



## Application of the Take and Give Method in Improving the Mastery of Arabic Mufrodat in Class IV A Students at MI al-Huda Karangnongko, Maguwoharjo

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### Abstrak

Permasalahan yang masih sering terjadi dalam proses pembelajaran bahasa Arab adalah minimnya penguasaan kosakata mufrodat bahasa Arab pada siswa, hal ini dikarenakan metode yang digunakan guru masih bersifat konvensional hanya berpusat pada guru saja, sehingga hal ini berdampak pada nilai siswa yang belum mencapai KKM secara rata-rata. Penelitian ini bertujuan untuk mengetahui pengaruh metode Take and Give terhadap peningkatan penguasaan mufrodat bahasa Arab. Metode penelitian, penelitian ini merupakan penelitian tindakan kelas dengan pendekatan kuantitatif dalam penelitian ini yang menjadi fasilitator adalah peneliti, peneliti mengambil sampel kelas IV A MI al-Huda Karangnongko Maguwoharjo yang berjumlah 22 orang dengan melihat hasil siklus. Teknik pengumpulan data dalam penelitian ini adalah dengan menggunakan observasi dan hasil tes. Berdasarkan hasil analisis dapat disimpulkan bahwa penguasaan mufrodat bahasa Arab dengan menggunakan metode pembelajaran Take and Give dalam proses penerapannya mengalami peningkatan, dimana pada siklus I diperoleh hasil akhir sebesar 69% sedangkan pada siklus II meningkat menjadi 87%. Hal ini menunjukkan bahwa terdapat pengaruh yang signifikan penerapan metode Take and Give dalam penguasaan mufrodat bahasa Arab pada siswa kelas IV A MI Al-Huda Karangnongko Maguwoharjo.

Kata Kunci: Penerapan, Take and Give, Mufrodat Bahasa Arab

### Abstract

A problem that still often occurs in the Arabic learning process is the lack of Arabic mufrodat vocabulary in students, this is because the methods used by teachers are conventional only centered on teachers, so this affects the grades of students who have not reached the KKM on average. This study aims to determine the influence of the Take and Give method to improve mastery of Arabic mufrodat. Research method, this study is an action research with a quantitative approach in this study the facilitator is the researcher, the researcher took a sample of class IV A MI al-Huda Karangnongko, Maguwoharjo which amounted to 22 people by looking at the results of the cycle. The data collection technique in this study is by using observation and test results. Based on the results of the analysis, it can be concluded that the mastery of the Arabic mufrodat using the Take and Give learning method in the process of its application has increased, where in the first cycle the final result was found to be 69%, while in the second cycle it increased to 87%. This shows that there is a significant influence on the application of the Take and Give method in mastering the Arabic mufrodat in grade IV A students of MI al-Huda Karangnongko, Maguwoharjo.

Keywords: *Implementation, Take and Give, Arabic Mufrodat*



## Introduction

One of the many problems in learning Arabic that is most often encountered in the Arabic learning process is the lack of students' knowledge of the Arabic *Mufrodat* (Isnawati, 2022), it will be very impossible that the mastery of Arabic will be perfect if empowerment (vocabulary) *Mufrodat* is lacking. (Isnawati, 2022) Because the essence of language is several collections of vocabulary that are combined to form a perfect sentence that has meaning and is conveyed to the interlocutor. (Isnawati, 2022)

According to Karter, vocabulary or vocabulary is the ability of words that a person knows in speaking and writing. (Isnawati, 2022) This is experienced by students of class VI A MI al-Huda Karangnongko where the students have not fully mastered *Mufrodat* Arabic language in the material that has been taught by the Arabic teacher, Mr. Muhzan as an Arabic teacher also experienced several obstacles in teaching Arabic material to students of class VI A because the background of the students from class VI A MI al-Huda Karangnongko who was not from the pesantren environment was not from the pesantren environment, he said. To overcome the similarity of Arabic teachers in achieving a successful teaching and learning process, of course, they must use the right, effective and efficient method. (Isnawati, 2022) not only the use of methods that are not in accordance with the learning objectives, but other obstacles such as boredom in learning Arabic and monotonous teaching techniques, this is a trigger for instability to experience in the achievement of previously formulated goals. (Wardani, 2018) Gerlach and Ely,

explained that learning strategies are the ways chosen to convey learning methods in a certain environment. Furthermore, they explained that the learning strategy in question includes the scope and sequence of learning activities that provide a learning experience for students. (Wardani, 2018)

So from this perspective, the author is interested in applying one of the methods for learning Arabic, namely the Take and Give method. The Take and Give method is one of the practical and effective solutions in learning Arabic. especially for the mastery of the Arabic *mufrodat*. The term Take and Give itself is interpreted as receiving and giving information to each other (Souhuwat et al., 2019), The meaning of Take and Give in terminology is a learning concept that requires students to have the ability to understand information/knowledge by teachers and peers.

