Arabic–English Pocket Dictionary (Cory) Based on Symbolic Art to Increase Arabic Vocabulary Mastery in Elementary School

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ARTICLE INFO	ABSTRACT
	The purpose of this study is to describe the Arabic–English Pocket Dictionary (Cory) Based on Symbolic Art to increase Arabic vocabulary mastery in elementary school. To find out how Cory is implemented and increased, this research uses classroom action research methods. Classroom action research (CAR) is a research method whose implementation is carried out to find out problems in the learning process as well as steps that teachers can take to improve the quality of learning, which refers to the research implementation process, consisting of four stages, namely (1) Planning, (2) Actuating, (3) Observation, and (4) Reflecting (reflecting in general on the research process). This must be done in at least two cycles if it shows the target that has been determined. The research process was carried out in two cycles. The results of the first and second cycle post-tests obtained an average score of 76 and 95, respectively, with learning completeness results in each cycle of 70% and 100%. Thus, the percentage increase in student learning outcomes is 30%.
Keyword	Arabic vocabulary mastery;

مستخلص البحث

الغرض من هذا البحث هو وصف قاموس الجيب الإنجليزي (CORY) المستند إلى الفن الرمزي الموضوعي (CORY) لتحسين إتقان المفرودات في المدرسة الابتدائية. لمعرفة كيفية تنفيذ CORY وتحسينه ، يستخدم هذا البحث أساليب البحث الإجرائي في الفصل الدراسي. البحث الإجرائي في الفصل الدراسي (PTK) هو طريقة بحث يتم تنفيذها لاكتشاف المشكلات في عملية التعلم والخطوات التي يمكن للمدرسين استخدامها لتحسين جودة التعلم. التي تشير إلى عملية تنفيذ البحث التي تتكون من أربع مراحل ، وهي (١) التخطيط ، (٢) التحقيق ، (٣) الملاحظة (٤) الانعكاس (عكس عملية البحث بشكل عام) يجب القيام بذلك على الأقل في دورتين إذا يظهر هدف واضح. وقد تم تحديده. تم إجراء عملية البحث في دورتين. حصلت نتائج الاختبارات اللاحقة للدورتين الأولى والثانية على متوسط درجات ٧٦ و ٩٥ ، مع نتائج اكتمال التعلم في كل دورة بنسبة ٧٠٪ و ١٠٠٪. بحيث تكون نسبة الزيادة في نتائج تعلم الطلاب ٣٠٪.

كفاءة المفردات ١؛ وسائط التعلم ٢؛ البحث الصفي الإجرائي ٣؛ قاموس الجيب الإنجليزي العربي ٤	كلمات أساسية

INTRODUCTION

The connection with learning foreign languages (including Arabic) requires students to master a large vocabulary (Rina & Endis, 2021). Learning Arabic vocabulary is the first step in teaching Arabic to students because Arabic vocabulary is one of the language elements that must be mastered by Arabic learners to be able to acquire four language skills. Vocabulary problems are still often found in learning Arabic, especially amongst primary school students.

The elementary school level itself is the initial foundation of basic education in building the perception of education itself (Kaharuddin et al., 2022). Therefore, it is important to overcome the problems that exist at this level in order to prepare students for facing the challenges of learning at the next stage of education. According to the psychological perspective and analysis, students at the age of *Madrasah Ibtidaiyah* experience cognitive development at the concrete operational stage; that is to say, they are still in the process of growth and development, both physically and psychologically. To provide new knowledge it will be easier to understand the use of concrete learning media as well. Students of *Madrasah Ibtidaiyah* age also prefer a fun and interesting learning process and provide new things during their learning process (Nisa, S. K., 2022).

