9. PSYCHOLOGICAL CONDITIONING OF STUDENTS IN ARABIC LEARNING THROUGH ONLINE GAME MODELS

by Akla .

PSYCHOLOGICAL CONDITIONING OF STUDENTS IN ARABIC LEARNING THROUGH ONLINE GAME MODELS

Akla[1], Sri Handayana[2]
[1] Institut Agama Islam Negeri (IAIN) Metro, Lampung, Indonesia
[2] Eberhard Karls Universität Tübingen, Germany
Corresponding E-mail: akla@metrouniv.ac.id

Abstract

This study aims to analyze (a) the process of learning Arabic using online games , (b) the psychological condition of students before and after using online games, (c) students' Arabic skills .This study model uses a Mixed-Method. Research respondents were class V MIN 1 Metro and MIN 1 Lampung Timur students, which collected 70 students from each Madrasah. The data collection tool used in this study consisted of three instruments, namely interviews, questionnaires, and tests. The findings of this study that 99.4% of students respond with positive behavior when using online games, and only 0.6% of students respond with negative behavior. Furthermore, using online games improves the psychological condition of students at MIN 1 Metro by 64.75% and at MIN 1 East Lampung students by 64.39%. In addition, the use of online games has increased learning outcomes in Arabic by 39.00% for MIN 1 Metro students and 36.38% for MIN 1 students in East Lampung.

Keywords: *psychological conditioning, online Arabic Learning, online game*

Abstrak

Penelitian ini bertujuan untuk menganalisis (a) proses pembelajaran bahasa Arab menggunakan *game online*, (b) kondisi psikologis siswa sebelum dan sesudah menggunakan game online, dan (c) kemampuan bahasa Arab siswa dapat ditingkatkan dengan menggunakan online game. Model penelitian ini menggunakan pendekatan penelitian campuran antara pendekatan kualitatif dan kuantitatif. Responden penelitian adalah siswa kelas V Madrasah Ibtidaiyah Negeri (MIN) 1 Metro dan Madrasah Ibtidaiyah Negeri (MIN) 1 Lampung Timur. Alat pengumpulan data yang digunakan dalam penelitian ini adalah wawancara, angket, dan tes. Temuan penelitian ini menunjukkan 99,4% siswa merespons dengan perilaku positif saat menggunakan *game online*, sebanyak 0,6% siswa merespons dengan perilaku negatif. Selanjutnya penggunaan game online berdampak pada peningkatan kondisi psikologis siswa MIN 1 Metro sebesar 64,75% dan pada siswa MIN 1 Lampung Timur sebesar 64,39%. Selain itu, penggunaan game online telah mampu meningkatkan hasil belajar bahasa Arab sebesar 39,00% untuk siswa MIN 1 Metro dan sebesar 36,38% untuk siswa MIN 1 di Lampung Timur.

Kata Kunci: kondisi psikologis, belajar bahasa Arab *online*, permainan *online*

Introduction

Learning Arabic is necessary to support students' ability to master foreign languages. Therefore, Madrasah Ibtidaiyah (MI) requires students to learn Arabic early. However, learning Arabic becomes more difficult because of the online learning system. This happens because of the limited communication between students and teachers and the parents' lack of understanding of Arabic (Farzadnia & Giles, 2015:22; Keaton & Giles, 2016: 5-6). So often causes students to become psychologically depressed (Mamun, Chandrima, et al., 2020; Modecki et al., 2020). This condition also causes parents to get angry, and eventually, students' interest in learning is lower (Khurriyati, Y., Setiawan, F., & Mirnawati, L. B, 2021:95 ; MacIntyre et al., 2020: 53).

