Arabic Speaking Skill Using the Educaplay "Froggy Jumps" Application

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A R T I C L E I N F O

A B S T R A C T

This research was conducted to apply the Educaplay application to assess Arabic speaking skills. A qualitative descriptive case study methodology is used in this study. Methods for gathering data include surveys, documentation, interviews, and observation. This media review uses the currently available data in three steps. Students must download the Educaplay application by logging in at www.Educaplay.com as the initial step. Determining the competencies that pupils possess is the second step. The findings of the Arabic speaking skills exam, which is the third step, indicate that Educaplay can help students learn to study attentively to improve their listening comprehension-excellent proficiency in Arabic. Survey data stated that 72.1% of the reviews using Educaplay were delighted, while 20.4% said that reviews using the Educaplay application had to prepare a large quota. However, 7.5% are less skilled due to a lack of understanding of Arabic vocabulary.

1. INTRODUCTION

One form of teaching media in the classroom, the author will present engaging, interactive and attractive media, namely Educaplay, to foster teaching and learning interactions, especially in Arabic language learning. As we all know, studying a foreign language, especially Arabic takes work for most students in Indonesia (Surachmi & Sison, 2021). However, there needs to be motivation and support by providing engaging media so that students are motivated to learn Arabic in a fun way, especially if learning is done in class. Therefore, Educaplay can encourage students to learn Arabic without being forced. Apart from that, by presenting Educaplay illustrations, teachers will be inspired to apply them so that teaching is more enjoyable (Surachmi & Sison, 2021).

Within education, media can be considered a mediator between teachers and pupils, allowing participants to communicate ideas. (educational modules)(Al Munawaroh, 2021). Educational Media can be defined as something educators can use to convey messages to students. As an educational medium, it is one component of communicating messages in education from educators to students. In this case, we know that the media plays a role as a transmitter of messages (educational modules) from an educator to his students to achieve educational goals, as well as as a medium for evaluating an educational program (Hidayah & Sujono, 2019).

The competencies that will be achieved in learning Arabic include linguistic competence, which means the learner has good mastery of pronunciation, knowing language structure, essential grammatical aspects, theory and functions, and vocabulary and its use(Santoso, 2014). Communication competence means that students can use Arabic automatically to express ideas and experiences fluently and easily absorb what they have mastered from the language. Cultural competence, which means understanding what is contained in Arabic from a cultural aspect, being able to express the speaker's thoughts, values, customs, ethics and art (Mia et al., 2022).

Besides determining a teaching method, teachers must adapt it to the learning objectives. Next, the teacher decides what method is suitable to achieve the predetermined goals optimally. Good learning methods and media are methods and media that can help students achieve an educational goal and train students' abilities in various activities. Especially in improving the learning skills that will be completed (Rosyidi, 2014).

As is well known, speaking Arabic is the ability to communicate orally in the Arabic language. Learning Arabic is a process of understanding and mastering the Arabic language, which has an alphabet and grammar that is different from many other languages; apart from that, the basic skills are Arabic Speaking skills, speaking skills, writing skills and reading skills (Gunarti, 2020).

Educaplay is an app in the realm of learning revolution 4.0, also called artificial intelligence. One e-learning tool that may be used in both online and offline classrooms is called Educaplay. The Educaplay application can also provide exciting learning as a fun review

and assessment medium, especially for learning Arabic speaking skills. With the development of this game, learning becomes more effective and efficient, especially in learning Arabic speaking skills (Putri, 2017).

The media used in classroom teaching, namely the author, will present engaging, interactive and attractive media, namely Educaplay, to foster teaching and learning interactions, especially in Arabic language learning (Soledispa Baque et al., 2023). As we all know, studying a foreign language, especially Arabic, is challenging for most students in Indonesia, and it takes work. However, there needs to be motivation and support by providing engaging media so that students are motivated to learn Arabic in a fun way, especially if learning is done in class. Therefore, Educaplay can encourage students to learn Arabic without being forced. Apart from that, by presenting Educaplay illustrations, teachers will be inspired to apply them so that teaching is more enjoyable (Ilmiani et al., 2020).

