

ARABIC VOCABULARY TEACHING MATERIALS' DEVELOPMENT FOR KINDERGARTEN CHILDREN

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Abstrak: Pengajaran bahasa Arab membutuhkan cara yang dapat memudahkan siswa memahami dan menguasai materi. Oleh karena itu, perlu adanya strategi pembelajaran yang mendorong siswa untuk belajar bahasa Arab. Salah satu cara untuk meningkatkan minat siswa dalam belajar adalah dengan metode interaktif. Tujuan dari penelitian ilmiah ini adalah mengembangkan materi kosakata bahasa Arab untuk anak TK. Penelitian ilmiah ini mengembangkan materi kosakata bahasa Arab untuk Taman Kanak-kanak. Tempat penelitian berada di Taman Kanak-kanak "Perwanida". Metode penelitian ini diawali dengan investigasi tentang kebutuhan bahan ajar bahasa Arab di Taman Kanak-kanak "Perwanida", dan setelah itu terciptanya bahan ajar berbentuk media audio visual. Pada bagian akhir penelitian ilmiah ini, dihasilkan materi audio visual yang dapat dipergunakan untuk mengenalkan bahasa Arab pada tahap taman kanak-kanak.

Keywords: Arabic Teaching, Audio Visual material, Kindergarten Children

Preface.

The best ability of children to learn "second language" is at the age of 2-6 years, and to children aged 3 (three) or 4 (four) years than at the age of 9 (nine) or 10 (ten) years. In the human brain there is a "window of opportunity" for the ability to compose sentences that stop when the child reaches the age of 7, while the "window of opportunity" to add new words will not stop throughout his life, Mukmini (2002: 87).

Learning media follow technological developments. The oldest technology used in the learning process is printing which works on the basis of mechanical principles. Then was born audio-visual technology that combines mechanical and electronic inventions for teaching purposes. The last emerging technology is microprocessor technology which gives rise to the use of computers and interactive activities (Seels & Richey in Arsyad, 2009: 29).

Computers in today's development are a sophisticated and almost uncountable device. One by one human tasks that can be done easily by computers. Computers are a medium that is suitable in today's learning process in addition to other media. Therefore, the achievement of educational goals can be better realized by using media or tools that are in accordance with the nature and objectives (Surakhmad: 1986: 24).

As explained by Brown in Rusyan et al, (1989: 134) that the media used properly in the process of teaching and learning activities can affect the effectiveness of instructional programs. The activities of students do not only come from the teacher, but also through the media. With this, the media used is designed attractively to captivate students' hearts so that they dare to try learning interactive media.

Arabic learning activities are thought to have taken place since the early entry of Islam to Indonesia, namely in the 12th century. Learning Arabic for children or Al-'Arabiyyah Lil Athfal (ALA) in verbal form aims to teach reading skills of the Al-Qur'an and prayers and prayer readings. (Muhaiban, 2002). Arabic is not only taught to adult learners or adolescents, but also to the age group of children. Even with the policy of educational autonomy, Arabic is also used as an extracurricular subject for junior high school students. In addition, Arabic is increasingly being taught at the kindergarten level and at the Qur'an learning center (TPQ) (Ainin, 2003: 53).

Children are generally still learning about their environment. They love to talk about themselves, their parents, games and playmates. They like to run around and like to learn something by practicing it right away such as singing, playing, coloring, and cutting pictures.

Nurhidayati and Ridwan (2005: 19) explain that learning Arabic at the kindergarten / TPQ level aims to introduce Arabic through learning activities which are mostly still dominated by playing, storytelling and singing activities. These three activities are intended to introduce Arabic to children without having to force students to study formally. Attempts to introduce Arabic at the kindergarten / TPQ level are intended to introduce (a) simple Arabic patterns such as Shaba: khul khair, Shaba: khannur, Ahlan wa Sahlan, (b) Words related to the world of children, for example: animal names , fruit, flowers, toys, school supplies, family names, (c) Songs for children.

Learning Arabic at RA PERWANIDA Pacarpeluk Megaluh Jombang uses a learning curriculum as determined by the government for RA levels. However, the media used has not introduced learning media in the form of interactive media. In addition, the material taught at the school refers to K13 in the guidebook & implementation of curriculum development at the kindergarten education unit level. Lessons taught in learning Arabic in RA are only vocabulary that is close to the child, for example: numbers, family and environment. Therefore, researchers used the development of children's mufradat by applying the Microsoft PowerPoint program which was formed into an audio video.

