

**ARABIC DOMINO CARD GAME IN MUFRODAT MARAFIQU FIL
MADRASAH LEARNING AT MA'ARIF NU KAJEN VOCATIONAL
SCHOOL PEKALONGAN**

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ABSTRAK

Mufrodat Marafiqul Fil merupakan bagian penting dari materi yang memerlukan pendekatan pembelajaran yang kreatif dan efektif. Permainan dalam pembelajaran telah terbukti dapat meningkatkan minat dan keterlibatan siswa. Tujuan penelitian ini untuk mengetahui serta mengimplementasikan Permainan Arabic Domino Card Dalam Pembelajaran Mufrodat Marafiqul Fil Madrasah Di Smk Ma'arif Nu Kajen Pekalongan. Metode Penelitian ini menggunakan kualitatif deskriptif. Hasil penelitian ini menerangkan bahwa pelaksanaan pembelajaran dengan menggunakan permainan kartu domino di kelas XI SMK NU Kajen Pekalongan sangat efektif diterapkan dalam proses pembelajaran. Model ini membuat siswa lebih terlibat aktif, dan mengalami sendiri proses pembelajaran. Terjadi peningkatan dalam segi keterlibatan siswa dalam pembelajaran bahasa Arab. Yang semulanya hanya pasif dengan mendengarkan dan mencatat, kini siswa harus berdiskusi satu sama lain untuk menentukan jawaban atau arti yang tepat pada gambar didalam kartu. Selain itu, guru juga secara tidak langsung dapat melihat, menilai dan mengamati siswa dari segi sikap dan perilaku, sehingga gotong royong dalam sebuah kelompok dapat terbangun dengan baik.

Kata kunci : permainan, Arabic domino card, pembelajaran, mufrodat

ABSTRACT

Mufrodat Marafiqul Fil is an important part of the material that requires a creative and effective learning approach. Games in learning have been proven to increase student interest and involvement. The aim of this research is to find out and implement the Arabic Domino Card Game in Mufrodat Marafiqul Fil Madrasah Learning at Ma'arif Nu Kajen Vocational School, Pekalongan. This research method uses descriptive qualitative. The results of this research explain that the implementation of learning using the domino card game in class XI of SMK NU Kajen Pekalongan is very effective in the learning process. This model makes students more actively involved and experience the learning process themselves. There has

been an increase in student involvement in learning Arabic. Initially only passively listening and taking notes, now students have to discuss with each other to determine the correct answer or meaning for the picture on the card. Apart from that, teachers can also indirectly see, assess and observe students in terms of attitudes and behavior, so that mutual cooperation in a group can be developed well.

Keywords : games, Arabic domino cards, learning and mufrodat

INTRODUCTION

The background to this research emerged because of the challenges in learning Mufrodat Marafiqul Fil Madrasah at SMK Ma'arif NU Kajen Pekalongan. Mufrodat Marafiqul Fil is an important part of the madrasa curriculum which requires a creative and effective learning approach. Games in learning have been proven to increase student interest and involvement (Uliyah & Isnawati, 2019). Therefore, this research tries to utilize the Arabic domino card game as an interesting learning medium.

Apart from that, the lack of variety of learning methods in Mufrodat Marafiqul Fil at SMK Ma'arif NU Kajen is another reason for conducting this research. Monotonous learning can cause student boredom and reduce their level of understanding of the material (Manoppo et al., 2023). By integrating the Arabic domino card game, it is hoped that it can provide variety and fun in learning.

This research also considers technological developments and interactive learning trends. As time goes by, learning approaches need to be adapted to remain relevant and effective (Arif, 2020). The Arabic domino card game is considered a learning method that is not only fun but also relevant to modern learning trends (Priyastuti, 2021).

In addition, the use of games as a learning medium brings a competitive aspect that can stimulate students' learning motivation (Wicaksono, 2021). High motivation can improve students' learning performance in understanding the mufrodat Marafiqul Fil. Therefore, it is hoped that this research can make a positive contribution to improving student learning outcomes at Vocational School Ma'arif NU Kajen Pekalongan.

This research uses qualitative methods. The qualitative method is a method that focuses on in-depth observation (Fadli, 2021). Therefore, the use of qualitative methods in research can produce a more comprehensive study of a

phenomenon (Firmansyah et al., 2021). In this case, the researcher will explain how Arabic language learning at Vocational School NU Kajen Pekalongan works, especially on the theme of marafiqul fi madrasah. Apart from that, the researcher will also explain the use of domino cards in Arabic language learning. Also presented are several mufradat marafiqul fi madrasahs which are presented on domino cards. Researchers also include several forms of development of domino cards used in learning.

Thus, this research is directed at answering concrete problems in learning Mufrodlat Marafiqul Fil Madrasah at SMK Ma'arif NU Kajen Pekalongan and contributing to the development of innovative and effective learning methods.

