



The Effect of Puzzle Media on Arabic Learning Outcomes of Grade IV Students of Madrasah Ibtidaiyah 2 Limboto

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Article Information	Submission: 04-04-2023	Accepted: 08-04-2023	Published: 15-07-2023
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Abstract:

This study aims to determine the effect of puzzle media on Arabic language learning outcomes in class IV of Madrasah Ibtidaiyah Negeri 2 Limboto in 2022/2023 in which there is its application. Arabic learning outcomes are the results achieved by students in mastering knowledge of tarkib (sentence structure), mufradat (vocabulary), hiwar yaumiyyah (daily conversation), and tadrib (exercises). Which is the purpose of all of them including to understand the Qur'an and al-Hadith as a source of Islamic law. To determine the success of students in achieving Arabic learning outcomes, a measurement is needed that can affect learning outcomes. In this study, the measurement of learning outcomes using puzzle media. Puzzle media is an educational game tool that can stimulate children's abilities, played by unpacking pairs of puzzle pieces. Puzzle media is a game media consisting of pieces of pictures, boxes, letters, and numbers that form certain patterns so that students have the desire to complete the game quickly and precisely. The results of this study indicate that there is an effect of puzzle media on Arabic learning outcomes in class IV of Madrasah Ibtidaiyah Negeri 2 Limboto in 2022/2023.

Keywords: Learning Outcomes, Puzzle Media

Abstrak:

Penelitian ini bertujuan untuk mengetahui pengaruh media puzzle terhadap hasil belajar bahasa arab di kelas IV Madrasah Ibtidaiyah Negeri 2 Limboto tahun 2022/2023 yang di dalamnya terdapat penerapannya. Adapun hasil belajar bahasa arab adalah hasil yang dicapai siswa dalam penguasaan pengetahuan tentang tarkib (susunan kalimat), mufradat (kosa kata), hiwar yaumiyyah (percakapan sehari-hari), dan tadrib (latihan-latihan). Yang mana tujuan itu semua diantaranya untuk memahami al-Qur'an dan al-Hadits sebagai sumber hukum Islam. Untuk mengetahui keberhasilan peserta didik dalam mencapai hasil belajar bahasa Arab diperlukan suatu pengukuran yang dapat mempengaruhi hasil belajar. Pada penelitian ini pengukuran hasil belajar menggunakan media puzzle (teka-teki). Media puzzle merupakan alat permainan edukatif yang dapat merangsang kemampuan anak, dimainkan dengan cara membongkar pasangan kepingan kepingan puzzle. Media puzzle adalah media permainan yang terdiri dari potongan gambar, kotak-kotak, huruf, dan angka yang membentuk pola tertentu sehingga siswa ada keinginan menyelesaikan permainan secara cepat dan tepat. Hasil penelitian ini menunjukkan bahwa adanya pengaruh media puzzle terhadap hasil belajar bahasa Arab kelas IV Madrasah Ibtidaiyah Negeri 2 Limboto tahun 2022/2023.

Kata Kunci: Hasil Belajar, Media Puzzle



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INTRODUCTION

Learning is the process of changing behavior as a result of experience and practice. The learning process occurs because of the interaction between a person and his environment. One sign that someone has learned is a change in behavior at the level of knowledge, skills, or attitudes due to experience and practice. The human ability to learn is an important characteristic that distinguishes humans from other living things.

Learning outcomes are a component in education that is an indicator of the achievement of educational goals, because learning outcomes are measured to determine the achievement of learning objectives through the teaching and learning process. National Education aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.¹

Regarding student learning outcomes, the success or failure of learning is inseparable from the achievement of educational goals, so that the learning outcomes measured are highly dependent on educational goals. Educational goals are planned to be achieved in the teaching and learning process. The end of the learning process is the acquisition of optimal learning outcomes. The learning outcomes obtained are in the form of scores. Scores are obtained by students from various tests that describe the results of the achievement of the learning process carried out.

