

## The Problems of Picture Media in Teaching Arabic Vocabulary in Kindergarten

Hariato Jimi<sup>1</sup>, Sulistianah<sup>1</sup>

<sup>1</sup>STKIP Al Islam Tunas Bangsa, Indonesia

Corresponding Author: ✉ [jimihariato@stkipalib.ac.id](mailto:jimihariato@stkipalib.ac.id)

### ABSTRACT

Kindergarten is a formal educational institution that is essentially a place to learn while playing. In accordance with the decision of the Minister of Education and Culture R[ No. 0125/J/1994 dated 16 May 1994 that the Kindergarten learning activity program aims to help lay the foundation for the development of attitudes, knowledge, skills, creativity and that students need to adapt to their environment, growth and further development. In achieving educational goals, the program of learning activities and basic ability development includes Creativity, Language, and Thinking power. Teaching Arabic in Kindergarten aims to provide foreign language provisions in a simple form, namely, mastery of language knowledge because understanding is very important. Plays an important role in foreign languages, especially in the Arabic language teaching and learning process. The quality of a person's language clearly depends on the quality and quantity of understanding he has. The more experience you have, the greater the possibility of being proficient in the language. The formulation of the problem in this research is: 1. To what extent is the understanding of learning Arabic using image media in TK IT Adzkia Al Husna in mastering Arabic vocabulary? 2. Is there a significant difference between the results of learning Arabic using image media and without using image media? After explaining all the experimental results in detail, at the end of the discussion of this research, the author can conclude as follows: Teaching Arabic, especially about vocabulary, using image media is more effective and efficient in improving students' mastery of Arabic at the IT Adzkia Al Husna Kindergarten, as evidenced by the average difference of 10.7368 for the experimental group and 2.4211 for the control group. There is a significant difference between the results of learning to understand Arabic using image media and regular teaching (without using image media). By using the "t" test, it is proven that from a pdf of 36, the price of tr is 10,

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## INTRODUCTION

Arabic as a foreign language still occupies an important position in Indonesia, especially for Muslims, because of Arabic's position as the religious language of Muslims. Many Muslims study Arabic from preschool to university education. (Primaningtyas, 2018) In general, the aim of learning Arabic is to understand

the Koran and Hadith because to understand both, the ability to understand Arabic is necessary.

From this description, it is clearly illustrated how urgent it is for Muslims to know Arabic; in fact, Arabic is an inseparable part of Islamic religious education subjects. So, it is not an exaggeration that Arabic needs to receive emphasis and careful attention starting from kindergarten level up to higher education institutions, both in the country. Nor private. This is, of course, adjusted to the level of ability and development of the students. (Ahmad et al., 2014). We all understand that early childhood education has a strategic role and is also crucial for the process of child development in society because, at an early age, various aspects of a person's personality begin to develop and grow. Growth and development at one stage determine a person's success in carrying out developmental tasks at the next stage of development, including in terms of language development. Isna (2019)

From the above opinion, you can conclude that childhood is a very important period to form a positive mentality for life. Children can be given basic capital in the form of skills in foreign languages, considering that, at this time, children still have very good memories. If language teaching to children starts early, the results will be better and more optimal than teaching to adults. This is because when the child's brain is still flexible, it can produce accurate speech. (Zulkhi et al., 2018)

The teaching and learning process is an activity of implementing the curriculum of an educational institution in order to influence students to achieve the goals that have been set. (Syaadah et al., 2022). The aim of education is basically to lead students towards changes in behavior both intellectually, morally, and socially so that they can live independently as individuals and social beings. (Hasan et al., 2021). Kindergarten is the earliest formal educational institution. In other words, formal preschool education is realized in the form of a kindergarten, which is essentially a place to play while learning or learning while playing. In accordance with the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 0125/U/1994 dated 16 May 1994 stated that the Kindergarten learning activity program aims to help lay the foundation for the development of attitudes, knowledge, Skills, and creativity needed by students to adapt to their environment and for further growth and development. (Yanis, 2018). To achieve the above educational objectives, it is broken down into a program of learning activities in the context of developing basic abilities, which includes: Creativity, Language, Thinking Power, Skills, Physically

