



The Effect of Using Taboo Games on the Interest in Learning Arabic of Students in Class X MA Luqman Al-Hakim Limboto

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Abstract:

The interest in learning among students, particularly in Arabic language classes, can be influenced by monotonous learning environments and the lack of media used during classroom instruction. This research aims to determine whether the use of taboo games as a medium affects the interest in learning Arabic among 10th-grade students at Madrasah Aliyah Luqman Al-Hakim Limboto. In this study, the researcher employed a pre-experimental design with a one-group pretest-posttest format and utilized questionnaires for data collection. The sample consisted of all 12 students in the 10th grade at Madrasah Aliyah Luqman Al-Hakim Limboto. Based on the data analysis results, it can be concluded that the use of taboo games has an influence on the students' interest in Arabic language subjects. This is evidenced by the paired sample t-test results, where the significance value (2-tailed) is less than 0.05, indicating a significant impact of taboo games on students' interest in learning Arabic. This research can serve as a recommendation for teachers to use taboo games as a medium in teaching Arabic. The use of taboo games can be an effective tool to motivate students and increase their interest in learning Arabic, making the learning process more enjoyable and interactive.

Keywords: Taboo games; Learning interest

Abstrak:

Minat belajar siswa pada suatu pembelajaran terutama pada pembelajaran bahasa Arab bisa disebabkan karena suasana pembelajaran yang monoton dan tidak menggunakan media selama pembelajaran di kelas. Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh media taboo games terhadap minat belajar bahasa arab kelas 10 Madrasah Aliyah Luqman Al-Hakim Limboto. Dalam penelitian ini, peneliti menggunakan jenis penelitian Pre-eksperimental dengan desain One Grup Pretest-Posttes dan teknik pengumpulan data menggunakan angket. Sampel pada penelitian ini adalah seluruh siswa kelas 10 Madrasah Aliyah Luqman al-Hakim Limboto yang berjumlah 12 siswa. Berdasarkan hasil dari analisis data dapat disimpulkan bahwa ada pengaruh media taboo games terhadap minat siswa pada mata pelajaran bahasa Arab hal ini dapat dilihat pada hasil uji t paired sample yang diperoleh nilai signifikansi (2 tailed) 0,05, maka terdapat pengaruh signifikan media taboo games terhadap minat belajar bahasa arab siswa. Penelitian ini dapat menjadi masukan kepada guru untuk menggunakan media taboo games dalam pembelajaran bahasa Arab. Penggunaan media taboo games dapat menjadi sarana yang efektif untuk memotivasi siswa dan meningkatkan minat mereka dalam belajar bahasa Arab, sehingga proses pembelajaran menjadi lebih menyenangkan dan interaktif.

Kata Kunci: Taboo games; minat belajar



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INTRODUCTION

Arabic is one of the foreign languages taught in Indonesia. Arabic language instruction can be found in both formal and non-formal Islamic institutions. Formal Islamic institutions include Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah, and Islamic universities. Non-formal institutions, such as Islamic boarding schools (Pondok Pesantren), also teach Arabic, both as a subject and as a means of communication.¹

According to Manshur, as cited by Syafei and Fauzi, there are four language skills that must be achieved in Arabic language learning. These include listening skills (Maharah al-Istima'), speaking skills (Maharah al-Kalam), reading skills (Maharah al-Qira'ah), and writing skills (Maharah al-Kitabah).² In this context, vocabulary (mufradat) becomes a crucial component for achieving these skills, as the quality of a person's language proficiency depends on the quality and quantity of vocabulary they possess.³

Arabic language instruction in schools is regulated by the Decree of the Minister of Religious Affairs Number 183 of 2019. This regulation includes the Arabic language curriculum that must be taught to students at the elementary and secondary school levels.⁴ However, many students are still uninterested in learning Arabic because they consider it difficult to learn. To ensure students enjoy and are engaged during Arabic language lessons, several factors need to be considered, both external and internal. One external factor is the need for engaging learning media that prevent students from feeling bored when studying Arabic. The internal factor pertains to the students themselves, specifically their interest in learning.⁵ One solution to increase interest in learning Arabic is to innovate the use of instructional media during the learning process.

