The Use of Wizer.Me Learning Media to Improve Students' *Mufradat* Memorization at MTs Negeri 6 Boyolali

(Competency Training for Arabic Language Teachers)

Muslihudin [a,1,*], Abid Nurhuda [b,2], Sofiah Iskanatin Janah [c,3] Farichatul Ula Safarina Farda [d,4] Dewi Sinta [e,5]

[a – b] Pascasarjana Universitas Nahdlatul Ulama Surakarta, Indonesia
[c – d] Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia
[e] Pascasarjana Universitas Pendidikan Indonesia, Bandung, Indonesia
[1] muslihudin714@gmail.com *; [2] abidnurhuda123@gmail.com; [3] sofiahiskanatinjanah79@gmail.com, [4] njnisa9@gmail.com, [5] dewisintapai@upi.edu
* Corresponding Author
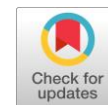
ABSTRAK

Dalam dunia pendidikan saat ini mulai bermunculan berbagai macam teknologi untuk memudahkan dan melancarkan proses pembelajaran, terutama pembelajaran bahasa arab yang mana seringkali dianggap sulit oleh kebanyakan siswa. Salah satu teknologi tersebut adalah wizer.me yang dalam perjalanannya menjadi media belajar bagi siswa namun sebagian guru masih belum tau cara dalam menggunakannya sehingga tujuan dari penelitian ini adalah untuk mendeskripsikan terkait Penggunaan Media Pembelajaran Wizer.me dalam Meningkatkan Hafalan Mufradat Siswa di MTs Negeri 6 Boyolali (Pelatihan Kompetensi Terhadap Guru Bahasa Arab). Metode yang digunakan adalah kualitatif lapangan, serta menggunakan teknik observasi, wawancara dan dokumentasi saat pengumpulan data. Lalu dianalisis data tersebut dan disimpulkan. Hasil penelitian menunjukkan bahwa kegiatan pelatihan tersebut mencakup identifikasi masalah dimana guru kurang maksimal dalam menggunakan media, lalu perencanaan dengan menyusun kegiatan untuk melakukan pelatihan wizer.me kepada guru bahasa arab, dilanjutkan dengan pelaksanaan yang terdiri dari (Survey lapangan, Koordinasi, Sosialisasi, Workshop Tutorial dan Pemberian contoh kasus) dan terakhir adalah evaluasi dan refleksi dengan memberikan pemahaman bahwa pelatihan tersebut mestinya dilakukan secara berkesinambungan agar guru terbiasa serta bisa maksimal dalam pembelajaran dengan menggunakan media yang ada.

KATA KUNCI
Pelatihan Wizer.me,
Guru Bahasa Arab,
Siswa,
MTS N 6 Boyolali

ABSTRACT

In the world of education, various kinds of technology are starting to emerge to facilitate and expedite the learning process, especially learning Arabic which is often considered difficult by most students. One of these technologies is Wizer. me, which in its journey has become a learning medium for students, but some teachers still don't know how to use it, so the purpose of this study is to describe the use of Wizer. me Learning Media in Improving Students' Mufradat Memorization at MTs Negeri 6 Boyolali (Competency Training for Arabic Language Teachers). The method used is field qualitative and uses observation techniques, interviews, and documentation when collecting data. Then analyzed the data and concluded. The results showed that the training activities included identifying problems where teachers were not optimal in using media, then planning by compiling activities to conduct wizer. me training for Arabic teachers, followed by an implementation which consisted of (Field survey, Coordination, Outreach, Tutorial Workshop, and Provision of case examples) and the last is evaluation and reflection by providing an understanding that the training should be carried out continuously so that teachers are accustomed to and can maximize learning using existing media.

