



DEVELOPMENT OF SOFTSKILL-BASED VIDEO GAME LEARNING MEDIA FOR MUFRĀDAT MASTERY IN JUNIOR HIGH SCHOOL LEARNERS

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Abstract

This study aims to determine the development process, feasibility, response, and effectiveness of soft skills-based video game learning media in mastering mufrodat. This research is a type of development research (R&D). By using the five steps of the ADDIE development model, namely 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. The data collection techniques used were interviews, observations, questionnaires and tests. The research data were analyzed quantitatively and qualitatively. This research results in a soft skill-based video game Learning Media for mufrodat acquisition. Based on the validation that has been done by material and language experts, media experts and 8th-grade Arabic teachers, the average score is 4.63 with the category "very feasible". Based on the small group trial, the average score was 4.47, and in the large group, the average score was 4.61 with the interpretation of "very good" feasibility. In the pretest results of students' mastery of mufrodat, the average result was 42.44, and the average posttest score after using the developed media was 88.09. Thus, the soft skill-based video game learning media is feasible and effective for learning mufrodat of grade VIII students.

Keywords: Learning Media, Video Game, Softskills, Mufrodat

ملخص البحث

تهدف هذه الدراسة إلى معرفة كيفية عملية التطوير، والجدوى، والاستجابة، وفعالية وسائط تعلم ألعاب الفيديو القائمة على المهارات اللينة في إتقان المفردات. هذا البحث هو نوع من البحث التنموي (R&D). باستخدام الخطوات

الخمس لنموذج تطوير ADDIE، وهي (1) التحليل ، (2) التصميم ، (3) التطوير ، (4) التنفيذ ، (5) التقييم. كانت تقنيات جمع البيانات المستخدمة هي المقابلات والملاحظات والاستبيانات والاختبارات. تم تحليل بيانات البحث كمياً ونوعاً. نتائج هذه الدراسة عبارة عن وسائط تعليمية لألعاب الفيديو تعتمد على المهارات الناعمة لإتقان المفردات. بناءً على المصادقة التي تم إجراؤها من قبل خبراء المواد واللغات وخبراء الإعلام ومعلمي اللغة العربية للصف الثامن ، بلغ متوسط الدرجات 4.63 في فئة "لائق جداً". بناءً على التجارب الجماعية الصغيرة ، كان متوسط الدرجات 4.47 وفي المجموعة الكبيرة كان متوسط الدرجة 4.61 مع تفسير جدوى لـ "جيد جداً". في نتائج الاختبار القبلي لإتقان المفردات كان متوسط النتيجة 42.44 ومتوسط درجات الاختبار البعدي بعد استخدام الوسائط المطورة 88.09. وبالتالي يمكن القول أن وسائط تعلم ألعاب الفيديو القائمة على المهارات الناعمة مجدية وفعالة للاستخدام في تعلم المفردات لطلاب الصف الثامن. الكلمات الرئيسية: الوسائط التعليمية، ألعاب الفيديو، المهارات الشخصية، المفردات

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana proses pengembangan, kelayakan, respon, dan keefektifitasan media pembelajaran video game berbasis softskills dalam penguasaan mufradat. Penelitian ini merupakan jenis penelitian pengembangan (R&D). Dengan menggunakan lima langkah model pengembangan ADDIE, yaitu 1) analyze, 2) design, 3) development, 4) implementastion, dan 5) evaluation. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, angket dan tes. Data penelitian dianalisis secara kuantitatif dan kualitatif. Hasil penelitian ini adalah Media Pembelajaran video game berbasis softskill untuk penguasaan mufradat. Berdasarkan validasi yang telah dilakukan oleh ahli materi dan bahasa, ahli media dan guru bahasa Arab kelas VIII menghasilkan rata-rata skor 4,63 dengan kategori "sangat layak". Berdasarkan uji coba kelompok kecil diperoleh hasil rata-rata skor 4,47 dan pada kelompok besar rata-rata skornya 4,61 dengan

interpretasi kelayakan “sangat baik”. Pada hasil pretest penguasaan mufrodad siswa diperoleh hasil rata-rata 42,44 dan rata-rata nilai posttest setelah penggunaan media yang dikembangkan menjadi 88,09. Dengan demikian dapat dikatakan bahwa media pembelajaran video game berbasis softskill layak dan efektif untuk digunakan dalam pembelajaran mufrodad siswa kelas VIII.