According to Sudjana, learning outcomes are the abilities that students have after receiving learning experiences. In connection with this opinion, Wahidmurni, et al. explained that a person can be said to have succeeded in learning if he is able to show changes in himself. These changes include in terms of thinking ability, skills, or attitudes towards an object.²

Arabic learning outcomes are the results achieved by students in mastering knowledge of Tarkib (sentence structure), Mufradat (vocabulary), Hiwar Yaumiyyah (daily conversation), and Tadrib (exercises). Which is the purpose of all of them including to understand the Qur'an and al-Hadith as a source of Islamic law. To determine the success of students in achieving Arabic learning outcomes, a measurement is needed that can affect learning outcomes. The purpose of this measurement test is to provide evidence of whether there is an increase or achievement

¹ Irnando Arkadiantika et al., *Memahami Konsep Dasar Pembelajaran Bahasa Arab*, *Journal of Chemical Information and Modeling*, vol. 3, 2019.

² Mufidatul Ilmi Muyassarah, "Penerapan Pembelajaran Dalam Bahasa Bahasa Arab," *Prosiding Konferensi Nasional Bahasa Arab I "Kreativitas dan Inovasi dalam Pembelajaran Bahasa Arab di Indonesia"* (2016): 249.

of Arabic learning outcomes obtained, as well as to measure the extent of students' understanding of the subject.³

It is inseparable from the many failures of the process in learning Arabic. According to Dimiyati and Mudjiono, there are several factors that cause low learning outcomes in Arabic language learning, both internal factors, namely factors that come from within the student himself and external factors that come from outside the student (the student's environment). Some internal factors that influence student learning are attitude, laziness, time, simplifying tasks, how students study at home and are too relaxed. While external factors originating from the family such as problems from the family that affect learning, and especially from school factors are more influenced by the teacher.

Based on the researcher's observation while teaching at MIN 2 Limboto, the researcher found many problems in Arabic language lessons both through interviews with teachers and direct observation. In direct observation, the researcher saw that there was no learning that used picture media, only memorization and lecture methods. So that some students look bored and bored during the learning process and students are less skilled in creative thinking. When the researcher tries to conduct interviews and ask the homeroom teacher about student learning outcomes, the average student learning outcomes are still below the Minimum Completeness Criteria (KKM).

This research has the same problem as the previous study, the previous study referred to is the research that occurred at the Al-ulum Medan private Madrasah Tsanawiyah school by Khorinnisa Nasution with the title: The Effect of Puzzle Media Use on Arabic Language Learning Outcomes of Class VIII Students of MTs Swasta al-Ulum Medan. This problem is inseparable from the influence of the lack of teacher creativity in using the media, so the researcher named Khorinnisa Nasution tried to test the effect of learning media by using puzzle media in improving learning outcomes in students of MTs Swasta Al-ulum Medan.

Regarding puzzle media in learning media, puzzles are educational games that can stimulate children's abilities, played by unpacking pairs of puzzle pieces.⁴ Puzzle media is a game media consisting of pieces of pictures, boxes, letters, and numbers that form certain patterns so that students have the desire to complete the game quickly and precisely. Playing puzzles is a very interesting thing that requires patience in stimulating children to think and imagine to arrange the pieces of the puzzle so that it

³ Nandang Sarip Hidayat, "PROBLEMATIKA PEMBELAJARAN BAHASA ARAB Oleh: Nandang Sarip Hidayat," *An-Nida'* 37, no. 1 (2012): 84.

