# The Use of IDAMAN for Students to Memorize Names and Months of Birth in Arabic

Muhammad Mustaqim Azman
Sekolah Kebangsaan Pangi, Kunak, Sabah
Kunak, Sabah

**Abstract:- This study was conducted to help students remember the month of birth in Arabic. The main focus of the study was to help students remember the month of birth in Arabic for fourth-year students and improve teachers 'teaching practices in the classroom through effective teaching methods. The IDAMAN technique was used in this study which focused on games and pictures to achieve this objective. The study involved six participants selected based on diagnostic tests. The research model developed by Kemmis & Mc Taggart (1988) was used as a guide throughout the study. The data collection methods used were pre and post tests, observations and interviews. The findings of the study showed an increase in students' proficiency in remembering the month of birth in Arabic when the mean increased from 10% to 86.25%. These findings are also supported by the positive behaviours shown by the study participants through the observations conducted. Meanwhile, the results of the interviews proved that when students gave a positive response, the method of playing and the month of birth can improve teachers' teaching practices in the classroom through the method of learning while playing and at the same time the involvement of students showed a very positive reaction. In conclusion, the IDAMAN technique is effective in helping students remember the month of birth in Arabic and improving teachers 'teaching practices in the classroom.**

*Keywords:- Remembering the Month of Birth, Arabic Language, Dream Techniques, Teacher Teaching Practices.*

## I. INTRODUCTION

I am a new teacher who teaches Arabic at Sekolah Kebangsaan Pangi Kunak, Sabah. To improve my pedagogical practice in learning and facilitation (PdPc), I have conducted action research in the title of Birth Month for fourth-year students. I also selected four study participants consisting of four women. All participants in my study were students who performed moderately and poorly in memorizing the month of birth. As a result of my observations while in the classroom, students were playing and chatting while the teacher was teaching. After interviewing some students, they stated that they did not memorize the month of birth in Arabic, causing them to be bored and not interested in learning Arabic. I also took the initiative to find out the level of students' mastery in the title of the month of birth by distributing diagnostic tests to all fourth-year students for the class I teach, which is four Ibn Sina. This exercise was conducted to select my study participants who consisted of weak, moderate and intelligent levels. Therefore, I intend to carry out this study.

## II. TEACHING AND LEARNING REFLECTION

During the PdPc process related to the month of birth, I found that several students were talking and playing. So I took the initiative to find out the cause of them behaving in such a way through interviews with them. Based on the interviews, they showed behaviours such as talking and playing were because they did not memorize the name of the month of birth. They find it hard to remember. The use of descriptive and repetitive methods during PdPc did not affect the students. It also makes it difficult for students to memorize in a short period and without help from teachers or friends. Thus, the students stated that they ignored the title because it was difficult to memorize and pronounce, causing them to get bored during the PdPc.

## III. FOCUS OF THE STUDY

The month of birth is a conversation that is often used in the classroom in addition to it is implemented in the Arabic Language Assessment Curriculum Standard Document (DSKP BA). However, it is crucial to encourage students to communicate in Arabic. Among the purpose of learning Arabic is to deepen the teachings of Islam and understand the Arabic terms used in various sciences (Ilham Muchtar, 2015). The month of birth is divided into 12, starting from January, February, March, April, May, June, July, August, September, October, November and December. Based on my initial data findings through observation, I found that students do not remember the month of birth, causing them to feel bored, chat with friends, and play while the teacher teaches. Thus, as a teacher, it is essential to use teachers' creativity and skills to ensure that Arabic language learning becomes more effective and meaningful (Abdul Razif Zaini et al., 2019). When I interviewed several students, I found that they did not remember the month of birth in Arabic. After conducting pre-tests on the study participants, I found the students difficult to remember the month of birth. The pre-tests indicate that students' main problem is that it is difficult to remember the month of birth in Arabic. Therefore, this study focuses on helping students remember the month of birth in Arabic. To ensure that students can remember the month of birth, I have applied the method of learning while playing.

## IV. OBJECTIVES AND QUESTIONS OF THE STUDY

The following are the objectives and questions of the study:

*A. Objectives*
The study conducted is to:
a) Help students remember the month of birth in Arabic using the IDAMAN method
b) Improving teachers' teaching practices in the classroom through effective teaching methods

*B. Questions of the study*
This study was conducted to answer the following questions:
a) Does the use of IDAMAN help students remember the the month of birth in Arabic?
b) Is IDAMAN able to improve teachers' teaching practices in the classroom through effective teaching methods?

*C. Study Participant*
The study involved four fourth-year students as study participants consisting of four girls. Selected study participants were categorized as having moderate and poor cognition. This selection was based on diagnostic tests conducted prior to the action study.

## V. ACTIONS TAKEN

I have been running this study for four weeks in the classroom. The implementation of this study started from April 1, 2021, until May 1, 2021. The time allotted for each session was one hour. In the first session, I conducted a written and an oral test to review performance before taking action. In the second session, I implemented my action session using IDAMAN, i.e. Innovation Dam Month of Birth in the PdPc session.



Fig 1: Birth Month Dam Innovation Set

IDAMAN is a complete set of games and consists of two cards, namely question cards about the month of birth and class language cards. Pupils will be tested based on the question cards obtained and allow them to move on to the next square when they successfully answer the question. Birth month question cards reinforce their memorization of how other participants will take the card and read it because there is also the answer to each question. There are also clues given as examples of numbers from one to twelve. However, participants have to provide name answers for the month. As for the language card, the class can train students to communicate in Arabic easily. The use of drills, question and answer, and repetition methods help students to remember the month of birth in Arabic in this game. The repetition allows students to become familiar with the pronunciation of the month of birth in Arabic.