According to Supriyono, as cited by Putri et al., the use of instructional media aids can stimulate students to engage in learning activities that are active, innovative, creative, and enjoyable. The learning media provided by teachers can increase students'

¹ Abdul Kosim, 'Nama-Nama Pesantren Di Bandung Raya', *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 2.1 (2021), 1–23 <<https://doi.org/10.52593/klm.02.1.01>>.

² Isop Syafei and Mefta Rahmat Fauzi, 'استخدام وسيلة بطاقة تصنيف الكلمات لترقية ميول التلاميذ في تعليم المفردات', *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 04.02 (2023), 171–88.

³ Rambu Aulia and others, 'Peran Media Dalam Pembelajaran Mufrodlat', *Al- Mu'arrif: Jurnal Pendidikan Bahasa Arab*, 1.2 (2021), 39–48 <<https://jurnal.lp2msasbabel.ac.id/index.php/AL-MUARRIB>>.

⁴ Zelika Afaria, Desky Halim Sudjani, and Fikni Mutiara Rachma, 'Pengaruh Media Pembelajaran Berbasis Permainan Digital Terhadap Minat Belajar Bahasa Arab Pada Siswa Kelas X MA Miftahul Huda Bahasa Arab Merupakan Bahasa Internasional Yang Banyak Digunakan Negara Timur Tengah . Bahasa Arab Erat Kaitannya Dengan Agama Is', *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 03.02 (2022), 94–103 <<https://doi.org/10.30997/tjpba.v3i2.6235>>.

⁵ Weni Sainur Mulyani, Fachrur Razi, and Agus Mulyana, 'Pengaruh Penggunaan Thariqah Mubasyarah Terhadap Minat Belajar Bahasa Arab Peserta Didik Kelas VII di Sekolah Qur'an Indonesia Megamendung Berjalan Pembelajaran Bahasa Arab . Hal Ini Yang', *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 02.01 (2021), 25–36 <<https://doi.org/10.30997/tjpba.v2i1.3621>>.

interest in learning because it allows them to be actively involved and can positively impact their psychology.⁶ In general, the purpose of using instructional media is to facilitate the delivery of information, such as learning materials, from the teacher to the learner. This is done to make the material easier to understand, more engaging, and more enjoyable for students.⁷ One of the media that can be used in learning is educational games.

Santoso explains that games are a media for children to learn that encompass the cognitive, social, emotional, and physical development of students.⁸ According to Wibawa, as cited by Rifani and colleagues, educational games are a form of learning by doing, where learning occurs as a result of players' efforts to overcome challenges within the game. The learning process involves reflection on failures experienced by players, which can prevent the same mistakes from occurring in subsequent stages.⁹ One of the educational games that can be used in learning is taboo games because in taboo games, it demands active participation from all students. Students also need to guess as many words as possible to win the game.¹⁰

Based on the interview with Mrs. Nur Azizah Hamid A.Md, who is a teacher of Arabic language for 10th grade at Madrasah Aliyah Luqman Al-Hakim, she stated that the interest of 10th-grade students in learning Arabic is still low. This can be observed from the lack of enthusiasm among students during the learning process. Arabic language instruction at Madrasah Aliyah Luqman Al-Hakim still relies on lecture methods and has not yet incorporated media into Arabic language teaching.

There are several studies that prove the suitability of taboo games for language learning. One such study was conducted by Maria Graciela and Yohana Veniranda on the use of taboo games to improve English vocabulary mastery. Their research showed that the average score on the pretest for the experimental class was 56.07, while the average score on the posttest was 97.3. These results indicate that taboo games can significantly

⁶ Dhiya Juliana Putri and others, 'Faktor-Faktor Yang Mempengaruhi Minat Belajar Siswa Di Kecamatan Larangan Tangerang', *Seminar Nasional Ilmu Pendidikan Dan Multidisiplin*, 5.9 (2022), 49–53 <<https://prosiding.esaunggul.ac.id/index.php/snip/article/view/226>>.

