



## Enhancing Mufradat Memorization Through Word Square Learning Media: A Study of Class VII Students at MTs Muhammadiyah Pinrang

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### Abstract

This study explores the application of Word Square learning media to enhance the memorization of Arabic mufradat (vocabulary) among seventh-grade students at MTs Muhammadiyah Pinrang. The research addresses the challenge of low vocabulary retention, a critical issue in Arabic language learning, and aims to determine whether the interactive, game-based Word Square method can enhance student engagement and memorization. A Classroom Action Research (CAR) design was employed, conducted in two cycles. Data were collected through observations, pre- and post-tests, and documentation, and analyzed using both qualitative and quantitative methods. In the first cycle, while student engagement increased, only a modest improvement in vocabulary retention was observed. Adjustments were made in the second cycle, including simplifying the puzzles and encouraging collaborative learning, which led to a significant increase in student performance. The results showed that Word Square is an effective tool for improving vocabulary retention, with most students achieving "good" levels of recall by the end of the second cycle. The interactive and collaborative nature of the activity played a crucial role in fostering a more engaging and supportive learning environment. The study concludes that Word Square can be a valuable alternative to traditional vocabulary teaching methods, offering practical insights for educators seeking to enhance language instruction. The findings suggest further research on long-term retention and the use of Word Square for other language skills could broaden the tool's applicability.

**Keywords:** Word Square, Arabic Mufradat, Vocabulary Retention, Collaborative Learning

### مستخلص البحث

يبحث هذا البحث تطبيق وسيلة التعلم "كلمة المربع" لتعزيز حفظ المفردات العربية لدى طلاب الصف السابع في مدرسة متوسطة Muhammadiyah Pinrang. يتناول هذا البحث مشكلة انخفاض الاحتفاظ بالمفردات، وهي قضية حاسمة في تعلم اللغة العربية، ويهدف إلى التحقق مما إذا كانت طريقة "كلمة المربع" التفاعلية والمبنية على الألعاب قادرة على تعزيز تفاعل الطلاب وحفظهم للمفردات. وقد تم اعتماد منهج البحث الإجمالي الصفحي (*Classroom Action Research*) ونُفذ على دورتين. جُمعت البيانات من خلال الملاحظات، والاختبارات القبليّة والبعدية، والتوثيق، وتم تحليلها باستخدام أساليب نوعية وكمية. في الدورة الأولى، لوحظ ارتفاع في تفاعل الطلاب، لكن التحسن في حفظ المفردات كان طفيفاً. وفي الدورة الثانية، أُجريت تعديلات مثل تبسيط الألغاز وتشجيع التعلم التعاوني، مما أدى إلى تحسن ملحوظ في أداء الطلاب. أظهرت النتائج أن وسيلة "كلمة المربع" أداة فعالة لتحسين حفظ المفردات، حيث حقق معظم الطلاب مستوى "جيد" في التذكر بنهاية الدورة الثانية. وقد لعب الطابع التفاعلي والتعاوني لهذا النشاط دوراً حاسماً في تهيئة بيئة تعليمية أكثر جذباً ودعمًا. وتخلص الدراسة إلى أن "كلمة المربع" يمكن أن تكون بديلاً قيماً لأساليب تدريس المفردات التقليدية، كما تقدم رؤى عملية للمعلمين الراغبين في تحسين تدريس اللغة. وتشير النتائج إلى ضرورة إجراء مزيد من البحوث حول الاحتفاظ طويل الأمد واستخدام "كلمة المربع" في مهارات لغوية أخرى لتوسيع نطاق تطبيقها.

الكلمات المفتاحية: المفردات العربية، الاحتفاظ بالمفردات، التعلم التعاوني.

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## Introduction

Education plays a crucial role in the development of individuals and societies by fostering knowledge, skills, and values. It equips learners with the tools necessary for personal growth and societal contribution. Language education, in particular, holds a significant place in this process, as language serves as the foundation of communication and interaction in human society. Among the various languages taught in schools worldwide, Arabic is unique due to its religious, cultural, and academic significance. As one of the six official languages of the United Nations and the language of the Quran, Arabic occupies a prestigious position, especially in Muslim-majority countries (Challenges in Teaching Arabic as a Foreign Language 2023).

