



Using Nearpod for Teaching Arabic in Kindergarten and Madrasah Ibtidaiyah

استخدام نيربود لتعليم اللغة العربية في روضة الأطفال والمدارس الابتدائية

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ABSTRACT

The rapid development of technology lately has had a great influence on various aspects of life, including the world of education. Among them is the creation of various kinds of online learning applications in the form of games. The game application is one of the educational media models that can be used by teachers and students as a learning tool. The use of game applications in the learning process aims in addition to attracting the attention of students to focus more on learning material, it is also intended to create a natural, active and fun learning atmosphere. Thus, it is hoped that students can gain knowledge without feeling forced to learn. This article aims to present the application of the Nearpod game in Arabic learning for vocabulary recognition (mufradat) and basic sentence patterns. Nearpod is a website-based application (accessible on the <https://nearpod.com/page>) that can support the learning process, both offline and online, so that the learning process becomes easy and fun for students.

KEYWORDS: Nearpod; Learning Games; Application; Arabic

مستخلص البحث

كان للتطور السريع للتكنولوجيا مؤخرًا تأثير كبير على مختلف جوانب الحياة، بما في ذلك عالم التعليم. من بينها إنشاء أنواع مختلفة من تطبيقات التعلم عبر الإنترنت في شكل ألعاب. تطبيق اللعبة هو أحد نماذج الوسائط التعليمية التي يمكن للمدرسين والطلاب استخدامها كأداة تعليمية. يهدف استخدام تطبيقات الألعاب في عملية التعلم بالإضافة إلى جذب انتباه الطلاب للتركيز أكثر على المواد التعليمية، كما أنه يهدف إلى خلق جو تعليمي طبيعي ونشط وممتع. وبالتالي، من المأمول أن يتمكن الطلاب من اكتساب المعرفة دون الشعور بأنهم مجبرون على التعلم. تهدف هذه المقالة إلى تقديم تطبيق لعبة نيربود في تعلم اللغة العربية للتعرف على المفردات وأنماط الجمل الأساسية. Nearpod هو تطبيق قائم على موقع الويب (يمكن الوصول إليه من صفحة <https://Nearpod.com>) يمكنه دعم عملية التعلم، سواء في وضع عدم الاتصال أو عبر الإنترنت، بحيث تصبح عملية التعلم سهلة وممتعة للطلاب.

الكلمات الرئيسية: nearpod، ألعاب تعليمية، تطبيق، عربي

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Introduction

The most widely used learning resources in the world of education today are gadgets and the internet. These two tools have been collaborated in such a way that they succeeded in realizing various learning applications that can be used as a medium for delivering material from teachers to students. Learning applications are programs that function as tools, materials or techniques used in teaching and learning activities with the intention that the process of educational communication interaction between teachers and students can take place effectively and efficiently.

The use of learning applications is said to be appropriate and efficient because generally learning applications are in the form of games so that they are interesting, fun and useful to convey learning messages. Mainly for students in Kindergarten and Madrasah Ibtidaiyah. Currently the game (game) is an activity that is often done by children as a means to fill spare time. The word game is no stranger to them. The word game comes from English which means game. The game is one type of play activity where the players try to achieve the goals of the game by taking actions according to the rules of the game (Adams & Rollings, 2007).

Games that have educational content are known as educational games or game applications. The game application aims to provoke children's learning interest in learning material while playing so that with a happy feeling it is hoped that children can more easily understand the subject matter presented (Pujiadi, 2014). Related to this, Handriyantini (2009) explains that game applications are games designed or created to stimulate thinking power, including increasing concentration and solving problems.

Game applications can be one type of media used to provide teaching, increase knowledge for users (students) through a unique and interesting media. The target users for this application are children. Therefore, the challenges and compatibility between the material and the abilities of students are important factors in designing learning using game applications. Thus, it is expected that students can obtain maximum results.

