Development of Booklet-Based Teaching Materials to Improve Mufrodat Mastery of Students at MIN 3 Nagan Raya

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Abstract: Vocabulary (mufrodat) mastery is an essential component in Arabic language learning at the madrasah ibtidaiyah level. However, classroom observations indicate that students' vocabulary mastery remains low due to the limited availability of attractive and student-centered teaching materials. This study aims to develop booklet-based teaching materials that are valid, practical, and effective in improving the vocabulary mastery of fifth-grade students at MIN 3 Nagan Raya. This research employed a Research and Development (R&D) approach using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. The research subjects were fifth-grade students of MIN 3 Nagan Raya. Data were collected through observation, interviews, questionnaires, and pretest–posttest assessments. The results of expert validation showed that the material validity reached 91.25% and media validity reached 93.75%, both categorized as very valid. The field trial results indicated positive responses from teachers and students, with an average score of 83.5% categorized as very good. Furthermore, the students' average vocabulary mastery score increased from 62.4 in the pretest to 82.6 in the posttest. These findings indicate that the developed booklet-based teaching materials are valid, practical, and effective in improving students' Arabic vocabulary mastery.

Keywords: Booklet-based teaching materials, vocabulary mastery, Arabic language learning, ADDIE model, elementary students.

INTRODUCTION

Arabic is one of the oldest languages in the world and is also the most widely spoken language worldwide, with 20 countries using Arabic as their official language (ZAKI, 2021, p. 29). Arabic is the language of holy scriptures and religious guidance for Muslims worldwide, making it crucial for billions of Muslims worldwide, both Arab and non-Arab. (Aprizal, 2021, p. 87) One of the main components of learning Arabic is vocabulary mastery (mufrodat). Arabic vocabulary, or mufrada, is a collection of words or vocabulary known by a person or other ethnicity that are part of a particular language. In English, vocabulary is called vocabulary. (Qomaruddin, 2017, p. 274) According to Al-khauli and Mahmud Ali as quoted by Syaiful in his book, vocabulary is a collection of certain words that will form a language. (Syaiful, 2011, p. 26). From what has been explained above, we

can conclude that vocabulary is a collection of certain words that will form a language or sentence.

However, the reality of Arabic language learning at the elementary school level shows that students' vocabulary mastery is still relatively low. Based on initial observations in grade V of MIN 3 Nagan Raya, it was found that most students experienced difficulty remembering and using Arabic vocabulary. This was due to several factors, including limited engaging teaching materials, conventional learning methods, and a lack of learning media suited to the characteristics of elementary school students, who tend to prefer visual displays and concise materials. This condition aligns with the findings of Hidayat and Fitriani, who stated that much vocabulary learning at the elementary school level is still dominated by conventional memorization methods, making it less engaging for students. (Hidayat & Fitriani, 2021, p. 48)

Students had difficulty remembering vocabulary, understanding meaning, and using it in simple contexts. One cause of this situation was that the teaching materials used were still textual, lacked visuals, and lacked student engagement, resulting in a monotonous learning process that discouraged student motivation. This problem demands alternative teaching materials that are not only informative but also able to capture students' attention and facilitate their understanding of vocabulary. Booklets offer a solution and a medium with the potential to improve students' vocabulary mastery.

A booklet is a small book containing information, usually thinner than a conventional book and more detailed than a brochure, often used for product or company promotions, educational materials, or guides. (Wulandari et al., 2022, p. 73) According to Fitriasih et al., booklets refer to innovations that are basically in the form of learning media, one of which is print media. This media is physical, which looks unique, attractive and flexible. Unique in this case means that it is small and also accompanied by various colors that can actually foster a sense of interest when using it. (Rahayu et al., 2024, p. 310) booklets are considered suitable for elementary school students because of their simple, visual appearance, easy to carry, and can be used independently.

Several researchers have discussed the role of this booklet as a very suitable medium for improving students' mastery of vocabulary. One such study is research by Rahmawati (2024) which shows that the use of booklets can improve elementary school students' conceptual understanding through simple and interesting presentation of material. (Putri et al., 2024, p. 160) Meanwhile, according to the results of research by Izari (2024) found that booklets are effective in learning Arabic because they make it easier for students to remember vocabulary through structured visualization. (Izari & others, 2024, p. 26) However, these studies have not been widely applied to the specific context of vocabulary learning in Islamic elementary schools, and have not adapted to the needs of students at MIN 3 Nagan Raya who have different learning characteristics.