The Take and Give method is implemented with the aim that students can act as resource persons and learning companions for their peers, for example exchanging their knowledge. Thus, students are required to have the ability to master concepts, so that they can explain and communicate the material to other students. Because he must also develop examples that are relevant to others. (Ni'mah et al., 2021) The learning method is supported by giving cards to students, then the information on the cards is mastered and memorized, then students find each other's partners and exchange information. (Ni'mah et al., 2021)

According to Sri Tuti in her research, the Take and Give Method is a method that can solve problems in increasing mastery of the Arabic language where by using the Take and Give method, the *mufrodat* treasury will increase if

applied to students (Isnawati, 2022), according to Dahar, the Take and Give learning model is a learning method with syntax, requiring students to be able to understand the material given by teachers and their peers (Septina, 2018), as for the syntax or stages of the implementation of the Take and Give method in mastering the Arabic language as conveyed by Kurniasih (Sukasno, 2017) the following:

- a. Teachers should prepare the class as they should and then explain the learning objectives, materials according to the KD and the methods to be implemented.
- b. To strengthen students' mastery of the material that has been explained, namely about mufrodats with the theme مهنة, عنوان هواية, الثعارف, each student is given a card containing 5 mufrodats of the material and then memorized for 10 minutes.
- c. After that, students are welcome to stand up to find a partner from the card they are holding.
- d. Then each student is required to record the name of his or her partner on the card that has been given, so that all students can exchange, receive and provide information.
- e. After completing all stages, teachers and students carry out an evaluation of the extent of the success rate of learning using Take and Give by giving quizzes/questions to students that are different from the cards they brought originally.
- f. Then the last step is for the teacher and the students to review and conclude the material that has been delivered, then the

teacher closes the learning with a prayer, of course this stage is adjusted to the situation.

Among the advantages of this Take and Give method are as follows (Theriana, 2020):

- a. The model can be modified according to the teacher's wishes and adjusted to the learning situation.
- b. Spur students to cooperate and appreciate the abilities of others.
- c. Providing training to students on how to get along and communicate well with friends.
- d. Providing detailed knowledge to students through the cards distributed.
- e. Train students to be responsible for the tasks given by the teacher for the information contained in their respective cards.
- f. Making students master the material and information faster / due to double explanations from teachers and peers.
- g. More efficient time in students' understanding and mastery of information.

There are several shortcomings of the Take and Give method, according to Huda (Theriana, 2020) Among others:

- a. It is difficult for teachers to discipline students because students are hustling to find a partner who matches their cards, besides that teachers must be creative and innovative in managing the class so that students do not feel bored during the learning process.
- b. There is a mismatch/imbalance in skills between students who

have good competence and students who lack academic competence.

- c. There is a high probability of free riders (there are only some students who only receive it without giving it to other students.
- d. The knowledge information explained by the teacher is not precise, so the recipient is not right, besides that the mode is considered less effective, because the time has a long-winded impression.

The Take and Give method is very suitable to be applied to students at the basic education level and can be a solution for students who have problems at school as mentioned by several previous researchers who are relevant to discussing the Take and Give learning method as carried out by Rumpakha and Dwikurnaningsih showing that the Take and Give method is proven to provide an improvement in learning outcomes and the level of student activity in grade IV PKn subjects even semester of SDN 1 Buntu Kejajar Wonosobo. This is evidenced by the comparison of 2 cycles, in the first cycle the learning outcomes of students have increased, which was originally on average in the pre-cycle at 59.81% to 68.04% (77.27%), while in the second cycle it has increased again to 75.19 (86.36%).

Meanwhile, the level of student activity also increased by using a Likert scale of 70.3 (active) in the first cycle, rising to 78.3 (very active) in the second cycle.(Vidya Rumpakha, 2017) The success of the application of the Take and Give method in this peelitian, similar to the research conducted by Udayanti and Riastini

which succeeded in proving the effectiveness of the method in improving science learning outcomes in students of grade IV A SD Negeri 2 Sempidi Mengawi Bandung in the second cycle, the average percentage of learning outcomes reached a high criterion of 81.4% when compared to the first cycle which reached the medium criterion of 70.9%.(Udayanti & Riastini, 2017)

From several studies conducted by previous researchers, the researcher wants to fill in the gaps and shortcomings that have not been done by previous researchers, most of which Take and Give are applied to general subjects such as PKn, Science, Social Studies subjects and still minimally apply them to Arabic subjects and Islamic Religious Education. On that basis, the researcher wants to fill the gap by investing in the application of Take and Give in mastering the Arabic language, so that the learning outcomes of students have increased significantly

The researcher assumes that the Take and Give method is very effective for learning Arabic, especially applied to the mastery of Arabic vocabulary or grammar rules/rules that are conceptual and theoretical. This method is very interesting and more suitable for the RA, MI, TPQ and MTs levels because it is still very basic. For example, the MI level is presented with a minimum of 15-20 mufradat. Meanwhile, the MTs level is at least 20-35 mufradat in each chapter. Through the cards distributed by the teacher, students will be actively involved in exchanging information with other friends and then recording the names of friends who have been given information on the control card.