However, despite its importance, the teaching and learning of Arabic, particularly in non-Arabic-speaking countries like Indonesia, face numerous challenges. These challenges often stem from the complex nature of the language, which includes intricate grammar rules and a vast vocabulary. For instance, Arabic has a rich morphological structure that can be daunting for learners unfamiliar with its roots and patterns (Chen, Wang, Tang, & Tu, 2022). As a result, many students struggle with memorizing and retaining Arabic vocabulary, known as *mufradat*. This issue significantly hinders their ability to master the language and perform well academically (Khasawneh & Khasawneh, 2022).

In recent years, there has been a growing recognition of the need for innovative and interactive teaching methods to enhance student engagement and learning outcomes. Traditional methods of vocabulary instruction, such as rote memorization, have proven insufficient in fostering long-term retention and student interest. Studies, such as those by Hamdan Husein Batubara (Batubara, 2018) and Nur Fadilah Amin et al (Amin, Rahman, Malli, & Haeruddin, Zainuddin, 2023) have highlighted the potential benefits of incorporating technology and game-based learning tools in the classroom. These methods not only provide students with a more dynamic learning environment but also cater to different learning styles, thus increasing the likelihood of student success. Among these innovative methods, the use of Word Square as a learning medium has gained attention for its effectiveness in vocabulary acquisition.

Studies indicate that this learning medium improves vocabulary mastery and increases student engagement compared to traditional methods. Khaira (Khaira, 2021)

found that using puzzle games as learning media was effective in enhancing mufradat skills. Khalilullah (M. Khalilullah, 2012) proposed crossword puzzles as an engaging method to teach Arabic vocabulary, particularly for teenage students who enjoy games. Wiza (Wiza, 2018) suggested using crossword software to create efficient and interesting vocabulary learning media, allowing for both classroom and independent study. Wijaya dkk (Wijaya, Rozi, Nurus Suroiyah, & Wahyudi, 2023) reported success with a modified word square model that incorporated four learning activities: *istima'*, *tikrar*, *bahtsul kalimah*, and *tashih*. This approach not only introduced students to various mufrodats and their meanings but also improved concentration and observational skills (Zaki, 2023). Overall, these studies highlight the potential of game-based approaches to make Arabic vocabulary learning more engaging and effective for students.

The puzzle format of Word Square allows for a dynamic learning environment where students can engage in friendly competition, striving to find words faster or more accurately than their peers. This competitive aspect can further enhance motivation and engagement, leading to improved learning outcomes. Studies have shown that gamification in education, such as through platforms like Kahoot, can significantly boost student engagement and motivation, thereby enhancing vocabulary acquisition (Plump & LaRosa, 2017; Rojabi et al., 2022). Furthermore, the integration of digital technologies in language education has been linked to positive impacts on learners' motivation and engagement, which are critical for effective vocabulary learning (Li, 2021; Xodabande, Iravi, Mansouri, & Matinparsa, 2022).

The primary research problem addressed in this study revolves around the low proficiency of students in Arabic vocabulary, particularly in memorizing and retaining mufradat. This issue is prevalent among students at MTs Muhammadiyah Pinrang, where Arabic is a key subject in the curriculum. Observations from preliminary studies conducted at the institution indicate that students struggle to recall basic vocabulary taught in class, often relying on peers for assistance or failing to participate in classroom activities. This problem is exacerbated by the perception among students that Arabic is a difficult language to learn, which demotivates them from actively engaging with the material. Without a robust vocabulary foundation, students face significant barriers to progressing in their Arabic language studies, as vocabulary

knowledge is essential for developing the four language skills—listening, speaking, reading, and writing. The challenge, therefore, is to identify teaching methods that can effectively support vocabulary acquisition and retention, making the learning process more enjoyable and less daunting for students.

