



## The Influence of Pop Up Book Media on the Mastery of Mufradat for Grade IV Students Mis Al-Mubarakah Mohiyolo

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### Abstract:

The lack of use of learning media and a monotonous learning atmosphere can cause low interest and learning ability of students, especially in learning Arabic, especially in the mufradat category for elementary school children. This study aims to find out whether there is an influence on the use of Pop Up Book media in learning Arabic in grade IV, especially in students' mastery of mufradat. The research was conducted at MIS Al-Mubarakah Mohiyolo. The research method used is an experiment with a quantitative approach with a quasi-experimental design. Data was collected through pre-test and post-test tests to measure students' mastery of mufradat. The sample in this study is all class IV Mis Al-Mubarakah Mohiyolo which totals 34 students. Based on the results of data analysis that showed a significant influence of the use of Pop Up Book media on students' mastery of mufradat. This can be seen from the results of the hypothesis test using the Mann-Whitney test which obtained a significance value (2-tiled)  $< 0.05$ , so there is a significant influence of Pop Up Book media on students' mastery of mufradat.

**Keywords:** Influence, Pop Up Book, Mufradat

### Abstrak:

Kurangnya penggunaan media pembelajaran serta suasana pembelajaran yang monoton bisa menyebabkan rendahnya minat serta kemampuan belajar siswa terutama dalam pembelajaran bahasa arab khususnya kategori mufradat untuk anak seusia SD. Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh penggunaan media Pop Up Book dalam pembelajaran bahasa Arab di kelas IV, khususnya dalam penguasaan mufradat siswa. Penelitian dilakukan di MIS Al-Mubarakah Mohiyolo. Adapun metode penelitian yang digunakan adalah eksperimen dengan pendekatan kuantitatif dengan desain quasi eksperimen. Data dikumpulkan melalui tes pre-test dan post-test untuk mengukur penguasaan mufradat siswa. Sampel pada penelitian ini adalah seluruh kelas IV Mis Al-Mubarakah Mohiyolo yang berjumlah 34 siswa. Berdasarkan hasil analisis data yang menunjukkan adanya pengaruh signifikan dari penggunaan media Pop Up Book terhadap penguasaan mufradat siswa. Hal ini dapat dilihat dari hasil uji hipotesis menggunakan uji mann-whitney yang diperoleh nilai signifikansi (2-tiled)  $< 0,05$ , maka terdapat pengaruh yang signifikan dari media Pop Up Book terhadap penguasaan mufradat siswa.

**Kata Kunci:** Pengaruh, Pop Up Book, Mufradat



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## INTRODUCTION

Language is one of the communication tools used by all humans in daily life, be it at home, school, workplace or others. In the era of globalization like today, at least a person can speak a foreign language to be able to know and get global information. In addition to the English language learned, there are also foreign languages that we must learn, especially by early children. The language referred to here is Arabic. In learning a foreign language, the main goal or the most important goal is how one can speak the language. The language ability itself starts from understanding or mastering the vocabulary aspects learned in a foreign language.

According to Saputra, vocabulary is a vocabulary or the number of words that a language has. This opinion is in accordance with the opinion put forward by Soedjito, namely all the words contained in a language, the words used in a science, the power of words possessed by a speaker. A number of words from a language that are arranged systematically along with a number of explanations of their meanings.<sup>1</sup>

Mufrodat has the meaning of vocabulary in Arabic. The word Mufrodat according to Moh Mansyur in the title of the book he wrote "*Dalil al-Katib Wa al-Mutarajim*" mufrodat is the form of jama' from the word *Mufradah* which is interpreted as a pronunciation or a word consisting of two or more letters which indicates a meaning.<sup>2</sup>

According to the Great Dictionary of the Indonesian Language, mastery comes from the word power which gets the suffix pe-an which means the process, method, act of mastering or understanding to use knowledge, intelligence, and so on.<sup>3</sup>

