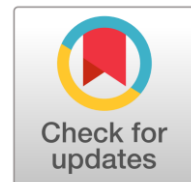




Influence of My Happy Route Game-Based Learning Media in Improving the Arabic Writing Skills at MTs Al-Mas'udy Mojokerto

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Abstract

Purpose- This research has the purpose to meaning is the application and influence of the My Happy Route game-based learning media in learning Arabic for class VIII students at MTs Al-Mas'udy.

Design/methodology/approach- This study uses a pre-experimental design type of research in the form of one group pretest-posttest design so that it does not use the control class, only uses the experimental class.

Findings/results - There is a significant effect before and after the implementation of the My Happy Route game media, which is 19%. Previously, the average student score was 67.03, but it increased to 86.71.

Originality/value - As a teacher who is always required to be creative, this media is very good to use in teaching and learning activities, both indoor and outdoor.

Paper type – Research paper

Keywords: *My happy route game, Writing skills, Arabic learning media.*

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Introduction

The definition of the word "Learning" can be seen from several points of view. Referring to the behavioristic view, learning is a process of changing the behavior of learners through environmental optimization as a source of learning stimulus. Based on behavioristic theory that experts develop, learning is interpreted as an attempt to hire the skills of learners through gradual habituation in detail in the acceptance of stimulus or response assisted by appropriate behavior from teachers (Nurdiyansyah dan Eni, 2016).

Learning problems are complex problems so they are influenced by many factors. Based on the many notions of learning put forward, two senses are quoted by A. Chaedar Alwasilah (listed in his introduction to the translated version of the book *Contextual Teaching and Learning* by Elaine B. Johnson as follows: (1) "A relative permanent change in response is most likely to occur when the result of deep training" and (2) "A change in human character or proficiency, which can be mastered, cannot be at all considered into the process of development." From these two understandings, there are three principles that can be taken. First, behavioral changes that tend to be permanent result from the learning process. This process is certainly strongly influenced by teaching staff who can make significant changes in learning activities. Second, learners have the capacity, inclination, potential, and capability that is a gift from Allah SWT. Which can be developed continuously. Thus, the learning process is the process of optimizing one's self-potential in order to achieve the desired quality. Third, the change or achievement of the desired quality will not run-in accordance with the reality in life. That is, the learning process is clearly part of the life experience, but it has been specifically designed in such a way as to realize the desired quality (Yudhi Munadi, 2013).

The phenomenon that occurs today is the condition where education in Indonesia is in a narrow scope that races only on teaching and learning activities and can be

assessed as a learning activity if only done in the classroom. When this continues to be an obligation, learning becomes a science dogma that causes the slow pace of educational development. The concept of education is still conservative with a "bank style" system that positions learners as objects rather than subjects, hindering the development of certain subjects in the way humans live the realities of life (Raukhil Aziz, 2020).

Speaking of learning, certainly can not be separated from the name "learning device". One of the things that is quite important in the learning process is the medium of learning. Technically, the function of learning media is used as a source of learning. In the sentence "learning resources", implied various meanings, namely as presenters, liaisons, distributors and so on. Learning media is a representative of the language that the teacher wants to convey, so there are times when the function of a teacher is replaced by a learning medium, especially as a source of learning (Yudhi Munadi, 2013). Learners who are taught using the medium of learning will get and use forms that represent the objects in question, whether in the form of people, objects, phenomena or events. These objects are depicted in a person through a response, idea or symbol, or in psychology is something that is inner (Yudhi Munadi, 2013).

According to Levie and Lentz in Rosyidi, learning media, especially visual media, have four functions, namely attention function, affective function, cognitive function, and compensatoric function. The function of attention is that visual media can attract or direct students' attention in order to concentrate on the learning content contained in the visual media. Affective function is that visual media can be used to create a sense of pleasure or enjoyment of students towards the content of learning. Cognitive function is a visual media that can make it easier for students to understand messages or information conveyed in learning, while in compensatoric functions are visual media can accommodate students weak in receiving learning content (Abdul Wahab, 2017).