As a form of teaching media in the classroom, the author will present engaging, interactive and attractive media, namely Educaplay, to foster teaching and learning interactions, especially in Arabic language learning. Improving the quality and efficiency of learning requires educators to change their learning media (Aspiration et al., 2024). As we all know, studying a foreign language, mainly Arabic, is challenging for most students in Indonesia. However, there needs to be motivation and support by providing engaging media so that students are motivated to learn Arabic in a fun way, especially if learning is done in class. Therefore, Educaplay can encourage students to learn Arabic without being forced. Apart from that, by presenting Educaplay illustrations, teachers will be inspired to apply them so that teaching is more enjoyable (Gumiandari & Nafi'a, 2020).

Arabic speaking skill "Maharoh Kalam" is a learning strategy developed to achieve meaningful learning and can be used regularly in the classroom. Educaplay creates Arabic educational games that suit learning needs, especially in speaking skills, to ensure that learning is carried out well and is enjoyable. by all educators. Besides that, technology still needs to be used more to support Arabic language teaching. Language training called khiwar ensures successful school integration and excellent Arabic language learning. Therefore, developing the Educaplay strategy "Froggy Jumps" helps teachers learn Arabic, especially in speaking skills. This qualitative case study aims to explain how the Arabic language game "Froggy Jumps," based on Educaplay, was developed, focusing on speaking Arabic.

The research in this case study explicitly discusses Arabic language skills, especially Arabic speaking skills (*maharah kalam*). So far, researchers have yet to find a suitable strategy so that Arabic speaking skills, especially for Uhamka students, get better and more effective. However, if you look at it from another point of view, you will find several writings. One of them is research on games entitled "educaplay as teaching media in virtual classes"(Surachmi & Sison, 2021); it is hoped that learning as a form of ice-breaking can support the learning process with games. The results show that this platform can encourage students to know better and have fun even though they must study in virtual classrooms, especially in language

learning. This is different from the research I will carry out, namely that it is not only for ice breaking but also to provide strategies to allow students to express thoughts and ideas using Arabic according to the Educaplay game "Froggy Jumps".

2. METHODS

The approach to this research is descriptive qualitative research because the data in the study is qualitative and is taken from phenomena in the field that are not in the form of numbers. This type of research is a case study on the Arabic language learning model, especially in speaking skills courses at Colleges of Education. The research location is in the Arabic Language Education study program at Muhammadiyah University, Prof. Dr. Uhamka Jakarta. Learning Arabic is about improving the quality of students in Arabic and on this campus, which is unique compared to other places because UHAMKA Arabic students must and are required to immediately implement and practice speaking Arabic during lectures, especially language skills courses.

A good research methodology approach will result in a novel paradigm for scientific advancement. Put, qualitative research emphasizes the researcher's use of himself as an instrument since, with a qualitative method, the researcher can at least use himself as an instrument. (Febriyanto & Yanto, 2019). In addition, the outcomes of his thought process lead to paradigms that need to be revised and occasionally amenable to modification in the future. Put another way, the outcomes of considering a paradigm shift will be relative, relying on the facts and data gathered and subsequently examined using scientific methods. Student interviews, in-person observations of classroom activities, and documentation were used to collect data for this study. The following figure illustrates the analysis data:
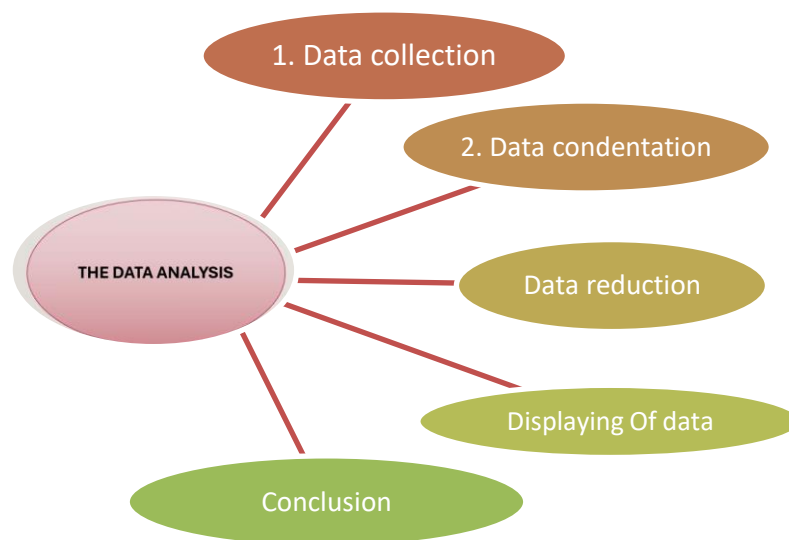