In general, vocabulary learning is not just teaching vocabulary and then telling students to memorize it, but more than that, students are considered able to master mufradât if they have achieved the indicators of mastery of mufradât, including: students are able to translate mufradât forms well, students are able to pronounce and rewrite mufradât well and True, students are able to use mufrodat in a number of sentences well, either in the form of speech or writing.<sup>4</sup>

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<sup>1</sup> Marsiyah, 'The Use of Pop Up Book Media to Develop Vocabulary in Group A Students of Kindergarten in Sewulan Village, Dagang District, Madiun Regency Semester 1 Academic Year 2018/2019', *Journal of Teacher Profession and Expertise*, III.2 (2022), 1–23.

<sup>2</sup> Kholidun Ashari, 'Problems in the Selection of Mufrodat Materials According to the Perspective of Rusydi Ahmad Thu'aimah', *EL-TSAQAFAH Journal of the Department of PBA*, 19.2 (2020).

<sup>3</sup> Drafting Team, *Great Dictionary of Indonesian*, (Jakarta: Balai Pustaka, 2005), p. 604

<sup>4</sup> Saliqul Abror, Wawan Arwani, and Khasan Aedi, 'The Effect of the Use of the Magic Story Method on the Mastery of Mufrodat of Grade VII MTs Darul Masholeh Cirebon', *EL-IBTIKAR: Journal of Arabic Language Education*, 9.1 (2020), 68 <https://doi.org/10.24235/ibtikar.v9i1.6465>.

The general purpose of mufradat learning itself, according to Mustofa, is to introduce new vocabulary to students or students from reading materials or what they hear.<sup>5</sup>

Arabic itself in the government's view is a language that is included in the category of foreign languages. This is as stated in the regulation of the Minister of Religion of the Republic of Indonesia Number 2 of 2008 concerning competency standards and content standards for Islamic Religious Education and Arabic Language. The content of the regulation regarding the objectives of Arabic subjects is: (1) developing the ability to communicate in Arabic both oral and written which includes four language skills, namely, listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*), (2) fostering awareness of the importance of Arabic as one of the foreign languages to be the main tool for learning, (3) developing an understanding of the interrelationship between language and culture and expanding cultural horizons.<sup>6</sup>

Media is a learning tool used by teachers to help students better understand what the teacher is teaching. Factors that must be considered in choosing learning materials in addition to the characteristics of the subject itself, other factors are also the characteristics of students.<sup>7</sup>

In the world of education, the media is developing rapidly along with technological advances. The world of education itself has five important media elements, namely: *Direct Human Contact (Face to Face)* text (including graphics), audio, video and computers. Then in learning Arabic, the media must also be innovated and find new ways to increase the effectiveness of learning.<sup>8</sup>

The use of learning media itself is considered important because it can support effective learning for students, teachers will also find it easier to deliver material to students. In the learning process, media is also often interpreted as graphic, photographic or electronic tools to capture, process and rearrange visual or verbal informalities. Gagne and Briggs said that learning media includes tools that are physically used to convey the

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<sup>5</sup> Ana Achoita and Juwini Sri Susanti, 'The Effect of Vocabulary Mastery on the Arabic Writing Ability of Grade VIII Students of Mts Assalam Bangilan Tuban Academic Year 2019/2020', *Tadris : Journal of Islamic Education Research and Thought*, 14.1 (2020), 19–40 <https://doi.org/10.51675/jt.v14i1.70>.

<sup>6</sup> Thityn Ayu Nengrum and Muh. Arif, 'The Effectiveness of Learning Media in Mastering Arabic Vocabulary', *A Jamiy: Journal of Arabic Language and Literature*, 9.1 (2020), 1 <https://doi.org/10.31314/ajamiy.9.1.1-15.2020>.

<sup>7</sup> Nurfitra Yanto, Muliana GH, and Sakinah Zubair, 'The Effect of Pop Up Book Media in Science Learning: A Literature Review', *EduLine: Journal of Education and Learning Innovation*, 3.2 (2023), 214–20 <https://doi.org/10.35877/454ri.eduline1772>.