One potential solution to enhancing students' vocabulary acquisition and retention is the implementation of creative and interactive learning media, such as game-based learning strategies. Specifically, the Word Square method exemplifies this approach by transforming vocabulary learning into an engaging activity that combines elements of play with cognitive challenges. This method encourages students to actively search for and identify words within a grid and promotes a more immersive learning experience, which is crucial for effective vocabulary retention. Research indicates that interactive learning strategies significantly improve student engagement and motivation, essential factors in the learning process (Indriani, Suteja, Listiani, & Seleky, 2023; Xodabande et al., 2022)

The current study aims to address this gap by investigating the impact of using Word Square as a learning medium to improve the memorization of Arabic mufradat among seventh-grade students at MTs Muhammadiyah Pinrang. This research seeks to determine whether the implementation of Word Square can enhance students' ability to memorize and retain vocabulary, thereby contributing to their overall language proficiency. The novelty of this study lies in its focus on Arabic language instruction, a field that has not yet fully embraced interactive learning media like Word Square. Additionally, by conducting this research in the specific context of an Indonesian Islamic school, the study offers valuable insights into how such tools can be adapted to meet the needs of students learning Arabic in a non-Arabic-speaking environment.

The scope of this study includes the evaluation of students' vocabulary retention before and after the implementation of Word Square, as well as an analysis of their engagement and motivation during the learning process. By using both qualitative and quantitative methods, the research aims to provide a comprehensive understanding of the effectiveness of Word Square in enhancing Arabic vocabulary memorization. The study also seeks to contribute to the broader discussion on innovative language teaching methods by offering empirical evidence on the benefits of game-based learning tools in the context of Arabic language education. The findings of this study

are expected to have significant implications for educators, policymakers, and curriculum developers who are seeking to improve language learning outcomes in Islamic schools and other institutions where Arabic is taught as a foreign language.

## **Research Method.**

### **a. Research Design**

This study employs a Classroom Action Research (CAR) design, which is well-suited for educational contexts where the primary goal is to improve teaching practices and student outcomes through iterative cycles of planning, action, observation, and reflection (S Arikunto & Suhardjono, 2017; Suharsimi Arikunto, 2014). CAR is particularly effective for identifying practical solutions to problems faced in the classroom, as it allows teachers and researchers to collaboratively implement and evaluate new teaching strategies in real-time (Pandiangan, 2019). Given the challenges in Arabic vocabulary memorization identified at MTs Muhammadiyah Pinrang, CAR was chosen as the most appropriate research approach to test the effectiveness of Word Square in addressing these difficulties.

The research was conducted in two cycles, with each cycle consisting of one meeting. Each cycle involves four key stages: planning, action, observation, and reflection. This iterative process allowed for adjustments to be made after each cycle based on the observed outcomes, ensuring that the intervention could be refined and improved to better meet the needs of the students (Aiman, Sudiana, & Bagus Putrayasa, 2023). The cyclical nature of this research design is grounded in the principles of action research, which emphasizes continuous improvement through reflective practice (Saleh, Anwar, & Usman, 2021; Saroinsong & Takaendengan, 2022).

### **b. Research Subjects**

The subjects of this study were 28 seventh-grade students from MTs Muhammadiyah Pinrang. These students were selected based on their prior experience with Arabic language instruction and their identified difficulties with vocabulary memorization. The research also involved a teacher from the school who implemented the Word Square media in the classroom. The involvement of both students and teachers is crucial in CAR, as it ensures that the findings are grounded

in actual classroom dynamics and practices (Batubara, 2018).

c. Research Procedures

The study was divided into two cycles, each following a systematic procedure:

- 1) **Planning:** In the planning phase, researchers prepared the necessary materials and strategies for implementation, focusing on aligning the intervention with educational goals and student needs. This phase is critical as it sets the foundation for effective action and observation (Kramer-Roy et al., 2020). During the planning phase, the researcher collaborated with the teacher to develop a lesson plan that integrated Word Square into the Arabic vocabulary lessons. This involved identifying the target vocabulary (mufradat) and designing Word Square puzzles that were appropriate for the student's proficiency level. The researcher also prepared observation sheets and assessment tools to evaluate the effectiveness of the intervention.
- 2) **Implementation:** The action phase involved the execution of the planned strategies, where educators actively engaged with students to facilitate learning. This hands-on approach is essential in action research, as it allows for real-time adjustments based on student responses and engagement levels (Mahendra, Mochamad Ridwan, & Juheri, 2023). In the action phase, the teacher implemented the lesson plan during regular classroom sessions. Students were introduced to the Word Square media and given time to complete the puzzles in pairs or small groups. The teacher facilitated the activity, guiding students as needed and encouraging active participation.
- 3) **Observation:** Observation is a pivotal stage in the action research cycle, as it involves systematically collecting data on student performance and engagement during the action phase. This data serves as the basis for reflection, allowing educators to critically analyze the effectiveness of their strategies and identify areas for improvement (García-Sampedro, 2018; Qonita, Kurniawan, & Wardana, 2022). During the observation phase, the researcher and teacher used the prepared observation sheets to document student engagement, participation, and any challenges encountered during the activity. The teacher also noted the students' ability to recall the