Several studies have shown the benefits of using game applications in learning. Among them research conducted by Melero, et al. (2014) show that game-based learning

can have a positive impact on student performance and motivation. Kurniawan, et al (2014) regarding game applications, namely the use of Android-based games, show that games in the form of quizzes are good for use in learning. Playing games can also improve children's cognitive intelligence such as the ability to count, the ability to recognize the shapes of objects. By using educational games, children can learn and play at the same time. Parental cooperation is also very much needed, namely by helping children learn from the games played by children and also controlling their playing time.

Among the game applications that can be used in the learning process are (1) Kahoot! Play & Create Quizzes, (2) Make it - Create Educational Games & Quizzes, (3) Quizlet: Learn Languages & Vocab with Flashcards, (4) Quiz Maker (Create Quiz, Questionnaire, & Test), (5) Quizizz: Play to Learn, (6) wordwall, 7) padlet, and (8) Nearpod. This article will offer one of the eight game applications mentioned above, namely the Nearpod game application for learning Arabic in Kindergarten and Madrasah Ibtidaiyah.

Results and Discussion

Learning Arabic in Kindergarten

Arabic according to Al-Ghalayin (2005) are sentences used by Arabs to express their desires (thoughts and feelings). This definition is shown by the following quote.

الكلمات التي يعبر بها العرب عن أغراضهم وقد وصلت إلينا من طريق النقل وحفظها لنا القرآن الكريم والأحاديث الشريفة وما رواه الثقات من منثور العرب ومنظومهم

"Various words or sentences used by the Arabs to express their various intentions or purposes, are conveyed to us by quoting and compiled and preserved for us by Al-Qur'an Al-Karim and noble hadiths, and various reliable narrations in the form of prose and Arabic poems".

In historical studies, Arabic belongs to the Semitic language family, namely the language family used by peoples living around the Tigris and Furat rivers, the plains of Syria and the Arabian Peninsula (Arsyad, 2003). When compared with other cognate languages, Arabic has more speakers. More than 280 million people in the world speak Arabic as their mother tongue (first language). After being designated as the 6th official language of the United Nations on December 18, 1973, there are currently 25 countries that use Arabic as the official language of their country. Furthermore, Arabic as one of

the world's languages has experienced rapid development as a social language of society and the language of modern science which is studied in various parts of the world.

According to the Ministry of National Education, learning is a process of interaction between students and educators and learning resources in a learning environment, both formal and non-formal education environments. The substance of learning as stated by Hermawan (2011) is the maximum effort made by the teacher in creating teaching activities to achieve learning objectives. Thus, learning Arabic is a teaching activity carried out optimally by a teacher so that students can carry out learning activities well so that the objectives of learning Arabic can be achieved.

Learning Arabic in kindergarten aims to introduce some vocabulary (*mufradat*) and simple functional sentence patterns to students so that children can speak Arabic even if only a little. Guidance in learning is made by the teacher himself with reference to the existing curriculum and adapted to the characteristics of the child. The material taught in the form of object names, numbers, limb names, day names, month names, colors, and simple conversations in daily life. The introduction of vocabulary (*mufradat*) is important because the key to mastering the conversation of Arabic or other foreign languages is the mastery of vocabulary and functional sentence patterns used in daily life (Fitriya, 2015).

The introduction of Arabic in Kindergarten uses cognitive methods with training techniques through repetition, introduction and incorporation of examples of sentence patterns. Arabic introduction activities are carried out by playing, singing, and listening to stories. the help of media images, props or models, and original objects. Media images are usually used to introduce the names of objects in the image such as pictures of fruits, means of transportation, etc. While props or models such as wood are in the form of triangles, circles, and blocks with different colors to introduce colors. The original objects in question are objects around the classroom such as pens, books, chairs, windows, blackboards and the children themselves to introduce the names of body parts in Arabic.