<sup>8</sup> Zulkifli Papatungan, 'Design for the Development of Learning Media Maharatu Al-Kalam Articulate Storyline', *A Jami Journal of Arabic Language and Literature*, 11.1 (2022), 164–78 <http://journal.umgo.ac.id/index.php/AJamiy>.

content of teaching materials. In other words, media is a component of learning resources or physical vehicles that contain instructional materials in the student environment that can stimulate students to learn.<sup>9</sup> Teaching media plays an important role in learning foreign languages, including Arabic itself, one of which is in delivering material, teachers use media as teaching aids or aids that are useful for clarifying the material presented. For example, image media, the message conveyed by the teacher to students is clarified with the image.<sup>10</sup>

In the learning process, there are a lot of media that can be used in the KBM process, one of which is *Pop Up Book media*. According to Bluemel and Taylor, a *Pop Up Book* is a book that has movable parts or three-dimensional elements. This media can be used as an example to explain concepts that are very abstract and require concrete objects in some subjects.<sup>11</sup>

The use of *Pop Up Book* media is very important, especially at the MI level which is still classified as children. Children have great interest, imagination, and curiosity. Teachers are required to be able to make the classroom a good environment for learning. Teachers must use interesting media. This is a very important component so that learning becomes very fun and not boring.<sup>12</sup> The benefit of this Pop Up Book itself is that it can clarify the understanding of students and teachers will be easier to manage the class.<sup>13</sup> Although this media is very attractive to children, it still has its own drawbacks. The disadvantages of this media are that the processing time takes a lot of time, requires quite a lot of money, and no one has sold books like this that contain class IV material, let alone in Arabic.<sup>14</sup>

In a study conducted by Faizatun Nafiah in 2021, about the Influence of *Pop Up Books* as a Learning Media on the Mastery of Mufrodat Al-Khadiqah Materials in Grade III Students of MI Al-Falah Tunahan 02, the results of the study showed that the average

<sup>9</sup> Jatu Pramesti, 'Development of Pop Up Book Media Event Theme for Grade III Elementary School', 2015.

<sup>10</sup> Siti Mahmudah, 'Arabic Language Learning Media', *An Nabighoh Journal of Arabic Language Education and Learning*, 20.01 (2018), 129 <https://doi.org/10.32332/an-nabighoh.v20i01.113I>.

<sup>11</sup> Diyah Rahmawati, 'Development of Pop Up Book Learning Media on Material Changing the Form of Objects for Deaf SDLB Students Class IV', *Jurnal Widia Ortodidakita*, 7.2 (2018), 30–41.

<sup>12</sup> Siti Khadijah and Yanti Sri Rezeki, 'Developing Pop Up Book For Teaching Vocabulary to Young Learners', *Journal of English Education Program*, 4.1 (2023), 38–43 <https://doi.org/10.26418/jecp.v4i1.54957>.

<sup>13</sup> Giyanti, 'Development of Pop Up Book Learning Media for Deaf Students of Junior High School on Motion and Style Materials', 2018 <http://search.ebscohost.com/login.aspx?direct=true&db=sph&AN=119374333&site=ehost-live&scope=site%0Ahttps://doi.org/10.1016/j.neuron.2018.07.032%0Ahttp://dx.doi.org/10.1016/j.tics.2017.03.010%0Ahttps://doi.org/10.1016/j.neuron.2018.08.006>.