Elementary School Muhammadiyah 1 Malang (commonly known as Elementary School MUTU) is precisely located on Jalan Kawi, Malang City. Because this school is located in the city of Malang (as a city of education), the majority of students have high enthusiasm for learning, but the fact is that Arabic lessons themselves are still not attractive to most students, which, of course, makes it challenging for Arabic teachers to undertake learning so that they can encourage students' interest in and enthusiasm for learning, especially learning Arabic. Based on the results of observations and interviews with a class II Arabic teacher, namely *Ustadzah* Riska Nur wahidiyah Utami, S.Pd., which were carried out by the researchers in Wedne Elementary School on 22 February 2023, it is known that, according to the upper-class and lower-class classification, class II is included in the lower-class division.

The problem with learning Arabic in the lower classes is that students' vocabulary mastery remains low. Many students experience difficulty in learning Arabic due to their lack of vocabulary mastery. Thus, to overcome this problem, it is necessary to introduce vocabulary that is applied through an effective learning strategy. In addition to learning strategies, however, the use of learning media that are appropriate, interesting and practical is also required. Moreover, it aims to increase students' interest in and enthusiasm for learning, especially in Arabic lessons.

The researchers' observations in the learning process showed that half of the second-grade students did not master the Arabic vocabulary that had been

studied previously; therefore, when the teacher repeated the material that had been delivered, the students still found it difficult and could not answer questions. The researchers also found that only a few students paid attention when the teacher explained the material, while other students joked with their friends, so the learning process was less than optimal. This is because students find it difficult to learn Arabic vocabulary. During the learning process the teacher carried out the learning well but only used Arabic language student textbooks. The researchers concluded that one book was not sufficient as a source of learning; rather, learning support media were needed. It is the same as learning a foreign language, especially Arabic, which also requires a dictionary as support in mastering a large Arabic vocabulary.

Many adults need and use a dictionary as a tool to find the meaning of vocabulary in a foreign language. This raises the idea that the need for dictionaries for children has received less serious attention in the world of language and education. In fact, dictionaries can be an initial tool in language learning, especially at child-age levels. Of course, this needs to be paid more attention so that the objectives of learning Arabic can be achieved to the fullest.

The importance of adjusting the media used in learning also influences the success rate of learning objectives. As students of primary school age like concrete and fun things, the researchers chose a pocket dictionary by examining its convenience and practicality, with the aim of making it easier for students to use it. When viewed in terms of the type of media dictionary, Cory is different from other dictionaries. This medium has a convenient and practical function in learning Arabic vocabulary. Students will be trained to quickly and accurately find Arabic vocabulary with the help of colourful pictures and writing as well as symbols that help to find a word itself.

Therefore, the researchers feel the need to conduct research at Elementary School Muhammadiyah 1 Malang by applying the medium of Cory. Cory is a pocket dictionary in English and Arabic that is equipped with thematic symbols, with content having been adapted to textbooks of Arabic students at Islamic elementary schools. In this study the researchers focused on studying the use of the medium of Cory. With the use of this medium it is hoped that it can help to improve the Arabic vocabulary mastery of class II students at Elementary School Muhammadiyah 1 Malang.

The Arabic vocabulary that will be the focus of this research problem is the Arabic vocabulary for grade II elementary school students with the theme "zoo" so that the material in the dictionary which is the point in solving the vocabulary problem in question also includes Arabic vocabulary related to the theme "zoo".

Regulation 000912 of 2013 of the Minister of Religion of the Republic of Indonesia, which concerns the 2013 *Madrasah Ibtidaiyah* curriculum, states that the subject of Arabic language in *Madrasah Ibtidaiyah* is one of the subjects that is directed towards encouraging, guiding, developing and fostering abilities, as well as fostering a positive attitude towards Arabic (both receptively and productively) (Rahmawati, 2019). Receptive ability is the ability to understand other people's speech and understand reading. Productive ability is concerned with using language as a means of communication (both orally and in writing).

Learning media are defined as tools that convey or deliver teaching messages (Himmawati, 2022). The definition of learning media is that of a combination of materials and tools or a combination of software and hardware. Learning media can be understood as the media used in the learning process and objectives. In essence, the learning process is also a form of communication; thus, learning media can be understood as a communicative medium used in the process of communication, with learning media having an important role as a means of channelling learning messages (Anderson, 1987, quoted by Batubara, M. H., 2021).

