



The Influence of Flashcard on Arabic Learning Outcomes of *Shorof* Subject for Junior High School Students

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Abstract: Difficulties in learning *Shorof* for students are frequently found but the innovation of learning media utilization in this subject is quite rare. The article analyzed about how effective the use of flashcards media on *Shorof* subjects to support the quality of learning for junior high school students. The research was conducted with experimental quantitative methods, and the research design was a true experiment. The experimental class and the control class were chosen randomly in order to that students' abilities were equal. The samples of learning outcomes were obtained from 15 students who were randomly selected from the experimental and control classes with a total sample of 30 students. In collecting data, the tests and documentation were used, whereas data analysis was carried out with SPSS 26 through the Mann-Whitney non-parametric test because the data were normally distributed and not homogeneous. From this research, it was concluded that there were differences in the learning outcomes of the experimental and control classes after the treatment, which the experimental class got higher score than the control class with an average score of 93.3327:62.0520, which means that there was a positive impact of using flashcards on student learning outcomes evidenced by the Mann Whitney test of $0.000 < 0.05$. Based on the valid test results, it was suggested that *Shorof* flashcards can be used in various institutions as *Shorof* learning subject in general to increase the learning methods more creative and innovative.

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Introduction

Imam Al-Shafi'i stated that Arabic is the widest language with the richest word. One of the characteristics of this language is that Arabic is a language of entitlement, rich of phrase and words. This language is also known as rich of sentence alteration or known

as *qowa'idu lughoh al 'arabiyah*.¹ Many of the Arabic language learners learn this sentence alteration or we call it *tashrif*, so that there are some learning methods and technique to facilitate Arabic learning process.²

Arabic language learning is a learning activity developed by the teacher or a scientific group to teach Arabic language for students practically by using some special and selected methods or media that are accordance with the student needs in order to achieve the expected learning objectives.³ In addition, learning media has a big role in the learning process of foreign languages which the non-native speaker students often find it difficult to learn.⁴ Moreover, it has been proven by many theories that prove the effectiveness of several learning media. Meanwhile, the media is a way to convey material from the sources to receiver.⁵

Shorof flashcard is one of the effective and selected learning media. *Shorof* flashcard is a small card that has two sides, where one side is an image and the other side is an explanation.⁶ This *Shorof* flashcard helps the students to remember the subject matter, therefore this card is designed to attract the attention and it's written with simple explanations so that it is considered to activate students' long-term memory.⁷ Then, after analyzing many theories that have been proven for its effectiveness of this media in Arabic language learning, it was expected to improve the Arabic learning in *Shorof* material by using flashcard media.⁸

Shorof science is a branch of Arabic language science that discuss about the alteration of original words into other complex alteration words.⁹ In Arabic teaching and learning activities, *Shorof* science has an important role in the process of Arabic language

¹ Hasyim Asy'ari, "Keistimewaan Bahasa Arab Sebagai Bahasa al- Qur'an," *Nidhomul Haq* 1, no. 1 (2016): 21–28.

² Muhammad Farid Nasrulloh, Afif Kholisun Nasoih, Wisnu Siwi Satiti, and Septiana Khansa Afifa, "Mengatasi Problematika Pembelajaran Bahasa Arab Melalui Pelatihan dan Permainan Bahasa Arab," *Jumat: Jurnal Pengabdian Masyarakat Bidang Pendidikan* 1, no. 1 (2020): 28-35.

³ Abdul Wahab Rosyidi, *Media Pembelajaran Bahasa Arab* (Dissertation: UIN Maliki Press, 2009).

⁴ Jason P. Siko and Michael Barbour, "Homemade PowerPoint Games: Game Design Pedagogy Aligned to The TPACK Framework," *Computers in the Schools* 29, no. 24 (2012): 339-354.

⁵ Muh Haris Zubaidillah and Hasan Hasan, "Pengaruh Media Kartu Bergambar (Flash Card) Terhadap Penguasaan Kosakata Bahasa Arab," *al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 2, no. 1 (2019): 41-56.

⁶ Henni Fitriani, Riska Imanda, Ayu Rahmi and Siti Nurmalinda, "The Development of Flashcard Learning Media Based on Make a Match on Colloid," *International Journal for Educational and Vocational Studies* 3, no. 5 (2021): 373-379.

⁷ Fachri Helmanto, "Flashcard: Belajar Mufrodat Bahasa Arab Semakin Menantang," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 1, no. 2 (2020): 141-151.

