



## Evaluation Of Mufradāt: Learning Based On Situational Approach At SDIT Alam Talago, Sawahlunto, West Sumatera

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**Abstract:** Evaluation of mufradāt learning is critical for teachers because it can help in assessing the achievement of learning goals and students' ability to speak Arabic. This evaluation also aims to supervise the quality of education nationally as a form of accountability for education providers. However, mufradāt learning in schools still faces several obstacles, such as the use of less effective conventional approaches. Therefore, the situational approach is considered a potential alternative because it can allow students to understand and use mufradāt in real-life contexts, thereby strengthening their language skills naturally and contextually. This study aims to evaluate the application of a situational approach to mufradāt learning at SDIT Alam Talago. The research method is qualitative and descriptive, utilizing observation, interviews, and documentation for data collection. The study indicates that the situational approach is effective in improving students' understanding, communication skills, and motivation in learning Arabic. In designing relevant learning situations, teachers need to be highly creative and allocate additional time for planning and developing materials. Evaluation of learning through test and non-test methods can help in measuring students' ability to apply mufradāt in real situations. We anticipate that this research will enhance our comprehension of how SDIT Alam Talago implements its curriculum.

**Keywords:** *Evaluation, Mufradāt, Situational Approach*

### INTRODUCTION

Evaluation of mufradāt learning is very necessary by teachers to find out the achievement of learning objectives and students' ability to speak Arabic. As stated in Law of the Republic of Indonesia No. 20 of 2003 concerning SISDIKNAS that the evaluation is carried out in the context of controlling the quality of education nationally as a form of accountability of education providers to interested parties (Fikriasari 2020). Therefore, learning evaluation is presented to find out the extent of the effectiveness and efficiency of a learning system, both in terms of material objectives, methods, media, learning resources, the environment, or even the assessment system itself.

The development of mufradāt learning in madrasas is currently still not optimal. Mufradāt learning still faces various obstacles that affect the effectiveness of learning (Adib and Fauji 2024). One of the main obstacles is the use of conventional approaches such as memorization and repetition of words. As a result, students often have difficulty remembering and using

mufradāt in real communication situations. So that this does not pay attention to the humanitarian potential of students, they tend to only receive material without giving feedback (Yunus, Diana, and Suryadi 2023). Learning approaches that only focus on theoretical aspects or verbal explanations are often less effective in enriching students' learning experiences. Therefore, a more interactive approach is needed and actively involve students in the learning process (Mustofa, Sarpendi, and Supad 2023). By taking advantage of this moment, learning Arabic with a focus on basic vocabulary can stimulate the development of children's language skills at the next stage of education (Taufikurrohman et al. 2024). The challenges of learning Arabic have motivated academic staff to develop complex and efficient approaches and provide impacts that can be felt directly in their use (Bahrin et al. 2024).

Among these problems, there are several approaches that can be applied in learning Arabic and as a starting point or teacher's point of view towards the learning process. One of them is the situational approach, which is effective for teaching vocabulary to early

childhood in mufradāt learning (Akashtia 2021). This is also in line with Ahmad Sudrajat who stated that an approach is needed as a process of accommodating, inspiring, strengthening and setting the background for the learning process (Titin Fatimah, Didin Faqihuddin, and Fajri Ardiansyah 2022).

So researchers can conclude that the situational approach that integrates mufradāt learning in a context that is relevant and meaningful to students, is considered a potential solution to address this problem. This approach allows students to understand and use mufradāt in real-life situations, thereby improving their language skills naturally and contextually. This situational approach is a learning approach that is in accordance with the characteristics and needs of students, so that it can help them achieve the expected language competence. However, the application of the situational approach takes more time, requires additional resources such as contextual teaching materials, teaching aids, and a supportive learning environment. Evaluation must be carried out in a more holistic and comprehensive manner to assess its effectiveness in improving students' mastery of mufradāt.

Therefore, this study aims to evaluate the learning of mufradāt based on a situational approach at SDIT Alam Talago. SDIT Alam Talago is one of the educational units with a basic level located in Santur, Barangin District, Sawah Lunto City, West Sumatra. In carrying out its activities, SD IT Alam Talago is under the auspices of the Ministry of Education and Culture. SD IT Alam Talago was established on 2017-11-14 with Operational Decree 188.47/02/DPMPTSPNAKER-SWL/2017 and School Establishment Decree namely 01/RJS/SWL/III/2017, with Foundation and Private Ownership Status.