vocabulary before and after completing the Word Square puzzles. This data was crucial for evaluating the effectiveness of the media and identifying areas for improvement.

- 4) **Reflection:** Reflection not only helps in understanding the outcomes of the intervention but also fosters a culture of continuous learning among educators, encouraging them to adapt their practices based on evidence gathered during the observation phase (Saroinsong & Takaendengan, 2022). In the reflection phase, the researcher and teacher reviewed the data collected during the observation phase and discussed the outcomes of the cycle. Adjustments were made to the lesson plan for the next cycle based on the student's performance and feedback. This iterative process ensured that the intervention was continuously refined to maximize its impact on student learning.

#### d. Data Collection Techniques

Data were collected through a combination of qualitative and quantitative methods to ensure a comprehensive analysis of the intervention's effectiveness. The following techniques were used:

- 1) **Observation:** Observation was a primary data collection method in this study, as it allowed the researcher to document student behavior, engagement, and interactions during the implementation of the Word Square media. The observation was conducted systematically using observation sheets, which included criteria such as student participation, collaboration, and responses to the learning media.
- 2) **Tests:** Pre- and post-tests were administered to assess the students' vocabulary retention. The pre-test was conducted before the introduction of Word Square to establish a baseline for student performance, while the post-test was administered after each cycle to measure any improvements in vocabulary memorization. The tests consisted of both written and oral components, where students were required to recall and use the target vocabulary in context. This combination of assessment types ensured a more accurate measurement of students' memorization abilities.
- 3) **Documentation:** Documentation techniques involved collecting and analyzing

lesson plans, student work (i.e., completed Word Square puzzles), and the results of the pre-and post-tests. This data provided additional evidence of the intervention's effectiveness and allowed the researcher to track student progress over time.

e. Data Analysis Techniques

Data analysis in this study followed the process outlined by Miles, Huberman, and Saldana (Kriyantono, 2020), which involves three key stages: data condensation, data display, and conclusion drawing.

- 1) Data Condensation: In this initial stage, the data collected through observations, tests, and documentation were organized and simplified. The researcher reduced irrelevant or redundant information to focus on the most significant aspects of student behavior, test results, and engagement with the Word Square media. This process helped to identify patterns and trends in the data.
- 2) Data Display: The next stage involved displaying the condensed data in the form of tables, charts, and narrative descriptions. This allowed the researcher to visualize the progress made by the students across the two cycles and compare the results of the pre-and post-tests. By organizing the data in this way, the researcher could clearly see the impact of the intervention and identify any remaining challenges.
- 3) Conclusion Drawing and Verification: The final stage involved drawing conclusions based on the data and verifying these conclusions through ongoing reflection and discussion with the teacher. The researcher used the data to determine whether the application of Word Square had a significant effect on students' vocabulary memorization and whether the research objectives had been met. The conclusions were then cross-checked with the results from each cycle to ensure their validity and reliability.

The quantitative data from the pre-and post-tests were analyzed using descriptive statistics to calculate the percentage increase in vocabulary retention. The results were categorized based on the students' performance levels: good (76%–100%), sufficient (60%–75%), and poor (below 60%) (Syaiful Bahri, 2014). This analysis provided a clear indication of the overall improvement in student performance across the two cycles.