KEYWORDS
Wizer. me Training,
Arabic Teachers,
Students,
MTS N 6 Boyolali

1. Introduction

In the world of education, various kinds of technology are starting to emerge that can be used in the learning process. In general, technology itself means hardware devices, organizational structures, and social values where individuals can collect, process, and exchange information with other individuals either through live satellite broadcasts, two-way interactive cable, low-power broadcasting, or television. And especially in today's modern era, technology, and communication can be combined to form cell phones such as smartphones, Android, teleconferences, and other forms of communication tools. With these technological advancements, the quality in the field of education has increased, especially in language learning because it takes on its role as a learning medium [1].

Learning media is often interpreted as a channel that people use to channel messages or information because it becomes a primary need to create a conducive, effective, and efficient learning situation and expedite the learning process which creates a feeling of closeness between the teacher and students so that they are never separated from what is called teaching and learning activities [2]. And in this case, the media serves to facilitate the process between teachers and students in the process of teaching and learning languages, one of which is known to be rather complicated is the subject of Arabic [3].

In learning Arabic, understanding vocabulary or mufradat is an important factor that makes it easier for students to understand an Arabic text [4]. Understanding Arabic texts can also help students master the entire material taught by the teacher. Abid Nurhuda also said that Arabic is defined as a unique communication tool that has been used by a group of people around the Arabian peninsula, the Sahara desert, the Middle East, and North Africa. This language has been used since centuries ago now it has reached more than 280 million people by paying attention to one of the aspects of sound that comes out of the throat, orally and lips specifically such as vocabulary/mufradāt, tasrīf isytiqāqī and tasrīf i'rābī [5].

The vocabulary/mufrodat factor above is an ideal description that should exist, but in reality, at MTs Negeri 6 Boyolali there are still many students who have difficulty memorizing mufrodat that has been taught by the teacher. This is due to many factors, one of which is the lack of the teacher's role in providing effective media and efficient methods to help students memorize mufrodat [6]. This is of course a special concern where teachers should be able to grow students' interest in learning Arabic optimally both individually and in groups by using interesting and innovative media. For example, only by lecturing or using blackboards and markers only so that students feel bored because they are not given interesting teaching media as well as not applying appropriate learning methods to facilitate and support students in memorizing. Even though mufrodat memorization is an important thing that determines students' mastery of the text material being taught [7].

Seeing the reality and background above, a solution is needed as an alternative to assist students in memorizing mufrodat. So with that training was held for educators/teachers in the form of Wizar. me learning media training which was very effective and by the circumstances that occurred, with the hope that after participating in this activity students could more easily memorize mufrodat and the teaching and learning process would become more interesting and enjoyable.

2. Methods

The method used in this research is field qualitative (field research) with a phenomenological approach, namely describing things that appear around them based on the problem [8]. So in this

study efforts were made to observe activities at MTS Negeri 6 Boyolali, then conducted interviews with the Arabic teacher and the deputy head of the curriculum. Continued to record problems related to the theme as a form of documentation [9]. Then it is analyzed and finally concluded by taking several steps starting from problem identification, planning, training, and implementation to reflection starting from October 1, 2021- November 30, 2021.

3. Results & Discussion

Profile of MTS N 6 Boyolali

MTs N 6 Boyolali is located on Jl. Cengklik Reservoir, Ngesrep Village, Ngemplak District, Boyolali Regency, Central Java. And surrounded by rice fields. MTs N 6 BOYOLALI is located at latitude: -7.5231 and longitude: 110.7394. Besides that, it also has the vision to form Religious, Smart, and Independent People [10]. Then it is translated into the following missions:

1. Fostering students' appreciation of religious teachings and national culture as a source of wisdom in thinking and acting.
2. Increasing student independence through planned and sustainable spiritual and social habituation activities.
3. Carry out professional and meaningful learning to develop student's academic abilities.
4. Carry out guidance programs effectively so that students can develop their potential optimally.
5. Carry out extracurricular activities effectively according to students' talents and interests to increase achievement in the fields of religion, sports, and the arts.