## VI. FINDINGS

The use of IDAMAN helps students in remembering the month of birth in Arabic. I used three instruments in answering this question, namely pre-test, post-test. Observations and interviews. Based on the pre-test and post-test findings, I found that there was an improvement in the skills of remembering the month of birth in Arabic.
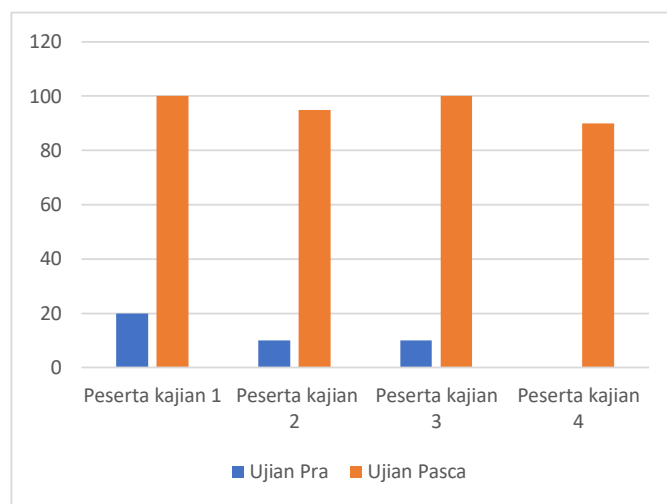


Table 1. Comparison of Pre-Test and Post -Test

Based on Table 1, all study participants showed an improvement. If you look at the participants in study 4, on the pre-test, the student got 0 per cent, but after using IDAMAN, the student got 95 per cent. Thus this shows that he managed to memorize the month of birth in Arabic well and smoothly. For study 1 participants, there was a comparison of 80 per cent when students got 20 per cent in the pre-test and 100 per cent in the post-test. Based on the students' scores, all students remembered the month of birth with an overall mean of 86.25 per cent. So, it is clear here that IDAMAN has helped them remember the month of birth in Arabic.

| Questions | Study Participant | Response |
|---|---|---|
| 1. Did your friend help you read in this game? | Student 1 | "I really like ustaz because I don't read Arabic well." |
| | Student 2 | "They are ustaz. So it's easier for us to remember." |
| 2. Do you find it easy to use IDAMAN | Student 1 | "Happy! Because you can play over and over again." |
| | Student 2 | "When you play this, it's easy, then it's really fun!" |

Table 2. Student responses to the interviews

Based on the interview findings, the study participants stated that it is effortless to remember the month of birth in Arabic through the help of friends and the repetition process that takes place while playing. It shows that students find it easier to remember using IDAMAN.

The use of IDAMAN can improve teachers' teaching practices in the classroom through practical methods. Next is evidenced by the findings of pre-test, post-test, interviews and field notes. Table 3 shows the reactions of the study participants during the IDAMAN conducted.

| Reaction | Study Participant | Theme |
|---|---|---|
| Spiritual | Student 1 Student 2 Student 3 Student 4 | Self-motivation |
| Trying to memorize | Student 2 Student 4 | Perseverance |
| Compete with each others | Student 2 Student 3 Student 4 | Competition |
| Fun | Student 1 Student 2 Student 3 Student 4 | Self-motivation |

Table 3. Student reactions during IDAMAN conducted

Table 3 clearly shows that the study participants are very interested in remembering the month of birth in Arabic through the specified theme. Among them are self-motivation, perseverance and competition. These three themes also prove that teachers have improved their teaching practices through IDAMAN, which applies the method of teaching-learning while playing.

As a result of the interview, I found that all students gave a positive response and fun to learn to use IDAMAN. Figure 2 shows the interviews with study participants after the action was implemented.

| | Question | Response |
|---|---|---|
| 1. | How do you feel while playing IDAMAN | "It's a lot of fun. Because you can play with friends. " |
| 2. | How do you remember the month of birth in Arabic? | "When a friend calls, I'll follow and repeat three or more times." |
| 3. | Do you want to play this IDAMAN again? | "I want!" Because I like to play games. After all, there are friends. " |

Table 4. Response of study participants to interview questions

In conclusion, the students showed high interest when the teacher's teaching method was exciting through learning while playing. With the findings from this interview session, the teachers concluded that teaching methods are crucial in creating an effective PdPc. Thus, IDAMAN has become a factor where teachers have improved the practice of PdPc using the method of teaching-learning while playing.

## VII. REFLECTION

After conducting this study, I made a reflection on myself and the study participants. This study allowed me to improve my skills in the use of learning methods while playing in PdPc. I was also able to add knowledge related to the topic under study. This study also allows them to be interested and have fun learning Arabic. They can also communicate using Arabic and practice it in daily life. Naquiah and Jimaain (2017), the approach to learning while playing is seen as very relevant and a learning method that is very close to children's soul.

## VIII. PROPOSE FOLLOW-UP ACTIONS

Through this study, I plan to apply the elements of tokens and rewards in IDAMAN to enable students to be more motivated to remember the name of the month of birth and the language of the class. According to Hackenberg (2009), the token system is a system that has value when converted to other objects or activities as reinforcement to students. In reality, this method can motivate students to continue to behave positively. Next, I will add related questions so that students can explore the topics studied. With that, students will have more fun learning and at the same time be interested in the subject of Arabic. Finally, I plan to combine this game with a digital method, i.e. students can view questions or videos on youtube. So, they are calmer and can learn and get clues from the video.

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