#### f. Research Instruments

The following instruments were used to collect and analyze the data:

- 1) Observation Sheets: These were used to systematically record student engagement and participation during the Word Square activities. The observation sheets included criteria such as student attentiveness, willingness to participate, and ability to work collaboratively.
- 2) Pre- and Post-Tests: These tests were used to assess students' vocabulary retention before and after the intervention. The tests were designed to evaluate both recognition and recall of the target vocabulary, providing a comprehensive measure of the students' memorization abilities.
- 3) Student Work Samples: The completed Word Square puzzles were collected as part of the documentation process. These samples were analyzed to assess the student's understanding of the target vocabulary and their ability to locate and recall the words within the puzzle.
- 4) Reflection Notes: The researcher and teacher kept detailed notes during the reflection phase, documenting their observations and insights from each cycle. These notes were used to inform the modifications made to the intervention and to evaluate its overall effectiveness.

#### g. Indicators of Success

The success of the intervention was measured based on the improvement in students' vocabulary retention, as indicated by the pre-and post-test scores. The following indicators were used to evaluate the success of the intervention:

- 1) Increased Vocabulary Retention: Success was defined as a significant increase in the percentage of vocabulary correctly recalled by students in the post-tests compared to the pre-tests. A minimum of a 20% improvement was considered indicative of the intervention's effectiveness.
- 2) Student Engagement: The observation data were analyzed to assess the level of student engagement during the Word Square activities. Increased participation, collaboration, and enthusiasm were considered signs of success.
- 3) Student Feedback: Informal feedback from students was collected to gauge their perceptions of the Word Square media. Positive feedback, indicating that

students found the activity enjoyable and helpful, was another indicator of success.

## **Discussion.**

### **Research Results**

#### **a. Initial Condition Description (Pre-Implementation)**

The initial condition was observed to assess students' mufradat memorization before the learning intervention using word square media. Observation was carried out on 28 students of grade VII MTs Muhammadiyah Pinrang. Teachers use conventional methods without special learning media. Students are asked to memorize five mufradat: ممحاة, حقيبة, سبرة, قلم, كتاب and Only some students managed to memorize 1-2 mufradat, the majority chose كتاب and قلم.

The observation results showed that students' mufradat memorization was low and learning motivation was less than optimal.

#### **b. Cycle I: Implementation of Word Square Media**

Learning begins with word square media. The learning process involves four stages:

##### **Planning:**

The data obtained at the pre-action stage is used as an incentive to carry out actions in cycle I. This aims to obtain an increase in students' mufradat memorization in Arabic subjects. At the planning stage, the researcher prepares an action plan that will be implemented and then discusses with the grade VII teacher.

The researcher prepared word square media used in learning Arabic in the classroom, as well as preparing instruments for data collection in the form of observation guidelines and explaining to teachers how to carry out learning in accordance with the existing lesson plans.

##### **Implementation:**

The first meeting was held at 08.00-09.10 WITA with a time allocation of 2x35 minutes. The Arabic material taught is ادوات المدرسية

##### **1) Initial Activities**

The initial activities consisted of opening learning, doing perception and motivation, starting from educators conditioning the readiness of students and

arranging classes according to learning needs, inviting prayers together, and attending students. Educators convey the learning objectives to be achieved. After that, the teacher evaluates the previous lesson as a trigger to enter the *ادوات المدرسة* material.

## 2) Core Activities

The core activity consisted of, teachers providing learning materials to students in the form of *mufradat*, using word square media. The teacher gives directions to the students first before answering the practice questions that have been listed on the media sheet in the word square which is done in groups divided into five groups. After answering the questions that have been given, students will be invited to the whiteboard to look for *mufradat* on the word square media which is displayed using LCD to understand the vocabulary that has been given using word square media, then the teacher gives time to students to memorize the vocabulary that has been given using word square media. At the end of learning, the teacher provides affirmation of the material and gives time to students to make a series of material that has been learned. After that, educators give quizzes by utilizing the features on the word square media.

## 3) Final Activities

Teachers and students asked and answered questions about unclear matters related to the material that had been delivered. Educators give conclusions at the end of learning and give assignments to be done at home. Next, greetings and closing prayers by the class leader.

### **Observation:**

Based on the data from the observation of learning interest in cycle 1 of the first meeting, an increase in learning interest began to be seen, although the increase was not seen drastically. The following are the details of the observation results of cycle 1 of the first meeting.