Activity Program

This training and community service activity (PKM) was carried out for approximately one month. And has the aim of introducing ICT-based learning media to Arabic teachers in schools, where previously the media had been selected according to the existing problems, as well as teaching in applying the media and accompanying it so that the teacher can use it properly at MTS Negeri 6 Boyolali with several things and activities, among others:

1. **Identification of problems**

   The initial stage is to find the problems encountered in learning Arabic critically and comprehensively, by making observations and interviewing teachers and representatives of several students [11]. From the results of observations and interviews, it was found that several problems had been encountered, including (1) Lack of students' mastery of Arabic vocabulary. (2) Lack of motivation that can encourage students to like or foster a sense of pleasure in learning Arabic. (3) Some students are still not skilled in reading and writing Arabic. (4) There are KKM requirements that must be achieved by students, while some of them are still not skilled at reading and writing Arabic [12].

   Some of these problems are influenced by several factors, including the different backgrounds of students. Most students who are already skilled are students from MI or SDIT, who previously had received Arabic lessons. On the other hand, skilled students are students from public elementary schools, who previously had not received any Arabic lessons at all, even if only a little. This was evident when we directly interviewed some of the representative students, where some of them had no difficulty reading and writing Arabic, and it turned out that after being asked these students were graduates of SDIT and MI. In

addition, the methods and learning media used by the teacher can be somewhat monotonous, thus making students easily bored and fed up during the lesson [13].

2. Planning

After knowing the existing problems, we examine which problems are more important to be resolved immediately. And the writer decided to focus on the problem of "students' lack of mastery of murodate Arabic" with several considerations, including because vocabulary mastery is one of the important keys to being proficient in learning Arabic. Based on these problems, it can be seen that in learning Arabic a learning media is needed that can be used to facilitate the delivery of material related to Arabic mufrodat so that the material is easily captured and understood by students. In addition, it is hoped that this media can become an innovative medium that can create a fun learning atmosphere so that students are not easily bored and bored [14].

Determining the learning media used for training is the initial activity carried out in this community service activity (PKM). The selection of media is adjusted to the needs of students. Previously, interviews were held with teachers and students, asking about the problems encountered during Arabic learning. Of the several problems, the author chooses one of the most important issues to be addressed immediately. Then we choose what media is right to use based on the problem. From several ICT-based media, including Wizer.me, Wordwall, Quizer, Quizlet, Educandy, and so on. The author decides to choose Wizer. me media as the right media to use for training, because in this media many features can support the creation of innovative media, among (1) some features can display YouTube videos, (2) many choices of types of questions are provided, including multiple-choice, open question, blank, fill on image, matching, and so on. (3) the Community feature which provides worksheets that have been made by other teachers. (4) the Learners feature, where the teacher can organize and group students into classes and levels and can allow the teacher to be able to see the scores or grades of students who have done the assignments given [15]. And many more interesting features are found in Wizer. me. Besides having many features, Wizer. me also has an attractive appearance, where there are several themes that you can choose as you wish.

3. Training and Execution

The next step is the training stage for Arabic teachers and implementation related to the selected media. Teachers are taught to operate the selected media, starting from creating new accounts, logging in, creating classes, interestingly presenting the subject matter, creating worksheets, sharing worksheet links, and so on. Some of the things that are done in this community service activity use the mentoring method, namely training in the form of delivering training materials and mentoring or assignments to be able to make a learning media [16]. Training evaluation of the wizer, me learning media was carried out at the end of the activity using interview techniques. Indicators of achieving the expected goals are at least 80% of the results of obtaining the maximum significance value.

While the participants in this training activity were educators of the Arabic language subject at Madrasah Tsanawiyyah Negeri 6 Boyolali. This service and training activity was carried out in class IX D MTs Negeri 6 Boyolali. This community service consists of two

types of activities, namely training and mentoring [17]. Therefore the steps of the researcher in the process of holding service and training are as follows:

a. Field Survey (Partners)

Field surveys are carried out by groups or service teams to observe the situation and condition of schools that will be used as objects of service. This community service activity chose a place of service at MTs Negeri 6 Boyolali because apart from having quite a lot of students, it has several educators who incidentally have traditional teaching abilities and belong to the pre-technology generation of educators. So that it is these educators who need Arabic language learning media to make it easier for educators to convey knowledge to their students. The field survey was carried out on November 3, 2021.

b. Coordination with the Deputy Head of Curriculum and Teachers

Before this stage was carried out, the servant first conveyed this to the security guard at MTs Negeri 6 Boyolali. After that, the servant approached the Deputy Head of Curriculum to convey the intent and purpose of coming to school, namely to hold community service in the form of training in the application of instructional media to educators, especially teachers of Arabic subjects.