The researcher chose SDIT Alam Talago because this school is one of the elementary schools that uses a situational approach in learning Arabic, and this school is also supported by a supportive learning environment. In addition, this school also makes learning Arabic a priority or superior program. This school is located among the hills, rice fields, surrounded by rice fields which at the same time reflects its name. Thus, children of primary school age are at a very good stage of cognitive development to learn the language in this environment. They have a high ability to absorb and remember new vocabulary, as well as to imitate and understand the context of language use.

Various studies have been conducted on learning evaluation, including research by Syaifudin et al. on the Ilqo' Mufrodāt Activity Program at Pondok Modern Darussalam Gontor, Campus 7, South Lampung using the Kirkpatrick Evaluation Model, which shows the success of the evaluation based on four aspects: reaction, learning, behavior, and the results prove the effectiveness of the program (Syaifudin et al. 2022). Research by Widada et al.

examines the use of Google Forms for the evaluation of mufradāt learning during the COVID-19 pandemic with the results of validation of highly valid media and materials (Widada, Rohayati, and Sarifah 2022). Fikriasari researched the use of puzzles as an innovative media for evaluating mufradāt mastery in Arabic language learning (Fikriasari 2020). Luqyana examined the effectiveness of situational language teaching methods in teaching speaking skills in junior high schools, which showed a significant improvement in students' speaking skills (Luqyana, Inayah, and Burhansyah 2023). Sura Ali Fuoad, Walid El-Sayed, and Hesham examined collaborative interactive learning and self-paced learning in increasing situational interest and reducing students' cognitive load (Fuoad, El-Sayed, and Marei 2022). Another research by Taufikurrahman which examined how to implement Arabic language learning through the habit of mufradāt in beginner level children (Taufikurrohmah et al. 2024). All of these studies discuss the evaluation of Arabic language learning with different approaches.

Similarities and differences as well as the position of this research with previous studies. Previous research, focuses on mufradāt learning, emphasizing the importance of mufradāt mastery in Arabic language learning and showing the attention of many researchers to efforts to improve students' mufradāt mastery. However, this study is different because it presents a novelty by focusing on the evaluation of learning based on a situational approach. This approach uses real contexts and relevant situations to improve students' communication skills in the target language, providing a new dimension in improving the effectiveness of mufradāt learning compared to traditional approaches. This research occupies a significant position in the Arabic language learning literature, filling a gap that has not been widely explored, as well as offering practical contributions for educators in improving the quality of mufradāt learning in various educational institutions, thus becoming an important reference for the development of teaching strategies and methods that are more effective and relevant to students' needs and learning contexts.

Based on the above problems, this study focuses on how to evaluate mufradāt learning based on a situational approach at SDIT Alam Talago. The researcher will describe in detail the application of evaluation in the context of technological advances that have developed very rapidly by adopting and developing approaches

## METHOD

This research is qualitative research. According to Bunkin, qualitative research is the only reliable and relevant way to understand social phenomena, human actions, history, organizational functions, and interactions between relationships in society (Sidiq and Choiri 2019). The method used in this study is descriptive. With a descriptive method, the researcher collects data, compiles

it systematically, factually and carefully (Wada et al. 2024). This study aims to obtain information about the evaluation of mufradāt learning based on a situational approach at SDIT Alam Talago, Sawahlunto.

There are two types of data sources, primary data sources, namely interview results and documentation related to the evaluation of mufradāt learning, and secondary data sources in the form of scientific articles about evaluations from various journals that are supporting data for research. The data collection technique is how and how the necessary data can be collected so that the final results of the research are able to present valid and reliable information (Sugiyono 2022). The researcher collected data through the process of observation, interviews and documentation methods. The researcher used a non-participant observation method to make observations on the geographical location, physical condition of SD IT Alam Talago, and the learning process carried out by Arabic language teachers. Interview is a way of gathering information that is carried out by oral questions and answers with a predetermined purpose (Sugiyono 2022). The researcher conducted interviews with informants, namely Arabic teachers and school principals, and then recorded using mobile phones to compile the recorded data so that it could be classified, analyzed and interpreted. As for Other complementary data from the researcher also included documentation to reinforce the data which are in the form of notes, transcripts, books, newspapers, and magazines.