⁸ Abdul Wahab Rosyidi, *Media Pembelajaran Bahasa Arab* (Dissertation: UIN Maliki Press, 2009).

for its learners. Although some teachers might have succeeded in teaching *Shorof* subject to their students, some of them have not succeeded yet in understanding this knowledge to students. This is due to the many problems and complaints felt by the teachers, especially in teaching *tashriful af'al* material which is a main lesson of *Shorof* subject.¹⁰

Afterward, the discussion in this article had been specialized to *Shorof* learning activities in the *tashriful af'al (tashrif isthilahi)* chapter for eighth grade students of Imam Syuhodo Boarding School Surakarta. The principle of this research was applied to solving the problems experienced by teacher in teaching *tashriful af'al* chapter (*tashrif istilahi*). It was also expected to help them to memorize the material properly and correctly.¹¹

Based on the interviews between the researcher and teachers of *Shorof* material, it was found that the problem faced by eighth grade students was the difficulty of understanding and memorizing *tasriful af'al (tashrif istilahi)* in *Shorof* material and this caused to their lack of understanding about *qowaidu-l-lughoh al arabiyah* material in general.¹² Hence, a solution existed by using learning media, namely the *Shorof* flashcard in the *tsulatsi al mujarrad* chapter because this chapter is the initial chapter which the students must comprehend before studying other *tashrif* chapters.¹³

After analyzing the various problems that have been mentioned in learning *Shorof* science above, the experiments were conducted on the use of *Shorof* flashcard which consists of *tashriful af'al* material (*tashrif isthilahi*) to help the teachers at Imam Syuhodo Boarding School in teaching *Shorof* subject activities.¹⁴ Thus, it can be found out that this learning media is effective to attract and improve the understanding of the eighth-grade students in this boarding school.¹⁵ Then, it was expected that there is positive impact of

⁹ Weldan Nafi, "Ilmu Pertukaran: Asal-usul dan Perkembangannya," *Journal for the Study of Religion* 4, no. 2 (2016): 35-53.

¹⁰ Undang Syaripudin, Yana Aditya Gerhana, and Hafizh Hasanudin, "Pembuatan Game Ilmu Shorof (Tashrief) Sebagai Media Pembelajaran Bahasa Arab," *Jurnal Istek* 6, no. 1-2 (2012): 125-136.

¹¹ Indah Puji Astuti, *Aplikasi Tashrif Istilahi pada Ilmu Sharaf dengan Menggunakan Stemmer Berbasis Web*, (Skripsi: UIN Syarif Hidayatullah, 2011).

¹² Undang Syaripudin, Yana Aditya Gerhana, and Hafizh Hasanudin, "Pembuatan Game Ilmu Shorof (Tashrief) Sebagai Media Pembelajaran Bahasa Arab," *Jurnal Istek* 6, no. 1-2 (2012): 125-136.

¹³ Lalu Abdul Aziz Ramli, Muassomah, M. Syahrul Anwar, Siti Norazizah, and Amy Fitriani Siregar, "Tanfidz Al-Mubarakah at-Tamtsiliyyah Li Al-Fariq Li Ta'lim Maddah an-Nahwiyy," *International Journal of Arabic Language Teaching* 5, no. 2 (2023): 209-219.

¹⁴ Chitu Okoli and Kira Schabram, "A Guide to Conducting A Systematic Literature Review of Information Systems Research," *Skema: Bussines School* (2010): 1-50.

¹⁵ Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab*, (Bandung: PT. Remaja Rosdakarya, 2011).

using flashcard on *Shorof* learning outcomes of eighth grade students in Imam Syuhodo Boarding School Surakarta 2021/2022.¹⁶

Related to a previous research by Hanisan, it was stated that the effectiveness of flashcard media reached an average score of 738.2 so that it was proven effective and H_a was accepted.¹⁷ Zubaidillah and Hasan on their research claimed that there was a lack of effectiveness in using flashcard learning media to improve students' Arabic vocabulary skills with an average score of only 43.048.¹⁸ Meanwhile, in Helmanto's research explained that the flashcard learning media has a particular system in Arabic learning activities. It was also stated that flashcards have proven to be effective to fulfill and reach the objectives of this learning process.¹⁹

Another research by Sari and Handayani from UIN Sunan Kalijaga was also related with this article topic. The results of the article indicated that visual media can be used as an alternative solution to improve the students learning outcomes, while the posttest outcomes of experimental class obtained 90.125, and the control class obtained 66.312.²⁰ Syifaurohmah in her proceeding research as well explained that the application of disc media in the learning process was expected to improve the understanding of beginners in *Nahwu* and *Shorof*. This media learning is an innovation and a new breakthrough in *Nahwu* and *Shorof* learning containing the basis and examples of the use of *qaidah* so that beginners can memorize *qaidah* in outline.²¹

Although the empirical research about Arabic learning media has grown and developed over the past five years, including Arabic language flashcards. However, there is still a lack of comprehensive studies on the effectiveness of picture card learning media or flashcards specific to *Shorof* learning materials for junior high school students.