<sup>14</sup> Nanang Khoirul Umam, Afakhrul Masub Bakhtiar, and Hardian Iskandar, 'Development of Pop Up Book Indonesian Based on Slemptan Culture', *Trapsila: Journal of Basic Education*, 1.02 (2019), 1 <https://doi.org/10.30742/tpd.v1i02.857>.

pretest results of grade III students of MI Al-Falah Tunahan 02 before the use of *Pop Up Book media* were 37.9, while the average posttest results grade III after the use of *Pop Up Book media*, which is 68, 6. This result shows that there is an influence of *Pop Up Book media* on the mastery of the mufrodat of students of Al-Khadiqah material.<sup>15</sup> The same research is also a study by Nofia Amdriyani, ddk, about the Influence of *Pop Up Book Media* on the Vocabulary Ability of Children Aged 5-6 Years at Kindergarten Negeri Pembina 2 Jambi City, the results of the study show that there is an increase in vocabulary skills in children during the pre test and post test. The improvement of children's vocabulary skills using pop-up book media can be seen in each indicator, where out of 17 children, 94% of children are in the very good category and 6% of children are in the good category.<sup>16</sup>

In this study, the researcher focuses on how the students can master, pronounce vocabulary or mufrodat properly and correctly and in accordance with the subject and of course by using Arabic. The school that will be the object of this research is the Mis Al-Mubarakah Mohiyolo school. From the results of the initial interview conducted by the researcher on Tuesday, August 15, 2023 with Mrs. Juliana Kasim, S.Pd as the homeroom teacher of grade IV and also Mr. Zakir Ahmad Kango as the teacher of Arabic at MIS Al-Mubarakah Mohiyolo, stated that the interest in learning Arabic of these students is still lacking, because in the process of learning Arabic, especially the Mufrodat category, it is still not interesting and unpleasant for children of their age. As for the learning process, teachers still use hereditary media, namely books without other additional media. In addition, the method used in the learning process still uses the lecture method. This makes students tend to be bored, bored, lazy and not interested at all, so that the material taught cannot be accepted or understood by them, because they only see what is written in the book and listen to what is conveyed by the teacher.

Based on this background, the researcher proposed a study with the title "The Influence of Pop Up Book Media on the Mastery of Mufrodat of Grade IV Students Mis Al-Mubarakah Mohiyolo".

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<sup>15</sup> Faizatun Nafiah, *The Influence of Pop Up Book Media as a Learning Media on the Mastery of Mufrodat Al-Khadiqah Material in Grade III Students of MI Al-Falah Tunahan 02*, *Eprints.Walisongo.Ac.Id*, 2021 [https://eprints.walisongo.ac.id/15376/1/1703096118\\_FAIZATUN\\_NAFIAH\\_Lengkap\\_Final\\_Project\\_-\\_Faizatun\\_Nafiah.pdf](https://eprints.walisongo.ac.id/15376/1/1703096118_FAIZATUN_NAFIAH_Lengkap_Final_Project_-_Faizatun_Nafiah.pdf).

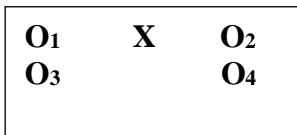
<sup>16</sup> Nofia Amdriyanti, Destrinelli, and Uswatul Hasni, 'Pengaruh Media Pop Up Book Terhadap Kemampuan Kosakata Anak Usia 5-6 Tahun Di TK Negeri Pembina 2 Kota Jambi', *Jurnal PAUD Emas*, 1.2 (2022), 28–33.

## METHOD

The research used is a research. This quantitative research is a research that takes place naturally and systematically where the observations made include everything related to the object of research, phenomena and correlations in between.<sup>17</sup>

The method used in this study is quantitative experiments. This type of quantitative experiment is often used to determine the influence of independent variables (*treatments*) on dependent variables (outcomes) under controlled conditions.<sup>18</sup> The type of design applied by the researcher himself is *Quasi Experimental Design*. *Quasi Experimental Design* is the selection of experimental groups that are not carried out randomly, but are determined by the researcher himself based on certain variables.<sup>19</sup> In this type of research, there are two forms of design, namely *Time Series Design* and *Nonequivalent Control Group Design*.<sup>20</sup> The researcher himself uses a *Nonequivalent Control Group Design*, namely the experimental group and the control group and the experiment are not randomly selected. The population used by the researcher in this study is the entire IV class Mis Al-Mubarakah Mohiyolo. The sample collection technique used is saturated samples. The sample is all grade IV students of Mis Al-Mubarakah Mohiyolo which totals 34 students.