Kata Kunci: Media Pembelajaran, Video Game, Softskill, Mufrodad

INTRODUCTION

Arabic language learning is the process of teaching or learning Arabic to someone. Arabic language learning generally focuses on understanding the Arabic script and pronunciation as well as basic sentence structures in Arabic¹. The material usually taught also includes basic vocabulary and phrases, grammar, and some basic grammatical principles². In addition, learning also often includes Arabic history and culture, as well as the basics of the Islamic religion, especially for students attending Islamic educational institutions. Arabic language learning can be done through classes given by trained teachers, or through Arabic language learning programs in institutions or educational institutions³.

¹ Koderi Koderi, Muhammad Aridan, and Ahmad Bukhari Muslim, “Pengembangan Mobile Learning Untuk Penguasaan Mufrodad Siswa MTs,” *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 2 (November 17, 2020): 265, <https://doi.org/10.29240/jba.v4i2.1769>; Siti Norkhafifah and Nur Syahabuddin, “Desain Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Di Era New Normal,” *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 1 (2022): 53, <https://doi.org/10.35931/am.v5i1.908>; Hezi Y. Brosh, “Arabic Language-Learning Strategy Preferences among Undergraduate Students,” *Studies in Second Language Learning and Teaching* 9, no. 2 (July 1, 2019): 351–77, <https://doi.org/10.14746/ssl.2019.9.2.5>.

² Ahmad Fikri et al., “Arabic Learning in Industrial Revolution 4.0: Problems, Opportunities, and Roles,” *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 2 (August 31, 2021): 165–78, <https://doi.org/10.22219/jiz.v4i2.17069>; Hamza Al-Jarrah and Nur Salina binti Ismail, “Reading Comprehension Strategies among EFL Learners in Higher Learning Institutions,” *Arab World English Journal* 9, no. 2 (June 15, 2018): 315–28, <https://doi.org/10.24093/awej/vol9no2.21>; Ghazi Algethami and Sam Hellmuth, “Methods for Investigation of L2 Speech Rhythm: Insights from the Production of English Speech Rhythm by L2 Arabic Learners,” *Second Language Research*, February 27, 2023, 026765832311526, <https://doi.org/10.1177/02676583231152638>.

³ Kisno Umbar and Ubaid Ridlo, “Case Study as a Research Method for Arabic Language Education,” in *Proceedings of the Proceedings of the 5th International Conference on Education*

Arabic language learning in Indonesia generally focuses on understanding the Arabic script and pronunciation as well as basic sentence structure in Arabic⁴. The materials usually taught also include basic vocabulary and phrases, grammar, and some basic grammatical principles⁵. In addition, learning also often includes Arabic history and culture, as well as the basics of Islam, especially for students studying in Islamic educational institutions in Indonesia⁶. Arabic language learning in Indonesia is usually done through classes given by trained teachers, or through Arabic language learning programs in institutions or educational institutions in Indonesia⁷. In some schools, the facilities available for Arabic language learning may be inadequate, such as a lack of available textbooks or a lack of teachers trained in teaching

in Muslim Society, *ICEMS 2019, 30 September - 01 October 2019, Jakarta, Indonesia* (EAI, 2020), <https://doi.org/10.4108/eai.30-9-2019.2291175>.

⁴ Muhammad Afiq Aminullah, Fadilah Al Azmi, and Darul Jalal, "Pembelajaran Bahasa Arab Mandiri Melalui Platform Aplikasi Tiktok Sebagai Tren Belajar Masa Kini," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 2 (October 22, 2022): 283, <https://doi.org/10.35931/am.v5i2.1219>; Adrian Surya Da Cunha, Yoyo Yoyo, and Abdul Razif Zaini, "Arabic Translation Techniques Of Covid-19 Terms In The Daily Arabic Newspaper Of Indonesiaalyoum.Com," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 2 (October 1, 2022): 177, <https://doi.org/10.35931/am.v5i2.1351>; Mohammad Taufiq Abdul Ghani et al., "The Impact of Mobile Digital Game in Learning Arabic Language at Tertiary Level," *Contemporary Educational Technology* 14, no. 1 (January 3, 2022): ep344, <https://doi.org/10.30935/cedtech/11480>.

