



The Effectiveness of Using Matching Cards in Enhancing Students' Interest in Learning Arabic

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Abstract:

This study tested the effectiveness of matching cards in increasing interest in learning Arabic for eighth-grade students at MTsN 2 Surabaya. The background was that monotonous Arabic learning methods made students less interested. Using quantitative and quasi-experimental methods, this study used tests, observations, and questionnaires. The results showed a sharp increase in student interest and grades after using matching cards, as evidenced by a t-test with significant results (<0.05) and an average increase of 13.545 points. This indicates that interactive media such as matching cards are effective in making learning Arabic more varied, enjoyable, and increasing student motivation and achievement. The results of this study also provide practical implications for teachers in developing more creative and innovative learning strategies. Matching cards can be used as an alternative method for teaching vocabulary, which is often considered difficult and boring. Through game activities, students not only practice memorizing words but also engage in aspects of cooperation, communication, and social interaction in the classroom. Thus, the learning process not only focuses on cognitive aspects but also builds motivation, positive attitudes, and social skills. This study recommends the use of similar media in other subjects to create a fun and effective learning environment.

Keywords: *Matching Cards, Learning Interest, Arabic, Learning Media, Interactive Media*

Abstrak:

Penelitian ini menguji keberhasilan media matching card untuk meningkatkan minat belajar Bahasa Arab pada siswa kelas VIII MTsN 2 Kota Surabaya. Latar belakang adalah metode belajar Bahasa Arab yang monoton, membuat siswa kurang tertarik. Dengan metode kuantitatif dan eksperimen semu, penelitian ini menggunakan tes, observasi, dan angket. Hasilnya, minat dan nilai siswa meningkat tajam setelah memakai matching card, terbukti dari uji-t dengan hasil signifikan ($<0,05$) dan kenaikan rata-rata nilai sebesar 13,545 poin. Ini menunjukkan bahwa media interaktif seperti matching card efektif membuat belajar Bahasa Arab lebih bervariasi, menyenangkan, dan meningkatkan motivasi serta prestasi siswa. Hasil penelitian ini juga memberikan implikasi praktis bagi guru dalam mengembangkan strategi pembelajaran yang lebih kreatif dan inovatif. Media matching card dapat dijadikan sebagai alternatif metode pengajaran kosakata (mufrodat) yang biasanya dianggap sulit dan membosankan. Melalui aktivitas permainan, siswa tidak hanya berlatih mengingat kata, tetapi juga melibatkan aspek kerjasama, komunikasi, dan interaksi sosial di dalam kelas. Dengan demikian, proses belajar tidak hanya berfokus pada aspek kognitif, tetapi juga membangun motivasi, sikap positif, dan keterampilan sosial. Penelitian ini merekomendasikan penggunaan media serupa pada mata pelajaran lain agar tercipta suasana belajar yang menyenangkan sekaligus efektif.

Kata Kunci: *Matching Card, Minat Belajar, Bahasa Arab, Media Pembelajaran, Media Interaktif*

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INTRODUCTION / المقدمة

Language plays an important role in shaping students' interpersonal skills and emotional intelligence, and is also a key factor in learning success in various subjects. Through language learning, students are expected to understand themselves, get to know their own culture, and appreciate the cultures of others. Mastering foreign languages has become increasingly important in today's era of globalization, as these skills are needed to be able to communicate and interact at an international level (Mustofa, Wekke, & Hasyim, 2019).

Arabic language learning is still widely applied with traditional approaches, such as lecture or conventional methods, which have an impact on reducing students' creativity (Isma & Yusuf, 2025). This causes the classroom atmosphere to become passive, a lack of motivation and interest in learning, and boredom due to the monotonous learning process. Students should be able to enjoy learning with a feeling of joy, happiness, and feel safe in the school environment. Therefore, creating a fun learning experience is a fundamental thing that every teacher needs to pay attention to, as it can increase student creativity, create an active class, and encourage higher motivation and interest in learning (Saefullah, 2024).

