THE USE OF DOMINO CARD MEDIA IN ARABIC LANGUAGE LEARNING TO IMPROVE QAWĀ'ID UNDERSTANDING

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ABSTRACT

This research aims to evaluate the effectiveness of using domino media in improving the understanding of *qawa'id* (fundamental principles) in Arabic language learning at MA Al-Raisiyah Sekarbela. This research was conducted on May 24, 2023/2024 academic year involving 21 class XI students. The research uses descriptive qualitative methods. The research results show that using domino learning media positively increases students' understanding of *qawā'id* in learning Arabic at MA Al-Raisiyah Sekarbela. This learning media has the potential to facilitate the learning process and increase student involvement in understanding *qawā'id* material. Preliminary findings indicate that the use of domino media has a positive influence on students' *qawā'id* understanding. It promotes engagement, interactivity, and a practical approach to learning, which is particularly beneficial for comprehending the intricate rules of the Arabic language. Additionally, students express enthusiasm for this novel approach and report increased motivation and confidence in applying *qawā'id* principles. This research contributes to the growing literature on innovative teaching methodologies and technology-enhanced Learning in Arabic language education. The results suggest that integrating domino media into the curriculum can lead to more effective *qawā'id* acquisition, ultimately enhancing Arabic language proficiency. The findings have implications for Arabic language educators and curriculum developers seeking to improve the quality of instruction and learning outcomes in *qawā'id* comprehension.

Keywords: Arabic, Learning Media, Domino

ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi efektivitas penggunaan media domino dalam meningkatkan pemahaman qawā'id (prinsip dasar) dalam pembelajaran bahasa Arab di MA Al-Raisiyah Sekarbela. Penelitian ini dilaksanakan pada tanggal 24 Mei tahun ajaran 2023/2024 dengan melibatkan 21 siswa kelas XI. Penelitian ini menggunakan metode deskriptif kualitatif. Hasil penelitian menunjukkan bahwa penggunaan media pembelajaran domino positif meningkatkan pemahaman *qawā'id* siswa dalam pembelajaran bahasa Arab di MA Al-Raisiyah Sekarbela. Media pembelajaran ini berpotensi memperlancar proses pembelajaran dan meningkatkan keterlibatan siswa dalam memahami materi qawā'id. Temuan awal menunjukkan bahwa penggunaan media domino memberikan pengaruh positif terhadap pemahaman qawā'id siswa. Ini mempromosikan keterlibatan, interaktivitas, dan pendekatan praktis untuk Pembelajaran, yang sangat bermanfaat untuk memahami aturan rumit bahasa Arab. Selain itu, siswa mengungkapkan antusiasme terhadap pendekatan baru ini dan melaporkan peningkatan motivasi dan kepercayaan diri dalam menerapkan prinsip-prinsip *qawā'id*. Penelitian ini berkontribusi pada berkembangnya literatur tentang metodologi pengajaran inovatif dan Pembelajaran yang ditingkatkan teknologi dalam pendidikan bahasa Arab. Hasilnya menunjukkan bahwa mengintegrasikan media domino ke dalam kurikulum dapat menghasilkan perolehan *qawā'id* yang lebih efektif, yang pada akhirnya meningkatkan kemahiran bahasa Arab. Temuan ini mempunyai implikasi bagi pendidik bahasa Arab dan pengembang kurikulum yang berupaya meningkatkan kualitas pengajaran dan hasil pembelajaran dalam pemahaman *qawā'id*.

Kata Kunci: Bahasa Arab, Media Pembelajaran, Domino

INTRODUCTION

Everyone has their own understanding of language. Because everyday language cannot be separated from human activities as a means of communication with each other. Language is sometimes used in various contexts, such as educational language, military language, political language, love language, and others. Some are associated with the ins and outs of language or language media, such as spoken language, written language, and spoken language. This opinion is undoubtedly ordinary as a form of ideas from the thoughts conveyed by someone. According to Yendra, language is a system with symbols and sounds arbitrarily used by group members in cooperating, communicating, and identifying themselves. Yendra's opinion defines language as a meaningful sound system with sound symbols that are then spoken by human arbitrators in reasonable circumstances so that they can be used as a means of communication. Therefore, language is a system of arbitrary sound symbols with human speech instruments that produce a meaning so humans can understand it (Yendra, 2016). Language is used as a form of interaction within community groups to cooperate and communicate with each other through agreed language symbols (Ghufron et al., 2023).