In observations conducted by researchers in February 2021, researchers observed how the process of learning Arabic took place. This observation was made in class VIII Princess at Mts Al - Mas'udy. The learning resources used are LKS, using the 2013 curriculum. When the learning process takes place, students are quite active in following

the instructions given by the teacher. Students are asked to read the reading text, then translated by the teacher word for word and written in LKS by each student. Students can understand what the meaning is in the text. Furthermore, the teacher also repeats some sentences related to the theme being studied. In such learning, teachers use drill methods to hone students' ability to understand text. From the repetitions done by the teacher, students are randomly asked to answer questions thrown by the teacher, if the teacher throws using Arabic, then the student answers by using Indonesian, and if the teacher throws Indonesian vocabulary, then the student answers it with Arabic vocabulary. It is quite often used in Arabic learning in such classes. Most students are quite passive in teaching and learning activities in the classroom, because they only focus on following instructions from the teacher. But unlike the case with students who are quite interested in learning Arabic, they will be quite active with all the instructions delivered by the teacher even though it seems monotonous. However, during the initial research conducted, it was not found that learning involved the use of visual-based learning media that is interesting. Whereas in the current era that all involve technology, the use of media is needed to attract students' interest in learning, especially in the digital age as it is currently experiencing increasingly rapid technological development. And in that learning still less teaches maharah kitabah students. There are no specific commands that lead to honing the student's proficiency greeting Arabic writing skills. Teachers only focus on teaching reading and listening skills, so according to researchers there is a "Gap" in the focus of Arabic learning. In fact, maharah kitabah is one of the skills that need to be taught to students to support the learning process.

Method

The design of the used in this study is quantitative research and provides treatment (treatment). researchers used pre-experimental design type research in the form of one group pretest-posttest design so that it did not use control classes, only experimental classes.

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The population in class VIII is 68 students, each of which is class A and B consists of 34 students. Sampling techniques using purposive sampling where the sample is selected are adjusted to the researcher's criteria. The sample taken in class VIII B numbered 34 students.

Before the application of the study, researchers tested the validity of the questions to be used in this study using the validity of the contents. The validity of the content or the validity of the content ensures that the measurement includes an adequate set of items and represents the concept. With the validity test of this problem, it is expected to be known whether the problem is suitable to be applied to find out the match between the question and the material that has been determined. The formula used is pearson's varyate correlation with the SPSS program.

Result

In applying the media that the researcher will use, researchers research more than how many samples can be taken by the researcher. The number of students who will be sampled is 31 students.

Before applying the media to students, researchers first demonstrate how the game will be used in the learning process. Here's how the researcher applies the media: (1) The researcher explains how technical the game is; (2) Researchers prepare media and stationery on the table; (3) Researchers divide students into 4 groups; (4) The chairman of the group coordinates its members; (5) The researcher oversees the course of the game to be in accordance with the purpose of learning; (6) In the process of the game, students follow the flow of the game well; (7) Students take turns writing in accordance with the instructions of the game contained in the learning cards and problem cards; (8) This application is repeated repeatedly 3 times.

When researchers apply the game in approximately 2 hours of lessons, students feel still less satisfied because the game is quite exciting to do. However, there is limited time, so by being forced by researchers to stop the ongoing process. The enthusiasm of the students that caused 2 hours of lessons still felt very lacking.

Effectiveness of media use

Based on the experience of researchers, this medium is suitable for use in learning in the classroom that is broad or outside the classroom. Because the class is quite narrow, learning becomes less conducive because students scramble with each other to be able to see the game more closely. The enthusiasm of students becomes hampered due to the limited class area. Nevertheless, the use of media can still be done well,

According to researchers, the use of media is quite effective by 80%. The only obstacle to the class situation is less conducive (there are some noisy students) and a limited class area. After getting student data, researchers immediately carry out several stages of research. The description is as follows: (1) Validity Test; Researchers tested the validity of the problem using samples in class VIII A, and researchers used purposive sampling techniques in their sampling data. The sample was taken by researchers as many as 20 students. Researchers created 16 essay questions that will be used in the preparation of pre-test and post-test questions. Of the 16 questions created, there are 12 valid questions, and 4 are not. So, researchers used 12 valid questions for use in pre-tests and post-tests. The results of the validity data using SPSS 21 with Pearson's Bivariate Correlation formula as attached.