⁷ Muhammad Hasan and others, *Media Pembelajaran* (Klaten: Penerbit Tahta Media Group, 2021). Hlm 41

⁸ Santoso, "Rancangan Bangun Game Edukatif Duta Indonesia (Dadu Dan Peta) Indonesia," *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran* 11, no. 01 (2019): 20–31.

⁹ Yunita Dwi Rifani, Damanhuri, and Reza Mauldy Raharja, 'Pengembangan Media Pembelajaran Berbasis Game Tic-Tac-Toe Untuk Melatih Keterampilan Kolaborasi Peserta Didik Jurnal Pendidikan Kewarganegaraan : Volume 13 , Nomor 01 , Mei 2023', *Jurnal Pendidikan Kewarganegaraan*, 13.01 (2023).

¹⁰ Angel Detri Parut and Suwarno Iman Samsul, 'Penerapan Media Permainan Kartu Taboo Dalam Pembelajaran Keterampilan Berbicara Bahasa Jerman Siswa Kelas X Bahasa SMA Negeri 1 Driyorejo', *Laterne*, 06.02 (2017).

enhance students' vocabulary mastery, as demonstrated by previous research.¹¹ In contrast to previous studies, this research focuses specifically on the interest in learning Arabic language. By utilizing taboo games as a medium, the researchers aim to foster greater student engagement and activity in Arabic language learning.

METHODS

The research used in this study employs a quantitative approach with an experimental research method. It aims to examine the effect of using taboo games media on the interest in learning Arabic among 10th-grade students at Madrasah Aliyah Luqman Al-Hakim. The research design employed is a pre-experimental design known as One-Group Pretest-Posttest Design. The analysis method used consists of four stages: Descriptive Data Analysis, Normality Test, and Hypothesis Testing. The population and sample in this study are all 12 students of class X at Madrasah Aliyah Luqman Al-Hakim Limboto. Simply put, the research design used can be described as follows:

O1__X__O2

Explanation:

O1 = pretest score

O2 = posttest score

RESULTS AND DISCUSSION

1. Results

a. Descriptive Statistics

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre Test	12	56	92	817	68.08	9.986
Post Test	12	79	100	1027	85.58	6.543
Valid N (listwise)	12					

The results shown above are a summary of descriptive statistics from the pre-test and post-test data of the students. For the pre-test data, there are 12 samples with a minimum score of 56 and a maximum score of 92, a mean of 68.08, and a standard deviation of 9.986. Meanwhile, for the post-test data, there are 12 samples with a minimum score of 79 and a maximum score of 100, a mean of 85.58, and a standard deviation of 6.543.

¹¹ Maria Graciela Wuri Veniranda Yohana Nastiti, 'Using Taboo Game To Improve Vocabulary Of Grade VIII Students Of SMP NEGERI 1 SEMIN GUNUNGKIDUL', February, 2021, 61–69.

b. Tests of Normality

Normality testing is conducted to assess whether the data distribution follows a normal distribution or not. In this study, normality testing is performed using the Shapiro-Wilk test with a significance level of 0.05 using SPSS version 26.0.

Decision-making basis:

- 1) If the probability value is $\bar{>}$ 0.05, the research data is normally distributed.
- 2) If the probability value is $\bar{\leq}$ 0.05, the research data is not normally distributed.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Minat	.213	12	.137	.865	12	.056
Post Test Minat	.237	12	.062	.861	12	.051

a. Lilliefors Significance Correction

It appears that the two-tailed probability value for the pre-test data is 0.056, which is greater than 0.05, and for the post-test data is 0.051. Based on the decision-making criteria, it can be concluded that both the pre-test and post-test values are normally distributed because their probabilities are greater than 0.05. Therefore, it is inferred that parametric analysis methods will be used for data analysis in this study. Hence, paired t-tests (parametric) will be employed for further testing.

c. Paired Sample Test

This test aims to determine whether there is a difference in the mean of two related or correlated samples. In this study, the paired samples t-test was conducted using SPSS version 26.0. Here are the test results:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Minat	68.08	12	9.986	2.883
	Post Test Minat	85.58	12	6.543	1.889

Based on the initial "Paired Samples Statistics" results shown above, descriptive statistics summaries of the two samples under study are provided: the pre-test and post-test scores. For the pre-test data, there are 12 samples with an average score of 68.08 and a standard deviation of 9.986. Meanwhile, for the post-test data, there are 12 samples with an average score of 85.58 and a standard deviation of 6.543.