Etymologically, in the *Al-munawwir* dictionary the word "dictionary" comes from the Arabic word "qaamus" (plural form "qawaamus") (Khotimah, 2021). A dictionary is a reference book that functions as a source of information or reference for a study that contains selected vocabulary which is generally arranged in alphabetical order, accompanied by an explanation as to its meaning and supplemented by other information related to vocabulary as well as whether the explanation uses the same language as that of the existing vocabulary or other languages (Mahyudin, 2023).

The basic objective of learning Arabic mufradat is conveyed by Rachmawati et al. (2022): a) Introducing new vocabulary to students through both reading materials and fahm al-masmu; b) Training students to be able to pronounce the vocabulary properly and correctly because good and correct pronunciation leads to good and correct speaking and reading skills; c) Understanding the meaning of vocabulary both denotatively and lexically (standalone) or when used in the context of certain sentences (connotative and grammatical meanings); d) Being able to appreciate and function the mufradat in oral and written expressions according to the correct context.

In learning Arabic, especially Arabic vocabulary, basic methods are required that can be applied without requiring facilities that are not accessible to educational institutions that teach Arabic (Mahyudin, 2023). However, if supported by adequate media, of course it will be better and very helpful in achieving learning methods and techniques. In learning Arabic vocabulary it is better to start with basic vocabulary that cannot be easily changed, such as

kinship terms, names of body parts, pronouns, main verbs, and several other words that are easy to learn. Methods that can be used in learning include the direct method, the imitating and memorising method, the aural–oral method, the reading method, the grammar–translation method, the method of using picture card media and teaching aids and learning with Arabic songs or singing (Utama et al., 2022). Techniques that can be utilised include various language game techniques, e.g., by comparison, paying attention to the arrangement of letters, using dictionaries, and others.

Based on this description, the purpose of this study is to describe the application of the Thematic Symbolic Art-Based Arabic–English Pocket Dictionary (Cory) and how students' scores increase from before to after use of the Thematic Symbolic Art-Based Arabic–English Pocket Dictionary (Cory).

METHOD

This study uses the Classroom Action Research (CAR) method. CAR is a research activity carried out by teachers that is focused on learning situations in the classroom and has the aim of improving and enhancing learning. CAR is a research method whose implementation is carried out to find out problems during the learning process as well as steps that teachers can take to improve the quality of learning. This refers to the process of undertaking the research put forward by Kemmis and McTaggart by Rizqi, L. (2015), which consists of four stages, namely (1) Planning (planning), (2) Acting, (3) Observation (observing), and (4) Reflection (reflecting in general on this research process, which must be done in at least two cycles if it shows the target that has been determined).

However, if it has not been achieved, the next cycle must be carried out (Islami, 2019). This research was conducted in the odd semester of the 2022/2023 academic year. The subjects of this research were students of *Madrasah Ibtidaiyah* with a research focus on grade II. The data sources used in the implementation of this study were the results of observations in the form of students' activeness in Arabic in class, the results of interviews in the form of questions and answers with students, the results of questionnaires for student responses, and test scores to measure students' acquisition of Arabic vocabulary.