Thus, they will easily memorize and even master mufradat. Because one of the

advantages of this method emphasizes the memory/remembrance aspect. So if the Take and Give method is applied in mastering mufrodat it is very suitable, although on the other hand this method has a weakness, namely the problem of time allocation which is rather long-winded. However, this can be regulated by teachers as subject teachers to be more effective and efficient.

### **Theoretical Foundations**

The expected learning process of the National Education Goal is active learning, especially in Arabic language learning, in this study focuses on the application of the Take and Give method as one of the methods that will be applied in Arabic language learning to determine the level of mastery of the Arabic language. The take and give method is a method that invites students to share the material delivered by the teacher, in other words, this type of student is actively involved in delivering the material they receive to friends or other students repeatedly.(Isnawati, 2022) In addition, Take and Give is a type of learning that aims to build a dynamic learning atmosphere full of enthusiasm and enthusiasm, as well as create a learning atmosphere from passive to active from saturated to carefree, and make it easier for students to remember the material.(Septina, 2018)

This method is one of the solutions to the problem that teachers or teachers of Madrasah educators at the elementary level often have, namely the lack of mastery of the Arabic mufrodat, according to Isnawati in her research which discussed the Take and Give Method she concluded that the Take and Give method can increase the mastery of the Arabic mufrodat by using card media in the third grade students of MI Nurul Islam Yavahut Banjarmasin.(Isnawati, 2022)

The Take and Give learning model is described as a learning model that syntax stimulates students to be able to understand the subject matter, both from the teacher and explained to their friends.(Luritawaty, 2019) Based on the previous description, it appears that this Take and Give method can be used in learning Arabic, especially in mastering the Arabic language, with this method Arabic learning is not stagnant, children's creativity in learning will increase, especially in understanding Arabic subjects.

### **Research Methods**

This research is a research on the action of PTK classes (*Action Research*) Because the research was carried out to solve learning problems in the classroom. This research is also a descriptive research because it describes how a learning technique is applied and how the desired results are achieved. In this action research using the form of the teacher as the researcher, the person in full responsibility in this study is the teacher, the main purpose of this action research is to improve learning outcomes in the classroom where the teacher is fully involved in the research starting from planning, action, observation and reflection.(Vidya Rumpakha, 2017)

In this action research using the form of a teacher as a researcher, the person in charge of this research is the teacher The main purpose of this action research is to find out the mastery of the Arabic language mufrodat in grade IV A students of MI al-Huda Karangnongko, Maguwoharjo.

In this study, the researcher collaborates with observers as observers in the process of learning Arabic material about *عنوان هواية, الثعارف* in grade IV of MI al-Huda Karangnongko, Maguwoharjo. The researcher uses a quantitative approach, because with a quantitative approach the researcher can

decipher the data obtained. What is meant by a quantitative approach is an approach in conducting research that is oriented to natural symptoms because the orientation is so, so it is naturalistic and fundamental or natural and cannot be done in the laboratory and must be in the field.

In this study, the subjects were students of class IV A MI al-Huda Karangnongko, Maguwoharjo which amounted to 23 people consisting of 10 women and 13 men. In this study, descriptive analysis is used to analyze the success rate or percentage of student success after the learning process, each round is carried out by providing an evaluation in the form of written questions at the end of each round.

The data collection techniques used in this study include:

1. Test.

A test is a procedural tool used to find out something or measure something in a certain atmosphere, which is done in a way and rules that have been determined. The test in this study is used to collect data and students' understanding of Arabic language learning or mastery of the Arabic language mufrodat about مهنة, عنوان, الثعارة, هوية the tests used are post-test and pre-test tests.

2. Observation

It is a complex process as a process composed of various biological and psychological processes, in this research observations were made to collect data on the application of the take and give method to improve the mastery of Arabic mufrodat in students of grade IV A MI al-Huda Karangnongko, Maguwoharjo.

This research model uses a research model from Kurt Lewis. Each cycle includes planning, action, observation, and reflection.