⁴ Beta Fadiatun Nisa Mar'atus Sholikhah, Nuha Mariyatul Qibtiyah, "Puzzle Sebagai Alternatif Media Pengajaran Kosa Kata Bahasa Arab Bagi Anak Usia Dini," *Inovasi Media Pembelajaran Bahasa, Sastra, Dan Budaya Arab* (2019): 327.

becomes a complete form. In arranging puzzles, students must understand the material that has been given so that they can answer the questions and concentrate on participating in the game.⁵

Through puzzle games arranged by students in the game, making the learning process more challenging and attracting students' attention in learning so that students are enthusiastic about participating in the learning process. Therefore, puzzle-shaped media is expected to be able to make students learn more fun and more active. Along with the development of the world of education today, image media can also be developed as learning media that makes students excited about learning and not boring.⁶

Through this explanation, it can be concluded that the definition of puzzle-shaped media is a certain image that is cut into several parts which aims to optimize thinking power, train patience and train cooperation. The puzzle-shaped media in question that in addition to the element of the game there is also an element of education, where by filling in or compiling the picture unconsciously the students learn. So it is hoped that in addition to fun, knowledge and understanding of the subject matter will also be obtained which can maximize learning outcomes.

Based on the description of the background that has been presented, it is necessary to have a learning media that is a solution to the low learning outcomes of Arabic language students at MIN 2 Limboto school, therefore the researcher tries to conduct a study entitled "The Effect of Using Puzzle Media on Arabic Language Learning Outcomes of Grade IV Students of Madrasah Ibtidaiyah Negeri Limboto".

METHODS

This research is included in quantitative research where the data obtained are analyzed using statistical formulas to obtain conclusions. The type of research approach used is an experimental approach and the type of method used is quasi experimental research.⁷ This design is a design by comparing two research groups, namely the experimental group and the control group.⁸

The experimental class was given treatment using puzzle media, while the control class was taught using conventional media with a blackboard. In this study, before being

⁵ Dias Nur Fikriasari, "Penggunaan Puzzle Sebagai Media Evaluasi Penguasaan Mufradat Dalam Pembelajaran Bahasa Arab," *Prosiding Semnasbama IV UM 2*, no. Peran Mahasiswa Bahasa Arab dalam Menghadapi Revolusi Industri 4.0 (2020): 190

⁶ Rofik Jalal Rosyanafi, "Pengaruh Media Jigsaw Puzzle Terhadap Minat Belajar Huruf Hijaiyah Anak Usia Dini," *Ijaz Arabi Journal of Arabic Learning* 1, no. 1 (2018): 54.

⁷ RA Sihombing, *Teori Dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, Serts Research & Development, Metode Penelitian Kualitatif*, 2017.

⁸ Fitri and Haryanti, "Metode Penelitian Pendidikan Kuantitatif, Kualitatif Dan Reasarch and Development."

given the treatment, both classes were given a pretest to determine the initial state of the students whether there was a difference between the experimental class and the control class.

Good pretest results occur when there is no significant difference between the two groups. In this study, after being given X treatment, namely the use of puzzle media in the experimental class and conventional media in the control class, then both classes were given a posttest. This posttest is used to determine the final state of the two classes after being treated. The following is a table of research design.

RESULTS AND DISCUSSION

1. Description of Research Results

The data obtained in this study is in the form of data on the understanding of experimental and control class students in grade IV Arabic lessons as measured through the learning outcomes of students' cognitive abilities. Before the data is used in research, researchers first conduct expert validation. The validation used is the validation of the pre-test and post-test question instruments in this case is Mr. Dr. Dahmhuri M.Ag.

Validation of the instruments used in the study went through several processes with various improvements to be revised which were finally suitable for use when researching. After the validator states that it is feasible to use, then the researcher will test the items to fourth grade students of Madrasah Ibtidaiyyah Negeri 02 Limboto with a total of 44 students in 2 classes, each class totaling 22 students. The instrument trial consisted of 10 riddle questions. Both in words, sentences, and pictures.