Figure 1. Explanation of the Meaning interactive model of The Data analysis

Miles, Huberman's analysis model, explains the steps involved in data analysis. It states

that activities related to qualitative data analysis must be carried out interactively until finished and completed. At that point, the data becomes saturated, and a measure of data saturation is when no new or additional data is obtained. The image above has an interactive model. The researcher also gathered information from teaching materials such as journals and lesson plans incorporated into data condensation (Sugiyono, 2017).

The researcher then classified the information based on a reduction of the first step's data concerning the advantages of using freezing jumps for Arabic-speaking abilities. as the data is being displayed. Following the data classification, the researcher proceeds with the data presentation procedure, which comprises recognizing, classifying, and providing a thorough, unbiased explanation that eventually results in interpretation. The last stage of the data analysis procedure is concluding, which refers to the data in this study. The researcher now concludes the research findings based on their categorization and interpretation.

3. RESULTS AND DISCUSSION

Finding a method that works for the taught topic takes trial and error to achieve learning objectives and promote active learning. Learning Arabic can be enjoyable, especially regarding the four essential language abilities—skills—because not all content is appropriate and aligned with the best teaching methods and media. Language learners need to acquire the following: (1) speaking Arabic, (2) speaking, (3) reading, and (4) writing (Paputungan, 2020). Mastering the fundamentals of Arabic speaking is one of the main objectives of learning Arabic speaking skills. Additionally, the ability of students to communicate and comprehend what native speakers of the language they are studying say-including speaking, listening, and vocabulary comprehension in Arabic-motivates them to acquire a second language.

The question model is intended to cover all topics, particularly the content on Arabic speaking abilities that was covered after the course. It is a step in using Educaplay to help learn how to speak Arabic. Before gathering data, the researcher prepares the necessary tools, such as interview questions and questions based on the Arabic Speaking Skills course that will be used. Additionally, before the assessment, students receive various materials from lecturers who support offline and online Arabic language proficiency.

According to studies, EducaPlay develops interactive didactic resources to improve the Computer Science Baccalaureate's teaching and learning process. To create a variety of interactive learning activities that may be used anytime in the classroom, including word searches, crossword puzzles, presentations, and assessments, the educational platform EducaPLay was used. (Cuenca et al., 2021)

It was implementing the Educaplay application, especially for Arabic speaking skills for Arabic language education students class of 2022 in the Arabic listening skills class. In this research, data collection was carried out in 2 ways: giving a motivation questionnaire and a test. The motivation questionnaire was administered to determine the effectiveness of using the Educaplay application on student learning motivation and whether there was a positive impact. At the same time, the trial was carried out to determine how practical the Educaplay

application was in improving student learning motivation. Student learning outcomes. As stated by researchers, an assessment that can refresh students' memories and be interesting, especially during this pandemic, is in the form of a quiz game as a "fun" stimulant but still "learning" (Surachmi & Sison, 2021).

