Development of Monopoly Game Media in Visual Based Arabic Language Learning to Improve Vocabulary Mastery

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Abstract

This research is aimed at developing a game-based learning media, one of which is the monopoly game. This product is modified from the original game into an educational game that is used as a learning medium to help increase interest in learning to memorize Arabic vocabulary, especially MTs. Researchers use the ADDIE development model which has five stages, namely analysis, planning, design, implementation and evaluation. Analysis data was obtained through in-depth interviews and observations and obtained using descriptive quantitative methods to obtain valid results for the product. The results of the research show that the Monopoly game media can make it easier for students to memorize Arabic vocabulary, increase their interest in learning and make the class atmosphere more enjoyable.

Keywords: *Development, Learning Media, Monopoly, Vocabulary.*

PRELIMINARY

The teacher's role in learning is very important, from the smallest things to the highest. Especially in the process of teaching and learning activities so that students continue to participate in learning with interest and do not get bored, teachers must be able to determine the right strategies and media in delivering the material to be taught. This has a major impact on student academic achievement. Academic achievement is important as an indicator of teacher and student success. For teachers, academic achievement can be a guide for evaluating the success of student learning activities. For students, academic achievement is information that can be used to measure their level of ability or academic success, whether they understand the lessons taught or not. In the era of globalization, teachers need to innovate learning strategies and media so

that students remain interested in following the teaching process. Moreover, the process of learning Arabic is a foreign language, so innovative and non-monotonous learning strategies must be used in the teaching process so that students are interested in learning and make it easier to understand Arabic, especially in memorizing Arabic vocabulary. One of the problems that occurs at the Mts Purbaganal Sosopan school is the lack of student interest in studying Arabic, especially in memorizing vocabulary in Arabic. This happens because learning methods are considered less creative, less interesting and monotonous so that students are also disinterested and less interested in memorizing Arabic vocabulary. The author obtained this problem analysis through observations and interviews conducted with students at the Mts Purbaganal Sosopan school. In conclusion, they said that they were less interested in learning Arabic

because of the monotonous learning method. Therefore, the author found a solution to this problem and formed a new method by using learning media as a teaching tool, especially for memorizing Arabic vocabulary. Through this learning media, we hope to improve students' mastery of Arabic vocabulary. The learning media is in the form of a Monopoly game which is quite interesting for students in learning, but not only playing, the game has been modified by the author so that it is arranged in Arabic Vocabulary. This can make it easier for teachers to teach and change the previously saturated learning atmosphere into a fun and interesting one so that students are more active.

Research Methods

Researchers used the Research and Development (RnD) method in this research, with the aim of creating a product in the form of visual-based learning media in the form of a Monopoly game board which is very effective for learning in Arabic, especially increasing students' interest in memorizing Arabic vocabulary. According to Sugiyono, the research and development method is a method of producing a product by testing the effectiveness of the product. In this research the author adopted the development of the ADDIE model which has five development stages, namely: analysis, design, development, implementation and evaluation. In the first stage, there is a need for an information analysis process related to problems that occur with students in the teaching and learning process, whether the learning process is going as it should, there are obstacles. If you experience a problem in achieving the learning objectives, you will enter the next stage, namely Design. In the design process, plans are made to create learning media that will help students learn. The design of the learning media that will be created needs to be adapted to the situation and needs. And don't forget adequate school facilities, if the facilities are not adequate to create media that is too modern then create learning media that is simple but able to help

during the learning process. The most important thing is that it must be in accordance with the teaching materials. After the media design is complete, it enters the development stage, namely the stage where the media is developed or realized for implementation. The implementation stage is the stage of applying the learning media that has been created. At this stage you can also assess the effectiveness of the learning media if used during the learning process. And finally, there is the evaluation stage, which is the final stage where there is a process of improving the learning media if there are deficiencies when used at the implementation stage, and includes the stage of perfecting the learning media that has been created. If the learning media is completed during the repair period and is deemed suitable for reuse, it can be used regularly during the teaching and learning process.

Picture. 1 Development of the ADDIE Model

If product development is carried out using the ADDIE model properly and correctly, which involves developing a sequential process and following proper procedures, it will produce a quality product and the product can be accounted for. Then a response questionnaire was given to students to find out how effective the learning media was in helping them memorize Arabic vocabulary. Data collection was obtained through observation and interviews with students, then data processing using descriptive quantitative data. This data was obtained through assessing media validators and language validators as well as student response questionnaires, descriptive data was obtained through validator input and suggestions. For the purposes of this research, a questionnaire is used in the form

of a checklist which includes a score assessment for each component, with a Likert scale of 1-4 which can be described as follows:

Score	Information
1	Very Less
2	Not enough
3	Good
4	Very good

Analysis of the validity of a validation questionnaire and student response questionnaire has an assessment instrument. The average total score is obtained using the following formula:

$$\text{Tingkat Kevalidan} = \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor total}} \times 100\%$$

Validation tests are really needed to find out how well the learning media functions. If the calculation obtained is valid then the learning media is said to be suitable for use, however if the results show that it is invalid with a value below the predetermined average then the resulting product falls into two categories, either being improved or having to be created from scratch.