When the pre-test and post-test instruments had been declared valid, researchers began conducting research at Madrasah Ibtidaiyyah Negeri 02 Limboto on the control class totaling 22 students and the experimental class totaling 22 students. Each class received different treatments where the experimental class learned to use puzzle media, while the control class did not use puzzles and tended to lecture. Based on this, data on student understanding was obtained through instrument tests totaling 10 questions. The test was given before learning began and after learning took place. The purpose of holding a pre-test is to determine the initial ability of students. The following are the pre-test and post-test scores of the experimental and control classes obtained by researchers during the study.

NO	Experiment Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1	40	90	30	70
2	40	90	40	80
3	50	100	60	60
4	50	100	40	70
5	50	100	80	80
6	20	100	40	80
7	80	100	30	50
8	20	100	30	60
9	50	80	50	70
10	30	100	40	70
11	30	100	50	70
12	40	100	50	70
13	40	100	40	80
14	50	90	30	70
15	20	100	30	60
16	30	100	30	60
17	40	100	40	70
18	40	100	40	50
19	40	100	30	50
20	50	100	30	70
21	30	90	40	70
22	40	90	50	60

The results of the pre-test and post-test above were then analyzed descriptively using SPSS with the following results:

Class	Minimum	Maximum	Mean	Median	Mode	Std. Deviation
Pre-Test Eksperimen	20	80	40.00	40.00	40	13.452
Post-Test Eksperimen	80	100	96.82	100.00	100	5.679
Pre-Test Kontrol	30	80	40.91	40.00	30	12.309
Post-Test Kontrol	50	80	66.82	70.00	70	9.455

The results of the descriptive statistical analysis showed that the minimum pre-test value of the control class was 30 and the experimental class was 20. While the maximum pre-test scores of the experimental and control classes were 100 and 80 respectively. After the learning took place, the post-test results were in the form of student understanding scores for both experimental and control classes.

The test shows the ability after participating in learning with different treatments. The experimental class has a minimum post test score of 80 and a maximum of 100. While the control class has a minimum post test score of 50 and a maximum of 80. Each class has different average pre and post test scores. In the experimental class, the average pre test score was 40.00 and the post test was 96.82. While in the control class, the average pre test value was 40.91 and post test 66.82.

The median and frequent values in each test of the experimental and control classes have their own differences. The experimental class pre test shows a median and mode of 40.00 and 40. The experimental class post test shows a media value of 100.00 and a mode of 100. The control class pre test shows the median and mode at 40.00 and 30. The control class post test shows a median value of 70.00 and mode 70. The standard deviation of each is also different. The standard deviation of the experimental class pre test is 13.452; the standard deviation of the experimental class post test is 5.679; the standard deviation of the control class pre test is 12.309; and the standard deviation of the control class post test is 9.455. More briefly, the data above can be seen based on the statistical picture below:

Statistics

		PreEks	PosEks	PreKon	PosKon
N	Valid	22	22	22	22
	Missing	5	5	5	5
Mean		40.00	96.82	40.91	66.82
Std. Error of Mean		2.868	1.211	2.624	2.016
Median		40.00	100.00	40.00	70.00
Mode		40	100	30 ^a	70
Std. Deviation		13.452	5.679	12.309	9.455
Variance		180.952	32.251	151.515	89.394
Range		60	20	50	30
Minimum		20	80	30	50
Maximum		80	100	80	80
Sum		880	2130	900	1470

a. Multiple modes exist. The smallest value is shown

In the next stage, researchers conducted the N-Gain Score test by comparing the post test score minus the pre test score with the ideal score minus the pre test score. The

test aims to determine the effectiveness of the media. The size of the gain score value is influenced by the size of the pre test and post test scores. The following are the results of the calculation of the N gain score in tabular form.