In addition, the purpose of this activity is to assess each person's level of vocabulary mastery. This aligns with the theory that advances "individual competence through various educational systems that involve technology in the learning process as well as enjoyable and engaging ways to gather data in real-time about student progress and easily personalize learning for each student." (Surachmi & Sison, 2021)

As is well known, Educaplay is an educational program that takes the shape of an interactive quiz game and is utilized in online learning. It is intended to promote critical thinking through problem-solving and concentration exercises, particularly in Arabic Speaking skills. As is well known, Educaplay is an educational program that takes the shape of an interactive quiz game and is utilized in online learning. It is intended to promote critical thinking through problem-solving and concentration exercises, particularly in Arabic Speaking abilities. According to studies, the selection of teaching tactics, learning materials, and procedures by the instructor is the most crucial aspect of teaching Arabic since some elements of the language require accurate instruction. Suitable techniques, especially those focusing on reviewing students (Syahnaidi & Baroroh, 2018). The steps for using Educaplay in learning Arabic are as follows:

To begin utilizing the Educaplay application, follow these steps**:** Students must download the application at https://www.educaplay.com./. After that, the focus material must appear in the questions in Educaplay to remind you of the material. The material here is about Arabic Speaking Skills.
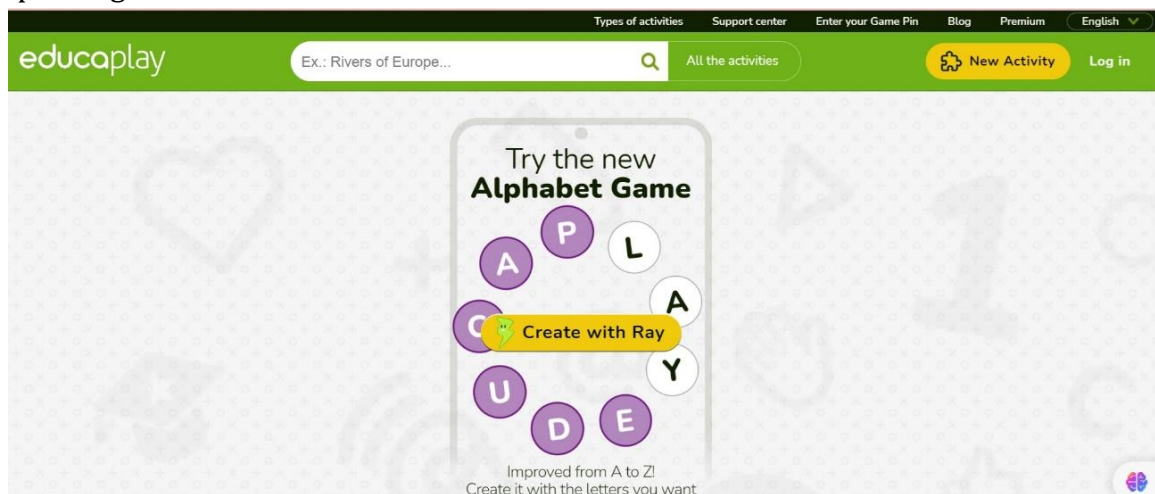

Figure 2. First step in preparation for the Educaplay Arabic Speaking Skills Review

This step in Figure 2 explains that students are asked to prepare a device that will connect to the Educaplay application, design lecturer concerned to clear skills. Here, the

teacher has prepared answers according to what he heard; after hearing the questions, the students will tell stories about the material they will choose. The more vocabulary mastery the students have, the easier to tell stories in Arabic speaking skills. As said by the theory put forward by several experts, there are ways to increase learning effectiveness by providing stimulant elements to motivate students. One of them is by arousing students' motivation and attention to improve their understanding of the learning material system, especially Arabic Speaking skills (Hendri, 2017).