The data analysis technique used in this study is using Miles and Huberman theory. Miles and Huberman stated that activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated (Rijali 2018). Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification (Sugiyono 2015). With data reduction, it can make it easier for researchers to describe something to be clearer in data collection. Data presentation is a structured collection of information that allows for analysis and action (Ghony and Almansyur 2012). By looking at the presentation of the data, researchers can gain a better understanding of the situation that is happening and identify steps that need to be taken based on the information that has been presented. In the final process of this study, the data obtained by the researcher in the form of explanation and understanding of the implementation of the vocational curriculum at SD IT Alam Talago which was presented in the form of data presentation and then the data was analyzed to obtain conclusions

## RESULT AND DISCUSSION

### Situational Approach

According to Rotgans and Schmidt A situational approach can be defined as "a direct affective response to

a particular condition or stimulus in a learning environment that focuses one's attention so as to create learning activities that are challenging, new, engage learners, offer opportunities for exploration, and are fun (Fuoad et al. 2022). So a situational approach to learning is a teaching strategy that focuses on creating a context or situation that is relevant and interesting for learners to learn a particular material. This approach aims to increase student engagement and motivation by presenting real situations or simulations that illustrate how the knowledge and skills learned can be applied in daily life or in a professional context.

In his book, Northouse (2013) revealed that Situational Approach Theory was developed based on research by Paul Hersey and Ken Blanchard since 1969. This theory uses two main indicators to measure the situation in students, namely Commitment and Competence (Iensufiie 2020). Commitment can be defined as loyalty, curiosity about tasks, desire to do your best, and motivation to spend more time understanding something. A student is considered to have a high commitment if they show curiosity in learning and have a strong determination to complete their tasks. On the other hand, students are considered to have low commitment if they are not interested and irresponsible in completing the assigned tasks (Pratiwi 2019).

Competence includes the ability, intelligence, understanding, and independence of students to complete the assigned tasks properly and correctly. A student is considered to have high competence if they can complete the task according to expectations, even exceeding the expectations of their teacher. With a little information and support from teachers, highly competent students are able to carry out their tasks well (Sani 2021).

Learning will be more effective if students are in direct contact with the object being studied, which is in the surrounding environment. In addition, the use of today's technology-based equipment with and without networks and various learning resources can increase the effectiveness and efficiency in understanding students (Masgumelar and Dwiyoogo 2020). The context suggests that students learn and build knowledge as they seek to understand the environment around them (Labuem 2024).

Approaches in learning have several important functions, namely (Ekawati and Arifin 2022): 1) Determine the direction and objectives of learning clearly and planned. Thus, the Arabic learning process has a clear direction and goals, avoiding activities that deviate and are not in accordance with the plan. 2) The approach in learning serves as a general and direct guideline for the steps of the method to be used. 3) The learning approach guides educators in carrying out systematic activities, helping to realize structured and effective learning. 4) The learning approach helps Arabic educators in designing the

learning process by optimizing all existing potentials and resources. 5) The learning approach also functions to create students' creativity in providing feedback so that students are able to respond to the Arabic language material provided by the educator.

The situational approach designed in this context is a flexible approach that seeks to elevate situations that attract children's attention into learning activities. If there is no particular object that catches the child's attention, the object can be created. Before starting learning, children are invited out of the classroom or for a walk to observe various events, for example fish swimming in the pond. Children are stimulated or motivated to reveal events that they have just noticed or known. When they reveal this knowledge, it is likely that the sentence structure is not perfect. They are then helped to structure sentences with the correct structure, although perhaps the grammar is simple. What the child sees and knows may have been taught before, whereas new knowledge is usually indicated through gestures and asking for his name (Suparno 2004).