¹⁶ Mirsa Istiharoh and Setyabudi Indartono, "Learning Innovation for Character Education in Global Era: Methods and Assessments," *ICoSS CE* 323, (2019): 272-279.

¹⁷ Hanisah, *Efektivitas Penggunaan Media Kartu Bergambar (Flash Card) Terhadap Pengenalan Kosakata Bahasa Arab pada Peserta Didik Kelas VII SMP Muhammadiyah Parepare*, (Skripsi: UIN Alauddin Makassar, 2016).

¹⁸ Muh Haris Zubaidillah and Hasan Hasan, "Pengaruh Media Kartu Bergambar (Flash Card) Terhadap Penguasaan Kosakata Bahasa Arab," *al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 2, no. 1 (2019): 41-56.

¹⁹ Fachri Helmanto, "Flashcard: Belajar Mufrodat Bahasa Arab Semakin Menantang," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 1, no. 2 (2020): 141-151.

²⁰ Rahmayana Unting Sari and Eka Utari Handayani, "Eksperimentasi Pembelajaran Bahasa Arab Menggunakan Media Gambar pada Kelas X untuk Meningkatkan Penguasaan Mufradat," *Jurnal Alfazuna: Jurnal Pembelajaran Bahasa Arab dan Kebahasaaraban* 4, no. 1 (2019): 97-118.

²¹ Astuti Syifaurohmah, Nimas Maharadika, and Intan Fasya z Nanda Mia, "Pembelajaran Dasar Ilmu Nahwu dan Shorof dengan Media Cakram pada Pemula Guna Optimalisasi Bilingual Area,"

Therefore, all of that research above, it can be concluded that flashcard as a leaning media have been proven to be impactful and effective for improving students understanding and help teachers in teaching lessons. However, no one has discussed specifically in *Shorof* subjects, especially in the chapter of *tasriful af'al* which is a basic chapter and becomes the foundation of students' understanding of *Shorof* material, therefore it is important for students to understand this material.

Methods

The experimental quantitative method was used to find the impact between the two variables;²² independent variable (x) is the use of flashcard learning media and dependent variable (y) is the students' learning outcomes after the research activity.²³ This research was designed with true experimental design to manage all external factors that influence to the research process.²⁴ In addition, sampling research techniques were also used with random sampling methods and a posttest-only control design.²⁵ This research was designed by dividing the research sample into two classes which both are the experimental class and the control class.²⁶

R1	O1
R2	O2

R1: The experimental class population.

R2: The control class population.

X: The implementation of *Shorof* flashcards.

O1: The outcomes learning of the experimental class.

O2: The outcomes of learning of control class.

Prosiding Konferensi Nasional Bahasa Arab (Konasbara). Porsiding Konferensi Nasional Bahasa Arab 5, (2019): 836–848.

²² Thomas G. Reio, "The Nuts and Bolts of Publishing Quantitative Research," *Human Resource Development International* 27, no. 1 (2024): 1–7.

²³ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Penerbit Alfabeta, 2017).

²⁴ David W Gerbing, "Campbell and Stanley for Undergraduates," *Experimental and Quasi-Experimental Designs For Research*, Houghton Mifflin Company 29, (1984).

²⁵ Lorraine R. Gay, Geoffrey E. Mills, and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (New Jersey: Pearson Education, 2012).

The discussion focused on the comparison between two variables; independent variable and dependent variable about the impact of flashcard on the learning outcomes of *Shorof* lesson especially in *tashrif af'al (tashrif istilahi)* material of *tsulatsi al mujarrad* chapter for eighth grade students in Imam Syuhodo Boarding School Surakarta. The population of this research is the eighth-grade students of Imam Syuhodo Boarding School Surakarta 2021/2022.²⁷ The total number of students is 44 students and divided into two classes; 8-D and 8-F. The number of samples was divided into two classes which both are the experimental class and the control class that was a combination of the students²⁸ from 8-D and 8-F randomly.