**Table 1 Results of Observation of Mufradat Memorization in Cycle I**

No	Student Code	Indicator					
		كتاب	مبرات	حقيبة	دفتر	قلم	ممحاة
1	KS1	✓			✓	✓	
2	KS2	✓			✓	✓	
3	KS3	✓			✓	✓	
4	KS 4	✓			✓	✓	
5	KS5	✓			✓	✓	
6	KS 6	✓			✓	✓	
7	KS7	✓			✓	✓	
8	KS8	✓			✓	✓	
9	KS9	✓			✓	✓	
10	KS10	✓	✓		✓	✓	✓
11	KS11	✓			✓	✓	
12	KS12	✓			✓	✓	
13	KS13	✓			✓	✓	
14	KS14	✓			✓	✓	
15	KS15	✓			✓	✓	
16	KS16	✓			✓	✓	
17	KS17	✓			✓	✓	
18	KS18	✓			✓	✓	
19	KS19	✓			✓	✓	
20	KS20	✓			✓	✓	
21	KS21	✓	✓		✓	✓	
22	KS22	✓	✓		✓	✓	
23	KS23	✓	✓		✓	✓	
24	KS24	✓	✓		✓	✓	
25	KS25	✓	✓		✓	✓	
26	KS26	✓	✓		✓	✓	

27	KS27	✓	✓	✓	✓	✓	✓
28	KS28	✓	✓		✓	✓	
Percentage		100%	28.57%	3.57%	100%	100%	7,14%

#### Cycle I Memorization Results:

The average student memorization achievement was 57%. However, students' memorization still varies, with some students only achieving 3 mufradat.

#### Reflection:

Based on the student mufradat memorization table for كتاب the indicator has a percentage of 100%, مبرات indicator 28.57%, حقيبة indicator 3.57%, دفتر indicator 100%, قلم indicator 100% and ممحاة 7.14% so the average percentage in cycle one is as follows:

$$\begin{aligned}
 &= \frac{100\% + 28.57\% + 3.57\% + 100\% + 100\% + 7.14\%}{6} \\
 &= \frac{339.28\%}{6} \\
 &= 57
 \end{aligned}$$

Therefore, it can be concluded that the memorization of mufradat students in Arabic Language Lessons at MTs Muhammadiyah Pinrang has not reached the maximum as expected, although there is an increase after this cycle but it cannot be said to be significant, so it needs to be improved in the second cycle. Therefore, teachers and researchers agreed to continue the action to cycle II. The action that will be carried out in the first cycle is to learn Arabic using word square learning media.

Learning is considered effective for improving student motivation, but it needs modification to improve memorization results. Teachers need to add interesting elements such as rewards to increase student enthusiasm.

## Cycle II: Word Square Media Optimization

Furthermore, learning is carried out with the following modifications:

### Planning:

The data obtained in cycle 1 is used as an incentive to carry out actions in cycle II. This aims to obtain an increase in students' interest in learning Arabic subjects. At the planning stage, the researcher prepares an action plan that will be implemented and then discusses it with the grade VII teacher.

The researcher prepared media in the form of word square learning media used in Arabic lessons in the classroom, as well as prepared instruments for data collection in the form of observation guidelines and explained to teachers how to carry out learning in accordance with the existing lesson plans.

The word square media is more attractive with the addition of visual elements.

### Implementation:

This meeting was at 08.00-09.10 WITA with a time allocation of 2x35 minutes. The Arabic material taught is ادوات المدرسة.

#### 1) Initial Activities

The initial activities consisted of opening learning, doing perception and motivation, starting from educators conditioning the readiness of students and arranging classes according to learning needs, inviting prayers together, and attending to students. Educators convey the learning goals they want to achieve. After that, the teacher evaluates the previous lesson as a trigger to enter the ادوات المدرسة material.

#### 2) Core Activities

The core activity consisted of, teachers providing learning materials to students in the form of mufradat, using word square media. The teacher gives directions to students first before answering the practice questions that have been listed on the word square media sheet which has been made more interesting than before to make it easier for students to answer and memorize the mufaradat on the word square question sheet. Then the sheet was worked on in groups which were divided into five groups. After answering the questions

that have been given, students will be welcome to go forward to look for mufradat on the word square media displayed using LCD.