⁵ Amrina Amrina et al., "Pemanfaatan Aplikasi Audacity Pada Pembelajaran Istimā' Untuk Madrasah Ibtidaiyyah Negeri Satu Sungai Tarab," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 1 (2022): 117, <https://doi.org/10.35931/am.v5i1.729>; Abdulwahid Qasem Al Zumor, "Challenges of Using Emi in Teaching and Learning of University Scientific Disciplines: Student Voice," *International Journal of Language Education* 3, no. 1 (2019): 74–90, <https://doi.org/10.26858/ijole.v1i1.7510>; Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (2019): 127, <https://doi.org/10.29240/jba.v3i1.764>.

⁶ Nur Ismah and Ahmad Maghfurin, "THARÎQAT MUNĀQASYAT AL FIRQAH AL SHAGÎRAH WA TANFÎZUHĀ FI TA'LÎM AL NAHWI BI MA'HAD DĀR AL FALĀH SEMARANG," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 2 (October 1, 2022): 219, <https://doi.org/10.35931/am.v5i3.1400>.

⁷ Damar Gemilang and Hastuti Listiana, "Teaching Media in the Teaching of Arabic Language / Media Pembelajaran Dalam Pembelajaran Bahasa Arab," *ATHLA : Journal of Arabic Teaching, Linguistic And Literature* 1, no. 1 (2020): 49–64, <https://doi.org/10.22515/athla.v1i1.3048>.

Arabic. This can make it difficult for students to understand the learning material. The basis of Arabic language skills is Mufrodat. Mufrodat is the basis of Arabic language skills. Without mastering basic vocabulary, students will find it difficult to understand and use Arabic correctly.

In Indonesia, the problems of Arabic language learning may come from several factors, including ⁸: 1) Lack of student interest in Arabic language learning. Although Arabic is the official language of Islam, not all students have a high interest in learning this language. This can lead to low student motivation in learning Arabic, so that the learning outcomes obtained are not as expected; 2) Lack of facilities available for Arabic language learning. In some schools, the facilities available for Arabic language learning may be inadequate, such as a lack of available textbooks or a lack of teachers trained in teaching Arabic. This can make it difficult for students to understand the learning materials; 3) Arabic teacher quality issues. In some schools, Arabic teachers may lack good teaching skills, or not have a wide enough knowledge of the Arabic language. This can cause students to have difficulty in understanding the material being taught; 4) Lack of support from parents. Students' parents may not understand the importance of learning Arabic, thus not providing enough support for students in learning this language. This can lead to low student motivation in learning Arabic.

To overcome the problems of Arabic language learning in Indonesia, there are many efforts that can be made. Among others⁹ : 1) Provide Arabic teachers who have good teaching skills. Teachers who are trained and have extensive knowledge of Arabic can help students understand learning

⁸ Widi (Sekolah Tinggi Agama Islam Masjid Syuhada Yogyakarta) Astuti, "Inovasi Strategi Pembelajaran Bahasa Arab," *Jurnal Komunikasi Dan Pendidikan Islam* 1, no. 1 (2018): 69–85; Nandang Sarip Hidayat, "Problematisasi Pembelajaran Bahasa Arab," *Jurnal Pemikiran Islam* 37, no. 1 (2018): 83.

⁹ Besse Wahida, "Problematisasi Pembelajaran Bahasa Arab (Studi Kasus Terhadap Problematisasi Metodologis Pembelajaran Bahasa Arab Di IAIN Pontianak)," *Jurnal Al-Astar STAI Mempawah* 7, no. 1 (2017): 43–64; Imam Makruf, "Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam pembelajaran bahasa Arab Di Madrasah Aliyah Kabupaten Sukoharjo," *Arabi: Journal of Arabic Studies* 5, no. 1 (2020): 79–90, <https://doi.org/http://dx.doi.org/10.24865/ajas.v5i1.93>.

materials better; 2) Cultivating students' interest in learning Arabic. The way that can be done is by providing examples of the use of Arabic in everyday life, such as presenting videos or audio about the use of Arabic in the appropriate context. In addition, it can also be done by inviting students to practice using Arabic in daily activities, such as conversing with friends or writing letters in Arabic; 3) Provide adequate facilities for Arabic language learning. The facilities that need to be provided are quality textbooks, audio or video learning, and other devices needed to help students understand the learning material.

Learning videos are videos that are specifically designed to help students understand the subject matter better¹⁰. Learning videos can be in the form of video tutorials, animated videos, or documentary videos that present subject matter in visual and audio form¹¹. Learning videos are usually created using simple and easy-to-understand language, and presented in a way that is interesting and fun for students. Learning videos can be used as an additional learning resource, or as the main teaching in the classroom. The advantage of learning videos is that they can provide clearer visualization for students, thus helping students understand learning materials better. In addition, learning videos can also be a fun learning resource for students, so that it can increase student motivation in learning¹².

