

Improving Arabic Vocabulary Mastery through the Drops Application among Seventh-Grade Madrasah Tsanawiyah Students

Abdurrahman Almujaiddid^{1*}, Abdul Qahar Zainal², Akhmad Syahid³, Agussalim Beddu Malla⁴, Surani⁵

¹ Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumoharjo Km. 5, Makassar, Indonesia, 90231. E-mail: 10220220023@student.umi.ac.id

² Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumoharjo Km. 5, Makassar, Indonesia, 90231. E-mail: abdul.gaharzainal@umi.ac.id

³ Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumoharjo Km. 5, Makassar, Indonesia, 90231. E-mail: akhmad.syahid@umi.ac.id

⁴ Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumoharjo Km. 5, Makassar, Indonesia, 90231. E-mail: agussalimbeddu.malla@umi.ac.id

⁵ Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumoharjo Km. 5, Makassar, Indonesia, 90231. E-mail: Surani.surani@umi.ac.id

*Correspondence Autor

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Abstract: This study aims to examine the implementation of the Drops application-based learning media in Arabic language learning, particularly in vocabulary (mufradat) instruction, and to determine the extent to which the application improves students' vocabulary mastery at the seventh grade of MTsN 2 Makassar. The research employed Classroom Action Research (CAR) using the Kemmis and McTaggart model, which consists of four stages: planning, action, observation, and reflection. The study was conducted in two cycles involving 36 students of class VII.5 at MTsN 2 Makassar. Data were collected through observation, tests (pre-test and post-test), and documentation. Data analysis was conducted using qualitative and quantitative methods, specifically comparative descriptive statistics. The results indicate that using the Drops application as a learning medium creates an interactive, enjoyable, and motivating learning environment, encouraging students to participate more actively in the learning process. Improvement in vocabulary mastery was evident from the students' learning outcomes, which showed significant increases in each cycle. The percentage of students achieving mastery increased from 5.56% in the pre-cycle to 52.78% in Cycle I and reached 86.11% in Cycle II. Therefore, the use of the Drops application-based learning media is proven to be effective in improving students' Arabic vocabulary mastery

Keywords: Classroom Action Research, Learning Media, Drops Application, Vocabulary Mastery, Arabic Language.

How to Cite?

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1. Introduction

Arabic language learning at Madrasah Tsanawiyah plays an essential role in equipping students with basic language skills, particularly vocabulary mastery, as the foundation for other language competencies. However, in classroom practice, several problems persist, such as students' limited mastery of Arabic vocabulary, limited classroom

participation, and the dominant use of conventional, less engaging learning media. (Abdurochman, 2017)

Low vocabulary mastery directly affects students' ability to understand texts, communicate orally, and participate effectively in Arabic language learning. This condition requires teachers to implement innovative learning strategies that can enhance students' motivation and active involvement in the learning process. One possible solution is to integrate technology-based learning media that align with students' learning characteristics and needs. (Abdurochman, 2017)

Along with technological advancements, digital learning applications have become a relevant alternative for improving the quality of language learning. The DROPS application is a digital learning medium designed to assist learners in acquiring vocabulary through interactive and self-directed activities. The application presents vocabulary items through visual displays, repetition exercises, and memory reinforcement features, which can support students in understanding and retaining new vocabulary more effectively. (Hanifah et al., 2023)

Given these issues, a systematic, planned instructional approach is required to improve students' mastery of Arabic vocabulary. Therefore, this study was conducted as a Classroom Action Research (CAR) aimed at enhancing the mastery of Arabic vocabulary among seventh-grade Madrasah Tsanawiyah students through the use of the DROPS application. This research is expected to contribute to the development of more effective, innovative, and technology-oriented Arabic language learning strategies. (Ainillah, 2023) (Rahmandika et al., 2023)

Although several previous studies have examined the use of digital and mobile applications in vocabulary learning, most focus on general language learning outcomes or are conducted in non-Arabic-language contexts, such as English or other foreign languages. Some studies have also investigated the effectiveness of the DROPS application in vocabulary acquisition; however, these studies tend to emphasize experimental designs or descriptive analyses rather than classroom-based reflective improvement. In addition, limited research has specifically explored the use of the DROPS application in Arabic vocabulary (mufradat) learning at the Madrasah Tsanawiyah level using a Classroom Action Research (CAR) approach. Therefore, this study fills the research gap by implementing the DROPS application as a learning medium to improve Arabic vocabulary mastery through systematic instructional cycles, focusing on both learning outcomes and student participation in a real classroom context. This approach provides practical pedagogical insights for Arabic language teachers in integrating technology-based learning media into classroom instruction. (Jurnal et al., 2025)

2. Method

2.1 Types and Research Approach

This study employed a quantitative approach using Classroom Action Research (CAR). Classroom Action Research is a form of reflective research conducted in the classroom by applying specific actions or strategies to improve the quality of the learning process and learning outcomes. The researcher systematically implemented instructional actions

and observed their effects on students' mastery of Arabic vocabulary. (Alfania et al., 2023) (Pahleviannur et al., 2022)

2.2 Location and Time of the Study

This research was conducted at MTsN 2 Makassar during the 2025/2026 academic year. The selection of the research site was based on preliminary observations indicating students' low mastery of Arabic vocabulary and the limited use of technology-based learning media in Arabic language instruction.