In this interactive media, kindergarten students are introduced to Arabic mufradat about the environment, including animals, clothes and body parts. In compiling the media, the researchers used references to teaching materials that had been compiled by Wirdatul Munira, one of the predecessor researchers who had an object of learning studies entitled "Learning Arabic for Kindergarten. (العربية للأطفال)".

The importance of developing audio-visual media in the learning process is to improve the ability of kindergarten students to recognize and memorize Arabic mufradat. The material presented through this interactive media includes the introduction of Arabic mufradats accompanied by interesting sounds and images, so that children can quickly recognize and memorize these mufradats. The object of the study of Arabic learning with the development of interactive media was carried out at RA Perwanida. The reason for choosing this place was due to the lack of use of learning media, especially mufradat learning using audio visual media.

METODE

The development model used in this research is the modified Sadiman (1989: 98) model. The research procedure consists of several stages, namely (1) identifying needs, (2) formulating objectives, (3) developing subject matter, (4) writing media scripts, (5) processing production, (6) making instructions for use, (7) validate, (8) revise.

The object of this research trial was students. In media trials, researchers involve some students in RA so that learning is more effective. This product was tested during Arabic lessons, accompanied by the RA teaching teacher.

This field test was conducted to determine teacher and student acceptance of interactive media learning media. In practice, this media was tested on kindergarten age children in semester 1 with a total of 20 students.

The instruments used to collect data in this study were a check list, interview guidelines, and practical learning activities. The main instrument in this study is the practical learning activities using interactive media conducted by researchers from the beginning to the end of the study. Meanwhile,

check lists and interviews are helpful instruments. The check list used is the assessment check list that uses 4 (four) levels of assessment.

The data analyzed in this media development is quantitative data. Quantitative data were obtained from assessment questionnaires given to media experts, material experts, and kindergarten teachers. This PowerPoint learning media can be used in the teaching and learning process when it reaches a validity level above 75%.

RESEARCH RESULT

Validation data were taken from two expert lecturers; material expert and media expert as well as two kindergarten teachers from RA Perwanida, and a companion teacher who filled out a questionnaire during the research. While the trial results were obtained from RA Perwanida.

The trial was carried out at RA Perwanida, the test object was some of the Kindergarten A class students, totaling 21 children. Trial data were obtained from interviews with Kindergarten A children, and the interviews given consisted of 8 questions with the highest score for each question being 4.

This audio-visual media is based on Arabic teaching materials for kindergarten written by Munira, (2009) with the title Development of Arabic teaching materials for kindergarten / RA. The teaching materials used refer to the guidebook and implementation of curriculum development for kindergarten / RA. In this study, researchers developed mufradat learning media for children in a media in the form of audio visual

The steps taken in designing this material are (a) identifying needs. By interviewing, this study concluded that RA Perwanida needed audio-visual based media; (b) Formulating goals. the purpose of making this media is to make it easier for early childhood to memorize mufradat with the help of images and sounds. (c) Developing the subject matter, the material used is vocabulary that is close to the child so that the child can easily remember the foreign language they have learned. Writing a media script, all the content of the material is collected and then grouped according to the appropriate theme, the media script in question is the material used in the interactive MEDIA media with each theme having 6 vocabularies. The production process has 3 stages, namely preparations made before media production by searching for animated images and making sound for media, executing media creation using

Microsoft PowerPoint which is done to compile the first to last material, and editing done to change errors from the media. After implementing the design above, the next step is to make a guidebook for the teacher so that they can operate the media properly in learning, and be able to understand the links on interactive media.