So far, research on online learning examines three main issues. First, a study looks at the importance of using various communication technologies in online learning to increase learning independence (Kong, X. T. R., Zhong, R. Y., Zhao, Z., Shao, S., Li, M., Lin, P., Chen, Y., Wu, W., Shen, L., Yu, Y., & Huang, G. Q, 2020: 139; Korhonen, A. M., Ruhalahti, S., & Veermans, M, 2019: 758; Singh & Thurman, 2019: 291-292). Student learning independence affects increasing student learning activities. Others consider that student learning independence affects learning achievement (Arievitch, 2020: 172; Radford, J., Bosanquet, P., Webster, R., & Blatchford, P., 2015: 6-7). Second, a study examines online learning applications as a supporting tool to increase learning concentration (Hurlbut, 2018:252). Learning applications significantly affect concentration and learning outcomes (Mamun, M. A. Al, Lawrie, G., & Wright,, 2020: 144). Online learning applications are considered tools that influence the learning atmosphere and environment to increase motivation (Rasheed, R. A., Kamsin, A., & Abdullah, N. A, 2020: 146). High motivation encourages students to diligently follow the learning process (Chadwick, M., Metzler, H., Tijus, C., Armony, J. L., & Grezes, J, 2019: 233-234; Hanshaw, G. O., Helm-Stevens, R., & Lopez, B, 2019: 182). Effective use of learning applications can make it easier for teachers to carry out teaching tasks. Third, a study that examines the role of online games in learning. Online games in learning designed with attractive packaging influence can increase student learning achievement (Bytheway, 2015: 5-6; Jabbari & Eslami, 2019:95-96). From the three previous research trends, it appears that the psychological dimensions of students in online learning have not been studied carefully. At the same time, the analysis is less targeted at the primary school age group because the existing studies focus more on groups of middle school and college students.

This research will complement the shortcomings of existing studies that tend to ignore students' psychological factors when implementing online learning. This study will design and apply online game models to condition students' psyche in learning Arabic, which is carried out online. The tendency of students towards games can be used as a reason for using online games in learning. Online games in education are currently an alternative to solving students' learning problems, such as feeling depressed and stressed due to the unpreparedness of parents in online learning assistance. This study will analyze how online games can generate high interest in learning Arabic, and in the end, learning becomes a fun process for students. Moreover, analyzing whether online games can improve students' Arabic skills is necessary.

Method

This study model uses a mixed-method research approach, which combines quantitative and qualitative research. Research has been carried out with a qualitative approach and then a quantitative approach its implementation. The purpose of using the mixed method research approach is to examine the process of using online games in learning and the psychological condition of students. In addition, this approach is also to test the level of students' Arabic mastery after using online games. The implementation of this approach is focused when collecting and analyzing data carried out in a series of studies.

Research respondents were students of class V Madrasah Ibtidaiyah Negeri (MIN) 1 Metro and Madrasah Ibtidaiyah Negeri (MIN) 1 East Lampung, totaling 70 students from each Madrasah.

The respondents' determination was based on the consideration that these two Madrasas had carried out online Arabic learning for one year and experienced various obstacles in the learning process. Therefore, the selection of respondents was made randomly on respondents with the same characteristics regarding Arabic language skills. The data collection tool used in this study consisted of three instruments: interviews, questionnaires, and tests. The interview questions consisted of 40 questions developed based on indicators of the implementation of learning with online games.

This study uses a mixed research approach. The data was collected in the form of quantitative data and qualitative data. The collected data were analyzed in two ways. First, quantitative data analysis was carried out with prerequisite tests and t-tests. The prerequisite test is the normality test with the Kolmogorov-Smirnov test statistic at a significant level of = 5%.

Furthermore, the homogeneity test was carried out with the Levene test statistic with the significance level: = 5%. Suppose the results of the prerequisite test show that the sample comes from a typically distributed population, and the population variance is homogeneous. In that case, the data can be tested using parametric statistics, namely the t-test. Second, qualitative analysis is carried out in several stages. Stage one, coding the results of interviews related to the learning process using online games. Stage two, compiling concepts from data that no longer has any changes. The third stage is to make groupings from the results of the interviews. Stage four, the concepts that have been grouped, are then made into hypotheses. Finally, stage five produces an analysis that is ready to be tested.