The design of classroom action research steps was adapted from the Kemmis and McTaggart model, with each cycle consisting of four components (Figure 1)
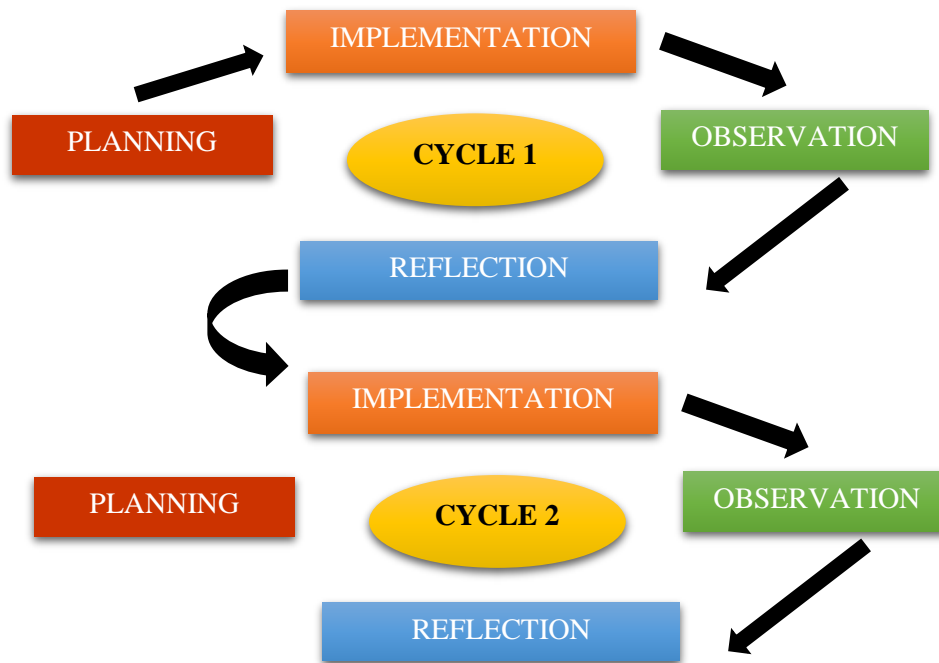

Figure 1. Classroom Action Research Design Flow

Planning (plan), namely planning learning with academic exploration of certain topics to overcome learning problems in class — the teacher prepares the selection of strategies or methods to overcome the learning problems in class as outlined in the lesson preparation plan (RPP). Implementation (do), namely carrying out learning activities that refer to the lesson plans and instruments that have been provided. Observation, namely examining changes that occur to students during classroom learning. Reflection (see), namely reflecting on various responses from interviews, discussions with observers based on the results of observations, and also pre-test and post-test student learning outcomes that have been obtained during the learning process.

RESULTS & DISCUSSION
RESULTS
Description of Research Results Data

Based on the results of observations and interviews conducted by the researchers, it is known that learning Arabic, especially vocabulary learning, for Elementary School Muhammadiyah 1 students in Malang, has not yet reached the minimum achievement standard: namely, out of 20 students, only eight

students obtained scores above the average. This is caused by several factors, including the low mastery of Arabic vocabulary as well as the lack of teacher strategies in conveying the material (which is evident from the low pre-test results). Moreover, the lack of student interest in Arabic is caused by students finding it difficult when learning the Arabic language itself, as can be seen from the responses of students who are less active during the learning process.

Figure 2. The Condition of Grade II Learning Students

In addition, there is a lack of strategies, media and methods used by teachers in learning. Based on the results of observations by the researchers during the learning process, it is shown that students' mastery of Arabic vocabulary remains low. Students do not master Arabic vocabulary that has been learned previously; thus, when the teacher repeats material that has been delivered, students still find it difficult and cannot answer questions.

Use of Thematic Symbolic Art-Based E-Arabic–English Pocket Dictionary (Cory) in Madrasah Ibtida'iyah

Cycles I and II

This classroom action research (CAR) began on Monday, 22 February 2023. In the implementation of cycles I and II, the researcher carried out several stages of action, including planning, implementing, observing and reflecting.