In principle, the introduction of Arabic at this level is in order to build a child's positive attitude towards Arabic. Therefore, learning Arabic must be able to encourage, guide, develop and foster abilities and be able to foster a good attitude towards Arabic. The ability to speak Arabic and a positive attitude towards Arabic is very important in order to help prepare them in time to understand the main sources of Islamic teachings, namely the Qur'an and Hadith, as well as Arabic books related to Islam.

Learning Arabic in Madrasah Ibtidaiyah (MI)

Arabic learning at MI serves as the language of religion, science, and communication. Therefore, teaching Arabic is always bound and mutually supportive with other Islamic studies. It is hoped that students can communicate and understand readings in simple Arabic. This will help students understand the two main sources of Islam in Arabic, namely the Qur'an and hadith.

In accordance with the content standards set by the government, the scope of Arabic lessons consists of four components of language learning in general, namely listening skill (مهارة الاستماع), speaking skill (مهارة الكلام), reading skill (مهارة القراءة), and writing skill (مهارة الكتابة). The four components are arranged in one theme so as to provide a meaningful experience for students.

If viewed from the aspect of the age of the students, learning Arabic in Kindergarten and Madrasah Ibtidaiyah/SD is learning for early childhood. Learning for early childhood as stated by Mukti Amini quoted by Wibowo (2012), must be in accordance with the principles of developmentally appropriate practice (DAP) for early childhood. Asmani (2009) suggests several principles that support Mukti Amini's statement, which can also be used by educational institutions in implementing early childhood education. The principles in question are:

- a. Oriented to children's needs.
- b. Learn through play.
- c. A conducive environment.
- d. Using integrated learning.
- e. Develop various life skills
- f. Using educational media sharing and learning resources
- g. Implemented gradually and repeatedly.
- h. Arabic learning through *mufradat*

Related to the principles of early childhood education mentioned above, the use of game applications as interactive multimedia is considered very appropriate to be able to optimize the process and learning outcomes of students. The use of appropriate and varied media can overcome the saturation of students in learning. The media used is not just one, but more than one media or multimedia (text, graphics, images, audio, visuals) that can be presented at the same time (Arsyad, 2014: 170).

Nearpod application/website

The Nearpod application is an application that provides various interesting features that can be used in various learning processes, including learning Arabic. This application has been proven to provide various benefits in the world of education in various fields of science. The following research results show the advantages of Nearpod in learning.

Research conducted by Ni Kadek Yunita in 2020 showed that Nearpod media is very effective for use in online learning systems. This application, besides being very helpful for teachers in delivering subject matter, also has content that is challenging for students so as to increase student interest in participating in online learning.

At the university level, in 2019 Azrul Abdullah, Mohammad Fadhili Yahaya, and Norshamshina Mat Isa reported their research results in a journal entitled "The Impact of Nearpod Interactive Learning Platform in Quality Accounting Education for Sustainable Development" saying that the Nearpod learning media used in accounting courses have an effect on students' academic attitudes and performance. The results of the study also show that the use of virtual technology such as Nearpod as a learning medium can make the learning process more practical and easier for students.

Nearpod can be a solution to the limited class size in active and collaborative learning at Ulster University. These are the results of a study conducted by Stephen McClean and William Crowe published in a journal they wrote with the title "Making room for interactivity: using the cloud-based audience response system Nearpod to enhance engagement in lectures" (2017). The results also stated that the students also showed positive feedback from the interactivity and engagement provided through Nearpod.

Research conducted by Mohssen Hakami in a journal published in 2020 with the title "Using Nearpod as a Tool to Promote Active Learning in Higher Education in a BYOD Learning Environment" states that Nearpod capabilities and the BYOD learning model are able to encourage active learning in the classroom. The students were very satisfied with the integrated learning environment and Nearpod's ability to present learning content, especially in video conferencing-based learning systems.

From several studies related to the use of Nearpod in education above, it can be concluded that this media can be applied in various fields of science, including learning Arabic.