Test Results N-Gain Score			
No.	Experiment Class		Control Class
	Value -Gain Score (%)		Value -Gain Score (%)
1	83.33		57.14
2	83.33		66.67
3	100.00		.00
4	100.00		50.00
5	100.00		.00
5	100.00		66.67
7	100.00		28.57
8	100.00		42.86
9	60.00		40.00
10	100.00		50.00
11	100.00		40.00
12	100.00		40.00
13	100.00		66.67
14	80.00		57.14
15	100.00		42.86
16	100.00		42.86
17	100.00		50.00
18	100.00		16.67
19	100.00		28.57
20	100.00		57.14
21	85.71		20.00
22	83.33		20.00
Average	94.3506		41.5368
Minimal	60.00		.00
Maximum	100.00		66.67

The N-Gain score test table above shows that the average value of the N gain score in the experimental class of 94.3506% or 94% is included in the moderately influential category, because the N gain score value which is in the range of 56% to 75% is included in the moderately effective and influential category. While the average value of the N gain score of the control class of 41.5368% or 41% is included in the ineffective category or, because the N gain score value in the range of less than 58% is included in the category less effective or influential. Thus it can be concluded that the use of puzzle media is sufficient in increasing students' understanding of Arabic language subjects in class IV of Madrasah Ibtidaiyah Negeri 02 Limboto in the 2022/2023 academic year.

2. Hypothesis Test Results Answer Research Questions

a. Normality Test

The following are the output results of the normality test for student understanding using SPSS, specifically using the Kolmogorof Smirnov and Shapiro-Wilk tests:

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		Sig.
	Statistic	df	Sig.	Statistic	df	
Pre-Eks	.183	22	.053	.876	22	.010
Post-Eks	.440	22	.000	.605	22	.000
Pre-Kont	.257	22	.001	.794	22	.000
Post-Kont	.268	22	.000	.871	22	.008

a. Lilliefors Significance Correction

The first step in interpreting the output results above is to determine the hypothesis first. In this case, H_0 states that the data is normally distributed and H_1 states that the data is not normally distributed. The next step is to determine the significance contained in the output of each test which can be seen from Kolmogorov Smirnov or Shapiro Wilk which is then compared with the value of 0.05. Based on the output above, the significance value of each test above in both Kolmogorov Smirnov and Shapiro Wilk is less than 0.05 or 0.00. If the significance value is less than 0.05 then H_0 is accepted and H_1 is rejected. So the conclusion of this normality test is that the data is normally distributed. If the data is not normally distributed, the next data processing method uses the Mann Whitney test.

2. Mann Whitney test

After using the Normality Test at the distribution stage, the data found through the output is not normal with a number of 0.00. So the next requirement is to use the Mann Whitney Test sample. In this sample, the data is declared normal if the significant value of the distribution (2-tailed) is less than 0.05. The following are the output results of the homogeneity test of student understanding using the Mann Whitney Test in SPSS:

Ranks

	Kelas	N	Mean Rank	Sum of Ranks
Hasil Belajar	Kelas Eksperimen	22	33.41	735.00
	Kelas Kontrol	22	11.59	255.00
	Total	44		

From the output above, it can be seen that the mean ranking for the experimental group is 33.41 and the control group is 11.59. When viewed based on the table above there is a very far difference between the experimental and control groups. However, to conclude directly through the initial output table of maan whitney is not possible because the difference in mean ranking is just a sumpling error. Therefore, we must look at the statistical analysis significance test as shown in the table below:

Test Statistics^a

		Hasil Belajar
Mann-Whitney U		2.000
Wilcoxon W		255.000
Z		-5.823
Asymp. Sig. (2-tailed)		.000

a. Grouping Variable: Class

This table shows a U value of 2.000; a W value of 255.000; a Z value of -5.823 and a significance (2-tailed) of 000. To see the results of the statistical analysis results, you must take the basis of the decision from Maan Whitney, namely by looking at the tailed significance as previously explained. Based on this table, it can be concluded that there is a significant difference between the learning outcomes of students who apply puzzle media and learning outcomes without using puzzle media.