DISCUSSION

Arabic Domino Card Game

In teaching, teachers do not just explain and deliver material, but teachers must also master various methods, techniques and learning media. Because basically, students tend to prefer to move actively rather than sitting still in a chair. For this reason, one of the efforts to overcome this requires appropriate learning methods in the context of learning vocabulary so that vocabulary needs can be met. In Al-Munawwir's dictionary, method means system, school or school, state (Munawwir, 2007). whereas in mu'jam al-lughatu al-maashir method means a special way of dealing with problems (Abdhul, 2023). With regard to learning, a method is a structured and thoroughly tested way to achieve the aims and objectives of learning (Hamid, 2010). One learning method that can be used in students' Arabic vocabulary learning is by using the domino card learning method.

The domino method is an alternative that can overcome obstacles in learning because the domino game is a fun learning method so it can increase students' interest in learning. Apart from that, the domino game is a game whose system is easy and is well known by the wider community, even though the domino cards that will be used in this research are not exactly the same as domino cards in general (Sahid et al., 2020). However, the game method is exactly the same as the usual game method and the only difference lies in the contents of the

domino cards. If the domino cards that are widely distributed in society consist of images of dots showing the number values on both sides, the domino cards that will be used in this research consist of vocabulary consisting of two different languages and different meanings on both sides. . The top side contains vocabulary in Indonesian and the bottom side contains vocabulary in Arabic.

According to Indit Dwi A, as quoted, the application of the domino card game media has advantages that can attract students' interest and attention in following the learning process. Apart from that, domino cards can train and get used to memorizing (Wijaya & Khoirun, 2023). Learning using domino cards is more effective and successful than using conventional methods because the learning is more exciting so that students will be interested and easy to accept, understand and understand the lessons learned (Wulandari et al., 2022). Just like regular dominoes, this domino game can be played by 2-4 people. After the first card is thrown, the next card will follow. However, if the domino actually contains a collection of mufradat and their meanings. In this domino, the cards contain various questions and answers. On a domino card, it is divided into two equal parts, one part is a question, and the other part is the answer to a question from another card.

Domino cards are a learning medium that can be used to attract students' interest in learning mathematics. This game will help children practice honing their skills in solving various problems using logic. Apart from that, domino cards are used to memorize the meaning or translation of each mufradat listed on the domino card. Learning media in the form of domino cards, in this case, are pictures and mufrodats written on cards that are similar to domino cards (Luviana et al., 2022). Of course, the shape of Arabic domino cards can be made in various ways according to your wishes and the use of the domino cards themselves in learning. Several examples of mufradat type Arabic domino cards are used for mufradat matching activities to improve children's memorization. The top section contains a picture of a place or a mufrodats and the bottom section contains the meaning or tarjmaha of each image on another card. In one card, these two segments cannot be the same in terms of mufradat and meaning. Because if they are the same, one domino card will not be able to be paired with another domino.

These domino cards can be used to help children define images and memorize mufradat (Puspita, 2018).

According to Sadiman, the advantages of the domino card game are that it is fun and entertaining, active participation of students in learning, provides direct feedback, allows roles to be played in real situations and roles in society, the game is flexible, games can be easily created and reproduced (Priyastuti, 2021). Meanwhile, according to the domino card learning media, it has the advantage that the domino card game is something fun to do, students participate actively in learning activities, interaction between students is more prominent, provides direct feedback, requires students to think, remember, predict and guess. This activity requires everyone to be involved, this makes shy students participate openly (Rochmiyatun, 2023).

Learning Mufrodāt Marafiqul Fil Madrasah at SMK Ma'arif NU Kajen

So far, learning Arabic is still less popular among the public, especially students at school. There are still many of them who think that learning Arabic is difficult. Starting from this assumption, most students become less motivated in learning Arabic. The main task of an Arabic teacher here is to eliminate this perception by implementing enjoyable Arabic language learning, namely a learning process that takes place in a friendly, relaxed and non-stressful atmosphere (Pamessangi, 2020). Both through approaches to the learning process, methods used in class, educational techniques, and media provided as supporting tools or to support the learning process.

Ideally, in today's world of education, teachers only act as facilitators for students to gain knowledge. In a simple sentence, Students learn a lot, Teachers teach little. And don't forget that the role and creativity of teachers is very much needed in creating an atmosphere or learning model that is able to make all students play an active role in a learning process.

One effort to create a comfortable and enjoyable learning atmosphere is to apply games in learning. There are many variations of learning models accompanied by educational language games that can be applied in Arabic language learning, especially in mufradāt learning. Because Mufradāt is the main key for someone in learning a foreign language, such as Arabic. Mufradāt plays

an important role in learning a language. The more mufradāt we have, the greater the possibility that we will be skilled in foreign languages. The number of mufradāt mastered by students greatly determines the level of success in mastering the overall subject matter (Dudung Hamdun et al., 2022). As the results of Ahyar's research show that there is a significant correlation between mastery of mufradāt and qawā'id and Arabic writing skills (Ahyar, 2018). This emphasizes the importance of mastering mufradāt in mastering and improving foreign language skills (Arabic).