Utilization of Nearpod for Mufradat Learning in TK/MI/SD

Nearpod is an Education webtool that helps teachers create interactive learning in the classroom. Among the advantages of Nearpod is its availability in web form and applications that can be installed on the device. Making activities through Nearpod is also quite simple and easy. Class activity features are also interactive, including matching pairs, memory tests, time to climb, polls, etc. In addition, there is a share with teachers feature that makes it easier for teachers to collaborate with other teachers in compiling class content and activities through Nearpod.

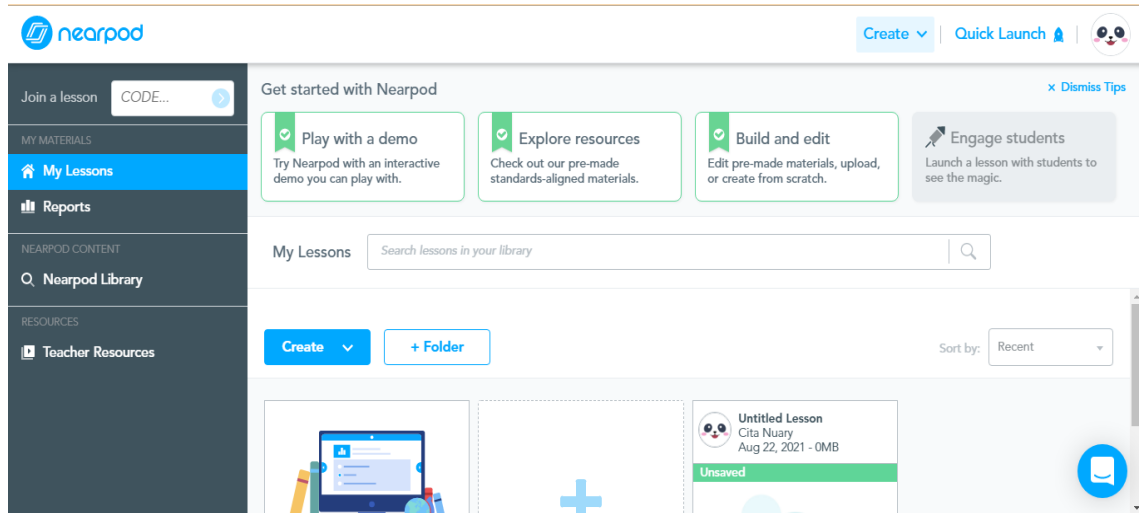
Another advantage of Nearpod is that this webtool is completely free. Students are also not required to create an account in advance to join or to work on activities that have been prepared by the teacher. Students can work on activities on Nearpod by entering the activity code that has been shared by the teacher. Finally, Nearpod has been integrated with various educational platforms such as Microsoft Teams, Google Classroom, Social Media, and Video Conference Zoom.

Nearpod also makes it easy for teachers to create interactive and fun learning content, through two main features: content and activities. In the content feature, teachers can create attractive presentations containing pictures, videos, and even quizzes to play with students. In the activity feature, teachers can easily create several types of interactive practice activities. This paper discusses the use of two features of Nearpod activity, namely matching pairs and time to climb.