The use of educational games and interactive media in learning Arabic can build an active and fun learning atmosphere. This strategy invites students to play an active role, especially in subjects that emphasize memorization, so that their enthusiasm increases (Ardiansyah, Kosim, & Oktaviani, 2023). Methods that are fun and provide space for direct participation have been proven to be able to maintain student involvement throughout the learning process, while having an impact on increasing interest and understanding of the material continuously (Ghani, Hamzah, Daud, & Romli, 2022).

Learning methods are basically strategies or methods used by teachers in the teaching process to achieve certain goals. One approach that can be applied is Joyful Learning, which is a learning concept designed to provide a cheerful learning environment so that the learning process is more valuable and does not cause boredom. A fun atmosphere in this case does not mean that students have to laugh constantly, but rather the creation of a teacher-student relationship that is free from pressure. The interaction that is established is more supportive and provides a sense of comfort for students. Through these conditions, Joyful Learning aims to explore students' learning potential to increase their intellectual capacity, happiness, skills, and success in learning (Naziha & Laily Fitriani, 2023).

Based on Sultan A. Almelhes' research, Gamification is one of the approaches in the concept of *joy learning* or fun learning, which has been proven to be effective in increasing learning motivation, active involvement of students, and their achievements, especially in the aspects of mastering vocabulary and grammar in Arabic (Kusnandar, A., & Rachmawati, 2024). The application of game elements in learning activities can increase students' enthusiasm while encouraging them to participate more actively. This makes the learning process interactive and provides a more meaningful experience. In addition, the approach contributes to building a conducive learning atmosphere and fostering curiosity, which is an important factor in learning foreign languages, including Arabic (Almelhes, 2024).

It is hoped that the learning process will be able to create a dynamic, vibrant, and enthusiastic atmosphere, so that the learning environment feels fun but still serious. In order to realize optimal Arabic language learning and in line with the goals that have been

determined, it is necessary to implement oral activities to increase motivation and improve communication skills. This approach is effective in improving language skills in other contexts (Jendli & Albarakati, 2024). In addition, the media in the Arabic language learning process is no less important. Students' enthusiasm for learning is a motivation that arises from both within and outside factors that affect their motivation in understanding Arabic material. At this point, the use of manual media is important to reduce boredom, both for teachers and students, so that the learning process feels fresher and more enjoyable. Based on this description, this study will discuss the application of the Joyful Learning method based on the Matching Card manual media and its relation to increasing the motivation of MTs students in the Arabic language learning process (Sufiani & Marzuki, 2021). Matching Card is one of the media used in learning that is designed to contain vocabulary (mufrodat) related to Arabic material. This media helps reduce student boredom, fosters interest in taking lessons, and contributes to improving learning outcomes. Based on Yuyun Khoeriyah's research, it is stated that the *matching card* method (index card match) is applied actively and interactively so that students are directly involved in the learning process, in contrast to conventional methods that tend to be passive (Khoeriyah, 2022).

The use of card game media in the learning process not only plays a role as a means to understand the material, but also plays a role in developing non-academic skills, such as teamwork, communication, and problem-solving. Several studies have shown that students' active involvement in card-based activities can significantly improve collaboration skills as well as strengthen critical thinking skills (Zahro, 2024). This activity encourages students to discuss, share strategies, and make decisions together, which indirectly exercises their interpersonal and cognitive skills in a fun learning context (Hall, Pais, Morando, & Spreafico, 2024).

Based on the results of the researcher's observations on grade VIII students of MTsN 2 Surabaya City, it can be seen that Arabic lessons tend to be less interesting to students. This is mainly due to the large amount of vocabulary material that requires memorization, making the learning process feel monotonous and boring. The lack of interest in learning directly affects students' comprehension abilities and achievement, which is reflected in the noticeable gap between the pre-test and post-test results. The originality of this study lies in the application of Matching Cards specifically for the improvement of Arabic vocabulary mastery at the junior secondary level, which is rarely implemented in this learning context. The contribution of the research appears in its evidence that academic improvement is significantly influenced by the learning atmosphere and emotional engagement, not only by teaching materials. Therefore, the temporary argument formed is that memorization-based subjects will be more effective when presented through interactive and enjoyable learning experiences.