Learning videos can play an important role in Arabic language learning. Here are some of the roles that learning videos can play in Arabic language learning¹³: 1) Provide clearer visualization for students, thus helping students

¹⁰ Y. Martha, Z. D., Adi, E. P., & Soepriyanto, "E-Book Berbasis Mobile Learning," *Jurnal Kajian Teknologi Pendidikan* 1, no. 2 (2018): 109–14.

¹¹ Asni Furoidah, "Media Pembelajaran Dan Peran Pentingnya Dalam Pengajaran Dan Pembelajaran Bahasa Arab," *Al-Fusha : Arabic Language Education Journal* 2, no. 2 (2020): 63–77, <https://doi.org/10.36835/alfusha.v2i2.358>.

¹² Zi Yu Liu, Zaffar Ahmed Shaikh, and Farida Gazizova, "Using the Concept of Game-Based Learning in Education," *International Journal of Emerging Technologies in Learning* 15, no. 14 (2020): 53–64, <https://doi.org/10.3991/ijet.v15i14.14675>.

¹³ Muhammad Nashrullah, Nur Halim, and Rijalul Ghifari Al Fanani, "Penggunaan Media Pembelajaran Bahasa Arab Berbasis Video Untuk Meningkatkan Maharah Kalam Dalam Kitab Al Arabiyyah Lin Nasyiin," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 3, no. 2 (2021): 189–98, <https://doi.org/https://doi.org/10.21154/tsaqofiya.v3i2.76>.

understand learning materials better; 2) Provide learning resources that are fun for students. Learning videos can present learning materials in a form that is fun for students, so that it can increase student motivation in learning; 3) Help students understand basic grammar principles in Arabic. Learning videos can help students understand basic grammatical principles in Arabic, so that students can make correct sentences in Arabic; 4) Help students understand basic grammatical principles in Arabic.

Video-based Arabic learning is a way of learning Arabic that uses videos as the main learning resource. Video-based Arabic learning is usually done by watching learning videos that have been provided, then continued with exercises or tasks given to help students understand the material taught. The advantage of video-based Arabic learning is that it can provide clearer visualization for students, thus helping students understand the learning material better. In addition, video-based Arabic language learning can also provide a fun learning resource for students, so that it can increase student motivation in learning. However, video-based Arabic learning also has disadvantages, namely not all students may have equal access to learning videos, so it can make it difficult for students to understand learning materials.

In connection with the explanation above, researchers want to develop a learning media as a companion media based on soft skills. Learning with video game media based on soft skills will be able to provide a memorable learning experience for students and also this media can be used without requiring special space. Learning with this media is also a way to be able to improve students' skills in using Information Technology. The media is expected to be an innovative step in order to facilitate student learning and can improve student Arabic learning outcomes.

RESEARCH METHOD

This study is a research and development study using the ADDIE development model which consists of 5 stages. Namely, analysis, design, development, implementation, evaluation. This research was conducted at SMP Muhammadiyah 3 Bandar Lampung with the address Jl. ZA. Pagar Alam

No.14, Labuhan Ratu, Kedaton District, Bandar Lampung City, Lampung, zip code 35154. As a sample in the study were VIII grade students in the 2022/2023 academic year. The research was conducted from November 2020 to October 2023 from the start of the preparation stage until the implementation of all stages of the ADDIE development model. The data collection instruments or tools in this study were questionnaires, interview guidelines, observation sheets, student vocabulary ability tests (pretest-posttest) and documentation.

The data analyzed in this study are media feasibility data in terms of material and media, student responses to the products developed, and the effectiveness of the products developed. For feasibility data and learner responses, quantitative data analysis techniques are used based on a Likert scale. With a score interval of 4 for the highest score, and a score of 1 for the lowest score. Meanwhile, to measure the effectiveness of the products developed, researchers analyzed by looking at the analysis of students' Arabic vocabulary ability tests in learning Arabic. Indicators of the effectiveness of interactive learning media are shown by the average normalized gain. Calculation of normalized gain based on pretest and posttest According to Hake, the amount of improvement is calculated by the gain index formula, namely:

$$g = \frac{\text{posttest score} - \text{pretest score}}{\text{maximum possible score} - \text{pretest score}}$$

Data processing and analysis of Arabic vocabulary ability was carried out using statistical tests on the improvement of students' Arabic vocabulary ability using the SPSS program.