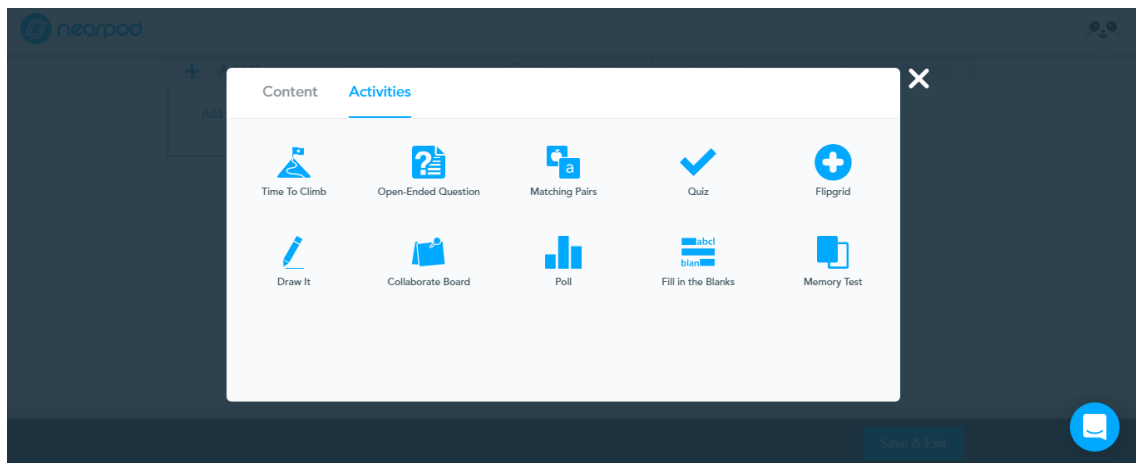
The following explanation is divided into two parts. In the first part, the steps for creating matching pairs activities will be discussed. In the second part, the steps for making time to climb activities are explained.

Making Matching Pairs

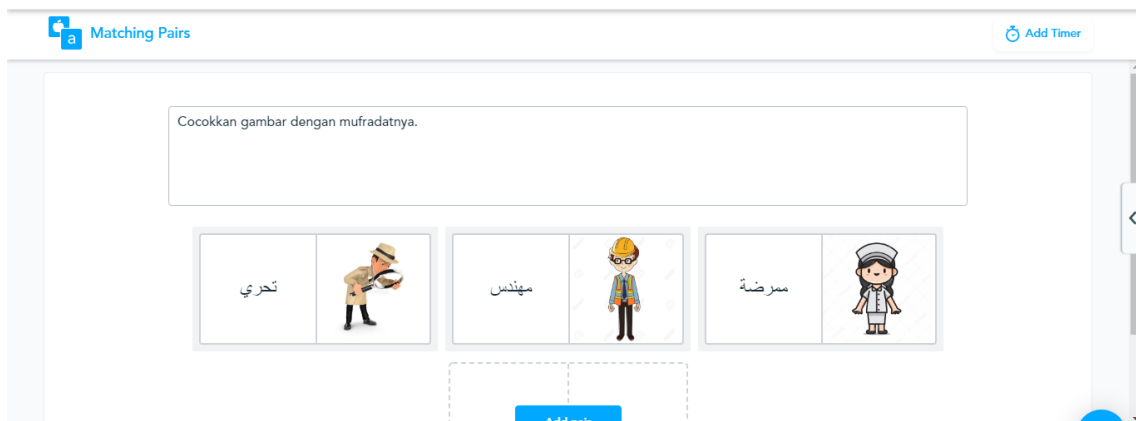
To make Matching Pairs questions; match the picture with the text, or the text with the text, follow these steps. After the teacher creates an account and logs in to Nearpod, the home screen will appear as follows. Here, click on the create button.



After clicking the create button, a box will appear as shown in the following image. Because it will create class activities, then click the activities button. There are several choices of activities in this feature. Select matching pairs.



The page will change to the following. On this page, teachers can write activity instructions, provide illustrations for questions, set the processing time for each item, and also write pairs of answers.



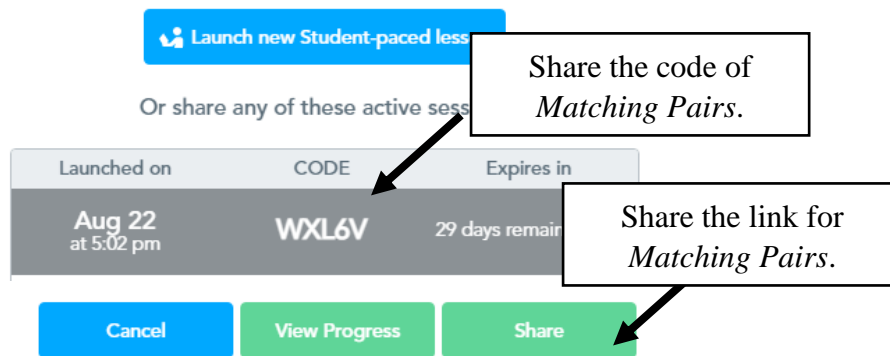
Notes:

1. To set the processing time for each item
2. To write the Matching Pairs activity instructions
3. To fill in the question in the form of text and put the appropriate picture
4. To increase the number of questions

After compiling the questions on the page, click save and the page will return to the home page. On the start page, hover over the matching pairs activity and then click student paced. The student paced feature gives students flexibility to work on matching pairs activities at a more flexible time. After clicking student paced, an option will appear as shown in the following image.

The image shows a screenshot of the Nearpod interface. At the top, there are four buttons: "Play with a demo", "Explore resources", "Build and edit", and "Launch see the". Below these is a "My Lessons" section with a search bar. The main area displays a grid of lesson cards. One card is titled "Untitled Lesson (1)" by Cita Nuary, dated Aug 22, 2021, and is 1MB. It features a matching pairs activity with Arabic words and illustrations. A callout box with an arrow points to the lesson card, containing the text "Point the arrow here without clicking it." Another callout box with an arrow points to the "Student-Paced" button in the activity settings menu, containing the text "Click *student-paced*." The settings menu also shows "Live Participation" and "Edit" options.

After selecting student-paced, the following box will appear.



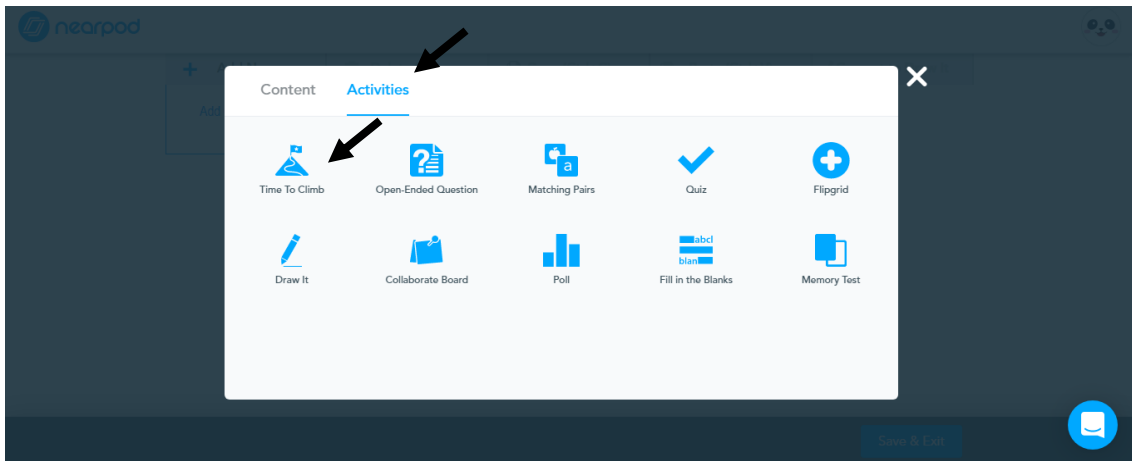
The teacher can share the code with students by copying the 5-digit code. Another alternative is to click the share button and share the link with students.

One of the shortcomings of matching pairs activities is the absence of a scoring system. The teacher only accepts reports from students who have done this activity. So, this activity cannot be used for taking grades, but it is still useful for strengthening student understanding. The following is a display of matching pairs on student gadgets.

