



The effectiveness of using quartet cards to improve students' vocabulary skills at Madrasah Ibtidaiyyah Al Hanif in Palu City

Al Magfira Jumahir^{1*}, Munirul Abidin²

¹ Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

² Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

¹ almagfirajumahir@gmail.com ² munirul@bio.uin-malang.ac.id

*Correspondent Author

Received: June 16, 2025	Revised: March 9, 2026	Accepted: April 10, 2026
-------------------------	------------------------	--------------------------

<p>Kata Kunci: Media Kartu Kuartet; Mufrodat; Bahasa Arab; Pembelajaran Interaktif.</p> <p>Keywords: Quartet Card Media; Vocabulary; Arabic Language; Interactive Learning.</p>	<p>ABSTRAK</p> <p>Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media kartu kuartet dalam meningkatkan kemampuan mufrodat (kosakata bahasa Arab) siswa kelas IV di Madrasah Ibtidaiyyah Al Hanif Kota Palu. Metode yang digunakan adalah kuasi eksperimen dengan desain pretest-posttest control group. Subjek penelitian adalah 40 siswa yang dibagi menjadi dua kelompok, yaitu kelompok eksperimen yang menggunakan media kartu kuartet dan kelompok kontrol yang menggunakan metode konvensional. Teknik pengumpulan data dilakukan melalui tes mufrodat sebelum dan sesudah perlakuan. Hasil penelitian menunjukkan adanya peningkatan signifikan dalam penguasaan mufrodat pada kelompok eksperimen dibandingkan kelompok kontrol. Rata-rata nilai post-test kelompok eksperimen lebih tinggi secara statistik, yang membuktikan bahwa media kartu kuartet efektif sebagai alat bantu pembelajaran kosakata bahasa Arab. Penelitian ini menyarankan agar guru-guru bahasa Arab di tingkat dasar lebih memaksimalkan penggunaan media interaktif seperti kartu kuartet dalam proses pembelajaran.</p>
	<p>ABSTRACT</p> <p>This study aims to determine the effectiveness of using quartet cards in improving the mufrodat (Arabic vocabulary) skills of fourth-grade students at Madrasah Ibtidaiyyah Al Hanif in Palu City. The method used was a quasi-experimental design with a pretest-posttest control group. The research subjects were 40 students divided into two groups: an experimental group using quartet cards and a control group using conventional methods. Data collection was conducted through vocabulary tests before and after the intervention. The results showed a significant improvement in vocabulary mastery in the experimental group compared to the control group. The average post-test scores of the experimental group were statistically higher, proving that quartet cards are effective as a learning aid for Arabic vocabulary. This study suggests that Arabic language teachers at the elementary level should maximize the use of interactive media such as quartet cards in the learning process.</p>

	<p>Akademika: Jurnal Keagamaan dan Pendidikan is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License</p>
--	---

INTRODUCTION

Arabic is one of the main subjects taught at madrasah ibtidaiyyah (mi) because of its important role in developing students' basic skills in understanding islamic teachings through the qur'an and hadith. one of the fundamental components in arabic language

learning is vocabulary. mastery of vocabulary is a prerequisite for building language skills, such as listening, speaking, reading, and writing.¹

however, many MI students experience difficulties in mastering vocabulary optimally. this is often caused by conventional learning methods that do not actively involve students. learning activities that dominantly use lectures or memorization result in low student interest and participation.²

to overcome these obstacles, innovative learning media that is suitable for the characteristics of young children is needed.³ one media that can be used is quartet cards, which is a game-based medium designed to engage students in the learning process through interaction, discussion, and enjoyable activities.⁴ in its application to vocabulary learning, quartet cards can include images and vocabulary related to a specific theme, encouraging students to understand and use the vocabulary in a real-life context.⁵

this medium has been proven to create an active and collaborative learning environment⁶. in addition, educational games such as quartet cards are also able to increase learning motivation and help students remember vocabulary longer due to emotional involvement and play experience.⁷

based on this background, this research aims to examine the effectiveness of quartet cards in improving students' vocabulary mastery in madrasah ibtidaiyyah. the results of this research are expected to contribute to the development of more creative, interactive, and student-centered arabic language teaching methods.