The procedure in this study is depicted in the following figure:

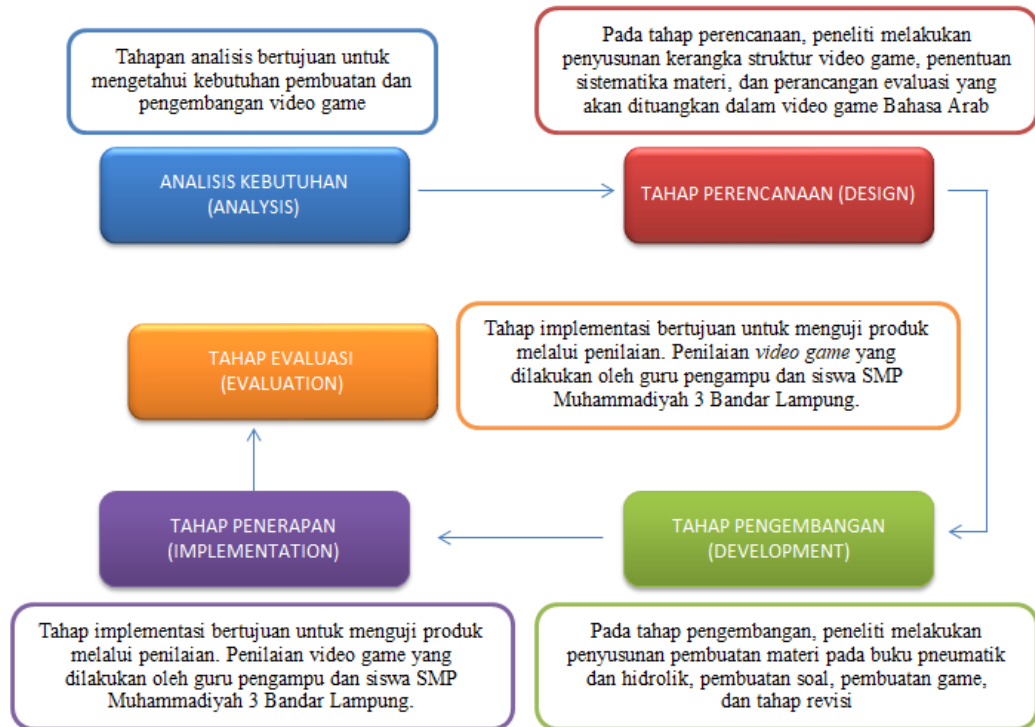


Figure 1. Softskill-based Video Game Learning Media Development Procedure for Mufradat Mastery

RESULTS AND DISCUSSION

Needs Analysis

Based on the problems at the analysis stage, it is known that in the Arabic language learning process at Muhammadiyah 3 Junior High School in Bandar Lampung, it is still dominant in using printed book learning media, students' Arabic mufradat skills are still low, and the learning process has not maximally activated students' activities during the learning process. Student activity is closely related to soft skills. Based on that, the researcher developed a product in the form of softskill-based video game learning media. The

determination of titles and soft skills indicators is adjusted to the Basic Competencies contained in mufrodat in class VIII junior high school. Video games based on soft skills were chosen by researchers as the manufacture of Arabic mufrodat learning media because based on the needs analysis, the mastery of mufrodat skills of students still needs to be developed. For this reason, researchers chose video game media, it is hoped that with video games, students will increasingly feel that Arabic mufrodat is simple and interesting through a learning process that develops their soft skills. The development of video games was also chosen because of the rapid development of technology and more attractive to students. In line with the theory put forward by Choiron which states that computers are effectively used in the implementation of learning, because: (1) can expand and facilitate access to information in learning quickly; (2) can help visualize abstract materials; (3) can display learning materials to be more interesting; and (4) allows interaction with the material being studied.

Design

After the analysis stage is carried out, the researcher then carries out the design stage. At this stage, the design of video game media that will be developed in accordance with the data in the needs analysis is carried out. The preparation of the video game draft and the determination of the video game layout are adjusted to the characteristics of mufrodat learning media that can be used independently by students.

