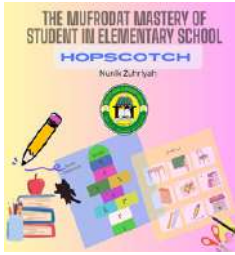
No	Suggestions	Media before Review	Media After Review
1.	Add the name of the course program and the student ID number that appeared on the cover means		
2.	topic title is written more specifically		



Figure 4:Correction Instructional aids

4. Implementation : The implementation stage is the stage of testing the product to students on a limited basis on the product developed in the form of a book. This trial is limited to the response of the class teacher as an observer in the implementation of the trial use of media teaching , and the evaluation conducted by the class teacher includes three aspects, namely the physical aspect or appearance, the use aspect, and the utilization aspect of the media teaching. The product development experiment was conducted at Bustanul Ulum Kediri Elementary School. This research is a study that utilizes a pretest-posttest type single group data model, in this model the same sample is processed in two different periods. Through this treatment, two different types of samples will be obtained, namely pre-test and post-test data. The pre-test is a test conducted to determine the ability of students, and this test is conducted at the beginning before learning practices and the use of media learning, while the post-test is a test conducted at the end of the semester. This test was conducted after the use of media learning in the learning process. The pre-test and post-test consisted of 10 multiple choice questions. In this study, researchers took a sample of fifth grade students of Bustanul Ulum Kediri elementary school, with a total of 20 students to serve as an experimental group.

5. Evaluation, The last stage of R&D is the evaluation stage, which is the process of assessing the implementation and testing of the previous stages to see how well the product is developed. The evaluation stage is analyzed below: Based on the material expert evaluation and content expert evaluation at the previous stage, it is known that there are several advantages of hopscotch, It is very interesting for students, easy to understand, and effective. At the same time, the disadvantage of hopscotch is spend a lot of time in learning. Based on the evaluation of the scores from the class teacher, it is known that the developed product has a percentage of 86% and is included in the very good category. In this case, the tools are appropriate and considered to be able to help students improve their vocabulary mastery, and this can be seen in the indicators assessed by the class teacher through a questionnaire. This research and development uses the data type model for pre-testing and post-testing, and in this model only the experimental group is used. The pre-test was conducted at the beginning before the learning practice and did not use the media. While the post-test is conducted at the end of the meeting after using the media teaching in the learning process. The samples

were taken from the 5 grade of Bustanul Ulum and the total number of students was 20 students, all of whom will be used as the experimental group.

Depending on the hypothesis test used, Paired Sample t test is used, which is a different test for two paired samples, which are the same subject but have different treatment. Below is the output of the hypothesis test.

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-11.25000	8.86670	1.98266	-15.39974	-7.10026	-5.674	19	.000

Based on the output table for the Paired Sample t test, it was obtained to find t hitung the researcher used the t distribution table with $S_{staraf} \alpha = 0,05$ and $dk = 1 n - 1 = 20 - 1 = 19$, and then it was obtained to be $= 2.093$. After obtaining $= 5.674$ and $= 2.093$, it can be concluded that $= 5.674 > 2.093$ is rejected and accepted. Based on hypothesis testing for the number of pre test and post test. There for the development of hopscotch is effectif to improve the *mufrodat* mastery of student in elementary school.

CONCLUSION

The development of this media product refers to the ADDIE model developed by Robbert Maribe, where in the ADDIE model there are five stages of development, namely analysis, design, development, implementation and evaluation. Based on the material expert evaluation and content expert evaluation at the previous stage, it is known that there are several advantages of hopscotch, namely very interesting for students, easy to understand, and also effective. Based on the evaluation conducted by the class teacher, it is known that the product developed received a percentage of 86% and was included in the very good category. In this case, the media developed is appropriate and able to help students in improving their mastery of Arabic vocabulary, this can be seen in the indicators assessed by the class teacher through a questionnaire. Based on the output table for the Paired Sample t test, it was obtained to find t hitung the researcher used the t distribution table with $S_{staraf} \alpha = 0,05$ and $dk = 1 n - 1 = 20 - 1 = 19$, and then it was obtained to be $= 2.093$. After obtaining $= 5.674$ and $= 2.093$, it can be concluded that $= 5.674 > 2.093$ is rejected and accepted. Based on hypothesis testing for the number of pre test and post test. There for the development of hopscotch is effectif to improve the *mufrodat* mastery of student in elementary school.

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