Therefore, a simple random sampling technique was used. Then, the learning outcomes data were obtained from the students through the posttest. Thus, for the samples, 15 students were chosen from every two classes so the total sample was 30 students,²⁹ with the table below:

Table 1. The Number of Sample Students of Imam Syuhodo Boarding School Surakarta 2021/2022

No.	Class	The Number of Sample
1	Experimental Class	15
2	Control Class	15
	Total	30

30 samples were taken based on the theory of sampling from experimental research experts. According to Agung, if the researchers divided the research sample into two classes, they were required to take a research sample of at least 30 people. Then, according to Gay, Mills, and Airasian, experimental research is required to take a research sample of 30 people, and then according to Borg and Gall specifically for experimental research, it is required to take a sample of 15-30 people from each class.³⁰

²⁶ Sugiyono, *Metode Penelitian Kuantitatif* (Bandung: Alfabeta, 2019).

²⁷ Javier, Cavazos Vela, Ikonopoulou, J., Salinas, C., and Zamora, E, "Using Quantitative Research Designs to Conduct Outcome-Based Research with Children and Adolescents," *Journal of Child and Adolescent Counseling* 9, no. 2 (2023): 149–169.

²⁸ Liche Seniati, Aries Yulianto and Bernadette N. Setiadi, *Psikologi Eksperimen* (Jakarta: Indeks, 2011).

²⁹ John W Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012).

³⁰ Lorraine R. Gay, Geoffrey E. Mills, and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (New Jersey: Pearson Education, 2012).

An instrument was used to get the data from this experimental research in the type of writing test instrument³¹ consisting of 8 questions, the questions number 1-4 asked to fill the blanks of *tashrif*, the questions number 5-6 writing *tashrif isthilahi* from the requested words, and the questions number 7- 8 asked to make the complete sentences. Before using this instrument, a test of the validity should be carried out in terms of theory and practice.³² A test of the question validity were proposed in terms of theory to one of the *Shorof* lesson lecturers at Darussalam Gontor University, Ustadzah Halimah Assa'diyah, as an expert on this subject. It had been concluded that all questions are valid from questions number 1-8.

Then, a validity test was conducted from practical terms with the following results:

Table 2. The Question Validity Test on SPSS

Number	r Count	r Tables	Description
1	0.729	0.381	Valid
2	0.627	0.381	Valid
3	0.733	0.381	Valid
4	0.465	0.381	Valid
5	0.576	0.381	Invalid
6	0.142	0.381	Valid
7	0.631	0.381	Valid
8	0.439	0.381	Valid

From that table, that one invalid question, a question number, had to be cancelled to use in this experimental research. Therefore, the rest 7 questions proven valid by SPSS for this experimental research test were used in order to obtain the valid data as well.

Afterwards, the reliability test of the questions was then carried out, so that the research instrument questions were reliable to be used at each level of the *Shorof* lesson students, so reliability tests were conducted using SPSS as the following below:

³¹ Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab*, (Bandung: PT. Remaja Rosdakarya, 2011).

Table 3. The Reliability Test (SPSS)

Reliability Statistics	
Cronbach's Alpha	N of Items
.634	8

The evident from the table above showed that the reliability test of the questions succeeded in reaching a reliable result of Cronbach's Alpha amount of 634 which is above the minimum reliable value, so it can be said that all of these questions are reliable because the minimum reliable value is 600.

The normality test was conducted to determine the results of data analysis with statistical parametric tests and statistical non-parametric tests in the SPSS 26 application with the Kolmogorov-Smirnov method with a value <0.05 then the data analysis is proven normal, but if the result value is >0.05 then the data analysis is proven abnormal and must be calculated using the Mann Whitney method in the SPSS 26 application.³³

Afterwards, a homogeneity test was also conducted to prove that the learning outcomes between the experimental class and the control class were homogeneous or not, the SPSS 26 application was used with the Levene test and got the following results below: a) If the data result >0.05 the sign that the data is inhomogeneous. b) If the data result <0.05 the sign that the data is homogeneous.

The research hypothesis test was formulated with statistical parametric formula to answer the research problems and the research hypothesis in this experimental research by t-test in the following below:

$$H_a: \mu_1 \neq \mu_2$$

$$H_o: \mu_1 = \mu_2$$

Alternative Hypothesis (H_a): There is a difference between the learning outcomes of experimental class and control class. Rejected Hypothesis (H_o): There is no significant difference between the learning outcomes of experimental class and control class.