The goal is to train students to understand the vocabulary that has been given using word square media, then the teacher gives time to students to memorize the vocabulary that has been given using word square media. At the end of the lesson, the teacher gives time to students to recall the memorization that has been memorized. After that, the educator gave a question-and-answer quiz on the word square media.

### 3) Final Activities

Teachers and students asked and answered questions about unclear matters related to the mufradat that had been given. Educators give conclusions at the end of learning and give appreciation to students because they already have an effort to memorize the mufradat that has been given. The appreciation was in the form of a reward that was directly given to all grade VII students of MTs Muhammadiyah Pinrang. Next, greetings and closing prayers by the class leader.

#### Observation:

Based on the data from the observation of learning interest in the second cycle of this first meeting, a significant increase in mufradat memorization began to be seen. The following are the details of the observation results of the second cycle of the first meeting.

**Table 2 Results of Observation of Student Learning Interest in Cycle II**

No	Student Code	Indicator									
		1	2	3	4	5	6	7	8	9	10
1	KS1		✓	✓		✓	✓	✓		✓	✓
2	KS2		✓	✓		✓	✓	✓		✓	✓
3	KS3		✓	✓		✓	✓	✓		✓	✓
4	KS 4		✓	✓		✓	✓	✓		✓	✓
5	KS5		✓	✓		✓	✓	✓		✓	✓
6	KS 6		✓	✓	✓	✓	✓	✓		✓	✓
7	KS7		✓	✓	✓	✓	✓	✓		✓	✓

8	KS8		✓	✓	✓	✓	✓	✓		✓	✓
9	KS9		✓	✓	✓	✓	✓	✓		✓	✓
10	KS10	✓	✓	✓	✓	✓	✓	✓		✓	✓
11	KS11	✓	✓	✓	✓	✓	✓	✓		✓	✓
12	KS12	✓	✓	✓	✓	✓	✓	✓		✓	✓
13	KS13	✓	✓	✓	✓	✓	✓	✓		✓	✓
14	KS14	✓	✓	✓	✓	✓	✓	✓		✓	✓
15	KS15	✓	✓	✓	✓	✓	✓	✓		✓	✓
16	KS16	✓	✓	✓	✓	✓	✓	✓		✓	✓
17	KS17	✓	✓	✓	✓	✓	✓	✓		✓	✓
18	KS18	✓	✓	✓	✓	✓	✓	✓		✓	✓
19	KS19	✓	✓	✓	✓	✓	✓	✓		✓	✓
20	KS20	✓	✓	✓	✓	✓	✓	✓		✓	✓
21	KS21	✓	✓	✓	✓	✓	✓	✓		✓	✓
22	KS22	✓	✓	✓	✓	✓	✓	✓		✓	✓
23	KS23	✓	✓	✓	✓	✓	✓	✓		✓	✓
24	KS24	✓	✓	✓	✓	✓	✓	✓		✓	✓
25	KS25	✓	✓	✓	✓	✓	✓	✓		✓	✓
26	KS26	✓	✓	✓	✓	✓	✓	✓		✓	✓
27	KS27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
28	KS28	✓	✓	✓	✓	✓	✓	✓		✓	✓
<b>Percentage</b>		67.86	100	100	82.14	100%	100%	100%	3.57	100	100
		%	%	%	%				%	%	%

#### Cycle II Memorization Results:

The average student memorization achievement increased significantly to 85.35%. Most students are able to memorize all the mufradat given.

#### Reflection:

Based on the table above for the indicators of feeling happy, the percentage of each indicator with the average percentage in cycle one is as follows:

$$\begin{aligned}
&= \frac{67.8\% + 100\% + 100\% + 82.1\% + 100\% + 100\% + 100\% + 3.57\% + 100\% + 100\%}{10} \\
&= \frac{853,47\%}{10} \\
&= 85.347
\end{aligned}$$

Therefore, it can be concluded that the interest in learning Arabic Language Lessons at MTs Muhammadiyah Pinrang using word square media has been classified as maximum according to the expected target.

Learning is considered successful with the majority of students achieving the "good" category. Teachers noted an increase in student interaction and enthusiasm.