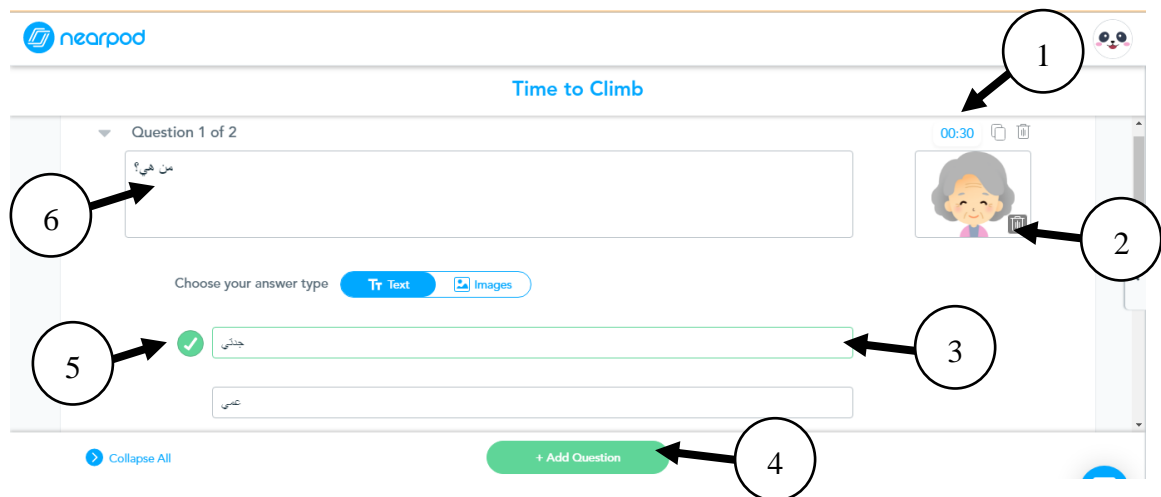


Making Time to Climb

Basically, the process of making time to climb activities goes through the same procedure as matching pairs. First of all, click create and select activities. In the activities feature, select time to climb.



After clicking time to climb, the page will be directed to the question creation page. On this page, teachers can write questions, add picture illustrations for questions and answer choices, set the processing time for each item, and provide answer keys.



Notes:

1. Set the duration of the work on each item
2. Adding image illustrations for questions
3. Make answer choices
4. Adding item questions
5. Determine the answer key
6. Write down questions or questions

After finishing compiling the questions, click save and the page will be directed to the Nearpod home page. To share the time to climb activity code with students, hover over the activity that has been created. Live participation and student paced options

will appear. Click student paced so that students are more flexible in doing this activity at the time specified by the teacher. Share the five-digit code that appears with students, or click share and share the activity link with students.

The screenshot shows the Nearpod interface. At the top right, there is a 'Create' button. Below it is a 'Get started with Nearpod' section with three options: 'Play with a demo', 'Explore resources', and 'Build and edit'. Below this is a 'My Lessons' section with a search bar. A lesson card is visible, showing a preview of a lesson with 'Live Participation' and 'Student-Paced' options. A callout box with an arrow points to the 'Student-Paced' option, containing the text: 'Point the arrow here until it shows the options: *live participation* and *student-paced*. Click *student-paced*.'

Unlike Matching Pairs, there is a scoring system for this activity and the three highest scores will be displayed at the end of the game. The following is the display of the time to climb on the student's device after ending the Time to Climb game.



Conclusions

Based on the above discussion, it can be concluded that the use of nearpod game applications can be used in learning Arabic, especially in the mastery of vocabulary and (singular) and basic sentence patterns in Arabic. In addition, the nearpod game application can create an interesting and fun Arabic language learning atmosphere. Learners become more enthusiastic and motivated to learn Arabic. Thus, the acquisition of vocabulary (mufradat) and basic sentence patterns in Arabic conversation can be increased as an initial capital to learn and master the four language skills, namely listening skills (مهارة الاستماع), speaking skills (مهارة الكلام), reading skills (الفراءة), and writing skills (مهارة الكتابة).

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