After obtaining permission from the Deputy Head of Curriculum, the servant met the educators of Arabic subjects, of which there were three educators at the school. Then the servant talked about the learning process at MTs Negeri 6 Boyolali, especially regarding the problems faced when the learning process took place. In addition to discussing with educators the problems of service learning, they also conducted interviews with several students. Finally, based on the results of interviews and agreements with educators, the servant will focus on the problems of the lack of memorization of mufradat in students. Therefore, the service team chose the Wizer. me learning media to be used as training material and guidance for educators as a solution to this problem.

c. Training Outreach

Training outreach aims to provide information about a planned series of training program implementations. The socialization was delivered to Arabic language educators and is open to all educators at MTs Negeri 6 Boyolali.

d. Implementation of Training

Table 1 describes the activities carried out by educators together with the service team during the training process on using the Wizer. me learning media in increasing the memorization of mufradat students at MTs Negeri 6 Boyolali.

Activity	Time	Place
Introduction to wizer.me	10 min	MTs Negeri 6 Boyolali
Making teaching media	20 minutes	MTs Negeri 6 Boyolali
Settings and introduction to elements in wizer.me	20 minutes	MTs Negeri 6 Boyolali

Arrangement of objects in the media	20 minutes	MTs Negeri 6 Boyolali
Making multiple-choice evaluation questions	20 minutes	MTs Negeri 6 Boyolali
Making essay evaluation questions	20 minutes	MTs Negeri 6 Boyolali
Evaluation and feedback	15 minutes	MTs Negeri 6 Boyolali

In the process of delivering material about wizer. me learning media, which was carried out by the service team in detail as follows:

1) Opening and brief introduction of the wizer. me learning media to the training participants, namely the educators of MTs Negeri 6 Boyolali. In the introduction of learning media, things that were conveyed included: the use of wizer. me media, the advantages of Wizer. me media, the ease of learning in using Wizer. me media, and what elements we can do with Wizer. me learning media.