Since the mean of the pre-test results (68.08) is lower than the mean of the post-test results (85.58), this indicates a descriptive difference in the average scores between the pre-test and post-test. Furthermore, to determine whether this difference is

significant, we need to interpret the results of the paired samples t-test found in the "Paired Samples Test" table and apply basic principles of decision-making:

- 1) If the p-value (2-tailed) is less than 0.05, there is a difference between the pre-test and post-test results.
- 2) If the p-value (2-tailed) is greater than 0.05, there is no difference between the pre-test and post-test results.

Based on the "Statistical Test" results above, the p-value (2-tailed) for the experimental group is 0.000. Since 0.000 is less than 0.05, it can be concluded that there is a difference between the pre-test and post-test results. In other words, the use of Taboo Games method has an effect on the interest in learning Arabic among tenth-grade students at Luqman Hakim Islamic High School in Limboto.

2. Discussion

Based on the data and explanation provided, it can be determined that the use of Taboo Games media has an influence on the interest in learning Arabic among tenth-grade students at Luqman Hakim Islamic High School in Limboto.

This research was conducted at Madrasah Aliyah Luqman Al-Hakim Limboto using a single sample, which is the 10th-grade class. The study aimed to investigate whether the use of taboo games media affects the interest in learning Arabic among students. Prior to using taboo games media, students were given a pretest to assess their initial conditions using a questionnaire with 25 statements about positive and negative aspects of their interest in learning Arabic. The pretest yielded a total score of 817, with an average of 68.08. The scores ranged from a minimum of 56 to a maximum of 92.

During the study, the 10th-grade students were taught Arabic language material on المهنة (professions) using taboo games media. Before starting the game, the teacher explained the المهنة topic and instructed students to note down unfamiliar vocabulary in their notebooks. The teacher provided a brief introduction on how to play taboo games and explained the rules. Students were divided into two groups, each consisting of six students. During the game, a representative from each group took turns drawing taboo cards and describing the vocabulary words without using certain forbidden words, while the remaining group members guessed the word before time ran out. Each correctly guessed word earned the group 5 points if they could show the mufradat card and 5 points for showing the picture card. The group with the most correctly guessed words was declared the winner of the taboo games.

After the taboo games media learning process concluded, students were given a posttest questionnaire to assess whether there was any difference in their interest before and after using taboo games media. The posttest questionnaire also contained 25 statements about positive and negative aspects of their interest in learning Arabic. The

posttest results showed a total score of 1027, with scores ranging from a minimum of 79 to a maximum of 100. The average score obtained by students was 85.58.

Based on this data and explanation, it can be concluded that the use of Taboo Games media has an influence on the interest in learning Arabic among tenth-grade students at Luqman Hakim Islamic High School in Limboto.

CONCLUSION

Based on the research conducted on 10th-grade students at Madrasah Aliyah Luqman Al-Hakim Limboto, it can be concluded that the interest in learning Arabic among these students is initially low, as evidenced by the average pretest score of 68.08. There was an improvement in interest after using taboo games media, as indicated by the average posttest score of 85.58. Furthermore, the paired t-test hypothesis testing showed a significant difference in Arabic learning interest before and after using taboo games media. The obtained p-value (2-tailed) was 0.000. Since 0.000 is less than 0.05, it can be concluded that there is a difference between the pretest and posttest results. In other words, the use of Taboo Games media has an impact on the interest in learning Arabic among tenth-grade students at Madrasah Aliyah Luqman Al-Hakim Limboto.

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