Results and Discussion
The Process of Learning Arabic Using Online Games for Madrasah Ibtidaiyah Students

Arabic learning at Madrasah Ibtidaiyah has been using online games for ten weeks with 2 hours of lessons per week. Learning to use online games is carried out in three stages. The first stage is preparation. At the preparation stage, the teacher has done several things, namely identifying the initial conditions of students, setting learning objectives, determining teaching materials, setting indicators of learning success, and determining learning strategies. The student's psychological condition and Arabic language skills have been assessed in the initial identification. The findings in the initial identification phase are that students are not interested in participating in learning, do not respond to online learning, and show an attitude of not caring. Furthermore, students showed depressed and irritable behavior. In addition, the results of the initial test of students' Arabic skills showed an average score of 4.7, which was in the low range.

The second stage is the implementation of learning using online games. Learning using online games is carried out in a classroom conditioned by the teacher. A conducive classroom allows students to receive the stimulus well. At the first meeting, the teacher conveys the learning objectives and explains the learning steps carried out. Next, the teacher explains the outline of the material using a student-centered strategy for 30 minutes. After that, students are guided into learning using online games. Students seemed to have been trained to use online games at the second meeting. The material contained in the online game is grammatical, vocabulary material, listening skill material, speaking skill material, reading ability material, and writing ability material. The teacher observed the students' behavior and language ability scores during the learning process. The third stage is the evaluation of learning outcomes while using online games. An evaluation was conducted on the psychological condition of students in learning and students' language skills. Evaluation is carried out at the end of the lesson to determine the differences in students' psychological conditions and language skills before and after using online games.

In the implementation of learning, the teacher has given a stimulus to students using online games. The stimulus is provided for two hours of lessons every week in the classroom. They provide stimulus with online games to produce a positive behavioral response and measure good psychological condition. The behavior formed from the provision of online games is the spirit of learning, concentration, and motivation born from a sense of joy and a high sense of interest in the

object of learning. In addition to the formation of behavior during a stimulus in online games, observations were also made on students' mastery of language. During the learning process, the teacher observes the stimulus in exercises and tasks in online games. The teacher also observes and analyzes student responses. Observations and analysis results when the stimulus was given were strengthened and became the basis for revising learning activities.

The provision of stimulus in the form of learning with online games was carried out ten times. The results of observations on the behavior of 70 respondents who learn Arabic using online games are depicted in the following table:

Table 1. Results of Observing Student Behavior When Giving Stimulus
in the form of Online Games

Stim ulus (S)	Behavioral Observation									
	Happy	Unhappy	Spirit	Lazy	Active	Passive	Fast Respon	Slow Respon	Concen trate	Not Concen trate
S 1	25	45	20	50	19	51	11	59	21	49
S 2	35	35	32	38	29	41	12	58	29	41
S 3	52	18	51	19	51	19	50	20	49	21
S 4	67	3	67	3	65	5	62	8	68	2
S 5	64	6	62	8	64	6	60	10	60	10
S 6	66	4	64	6	62	8	60	10	59	11
S 7	69	1	67	3	67	3	65	5	65	5
S 8	69	1	69	1	69	1	65	5	65	5
S 9	70	0	70	0	69	1	68	2	68	2
S 10	70	0	70	0	70	0	69	1	69	1

The observations on student responses when providing stimulus with online games found positive and negative behavior. Positive behavior is happy, enthusiastic, active, quick response, and concentration. The negative behaviors found were unhappy, lazy, passive, slow response, and not concentrating.

Psychological Condition of Students Before and After Using Online Games in Learning

The questionnaire instrument was used to obtain data on the psychological condition of students before and after using online games. The questionnaire distribution results before using online games in learning found that the average value at MIN 1 Metro was 55.24, and MIN 1 East Lampung was 55.97. This average value is in the 41-80 interval range, which means it is not good. After using online games, the questionnaire distribution found that the average score for MIN 1 Metro students was 156.7, and for MIN East Lampung students were 157.17. The average value of the psychological condition of students after using online games is in the range of 121-160, which means good

The provision of stimulus in the form of using online games in learning has changed the psychological condition of students from bad to good conditions. Changes in the psychological condition of students occurred very significantly. Students who initially did not have the motivation and interest in learning became motivated and had a high interest. In addition, students' attitudes showed a positive attitude, namely responding actively to learning, cheerful attitude, and high concentration. The study's findings showed an increase in the psychological condition of students at MIN 1 Metro by 64.75% and at MIN 1 East Lampung students by 64.39%.