2) Tutorial workshop, during this activity the training participants are given tutorial guidance for practicum (try it yourself) to make learning media using Wizer. me. Then, the tutorial submission process includes:
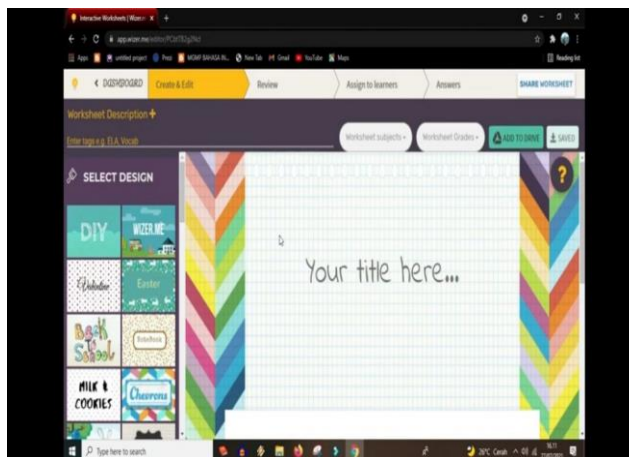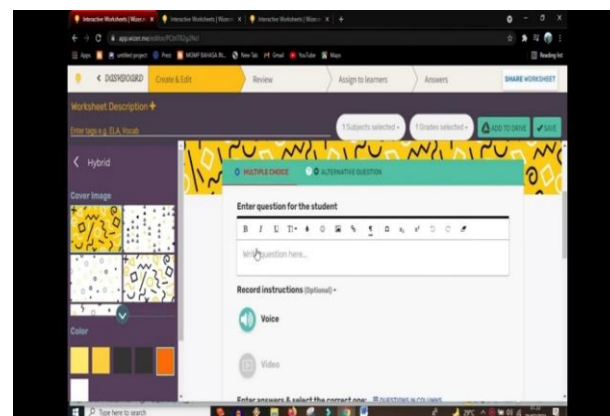
   a) Account creation
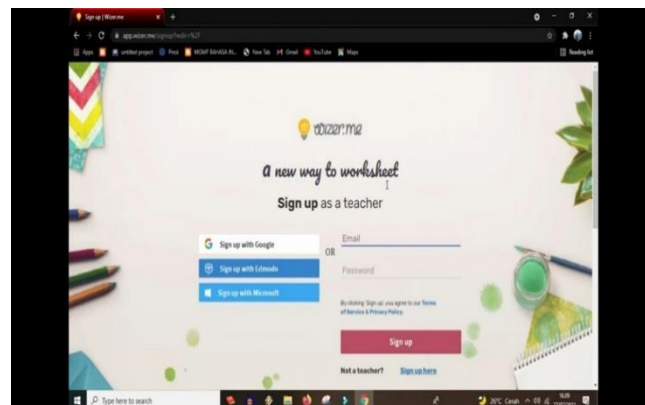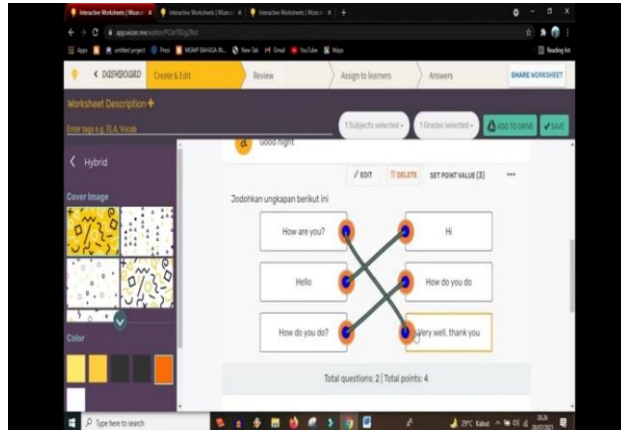
b) Introducing views on wizer.me
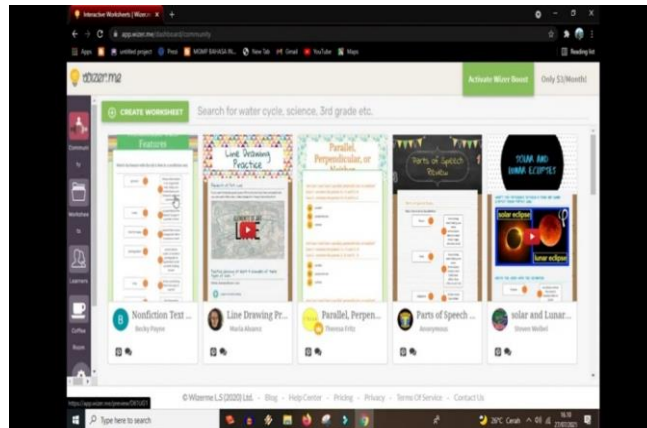
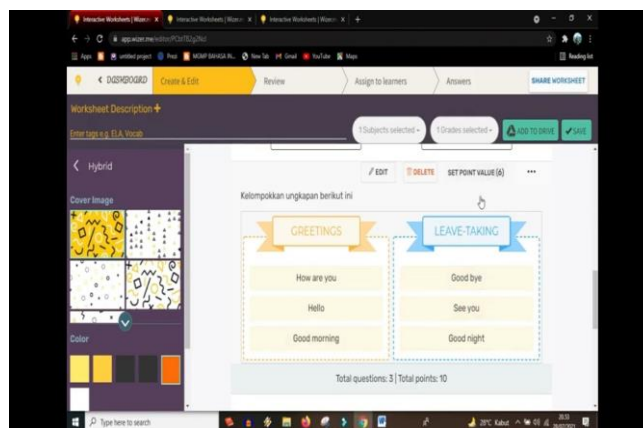c) Making teaching materials