Arabic has memorable characters, including:

1. Arabic is called Quranic (لغة القرآن) and dhadh (لغة الضاد) languages. It is referred to as the language of the Qur'an because it was derived from Arabic. At the same time, it is called the dhadh language because the Prophet Muhammad (peace be upon him), who brought the Qur'anic treatise, was the one who most *fashih* mentioned the letter dhadh (ض).

2. In Arabic, there is a way of developing word forms called إشتقاق and تصريف. Through the process, one word can be formed into several words similar to its root word, such as *tashrif fi'il madhi, fi'il mudhari'* etc. At the same time, the إشتقاق process will give birth to some different types of word forms.

3. In Arabic, there are أوزان (specific patterns) for فعل (verbs) and إسم (nouns) and the use of hurf jar (prepositions) that make Arabic expressions clear, concise and concise.

4. Unlike most languages in the world, Arabic has a strict قواعد (regular and without many exceptions). As is known, one of the most challenging obstacles for students in learning a foreign language is that there are many exceptions. For example, exceptions in the writing system are in French, and in speech are in English.

5. The existence of the system إعراب (*inflection*), which is a change in the sound or final form of a word depending on its function in the sentence. Alternatively, the wording rules in sentences so they are clear about their final function and value.

Another thing that characterizes Arabic that differentiates it from European languages and other languages is the slogan: "Understand to read, not read to understand." That is, a person who wants to read Arabic texts well (especially in reading the form of words and *I'rab*) must have an adequate understanding of the material/storyline contained in the reading material (Nandang S & Kosim, 2018).

To understand Arabic, one must first know the science of Arabic grammar, namely *qawā'id*. *Qawā'id* is another name for the science of nahwu, and the science of nahwu is inseparable from the science of sharaf. The science of nahwu and Sharaf is a staple in Arabic and is essential to learn compared to other Arabic sciences (Ardiansyah & Muhammad, 2020). The book of Tasrif mentions that the science of Sharaf is the mother of all knowledge, and the science of nahwu is its mother. The science of Sharaf is the mother of Arabic because Arabic words with various meanings are born from Sharaf. At the same time, nahwu is the father because he functions to

organize the words that have been born and arranges them to be correct sentences (Amir & Rasmi, 2020).

In the learning process, there is communication between teachers and students. The teacher acts as a sender of information, while students act as recipients of information (Mahmudah, 2018). This process will work well if the two run smoothly, where the teacher can convey information well to students and students can receive the information well. Communication tools or media are needed to perfect communication between the giver and receiver of information to create effective communication (Ummah, 2019).

They are learning is anything used as an intermediary or liaison from the informer, namely the teacher to the recipient of information or students who aim to stimulate students to be motivated and able to follow the learning process as a whole and meaningful. That is, there are five components in the definition of learning media. *First*, as an intermediary of messages or material in the learning process. *Second*, as a learning resource. *Third*, as a tool to stimulate student motivation in learning. *Fourth*, it is an effective tool for achieving meaningful learning outcomes. *Fifth*, it is a tool to acquire and improve skills. The five components collaborating well will have implications for the success of learning achievement by the expected targets (Utami et al., 2021).

Many phenomena in Arabic teaching found in the field show learners' difficulty in making sentences in Arabic. One of them is monotonous learning that causes students to lack interest and motivation to participate in Arabic language learning, especially in mastering language syntax in making sentences. Arabic syntax is fundamental in making a sentence because it will be irregular and unstructured without syntactic science, making it difficult for the language to understand. In contrast, language is essential for humans to interact or communicate with others. The lack of success in learning Arabic, especially in *qawā'id* material at MA Al-Raisiyah, is influenced by facility factors, namely the lack of learning media, so learning is less exciting and monotonous. The view of the urgency of learning grammar or *qawā'id* led to the emergence of several media in the learning process. Therefore, the alternative researchers offer to increase understanding of *qawā'id* through the learning media "Domino." As the definition of learning media above, this media aims as a tool to increase students' understanding of *qawā'id*.

