



THE EFFECT OF "SOLITE KIDS" MEDIA ON IMPROVING ARABIC VOCABULARY MASTERY AMONG SEVENTH-GRADE STUDENTS OF MTs NW SIKUR

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Abstract

Solite Kids is an educational application that presents vocabulary materials and simple conversations in Arabic in an interactive manner, making it effective in attracting students' interest in learning, especially for beginners. This study aims to determine the effect of using the Solite Kids media in teaching Arabic vocabulary to seventh-grade students at MTs NW Sikur. This research uses a quantitative approach with experimental research design. The sample consisted of class VII B, totaling 26 students, selected using the Probability Sampling technique with the Simple Random Sampling method. The research design applied was a pretest-posttest one group design. Data collection techniques included preliminary observation, testing, and documentation. The data were analyzed using validity tests, reliability tests, normality tests, and the t-test. The results of the study showed that the use of Solite Kids media had a significant effect on improving students' vocabulary mastery. This was evidenced by the significance value ($\text{Sig.} = 0.028 < 0.05$ and the t-count value being greater than the t-table, indicating that the alternative hypothesis was accepted. Additionally, there was a substantial increase in the average score of 59.03 points between the pre-test and post-test. Thus, the use of Solite Kids as an audio-visual learning medium has proven to be effective, engaging, and relevant in enhancing Arabic vocabulary mastery for beginner students.

Keywords *Solite Kids, Arabic Vocabulary, Arabic Learning Media*

INTRODUCTION

In learning Arabic, vocabulary mastery is a fundamental aspect that every student needs to acquire, in addition to mastering the four language skills. Students also need to learn the various elements of the language, one of the most important of which is vocabulary (Naziha & Laily Fitriani, 2023). Vocabulary is a collection of words that constitute a particular language. Vocabulary is an essential element of language that plays a major role in the communication process, both orally and in writing. According to Ifendi, there are several techniques or stages involved in learning vocabulary, including listening to words, pronouncing words, understanding the meanings of words, reading words, writing words, and constructing sentences (2014, *الراسخ*).

One of the main keys to successful vocabulary learning is the selection of appropriate learning media. In vocabulary instruction, teachers typically deliver the material through teaching materials or learning media, relying primarily on textbooks. However, in today's modern era, learning Arabic vocabulary can feel boring and less engaging if it relies solely on textbooks (Naziha & Laily Fitriani, 2023). In practice, many students still have limited vocabulary mastery. This is supported by the findings of several studies conducted by Fatimah, Miftah Ruzani Al-Am, and Nur Hidayahurrahman among Arabic language learners at MI Al-Qur'an Hikmah (2024). Their initial observation revealed that the students' Arabic language abilities were still below the average level and

did not meet the established Minimum Competency Criteria (KKM). A similar condition was also found among students at MTs NW Sikur, where their mastery of Arabic vocabulary was still relatively low (Fatimah et al., 2024).

Based on the researcher initial observations, Arabic language learning at MTs. NW Sikur was also found to be less engaging for students, particularly in terms of their limited mastery of *mufradat* (vocabulary). This condition is partly due to the use of textbooks as the primary learning medium, resulting in students' vocabulary acquisition being largely limited to the standard vocabulary presented in the Arabic language learning materials. Learning media therefore plays a significant role in students' vocabulary mastery. As emphasized in a study by Nurul Khasanah, teachers need to carefully select and utilize learning media that are appropriate, effective, and of good quality to facilitate the achievement of learning objectives. Through the effective use of learning media, students' motivation can be enhanced by encouraging active participation and helping them understand the learning materials more effectively (Zainuri, Mufidah & Jannah, 2022). Therefore, effective, innovative, and engaging learning media are needed to improve students' mastery of Arabic vocabulary.

In Arabic language learning, various technology-based learning media have emerged, including visual and audio media, as well as a range of applications that support the presentation of language content in a more engaging and interactive way. In addition, several other studies have demonstrated positive results regarding the use of digital media in Arabic vocabulary learning. One such study, entitled "The Effect of Using Duolingo Media on Improving Mufradat Memorization among Eighth-Grade Students at MTs NW Selaparang Kediri in the 2023/2024 Academic Year," employed a quasi-experimental approach and demonstrated that the use of the Duolingo application had a significant effect on improving students' vocabulary memorization. The findings indicate that digital application-based learning media not only facilitate students' understanding of vocabulary but also increase their interest and enthusiasm for learning (ادريس, 2023).