2.3 Research Subjects

The subjects of this study were seventh-grade students (Grade VII) of Madrasah Tsanawiyah in the 2025/2026 academic year. The class was selected based on the researcher's initial classroom observations. The total number of students in this study was 36, comprising male and female students with heterogeneous academic abilities.

2.4 Data Collection Techniques

Data collection in this study used several techniques to ensure valid and reliable data. Observation was used to directly observe Arabic language learning activities, particularly students' participation, engagement, and learning behavior during the implementation of the DROPS application. Tests were administered in the form of pre-tests and post-tests to measure students' initial vocabulary mastery and learning outcomes after the instructional actions were implemented. Interviews were conducted with teachers and students to obtain in-depth information about learning experiences, responses to using the DROPS application, and challenges encountered during the learning process. Documentation was used to collect supporting data, including lesson plans, learning materials, students' work, and photographs related to the implementation of the learning activities.

2.5 Research Instruments

The research instruments used in this study included observation sheets, test instruments, and reflection sheets. The observation sheet was designed to record students' learning activities, participation levels, and engagement during Arabic vocabulary learning using the DROPS application. The observation indicators were developed based on criteria for student activity and involvement in classroom learning.

The test instrument was used to assess students' mastery of Arabic vocabulary through pre- and post-tests in each cycle. In addition, reflection sheets were used to evaluate the learning process and students' learning outcomes at the end of each cycle. The reflection results served as the basis for planning improvements and instructional adjustments in the subsequent cycle.

3. Results and Discussion

3.1. Implementation of Application-Based Learning Media Using the DROPS Application

In Pre-Cycle, before the implementation of the instructional action, a pre-cycle observation and test were conducted to assess students' initial mastery of Arabic

vocabulary. The results indicated that students experienced difficulties in understanding and memorizing Arabic vocabulary. Classroom observations also showed low student participation and limited engagement during the learning process. These findings confirmed the need for instructional improvement through the use of technology-based learning media. Sub-heading of the discussion

In Cycle I, the instructional action was implemented by integrating the DROPS application into Arabic vocabulary learning activities. Students were introduced to vocabulary materials through visual displays and guided practice using the application. The results of Cycle I showed an improvement in students' vocabulary mastery compared to the pre-cycle condition. However, some students remained passive and needed guidance in using the application effectively.

Based on the observation and reflection results, several weaknesses were identified, including limited time management and students' unfamiliarity with digital learning activities. Therefore, improvements were planned and implemented in Cycle II to optimize the learning process.

In Cycle II, improvements were made by providing clearer instructions, more intensive guidance, and increased student interaction during learning activities using the DROPS application. The results showed a greater improvement in students' mastery of Arabic vocabulary than in Cycle I. Students showed higher participation, better motivation, and greater confidence in using Arabic vocabulary.

The findings indicate that using the DROPS application created a more engaging learning environment and supported students' vocabulary acquisition through repetition, visualization, and active involvement. Thus, the instructional objectives of the classroom action research were successfully achieved in Cycle II.

3.2. Results of Implementing the DROPS Application–Based Learning Media

The results of this classroom action research indicate that implementing application-based learning media with the DROPS application effectively improved seventh-grade students' Arabic vocabulary mastery at MTsN 2 Makassar from the pre-cycle stage to Cycle II. The improvement was consistently observed in both learning outcomes and students' classroom participation. The interactive features of the DROPS application enabled students to learn vocabulary visually and in context, thereby strengthening memory retention and improving their ability to pronounce and write Arabic vocabulary accurately.

These findings are in line with the Multimedia Learning Theory proposed by Richard E. Mayer, which emphasizes that learning that combines visual and auditory elements can enhance students' understanding and information retention. The integrated

presentation of images, text, illustrations, and audio in the DROPS application helped students process linguistic information more effectively. The improvement in students' vocabulary mastery supports Mayer's theory that multimedia-based learning optimizes cognitive processing in language learning. (Mayer, 2024)