In the following action, students will learn using the Educaplay application and lots of material with many choices that suit their speaking skills; they will start to choose and speak according to the vocabulary they have mastered.
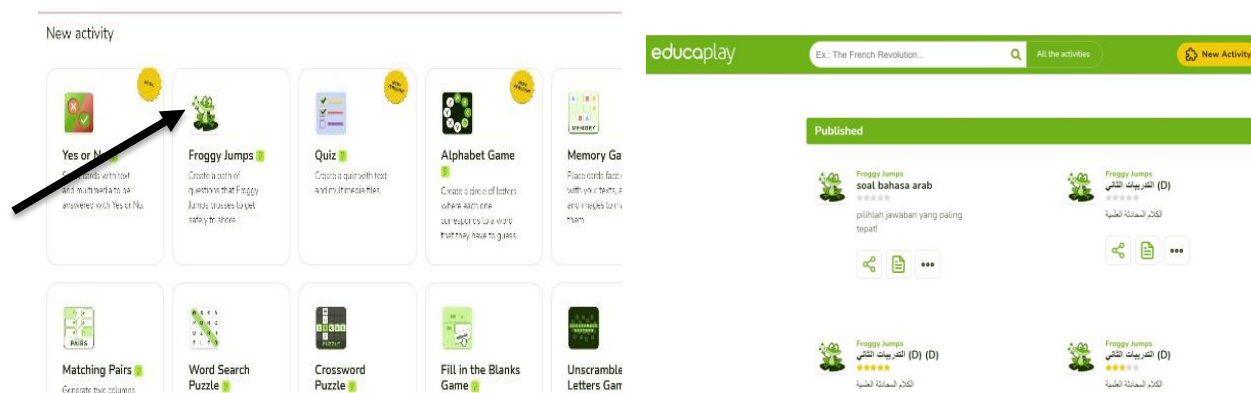

Figure 3. about forging jump materials

This step in figure 3 explains that, in this case, it is teachers, especially lecturers. Research conducted by Aflisisa & Hasanah (2020) found three competencies to be achieved in learning Arabic. First, linguistic competence means that the learner has mastered both differentiation and pronunciation, knows the structure of the language, essential grammatical aspects of theory and the function of learning vocabulary and its use. Second, communication competence means that students cancan use Arabic automatically to express ideas and experiences fluently and quickly absorb what they have mastered from the language. Third is cultural competence, which means understanding what is contained in Arabic from a cultural aspect, expressing the speaker's thoughts, values, customs, ethics and art. We can see to what extent students have mastered skills, especially in mastering Arabic speaking skills. Teachers can also find out which students need special treatment because they have not mastered the material being asked and have not mastered the appropriate Arabic vocabulary.

The third action is the result of the assessment of Arabic speaking skills in speaking using Arabic; this game tool is played with Arabic speaking skills games, which is an enjoyable game-based course. The third step is to familiarize students with using Educaplay-based learning reviews, especially in their word reviews. Apart from that, this game also reviews

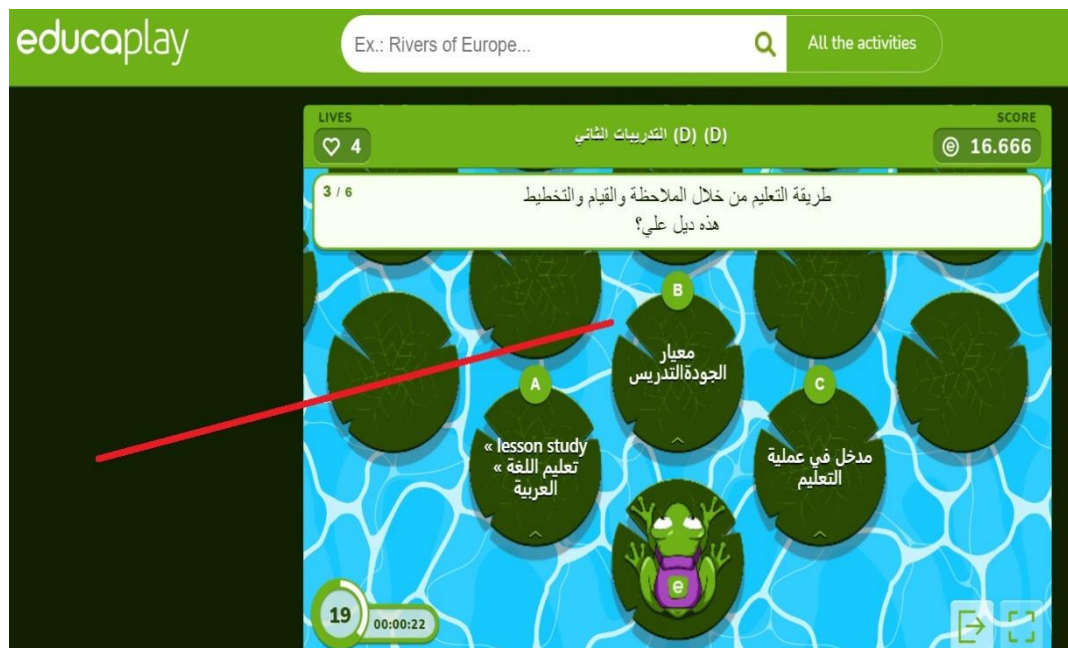material about students' speaking skills and vocabulary mastery.