METHOD

This study was conducted using a quantitative approach with a quasi-experimental method. The design used was a One Group Pre-test and Post-test Design, in which only one group was studied and given treatment, and its abilities were measured before and after the treatment.⁸ This research was conducted at Madrasah Ibtidaiyyah Al Hanif in Palu City, located on Jl. Umar Syarif, Kelurahan Duyu, Kec. Tatanga, Palu City, Central Sulawesi Province, over a period of three months, specifically from March to early May 2024/2025. The research subjects consisted of 20 fourth-grade MI students in the experimental class and 20 students in the control class. The sampling technique was purposive, meaning the selection of samples was based on specific considerations relevant to the research objectives. A total of 40 fourth-grade students were selected as samples because they were deemed to have characteristics suitable for the research needs. In this study, there were two main variables. The independent variable is the quartet card learning medium, while the dependent variable is the students' ability to master mufrodat. Data collection techniques were carried out using three main methods,

¹ K. E. Suyanto, *English for Young Learners: Pembelajaran Bahasa Inggris Untuk Anak-Anak Sekolah Dasar* (Jakarta: Bumi Aksara, 2007).

² A. Mustaqim, *Penggunaan Media Dalam Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyyah*, 2019.

³ Anis Syafa Wani, Yani Lubis, and Septiana Rizky, "The Influence of Learning Media Flash Card and Picture in the Development of English to Improve Childhood Speaking Skills," *Journal of Multidisciplinary Science: MIKAILALSYS* 1, no. 2 (2023): 100–107.

⁴ A. Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif*. (Yogyakarta: DIVA Press, 2012).

⁵ Muspira Muspira et al., "Improving Vocabulary Mastery of Grade X Students Through Picture Cards at MAN Insan Cendekia Kota Palu," *Journal of General Education and Humanities* 4, no. 4 (2025): 1657–68.

⁶ Jamal Abdul Nasir Ansari and Nawab Ali Khan, "Exploring the Role of Social Media in Collaborative Learning the New Domain of Learning," *Smart Learning Environments* 7, no. 1 (2020): 9.

⁷ R. Yunita, "Pengaruh Penggunaan Media Kartu Kuartet Terhadap Peningkatan Kosa Kata Bahasa Arab Siswa MI," *Jurnal Pendidikan Bahasa Arab* 8 (2020): 145–57.

⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016).

namely tests, observation, and documentation. The tests given were pre-tests and post-tests aimed at measuring the level of mastery of mufrodat before and after the treatment. Observation was used to record the level of student activity during learning, while documentation served to record various evidence of activities that supported the research process.⁹

The research instrument used was a written test consisting of multiple-choice questions and short-answer questions, designed in accordance with the vocabulary material taught, and tested for validity and reliability. In addition, the researcher also used observation sheets to record student engagement during the learning process. The data obtained were then analyzed quantitatively using a paired sample t-test to determine whether there were significant differences between the results before and after the treatment. This testing was conducted with the assistance of SPSS statistical software. The analysis stages included calculating the mean and standard deviation, testing data normality through the Kolmogorov-Smirnov test, and testing hypotheses through the t-test. The results of this process were used to determine the effectiveness of using quartet cards in improving students' vocabulary skills.

RESULT AND DISCUSSION

Description Data

Before using the quartet card media in the experimental classroom, the researcher presented the pre-test in the experimental classroom and in the control class, and the material in it was the family, and there was a minimum completion measurement of 80, and if the students' results are less than 80, it is not successful, and if the students' results are 80-100, then it is successful, and the researcher also used the students' estimation criteria with excellent, very good, good, acceptable and weak, The following are the results of the pre-test in the control chapter and in the experimental chapter:

Experiment	Control	Results category	number
1	1	81-100	1
3	2	71-80	2
2	3	61-70	3
6	10	51-60	4
8	4	10-50	5
20	20	Sentence	
80	80	Minimum standards	
84	84	Top value	
40	40	Minimum value	
56,9	58,4	Median Value	

From the previous table, the results of the pre-test in class four at Madrasah Ibtidaiyah Al Hanif Kota Palu appeared different. The results of the pre-test in the control class are the highest 84 and the lowest 40 and the value of the median 58.4, and the results of the pre-test in the experimental are the highest 84 and the lowest 40 and the value of the median 56,9.