Research And Discussion

Preliminary research during the analysis made it possible to identify the main problems that arose during the teaching process, especially in memorizing Arabic vocabulary, and the researcher observed what actions needed to be taken for these solutions. This activity was carried out through independent observation and interviews with students. Therefore, initial analysis found that students had difficulty memorizing Arabic vocabulary. This difficulty occurs because they are not interested in learning Arabic in an uninteresting way, especially without using learning media. Therefore, the author

designed a learning media to support motivation and stimulate students' interest in learning, especially memory of Arabic vocabulary, with the hope that this media can make the class atmosphere more active and enjoyable. One learning medium that can overcome this problem is the Monopoly game board. The development of a learning media that will be applied to help in learning to memorize Arabic vocabulary, especially at the Mts Purbaganal Sosopan school, has several stages, namely: (1) Selecting teaching materials according to what is desired and included in the Arabic theme, but the author only chose one material that is intended to be used as learning media; (2) Designing learning media designs as desired; (3) The process of printing the game board according to the specified size; (4) Cutting or tidying up the game board along with the game cards, and the monopoly board game media is ready for use. After completing this process, a final product will be produced which will be assessed for suitability by the validator, the valid results will determine whether or not the product is suitable as a learning medium, which will be used during the teaching and learning process, these results will be explained in table 2.

Validator	Aspect	Scoor	Percentage	Category
Media Expert 1	Material and Language	35	87,5%	Very Worth It
Media Expert 2	Media	38	84,4%	Very Worth It

Table 2. Media Expert Validation Results

Based on the results obtained in Table 2 and assessed by media expert 1 in terms of material and language, the validation result is 87.5%, this value is included in the "very suitable" category for use with slight modifications that need to be corrected. before use. Media Expert Validator 2 then

obtained a media assessment score of 84.4%, falling into the "very suitable" category, and can be used with slight modifications.

Percentage	Qualification	Achievement
81-100%	Very good	Very decent
61-80%	*Good*	Worth
41-60%	Fairly good	Not fair
21-40%	Poor	*Not*
<20%	Very poor	Very poor

Table 3. Level of Achievement and Qualifications

It can be concluded that the evaluation obtained from the results of material, language and media verification successfully meets the established criteria and can be declared valid. So this media can be implemented as a learning medium in the teaching process, and this implementation is carried out together with students. During the trial, students will be divided into several groups, this group consists of 4 people, this game starts from البداية (Start) and first goes around the game board. Before the players circle the game board, the players are not allowed to take all the cards and do not have any rights. After the players circle the game board which depicts the spaces in the school environment using Arabic writing, the players must be ready to accept all the rules if they stop in one of the boxes with a picture of the spaces. UKS, then the player must take a card with a picture of the room and answer the question on the back of the UKS card. The questions listed must be answered by the player himself, after being answered by the player the player will get 5 riyals and can continue the game again. Furthermore, if the player stops at اِمْتِحَانٌ نِهَائِيّ (Final Semester Exam) the player must answer the questions available, there are more questions in the اِمْتِحَانٌ نِهَائِيّ box than in the space box and if the player is able to answer these questions the player will get 5 riyals and vice versa if the player cannot answer them then the player does not get anything.

Then when the player stops in several places, namely مَقْصَفْ، جَمْعِيَةٌ تَعَاوُنِيَةِ ٱلْمَدْرَسَة ،ميران الري اضة then there are no questions given to players, because it is a rest area at school and if the player stops at قِسْطَ دِرَسِيّ (school fees) then the player is entitled to pay a school fee of 10 riyals . In the monopoly game there is a غُرْفَةُ الإِرْشَادُٱلْمُشْتَوَرَة box (bk room) so the player gets a sanction where they have to memorize the names of days, names of months in Arabic or memorize 20 muphrodats according to the monopoly game material. After the sanctions have been carried out, the player can leave the online box, but if the player cannot answer then the player cannot continue the game and must answer the question. Furthermore, if the player has circled all the boxes on the game board and the player successfully passes the البداية (Start) then the bank must give an amount of 10 riyals, and if the player stops right at the بوابة it means the player has only passed the box and there are no questions asked. Furthermore, if the player stops at مَوْقِفُ مُتَحَرِّرْ (parking area) then the player is free to choose to move anywhere, for example the principal's room, teacher's room or class, and can move anywhere when they stop at the parking lot and so on until the game ends. After the implementation of the learning media was complete, the researcher then gave an assessment questionnaire to find out how effective the learning media was. Whether or not it is able to help them easily memorize Arabic vocabulary and increase their interest in learning Arabic. From the assessment results, an average score of 94.5% was obtained, thus these results are included in the "Very Appropriate" category for use as a learning medium that can help students memorize Arabic vocabulary more easily.

Conclusion

This research concludes that the monopoly board game learning media was developed through 5 stages, namely analysis, design, development, implementation and

evaluation. The assessment obtained through validator experts is in the very suitable category for implementation, especially at Mts Purbaganal Sosopan. The product obtained eligibility and was declared valid and succeeded in meeting the predetermined assessment indicators, although there were slight revisions from expert validators, but this was only a small problem that could be overcome by the author. This product can be used continuously in the Arabic language learning process, especially for memorizing Arabic vocabulary in different materials.

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