figure 4. Arabic speaking skills game, Educaplay-based course

This step in Figure 4 explains that in this frogingjump language game that trains Arabic speaking skills, lecturers can find students who have not mastered some of the vocabulary; maybe some have not understood the Arabic speaking skills they are listening to. Apart from that, this is the final step in learning to use the Educaplay Arabic Speaking Skills application during learning. After students complete the Educaplay Arabic Speaking Skills, the scores they get will automatically appear. And this also makes students aware of their abilities.

Many factors hinder students from answering. If some students need help, the lecturer must provide understanding; perhaps they need more vocabulary to understand the questions they hear so the Arabic Speaking skills review process runs smoothly. This is to the theory put forward by Jean Piaget: "Knowledge is not acquired passively by someone, but is actively formed to adapt to existing knowledge" In this theory, students are the main subject, so in the teaching and learning process, knowledge and skills must be balanced (Hidayat, 2014).

The final score is as follows. With this Arabic speaking skills game, called kalam, teachers can always see if students are having trouble with vocabulary and need help understanding the speaking skills they are learning. There are several reasons why children don't react. The study's results suggested that instructors should help individuals who need it to guarantee that students' learning of Arabic speaking abilities goes without a hitch. These pupils need the language required to understand the questions being asked (Arsyad, 2011).

The study's findings indicated that while teaching Educaplay Arabic Speaking Skills was engaging for students, mainly when it came to reviewing Arabic listening skills, it also

inspired them to concentrate more on the oral practice of speaking the language. Furthermore, studies show that Educaplay Arabic Speaking abilities application media can boost students' willingness to learn, particularly regarding Arabic speaking abilities (kalam). The assertion by "Benny Krisbiantoro" that students' creativity exemplifies how effectively gamification enhances their grasp of the tenses is supported by this (Dimaculangan et al., 2022).

A data survey using Google Forms states that Educaplay can encourage students to take tests carefully. Thereby increasing their understanding of Arabic speaking skills, especially Arabic.
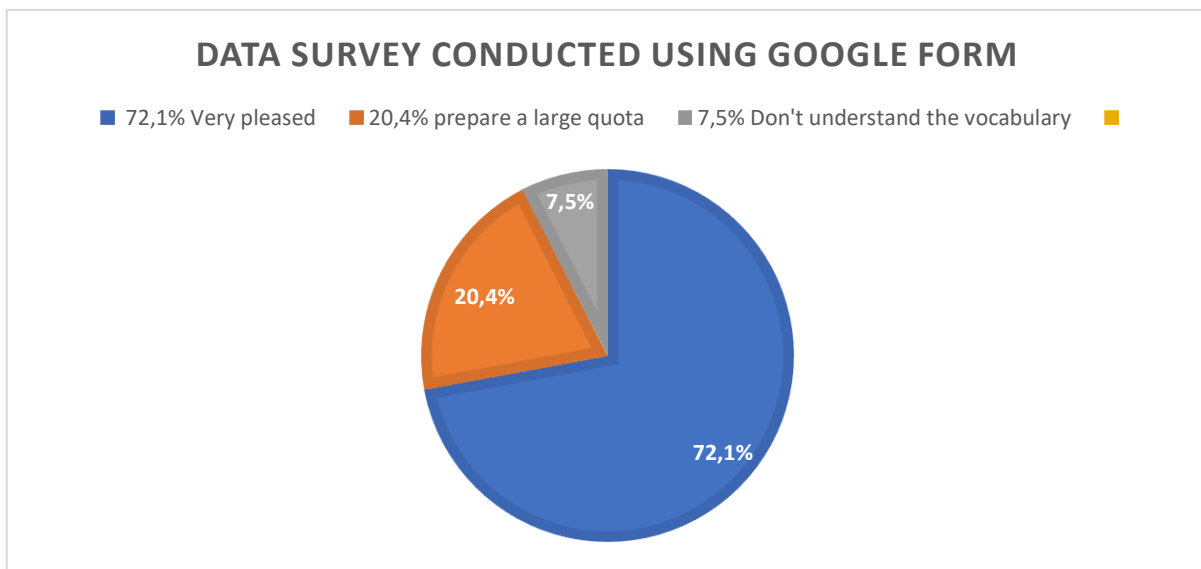