Several previous studies related to using domino card media, especially in Arabic language learning, including (1) research by Endang Switri et al. As a result of the implementation of this research, Arabic language learning results increased, students became enthusiastic about receiving learning, and educators were comfortable seeing the high learning spirit of learners (Switri & Zaimuddin, 2021); (2) research by Atikah Muthoharoh and Tety Nur Cholifah, the results of the study show that domino card learning media is valid and suitable for use in learning and can increase the learning motivation of grade IV elementary school students (Muthoharoh & Cholifah, 2020); (3) research by Ahmad Ismail et al., The results of this study show that cooperative learning based on Domino games in class VIII A begins with the teacher giving mufradāt, then the teacher reads. Students imitate, and then the teacher deletes the *mufradāt* and continues applying Domino games (domino Arabic vocabulary). Based on *posttest* score data, both groups experienced increased *mufradāt* mastery. The average score of experimental class students was 61,764, an increase of 91,911, while the average score of the control class began at 60,588, an increase of 82,647. Judging from the *posttest* scores of the two groups above, it can be seen that between the experimental class and the control class, both experienced a significant increase (Ismail et al., 2020); (4) Hendrawanto CH research, based on the results of research conducted by researchers, the use of "domino" language games dramatically contributes to improving students' Arabic syntax skills. In pre-action, the average learning outcome was 57%. However, after researchers carried out treatment or action using domino language games, there was a

significant change in the average results obtained by Arabic students in the class of 2015 A, which was 81. Therefore, researchers recommend that all Arabic teachers be able to use the "domino" language game to help improve the Arabic syntax skills of UNJ Arabic language education study program students class of 2015 A through the "domino" language game (Ch, 2015).

This study will analyze the use of dominoes as a medium in *qawā'id* learning at MA Al-Raisiyah Sekarbela to determine whether dominoes can effectively improve student understanding.

METHOD

This type of research is descriptive with a qualitative approach because researchers want to describe and provide a more in-depth picture of the application of domino-shaped learning media. This study interprets or translates the results of the research obtained as information to get an explanation of the conditions that occur. The subject of the study was class XI MA Al-Risiyah Sekarbela students, the 2017/2018 academic year consisting of 21 students; for interview purposes, one student was taken. Researchers provide instruments in the form of explanatory questions on nahwu (syntax) material and analyze them. After the learning process and tests are completed, researchers conduct interviews with students and document them. The primary data collection instrument in qualitative research is the researcher, who works fully to obtain and process the data needed in this study. Researchers used the formula 5W + 1H (What, Who, When, Where, Why, and How. The primary data in this study is the observation of all students in the class by doing *qawā'id* learning practices with Arobic Card (Domino) media in grade 11 MA Al-Raisiyah. Secondary data in this study is a literature study through books, articles, or previous research following the study to be studied. This research was analyzed with four stages: data collection, data reduction or categorization, data appearance, and conclusions. Data collection in this study used triangulation, namely interviews, field observations, and documentation. The data validity test determines whether this media can increase student understanding of *qawā'id* Learning (Musthafa & Hermawan, 2018).

RESULTS AND DISCUSSION
Qawā'id Learning

According to Fauzan et al., learning is a translation of "instruction" widely used in the world of education in the United States. Learning can be interpreted as setting the environment to change student behavior in a positive and better direction according to students' potential and differences (Aziz et al., 2021).

While *qawā'id* itself is jama' from the word *qāidatun*, which means rules laws. So *qawā'id* is the rules or rules contained in composing Arabic sentences, and this branch of *qawā'id* is among them the science of nahwu and sharaf. Thus, *qawā'id* learning is the interaction process of students with their environment, in this case, *qawā'id* material, so there is a change in student behavior where they can understand, understand, and master *qawā'id* (Arif et al., 2022). They are expected to communicate using Arabic properly and correctly.

According to Mokhammad Miftakhul Huda et al., there are several objectives and benefits of learning the science of *qawā'id* (Hahwu and Sharaf) (Huda et al., 2020), including the following:
1. Preventing speech from mistakes, keeping writing from mistakes, and getting used to language correctly are all the main goals of learning science.
2. Familiarize students with the power to pay attention to logical and orderly thinking and train officials in taking principles, laws, and logical explanations. Students can familiarize

themselves with the above things because they have followed the *isti'raiy* method in *nahwu* learners.