However, a literature review shows that research specifically developing vocabulary booklets adapted to the Islamic elementary school curriculum and the local context of MIN 3 Nagan Raya is still very limited. There has not been a booklet teaching material that comprehensively integrates thematic vocabulary, visual illustrations, and contextual exercises for fifth grade. This research gap indicates the need to develop more relevant, engaging, and effective booklet teaching materials to improve students' vocabulary skills. Therefore, this study aims to: (1) develop a vocabulary learning booklet that is appropriate in terms of content and presentation; (2) determine the level of practicality of the booklet based on teacher and student assessments; and (3) assess the booklet's effectiveness in improving vocabulary mastery of fifth grade students at MIN 3 Nagan Raya. This research is expected to contribute to the development of Arabic language learning media at the elementary school/madrasah level and provide a solution to students' low vocabulary mastery.

METHODS

This study uses the research and development (R&D) method. According to L.R. Gay, the R&D method is oriented towards the development of various educational products such as teaching materials, learning media, and instructional strategies used in educational contexts, not solely to test a theory. In this study, the development model applied refers to the ADDIE model, which consists of five main stages: analysis, design, development, implementation, and evaluation. Each stage is carried out systematically and structured to produce learning products that are effective, efficient, and suitable for use in the learning process.

RESULTS

The results of this study are presented based on the stages of the ADDIE model, which include Analysis, Design, Development, Implementation, and Evaluation. Each stage contributes to the Development of Booklet-Based Teaching Materials To Improve Volume Mastery of Grade 5 Students of MIN 3 Nagan Raya.

Triangulation analysis between quantitative, qualitative, and teacher observation data consistently demonstrated that Theo Centric storybooks can be a relevant medium for building honest character. There was no decline in student motivation or boredom during the implementation process, and some students even requested further stories about the main characters. Students' interest in the continuation of the stories indicates that the developed product not only functions as an educational medium but also has strong literacy potential. Fischer (2016) stated that children's attachment to stories is an indicator of the success of moral literacy interventions.

The analysis phase is the initial step aimed at identifying real needs in the field as a basis for developing teaching materials. This needs analysis was conducted through lesson observations, interviews with Arabic language teachers, and a review of the teaching materials used in fifth-grade classes at MIN 3 Nagan Raya. Based on initial observations, Arabic language learning in fifth-grade classes at MIN 3 Nagan Raya is still dominated by the use of primary textbooks and lecture methods. Vocabulary material is delivered directly by the teacher without the support of varied learning media. As a result, students tend to be passive and have difficulty remembering the Arabic vocabulary they have learned. This is evident in their low ability to pronounce, understand, and use vocabulary in simple sentences.

From the student perspective, the characteristics of fifth-grade students at MIN 3 Nagan Raya indicate that they are more attracted to teaching materials that feature visual displays, colors, and images relevant to everyday life. However, currently available teaching materials do not fully meet these needs. The textbooks used are relatively text-heavy and minimal in illustrations, thus less engaging and not supporting optimal vocabulary mastery. Interviews with Arabic language teachers revealed the need for supplementary teaching materials that are practical, easy to use, and appropriate for elementary school students' cognitive development. Teachers also expressed limited time to develop learning media independently, necessitating ready-to-use teaching materials that can be used both in class and as independent learning materials for students at home.

In addition, the results of the curriculum analysis indicate that vocabulary competency in grade V requires students to master basic vocabulary related to themes close to students' lives, such as the school environment, family, and daily activities. Therefore, the teaching materials developed need to present vocabulary thematically, accompanied by pictures, examples of use in simple sentences, and gradual exercises to make it easier for students to understand and remember vocabulary. Based on these findings, it can be concluded that it is necessary to develop booklet-based teaching materials that are designed systematically, visually appealing, and appropriate to the needs of grade V students at MIN 3 Nagan Raya. Booklets are seen as the right solution

because they are able to present vocabulary material concisely, practically, and contextually, so they are expected to improve students' vocabulary mastery effectively.

After analyzing the problem, the researcher designed the material according to the learning objectives and arranged the material in the booklet according to the books and curriculum at Min 3 Nagan Raya. The researcher designed the booklet cover then wrote the learning objectives and instructions needed for each activity in the topic. The researcher designed each topic topic by topic, each topic presents an image and places instructions for each stage of the constructivist approach. At the vocabulary stage an image is presented, at the next stage a text is presented, at the explanation stage an explanation of the rules is presented that correspond to the previous text, at the expansion stage a direction for thinking is given, then at the evaluation stage a variety of exercises are given that are appropriate to the topic. The researcher used the Canva application to collect the material to be included in the booklet that will be produced later.