One such medium is the "Solite Kids" application, which is considered an effective tool that can be used by teachers to improve students' vocabulary mastery in learning Arabic. This application is specifically designed for children who want to learn Arabic and features an attractive interface with engaging animations that can capture their attention. This is further supported by research conducted by Riska, whose findings showed that the use of Solite Kids as a learning medium was effective in improving students' Arabic language skills (رسكيانا, 2024).

The main materials provided in this application include Arabic vocabulary related to simple words, such as the names of objects found at school, colors, and various other objects. Based on the initial observations conducted by the researcher among seventh-grade students at MTs. NW Sikur, it was found that the students' Arabic language abilities were still below the established Minimum Competency Criteria (KKM). This condition was attributed to the use of monotonous learning media, which was largely limited to textbooks and lacked innovation. In addition, a review of previous studies indicates that there are still few studies specifically examining the effect of the Solite Kids application on improving students' mastery of Arabic vocabulary. Therefore, the researcher was

interested in further investigating the effect of this application in the context of Arabic language learning at MTs. NW Sikur. This study employed a quantitative experimental method using a one-group pretest-posttest design to determine the differences between students' pretest and posttest scores in a single group.

METHODS

In this study, the researcher employed a quantitative method. A quantitative method is an approach that relies on numerical data to analyze scientific phenomena systematically. This method requires data to be collected in a structured manner so that it can be analyzed statistically. The researcher used a quantitative approach because the study aimed to statistically measure whether the Solite Kids learning media had an effect on students' mastery of Arabic vocabulary (*mufradat*) through statistical data analysis (صيني, 1994). The type of research used in this study is experimental research employing a one-group pretest-posttest design. This research design is appropriate for the study because it does not involve a control group; instead, it uses only one experimental group to measure the differences between students' pretest and posttest results.

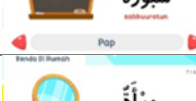
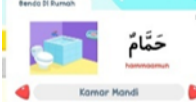
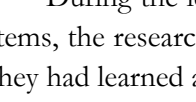
The population of this study consisted of all seventh-grade students at Madrasah Tsanawiyah Islamiyah Nahdlatul Wathan Sikur in the 2025/2026 academic year. The sample consisted of 26 students from Class VII B. The sampling technique used in this study was probability sampling, specifically simple random sampling. Data collection is a fundamental aspect of research for obtaining the required data. In this study, the researcher used observation, tests, and documentation as data collection techniques. Observation was conducted to identify the methods and approaches used in Arabic language learning at the research site. The test consisted of several questions that had been validated by expert lecturers and was administered as a pretest and posttest. Documentation was used to record various research activities through photographs. The data analysis technique used in this study employed a quantitative approach with the assistance of the Statistical Package for the Social Sciences (SPSS) program. Data analysis was conducted using a t-test to determine whether there was a statistically significant difference between the students' pretest and posttest results after receiving treatment using the Solite Kids learning media.

RESULTS

Arabic Vocabulary Learning Materials for Students at MTs NW Sikur

Arabic language learning for seventh-grade students at MTs NW Sikur is conducted once a week. The learning media used in the classroom primarily consists of the Yudistira textbook, 2017 edition. The vocabulary materials presented in the textbook cover objects found in the school environment, home environment, and surrounding areas. The materials taught through the Solite Kids application were adapted to the vocabulary materials presented in the textbook, particularly those related to objects in the surrounding environment, both at school and at home, as described in the following section:

Table 1. Arabic Vocabulary Materials

صورة	معنى	مفردات	م
	Pak Guru- Buguru	أُسْتَاذٌ-أُسْتَاذَةٌ	1
	Buku Paket	كِتَابُ التَّدْرِيسِ	2
	Buku tulis	كُرَاسَةٌ	3
	jam	سَاعَةٌ	4
	Papan Tulis	سَبُّورَةٌ	5
	Cermin	مِرَاةٌ	6
	Dinding	جِدَارٌ	7
	Kamar mandi	حَمَّامٌ	8
	halaman	سَاحَةٌ	9

