

## Development of Scramble Media for Arabic Language Learning to Improve Listening Skills of Grade 5 Students at MIN Banda Aceh

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### ABSTRACT

This study aims to develop scramble media for Arabic language learning to improve students' listening skills and train them to improve their concentration and thinking speed in grade 5 at MIN Banda Aceh. The research method used is the R&D (Research and Development) method, with the ADDIE model consisting of five stages: analysis, design, development, implementation, and evaluation. The results of this study are, first, presenting vocabulary in the form of animated videos combined with scrambled media to improve students' listening skills in Arabic language learning. Second, students enjoy using scrambled media and can practice their listening skills, thereby increasing their concentration and thinking speed.

**Keywords:** Arabic Language Learning, Scramble Media, Listening Skills

### INTRODUCTION

Arabic has four skills: listening (*maharatul istima'*), speaking (*maharatul kalam*), reading (*maharatul qira'ah*), and writing (*maharatul kitabah*). (طعمية, n.d.) In developing this scramble media, the language skill used is "*maharah istima'*." Listening is the process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, grasp the content, and comprehend the meaning of communication not conveyed by the speaker through speech or spoken language.(Tarigan, 1994)

Listening can be defined as an activity that includes hearing and interpreting language sounds, identifying, examining, and reacting to the meaning contained in the material. The listening process requires serious attention from students; it is different from hearing or listening. According to Tarigan, "In the activity of listening, the listener may not understand what is heard. In the activity of listening, there is an element of intention, but it is not followed by an element of understanding because it is not yet the goal."(Tarigan, 1994) Listening activities include hearing, listening, and being accompanied by an effort to understand the material.

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Citation: Mukhlisah, Rahmayani, H., & Hidayatullah, W. (2026). Development of Scramble Media for Arabic Language Learning to Improve Listening Skills of Grade 5 Students at MIN Banda Aceh. *EL-MAQALAH: Journal of Arabic Language Teaching and Linguistics*, 7(1), 17-24.

DOI: <https://doi.org/10.22373/maqalah.v7i1.9939>



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In the continuity of learning in the classroom, teachers should use learning media to achieve the learning objectives so as to create an effective and conducive atmosphere. The use of media in learning can help students in providing meaningful experiences. Scramble is one of the learning methods that can improve students' concentration and thinking speed; this method requires students to combine the right brain and the left brain. In this method, they are not only asked to answer questions but also to quickly guess the answers to the questions and then answer questions that are already available but still in random conditions. Accuracy and speed of thinking in answering questions are two of the keys to the scramble learning method game. (Huda, 2013)

The scramble learning model is a learning model that can be applied to improve students' creative thinking skills. According to Komalasari, this learning model encourages students to creatively find answers to questions or pairs of concepts by arranging randomly arranged sentences to form an answer or pair of concepts. (Komalasari, 2011)

The first study, written by Andina Isna Ghani Saputri, Muhammad Arif Budiman, and Mira Azizah, entitled "Development of Scramble Words Learning Media for English Class IV A at Nurul Huda Islamic Elementary School, Semarang," contained a problem. It was found that 57% of students found it difficult to learn English, especially in writing and reading skills. Therefore, learning media is needed to increase student motivation in understanding learning materials during the learning process. One of the media developed is Scramble Media. This study used the ADDIE research model, which has five stages of development procedures: analysis, design, development, implementation, and evaluation. (Saputri et al., 2023)

The second study, conducted by Sativa et al., examined the impact of Scramble Word media on the vocabulary skills of fourth-grade elementary school students. The method used was a literature review, which concluded that Scramble Word media had an impact on improving vocabulary skills, increasing interest in learning, and increasing the effectiveness of English learning. (Sativa et al., 2024)

The third study by Liyudza et al. The purpose of this study was to improve students' abilities in learning Imla' Manqul with the rabthil huruf method based on the Joint Learning approach and the Scramble method at MTsN 4 South Aceh. The research method used by the researcher was the R&D (research and development) method of the Borg and Gall model using the one-group pre-test and post-test design. The results showed that students' abilities increased by using the Rabthil Huruf method. (Rahayu, 2023)

Nia Daniati et al. studied the application of the scramble learning model to increase student learning motivation. The research method used was a quantitative method. The research location was SDN 2 Kalapagunung. The results of the study obtained an average value of student learning motivation before the application of the scramble learning model, namely, 54%, while after the application of the scramble learning model, it was 70%. From the results of the hypothesis test with the testing criteria, if the Sig. (2-tailed) value is  $< 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted with a significance level of 0.05. An obtained value of 0.000 can lead to the conclusion that  $H_0$  can be rejected and  $H_a$  is accepted. This shows that the use of the scramble learning model in learning can influence student learning motivation. (Daniati & Yulianengsih, 2024)

This study has similarities and differences with the four previous studies. The similarities lie in the scramble media used in the study, and the population and sample are mostly at the elementary school level, although there is one study at the junior high school level. although there are studies that apply it as a method, not as a medium. While the differences lie in the learning materials, namely, English and imla' mangqul. Also, the purpose of the study is to improve motivation and writing and reading skills in English and Arabic, as well as vocabulary. This study is expected to provide solutions to problems faced in learning Arabic, especially in listening skills at the elementary school level.