Results and Discussion

Imam Syuhodo Boarding School is one of the Muhammadiyah Boarding Schools with a modern boarding system, founded by Muhammadiyah leaders in the Blimbing

³² Noor Syahid, Agus Budiman, Ihwan Mahmudi, dkk., *Petunjuk Teknis Penulisan Skripsi Fakultas Tarbiyah*, (Ponorogo: UNIDA Gontor Press, 2021).

area, Sukoharjo in 1994 with PCM number: 194/IA/SKPC/1a/1994. The location of this boarding school is in the village of Wonorejo, Polokarto, Sukoharjo, East Java. The basis of this boarding school was built to produce Islamic cadres who are able to participate in the intellectualization of Muslims.

This boarding school has an education system that includes the official education system and the boarding school education system which was 24 hours a day and the levels of students at this boarding school are divided into basic and advanced level of *madrasah tsanawiyah*. Therefore, the students focus on these two types of education systems, so students would receive two types of report cards, report cards from the official education system and report cards from the Boarding School education system.

There are two important subjects in Arabic learning at this boarding school, both are *durusullughoh al arabiyah* subject and *qowaidu lughoh al arabiyah* subject and the book that used in *durusullughoh al arabiyah* subject is the *durusullughoh* book of Darussalam Gontor Boarding School.³⁴ Meanwhile, the subject of *qowaidu lughoh al arabiyah* consists of *Nahwu* and *Shorof* subjects. Moreover, there is only one teacher in Arabic language subject for all grade levels and all the teachers who teach at this Boarding School are the alumni of this school.³⁵

After learning activities with *Shorof* flashcard learning media, the students' learning outcomes were obtained from the posttest on the dependent variable (y), it is the learning outcomes of *Shorof's* material for eighth grade students, the score of the students' learning outcomes below:

³³ Rully Indrawan and Poppy Yaniawati, *Metodologi Penelitian: Kuantitatif, Kualitatif, dan Campuran untuk Manajemen, Pembangunan, dan Pendidikan*, (Bandung: PT Refika Aditama, 2016).

³⁴ Ady Fauzan, Dihin Muriyatmoko, and Shoffin Nahwa Utama, "Penerapan Teknologi Augmented Reality pada Media Pembelajaran Bahasa Arab: Durus Al-Lughah Jilid 1," *ELSE (Elementary School Education Journal)* 4, no. 1 (2020).

Table 4. The Samples of *Shorof* Learning Outcomes

No.	the Students	Experiment Class Learning Outcomes	Control Class Learning Outcomes
1.	Student 1	96.15	92.31
2.	Student 2	88.46	61.54
3.	Student 3	92.31	80.77
4.	Student 4	88.46	69.23
5.	Student 5	92.31	80.77
6.	Student 6	96.15	57.69
7.	Student 7	92.31	88.46
8.	Student 8	100.0	61.54
9.	Student 9	92.31	57.69
10.	Student 10	96.15	42.31
11.	Student 11	92.31	53.85
12.	Student 12	96.15	42.31
13.	Student 13	96.15	61.54
14.	Student 14	88.46	50.00
15.	Student 15	92.31	30.77

Based on the fourth table, the analysis of data was conducted by descriptive test from the minimum score to the maximum score, mean,³⁶ standard deviation by SPSS 26 application, and the result of experiment class as the following below:

Table 5. Experimental Class Statistics

N	Valid	Missing
	15	0
Mean	93.3327	
Median	92.3100	
Mode	92.31	
Std. Deviation	3.39794	
Variance	11.546	
Range	11.54	
Minimum	88.46	
Maximum	100.00	
Sum	1399.99	

Based on the descriptive analysis of fifth table with the SPSS 26 application above, it is stated that the total research population about 30 students who were divided into two classes, both are the experimental class and the control class with a sample of 15 students from each class. Besides, the experimental class got an average learning outcomes (mean) of 93.3327 and a median value of 92.31 and a mode value of 92.31 and a standard deviation of 3.39794 and a variance value of 11.546 and a range value of 11.54 and a minimum value of 88.46 and the maximum value is 100 and the total (sum) is 1399.99.³⁷

³⁵ Bidari, "Analisis Tes Bahasa Arab pada Kitab Durusullughah Juz II Karya KH Imam Zarkasyi dan KH Imam Subani," *Maharot: Journal of Islamic Education* 2, no. 2 (2018): 71-92.

³⁶ Alaa Tharwat, "Classification Assessment Methods," *Applied Computing and Informatics* 17, no. 1 (2018): 168-192.