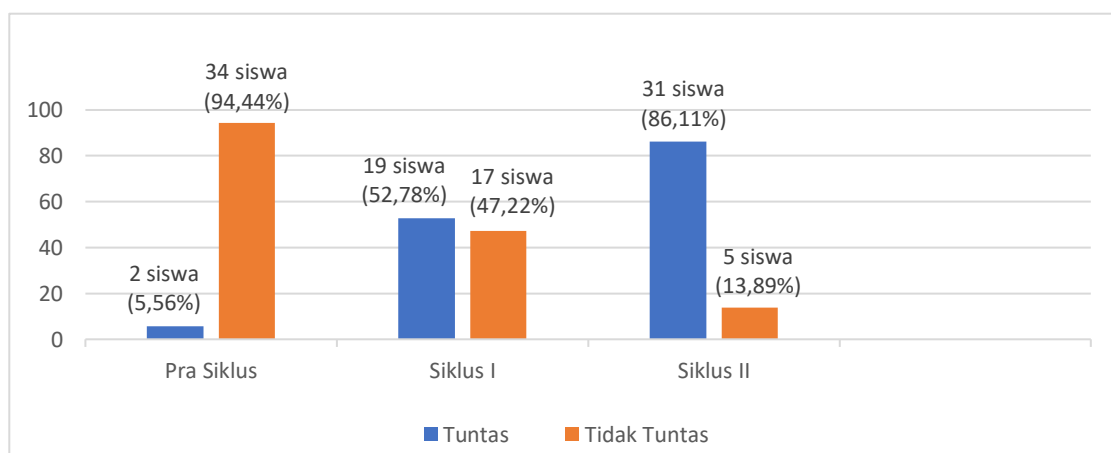
In the pre-cycle stage, Arabic language instruction was conducted using conventional methods without technology-based learning media. Students demonstrated low vocabulary mastery and limited motivation to learn. This condition highlighted the need for instructional improvement through the integration of digital learning media. In Cycle I, the implementation of the DROPS application resulted in an improvement in students' vocabulary mastery; however, several challenges were still encountered during the learning process. Instructional improvements were then implemented in Cycle II by enhancing student motivation, providing more intensive guidance, and optimizing the use of the DROPS application. The results of Cycle II showed a more significant improvement in both vocabulary mastery and student participation. These findings confirm that using application-based learning media through the DROPS application created a more effective, interactive, and enjoyable Arabic language learning environment. (Jurnal et al., 2025) (Zaki, 2023)

Table 1 presents the improvement of students' Arabic vocabulary mastery from the pre-cycle to Cycle II after the implementation of the DROPS application-based learning media.

Table 1. Improvement of Students' Arabic Vocabulary Mastery

Stage	Average Score	Students Achieving Mastery (%)
Pre-Cycle	49.6	5.56
Cycle I	75.28	52.78
Cycle II	87.64	86.11

The data indicate a significant improvement in students' vocabulary mastery and learning achievement across each cycle.



Source: Primary Data 2025

Figure 1. Improvement of Students' Arabic Vocabulary Mastery

Figure 1 illustrates the comparison of students who achieved mastery (*tuntas*) and those who did not achieve mastery (*tidak tuntas*) across the pre-cycle, Cycle I, and Cycle II. In the pre-cycle stage, only 2 students (5.56%) achieved mastery, while 34 students (94.44%) had not yet met the learning criteria. After the implementation of the DROPS application in Cycle I, the number of students achieving mastery increased to 19 students (52.78%), while those who did not achieve mastery decreased to 17 students (47.22%). A greater improvement was observed in Cycle II, where 31 students (86.11%) achieved mastery, and only 5 (13.89%) remained below the mastery criteria. These results indicate that implementing the DROPS application-based learning media effectively improved students' mastery of Arabic vocabulary across each cycle.

3.3 Theoretical and Pedagogical Implications

From a theoretical perspective, the findings of this study support the Cognitive Theory of Multimedia Learning, which emphasizes that meaningful learning occurs when learners actively process information across multiple channels, particularly visual and auditory. The DROPS application integrates images, text, and audio in a structured and repetitive manner, enabling students to process Arabic vocabulary more effectively. This integration helps reduce cognitive load and enhances vocabulary retention, particularly in learning Arabic *mufradat*, which requires strong memorization and contextual understanding.

From a pedagogical perspective, the results indicate that using application-based learning media, such as DROPS, can create a more interactive, motivating, and student-centered learning environment. The application encourages active participation, repeated practice, and independent learning, which are essential for vocabulary mastery. For Arabic language teachers, the findings suggest that mobile learning applications can be effectively integrated into classroom instruction when accompanied by clear guidance and well-structured learning activities. Therefore, the use of the DROPS application is not only effective in improving learning outcomes but also provides practical instructional strategies to enhance Arabic vocabulary learning at the Madrasah Tsanawiyah level. (Jurnal et al., 2025)

4. Conclusion

The implementation of the DROPS application-based learning media has proven effective in improving students' mastery of Arabic vocabulary in grade VII at MTsN 2 Makassar. The results of the classroom action research indicate consistent and significant

improvement from the pre-cycle to Cycle II, both in learning outcomes and in students' active participation in the learning process.

The use of interactive and visual features in the DROPS application contributed to increased student motivation, focus, and engagement in learning Arabic vocabulary. Through systematic planning, implementation, observation, and reflection in each cycle, the learning process became more effective and student-centered.

Based on these findings, the DROPS application can be recommended as an alternative learning medium to support Arabic vocabulary instruction, particularly in enhancing students' motivation and learning achievement. Future research is encouraged to explore the use of similar application-based learning media in different language skills or educational contexts.

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