Learning Arabic at SDIT Alam Talago with a situational approach is very helpful and supportive. This approach allows students to learn Arabic in a more meaningful and applicable context, which in turn improves their understanding, communication skills, and motivation in learning mufradât. So far, learning in the classroom often only relies on material from books and occasionally uses media or classroom aids. So with the existence of Arabic language learning based on a situational approach, it will provide variety in learning, with the aim of helping students to get ease in learning, saving time and can create a non-monotonous/boring atmosphere. The situational approach makes learning more relevant and meaningful for students. By using situations that they are familiar with and experienced on a daily basis, students can see how Arabic is used in real contexts and students learn how to use Arabic in various everyday life situations, thus increasing their confidence in speaking and understanding the language. This is also in accordance with the opinion of Ndaru Kukuh Masgumelar and Wasis Djoko Dwiyoogo that learning will be more effective if students are directly related to the object being studied, which is in the surrounding environment (Masgumelar and Dwiyoogo 2020).

The results of this study are also supported by previous research conducted by Luqyana which explained that the results of the study showed a significant improvement in students' speaking skills after the application of situational language teaching methods by teachers in the classroom. This is evidenced through student pre-test and post-test scores as well as the results of interviews with teachers and students. In conclusion, situational language teaching methods have proven to be

beneficial and effective in improving students' speaking skills as well as confidence (Luqyana et al. 2023).

So the author can conclude that the teaching of mufradât based on a situational approach in learning Arabic at SDIT Alam Talago is very helpful and supportive of students. This method makes learning more meaningful and applicable, improving understanding, communication, and motivation. In contrast to conventional book-based learning, this approach offers variations that reduce boredom. Relating lessons to familiar everyday situations can increase their confidence in speaking and understanding Arabic.

### **Mufradât Learning Process Based on a Situational Approach at SDIT Alam Talago**

Based on the observations that have been made, it can be concluded that Arabic language learning at SDIT Alam Talago includes several components: 1) Objectives 2) Learning Resources 3) Subject Matter 4) Teaching and Learning Activities 5) Assessment. Arabic language learning at SDIT Alam Talago starts from the first grade, with an allocation of two hours of lessons every week, aiming to enable students to master Arabic, including communication skills.

Situated learning is an educational approach that places students in specific real or simulated situations to deepen understanding and skills. This approach is rooted in the theory of situated cognition developed by Jean Lave and Etienne Wenger. According to this theory, learning occurs effectively when individuals are directly involved in the context relevant to the use of that knowledge (Martaputri 2020).

In addition, the situational learning theory proposed by Brown (2007) is also relevant to this approach. Brown emphasizes that learning that connects teaching materials with the context of daily life can improve understanding and mastery of language more effectively. When vocabulary is taught in a context that is real and familiar to students, they not only memorize the words, but also learn how the words are used in daily conversations (Suci, Istiqamah, and Salmia 2024).

The purpose of learning Arabic in elementary school is to increase children's motivation and interest in learning Arabic. In addition, the purpose of mufradât learning at SDIT Alam Talago is for students to be able to understand the Qur'an as a source of law for Muslims well, as well as as a basis for teaching recitation. In general, the goal of learning Arabic is to encourage, guide, develop, and foster Arabic language skills, with a focus on improving the ability to read and comprehend texts, speak, and compose sentences.

Based on the results of the document analysis, the teaching and learning activities at SDIT Alam Talago observed by the author show that the teacher starts the lesson by saying a greeting, then opens the lesson by



repeating the material that has been taught in the previous week before entering the main material. In the learning tool for mastering Arabic vocabulary, stages and teaching techniques are needed that help students recognize and understand the meaning of vocabulary.

Ismail Shinny and Abdullah suggested that vocabulary teaching be carried out through the following stages (Hayati, Santoso, and Hasan 2017): 1) by pointing directly to the object (vocabulary) being taught, 2) by presenting miniatures of the object (vocabulary) being taught, 3) by providing pictures of the vocabulary to be taught, 4) by demonstrating the vocabulary to be conveyed, 5) by inserting the vocabulary taught in sentences, 6) by providing definitions of the vocabulary given.

Meanwhile, the Arabic textbook used is Erlangga's book. The Arabic lessons in this book are partly displayed with color writing, pictures and a rather large font size. The material is displayed in four *mahârahs*, namely *mahârah hiwâr*, *tarâkib*, *qirâah* and *kitâbah*, which are related to each other (*nazariyyât al-wihdah*). However, as an Arabic teacher, it is necessary to develop it according to the conditions, situations and diversity of participants.