Planning Cycle I

At this stage the researcher planned learning that was to be carried out in cycle I. Thereafter, the researcher discussed with the second-grade Arabic teacher regarding the actions that were to be implemented to improve learning problems. In addition, the researcher also devised a learning implementation plan, questionnaires before and after implementing Cory, evaluation sheets used for pre-test and post-test I, observation sheets, and Cory's media (which were

consulted with the supervisor and the Arabic class teacher). II. The learning implementation plan includes competency standards, basic competencies, achievement indicators, learning objectives, materials, Cory media, and learning steps. The material used by the researcher is in accordance with the curriculum as well as students' Arabic books on *Al-Adaawaat Al-Madrasiyyah.*

In cycle I the researcher arranged actions for two meetings. The first meeting consisted of two stages. In the first stage it was used to administer a questionnaire to students to obtain information related to learning Arabic prior to the implementation of Cory media, and the implementation of the pre-test was used to determine the mastery of Arabic vocabulary of Muhammadiyah 1 Elementary School students in Malang.

Planning Cycle II

At this stage of cycle II, the researcher reconstructed the lesson plans and evaluation sheets used for post-test II, which were consulted with the second-grade Arabic teacher on Wednesday, 01 March 2023. The material studied in cycle II was the same as in cycle I, namely *Hadiiqoh Alhayawaanaat*.

In cycle II, the researcher used the same theme as in cycle I as the material being taught, with consideration given to, and on the recommendation of, the second-grade Arabic teacher, bearing in mind that grade II is included in the lower-class division; thus, it takes patience and quite a long time to teach Arabic vocabulary to them because in one theme it consists of approximately 16 vocabularies, so in each meeting the teacher only teaches four Arabic vocabularies.

In the second stage it was used for learning Arabic vocabulary by applying Cory media. Then the second meeting was used to continue with the material that had been studied and to carry out the post-test. The post-test was used to determine the results of the second-grade students' mastery of Arabic vocabulary after applying Cory's media.

Implementation Cycle I

This research began on Monday, 27 February 2023. Learning activities began at 10:00–12:00 WIB. The first meeting consisted of three stages, namely introduction, core activities, and closing. In the preliminary stage the researcher opened the lesson by greeting the students, asking how they were doing and checking student attendance.

Afterwards, the researcher conveyed information related to learning on that day, including basic competencies, achievement indicators, and learning objectives. Then the researcher conveyed the theme to be studied and related it to the context of daily activities. The researcher asked the students to name some

of the vocabulary in the zoo. The researcher also conveyed the media that would be used during the learning process.

Figure 3. Learning Process in the Classroom with Cory

At the core activity stage, the researcher had a limit of only learning four Arabic vocabularies. The researcher started the lesson by conveying the Arabic vocabularies one by one, firstly by showing pictures accompanied by questions in Arabic, and then students were directed to open Cory or their respective pocket dictionary with a guide to thematic symbols. After the vocabulary was found, students were jointly asked to answer questions in the form of pictures that had been presented by the researcher. Thereafter, the researcher went to each student to perform a question and answer drill by applying the media, and then students were asked to undertake a question and answer in front of the class in pairs with their peers.

Implementation Cycle II

The second meeting in cycles I and II was held on Saturday, 01 March 2023 at 10:00–12:00 WIB. The second meeting in cycle II was carried out in the same way as that of cycle I in the first meeting, which consisted of three stages. The researcher started the activity by greeting the students and asking how they were doing using Arabic greetings. Then the researcher helped students who faced difficulty in answering the greetings conveyed by the researcher. Furthermore, the researcher checked the students' attendance and repeated the vocabulary that had been learned previously. The core activity began with the delivery of vocabulary. In this second meeting the researcher conveyed six vocabularies by applying Cory's media.

Before distributing Cory's pocket dictionary, the researcher first gave students the opportunity to ask questions on vocabulary that they did not understand, after which the researcher distributed Cory and explained the purpose of the assignment given by the researcher. The researcher asked

students to memorise Arabic vocabulary in pairs by applying the media. Furthermore, students were asked to undertake a question and answer with their peers in front of the class in pairs and do it together.

Next, the researcher started by showing one vocabulary, namely the picture of a cow, and tried to give an interrogative sentence in the form of *maa tilka*. Then the researcher directed the students to open Cory's media by looking at the symbolic art. After the vocabulary page for which they were looking could be found, the researcher gave an example of the answer, namely *Tilka Baqorotun*. Afterwards, the researcher immediately moved or showed other pictures quickly, and then students were asked quickly to find their Arabic vocabulary in Cory that had been distributed previously. Students were also quickly directed to answer together using the *ism maushul dzaalika-tilka* as previously taught.