## METHOD

The research method used is the ADDIE Research and Development Model, which includes five stages of development procedures: analysis, design, development, implementation, and evaluation, used in this study.

The population and sample were fifth-grade students at MIN Banda Aceh. The research instruments used were a needs survey and test items to determine the effectiveness of the product.

## FINDINGS AND DISCUSSION

### Instructional Media

Media comes from the Latin word *medius*, which literally means middle, intermediary, or messenger. In Arabic, media is an intermediary or messenger of messages from the sender to the recipient. (Arsyad, 2011) Learning media are tools used by teachers in learning activities to convey messages to facilitate students in learning the material being taught, so that learning objectives can be achieved. (Rambe & Erika, 2025) Media also means mediator, a mediator is a cause or tool that intervenes for both parties or can be called a third party. With the term mediator, media indicates its role and function, namely regulating the effectiveness between the two parties who are communicating in the learning process. (Rumiyati et al., 2025)

Media effectiveness can be seen if the media can influence the effectiveness of teaching and learning activities. Therefore, it can be concluded that media is a tool that can convey or act as an intermediary for messages in the learning process. (Puhka et al., 2023) Learning media includes tools physically used to convey the content of teaching materials, which consist of books, tape recorders, cassettes, video cameras, video recorders, films, slides (picture frames), photographs, drawings, graphics, television, and computers. (Wardana et al., 2025)

In the learning process, media can also utilize objects around us. These media can be natural, man-made, or cultural objects. Therefore, media is a tool to facilitate the learning process. Thus, media is a component of learning resources or a physical vehicle containing learning materials in the student's environment that can be seen, heard, and read. (Prasetyo et al., 2026) The use of media in the teaching and learning process can stimulate new desires and interests, increase motivation and stimulation in learning activities, and even have a psychological impact on students. The application of learning media will foster a more enjoyable learning atmosphere. (Mahadipta et al., 2025)

### Listening Skills

#### Definition of listening

The linguistic definition of *istima'* is derived from the words *sami'a*, *sam'an*, *sim'an*, *sama'an*, *sama'atan*, *sama'iyatan*, which mean to hear. *Istima'* is also translated as *ishgo*, meaning to listen, pay attention, and eavesdrop. (محمد، الفيروزآبادي، ٢٠٠٥) Terminologically, it is the primary means humans use to interact with others at certain stages. Listening is not simply hearing with the ears; it also involves memory and recollection. In this case, when someone hears, the mind is used to pay attention to what is heard to gain its benefits. This activity of *istima'* must also be able to capture both explicit and implicit meanings. This listening activity is called *istima'*. (Khodjaqulova, 2024)

*Istima'* is the process of attentively listening (*inshat*) to spoken language codes and then interpreting them. Therefore, *istima'* is a listening process that also involves one's memory and recollection, and is required to grasp the meaning contained within, both explicit and implicit. (Kurniawati et al., 2025)

### **Stages of learning listening skills (maharah istima')**

#### *Identification exercises*

The first stage of listening skills aims to help students accurately identify Arabic sounds. This exercise is crucial because the Arabic sound system differs significantly from Indonesian and the regional languages students are familiar with. Some Arabic sounds are similar to the sounds in the students' native language, others are similar, and others are completely unfamiliar (foreign). (Masrukhi, 2022)

#### *Listening and imitation exercises*

These listening and imitation exercises are conducted by the teacher in class and focus on sounds that are new or unfamiliar to students, as well as the pronunciation of long and short vowels, with and without tasydid, which are unfamiliar in Indonesian. (Darmawaty et al., 2025)

#### *Listening and Comprehension Practice* (Effendy, 2012)

The next stage, after students recognize the sounds of language and can pronounce them, is listening practice, which aims to enable students to understand the form and meaning of what they hear.

#### *Viewing and Listening Practice*

The teacher plays recorded material while simultaneously showing a series of images that reflect the meaning and content of the material the students have just heard. This type of practice is called viewing and listening practice.

#### *Listening and Demonstrating Exercises*

In these exercises, students are asked to perform nonverbal movements or actions in response to stimuli presented by the teacher. This is because students need to become accustomed to unfamiliar sounds as quickly as possible. It is also important to recognize that the new language they are learning cannot be considered a final object or a mere Madrasah subject. It must be communicated.