The research paradigm can be described as follows:



<sup>17</sup> Irwan Hermawan, *Quantitative Education, Qualitative and Mixed Method Research Methodology*, First (Hidayatul Quran Kuningan, 2019).

<sup>18</sup> Sugiyono, *Quantitative Research Methods*, Third (Bandung: ALFABETA, CV, 2022).

<sup>19</sup> Muhammad Galang Isnawan, 'Quasi Experiment', ed. by Sudirman, First (NashirAl-Kutub Indonesia, 2020).

<sup>20</sup> Sugiyono, *Quantitative Research Methods*, ed. by Setiyawami, Print Ke (Bandung: ALFABETA, 2018).

## RESULTS AND DISCUSSION

### A. Data Analysis

#### 1. Descriptive Analysis

Descriptive statistical analysis is one of the methods or means used to analyze data by describing or describing the data that has been collected as it is without intending to make generalized conclusions or generalizations. Research used on populations will use these descriptive statistics.<sup>21</sup> This analysis is a description or description of the research data which includes the amount of data, minimum value, maximum value, average and standard deviation.

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Eksperimen	17	30	55	38.82	8.755
Posttest Eksperimen	17	40	85	61.47	11.147
Pretest Kontrol	17	25	50	38.24	9.176
Posttest Kontrol	17	25	75	41.76	12.617
Valid N (listwise)	17				

Sumber : IBM SPSS 26.0

It is known that the Sample (N) in each class is 17 people. The Minimum Pretest score in the Experimental class is 30.00, the Maximum Pretest value in the Experimental class is 55.00. For the Minimum *Pretest* score in the Control class of 25.00, the Maximum Pretest score in the Control class is 50.00. Meanwhile, the Minimum Posttest score in the Experiment class is 40.00 and the Maximum score is 85.00. As for the Minimum Posttest score for the Control class is 25.00 and the Maximum score is 75.00.

#### a. Normality Test

This normality test is used to test whether this data is normally distributed or not. In quantitative research, this normality test has a very important role, because this normality test will affect the selection of the right statistical analysis method. If the data is distributed normally, then the statistical analysis method that will be used is the Parametric method. As for the data that is not normally distributed, the Non-Parametric statistical analysis method will be used. To find out if this data is distributed normally is

<sup>21</sup> Sugiyono, *Qualitative Quantitative Research Methods and R&D*, Print to (Bandung: ALFABETA, CV, 2013).

to look at level of significance obtained. The significance value that must be obtained must be greater than 0,05.

In this study, normality was tested using *the Shapiro-Wilk* Test with a Signification level of 0.05 through SPSS Software Version 26.0. :

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test 5	.196	17	.081	.867	17	.019
Post-Test Ekperimen	.212	17	.040	.938	17	.297
Pre-Test Kontrol	.194	17	.088	.876	17	.028
Post-Test Kontrol	.320	17	.000	.753	17	.000

a. Lilliefors Significance Correction

Sumber : IBM SPSS 26.0

Based on the results of the normality test of *the pretest-posttest* values of the control class and the experimental class using *the SPSS* above, it is known that all significance values both in the *pretest-posttest* of the control class and the experimental class in the Shapiro-Wilk test  $< 0.05$ , so it can be concluded that the above research data is abnormally distributed. Because the data of the above research is abnormally distributed, we can use *non-parametric statistical tests* (Wilcoxon Test and Mann-Whitney Test).

#### b. Wilcoxon Test

The Wilcoxon test is an analytical test used to determine whether there is an average difference between two paired samples. The research data used in the Wilcoxon test is ideally data that is interval and ordinal. The Wilcoxon test is a *non-parametric statistical test*. This means that in testing the data, normally distributed data is not required.