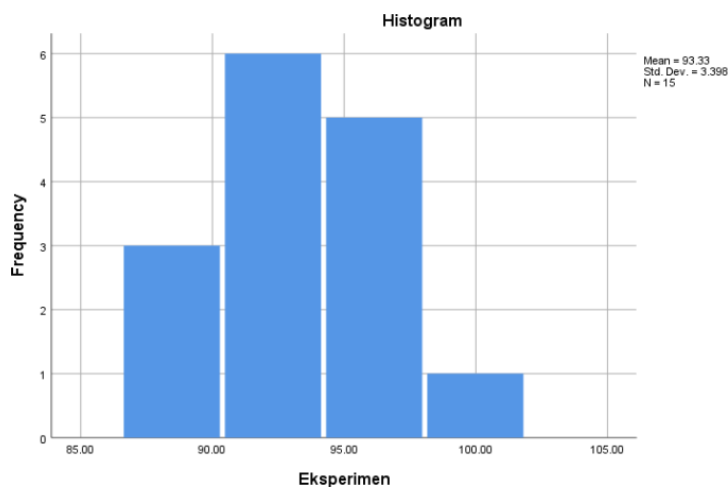
³⁷ Carol Anne Dwyer, "Assessment and Classroom Learning: Theory and Practice," *Assessment in Education: Principles, Policy & Practice* 5, no. 1 (1998): 131-137.

Afterwards, the definition of frequency is the number of times a data value occurs, frequency distribution gives the knowledge about the number of events (frequency) of different values scattered in a given time period, within a list, among a table, or a graph.³⁸ Frequency measurement is based on a set of data and the tables of experimental class learning outcomes frequencies as the following below:

Table 6. Experimental Class Learning Outcomes Frequencies

		Experimental Class			
Frequency		Percent	Valid Percent	Cumulative Percent	
	88.46	3	20.0	20.0	20.0
	92.31	6	40.0	40.0	60.0
Valid	96.15	5	33.3	33.3	93.3
	100.00	1	6.7	6.7	100.0
Total		15	100.0	100.0	

Based on the sixth tables, the researcher made it into a histogram below:



Picture 1. Experimental class learning outcomes histogram

Based on the first picture above, it appears the distribution of student learning outcomes from the experimental class, then the researcher will describe the data for the control class below:

³⁸ Lena M. Tallaksen and Gregor Laaha, "Frequency Analysis," *Hydrological Drought Elsevier* (2023): 233–304.

Table 7. Control Class Statistics

N	Valid	Missing
	15	0
Mean	62.0520	
Median	61.5400	
Mode	61.54	
Std. Deviation	17.67686	
Variance	312.471	
Range	61.53	
Minimum	30.77	
Maximum	92.31	
Sum	93.78	

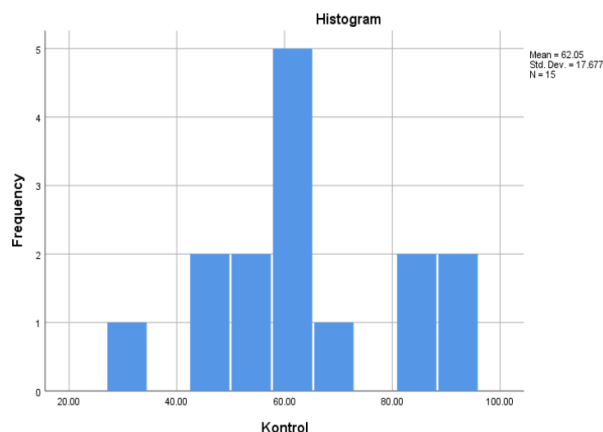
Based on the seventh tables, the average of control class learning outcomes (mean) is 62.0520 and a median value of 61.5400 and a mode value of 61.54 and a standard deviation of 17.67686 and a variance value of 321.471 and a range value of 61.53 and a minimum value of 30.77 and the maximum value is 92.31 and the total (sum) is 93.78.

The tables of control class learning outcomes frequencies are shown below:

Table 8. Control Class Learning Outcomes Frequencies
Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30.77	1	6.7	6.7
	42.31	2	13.3	20.0
	50.00	1	6.7	26.7
	53.85	1	6.7	33.3
	57.69	2	13.3	46.7
	61.54	3	60.0	66.7
	69.23	1	6.7	73.3
	80.77	2	13.3	86.7
	88.46	1	6.7	93.3
	92.31	1	6.7	100.0
	Total	15	100.0	100.0

Based on the tables above, it was eventually converted into a histogram below:



Picture 2. Experimental Class Learning Outcomes Histogram

Based on the second picture of histogram above, it appears the distribution of the learning outcomes data of control class.