This research produces a product in the form of interactive media for learning Arabic mufradat for children with a total of 5 (five) themes and made each theme 1 (one) media. The material used in this study is the basic material for learning Arabic in Raudhatul Athfal (RA) with each sub theme consists of 6 vocabulary words. On the theme of myself with the sub theme I am a Muslim woman, I have 6 options for self-introduction, namely (اسمي فاطمة، عمري خمس سنوات، بيتي في مالانج، سأكون طبيبة، أبي (عين، فم، انف، يد، رجل، and the sub theme of my body, they are (اسمه محمد، أمي اسمها زينب) (جد، جدة، أب، أم، ابن، and the sub theme of my family, (جدار، نافذة، بيت، باب، حديقة، حجرة) sub theme my home is (بنت) (كتاب، مرسم، سبورة، طلاسة، كرسي، مكتب). On the theme of my needs with the sub-theme of food and drink, the material is (رز، دجاجة، لحم، خبز، قهوة، شاي), and the sub theme of clothing, is (سروال، جورب، خمار، جاكته، قميص، حذاء). The Animal theme consists of 6 vocabularies, namely (فيل، قرد، بقرة، فأر، قط، ديك) And the plant theme with the fruit sub-theme also has 6 vocabularies consisting of (برتقال، تفاح، فرولة، عنب، منجا، بطيخ) and the vegetable sub-theme, (جزر، طماطم، خيار، باذنجان، ذرة).

User guide as a teacher guide to make it easier to operate audio visual media. The steps for using it are (1) entering the main menu, pressing the "book" image, (2) using interactive MEDIA instructions, pressing the question mark (help), (3) learning vocabulary, placing the cursor on the word "هَيَّا تَتَعَلَّمْ", (4) learn mufradat, click "Let's Learn" or other menu options, (5) on the main menu, press "Let's learn", (6) on learning mufradat, press the desired image, it will exit animated pictures, (7) material menu, press the picture according to the theme to be selected, (8) slide songs that begin with the spelling of each verse,

press the sing menu, (9) poetry slides beginning with the spelling of each verse , press the menu to read the verse, and (10) slide the practice questions, press answer questions.

The trial was carried out in 3 types, namely media experts, material experts, and kindergarten teachers. The data collection was carried out in this validation process using a questionnaire filled out by media experts. The media validator who validates the quality of this media is Dr. Imam Asrori, M.Pd who is a lecturer at the Department of Arabic Literature, State University of Malang. From the validation results obtained the number 78.8%, then the mufradat learning media using interactive media can be categorized as "Valid". Validation from material experts validated by Prof. Drs. Muhaiban gets 73%, so mufradat learning media using interactive media is categorized as "quite valid". The validation of kindergarten teachers by two RA Perwanida teachers got a score of 78.8% and 80.6%, so they are categorized as "valid". Apart from that, the media was also piloted in RA Perwanida and reached the valid category with a rate of 83%, apart from being tested on students, the researcher also gave a questionnaire to the accompanying teacher when the research was taking place, from the questionnaire it got a figure of 94% and was categorized as "valid"

From the percentage value that has been mentioned, this is in accordance with Arikunto's literature (2006: 276) regarding the Program Validation Criteria as follows:

Percentage (%)	Validation Criteria
76 – 100	Valid
56 – 75	Enough Validity
40 – 55	Less Validity (Revised)
0 – 39	Invalid (Revised)

Mufradat learning materials for children using audio-visual forms have been made with manuals. The manual is a guide for teachers who will teach the media so that they are not mistaken in using the links and directions in the teaching material.

The manual is made for teachers and children, while from suggestions and criticism from the validator with additional instructions for use on the media, so that the manual is devoted only to teachers who will teach the media. So that the final product in the manual is only presented to teachers.

CONCLUSIONS AND SUGGESTIONS

Media is very important for early childhood, especially in learning foreign languages. Mufradat learning for an early age is faster by the way children listen to words, say words, get word meanings, read words, and write words. This mufradat learning media for children is packaged with an attractive appearance, beautiful background and unique animation, so that it can motivate students to use the media as a medium for learning foreign languages. And use techniques that are in accordance with mufradat teaching.

This material has several advantages, namely: (1) its form in the form of audio visual material makes it easy to carry anywhere so it is more practical, (2) it is interesting in delivering messages, (3) can be used at any time, (4) realizes two-way communication, (5) can encourage curiosity and motivation to learn higher. Apart from the advantages, this audio visual media also has weaknesses. The weaknesses of this media are: (1) the material developed in this learning media is limited to one semester, (2) it still requires assessment and testing on larger or wider subjects in order to obtain a more stable assessment, (3) animation is only on images that return to the theme, while images on the material are not animated, and (4) this media uses a computer, so those who do not have a computer cannot use the media.

The suggestions that can be put forward are that kindergarten teachers are expected to try to use the media in foreign language learning so that students are more active and motivated in learning. In addition, this media development product can be used as an input for developers by making learning media that is more complete and attractive for early childhood.

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