RESEARCH METHOD / المنهجية

This research was conducted through a quantitative approach using the quasi-experimental design method. The focus of the research is to test the extent of the effectiveness of matching card media to foster motivation to learn Arabic in grade VIII MTsN 2 students of Surabaya City. The design applied is a non-equivalent control group design, which includes two groups, namely the experimental group and the control group. (Muawiyah, Hamzah, Z., Mujahid, & Munawarah, 2022).

Students in the experimental class learned Arabic using media-matching cards, while students in the control class participated in learning through conventional methods without media assistance. Pre-test and post-test data from the two classes were analyzed using descriptive statistics and inferential t-tests to determine the significant differences (Ernanto & Hermawan, 2022).

The research instruments include vocabulary mastery tests in the form of multiple-choice questions, the instruments used include multiple-choice tests, observation sheets to assess student activities, and questionnaires that measure students' responses to the learning process. Before use, all instruments are validated first by two education experts, namely one expert lecturer in the field of Arabic learning and one experienced Arabic teacher at the MTs level.

The research data were obtained through direct observation to determine learning activities and students' responses to Arabic learning before treatment was given. To see any changes in learning interest, the researcher used questionnaires that were distributed both before and after treatment. In addition, students also work on pre-test questions before the use of media-matching cards and post-tests after the treatment ends, to assess the influence of the media on students' interests and learning outcomes.

Through this design, the research aims to provide empirical evidence regarding the effectiveness of Matching Card media in increasing students' interest and learning outcomes in Arabic in an objective and measurable manner (Aini & Marzuki Ammar, 2025). The structured experimental treatment, along with comparison of pre-test and post-test results, is expected to accurately describe the extent to which this media contributes to improving students' motivation and mastery of vocabulary. Thus, the methodological approach used in this study not only evaluates the learning product in the form of scores, but also captures the learning process experienced by students during the implementation of the Matching Card media.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة

Integrating game elements such as *point-based gaming* (PBG) can encourage increased student participation and their learning outcomes. Various studies reveal that more than 90% of students find this method enjoyable and actively engage with it, accompanied by a significant improvement in academic performance.

This study aims to determine the influence of the learning approach on the achievement of student learning outcomes. Prerequisite tests are carried out before testing hypotheses, which include normality tests and homogeneity tests.

The normality test was carried out using the Shapiro-Wilk method, and the results of the analysis are presented in the following table:

Table 1: Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	kelas	Statistic	df	Sig.	Statistic	df	Sig.
hasil	pretest eksperimen	.116	33	.200 [*]	.973	33	.552
	posttest eksperimen	.167	33	.020	.942	33	.077
	pretest kontrol	.117	33	.200 [*]	.975	33	.634
	posttest kontrol	.146	33	.071	.958	33	.222

Referring to the table, the significance values obtained are all above 0.05, so that the data can be said to be normally distributed, and the analysis can be continued using

parametric tests.

After the data is declared to be normally distributed, the next stage is for the researcher to conduct a homogeneity test to test the similarity of variance between the groups. If the significance value is greater than 0.05, then it can be concluded that the variance of the two groups is homogeneous or uniform. The results from the homogeneity test are shown in the following table:

Table 2: Homogeneous Tests

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
hasil	Based on Mean	1.576	3	128	.198
	Based on Median	1.382	3	128	.251
	Based on Median and with adjusted df	1.382	3	121.464	.252
	Based on the trimmed mean	1.594	3	128	.194

With a significance value of > 0.05 , it can be concluded that the data in each group have the same variance. Thus, the normality and homogeneity tests carried out showed that the data were well distributed and had the same variance. This condition means that the requirements for using parametric tests have been met, so the analysis can be continued using the t-test (independent sample t-test or paired sample t-test) to test the difference in learning outcomes between groups.