Observation in Cycles I and II

Observations were carried out during the learning process by applying smart card media. These observations were performed by the observer to observe the activities of the teacher (researcher) and students during the learning process. Those who served as observers were class II Arabic language teachers in Muhammadiyah 1 Elementary School Malang. The following is a presentation of the results of observations in cycles I and II.

Based on observational data or observations made by observers of the activities of researchers as teachers during the learning process taking place in cycles I and II, information was obtained that overall the researchers had carried out their duties well. However, there were several things that needed to be improved in cycle I, namely that (1) the researcher was not optimal in conditioning the class, so there were some students who were busy when memorising vocabulary and its meaning in front of the researcher.
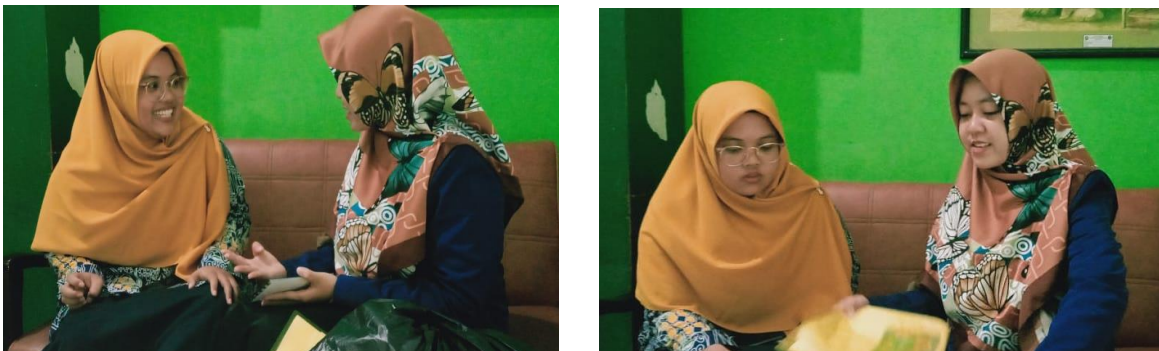

Figure 4. Observation of Teacher Activities with Arabic Teacher

Moreover, (2) during the second meeting the researcher did not manage time properly, exceeding the lesson time limit. Additionally, (3) the researcher

did not give students the opportunity to write down the vocabulary that had been learned in the second meeting.

Overall, the students were active in and very enthusiastic towards participating in learning Arabic vocabulary (mufrodat) by applying Cory's media. This was evident during the learning process, wherein students paid attention to the material presented by researchers (as teachers) and students followed the learning process well.

Figure 5. Observation of Students Activities with Arabic Teacher

However, there were several problems in the class that needed to be corrected by the researcher, namely that (1) there were some students who were still lacking in confidence when the teacher asked to mention the vocabulary and the meaning of the vocabulary shown by the teacher through Cory media, and (2) there were some students who were busy when other students memorised vocabulary in front of the researcher.

Reflections on Learning with Cory

The reflection stage is aimed to analyse the actions undertaken in cycles I and II. Based on the results of observations or observations by observers, in the first cycle the researcher carried out his duties as a teacher well, even though there were some problems that needed to be fixed.