After the researcher conducts the validity test, the researcher continues to the reliability test. Here are the reliability test results:

Here is the presentation of the results of research conducted by researchers: (1) Descriptive Statistical Analysis; Here are the results of descriptive analysis of pre-test and post-test values:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre - Experimental Test	31	52	94	67,03	9,489
Post - Experimental Test	31	73	99	86,71	6,373
Valid N (listwise)	31				

Inferential Statistical Analysis

Test of normality; Before the researcher tests the hypothesis of the study, the researcher conducts a data normality test to find out whether the data obtained by the researcher is normal or not. The benchmarks used to determine whether the data are normal or not can be seen from the Kolmogorov – Smirnov Sig column. If sig value. > from 0.05, the data can be declared normal distribution.

Here is a table of results from the data normality test:

Tests of Normality							
	Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	Df	Sig.
Student Learning Outcomes	Pre-Test Experiments	,124	31	,200*	,956	31	,232
	Post-Test Experiment	,104	31	,200*	,979	31	,781

It can be concluded that Sig. 0,200 > 0.05 then the data researchers distributed NORMAL.

Test homogeneity; After the researcher conducts a normality test of pre-test and post-test data, then the researcher conducts a homogeneity test to find out whether the data is homogeneous or not. The homogeneity test is used for the (not absolute) requirement to proceed to the paired-sample T test stage. How to tell if the data is homogeneous or not is if Sig. 0.314 > 0.05, then the data can be categorized as homogeneous.

Here is the table of analysis results in SPSS 21:

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
	Based on Mean	3,631	1	60	,062

Student Learning Outcomes	Based on Median	2,993	1	60	,089
	Based on Median and with adjusted df	2,993	1	51,574	,090
	Based on trimmed mean	3,386	1	60	,071

0.062 > 0.05 It can be concluded that the data obtained by researchers is HOMOGENEOUS.

Hypothesis Test; The hypothesis test that will be conducted by researchers is to use a paired sample T-Test. This hypothesis test compares the value of pre-test and post-test which aims to find out whether there is an influence or not after being given treatment by researchers. Here are the results of the data analyzed using SPSS 21:

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Student Learning Outcomes - Classes	75,371	12,365	1,570	72,231	78,511	47,996	61	,000

You can see that sig results. (2-tailed) $0.000 < 0.05$ then it can be concluded is the INFLUENCE of the game media My Happy Route in improving the ability of student's writing skills

Discussion

Media is a tool or tool used by teachers in delivering subject matter both in the classroom and outside the classroom. With the medium of learning is expected learning to be interesting and not boring. Children are enthusiastic in receiving material from teachers who are teaching inside and outside the classroom (Abdul Kholiq, 2020).

Media is one of the components that must be considered by teachers as a learning facility to improve students' understanding of the subject matter. In the context of learning, media also serves as an intermediary tool to understand certain concepts, which are clearly or less able to be explained by language (Aisyam Mardliyyah dan R. Baroroh, 2019).

The scope of learning media includes all tools, materials, demonstrations, and facilities and infrastructure in schools used in the learning process. This media can provide stimulation to students to learn, make learning more effective and efficient, can channel messages perfectly, and can overcome students' needs and problems in learning. More importantly, this media is deliberately chosen in the learning process, so that media that are not oriented to the achievement of learning goals are not included in the scope of learning media (Musfiqon, 2012). In addition, some things that need to be considered in the use of media are as follows: (1) The basic technology, namely the use of props based on the progress of the technological world today. Japanese robots, American Notebooks, and others. (2) The psychological basis, that humans have three abilities, namely: (a) Cognitive (intellectual knowledge) (b) Affective (values, attitudes, feelings) (c) Psychomotor (work skills with coordination). (3) The basis is didactic, the use of media should be in harmony with didactic azas, namely: 1) demonstrations, 2) interests, 3) motivation, 4) self-employment, 5) group work, 6) environment, 7) individual, 8) perception, 9) correlation, 10) repeats (Abdul Hamid,dkk, 2008).