From the previous statement, that the results of the pre-test in the control chapter and in the experimental classroom is low, so the researcher will use kuartet card media

⁹ S. Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013).

as an educational means to upgrade the vocabulary in the experimental classroom, the researcher will see the results of the post-test in the experimental classroom by means and in the control chapter without a means, are the results of the post-test in the experimental chapter better and higher than the results of the post-test in the control chapter.

Before the post-test, the researcher presented the teaching related to the vocabulary using kuartet card media at class four in Madrasah Ibtidaiyah Al Hanif Kota Palu, which consists of introductory activities, main activities and final activities.

After using the kuartet card media to upgrade the vocabulary at class four in Madrasah Ibtidaiyah Al Hanif Kota Palu, the researcher will present the post-test in the control classroom and in the experimental classroom, to learn about upgrading the vocabulary at class four in Madrasah Ibtidaiyah Al Hanif Kota Palu after using the kuartet card media.

The following are the results of the post-test in the control chapter and in the experimental chapter:

Experiment	Control	Result Category	number
14	7	81-100	1
6	10	71-80	2
-	2	61-70	3
-	1	51-60	4
-	-	10-50	5
20	20	Sentence	
80	80	Minimum standards	
96	88	Top value	
72	60	Minimum value	
84,9	74,2	Median Value	

From the previous table, the results of the post-test in the class four at Madrasah Ibtidaiyah Al Hanif Kota Palu appeared different. The results of the post-test in the control class are the highest 88 and the lowest 60 and the value of the median 74.2, and the results of the post-test in the experimental class are the highest 96 and the lowest 72 and the median value is 84,9.

Experimental research is the thing that there is the difference between the results of the pre-test and the post-test, but in the post-test its results are better and higher than the pre-test, from the table and the previous statement, has shown that the use of kuartet card media influential in teaching the vocabulary in the class four at the Madrasah Ibtidaiyah Al Hanif Kota Palu, because the researcher has found the results of the test in the experimental classroom better and higher than by control classroom

Analysis Test

1. Nature test or normality

The aim of the normal test or normality was to see if the sample was normal or not. If the results of *Kolmogorov-Smirnov* are higher than 0.05 they are normal, and if below 0.05 they are not normal. These are the results of the normal test or normality:

Tests of Normality							
	Kelas	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Pre test	Pretest experiment	.142	20	.113	.942	20	.092
	pretest control	.107	20	.200*	.953	20	.215
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

As in the table *Test of Normality*, the researcher used the *Kolmogorov-Smirnova test* with SPSS 29 and found the results of the normal test or normality in the experimental chapter 0.113 and in the control chapter 0.200 is higher than 0.05 until these data were normal, and therefore a normal condition is acceptable.

2. Homogenitas/ Homogeneity

The goal is the homogeneity test to take the correct conclusion. Therefore, the researcher used the test homogeneity with the Levene test type using SPSS 29. If the Levene value is greater than 0.05 it is homogeneous, and if the Levene value is less than 0.05 it is not homogeneous, and the following results of the homogeneous test are:

Test of Homogeneity of Variance					
		Levene Statistic	df1	Warm up	Sig.
Pretest	Based on Mean	.011	1	58	.916
	Based on Median	.017	1	58	.896
	Based on Median and with adjusted df	.017	1	57.012	.896
	But on trimmed mean	.020	1	58	.889

As in the previous table, the results of the homogeneous test using the Levene test, with a Sig value of 0.916, which is greater than 0.05. This test indicated that it was homogeneous

3. Hypothesis testing

Paired Samples Test										
		Paired Differences					T	Df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre Test Eksperimen Post Test Eksperimen	-28.258	10.273	1.845	-32.026	-24.490	-15.316	19	<,001	<,001

From the previous table, sig (Tailed -2) is 0.001 and less than 0.05 and a researcher concluded that the zero (Ho) is returned and the alternative hypothesis (Ha) is acceptable, and the value of the calculation T is -15.316 and the table is -24.490, and I knew that the value of the calculation T is higher than the value of the table T and the difference was found between the pre-test and the post-test, and these data showed the difference between before and after using quartet card media, and the use of quartet card media to upgrade the vocabulary of class four at Madrasah Ibtidaiyah Al Hanif Palu City.