In this study, the Wilcoxon test was carried out through *SPSS* software version 26.0. The following are the results of the test:



		<b>Ranks</b>		
		N	Mean Rank	Sum of Ranks
Posttest Eksperimen - Pretest Eksperimen	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	17 <sup>b</sup>	9.00	153.00
	Ties	0 <sup>c</sup>		
	Total	17		
Posttest Kontrol - Pretest Kontrol	Negative Ranks	6 <sup>d</sup>	8.08	48.50
	Positive Ranks	9 <sup>e</sup>	7.94N	71.50
	Ties	2 <sup>f</sup>		
	Total	17		

- a. Posttest Eksperimen < Pretest Eksperimen
- b. Posttest Eksperimen > Pretest Eksperimen
- c. Posttest Eksperimen = Pretest Eksperimen
- d. Posttest Kontrol < Pretest Kontrol
- e. Posttest Kontrol > Pretest Kontrol
- f. Posttest Kontrol = Pretest Kontrol

Sumber : IBM SPSS 26.0

For the basis of decision-making of the wilcoxon test itself, namely: if the value of *Asymp.Sig.* < 0.05 then the hypothesis is accepted. Meanwhile, if the indigo *Asymp.Sig.* > 0.05, the hypothesis is rejected. To find out the decision-making of the Wilcoxon Test, the statistical output of the Wilcoxon Test is also explained. The following are the results of these statistics:

<b>Test Statistics<sup>a</sup></b>		
	Posttest Eksperimen - Pretest Eksperimen	Posttest Kontrol - Pretest Kontrol
Z	-3.634 <sup>b</sup>	-.660 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000	.509

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Sumber : IBM SPSS 26.0

Based on the output results of "Test Statistics" above, it is known that the value of *Asymp.Sig.*(2-tailed) in the experimental class is 0.000, while in the control class it is

0.509. then it can be concluded that  $0.000 < 0.05$ . means that the hypothesis is accepted that there is a difference between Mufradat's learning outcomes for pretest and posttest so that it can also be concluded that there is a significant difference in the experimental and control classes. So it can be concluded that "there is an influence of the use of *Pop Up Book* media on students' mastery of mufradat".

### c. Homogeneity Test

This homogeneity test aims to determine the difference between two states or populations. This homogeneity test is a statistical procedure used to determine whether two or more data groups have the same variance (Homogeneous) or not (Heterogeneous). In this study, a homogeneity test was carried out to determine whether the variant of the experimental *Posttest* data with the *control class Posttest* was homogeneous or not. To find out that this data has a variant that homogeneous is by looking at the level of significance obtained. The significance value that must be obtained must be greater than 0,05.

In this study, the homogeneity test was carried out using *SPSS 26.0* software. The following are the results of the test:

#### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pengaruh Pop Up Book	Based on Mean	.005	1	32	.945
	Based on Median	.008	1	32	.928
	Based on Median and with adjusted df	.008	1	30.441	.928
	Based on trimmed mean	.006	1	32	.937

Sumber : IBM SPSS 26.0

Based on the SPSS output results above, it is known that the Significance (Sig) Based On Mean value is 0.945. So it can be concluded that the variant of the experimental class *Posttest* data with the control class *Posttest* data is homogeneous, because the basis for decision-making is based on its significance value which must be greater than 0.05.

To find out if this data is normally distributed, it is to look at the level of Significance obtained. The Significance Value that must be obtained must be greater than 0.05.

#### d. Mann-Whitney Test

The analysis used by the researcher to test this hypothesis is the Mann-Whitney Test, because after testing the data sample using the normality and homogeneity test, it is known that the data is abnormally distributed but homogeneous. So the test used is the Mann-Whitney Test. The Mann-Whitney test is used as an alternative to the independent sample t test if the research data is declared abnormal. The significant level of the Mann-Whitney Test is if the significance value is  $< 0.05$  then the hypothesis is accepted. However, if the value is  $> 0.05$ , then the hypothesis is rejected.