Teaching Arabic to preschool children is an activity or process of mastering knowledge, teaching, and learning that is directed to encourage, guide, develop, and build skills in Arabic. (Zaini et al., 2019). Teaching Arabic in Kindergarten aims to provide foreign language provisions in a very simple form, namely in the form of vocabulary mastery, because vocabulary plays a very important role in foreign languages, especially in the teaching and learning process of Arabic. The quality of a person's language clearly depends on the quality and quantity of his vocabulary. The more vocabulary you have, the greater the possibility of skilled language. (Mahyudin, 2018)

One aspect that determines the success of teaching Arabic, especially in teaching vocabulary, is the methodological aspect. Because it is the method that determines the content and method of teaching. (Nikmah, 2017). In teaching methodology, there are two prominent aspects, namely teaching methods and teaching media as teaching aids. Of the various aids in various types and forms, it turns out that

aids in the form of pictures are the most effective and efficient aids for teaching vocabulary in Arabic. (Gemilang & Listiana, 2020)

Image media is very important to use in an effort to clarify understanding for students. By using image media, students pay more attention to signs of objects or things they have never seen that are related to the teaching material. (Aprinawati, 2017). Images can help teachers achieve instructional goals because images are an easy and cheap medium and have a big meaning in increasing the value of teaching. (Karim & Wifroh, 2014). With pictures, students' understanding and experiences become broader, clearer, and not easily forgotten, and more concrete in students' memories and associations. Therefore, direct experience and substantial experience, which then lead to abstract abilities, is an effective and efficient way of learning.

Thus, media is considered very urgent and very significant in the teaching and learning process. A theory also emphasizes the urgency of educational media that states that the totality percentage of knowledge, skills, and attitudes that a person has is the most and highest through the sense of the eye and direct experience of doing it yourself. (Fadilah et al., 2023) As a prospective language teacher, a teacher must understand the nature and basic assumptions regarding preschool children in the teaching and learning process. In the kindergarten-age child development book, basic assumptions about children are stated, which include: *First*, every child is unique. Each child will develop according to their tempo and speed. *Second*, children develop through several stages, like human development in general. Children, as complete human figures, experience interrelated physical, cognitive, affective, and intuitive aspects. *Third*, every child is an active "learner". Learning for children is everything they do while playing. It is a vehicle for learning and working for children. At preschool age, children enjoy watching, smelling, making sounds, touching, and tasting. A "rich" environment will provide a lot of mental stimulation so that it can foster children's interest and encourage them to learn actively. (Tangyong, 2009)

Adzkie Al Husna Kindergarten, as an educational institution characterized by Islam, leads to the formation of Islamic habits in students both in terms of daily personal and social life. In general, the aim of Religious Life Development in Kindergarten is to instill the seeds of faith and devotion as early as possible in the students' personalities as seen in the development of physical and spiritual life according to their level of development. (Septiani, 2018)

Based on observations made by the author, Arabic language teaching in Kindergarten has not been implemented intensively and optimally. The new Arabic language is taught in a very simple form. It is only limited to introducing numbers in Arabic from 1 to 10. Therefore, considering the importance of learning Arabic for Muslims starting from an early age, the author is interested in introducing the language more deeply. Arabic for preschool-age children by using media that is appropriate for the development level of children of this age. Apart from that, the preschool age is a golden age, where children can remember everything they are taught easily and quickly. As the pearl of wisdom says, "*Learning when you are small is like carving on stone, and learning when you are big is like carving on water.*"

## **METHOD**

This research is quantitative research with an experimental approach (*experimental study*). It consists of development experiments to test and prove hypotheses about the use of image media in learning Arabic vocabulary. (Payadnya & Jayantika, 2018). Experimental Research is research that intends to directly investigate

the causal relationship of a treatment using an experimental group and a control group and then the results are compared. Judging from its purpose, this method is divided into two types:

Explorative Experimental is an experiment to sharpen the problem and formulate a hypothesis about the causal relationship between two or more variables, A development experiment (Experimental Development) is an experiment to test, test, or prove a hypothesis to formulate generally accepted generalizations. (Akbar et al., 2023). In this design, there are two groups: a control class and an experimental class. This research was conducted at Adzkie Al Husna Kindergarten in Way Kandis sub-district, Bandar Lampung. (Jaedun, 2011). In this study, the population used was all 36 students consisting of two classes, namely classes B1 and B2; there were 18 students in class B1 and 18 in class B2. (Arikunto, 2010). The sampling technique used was non-probability sampling, one type of sampling using non-probability techniques. (Nurdiani, 2014). The sampling used in this research was saturated. Saturated sampling is a sampling technique in which all members of the population are used as samples, meaning that the sample in this study was 36 students. Data collection used in this research was observation, interviews, tests, and documentation presented in the form of instruments. The instrument used is a performance test observation sheet and documentation of the learning process. Before the instrument is used, an expert test is first carried out by consulting the instrument with experts in the Indonesian language field. The data analysis technique in this research uses quantitative data analysis, where calculations and testing use statistical methods. (Waruwu, 2023). This quantitative data analysis uses a computer system with the Statistical Program Series package (SPSS 22) using the "t" or "t" test formula. Test. (Hadi Ismanto & Pebruary, 2021)

## RESULTS AND DISCUSSION

### *Description of Experimental Group and Control Group Data*

To give an overview of the students of Adzkie Al Husna Way Kandis Bandar Lampung Kindergarten TK subject research, the author will present student data based on documentation data from students' lists. Data will be presented successively regarding gender, the age distribution of the sample, and the age background of the parents. The image media trials/experiments were carried out at the IT Adzkie Al Husna Way Kandis Bandar Lampung Kindergarten by taking samples in one class (B2) totaling 38 students, which were divided into 2 groups, namely group A as the experimental group and group B as the control group. The distribution in terms of gender is as shown in the following table:

**Table I**  
**Student Data According to Gender**

Gender	Ex. Experiment	Ex. Control	Amount
Man	10	10	22
Woman	8	8	16
Amount	18	18	36

### **Experiment Results Report**

#### Analysis Prerequisite Testing

So that the research results obtained can be accounted for, the instrument is tested first, and its validity and reliability are sought, then used to search for data. (Hidayat, 2021)

Normal Distribution Testing

Distribution normality testing is to test the null hypothesis, which states that the observed frequency of the distribution of values whose distribution is being investigated for normality does not deviate significantly from the theoretical frequency or, in easier language, this normality test is intended to find out whether the data collected is distributed. Normal or not. (Wardani, 2020) The distribution was carried out using the computer normality test program SPSS 22 (Statistical Program Series) to test the normality of the distribution. (Setyawan, 2021)

"When the price of  $X^2_{hit} < X^2_{tab}$ , eye  $H_0$  rejected with a significance level of 5%. A summary of the data normality test is presented in the following table. Meanwhile,

**Table II**  
**Pre-Test Normality Test**

Group	$X^2_{hit}$	X 2 Tab 5%	Information
Experiment	4,191	11,070	Normal
Control	5,823	11,070	Normal

From the table above, it turns out that  $X^2_{hit} < X^2_{tab}$  5%, so it can be concluded that the distribution of research data is normally distributed for the pre-test normality test. Meanwhile, the posttest normality test can be seen in the following table.

**Table III**

Pre-Test Normality Test

Group	$X^2_{hit}$	X 2 Tab 5%	Information
Experiment	12,033	14,067	Normal
Control	4,135	15,507	Normal

From the posttest normality test table above, it can also be seen that the price of  $X^2_{hit}$  is smaller than  $X^2_{tab}$ . Thus, it can be stated that the distribution of research data is normal.

Validity

Validity relates to the measuring instrument against the concept being measured so that it actually measures what it is supposed to measure. Three types of validity are often used in preparing instruments, namely content validity, construct validity, and prediction validity. (Hendryadi, 2017)

In this research, we only pay attention to content validity, namely by preparing a vocabulary test that has been designed and designed by the author both orally and in writing with the approval and cooperation of the class teacher concerned and adapted to the objectives of learning Arabic for kindergarten-age children. Namely in the context of the introduction process. (Ihsan, 2015). In this case, the author does not use numbers/nominal values as the results of the evaluation that has been carried out, but how much Arabic vocabulary has the child mastered?