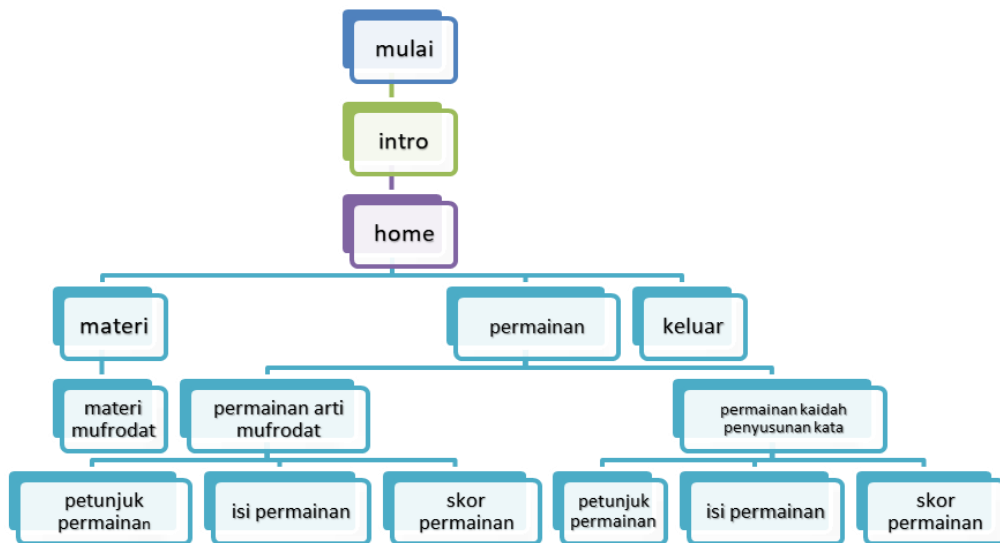


Figure 2. Flowchart of Video Game-Based Learning Media

This stage is the stage of designing the initial draft that will be used in learning Arabic mufradat in class VIII. At this stage the study activities are carried out to determine the concept of the initial product design. At this stage the researcher designs the draft of soft skill-based video game learning media in the form of making media flow charts, lesson plans and data collection instruments which are then validated by expert validators and practitioner validators. The concept of mufradat material that will be displayed from the video game developed is a video game that will display and hone vocabulary, tarkib or Arabic sentence structure, translation or meaning of words, and also recognize and apply Arabic letters to vocabulary.

The vocabulary material that will be displayed in the game is the vocabulary contained in the first lesson. (الدرس الاول), second lesson (الدرس الثاني), and the third lesson (الدرس الثالث). In the first lesson, vocabulary material about الساعة (clock), while related to the pattern or sentence structure learned in the first lesson is about أسئلة عن الساعة or questions related to clocks. Second lesson vocabulary material about يومياتنا في المدرسة

(activities at school), like *فصل , تعلّم , ماهر* , and other mufrodat, while the sentence structure learned in the second lesson is about *الجملة الاسميّة*, *الجملة الفعلية*, dan *الفاعل المفرد + المفعول به*. In the third lesson, the vocabulary material learned was about *يومياتنا في البيت* (daily activities at home), and the sentence structure or tarkib learned is about *أنواع الجمع* (various forms of jama').

Development

At this stage, researchers develop products and validate them with expert validators. Namely media expert validators and material expert validators. The material expert validator in this study was Dr. Zulhannan, M.A., lecturer in Arabic Language Education at UIN Raden Intan Lampung. The media expert validator in this study was Dr. H. Agus Jatmiko, M.Pd UIN Raden Intan Lampung.

This video game media was developed using Microsoft Power Point. The appearance of the video game media for mufrodat learning is as follows:



Figure 3. Video Game-Based Learning Media Title Display



Figure 4. Menu Display on Video Game-Based Learning Media



Figure 5. Material Display on Video Game-Based Learning Media



Figure 6. Game Display on Video Game-Based Learning Media

This media contains mufrodad materials in the first lesson about الساعة
This is the material about the use of words related to the clock. In addition to

mufrodat, we also learn the rules of writing or wording about the sentence structure of fi'il mudhori' which gets additional prepositions. لَ، لَنْ، اَنْ. There are three pages containing mufrodat material in this game, it is because the Arabic language subject is in accordance with the curriculum used at SMP Muhammadiyah 3 Bandar Lampung, namely the 2013 curriculum, for Arabic language material in class VIII odd semester is divided into three lessons, namely in the first lesson mufrodat focuses on words related to the subject الساعة and for sentence structure focuses on understanding the pattern or structure of sentences about لَ - لَنْ - اَنْ، فِعْلُ الْمُضَارِعِ، in the second lesson the second mufrodat material focuses on words about يَوْمِائَتَانِ الْمَدْرَسَةِ and for sentence structure focusing on الْمَصْدَرُ الصَّرِيحُ. In the third lesson, the mufrodat material focused on the material about يَوْمِائَتَانِ الْبَيْتِ and for sentence structure focuses on the material of understanding the pattern or structure of sentences about الْفِعْلُ الْمَاضِي وَالْجُمْلَةُ الْفَعْلِيَّةُ.