3. Help understand words correctly by understanding meaning accurately and quickly.
4. Sharpen the mind, hone feelings, and increase vocabulary for students.
5. Students gain the ability to demonstrate the rules of nahwu in using different sentences, so the result that can be obtained from learning nahwu is that students are more steady in practicing nahwu rules in sentence structures used in life and helpful in understanding literature.
6. The nahwu rule makes detailed ground rules in writing stories, so it is impossible to change themes unless the saga is finished following procedures that rely on the basic rules that bind it.

Understanding Learning Media

According to him, the word media comes from M. Rudy Sumiharsono et al., the Latin "medium," which means intermediary, while in Arabic, media comes from the word "*wasāil,*" meaning the delivery of the message from the sender to the recipient of the message (Sumiharsono & Hasanah, 2017).

The media used by teachers in the learning process is called learning media. Media Based onthe fu ngsinya divided into two. 1) Media, in a broad sense, is any object someone uses to make changes in the hope that the change lasts a long time and occurs through direct or indirect experience. 2) Learning media in the narrow sense, for example, tools and materials used by teachers in the teaching and learning process that occur in class to solve problems or to achieve learning objectives (Hasani, 2018).

Educators or instructors are active in learning activities, and students are active subjects in learning (Abdelhamid et al., 2023). As a result, the word "learning" has a more proactive meaning. Asserts that teaching involves more than just imparting knowledge or information because the learner is the primary beneficiary of learning. Thus, learning can be defined as an interactive process involving teachers and students and learning materials and media to alter experiences, attitudes, and mental characteristics (cognitive and affective) (motor). Therefore, educators must create engaging and varied learning materials for students if they want learning activities to have meaning for them (Switri et al., 2020).

The Word "Learning media" was coined in the early days (and is still used today) to refer exclusively to textbooks, chalk, and teachers. Learning media are increasingly likely to be viewed as a means of disseminating learning defense. Mis is a learning medium that is used as physical equipment to present learning to students. This definition highlights that a learning medium is any physical tool used to communicate knowledge, including computers, visual aids, audio, textbooks, and other tools (Ismail et al., 2020).

A learning process or interaction, or the communication process, is built between teachers and students. In this communication process, the role of learning media can be functioned. Learning media is a means or intermediary in the form of tools that can convey information through learning materials from communicators (teachers) to communicants (students) to facilitate the learning communication process (Abna & Nawawi, 2018).

Learning media are all communication tools that can convey information from sources to planned students. This creates a conducive learning environment where recipients can carry out the learning process efficiently and effectively. Learning media is a messenger technology that can be used for learning purposes; learning media is a physical means to deliver subject matter. Learning media is a means of communication in the form of print and view and hearing, including

hardware technology (Wulan, 2022). Meanwhile, according to learning media, it is used to learn in schools to improve the quality of education. Media can be a valuable intermediary to increase effectiveness and efficiency in achieving goals (Farikhatuzzaeniti & Purwanti, 2023).

Characteristics of Learning Media

Media choosing should follow specific guidelines rather than be done at random. Errors in the selection process about the media type and the topic mediated will result in unfavorable long-term outcomes (Switri & Zaimuddin, 2021). The criteria that must be considered in choosing media either in Arabic language learning or other learning are:

1. Instructional goals
   Studying the learning objectives to achieve in a learning activity is necessary. Then, what media is suitable to achieve these goals can be analyzed.
2. Compatibility with Learning Material (instructional content)
   That is what material or study is taught in the learning program. Other considerations of the material or subject matter are to the extent of the conditions that must be achieved; thus, we can consider what media is appropriate for delivering the material.
3. Suitability to Learning or Student Characteristics
   In this case, the media must be familiar with the characteristics of students or teachers. That is to examine the properties and characteristics of the media to be used. Other things are student characteristics, quantitatively (number) and qualitatively (quality, characteristics, and other habits) of students towards the media to be used.
4. Conformity to Theory
   The selection of this media must be based on conformity with theory. The media chosen is not because of teacher fanaticism towards the media that is considered the best but is based on theories raised from research and research so that it has been tested for validity. Media selection must be an integral part of the overall learning process, which aims to improve learning efficiency and effectiveness.
5. Suitability to Student Learning Styles
   This criterion is based on the psychological condition of students, and student learning styles also influence students' learning.
6. Suitability to Environmental Conditions, Supporting Facilities, and Available Time Alternative Options
   Number of media that can be compared or competed. Thus, we can determine which choice of learning media to choose. Furthermore, remember that no single media can explain all problems or learning materials thoroughly.