3. Homogeneity Test

After conducting the Normality and Maan Whitney tests on both research groups, there is a requirement that will be carried out, namely finding the value of homogeneity. In this study, the homogeneity value was obtained using the Homogeneity of variance test. In this sample, it is declared homogeneous if the sig value Based on Mean is more than 0.05. If the data is not homogeneous (conditions are not met), then the next requirement can be done with the Mann Whitney Test. The following are the output results of the homogeneity test of student understanding using Homogeneity of variance in SPSS:

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	5.512	1	42	.024
Based on Median	3.482	1	42	.069
Based on Median and with adjusted df	3.482	1	39.925	.069
Based on trimmed mean	5.819	1	42	.020

Based on the table above, the significant value of Based on Mean 0.024 is more than 0.05. So it can be concluded that the variance of the control post test class data is the same or homogeneous, thus one of the conditions (not absolute) of the independent sample t test has been fulfilled.

4. Independent Sample T Test

This test is conducted to determine the difference in understanding between the experimental and control classes after being given certain learning. The ability to understand can be known by holding a post test. The post test results from the experimental and control classes were then compared by conducting an independent test on SPSS. The results of the independent t test can be seen in the table below:

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil_Belajar	Equal variances assumed	5.512	.024	12.758	42	.000	30.000	2.351	25.255	34.745
	Equal variances not assumed			12.758	34.407	.000	30.000	2.351	25.223	34.777

Based on the table above, the significant value (2-tailed) is 0.000 <math>\bar{0.05, it can be concluded that there is a difference in the average student learning outcomes between learning using puzzle media and learning without using puzzle media. For more details

to find out the average posttest of the experimental class and control class can be seen in the following statistical table:

Group Statistics

Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil_ Post-Belajar Eksperimen	22	96.82	5.679	1.211
Post-Kontrol	22	66.82	9.455	2.016

Based on the output above, the absolute number of experimental post-test classes is greater than the control post-test class with 96.82 to 66.82. Therefore, H_0 is rejected and it is concluded that there is a significant difference in student understanding between the experimental and control classes after being given treatment in learning.

3. Discussion

The implementation of learning activities in this study includes three stages which include introductory activities, core activities, and closing activities. In this case, the core activities include 5 M, namely observing, questioning, exploring, associating, and communicating. In the experimental class, learning activities were carried out in such a way that students became more active. The activity was first carried out by showing a picture of the name of the mufrodat contained in the puzzle media image. Students were asked to ask questions related to the picture that had been shown. Furthermore, students are asked to understand how to use puzz media. The teacher and students ask questions and answers about the media image. After that, students will play the puzzle by listening to the teacher's delivery first and identifying the mufrodat pictures.

Students then play puzzles by arranging the pieces of the picture in accordance with the reading of the puzzle which has a description in the form of the meaning of the mufrodat picture. After students understand the mufrodat to play puzzles, students are expected to better understand the pictures that correspond to the names of the mufrodat letters. Students are asked to determine each piece of the picture, and be able to arrange it into a complete mufrodat name. In addition, students are also asked to guess the picture shown by the teacher, where the picture is other than in the reading.

The results of the study showed that there was an increase in student understanding in Arabic language material in the experimental and control classes. However, the increase in student understanding between the experimental and control classes is different. This is reinforced by the results of the pre-test and post-test to answer the first problem formulation. The average score of the pre-test in the

experimental class showed 40.00 and the control class 40.91. But after the learning took place with certain treatments, the scores of both classes increased. In the experimental class, the average post test score was 96.82. While the average value of the post test in the control class was 66.82. By looking at this increase, the experimental class has an increase in understanding that tends to be higher than the control class. So it can be seen that classes that use puzzle media in learning have better understanding than classes without using puzzle media in learning.