figure 5. Data survey conducted using Google Form

The research concludes that Educaplay-based learning is engaging for students, especially in reviewing Arabic Arabic Speaking skills; besides that, the Application of Educaplay can motivate students, in this case, to focus more on the review process. In addition, research reveals that the Educaplay application media can increase students' learning motivation, especially in Arabic and Arabic speaking skills. The "Benny Krisbiantoro" theory claims that gamification's effectiveness enhances students' mastery of tenses viewed from students' creativity (Krisbiantoro, 2020).

According to the poll, Educaplay can teach students how to study diligently for exams, which will improve their comprehension of Arabic speaking abilities in general and Arabic speaking in particular. A survey data said 72.1% of students said that reviewing using Educaplay provided variations in practising concentration in listening to very enjoyable Arabic. In comparison, 20.4% said that reviewing the Educaplay application had to prepare a large quota because it was used on the spot. However, 7.5% said the review using Educaplay found it challenging to answer because many needed help understanding Arabic vocabulary. Hence, they found it difficult to understand the material to answer the quiz in Arabic Arabic

Speaking skills with the "educaplay froging jump". This research is anticipated to answer issues with learning Arabic, particularly with speaking the language. The goal of this study is to address issues with learning Arabic, particularly with speaking the language, as many instructors still struggle to present their students with engaging and creative game materials, particularly in this digital age.

This is consistent with earlier studies that found alternate assessment techniques were consistently employed to create lesson plans, collect systematic data, and obtain unbiased assessments for the growing When doing formative evaluations in online learning environments, Educaplay is a great tool (Gallegos et al., 2021).

This would also enable teachers to assign and grade assignments in a fun and effective manner. This lets teachers quickly identify students' strengths and weaknesses and view the results in real time. Additional studies demonstrate that Educaplay is a simple-to-use, essentially free method for creating tests and assessing comprehension with options for advancement. Consequently, this study offers a means of gathering student feedback on their thoughts and impressions of using Educaplay as a formative assessment tool. The Consciousness of Educators and Learners during the Instructional Process Thi.s exercise aims to get students involved, promote gamification and active learning, shift their focus from rote memorization-based traditional teaching approaches, and promote more participatory learning (Baque et al., 2023).

4. CONCLUSION

This assessment is used to evaluate the Arabic Speaking Skills course. The instructor utilizes the Educaplay jumping jump application. After that, the students are given the game code, produced immediately by the Educaplay application on the website, to begin the quiz. Educaplay is an educational application in the form of an interactive quiz game that aims to stimulate thinking and increase concentration in vocabulary mastering. The following steps outline how to use Educaplay Frogging Jump for the speaking skills review: The Educaplay program is the first step towards playing this game. The second phase involves providing professors with a summary of the competencies that students have acquired. The outcomes of the Arabic Speaking Skills Assessment are presented in the third phase. Describe how the results of the Arabic listening skills game, the interview, and the distributed questionnaire (a Google form) are gratifying. Respondents told you that the evaluation was exciting and that it offered a variety of learning opportunities. Of the students, 72.1% said that the review was used. Despite this, 20.4% of respondents claimed they had to prepare a large quota when using the Educaplay program since it was consumed immediately. Aside from that, 7.5% of them indicated that they found it challenging to respond since, while listening to the Educaplay Arabic Speaking skills review material, they needed to grasp Arabic terminology.

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