## Discussion

This study uses word square learning media which is carried out in 2 cycles consisting of cycle I and cycle II. The research subjects were grade VII students of MTs Muhammadiyah Pinrang which consisted of 28 students with details of 17 males and 11 females.

This study is intended to determine the success of word square learning media applied in improving the memorization of the Arabic language for grade VII students of MTs Muhammadiyah Pinrang. This class action research is carried out in accordance with research procedures, namely the planning stage, implementation stage, observation stage, and reflection stage.

In the implementation of word square learning media, students are required to find answers in the word box that has been provided. In this media, a fun atmosphere of learning while playing is applied so that students are active in learning. Word square learning media has a close relationship with the characteristics of students who like learning combined with play so that it can create a meaningful learning experience.

In general, the implementation of cycles I and II which were held twice during this meeting, where in doing the assignments given using word square media the average student did it well, fun and easy to understand, to memorize

the mufradat on the word square sheet there were several students who looked difficult due to the factor that the student was actually unable to read the Quran which made the student have difficulty in reading or memorizing the mufradat. However, teachers took the initiative to provide assistance in the form of writing down the Latin writing of each mufradat that will be memorized and providing rewards as a form of encouraging students to memorize mufradat.

During the learning process of the first cycle taking place in the classroom, there are some students who are still lacking in memorizing mufradat but the teacher has not detected more deeply about the student's weakness and provided solutions to the student's weakness, this causes there are still some students who have not succeeded in memorizing well and overall the mufradat on the word square sheet. Besides that, the application of word square learning media also has a good impact on students during the implementation of learning, such as the presence of elements of games and puzzles so that it trains students' meticulousness and patience in finding answers and encourages students to understand the material more deeply. It can also train students to appear in front of the class and train students in time discipline due to the time limit given.

This is in line with the advantages of word square learning media stated by Isnu Hidayat that the advantages of word square learning media are: 1) Training students' meticulousness and patience in finding answers; 2) Encouraging students to understand the material more deeply; 3) Interesting because of the elements of games and puzzles; 4) Stimulate students to think critically and effectively.

Based on the results of the students' mufradat memorization in cycle I, the overall average student score has reached a total score of 57% with fewer qualifications (K). Meanwhile, in cycle II, based on the results of the memorization of mufradat, students obtained a score of 85,347% with good qualifications (B). This indicates that there has been an increase in the learning process.

In accordance with the results of teacher activities that have improved, student activities have also changed and improved. At first, some students could not memorize their mufradat and some students did not dare to express their

opinions when the teacher asked. The implementation of cycle I and cycle II actions by applying word square media learning media can actively involve students in the learning process so that learning goals can be achieved.

With the changes that occur, learning outcomes have a positive impact on the average score of students' test results. Student learning outcomes are considered successful if the student's score reaches SKBM ( $\geq 70$ ). Thus the research is considered successful and is not continued or stopped.

Based on all the activities that have been carried out in cycle I and cycle II, the learning implementation process shows that learning by applying word square learning media can improve the learning process and outcomes of students so that they reach the minimum learning completeness standard (SKBM) at MTs Muhammadiyah Pinrang. From the results of the research that has been carried out, it can be known that the research has been successful.

#### **4. Conclusion.**

The application of the word square learning media demonstrated a significant improvement in the memorization of Arabic vocabulary among seventh-grade students at MTs Muhammadiyah Pinrang. The study, conducted over two cycles, revealed that the use of interactive and engaging methods enhanced students' motivation and participation in the learning process. The average memorization scores increased from 57% in the first cycle to 85.35% in the second cycle, indicating the effectiveness of the word square media in reinforcing vocabulary retention. This approach not only made learning enjoyable but also provided opportunities for collaborative learning and individual assessment, which contributed to better learning outcomes.

The findings highlight the potential of integrating educational games with traditional learning methods to improve language acquisition. Word square learning media, with its elements of play and challenge, aligns with students' preferences for active and dynamic classroom environments. Furthermore, the study underscores the importance of teacher creativity in adapting instructional strategies to suit the needs of learners. This method can be further explored and adapted to other subjects or languages, especially in contexts requiring enhanced vocabulary retention and active engagement. Future research may focus on optimizing this method for diverse learning

conditions and technological constraints.

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