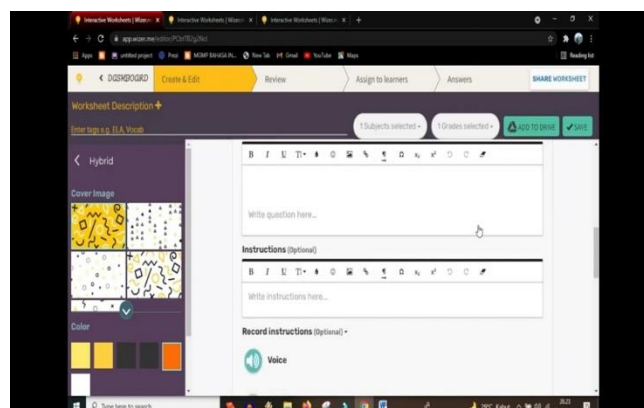d) Making multiple-choice evaluation questions

e)   Making evaluation questions match (Matching)

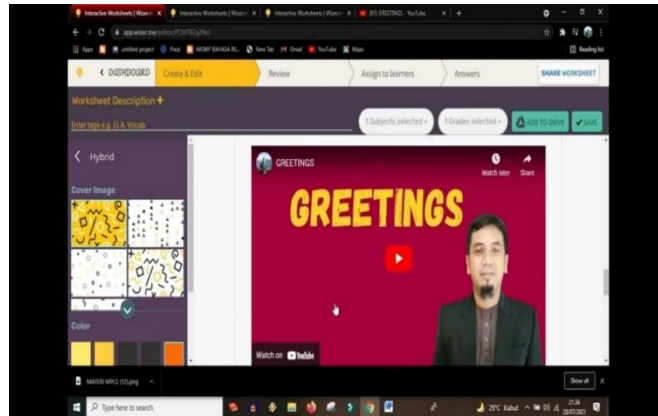f)   Making evaluation questions grouping (Sorting)

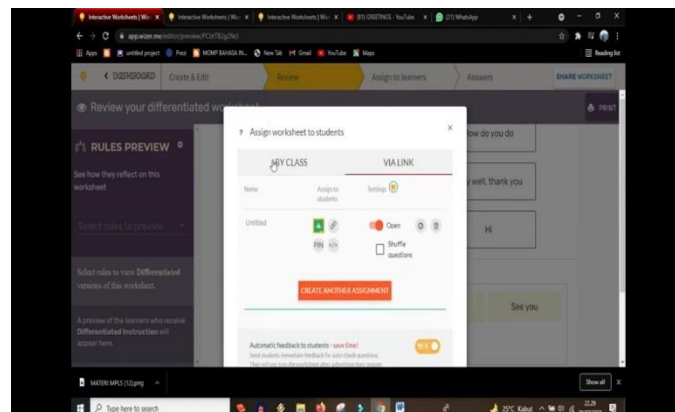g)   Essay evaluation question making

h) How to upload teaching materials from YouTube

i) How to give teaching materials and assignments to students using wizer.me

After doing a tutorial on using the media, then the trainees will practice on their own under the guidance of the service team.

e. Providing examples and cases of problems

At this stage, the trainees try to show the results of their practicum. Then check the results by answering the questions that have been made. After that, if there is an obstacle or problem that arises in the manufacturing process or the results of the practicum, the team will try to provide a solution, this is what is called a problem case [18].