The purpose of using the normality test in this experimental research is to fulfill the requirements of evidence that all data values of each variable are normally distributed,³⁹ then the researcher uses the SPSS 26 application with the Kolmogorov-Smirnov test with a value >0.05 then if the value is <0.05 it is proven that the data value has not been normally distributed and on the contrary.⁴⁰

Table 9. Normality Test Results for the Control and Experimental Group

	Class	Kolmogorov -Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Study	Post-Test Control	178	15	200*	963	15	746
Result	Post-Test Experimental	218	15	053	888	15	063

Based on the ninth table, that the Sig value for the total value of the experimental class students is $0.053 > 0.05$ then the distribution of the experimental class data values is proven normal, then the control class data values are $0.600 > 0.05$ then the distribution of the control class data values is proven normal.

The purpose of the homogeneity test in this experimental study is to fulfill the requirements of evidence that the data values from the experimental class and control class are homogeneous or not homogeneous,⁴¹ as the following table below:

Table 10. Homogeneity Test Result of the Control and Experimental Group

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
The result of the Pre-Test	Based on Mean	14,358	1	28	001
	Based on Median	13,605	1	28	001
	Based on the Median and with adjusted df	13,605	1	15,287	002
	Based on Trimmed Mean	14,513	1	28	001

Based on the table above, it can be seen from the tenth table that the Sig value for the total value of *Shorof's* learning outcomes is not homogeneous because the result of the data value is <0.05 , it is proven that the data value is not homogeneous.⁴²

Because the results of the data values from the experimental class were normally distributed but not homogeneous, the research hypothesis was tested with a non-

³⁹ Sugiyono, *Metode Penelitian Kuantitatif* (Bandung: Alfabeta, 2019).

⁴⁰ Nahartyo. E, *Desain dan Implementasi Riset Eksperimen*, (Yogyakarta: UPP STIM YKPN, 2013).

⁴¹ Sugiyono, *Metode Penelitian Kuantitatif* (Bandung: Alfabeta, 2019).

⁴² John J. Shaughnessy, Eugene B. Zechmeister, and Jeanne S. Zechmeister., *Research Methods in Psychology* (Michigan: McGraw-Hill, 2000).

parametric statistical test called Mann Whitney test with the SPSS 26 application, and the results showed as follows:

Table 11. Mann-Whitney Test Score

Test Statistics	
	The Result
Mann Whitney U	7,500
Wilcoxon W	127,500
Z	-4,401
Asymp. Sig. (2-tailed)	000
Tailed-1)*2]. Exact Sig [(Sig	000 ^b

Based on the eleventh table from the results of non-parametric statistics with the Mann Whitney test that the value (tailed-2) is Asymp. Sig is $0.00 < 0.05$, then it is possible to conclude that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, there is a difference between the learning outcomes of the *Shorof* material for experimental class students with Flashcard media implementation and the control class with Power Point learning media, so there is an effect of using the *Shorof* Flashcard on the *Shorof* learning outcomes for the grade eighth students of Imam Syuhodo Boarding School Surakarta.

Based on the non-parametric statistical results with the Mann Whitney test, we know that the set of learning outcomes for the *Shorof* lesson with Flashcard is 0.00 and this result is less than 0.05, therefore the alternative hypothesis is accepted and the null hypothesis is rejected, and it is clear that there are the difference in learning outcomes between the experimental class and the control class, then from these results it can be stated that the use of *Shorof* Flashcard has an influence on the learning outcomes of the eighth graders in *Shorof* subject, because the average value of the experimental class learning outcomes is 93.3327 which is higher than the average. the value of the control class learning outcomes reached 62.0520.

The results of the research according to the previous line based on Chomsky's theory of Transformative Generativist can be seen that the language material discusses aspects of a person's cognitive and knowledge, and makes it possible to know and understand changes in vocabulary to other word forms and be able to make complete sentences. It is confirmed by one of Hanisan's scientific papers in 2016 entitled "The Effectiveness of Using Flashcard Media Illustrative of Arabic Vocabulary Material for

Seventh Graders in Ponorogo High School”, which has proven effective in its use.⁴³ So this is also corroborated by the results of a previous research by Muhammad entitled “The Effect of Illustrated Flashcard Media on Arabic Vocabulary Mastery” and the results of the research proved successful and had an influence on Arabic vocabulary mastery.