The hypothesis test using the Mann-Whitney test was carried out using SPSS version 26.0 the following are the result of the test :

**Test Statistics<sup>a</sup>**

	Pengaruh Pop Up Book
Mann-Whitney U	35.500
Wilcoxon W	188.500
Z	-3.801
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000 <sup>b</sup>

a. Grouping Variable: Kelas

b. Not corrected for ties.

Sumber : IBM SPSS 26.0

Based on the output of "Static Test" above, it is known that the value of *Asymp.Sig. (2-tiled)* by  $0.000 < 0.05$ . Then it can be concluded that "Hypothesis is accepted". Thus, it can be said that there is a difference in the mastery of students' mufradat between the control class (which uses conventional media) and the experimental class (which uses *Pop Up Book* media. Because there is a significant difference, it can be said that "there is an influence of *Pop Up Book* media on students' mastery of mufradat".

## 2. Discussion

The research conducted is an experimental research. The design form used by the researcher in this study is by using *quasi experiment*. In this study, the researcher used two classes. Namely the Control class and the experimental class. The population in this study is 34 students of grade IV Mis Al-Mubarakah Mohiyolo. Meanwhile, the sample collection technique in this study uses saturated samples. Saturated samples are samples that when added in number will not increase representativeness so that they will not affect the value of the information that has been obtained. The sample is all students of grade IV Mis Al-Mubarakah Mohiyolo which totals 34 students. In the study, an experimental class of 17 students and a control class of 17 students were used. The experimental class as a class that receives treatment is the use of *Pop Up Book media*. Meanwhile, in the control class, only conventional media is used.

Based on the results of the pretest that has been given to the experimental class, the results of the mufradat ability test of students were obtained that the lowest score was 30 and the highest score was 55, while the average in the experimental class was 38.82, and the standard deviation was 8.755. Meanwhile, in the control class, the highest pretest score is 50 and the lowest score is 25, for the average in the control class is 38.24 and the standard deviation is 9.176.

Then the posttest itself was given after treating *Pop Up Book media* to the experimental class. In the experimental class, the highest score obtained was 85 while the lowest score was 40. The mean in the experimental class was 61.47, and the standard deviation obtained was 11.147. As for the posttest results in the control class (which was carried out after using conventional media), the highest score obtained was 75 and the lowest score was 25. The average score is 41.76 and the standard deviation is 12.617. Based on the results of *the pretest* and *posttest* that have been carried out both in the control class and the experimental class, it can be known that there is a difference in the results of the student mufradat test in the test that has been given. In this case, it shows that there is a significant difference in the results of the learning test (student mufradat mastery test) before the learning process is carried out and after the learning process is carried out. The difference in the values of the two classes also looks very different.

Furthermore, the researcher conducted a normality test as a prerequisite to find out whether the data of this study was normally distributed or not. The researcher conducted the prerequisite test using SPSS software version 26.0. The results obtained using the SPSS are the results of the mufradat mastery test obtained by students. Judging from the results of the Shapiro-Wilk normality test, the significance value obtained was 0.19 in the *experimental pretest*. This shows that the value of  $0.19 < 0.05$ . The significance value obtained from *the posttest* of the experiment was 0.297. This shows that  $0.297 > 0.05$ .

Meanwhile, the significance value obtained in the control *pretest* results was 0.028. This shows that the value of  $0.028 < 0.05$ . And the significance value obtained by *the control Posttest* is 0.000. This shows that the value of  $0.000 < 0.05$ . Based on the results of the normality test, there was only one value that was normal in the *posttest* experiment and the rest were abnormal in the *posttest*. Therefore, it can be concluded that the above research data is abnormally distributed.