The feasibility results of video game-based mufrodat learning media are seen in terms of material and media. The following are the results of the feasibility of the material on the media according to the material expert validator:

Table 1.
Results of Material Expert Validation

Assessment Indicator	Criteria	Score
Appropriateness of material content	Suitability of material with Core Competencies, Basic Competencies and Indicators	5
	Correctness Substance of learning material	5
	The material is presented simply and according to the level of knowledge of the learners	5
	Examples of varied sentences	4
	Game presentation is varied and in accordance with learning objectives	4

Assessment Indicator	Criteria	Score
	Game material can measure students' ability to understand mufrodat	4
	Equality of answer choices	5
	Mufrodat in learning media is able to measure the achievement of students' concept understanding	4
	The content provided is in accordance with the concept of Arabic mufrodat in class VIII	5
Linguistics	Language use is clear and standardized	5
	Clarity of information	4
	Mufrodat in video games are adapted to the developmental stage of students	4
	Video game language is effective and efficient	4
	The language in the video game conveys clear, simple, and easy-to-understand material	5
	Use of language that does not cause multiple interpretations	4
	Accuracy of sentence structure	5
	Sentence effectiveness	4
	Sentences used are easy to understand	4
	Use of communicative language	5
	The language used in the menus and buttons in the video game is simple and clear	5
Average		4,5
Percentage		90%

Based on table 1 above, about the results of the material expert validation. The score given related to the feasibility of material content and language on softskill-based video game media developed on mastery of mufrodat for junior high school students is 4.5 or 90% with very feasible qualifications.

Then, the results of the feasibility of video game-based mufrodat learning media have been validated by media expert validators with the following results:

Table 2.
Results of Media Expert Validation

Assessment Indicator	Criteria	Score
Display	1. Conciseness of concept	4
	2. Clarity of instructions for use	5
	3. Clarity of value display Retrieved	4
	4. Interesting video game offerings	5
	5. Can be used individually or group	5
	6. Answer choice display	4
Content Design	7. Color composition	5
	8. Variety of game content	5
	9. Photo or image quality	5
	10. Character or font suitability	5
	11. Creative and dynamic	5
Design	12. Appearance of layout elements	5
	13. Coloring does not clutter screen display	4
	14. Video games use characters or appropriate fonts	4
	15. Attractive video game display	5
	16. Providing learning motivation	5
	17. Easy access to video games	5

Assessment Indicator	Criteria	Score
Kemudahan Penggunaan	18. Effectiveness of use	4
	19. Practicality of using learning media	4
	20. Video game menus and facilities (buttons) are easy to understand	5
Average		4,65
Percentage		93%

Based on table 2 above, about the results of media expert validation, the average score given by media experts related to presentation, content design, media design and ease of use of the media developed on video game media developed on mastery of Arabic mufradat is 4.65 or 93%, based on the interpretation of the assessment results, the average score has a very feasible qualification.

Implementation

The first implementation stage, researchers conducted product trials through small-scale trials. Small-scale trials were conducted to test the attractiveness of the product on a small scale, students in this small-scale trial followed the learning by using softskill-based video game learning media developed by the author. The small-scale trial was conducted on September 14, 2022 by involving 10 students from class VIII B who were selected homogeneously, the method was very simple, namely by calling students one by one through random attendance. After the trial, the author gave a questionnaire of students' responses to the media they used.

The questions for small and large scale trials related to softskill-based video game learning media for mufradat learning are as follows: 1) The initial appearance of the media; 2) Ease of starting the media; 3) Display of images contained in the media; 4) Language used in the media; 5) Ease of navigation in the operation of the media; 6) Availability and clarity of instructions for use of the media; 7) Understanding of the material after using the media; 8)

Suitability of game material in the media with the material presented; 9) Independence of learning with the help of media; 10) Interest in learning by using media.

The results of the small-scale trial obtained an average result of 4.47 and an average presentation of 89% with the criteria for interpreting the feasibility achieved, namely "Very Good".