1. Initial design or plan, before conducting research, the researcher prepares a formulation of the problem, objectives and makes an action plan.
2. Activities and observations, including actions taken by the researcher as an effort to improve the mastery of the Arabic language mufrodat and students observe the results or impacts of the implementation of this Take and Give method.
3. Reflection, the researcher examines and considers the results or impacts of the actions taken based on the observation sheet filled out by the observer.
4. The revised design/plan based on the results of reflection from observers makes a revised design to be implemented in the next cycle.

### Research Results

From the results of the Arabic mufrodat ability test in the material هوية, عنوان, مهنة, الثعارة in the first cycle test, there were no students who received the "Very Good" category or 0% of 100%. There were 13 students who received the "Good" category, which was 59.91% of 100%, 9 students who received the "Adequate" category, which was 40.09% of 100%, students who received the "Not Good" category, none or 0% of 100%, and students who received the "Very Poor" category, none or 0% of 100%.

From the results of the Arabic mufrodat ability test in the material هوية,

الثعاعرف, مهنة, عنوان in the second cycle test, there are 8 students who get the "Very Good" category, namely 36.64% of 100%, 14 students who get the "Good" category, which is 63.36% of 100%, students who get the "Quite Good" category, there are none, or 0% of 100%, Students who received a category of "Poor" did not exist or 0% of 100, students who received a category of "Poor" did not exist or 0% of 100%, and students who received a category of "Very Poor" did not exist or 0% of 100%.

Based on the assessment of the first cycle, the final result was 69%, and the second cycle got a final result of 87%, it can be concluded that the success rate of mastery of the Arabic language from students of grade IV A MI al-Huda Karangnongko Maguwoharjo material on مهنة, عنوان هواية, الثعاعرف, by applying the Take and Give method increased significantly, which when viewed the final result of the second cycle is higher than the results of the first cycle

### Discussion

This study aims to determine the influence of the Take and Give method to increase mastery of Arabic mufrodat material on مهنة, عنوان هواية, الثعاعرف, to students of grade IV A MI al-Huda Karangnongko, Maguwoharjo. After the researchers looked at and compared the results of, cycle I and cycle II, were different. Therefore, students must really master the Arabic mufrodat given by their teachers or peers. (Isnawati, 2022) In improving students' mastery of Arabic, the researcher as the facilitator in this study provides the Take and Give learning method because by giving the Take and Give method repeatedly, students will master it.(Luritawaty, 2019)

Because the brains of the students were well honed through the exchange of

information from cards containing mufrodat from four Arabic subject matter then given a final evaluation test by the researcher.(Luritawaty, 2019)

In addition, a good method is the question and answer method and discussion with the habit of being given time to exchange information about the mufrodat on the card itself will be easy to memorize without any element of coercion.(Luritawaty, 2019) So that the use of the Take and Give method in the Arabic learning process to increase the mastery of the Arabic language mufrodat becomes more meaningful, fun, and brings out the wisdom of students to play an active role in finding the answer to a problem through the process of working together to think, discuss and exchange information.

The take and give method itself emphasizes the mental and physical activity of students.(Septina, 2018)

Mental activities carried out in the Arabic learning process using this method can make learning meaningful and fun so that it is easy for students to remember.(Luritawaty, 2019) According to Sri Tuti, in her research, the Take and Give Method is a method that can solve problems in improving the mastery of the Arabic language where by using the Take and Give method, the mufrodat treasury will increase if applied to students.(Isnawati, 2022)

According to Dahar, the Take and Give learning model is a learning method with syntax, requiring students to be able to understand the material given by teachers and peers(Septina, 2018) Ridiyatum in his research he concluded that the Take and Give method is a method that can significantly improve learning outcomes with several cycles.(Mardiyah, 2021)



This is also in line with the findings in the field that this Take and Give method is able to significantly increase the mastery of the Arabic language in each cycle carried out on students of grade IV A MI al-Huda Karangnongko, Maguwoharjo. And this indicates that the students of MI al-Huda Karangnongko really understand and master the mufrodat given by researchers or teachers and their peers.

### Conclusion and Advice

Based on the results of research in class IV A MI al-Huda Karangnongko, Maguwoharjo. who examined the application of the Take and Give method in increasing the mastery of the Arabic mufrodat, it can be concluded that: there is a positive and significant relationship between the Take and Give method to the ability to master the Arabic mufrodat it turns out that the use of the Take and Give method can increase the mastery of the Arabic mufrodat in students, this is seen from the results of the first cycle and the second cycle there is a significant increase where the second cycle has a percentage value of 87% much more high compared to the percentage value of the first cycle, which is 69%. Hopefully this research can be useful for readers, especially teachers/educators to increase the effectiveness of the teaching and learning process, especially in Arabic subjects, and it is hoped that this research can be continued with more relevant objects and novelties to increase the innovation of this Take and Give method.

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