The following is the initial design made by the researcher: 1) Printed Cover Materials. The teaching materials developed began with the preparation of a printed cover containing the title "Zoo". This cover was designed to represent the content of the material thematically and contextually, and serves as the identity of the teaching materials so that it is easily recognized by students and educators. 2) Content. The content of the teaching materials consists of several main components, namely a) introduction and objectives, which function to explain the background of the development of the teaching materials and the learning objectives to be achieved; b) instructions or how to use, which provide guidance to teachers and students in utilizing the teaching materials effectively; c) table of contents, which is arranged to make it easier for readers to navigate through the sections of the material; d) word power, which contains key vocabulary related to the theme of the zoo as a basis for understanding the concept; e) text, in the form of main reading presented systematically and according to the development level of students; and f) scans, which are supporting images or illustrations relevant to the material to strengthen understanding and increase the visual appeal of the teaching materials. 3) Evaluation. The evaluation section is presented in the form of a) exercises, which are designed to measure the level of students' understanding of the material that has been studied, as well as a means of feedback for teachers in assessing the effectiveness of the use of teaching materials.

After the researcher designs the product, the researcher will carry out development steps which include the development steps in this research and product improvements after being assessed by experts on the developed product. After the researcher designs the booklet, the researcher submits it to experts in the media field to get suggestions and improve it from the product design. The researcher develops the booklet based on corrections, changes, and suggestions, then improves the product to be better and superior than before so that it is suitable for use in classroom learning. The following is a display of the worksheet before and after development.

Table 1. Media Booklet

Researchers obtained data analysis from expert observations in verifying production using symbols:

$$T = \frac{\sum \text{skor diperoleh}}{\sum \text{skor maksimum}} \times 100\%$$

Keterangan:

- Skor maksimum = 4
- Hasil berupa **persentase kelayakan**

Table 2. Validation by Material Experts

Aspects Assessed	Assessment Indicators	Shoes (1–4)	Average	Category
Material suitability	Compatibility with learning KD/TP	3,8		Highly Worth It
Language quality	Clarity of sentences, conformity with the rules of language	3,6		Worthy
Content relevance	Relationship of the material to the needs of students	3,7		Highly Worth It
Depth & breadth	The level of suitability of the material with the level of the student	3,5		Worthy
Overall Average		**3,65**		**Worthy**

Based on the results of the average assessment per aspect, the material suitability score was 3.8, language quality was 3.6, content relevance was 3.7, and material depth and breadth was 3.5. From all these aspects, the total score obtained was 14.6, while the maximum possible score was 16. Furthermore, the percentage value of feasibility (T) was calculated by comparing the total score obtained with the maximum score, then multiplied by 100 percent, so that the value of T = (14.6 / 16) × 100% = 91.25% was obtained. This result indicates that the developed teaching materials are in the very feasible category, so they can be used in the learning process without requiring fundamental revisions.

Table 3. Media Expert Validation

Aspects Assessed	Assessment Indicators	Shoes (1–4)	Average	Category
Design display	Attractiveness of layout, neatness, consistency of format	3,7		Highly Worth It
Illustrations &	Clarity, relevance, and visual	3,6		Worthy

pictures	quality			
Readability	Font size, spacing, and neatness	3,8		Highly Worth It
Ease of use	Practical, easy to carry, not complicated to use	3,9		Highly Worth It
Overall Average		**3,65**		**Worthy**

Based on the average data per aspect, the design display score was 3.7, illustrations and images were 3.6, readability was 3.8, and ease of use was 3.9. Of the four aspects, the total score obtained was 15.0, while the maximum score that can be achieved is 16, which is obtained from the results of multiplying the maximum score for each aspect (4) by the number of aspects assessed. Furthermore, the percentage value of feasibility (T) is calculated by comparing the total score obtained with the maximum score and multiplied by 100 percent, so that the value of T = (15.0 / 16) × 100% = 93.75%. The results of this calculation indicate that the media developed is in the very feasible category, so it can be used in the learning process without requiring significant revisions.