This can be strengthened by testing the results of the N-Gain test how many percent is influential or effective and whether or not the puzzle media on Arabic learning outcomes. The results show that the average value of the N gain core in the experimental class of 94.3506% or 94% is included in the very influential category, because the N gain score value which is in the range of 56% to 75% is included in the category quite effective and influential. While the average value of the N gain score of the control class of 41.5368% or 41% is included in the category of ineffective or influential, because the N gain score value in the range of less than 58% is included in the category of less effective or influential. Thus it can be concluded that the use of puzzle media is quite influential in increasing students' understanding of Arabic language subjects in class IV of Madrasah Ibtidaiyah Negeri 02 Limboto in the 2022/2023 academic year.

In addition, the average value of understanding above is also a difference between the experimental class and the control class after being given certain treatments that answer the problem formulation in the second point. This is reinforced by the independent t test whose significance value is 0.000 and smaller than 0.05. So that the test concludes that there is a difference in student understanding between the experimental and control classes. Thus it can be concluded that learning with puzzle media is superior to conventional learning and tends to lecture. This illustrates that student understanding in the experimental class using puzzle media is higher than student understanding in the control class without using puzzle media. Thus it can be seen that classes that use puzzle media choose better understanding than classes without using puzzle media in learning.

This can be further strengthened by testing the results of the Non-Parametric Normality Test or Mann Whitney Test. The Normality test results in the initial output show that the significant value is below 0.05, indicating that the data is not normal because the sample is below 30 people. The next requirement is to use the Mann Whitney Test. With the mean ranking of the experimental group of 33.41; the control group is 11.59 and the statistical analysis significance test is less than 0.05 there is a

significant difference between the learning outcomes of students who apply puzzle media (puzzles) and learning outcomes without using puzzle media (puzzles).

Overall, the results obtained in this study are an increase in understanding of Arabic language subjects, especially in classes that use puzzle media. This is because learning media can attract students' attention and can motivate them to learn. This is in accordance with the theory according to Gerlach & Ely which has been presented that the media when understood broadly is a material or event that builds conditions that make students able to gain knowledge, skills, or attitudes. The same thing was conveyed by Yudha that the purpose of the puzzle game is to sharpen thinking power, train patience, and familiarize the ability to share". In addition, Puzzle media can also be called an educational game because it is not only for playing but also sharpening the brain and training between the speed of the mind and hands.

4. Research Limitations

Based on the direct experience of researchers in this research process, there are several limitations experienced and can be some factors that can be considered for future researchers in further perfecting their research because this research itself certainly has shortcomings that need to be improved in future studies. Some of the limitations in the study include:

- a. The number of samples is only 44 people consisting of two classes, of course it is still lacking to get results in normality.
- b. The object of research is only focused on class IV which is only one level of many other grades which may also have many of the same problems in learning Arabic.
- c. In the process of collecting data, the effort given by the object of research through test instruments sometimes does not show the actual effort, this happens because sometimes the factor is still young (children).

CONCLUSION

Based on the results of research and data processing conducted by researchers regarding the effect of puzzle media in understanding traffic signs in Indonesian language subjects, it can be concluded that:

1. The implementation of puzzle media on Arabic language material is included in the category that has an influence. This is proven by the N-Gain score test which shows that the average value of the N gain score in the experimental class of 94.3506% or 94% is included in the very influential category, because the N gain score value which is in the range of 56% to 75% is in the moderately influential category. While the average value of the N gain score

of the control class of 41.5368% or 41% is included in the category of no effect, because the N gain score value in the range of less than 58% is included in the influential category. Thus it can be concluded that the use of puzzle media is quite influential in improving students' understanding of Arabic language subjects in class IV of Madrasah Ibtidaiyah Negeri 02 Limboto in the 2022/2023 academic year.

2. There is a significant difference in student understanding between the experimental and control classes after being given treatment in learning. This can be seen based on the results of the independent t-test which can be seen from the significance value of the t-test output. The significance value in the output shows 0.000. When compared to 0.05, the significance value is smaller than 0.05. So it can be decided that Ho is rejected and H1 is accepted. The conclusion obtained is that there is a significant difference in student understanding between the experimental and control classes.

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