The Urgency of Learning Media

Media is used as a learning tool in conjunction with teaching and learning activities, and the results will be efficient and successful. According to study findings, media has demonstrated superiority in assisting educators in communicating instructional messages. It is faster and easier for students to capture and can increase student interest in learning. That is because learning using media will attract more students' attention so that they can grow their interest in the lesson. Moreover, teachers can use various methods, not only communication through words, and students can do more activities such as observing, doing, and demonstrating (Kholid, 2020).

In Arabic language learning, one form of media used is visual media. Visual learning media is the process of delivering messages from the source to the recipient of the message

through visual media to stimulate the minds, feelings, interests, and attention of students in such a way that the learning process occurs. Visual learning media is critical in learning activities because it facilitates understanding, strengthens memory, and fosters student motivation (Basim et al., 2022). Dominoes are classified as visual media types of graphic, print, and still media, namely learning media that channel messages through the sense of sight/sight.

In this case, the media is the means teachers use to deliver learning material to students. Because the function of the media is to assist teachers in delivering messages or learning materials, the existence of media will also affect the success of the learning process. In addition, the data that enters the students' brains will be faster and more robust, and teaching will be more effective and efficient.

Learning Media Functions

The media has a function in learning (Nengsih, 2014), namely:
1. Learning media can function to accelerate the learning process. This function means that learning media lets students capture goals and teaching materials more efficiently and faster.
2. Learning media serves to improve the quality of the teaching and learning process. In general, student learning outcomes using learning media will be durable so that the quality of learning has a high value.
3. Learning media lays concrete foundations for thinking and, therefore, can reduce the occurrence of verbalism.

The functions of Arabic teaching media (Nugrawiyati, 2018), include:
1. Semantic function makes it easier for students to understand a sign or problematic term (symbol) in the material taught. In this function, teachers can use audio-visual media (photos, videos, diagrams, drawings, and certain symbols) to reduce students' misunderstanding of the material. For example, in *mufradāt* learning, a teacher uses picture cards, videos, or other media.
2. The manipulative function makes it easier for students to describe the material educators deliver even though it is not in place. For example, in teaching microdata-themed means of transportation (ships, planes, trains, demands, buses, and the like), the educator prints the image or watches the video and airs it. So that without carrying the objects mentioned, students can already understand them.
3. Fixative function, namely the media, serves as a tool to display, record, and store reviewing something that has passed. For example, in kalam learning, where the teacher gives assignments in Arabic drama videos, the educator will later use the video as an example in learning kalam in the next school year.
4. Distributive function, which serves to provide solutions in limited or critical circumstances in learning activities. In this case, the media is more inclined to use technological media, such as power points, learning videos, and the Internet. For example, in Arabic learning activities, a teacher teaches material using media as power points so that students can also listen and focus on the material if the teacher has a low voice.
5. Sociocultural function, which serves to unite different students' cultures (especially in terms of language). For example, in teaching the pronunciation of *hijaiyah* letters, there are usually students from various regions who are undoubtedly different in pronouncing (accenting) the sounds of *hijaiyah* letters in one scope of learning space. In this case, teachers can use book media about *makhorijul* letters as a student handbook.

Psychological function: this function consists of six aspects (Miaw, 2023).

a. Cognitive aspect: an opener and enhancer of new insights for students in Arabic teaching and learning activities.

b. Affective aspect: serves as a driver of student activeness, especially regarding emotions in learning Arabic.

c. Psychomotor function: a booster of student creativity in Arabic language learning.

d. Attentional aspect: a tool to attract students to Arabic teaching and learning activities.

e. Motivational aspect: serves as a student spirit builder during the Arabic learning process.

f. Imaginative aspect: increases and boosts students' imagination in learning Arabic.