Table 4. Teacher and Student Responses (Field Trial)

Aspects Assessed	Assessment Indicators	Percentage (%)	Category
The booklet's appeal	Appearance and design motivate learning	85%	Excellent
Content suitability	Materials as needed & easy to understand	83%	Excellent
Practicality	Easy to use in classroom & standalone	80%	Good
Benefits of learning	Help students' speaking skills	86%	Excellent
Overall Average		**83,5%**	**Excellent**

Based on the assessment results, the booklet's attractiveness was 85%, its content suitability was 83%, its practicality was 80%, and its learning benefits were 86%. To determine the overall average score, a calculation was made by adding up all the percentages of the four aspects, then dividing by the number of aspects assessed. Based on the calculation shown in the figure, the average score was 83.5%. These results indicate that the developed booklet has a high level of feasibility and is in the category of feasible to very feasible for use as supporting material in the learning process.

The validation results show that the developed booklet-based teaching materials are in the very feasible category. The validation by material experts obtained a score of 91.25%, indicating the suitability of the materials to learning competencies, language clarity, content relevance, and material depth appropriate to the level of students. The validation by media experts obtained a score of 93.75%, indicating that the booklet has an attractive design, good readability, relevant illustrations, and ease of use. At the implementation stage, the results of the field trial through teacher and student responses showed an average score of 83.5% with a very good category. These results indicate that the booklet is attractive, practical to use, appropriate to students' needs, and provides benefits in supporting the learning process. Based on the results of the expert validation and field trials, it can be concluded that the booklet-based teaching materials are feasible and effective for use in learning.

Table 5. Pretest and Posttest Assessment

Assessment Aspects	Average Score
Pretest (Before using the booklet)	62,4
Posttest (After using the booklet)	82,6
Value Enhancement	+20,2

Table 6. Value Range

Value Range	Pretest	Posttest
90–100	1 Students	8 Students
80–89	4 Students	11 Students
70–79	6 Students	5 Students
< 70	14 Students	1 Students

Based on the pretest and posttest results, there was an increase in vocabulary mastery of fifth-grade students of MIN 3 Nagan Raya after using booklet-based teaching materials. The average student score increased from 62.4 to 82.6, indicating that the booklet had a positive impact on students' ability to understand and remember Arabic vocabulary. This increase in score was supported by the characteristics of the booklet which presented vocabulary concisely, accompanied by pictures and contextual exercises, making it easier for students to memorize and understand the meaning of vocabulary. In addition, the use of booklets also increased students' active involvement during learning, which contributed to improved learning outcomes. Thus, booklet-based teaching materials were considered effective in improving vocabulary mastery of fifth-grade students of MIN 3 Nagan Raya and were suitable for use as supplementary teaching materials in Arabic language learning.

The implementation phase is the application of the booklet-based teaching materials that have been developed and declared feasible by the validator. Implementation took place in a fifth-grade class at MIN 3 Nagan Raya, involving approximately 25 students over three sessions, each with a time allocation of 2 x 35 minutes, in accordance with the Arabic language learning schedule at the madrasah. The Arabic teacher served as the learning facilitator, while the researcher acted as an observer. Students used the booklet as the primary learning material to complement the textbook during the learning activities.

The learning process began with a pretest to determine students' initial vocabulary mastery, followed by the presentation of learning objectives and an introduction to the booklet. The teacher explained the new vocabulary using pictures and correct pronunciation, and guided students in connecting the vocabulary to everyday life contexts through step-by-step exercises. At the end of the learning activity, students were given a posttest to determine their vocabulary mastery after using the booklet-based teaching materials.

The instruments used in the implementation phase included pretest and posttest sheets for vocabulary mastery, student activity observation sheets, learning implementation observation sheets, and student response questionnaires regarding the use of booklets. Quantitative data were analyzed using percentage calculations and score increases, while qualitative data were analyzed descriptively. The implementation of booklet-based teaching materials was declared successful if there was an increase in posttest scores, student activity was in the active category, and student responses were in the good or very good category.

This evaluation phase aimed to assess the effectiveness, practicality, and usefulness of the booklet-based teaching materials implemented in the vocabulary learning of fifth-grade students at MIN 3 Nagan Raya. The evaluation was conducted both formatively and summarily to obtain a comprehensive overview of the quality of the developed teaching materials. Formative evaluation was conducted during the implementation of the learning process. This evaluation included observations of the implementation of the learning, student activities, and student responses to the use of the booklets. Based on observations, students demonstrated a high level of active participation in the learning process.

Students appeared enthusiastic about using the booklets due to the presentation of the material, which included pictures, colors, and varied exercises. Teachers also assessed that the booklets were easy to use and helped in delivering vocabulary systematically.