During the learning process, after the students had learned a number of vocabulary items, the researcher instructed them to construct simple sentences using the vocabulary they had learned and then rewrite the sentences in their respective notebooks. The use of the Solite Kids application in teaching Arabic vocabulary to seventh-grade students was carried out through several stages. First, an Android device was connected to an LCD screen or projector so that the application could be viewed by all students. Before using the application, the teacher first introduced the vocabulary materials to be studied that day, such as vocabulary related to school facilities, household objects, and simple verbs.



Figure 1. Classroom Learning Activities

Next, the teacher or researcher presented the material directly through the Solite Kids application displayed on the screen, using a repetition technique. The teacher pronounced each word and explained its meaning in both Arabic and Indonesian, after which the students repeated the words together. After all the vocabulary items had been introduced, the teacher wrote them on the board so that the students could copy them into their respective notebooks as additional learning materials to review at home. In the next stage, the teacher provided examples of simple sentences (*jumlah mufidah*) using the vocabulary that had been learned. At the end of the lesson, a quiz or question-and-answer activity was conducted to assess the students' understanding, either by asking them to identify vocabulary based on pictures displayed on the screen or by writing their answers directly on the board.

Pre-test Results

Before conducting the classroom experiment using the Solite Kids learning media, the researcher first administered a pretest to determine the level of Arabic vocabulary mastery among seventh-grade students at MTs NW Sikur. A total of 26 students from Class VII B participated in the activity. Subsequently, the researcher administered a posttest to measure the students' improvement after receiving the treatment. The following section presents the students' pretest results.

Table 2. Students Pretest Results

No	Students' Names	Pre Test
1	Amelia Agusfitarini	30
2	Andini Junita Sari	35
3	Artadinata Galang Kusuma	20
4	Aulia Ramdani	40
5	Bayu Saputra	40
6	Dede Marta Qiyano Kholidi	15
7	Hanifurrizqi	35
8	Ismi Hofidoturrohman	20
9	Laelatul Fitri	20

10	Lalu Ahmad Gipar Annashiri	25
11	Lingga Arya Difa1	20
12	M.Habib Burrahmat	25
13	Manda Intan Perata	45
14	Muhammad Islam Haqiqi	25
15	Muhammad Rosi Pratama	35
16	Muhammad Calvin Ardiansyah	30
17	Muhammad Haekal	30
18	Muhammad Riyan Maulana	30
19	Nuratul Aeni	20
20	Nurmayanti	30
21	Revan Andika	30
22	Riza Atmika Cahyani	30
23	Tiara Olivia Febriani	20
24	Widari Saputri	30
25	Yuna Zaskia Rahman	30
26	Zalila Avrilyani	40

Based on the results of the data analysis presented in the pretest table, it can be seen that the students scores varied considerably. One student obtained the lowest score of 15, while six students obtained a score of 20. Three other students obtained a score of 25, and nine students obtained a score of 30, which was the most frequent score. In addition, three students obtained a score of 35, three students obtained a score of 40, and one student achieved the highest score of 45. Based on these results, it can be concluded that most students were in the middle-score range, with 30 being the most dominant score in the pretest results.

Post-test Results

After receiving the treatment, the results of the post-test showed a significant improvement in the students' scores. The results indicated an increase in students' scores after the treatment. This finding demonstrates that after participating in the learning process using the Solite Kids application, the students' vocabulary mastery improved significantly compared to their performance before receiving the treatment. Following the treatment through *mufradat* learning using the Solite Kids media, an improvement in vocabulary mastery was observed among several students. The following table presents the students' post-test results:

Table 3. Students Post-Test Results

No	Nama Siswa	Post Test
1	Amelia Agusfitarini	95
2	Andini Junita Sari	85
3	Artadinata Galang Kusuma	80
4	Aulia Ramdani	100
5	Bayu Saputra	90
6	Dede Marta Qiyano Kholidi	85