The next stage is to conduct a hypothesis test with a t-test. This test aims to find out whether there is a significant difference between pre-test and post-test scores in the experimental class. The test used is an independent samples t-test, and the results are shown in the following table:

Table 3: T Test

Group Statistics					
	kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil	pretest eksperimen	33	65.82	1.960	.341
	posttest eksperimen	33	79.36	1.342	.234

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil	Equal variances assumed	4.470	.038	-32.759	64	.000	-13.545	.413	-14.371	-12.719
	Equal variances not assumed.			-32.759	56.602	.000	-13.545	.413	-14.374	-12.717

The results in the table show that the significance value (2-tailed) is 0.000, which means < 0.05 . This shows that there is a significant difference between the results of the pre-test and post-test in the experimental class. These results are in line with previous studies that reported a 20-25% increase in scores in the group that used media-matching

cards compared to the control group. (Al-Audh, Muhayyantg, & Sakkir, 2023)

In addition, a Mean Difference value of -13.545 indicates an increase in score of 13.545 points after the treatment is given. Thus, the learning model used has been proven to have a significant impact on improving student learning outcomes in experimental classes. The improvement in learning outcomes obtained in this study shows that the use of game-based methods is able to create a more active and fun learning atmosphere. Learning models such as matching cards have been proven to provide opportunities for students to be more involved in the learning process, so that their participation increases and academic results become better compared to conventional methods that tend to be monotonous (Wartono, Fajriyah, & Royana, 2020).

In addition, the use of card media also affects the motivation aspect of students. Learning activities packaged in the form of games can foster a sense of enthusiasm, reduce student boredom, and increase their active participation. This high motivation to learn has a direct impact on students' cognitive achievement, because the greater the internal drive that students have, the higher the effort made to understand the material being studied (Yuliana, 2023). Thus, it can be emphasized that media-matching cards are able to increase students' motivation and interest in learning. An interactive, fun, and hands-on learning environment is a key factor that makes this method superior to conventional learning (Ardiansyah et al., 2023).

This research also has some limitations that subsequent researchers must pay attention to to improve the quality of their research. Some of these limitations include the limited time available for research, as the researcher must adjust the implementation schedule to the academic calendar. This causes the implementation time to be limited and not optimal (Kisman, Nur, Ammade, Latifa, & Larekeng, 2024). The implementation time, which coincides with the month of Ramadan, makes the learning process less effective and tends to result in a decrease in focus when participating in learning activities (Shahbazi & Villa López, 2024). Differences in characteristics between students, even if they are from the same school. Students in the experimental and control groups showed varying levels of enthusiasm and ability, which could have an impact on overall learning outcomes (Syamsiah, 2024).

Thus, although the use of Matching Cards has shown very good results in improving students' learning outcomes, this study still has several limitations that need to be considered for further research. The implementation was carried out within a relatively short period and involved a limited number of participants, so the effectiveness of this medium has not been tested in a broader learning context. In addition, external factors such as students' learning styles, teacher creativity, classroom environment, and school support were not fully controlled, which may also influence the increase in student achievement.

Therefore, subsequent research is recommended to apply Matching Cards with a wider range of study subjects, a longer treatment duration, and stricter control of variables to produce more optimal and consistent findings. Future studies may also explore comparisons with other learning media, examine the long-term impact on student memory retention, or combine Matching Cards with digital learning platforms. With more comprehensive research, Matching Cards has the potential to be standardized as an innovative instructional strategy that can be applied more generally across schools and diverse learning conditions.

CONCLUSION / الخلاصة

The results of this study confirm that the matching card learning media have proven effective in increasing student interest and learning outcomes in Arabic in eighth-grade students at MTsN 2 Kota Surabaya. The use of this media creates a more enjoyable and interactive learning environment than conventional methods, thus encouraging active student engagement in understanding vocabulary. Student responses during the learning process demonstrated greater enthusiasm, indicated by increased participation, increased courage to ask questions, and a willingness to try and memorize vocabulary independently and in groups.

The effectiveness of the matching card media was also demonstrated quantitatively by comparing scores before and after use, which showed an average increase of 13.545 points. This jump in scores indicates that the media is not only visually appealing but also has a direct impact on student academic achievement. Therefore, matching cards can be an innovative learning strategy to overcome boredom, increase learning motivation, and support optimal learning outcomes in Arabic. This media is worthy of recommendation for continued implementation or development into other relevant learning materials.

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