This approach can provide direct experience that connects vocabulary with the real world, so that students can more easily remember and use it in everyday life. As an example of vocabulary that the author observes that is often used at school, vocabulary about food such as (food) can be taught by linking it to situations that students often encounter, such as during breakfast and lunch at school. In this context, students not only learn about the vocabulary, but also understand how the words are used in daily conversations. For example, at the dinner table, students can be taught vocabulary such as (bread), (meat), or (fruit), and practice sentences such as (I want food) or (This food is delicious). In this way, the vocabulary becomes more meaningful and easy to understand because students directly relate it to familiar situations. Similarly, at the market, students can learn vocabulary such as (vegetables), (fruit), or (clothes) in the context of shopping. This not only enriches students' vocabulary but also gives them an understanding of how language is used in everyday communication.

In addition, Students engage in various activities such as role-playing, simulations, and discussions that make them more active in the learning process. Through a situational approach, students not only learn the language but also develop social skills such as teamwork, negotiating, and problem-solving. This provides additional benefits beyond the language mastery itself.

The results of interviews with several students, namely, their opinions about learning Arabic based on a situational approach tend to be positive because this approach makes learning more relevant and interesting. They feel more confident in using Arabic because they

learn in the context of real-life situations. Overall, students tend to support a situational approach to learning Arabic because it makes the learning process more practical, relevant, and enjoyable. However, they also realize that this method requires more commitment and preparation in the learning process.

When implementing the situational approach, Arabic teachers revealed several challenges, especially related to the limitation of resources and appropriate learning materials. It takes creativity and additional time to design relevant and useful situations. Designing realistic and relevant learning situations requires creativity and additional time allocation. Perhaps this can be overcome by reducing the administrative burden or providing special time for planning and developing materials. In addition, teacher support is also needed in the form of a collaborative team between Arabic teachers to share resources and ideas. This can reduce the burden on individuals and enrich the learning material.

However, in preparation before learning, teachers have carried out steps well and according to existing theories, namely preparing a Learning Implementation Plan (RPP). This preparation helps teachers in the learning process in the classroom so that learning goals can be achieved. This is in accordance with the theory stated by Dian Ekawati and Ahmad Arifin that determining the direction and goals of learning in a clear and planned manner is very important to avoid deviant activities and can guide educators in carrying out systematic activities, helping to realize structured and effective learning. (Ekawati and Arifin 2022) However, there are several things that need to be considered in the lesson plan, namely the format of the 2013 Curriculum lesson plan. The existing RPP is not in accordance with the correct format in the 2013 Curriculum and some of its contents are not complete, such as: indicators from the KD have not been included.

The results of the research conducted by Kholishotul Mazidah who also gave a statement similar to the findings of this study which explained that the process of learning Arabic through the habituation of *mufradât* at Al Irsyad Al Islamiyyah Kindergarten Purwokerto has gone well. This is reflected in the regular application of the use of Arabic by teachers and students every day. This learning includes several stages, starting with planning such as the preparation of lesson plans and curriculum before learning begins. The implementation stage involves the process of introducing *mufradât* to children and efforts to maintain Arabic language habits. In addition, there is an evaluation stage carried out by teachers to assess the effectiveness of learning. (Mazidah 2019)

So the author can draw a common thread that the process of *mufradât* learning based on a situational approach at SDIT Alam Talago can improve students' understanding, communication skills, and motivation if

the teacher has prepared a carefully and well-designed lesson plan so that the learning goals can be achieved effectively.



**Figure 1.** Mufradāt Learning Process

### **Evaluation of the Mufradāt Learning Process Based on a Situational Approach at SDIT Alam Talago**

Evaluation is the feedback of each material explained by the teacher and serves as an important tool in determining the grades that each student should obtain in the class. (Ibadurrahman, Asmal May, and Hikmah 2024) After conducting an evaluation given by the teacher, this evaluation also aims to improve the learning system, both in terms of methods, media, teaching styles, and other aspects. (Fikriasari 2020) Arabic learning evaluation activities always require tools to evaluate students, which are often referred to as instruments. Evaluation instruments are measurement tools used to collect or process information about the achievement of student learning outcomes. (Yustuti, Masrun, and Hikmah 2023) So learning evaluation is an effort to find out the process and results of achieving basic competencies of students which are carried out periodically, continuously, and continuously (Utaminigtias 2018).