The next trial was a field trial or large-scale trial conducted on September 28, 2022 involving 32 students of class VIII A SMP Muhammadiyah Tiga Bandar Lampung. Before the softskill-based video game learning media was used by students, the learning was first opened by the researcher with greetings and motivational interactions with students. Next, the researcher asked questions about Arabic mufrodat with students, namely the mufrodat they had learned according to the Arabic language material of class VIII odd semester. After the question-and-answer session, the researcher showed the learning video game using a projector in front of the class.

The results of the product trial on a large scale obtained an average result of 4.61 and an average presentation of 92% with the interpretation criteria achieved, namely "Very Good", this shows that the softskill-based video game learning media developed by researchers has very good criteria to be used as one of the media in teaching and learning activities to develop students' mufrodat skills in Arabic language subjects.

Furthermore, the effectiveness of the developed product is seen from the increase in students' pre-test and post-test scores. The following is the average data of the pre-test and post-test results of students' mufrodat:

Table 3				
Average results of pretest and posttest mufrodat of students				
Class	Total number of students	Average score		Mean difference between Pretest and Posttest
		Pretest	Posttest	
VIIIA	32	42,44	88,09	45,66

Based on table 3 above, the pretest value is 42.44 and the posttest value is 88.09 with an average difference of 45.66. Thus, it can be concluded that the average value of students increased significantly after using softskill-based video game learning media for mufrodat lessons for class VIII students.

This research produces softskill-based video game learning media products that are suitable for mastery of mufrodat for junior high school students. Video games were developed as a medium for learning mufrodat because video games allow players to interact with vocabulary in a practical context in line with many previous studies including Utilisation of Information and Communication Technology in Arabic Language Learning at Madrasah Aliyah Sukoharjo Regency by Imam Makruf; The Effect Of Games On Vocabulary Retention by Yasmin Shabaneh and Mohammed Farah; Increasing Mastery of Arabic Vocabulary Through the Use of Word Wall Media by Hanifah Nur Azizah which states that interesting and fun video games can increase student motivation to learn and acquire new vocabulary besides that it can provide a fun and interactive learning experience.¹⁴

Soft skills-based video games can be an effective tool for mufrodat learning. Soft skills-based video games often require interaction and communication with in-game characters and environments. This can help students improve their communication skills in Arabic. In addition to the statements mentioned above, Widya Yunita et al. stated that soft skills-based video games require accurate and quick understanding of Arabic vocabulary,

¹⁴ Hanifah Nur Azizah, "Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall," *Alsuniyat* 1, no. 1 (2020): 1-16, <https://doi.org/10.17509/alsuniyat.v1i1.24212>; Umi Hijriyah et al., "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Android Untuk Mahārat Al Istimā' Kelas 8 SMP," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 2 (October 1, 2022): 239, <https://doi.org/10.35931/am.v5i2.1352>; Yasmin Shabaneh and Mohammed Farrah, "The Effect Of Games On Vocabulary Retention," *Indonesian Journal of Learning and Instruction* 2, no. 01 (March 11, 2019), <https://doi.org/10.25134/ijli.v2i01.1687>; Makruf, "Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam pembelajaran bahasa Arab Di Madrasah Aliyah Kabupaten Sukoharjo."

which can help students improve their memory in remembering *mufrodat*.¹⁵ This softskill-based video game learning media product is feasible and effective to be used in mufrodat learning. However, the use of softskill-based video games in mufrodat learning must be balanced with the use of other effective learning methods, such as vocabulary practice and understanding vocabulary in relevant contexts. In addition, the use of video games should also be supervised and guided by experienced teachers or instructors to ensure the learning objectives are achieved effectively.

CONCLUSION

Research on the development of soft skills-based video game learning media in mastering Arabic mufrodat of students at SMP Muhammadiyah 3 Bandar Lampung uses the ADDIE development model which consists of 5 stages, namely: analyze, design, development, implementation, and evaluation. Softskill-based video game learning media is feasible to use with an average validity score of 4.65 or 93% (very feasible), material expert validation results with an average score of 4.5 or 90% (very feasible). Furthermore, the small group trial resulted in an average score of 4.47 and an average presentation of 89% with the interpretation criteria achieved, namely "Very Good". Based on the analysis of product trials on a large scale, the average result was 4.61 with a presentation of 92% with the interpretation criteria achieved, namely "Very Good". The learning media developed is effective to use, this is evidenced by the increase in pretest scores of 42.44 and posttest scores of 88.09 with an average difference of 45.66.

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