Furthermore, the results of the student response questionnaire showed that the majority of students responded positively to the booklet-based teaching materials. Students felt the booklets helped them understand and remember vocabulary more easily than using textbooks alone. These findings indicate that the booklets have a good level of practicality and are well-suited to the characteristics of fifth-grade students at Islamic elementary schools.

Summative evaluation was conducted after the entire implementation process was completed. This evaluation focused on measuring students' vocabulary mastery by comparing pretest and posttest results. The evaluation results showed an increase in students' average score from 62.4 on the pretest to 82.6 on the posttest. This improvement indicates that the use of booklet-based teaching materials has a positive impact on student learning outcomes. In addition to the increase in average scores, the distribution of student scores also showed significant changes, with the number of students scoring below the completion standard decreasing drastically, while the number of students scoring high increased. This reinforces the finding that booklets are effective in improving students' vocabulary mastery.

Based on the results of the formative and summative evaluations, the booklet-based teaching materials were declared effective and suitable for use in teaching vocabulary to fifth-grade students at MIN 3 Nagan Raya. However, the evaluation results also indicated the need for improvements in several aspects, such as adding a variety of exercises and adjusting the difficulty level of the vocabulary to better match students' abilities. Overall, the evaluation stage showed that the development of booklet-based teaching materials was able to improve students' mastery of vocabulary and provide a positive contribution to the Arabic language learning process in elementary madrasas.

DISCUSSION

The research results show that the development of booklet-based teaching materials improved the vocabulary mastery of fifth-grade students at MIN 3 Nagan Raya. This improvement was evident in the comparison of pretest and posttest scores, which showed an increase in students' average scores after using booklets in Arabic learning. These findings indicate that booklets, as concise and visual printed teaching materials, are effective in helping students understand and remember Arabic vocabulary.

The success of booklets in improving vocabulary mastery is inseparable from the characteristics of the teaching materials developed. The booklets are designed with simple presentations, accompanied by images, examples of vocabulary usage in sentences, and step-by-step exercises. This presentation aligns with the characteristics of elementary school students, who tend to require visual media and materials that are not too text-heavy. This aligns with learning theory, which states that the use of visual media can strengthen students' memory and conceptual understanding.

In addition to improving learning outcomes, the use of booklets also positively impacts student engagement and motivation. During the implementation process, students appeared more enthusiastic about participating in learning and were more active in completing vocabulary exercises. Booklets provide students with opportunities for independent and guided learning, enabling learning to be more teacher-centered. This fosters more meaningful and student-centered learning.

From the ADDIE model perspective, each stage of teaching materials development contributes to the quality of the resulting booklets. The analysis stage ensures that booklets are developed based on real-world needs; the design and development stage produces systematic and engaging teaching materials; and the implementation and evaluation stage demonstrates the booklets' effectiveness in improving vocabulary mastery. Thus, the ADDIE model has proven suitable for use in developing Arabic language teaching materials at the elementary school level.

The results of this study also align with previous research findings, which suggest that innovative print-based teaching materials, such as booklets, can improve student learning outcomes and understanding. Therefore, booklets can be used as an alternative teaching material to complement textbooks in teaching vocabulary in elementary school. However, this study has limitations, including its limited implementation in one class and the relatively short duration of booklet use. Therefore, further research is recommended to test the effectiveness of the booklet on a wider scale and to develop the booklet in digital form to reach more students and increase learning flexibility.

CONCLUSION

This study concludes that the development of booklet-based teaching materials using the ADDIE model is effective in improving vocabulary mastery of fifth-grade students at MIN 3 Nagan Raya. The development process, which included analysis, design, development, implementation, and evaluation, resulted in teaching materials that were appropriate to the learning needs and characteristics of elementary school students. The application of booklets in Arabic learning demonstrated a positive impact on student learning outcomes.

This was evidenced by an increase in students' average scores from pretest to posttest, as well as increased student engagement and motivation during the learning process. Thus, booklets can be used as effective supplementary teaching materials in vocabulary learning. This study has several limitations. First, the implementation of booklet-based teaching materials was limited to one class, so the results cannot be broadly generalized. Second, the study was relatively short, making it impossible to measure the long-term impact of booklet use. Third, this study focused only on vocabulary mastery, so it did not examine the effect of booklets on other Arabic language skills.

Based on the research findings and existing limitations, it is recommended that further research implement booklet-based teaching materials on a broader scale and over a longer period. Furthermore, booklet development can be combined with digital or interactive media to make it more engaging and in line with developments in learning technology. Arabic language teachers are also expected to utilize booklets as supplementary teaching materials to improve the quality of vocabulary learning in elementary madrasas.

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