7	Hanifurrizqi	75
8	Ismi Hofidoturrohmah	90
9	Laelatul Fitri	90
10	Lalu Ahmad Gipar Annashiri	80
11	Lingga Arya Difa1	80
12	M.Habib Burrahmat	85
13	Manda Intan Perata	95
14	Muhammad Islam Haqiqi	80
15	Muhammad Rosi Pratama	100
16	Muhammad Calvin Ardiansyah	80
17	Muhammad Haekal	90
18	Muhammad Riyan Maulana	85
19	Nuratul Aeni	85
20	Nurmayanti	85
21	Revan Andika	85
22	Riza Atmika Cahyani	100
23	Tiara Olivia Febriani	90
24	Widari Saputri	90
25	Yuna Zaskia Rahman	90
26	Zalila Avrilyani	95

Based on the post-test results presented in the table, the distribution of students' scores was as follows: one student obtained a score of 75, five students obtained a score of 80, seven students obtained a score of 85, seven students obtained a score of 90, three students obtained a score of 95, and three other students achieved a score of 100. These results indicate that most students were in the high-score category, with scores of 85 and 90 being the most frequently obtained. This finding demonstrates that after the learning process using the Solite Kids application, the students' vocabulary mastery improved significantly compared to their previous pre-test results.

This finding is consistent with the theory regarding the function of instructional media, which serves as an intermediary for delivering information or learning content from the source, namely the teacher, to the recipients, namely the students. Instructional media functions to enhance the effectiveness of the learning process because the content or messages can be delivered more clearly, attractively, and easily understood through interactive presentations, including audio, images, colors, and other instructional aids (Kristanto, 2016).

Furthermore, regarding the Solite Kids media, this application contains Arabic vocabulary materials and simple conversations, which can help improve students' understanding of new vocabulary in a more contextual and interactive manner. Through the audio, visual, and interactive exercises provided, students not only learn vocabulary passively but also have the opportunity to practice using it in the context of simple conversations (Fatimah et al., 2024).

T-Test Results

Based on the results of the t-test conducted using the SPSS program, it was found that there was a significant improvement between the pre-test and post-test results. The paired-sample t-test analysis showed a considerable increase in the students' mean scores from the pre-test to the post-test, with a significance value of $0.028 < 0.05$, indicating that the difference was statistically significant. This means that the treatment or intervention provided through the use of Solite Kids media had a significant effect on improving students' learning outcomes.

Table 4. T-Test Results Using SPSS

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	28.85	26	7.656	1.501
	POSTEST	87.88	26	6.808	1.335
Paired Samples Correlations					
		N		Correlation	Sig.
Pair 1	PRETEST & POSTEST	26		.431	.028

In detail, the results of the Paired Samples Statistics show that the mean pre-test score was 28.85, while the mean post-test score reached 87.88, indicating an increase of 59.03 points after the treatment. In the Paired Samples Correlations section, the correlation coefficient (r) was 0.431, indicating a moderate relationship, with a significance value of $0.028 < 0.05$. Therefore, there was a significant relationship between the pre-test and post-test scores, indicating that the use of Solite Kids media was effective in improving students' vocabulary mastery.

CONCLUSION

Vocabulary mastery (*mufradat*) is an important aspect of Arabic language learning because it serves as the foundation for reading, writing, listening, and speaking skills. However, at MTs NW Sikur, the learning process is still predominantly based on the use of textbooks as the primary learning resource, resulting in students' limited vocabulary mastery. To address this issue, interactive digital media such as Solite Kids can serve as an effective alternative. This application features an attractive interface and is equipped with audio-visual features that help students understand vocabulary in a contextual and enjoyable manner.

Based on the pre-test and post-test scores, the research findings indicate that the use of Solite Kids had a significant impact on improving students' vocabulary mastery. Based on the t-test results analyzed using SPSS, a significance value of $0.028 < 0.05$ was obtained, indicating a significant difference between the pre-test and post-test results. The mean pre-test score of 28.85 increased to 87.88 in the post-test, representing an increase of 59.03 points. Therefore, the use of Solite Kids media was proven to be effective in improving students' vocabulary mastery as well as motivating them to learn Arabic.

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