The use of Domino cards as Arabic Language Learning Media

Domino media is a suitable media for use in Arabic language learning, usually used in *qawa'id* learning. Using domino cards as a teaching aid can be a fun and successful strategy for those learning a language (Ch, 2015). The idea is to use Arabic words, phrases, or characters on domino cards. Students must match the cards according to similarity in pronunciation, meaning, or other language-related standards. Here is how using domino cards to learn Arabic might help you: (1) Expand Your Vocabulary: Make domino cards with Arabic terms printed on one side and their equivalents in English on the other. Learners can match the Arabic word to its English equivalent. This helps build vocabulary; (2) Phonetic Practice: Have cards with Arabic letters and corresponding images or words starting with that letter. Learners can match the letter with the correct image or word, reinforcing pronunciation. (3) Phrase Construction: Make domino cards from Arabic sentence fragments. To grasp sentence structure, learners must match phrase beginnings and finishes to make entire sentences; (4) Arabic Script Recognition: Use domino cards with Arabic characters on one side and their corresponding sounds (transliteration) on the other. Learners can match the character to its correct transliteration; (5) Cultural Learning: Incorporate cultural elements into the domino cards. For example, have cards with Arabic food names, cities, or cultural practices and their descriptions in Arabic; (6) Grammar Practice: Create cards with grammatical elements like verb conjugations, noun-adjective agreements, or gender agreements, and have learners match them correctly; (7) Phrasal Dominoes: Play with cards that have popular Arabic phrases written on one side and their equivalents in English on the other. This is especially useful for helping students comprehend colloquial language. (8) Interactive Games: Turn education into a game to make it more enjoyable. To promote involvement and engagement, have students match domino cards one after the other in a competitive setting. (9) Digital Resources: You may make digital copies of Domino games using various tools, or you can locate them online. This can be a practical choice for online or remote learning. Domino cards can add interactivity and enjoyment to the process of learning Arabic. It works particularly well for kinesthetic and visual learners who gain from practical exercises (Muthoharoh & Cholifah, 2020).

Figure 1: Example of a Domino Card in Arabic Learning

However, researchers are interested in applying it to *qawā'id* learning. Researchers adjusted the material studied by grade XI MA Al-Raisiyah Sekarbela students, namely the number of *ismiyah* and *fi'liyah*. Here is an example of a domino card that researchers made:
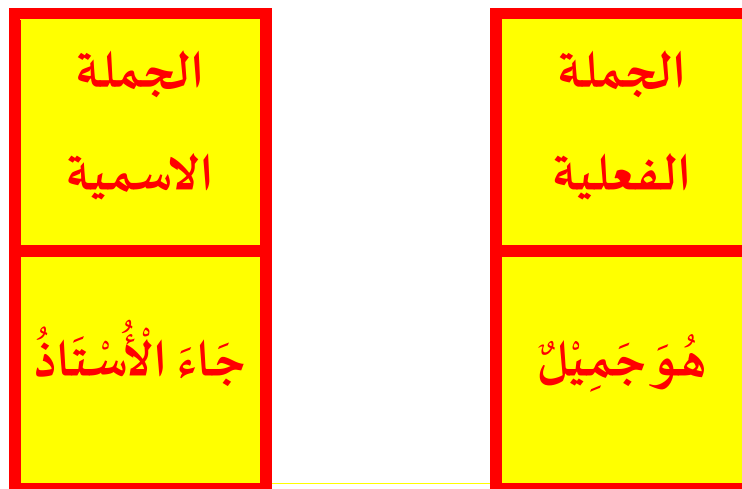

الجملة
الاسمية

جَاءَ الْأُسْتَاذُ

الجملة
الفعلية

هُوَ جَمِيْلٌ

Figure 2: an example of dominoes in *qawā'id* learning

The top box contains discussion materials, namely the number of *ismiyah* and *fi'liyah*. At the same time, the bottom box is filled with examples of the number of *ismiyah* and the number of *fi'liyah*. The example presented in the bottom box does not match the material in the top box. This is so that each box can be connected. The number of ismiyah can be connected with the example number of ismiyah, and the number of ismiyah can be connected with the number of ismiyah. So is the number of *fi'liyah* and examples of the number of *fi'liyah*.