Most students have a tendency to learn mufradāt only by memorizing it during the lesson, then forgetting the mufradāt they just learned about. One of the factors of this reality we can see in the mufradāt learning process which is taught using the lecture or drill method, then the teacher shows the shape of the object and reads it over and over again and only translates, even the teacher is not able to create interesting learning variations, so students will easily feel bored. and students quickly forget the mufradāt they have just received (Masfiyatul Asriyah, 2021). To overcome this problem, a teacher must be able to implement interesting and enjoyable learning for students by implementing the learning while playing (edutainment) method.

Based on the results of preliminary studies or observations carried out by the author at Vocational School NU Kajen, one of the factors that causes weak mastery of mufradāt is that teachers tend to be monotonous in delivering material to students. The learning process is still teacher centered, not student centered, which is always the most important problem in the field of education. And teachers more often deliver material using conventional models and methods, namely the teacher explains the material while the students just sit quietly listening or imitating.

In Mufrodāt (Vocabulary) Learning at Ma'arif NU Vocational School Kajen Pekalongan, especially in class XI on Marafiqul Fil Madrasah material using visual aids techniques or visible media. The Marafiqul fil madrasa material contains information about the facilities at the school. The teacher gives Mufrodāt Marafiqul Fil Madrasah according to the Arabic Language Book for SMA/SMK

for class XI by Moch. Wahib Driyadi and Feriandika. The following is Mufradat Marafiqul Fil Madrasah and its meaning, namely:

فَصْلٌ : Class

مَكْتَبٌ : Table

مَكْتَبَةٌ : Library

عُرْفَةُ الْمُدْرِسِينَ : Teacher's Room

مَعْمَلٌ : Language Laboratory

مُحْتَبِرٌ : Science Laboratory

مَسْجِدٌ : Mosque

قَاعَةٌ : Auditorium

مَقْصَفٌ : Canteen

حَمَّامٌ : Bathroom

مَوْقِفٌ : Parking area

مَخْفَرٌ : Security Guard Post

مَيْدَانٌ : Field

سَاحَةٌ : Page

حَدِيقَةٌ : Garden

وَحْدَةٌ صِحِّيَّةٌ : School Health Unit

صَالَةُ الْإِنْتِظَارِ : Waiting room

عُرْفَةُ هَيْئَةِ الطُّلَابِ : Intra-School Student Organization Room

Arabic Domino Card Game in Learning Mufrodlat Marafiqul Fil Madrasah at SMK Ma'arif NU Kajen

The form of learning applied using domino cards in the Marafiqul Fil Madrasah material at Ma'arif NU Kajen Vocational School is as follows:

a. Introduction

- 1) Students and teachers greet each other in Arabic, greet and pray with the students.
- 2) The teacher checks the students' attendance.
- 3) Teachers prepare physically and psychologically and motivate students

- 4) The teacher links the learning material to be implemented with the students' experiences.
- 5) The teacher conveys the learning objectives
- 6) Students listen to the presentation of the Learning Goal Achievement Criteria or KTTP delivered by the teacher.
- 7) The teacher provides a general overview of the material to be studied

b. Core learning activities

- 1) The teacher displays several mufrodats related to the المرافق في المدرسة material and recites the mufrodats regarding the المرافق في المدرسة material.
- 2) Students are asked to observe the mufrodat picture about المرافق في المدرسة and listen to the teacher's explanation of the mufrodat.
- 3) Students imitate the mufrodat said by the teacher repeatedly.
- 4) After imitating all the mufrodats, the teacher prepares learning media in the form of flashcards that have been designed by the teacher.
- 5) The teacher divides the class into 8 groups. Each group contains 4 to 5 students.
- 6) Then the teacher explains how to play domino cards containing mufrodat.
- 7) Students match within a mutually agreed time.
- 8) After completion, the teacher gives students an assessment or worksheet or LKPD.

c. Conclusion of Learning

- 1) The teacher and students reflect on the learning process that has taken place.
- 2) Teachers provide student assessments or worksheets (LKPD) to students as a form of understanding the material.
- 3) The teacher ends the lesson with Arabic expressions, greetings and closing prayers.

Then, below is one example of the development of domino card media in the Marafiqul fil Madrasah material mufrodat which is in accordance with the class XI textbook of the independent learning curriculum:



(Figure 1. Example of developing domino cards on marafiqul fi madrasa material)

CONCLUSION

Based on data from research results in the field and during learning, the researcher can conclude that the implementation of learning using the domino card game in class 11 of SMK NU Kajen Pekalongan is very effective in the learning process. Where with this model students are more actively involved, and experience the learning process themselves. There has been an increase in terms

of student involvement in learning Arabic. Initially they just listened quietly and took notes if necessary, now students have to discuss with each other to determine the correct answer or meaning for the picture on the card. Apart from that, teachers can also indirectly see, assess and observe students in terms of attitudes and behavior. Whether the attitude of mutual cooperation in a group can be developed well or not.

Based on the conclusions above, researchers provide suggestions for teachers to be more creative in choosing media and be able to use strategies that are interesting and fun for students. One way is by using domino cards.

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