Description of Student Ability Data

The initial ability score data for mastering Arabic vocabulary in the experimental group and control group can be seen in the following table:

**Table IV**

Data ShoesPretest

No.	Group	Modus	Median	Mean	Std. Deviation SD	Price	
		Mo	Me	M		Max	Min
1.	Experiment	5,00	8,000	7,3684	1,80156	10,00	5,00

2.	Control	10,00	7,000	7,3158	2,02903	10,00	4,00
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From the attached table, it is clear that the initial vocabulary mastery of the experimental group is not much different from the control group; namely, by comparison, the highest number of vocabulary mastered by the control group before receiving treatment was 10 vocabulary. The lowest was 4 Arabic vocabularies with an average value of average 7.3158. Meanwhile, the experimental group also mastered Arabic vocabulary of 10 words, and the lowest was 5 words with a mean of 7.3684. Then, after being given treatment, namely using image media for the experimental group and traditional teaching without using image media for the control group, a final test (posttest) was carried out. The global posttest results can be seen in the table.

**Tabel V**

Data Score Posttest

No.	Group	Modus Mo	Median Me	Mean M	Std. Deviation SD	Price	
						Max	Min
1.	Experiment	14,00	19,0000	18,1053	2,62244	21,00	14,00
2.	Control	8,00	10,0000	9,7368	2,05053	14,00	6,00

The graph above shows that the number of vocabularies that are mostly mastered by students (often appear) from the control group is in the range between 8-11 vocabularies with an average of 9.737 and a standard deviation of 2,051. Meanwhile, the final vocabulary mastery graph for the experimental group shows that the highest number of vocabulary words mastered by students is between 20 and 21 with a mean of 18.105 and a standard deviation of 2.622.

Based on the results of the initial and final tests of the two groups, it can be seen that there was an increase in the experimental group's vocabulary mastery, which was obtained by comparing the initial and final tests. This calculation was entirely carried out by computer using SPSS 22. From these calculations, it is obtained *mean difference* in the experimental group was 10.7368, and in the control group, it was only 2.4211. Next, to test the hypothesis that there is a significant difference between vocabulary learning outcomes using image media and without using image media, it will be tested using the "t" test or t-test. In this calculation, it can be seen that with a df of 36, the price t or t is obtained, amounting to 10,958. In such circumstances, the compiler uses the closest df, namely df of 35, and with a df of 35, we obtain  $t_{tab}$  as follows:

At the 5% significance level:  $t_{tab} = 2,03$

At 1% significance level:  $t_{tab} = 2,72$

Thus, t or  $t_o$  obtained from the calculation results is much greater than  $t_{tab}$ , namely  $2.03 < 10.958 > 2.72$ . Therefore, the null hypothesis, which states that there is no difference in the mean results of teaching Arabic vocabulary using image media and the mean results of learning Arabic vocabulary without using image media, is rejected, which means that the difference between the two is significant.

Statistically, the increase in vocabulary mastery test results for the experimental group and the control group was very different (after treatment), so the final results of the research showed that there was a significant difference between the results of vocabulary mastery taught using picture media and teaching without picture media. However, the author also needs to convey that in this teaching, the experimental group was more enthusiastic in responding to what the author said. In

contrast, the control group was less enthusiastic when the teaching and learning process took place. So, it can be concluded that the presence of image media in teaching, especially in introducing Arabic vocabulary, can motivate children to study it more actively.

## CONCLUSION

After explaining all the experimental results in detail, at the end of the discussion of this research, the author can state several conclusions as follows: Teaching Arabic, especially about vocabulary (*microdata*) using image media is very effective and efficient in improving Arabic language mastery of Al-Islam Kindergarten students in the B2 group, as evidenced by the average difference of 10.7368 for the experimental group and only 2.4211 for the control group. There is a significant difference between the results of learning Arabic vocabulary using image media and regular teaching (without using image media). By using the "t" test, it is proven that from a DF of 36, the value of t is obtained, amounting to 10,958. Meanwhile, at a significant level of 5%, the price of  $t_{tab}$  is 2.03, and at a significant level of 1% Th, the price of  $t_{tab}$  is 2.72, so the cost of  $t_{hit}$  much greater than the price  $t_{tab}$  both at the 5% and 1% significance levels ( $2.03 < 10.958 > 2.72$ ).

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