Domino Cards Teaching Steps

Here are some instructions for utilizing Domino cards to teach Arabic (Wijaya & Khoirun, 2023):

1. Before the teacher briefly explains the material, apperception is given as reinforcement (recalling previous material) and preparing students to learn (praying, attendance, conveying learning objectives).
2. They were divided into groups of 7 people based on test results on the initial test. Each group was given a set of domino-shaped game tools containing material questions on the number of *ismiyyah* and *fi'liyyah*.
3. Every student has the opportunity to participate in the game.
4. Similarly, start the game. After the game is finished, it is done with a domino game, where students discuss and make conclusions about *qawā'id* material. Good presentation and game techniques will attract students' attention and create a pleasant atmosphere.
5. Before students take turns lowering cards, the students concerned first pay attention to the cards provided so that the lowered cards have the same relationship as the cards attached. Examples of cards that have been installed with example sentences from the number of ismiyah: students must lower the card that reads the number of *ismiyyah* and the number of *fi'liyyah* cards.
6. If the card handed down is correct, then dial a game surprise. However, if the student is wrong, it will be recorded in the error table. If, in one group, there is a part of the card

that cannot be solved, the teacher will explain and record the group error table. The game has no win or loss, but each student will be detected, at which point he still does not understand, by looking at the given error table.

7. The teacher observed the activities of students in each group during the game. Apa When time permits, the teacher allows students to repeat the game because it does not rule out the possibility of one student getting a problematic card. In contrast, another student gets an easy card.

8. After the game, students can collect their respective papers and an error table.

Research Results

Researchers will present the results of a study with the theme "The Use of Domino Media to Improve *qawā'id* Understanding in Arabic Language Learning at MA Al-Raisiyah Sekarbela West Lombok for the 2022/2023 Academic Year". The object of research is class XI MA student Al-Raisiyah Sekarbela.

From the interview conducted with the Arabic teacher, Mr. Mustahajudin S.Pd. In learning Arabic, *qawā'id* is a material considered difficult for students to understand. The cause is a one-way learning strategy that makes students less active in learning. This is seen in students who have never learned the basics of *qawā'id*.

Things found by researchers in class XI MA Al-Raisiyah students after teaching Arabic syntax using Domino media, the researcher concluded in his observations as follows:

1. Students are increasingly active in learning. Students are directed to carry out active learning in learning using Domino media. Active Learning is Learning that is dominated by students. In its implementation, students can assess each other and discuss independently.

2. Increase student motivation in learning Arabic inside and outside the classroom. Domino media is a media that can be used inside and outside the classroom. After in-class learning, students can play again outside the classroom without teacher guidance. So that students unwittingly engage in independent learning outside the classroom. These results align with research (Muthoharoh & Cholifah, 2020), showing that Domino card learning media is worth using to increase student motivation.

3. Almost 80% of students master the material taught.

The results are similar to those of student interviews after using Domino media, which said that the media can improve *qawā'id* understanding in Arabic language learning. In addition, the media can increase student activity in the classroom.

CONCLUSION

This research concludes that this study shows that using Domino card media in learning Arabic *qawā'id* at MA Al-Raisiyah Sekarbela can positively affect students' understanding and achievement. Some of the main findings from this research are: 1) Increased Understanding of *qawā'id*: Using Domino card media in learning helps students understand Arabic grammar rules. They more easily understand grammatical concepts that were previously difficult to understand; 2) Increased Engagement: Students feel more involved in learning because of the interactive approach and card games. This increases their motivation to learn Arabic grammar; 3) Better Retention: students who use card media tend to retain knowledge of Arabic grammar long-term; 4) Positive Response: Students and teachers provide positive feedback regarding using Domino card media in learning. They find this approach more engaging and effective. However, it is

essential to note that the success of using card media in learning Arabic *qawā'id* can significantly depend on its implementation. Good teacher training, effective card design, and good integration into the curriculum all play an essential role in the success of this method. This study also highlights the importance of considering local context and student needs in developing effective learning methods. In the context of MA Al-Raisiyah Sekarbela, using Domino card media has proven helpful in improving the understanding of Arabic *qawā'id*.

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AUTHOR CONTRIBUTIONS STATEMENT

DQNJ: Planning the research, gathering and analyzing data, and producing the manuscript are the responsibilities of the first author. In addition to helping to formulate the research proposal, the first author coordinates the study. S, NR, and RU: The second author contributed to gathering, analyzing, and writing the article's methodological part. The second author also aided the compilation of relevant literature and references.

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