The implications of this study are precise and can be analyzed from the results and discussion described in the previous paragraphs. Before conducting the experimental process, it had been proven that the eighth grade students at Imam Syuhodo Boarding School had never used interactive learning media or any media in the learning process. Hence, flashcard learning media was presented in learning *Shorof* material. The posttest results that the average score of the experimental class with Flashcard learning media is higher, namely the class that uses *Shorof* learning media, while the average score of the control class is lower, it means the class that does not use interactive learning media, but only uses conventional learning media.⁴⁴

The reason why it was necessary to make a comparison of the effectiveness of learning media between experimental classes and control classes by both using media as well, the reason is simple, the comparison between the two can produce real values and not due to the use of learning media with no use of learning media at all, but a comparison between the use of interactive learning media with conventional learning media.⁴⁵ Hence, the average learning value results were produced from an apple-to-apple comparison, that is, both are equally appropriate and feasible to compare.⁴⁶

Through the results of this study, several limitations and suggestions were outlined for further research. These limitations include the limit of conducting the test designs with posttest only control designs due to insufficient time and the distance of research place from campus to the research site which is quite far. Then there are some further research suggestions to further optimize and develop research in the form of design,

⁴³ Hanisah, *Efektivitas Penggunaan Media Kartu Bergambar (Flash Card) terhadap Pengenalan Kosakata Bahasa Arab pada Peserta Didik Kelas VII SMP Muhammadiyah Parepare*, (Skripsi: UIN Alauddin Makassar, 2016)

⁴⁴ Javier, Cavazos Vela, Ikonomopoulos, J., Salinas, C., and Zamora, E, “Using Quantitative Research Designs to Conduct Outcome-Based Research with Children and Adolescents,” *Journal of Child and Adolescent Counseling* 9, no. 2 (2023): 149–169.

⁴⁵ Thomas G. Reio, “The Nuts and Bolts of Publishing Quantitative Research,” *Human Resource Development International* 27, no. 1 (2024): 1–7.

media, experiments, and etc. This is because this kind of research will have a direct impact to its clear data displays, presented quantitatively and has been analyzed and proven by actual experimental practice.⁴⁷ It is convinced that there are many topics and discussions in this research theme, especially in Arabic language teaching, which can still be developed better, because the world of Arabic language teaching still needs scientific works that can support the learning objectives of the Arabic language itself.

Conclusion

The results of the hypothesis test (tailed-2) Asymp.sig in this study reached 0.000 with the Mann Whitney non-parametric test and this value is evidence that there is an effect of using Flashcard *Shorof* on learning outcomes of *Shorof* lesson eighth grade students of Imam Syuhodo Boarding School Surakarta. The results of this study indicated a significant difference in average scores between the experimental and control classes. The average posttest result of the control class was 62.0520. Meanwhile, the experimental class was 93.3327. Hence, it can be concluded that the hypothesis H_a is accepted and H_o is rejected, which showed the effect of using flashcard media on the learning outcomes of *Shorof* material in *tasriful af'al*. Therefore, it can be concluded that using learning media can make learning more effective and interactive, especially for Flashcard *Shorof* implementation in *Shorof* subject learning. After it comes to the end of this study, some suggestions were provided for future researchers who are enthusiastic about researching and improving Arabic learning media. It was expected to other researchers to continue and develop more creative and innovative Arabic language learning media. The physical media was still used in this research and has not been digitized, it will be very flexible if this research media can be digitized into a game, quiz, or a more exciting game.

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⁴⁶ Enny Nazrah Pulungan, Rizki Hariati, "Developing the Educational Game Tool to Improve Reading Ability of Early Childhood," *IJoLE: International Journal of Language Education* 6, no. 1 (2022): 25-35.

⁴⁷ Haradhan Kumar Mohajan, "Quantitative Research: A Successful Investigation in Natural and Social Sciences," *Journal of Economic Development, Environment, and People* 9, no. 4 (2020): 50-79.

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Author Contributions Statement

The authors were (AF, AZ, AS, DA, LY and SS). The author (AF, AZ and AS) was responsible for the design and implementation of the research, data analysis, and preparation of the article. Meanwhile, the author (DA, LY and SS) provided guidance as a supervisor, provided critical input, and contributed important ideas to this research. All authors contributed collaboratively in reviewing and drafting the manuscript, ensuring the overall study reached the expected quality standards.

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