Figure 6. Reflections on Process of Cycles I and II Observers with Arabic Teacher

Reflections on Cycle I

This reflection stage is aimed to analyse the actions undertaken in cycle I. Based on the results of observations or observations by observers, in cycle I the researcher carried out his duties as a teacher well, even though there were some problems that needed to be fixed. Following are the problems found in cycle I: (1) the researcher conditioned the class with but was not able to maximise it, so there were some students who were busy when the researcher was delivering drills on the Arabic vocabulary that they were learning. (2) In the second meeting the researcher did not manage the time well, thus exceeding the class hour limit. Furthermore, (3) the researcher did not give students the opportunity to ask about vocabulary that was difficult to pronounce at the first meeting. Thus, the researcher made several efforts to improve learning in cycle II, namely: (1) conditioning the class better — students who had a turn to drill Arabic vocabulary were given another task in the form of writing vocabulary that had been learned in their respective notebooks so that it would not disturb other students; (2) managing time well so that learning was more effective and more efficient; (3) giving students the opportunity to ask questions on vocabulary that was difficult to pronounce in the first meeting so that in the second meeting students were better prepared to accept the next new language vocabulary.

Reflections on Cycle II

This reflection stage is aimed to analyse the actions implemented in cycle II. Based on the results of observations made by observers of class II Arabic teachers, Arabic vocabulary learning activities through applying Cory media went well and increased from cycle I. This was evidenced by students being more confident in drills and assignments given by researchers, such as students wanting to raise their hands and answer questions without prompting from the researcher. The researcher was also able to condition the class well so that learning was more effective and more efficient. In addition, students were more active in and very enthusiastic towards participating in learning, as evidenced when students volunteered to become peer tutors to demonstrate their actions in front of the class.

The results of filling out the questionnaire for class II Muhammadiyah 1 Elementary School Malang show the following: (1) Cory's media can help to make it easier for students to master Arabic vocabulary, (2) students are interested in the media used by researchers in learning, (3) researchers have encouraged students to study Arabic, (4) the researcher has applied Cory's media well, and (5) students are able to understand the material presented by the researcher.

Improvement of Arabic Vocabulary Learning in Action Cycle I

After applying Cory's media in order to improve the Arabic vocabulary mastery of class II students at Elementary School Muhamadiyah 1 Malang, data on the results regarding increasing Arabic vocabulary were obtained from the results of the post-test carried out on Monday, 27 February 2023 at the end of the cycle I meeting with a total of 20 students. The following are the results of the post-test in brief.

Table 1. Data on Cycle II Post -Test Result

Number of Students	Average Score Result	Completeness Percentage
20	78	70%

The results of the post-test in cycle I showed that students achieved an average score of 78 and that the percentage of student learning completeness was 70%. This value has reached the minimum completeness standard (SKM). In this cycle, there were eight students who did not complete this lesson. Researchers need to pay more attention to them to retract students' learning concentration. Thus, it can be concluded that student learning outcomes have achieved a predetermined SKM. The qualification for success in cycle I is to obtain a good category with a percentage of 70%.

Improvement of Arabic Vocabulary Learning in Action Cycle II

After applying smart card media to improve the Arabic vocabulary mastery of class II students at Muhammadiyah 1 Elementary School Malang, data were obtained from the results with regard to increasing Arabic vocabulary from the results of post-test II which was carried out at Wedne Elementary School on 01 March 2023 at the end of the cycle II meeting with a total of 20 students. The following are the results of the post-test in cycle II in brief.

Table 2. Data on Cycle II Post-Test Result

Amount of Students	Mean Score	Completeness Percentage
20	98	100%

The results of the post-test in cycle II showed that students achieved an average score of 98 and that the percentage of student learning completeness was 100%. This value has reached the minimum completeness standard (SKM). In this cycle, there was an increase in learning Arabic vocabulary through applying Cory's media. All students achieved scores above the minimum mastery standard of 70. Thus, it can be concluded that the students of Muhammadiyah 1

Malang Elementary School completed learning Arabic vocabulary via the application of Cory media. The qualification for success in cycle II is to obtain a very good category with a percentage of 100%.

DISCUSSION

Based on the results obtained from the post-test in cycle I and the post-test in cycle II, it can be concluded that there was an increase in student learning outcomes after applying smart card media. A comparison of results from cycle I and cycle II is described in the following table.