Digital presentations refer to the delivery of learning materials using electronic devices that display information visually and in a structured manner, typically through software such as Microsoft PowerPoint, Google Slides, Prezi, or Canva Edu. This medium

integrates text, images, graphics, animations, and audio, making learning materials more engaging and easier to understand. In the context of IRE, digital presentations are used to convey religious concepts such as moral values, faith (*aqidah*), Islamic jurisprudence (*fiqh*), and Islamic history in a more vivid and contextualized manner compared to traditional verbal lectures.

Digital presentations offer several important functions and benefits in IRE learning. First, they help visualize abstract materials. Many IRE concepts, such as moral values, the pillars of faith, and Islamic history, are abstract in nature. Through digital presentations, these concepts can be explained more concretely using images, diagrams, and animations, thereby facilitating students' understanding. Second, digital presentations enhance students' motivation and interest in learning. The use of colors, animations, and multimedia elements makes learning more attractive and increases students' enthusiasm. This medium can also be used during the introductory phase to stimulate learning interest and motivation. Third, digital presentations enable teachers to present materials systematically. With a structured flow from introduction to conclusion, students can follow the learning process more coherently and understand the relationships between concepts more clearly. Fourth, digital presentations support interaction between teachers and students. Teachers can incorporate interactive questions, quizzes, or short videos to encourage active participation, making learning more communicative and collaborative rather than one directional.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that quartet cards are effective in improving the vocabulary mastery of fourth-grade students at Madrasah Ibtidaiyyah Al Hanif in Palu City. This is demonstrated by the significant difference between the pre-test and post-test scores in the experimental group, with a higher average post-test score compared to the control group. Statistical testing using a paired sample t-test revealed a significance level of <0.001 , indicating that the difference was not due to chance but rather the result of the intervention. This improvement is not only reflected in quantitative data but also in students' active engagement during the learning process. The quartet card media creates an interactive and enjoyable learning environment, encourages students to learn collaboratively, and enhances their motivation to master Arabic vocabulary. Therefore, the use of this media is recommended as an innovative alternative strategy for teaching vocabulary at the elementary school level.

BIBLIOGRAPHY

- Ansari, Jamal Abdul Nasir, and Nawab Ali Khan. "Exploring the Role of Social Media in Collaborative Learning the New Domain of Learning." *Smart Learning Environments* 7, no. 1 (2020): 9.
- Arikunto, S. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2013.
- Muspira, Muspira, Mawardin M. Said, Moh Abraham Akbar Eisenring, and Mochtar Marhum. "Improving Vocabulary Mastery of Grade X Students Through Picture Cards at MAN Insan Cendekia Kota Palu." *Journal of General Education and Humanities* 4, no. 4 (2025): 1657–68.
- Mustaqim, A. *Penggunaan Media Dalam Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyyah*. 2019.
- Prastowo, A. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: DIVA Press, 2012.

- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta, 2016.
- Suyanto, K. E. *English for Young Learners: Pembelajaran Bahasa Inggris Untuk Anak-Anak Sekolah Dasar*. Jakarta: Bumi Aksara, 2007.
- Wani, Anis Syafa, Yani Lubis, and Septiana Rizky. "The Influence of Learning Media Flash Card and Picture in the Development of English to Improve Childhood Speaking Skills." *Journal of Multidisciplinary Science: MIKAILALSYS* 1, no. 2 (2023): 100–107.
- Yunita, R. "Pengaruh Penggunaan Media Kartu Kuartet Terhadap Peningkatan Kosakata Bahasa Arab Siswa MI." *Jurnal Pendidikan Bahasa Arab* 8 (2020): 145–57.