The benefits of teaching media are as follows: (1) Teaching will attract more students so that it can foster learning motivation; (2) The teaching material will be clearer in meaning so that it can be better understood by students and allow mastering and achieving teaching objectives; (3) Teaching methods will be more varied, not solely verbal communication through the speaker of the teacher's words, so that students do not get bored and teachers do not run out of energy, especially if the teacher teaches at every hour of the lesson; (4) Students can do more learning activities because not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating, acting, and others (Khalilullah, 2012).

Encyclopedia of Education Research in Hamalik posits the following benefits of learning media: (1) Laying concrete foundations for thinking and reducing verbalism. (2) Attract the attention of students. (3) Lay the foundations that are essential for the development of learning. (4) Provide real experience and foster independent activities in students. (5) Cultivate regular and sustainable thinking, especially those related to daily life. (6) Assist in the development of language skills. (7) Increase variety in learning activities. In line with the opinion of Sudjana and Rivai (1991) that the media is useful to make teaching more interesting so that it can foster student learning motivation, clarify the meaning of teaching materials to be easier to understand so that teachers master the purpose of teaching well, make learning methods more varied by combining verbal communication from teachers with other media so that students are not bored, and make students more involved in learning activities, Not only listening, but also various other activities, such as observing, demonstrating, presentation, and others (Nunuk Suryani, dkk, 2019)

The use of learning media greatly helps the learning process become more exciting, so the learning media is very appropriate to be used to add a more meaningful learning experience.

My Happy Route Game

Language game is an activity that occurs in helping each other or competing between learners to achieve goals that have been determined by certain rules (Abdul Wahab, 2004). Games are also defined as competitive activities that are created artificially or artificially with specific objectives, rules, and restrictions placed in a particular context (Hirumi, 2014). Language games are a way of learning a language through a game. Language games are not an additional activity for fun alone, but they can be classified in teaching and learning that aim to give students the opportunity to apply their language skills. Language games aim to gain pleasure and practice language skills such as listening, speaking, reading, writing and literature as well as language elements such as vocabulary and grammar (Fathul Mujib dan Nailur, 2012). The use of language games as one of the active learning strategies in the Arabic learning process is not intended to measure or evaluate student's learning outcomes, but is used as an approach step in learning so that Arabic learning at various levels of educational units, by applying various language games becomes more lively, memorable and full of joy learning (Full enjoy).

My happy route is a game that collaborates between a snake ladder game and a mini travel map. A game of ladder snakes whose concept is played by 2 or more people by throwing dice, the number of numbers on the dice determines how many steps a person undergoes the boxes-boxes on a mini map that sometimes pass through or hit the stairs (Rifki Afandi, 2015). The ladder makes it a reward for someone to jump over the boxes above them near the finish. Like the game of snake's ladder, in this game there is also a shaker dice. In addition, there are also mini statues that are used as figures in the game. The game starts from the start line and ends with the finish line. To reach the finish line(النهاية)the player must walk by shuffling the dice first then walk in an orderly manner according to the legend in the game. Every time you get a number in shuffling the dice, the player must answer questions according to the teacher's instructions. If you can answer, then it is allowed to continue the journey, and vice versa up to a maximum of three questions. When the player cannot answer to the maximum limit given, then the teacher can change the question as the teacher wants (Nurul Isnaini dan Nurul, 2020)

Conclusion

Based on the results of the research presented by researchers, the following are the conclusions summarized: 1) the application of my happy route game-based learning media in measuring students' writing ability is carried out in several stages, namely (1) demonstrating media, (2) media experiments, (3) sampling, (4) and media use assessments. 2) There was a significant influence before and after the application of the game media My Happy Route which is 19%. Previously the average student score was 67.03, but increased to 86.71. So, it can be concluded that the game my happy route affects the writing ability of students.

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