#### *Listening and Information Acquisition Practice*

Ultimately, listening is about acquiring information. This information may be explicit, stated clearly, or it may be implicit, requiring further observation and evaluation.

### **Development of Scramble Media**

The research results discuss the development of Arabic Language Learning Scramble Media to improve students' listening skills with the material المهنة using the ADDIE model. In the development stage, several processes were carried out, starting with the analysis of problems and needs up to the evaluation process. The results obtained are as follows:

#### **Analyze**

Based on an analysis of material needs related to Arabic language learning, particularly in listening skills, there is a lack of listening exercises and limited practice questions on the subject of "مهنة". This served as the primary basis for developing Scramble Media, as it provides various listening exercises (maharah istima'). Based on this listening practice need, the researchers developed scramble media for the subject of "مهنة" for grade 5 MI students, with the indicator being the ability to demonstrate the speech act of choosing a preferred profession orally.

## Desain

The second stage in this research is the design stage, namely, designing a product that suits the needs of students. So, in this research, the media designed is scramble media. The steps in designing scramble media are as follows:

1. Before designing a product, the first thing that must be considered is determining the material that will be studied by students. In this study, the researcher chose the material المهنة.
2. After determining the material, the next step is to design media that meets the needs of the students. The appropriate media for the problem above is scrambled media, then presented with animated videos. By integrating scrambled media and animated videos, students can easily complete listening exercises.

The steps in designing scrambled media are as follows:

- a. The first step is to prepare the tools and materials

Tools:

- Scissors
- Knife
- Clips
- Double-sided tape
- Press

Materials:

- Styrofoam
- Cardboard
- Ribbon
- Pictures
- HVS paper

- b. The second step in making scramble media is measuring the cardboard and Styrofoam according to the size, then cutting the Styrofoam according to the size of the picture card, and after that, removing the cut pieces and sticking the Styrofoam on the cardboard that has been pressed.



Figure 1: animated videos



Figure 3: Image



Figure 2: Scramble media before stacking



Figure 4: Scramble media after being compiled



**Figure 5:** Scramble media



**Figure 6:** Animated video images

Prepare the card images in two color forms: the first group of cards is white, and the second group of cards is yellow. Then stick the pressed image cards on top of the cut pieces. To make the scramble media more attractive and neat, add ribbons around the Styrofoam and stick flower-shaped ribbons on the right and left corners.

### Development

Development is the process of creating scrambled media. The tools and materials listed above are used to create scramble media. The scramble media consist of picture cards designed to train students' listening skills, in line with the objectives to be achieved. However, the teacher continues to monitor the progress of the students throughout the development process.

This development phase produces scrambled media as a learning tool that will be revised based on input from media experts. In this phase, the researcher used two steps: media and material product validation and product revision validation.

### Implementation

After the development phase, the next step is the implementation phase. During this implementation phase, a trial of the scramble media was conducted. The implementation activities were conducted in a classroom with 15 students. The implementation process included firstly conveying core competencies, basic competencies, and learning indicators under the theme “professions”. The media then explained and detailed the steps for its use. First, an animated video was shown containing images of professions and their pronunciations in Arabic. After listening to the video, each group was asked to arrange the picture cards according to their respective partners. The students enjoyed the learning process, but there were some shortcomings.

### Evaluation

Evaluation is an activity to evaluate the results of the product that has been developed. This evaluation involves media experts who validate the product that has been produced. The process in this development stage is as follows:

1. Validation of media products and materials

The learning materials and media that have been designed are initial designs that will then be validated by validators. There are two validators: a media validator and a material validator. After the media and materials have been validated by the validators, the next stage is to test the media on students to determine whether it is suitable for use.

## 2. Product Revision

The results of the validator material that must be revised are:

- This media was initially aimed at improving reading skills (*maharah qiraah*), but after being validated by the validator, this media is more suitable for improving listening skills (*maharah istima'*).

The results of the media validator that must be revised are:

- The image on the card is not yet clear or is still too small.
- The colors on the image on the card are not yet striking.
- The text on the image on the card is still relatively small.



**Figure 7:** Scramble media before revision



**Figure 7:** Scramble media after revision

## CONCLUSION

The development of scramble media for Arabic language learning to improve students' listening skills. The goal of this media development is to train students to improve concentration and thinking speed. This media requires students to combine the right and left brains. They are not only asked to answer questions but also to quickly guess the answers and then answer questions that are already provided, but still in a random state. The research method used is the R&D (Research and Development) method. The development model used is the ADDIE model, which has five stages of development procedures: analysis, design, development, implementation, and evaluation. The results discuss the development of scramble media for Arabic language learning to improve students' listening skills with the topic of المهنة. This study also presents vocabulary in the form of animated videos combined with scrambled media to improve students' listening skills in Arabic language learning. Students feel happy and focused when using this scramble media.

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