4. Evaluation and Reflection

At this final stage, the service team provides opportunities for training participants to use the wizer. me learning media to analyze, criticize and evaluate the wizer. me learning media is useful for measuring the abilities of both teachers and students [19]. After that, the training participants gave feedback or responded to the effectiveness of learning Arabic using the media wizer. me. And the feedback will be accommodated and collected to be part of the results of research on wizer. me learning media. Some of the problems found at MTs Negeri 6 Boyolali include:

a. The main problem is the lack of mastery of students' mufradat due to the background of graduating students from Elementary Schools (SD) instead of Madrasah Ibtidaiyyah (MI).
b. The psychological influence on students is the lack of motivation of students in increasing their interest in learning and feeling bored in receiving Arabic learning material.
c. The lack of reading skills or students' maharah qira'ah towards Arabic texts.
d. Most of the students at MTs Negeri 6 Boyolali can write Arabic texts (maharah kitabah), but there is a small number who are unable to write Arabic texts properly and correctly.

After finding some of the problems above, the writer needs to provide a solution, one of which is to use wizer. me learning media training so that it can have a significant influence on MTs Negeri 6 Boyolali, including:

a. Increase teacher knowledge and understanding regarding the use of Information and Technology-based learning media using wizer. me. As explained that the purpose of this activity is to equip teachers to understand the use of instructional media.
b. Wizer. me learning media can be used as an alternative variation of learning as a form of effort to realize active learning.
c. During the training process, 90% of the training participants had high enthusiasm for participating in creating and developing learning media using wizer. me. The obstacle experienced by the training participants was 10% because the participants were not used to using technology-based learning media.
d. The features in the Wizer. me learning media contain many types of questions and teaching materials that will affect the psychology of students in receiving teaching materials. The process of delivering teaching materials using wizer. me in the form of games and pictorial mufradat will increase students' interest in learning.

As for the reflections that the author obtained from the various activities above, among others, training on using wizer. me media in learning Arabic is carried out repeatedly so that educators get used to using it. In addition, able teachers should teach other teachers and try their best to use media wizer. me or the like with the hope that the student learning process will be more interesting and fun both offline and online so that whatever material the teacher conveys can be entered into the classroom. within themselves and their souls.

4. Conclusion

Based on the data obtained through observation, interviews, and documentation in training using wizer. me as a medium for learning Arabic at MTS Negeri 6 Boyolali, the authors can conclude that these community service activities include identifying problems where teachers are not optimal in using media, then planning by compiling activities to conduct wizer. me training for Arabic teachers, followed by implementation consisting of (Field survey, Coordination, Socialization, Tutorial Workshop, and Provision of case examples) and finally evaluation and reflection by providing an understanding that the training should be carried out continuously so that teachers are accustomed to and can maximize learning by using existing media.

References

[1]   N. P. E. Merliana, "Peranan Teknologi Dalam Peningkatan Mutu Pendidikan Pembelajaran Bahasa Di SMAN 1 Katingan Hulu Kabupaten Katingan", *J. Penjaminan Mutu*, vol 5, no 2, bll 214–225, 2019, doi: https://doi.org/10.25078/jpm.v5i2.895.

[2]   R. Nurhayati en A. N. Tanzila, "Konsep Dasar Media Pembelajaran", *JIEES J. Islam. Educ. Elem. Sch.*, vol 1, no 1, bll 34–43, 2020, doi: https://doi.org/10.47400/jiees.v1i1.11.

[3]   A. Nurhuda en N. A. Setyaningtyas, "Implementasi Pembelajaran Ilmu Hadist di MAN 1 Boyolali saat Pandemi (The Implementation of Hadith Science Learning in Man 1 Boyolali During the Pandemic)", vol 1, no 2, bll 63–76, 2022.

[4]   A. Nurhuda en N. Aini Setyaningtyas, "Nilai-Nilai Edukatif Dalam Surat Al Kautsar Beserta Implikasinya dalam Kehidupan (Tela'ah Tafsir Al Qurthubi)", *Soc. Sci. Stud.*, vol 1, no 3, bll 162–176, 2021, doi: 10.47153/sss13.2332021.

[5]   A. Nurhuda, "Analisis Kesulitan Belajar Bahasa Arab pada Santri Nurul Huda Kartasura", *Al-Fusha Arab. Lang. Educ. J.*, vol 4, no 1, bll 23–29, 2022.