Furthermore, the researcher used a *non-parametric statistical test*, namely the Wilcoxon and Mann-Whitney tests. The Wilcoxon test is an analytical test used to determine whether there is an average difference between two paired samples. The research data used in the Wilcoxon test is ideally interval and ordinal scale. The Wilcoxon test is a *non-parametric statistical test*. This means that in testing the data, normally distributed data is not required. Based on the results of the statistical test using SPSS for the results of the wilcoxon test, *the value of Asymp.Sig.(2-tiled)* in the experimental class was known to be 0.000, while in the control class it was 0.509. This means that the value of  $0.000 < 0.05$  and the value of  $0.509 > 0.05$ . The basis for making decisions on the wilcoxon test itself is: if the value of *Asymp.Sig.*  $< 0.05$  then the hypothesis is accepted. Meanwhile, if the indigo *Asymp.Sig.*  $> 0.05$ , the hypothesis is rejected. If viewed from the data, it can be concluded that the value of  $0.000 < 0.05$ . means that the hypothesis is accepted that there is a difference between Mufradat's learning outcomes for *pretest* and *posttest* so that it can also be concluded that there is a significant difference in the experimental and control classes. So it can be concluded that "there is an influence of the use of *Pop Up Book* media on students' mastery of mufradat".

After testing the normality of the data, and it was known that the data was abnormally distributed, then the researcher conducted a homogeneity test. This homogeneity test aims to find out whether the data is related or not, if the significance value on the *Based on Mean*  $> 0.05$ , then the data is homogeneous, but if the significance value *on Mean*  $< 0.05$ , then the data is not homogeneous. Based on the results of the test using SPSS software version 26.0, it is known that the significance value *Based on Mean* in the *posttest* of the experimental and control classes is 0.945. Judging from the significance value, the value of  $0.945 > 0.05$ . So it can be concluded that the two data are homogeneous.

After the normality test and homogeneity test were carried out and it was known that the data was abnormally distributed but homogeneous, the next test was a hypothesis test using a *non-parametric* statistical test because the data was abnormally distributed. The test used in proving a hypothesis in this study is the Mann-Whitney test. The Mann-Whitney test is an alternative to *the independent sample t test* that does not require

normal distorted data. The hypothesis proposed in the study is that "There is an Influence of *Po Up Book Media* on Student Mufradat Mastery". The level of significance in this Mann-Whitney test is If the value of *Asymp.Sig.(2-tiled)*  $< 0.05$  then the hypothesis is accepted. However, the value of *Asymp.Sig.(2-tiled)*  $> 0.05$  then the hypothesis is rejected. Based on the statistical test in SPSS version 26.0 about the Mann-Whitney test of research data, it is known that the value of *Asymp.Sig(2-tiled)* is 0.000. This means that the value of  $0.000 < 0.05$ . So it can be concluded that the hypothesis in this study is accepted. Thus, it can also be said that there is a difference in the mastery of mufradat shiva between the experimental class and the control class. Because there is a significant difference, it can be interpreted that "There is an influence of *Pop Up Book media* on the mastery of mufradat of grade IV students Mis Al-Mubarakah Mohiyolo".

## CONCLUSION

Based on the results of research that has been conducted on grade IV students Mis Al-Mubarakah Mohiyolo, it is concluded that the mufradat ability of grade IV students Mis Al-Mubarakah Mohiyolo is still low, this can be seen from the results of the pretest (initial test) given by the researcher before carrying out the learning process, both in the experimental and control classes. In the experimental class, the average student score was 38.82 and the final test score after being given the *Pop Up Book media* use treatment was 61.47. Meanwhile, in the control class, the average initial test result was 38.24. And the final test result after conventional learning was 41.76. The results of the hypothesis test using the Mann-Whitney test obtained that the value of *Asymp.Sig(2-tiled)* is  $0.000 < 0.05$ . Thus, it can be said that there is a difference in the mastery of mufradat shiva between the experimental class and the control class. Because there is a significant difference, it can be interpreted that "There is an influence of *Pop Up Book media* on the mastery of mufradat of grade IV students Mis Al-Mubarakah Mohiyolo".

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