Based on the results of interviews with teachers, teachers conduct formative assessments that aim to get feedback, which is then used to improve the teaching and learning process that is being or has been implemented. Therefore, this assessment is not only done at the end of the lesson, but can also be done during the lesson. Formative assessment is not only a written test, but it can also be an oral question or assignment given during or after the lesson is completed.

The mufradāt learning test based on a situational approach at SDIT Alam Talago is carried out with a written test such as providing a list of mufradāt that must be used in compiling sentences to explain a given situation and complete sentences. The Oral test is taken by discussing with classmates about mufradāt daily activities. This is in line with the evaluation object of the Arabic language learning program covering two main aspects. First, the managerial aspect which includes the implementation of the learning plan made by the teacher in the Arabic learning process. Second, a substantial aspect that refers to the learning outcomes of students after following the Arabic learning process designed by the teacher. This aspect is also called student learning outcome assessment and can be done using test or non-test methods (Ni'mah and Nafisah 2020). In addition, there is also a Portfolio assessment, students make a portfolio that contains works that show the use of mufradāt in various situational contexts. Here the teacher conducts continuous evaluations during the learning process to assess students' understanding and ability to use mufradāt in different situations.

In more detail, the objectives of evaluation according to asrori can be explained as follows (Safitri 2023): 1) assessing the achievement of the goals that have been set, 2) making decisions regarding the materials and competencies that must be taught to or learned by students, 3) monitoring student learning outcomes, 4) identifying weaknesses and shortcomings in the learning process to formulate improvement steps, 5) determining whether students can continue to the next program or need remedial action, 6) diagnosing students' difficulties, 7) classifying students appropriately based on the results of the evaluation.

In the learning evaluation carried out by teachers, they can measure the extent to which students can apply mufradāt in real situations, which is the core of the situational approach in learning Arabic. This is in line with Anisa Utaminigtias that learning evaluation is an effort to find out the process and results of achieving students' basic competencies which are carried out periodically, continuously, and continuously (Utaminigtias 2018). In the learning of mufradāt based on a situational approach at SDIT Alam Talago, formative assessments and portfolio assessments have been carried out. Arabic teachers use test and non-test assessment methods. For assessment

with test techniques, teachers give tasks to students during the learning process. As for non-test assessments, teachers observe the attitudes, activeness, and discipline of students in the classroom, both when working in groups and individually.

Syaifudin et.al research related to the Implementation of the Kirkpatrick Model Evaluation in the ilqo' mufrodat activity program is effective in improving students' ability and competence in speaking Arabic and English. Qualified facilitators who are able to conduct effective evaluations are the key to motivating students. This evaluation succeeded in stimulating students to be more enthusiastic in participating in ilqo' mufrodat activities, especially for participants who tend to be sleepy. So the results of this study are able to explore the abilities of students well. (Syafudin et al. 2022)

Based on the analysis of the above data, the author can conclude that the evaluation of the mufradât learning process based on a situational approach is one of the appropriate approaches to be applied at SDIT Alam Talago. Although this approach requires more planning and resources, it can help improve the teaching and learning process

## CONCLUSION

Based on the results of this study, it can be concluded that learning mufradat based on a situational approach at SD IT Alam Talago has a positive impact on improving students' understanding and mufradat skills. This approach integrates various relevant learning methods, such as lectures, demonstrations, role plays, and visualizations, as well as the use of supporting media, such as flashcards, videos, and puzzles, to create a fun and contextual learning atmosphere. The main objective of this lesson is to introduce and develop students' practical skills, focusing not only on cognitive abilities, but also on everyday communication skills. Regular evaluations include daily, weekly and monthly tests that measure the effectiveness of the learning process, provide a deep understanding for students, and measure their progress in the use of Arabic vocabulary. Thus, this situational approach not only helps students in acquiring language skills, but also equips them with relevant and applicable knowledge in daily life, in accordance with the teaching objectives that have been set.

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