Table 3. Comparison of Data on Cycle I and Cycle II Post-Test Results and their Improvements

Score in *Post-Test I*	Score in *Post-Test II*	Increase (%)
78	98	30%

The table above explains that there was an increase in student learning outcomes in the class of Muhammadiyah 1 Malang Elementary School from cycle I to cycle II by 30%. To find out the development and increase in Arabic vocabulary learning outcomes through applying Cory's media from the pre-test to post-test cycle I and then post-test cycle II, it can be seen in the following diagram.
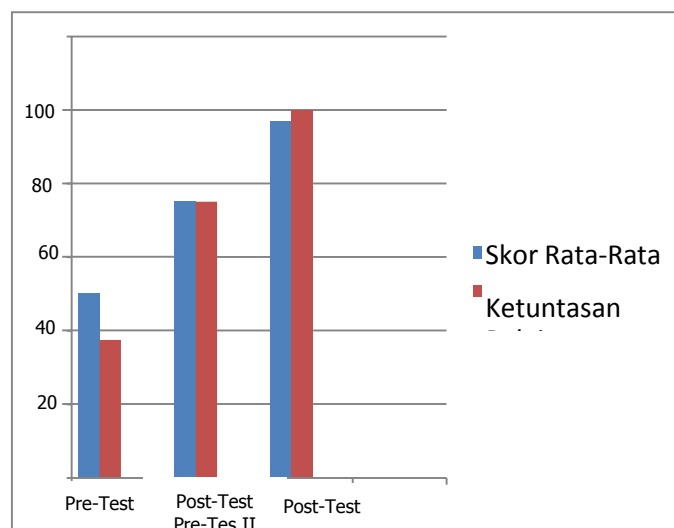

Figure 7. Diagram of Increasing Learning Outcomes of Arabic Vocabulary for Class Students of Elementary School Muhammadiyah 1 Malang

From the diagram above it can be seen that there was a significant increase in each cycle. Before the action was undertaken, students had only obtained an average score of 50 and the percentage of completeness was only 37.5%. At the

end of the first cycle, the average value of students increased to 78 with a completeness percentage of 70%. Then at the end of cycle II, the average value of students increased to 98 with a completeness percentage of 100%. The increase in learning outcomes proves that applying Cory's media can improve students' Arabic vocabulary mastery.

One of the efforts to increase the effectiveness of language learning is to increase the practice of using language, not just studying the theory of language. Learning management is not only related to how a teacher manages a class but also involves developing teaching materials, learning strategies, learning media, increasing motivation and active learning, and conducting learning assessments (Makruf et al., 2020).

The variety of learning activities that are most widely used include strengthening the memorization of Arabic vocabulary and expressions using the drill method. The activeness of students in participating in Arabic learning activities in general has increased. This activity is largely determined by the variety of activities developed by teachers that involve students and create fun learning situations. The more interesting the activity, the more active the students will be. For this reason, the activity-based learning process becomes more relevant to be developed and applied in learning Arabic. Even more so at the elementary education level, which does not require much theory but requires a process of habituation and direct practice.

In theory, fun learning will have an impact on students' learning motivation. The more diverse the learning activities, the more students will be involved, and it will not make students bored or bored quickly. In order to achieve good learning results, motivation is very necessary for students. Motivation can be provided by teachers and parents.

Motivation is a change of energy within a person's self that is characterised by the emergence of affective and emotional reactions to achieve goals as well as encouragement from within the person, and this encouragement is the driving force. Motivation is an effort that can cause a person or a certain group of people to move to do something with the desire to achieve the desired goal or get satisfaction with their actions (Zulpadri., 2019).

CONCLUSIONS

Based on the results of the research and the discussion above, to implement an innovative learning medium it is necessary to pay attention to the implementation design before implementing it so that in the application process applied in several cycles it produces the maximum results, meaning that there is an increase in progress from the first application cycle to the following one. In this study the researchers combined two cycles in a certain period of time, which

was due to sufficient time in implementing several stages in the research method. This would then facilitate further researches being developed in accordance with the needs and results achieved in research.

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