[6]   A. Nurhuda en Y. Putri, "The Urgence of Teacher's Example for Student Education in School", *J. Corner Educ. Linguist. Lit.*, vol 2, no 3, bll 250–257, 2023.

[7]   N. Lestari en R. Wirasty, "Pemanfaatan multimedia dalam media pembelajaran interaktif untuk meningkatkan minat belajar siswa", *Amaliah J. Pengabdi. Kpd. Masy.*, vol 3, no 2, bll 349–353, 2019, doi: https://doi.org/10.32696/ajpkm.v3i2.289.

[8]   T. Penyusun, *Pedoman Penulisan Karya Ilmiah (Makalah Dan Skripsi)*, Edisi Revi. Pare Pare: STAIN, 2013.

[9]   Abid Nurhuda en A. Hadziq, "Implementation of Tahfidz Al-Qur'an Program At Boarding School Smptq Abi Ummi Boyolali", *Paedagog. J. Pendidik.*, vol 11, no 2, bll 257–274, 2022, doi: 10.24239/pdg.vol11.iss2.200.

[10]   admin, "Visi dan Misi MTS 6 Boyolali", 2023. https://www.mtsn6boyolali.sch.id/visi-misi/

[11]   T. S. Sumartini, "Peningkatan kemampuan pemecahan masalah matematis siswa melalui pembelajaran berbasis masalah", *Mosharafa J. Pendidik. Mat.*, vol 5, no 2, bll 148–158, 2016, doi: https://doi.org/10.31980/mosharafa.v5i2.270.

[12]   A. Nurhuda, "Obligation to Learn and Search Science from the Perspective of the Prophet's Hadits", *Edunity Soc. Educ. Stud.*, vol 2, no 3, bll 405–415, 2023, doi:

https://doi.org/10.57096/edunity.v2i3.74.

[13]   A. Nurhuda en A. V. Prananingrum, "Empowerment of Children in Dawung, Matesih, Karanganyar Village Through Educational Classes in the Time of Covid-19", *J. Educ. Anal.*, vol 1, no 1, bll 61–70, 2022.

[14]   I. P. Widiyanto en E. T. Wahyuni, "Implementasi Perencanaan Pembelajaran", *Satya Sastraharing J. Manaj.*, vol 4, no 2, bll 16–35, 2020, doi: https://doi.org/10.33363/satya-sastraharing.v4i2.607.

[15]   A. Nurhuda, "Pesan Dakwah Ustadzah Oki Setiana Dewi Dalam Ceramah Youtube", *Al-Manaj J. Progr. Stud. Manaj. Dakwah*, vol 2, no 01, bll 25–33, 2022, doi: 10.56874/almanaj.v2i01.760.

[16]   G. D. S. Rahayu en D. Firmansyah, "Pengembangan pembelajaran inovatif berbasis pendampingan bagi guru sekolah dasar", *Abdimas Siliwangi*, vol 1, no 1, bll 17–25, 2018, doi: https://doi.org/10.22460/as.v1i1p17-25.36.

[17]   A. Nurhuda, "Pesan Moral Dalam Kisah Umar Bin Khattab Pada Kitab Arobiyyah Lin Nasyiin 4", *J. Hurriah J. Eval. Pendidik. dan Penelit.*, vol 2, no 4, bll 38–46, 2021, doi: https://doi.org/10.5806/jh.v2i4.42.

[18]   A. Nurhuda, "PERAN DAN KONTRIBUSI ISLAM DALAM DUNIA ILMU PENGETAHUAN", *J. Pemikir. Islam*, vol 2, no 2, bll 222–232, 2022, doi: http://dx.doi.org/10.22373/jpi.v2i2.15909.

[19]   U. Ridho, "Evaluasi dalam pembelajaran bahasa Arab", *An Nabighoh*, vol 2, no 1, bll 19–26, 2018, doi: https://doi.org/10.32332/an-nabighoh.v20i01.1124.