Students' Arabic Language Skills can be Improved by Using Online Games

Providing stimulus by using online games in learning Arabic can significantly improve students' psychological condition. Changes in the psychological condition of students are influenced by the design of material in online games that appear to attract students' attention. The display of the material in online games has increased students' attention and concentration. As a result, students become interested in learning Arabic. In addition, online games can improve students' Arabic language skills. From the test results, the average value of learning Arabic before using online games for MIN 1 Metro students is 37.80 and 39.67 for MIN 1 East Lampung students. The research findings show increased students' Arabic learning outcomes after using online games. The average score of MIN 1 Metro students reached 61.97, and for MIN 1 East Lampung students, it reached an average of 62.36. There is an increase in Arabic learning outcomes by 39.00% in MIN 1 Metro students and 36.38% in MIN 1 East Lampung students.

The results of the data analysis of learning outcomes in the group of students who were taught using online games showed a significant increase. The t-test was carried out after the data were tested for normality and homogeneity. The normality test results with the Kolmogorov-Smirnov test statistic at a significant level = 5% = 0.05. It is known that the arithmetic significance value of each class is 0.074, 0.069, 0.072, and 0.077, respectively. The test decision based on the results of the normality test output obtained all the arithmetic significance values so that H0 was accepted. The results of the normality test show that the sample comes from a population that is normally distributed. Furthermore, the homogeneity test was carried out with the Levene test statistic with the significance level = 5% = 0.05. It is known that the arithmetic significance value is 0.443, 0.678, 0.679, 0.534 so that H0 is accepted, which means the population has a homogeneous variance. Based on the prerequisite test performed, the sample comes from a normally distributed population. The population variance is homogeneous, meaning the post-test data can be tested using parametric statistics, namely the t-test. (table 2).

Table 2. T-Test Results the Effect of Using Online Games on Arabic Learning Outcomes

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Value Equal variances assumed	1.440	.023	-.851	138	.031	-1.87143	2.19894	-6.21940	2.47654
Equal variances not assumed			-.851	135.419	.031	-1.87143	2.19894	-6.22013	2.47727

From the t-test results (table.), it is known that the sig (2-tailed) count value is 0.031 at the significance level: = 5% = 0.05. The test results criteria are if sig count then H0 is accepted, and Ha is rejected. The test results show that the value of sig count means that online games improve students' Arabic learning outcomes.

This study shows several findings. First, the learning difficulties students face in online learning positively impact teachers in developing game-based learning media. Learning content designed in games has evoked various positive behavioral responses. Positive behavioral responses are happy, enthusiastic, active, quick response, and concentration. The positive behavior in students

is caused by the use of online games to build student activities for specific motivation and entertainment. Using online games in learning stimulates students to gain cognitive and affective experiences. This is in line with the study results (Chen & Yeh, 2019: 350; Holbrey, 2020:195 ; R Rosyid, H. A., Palmerlee, M., & Chen, K, 2018: 5) that the use of online games in learning has facilitated students' learning increase students' feelings of pleasure. While playing. Learning materials packaged in games have addressed students' psychological disorders. Learning difficulties caused by stress, boredom, laziness, lack of concentration in learning, and soft Arabic language skills can be overcome by using attractively designed online games (Meda & Swart, 2018: 343; Minutillo, S., Cleary, M., & Visentin, D, 2020:964). In addition to positive behavior, negative behavior was found during the learning process. Negative behavior is displeased, lazy, passive, slow response, and lack of concentration. At the end of the lesson, only 0.6% of students behaved negatively. This negative behavior appears due to factors other than online games.

Second, learning processes related to learning outcomes and students' psychological conditions. This study's findings indicate that using online games to learn Arabic can overcome students' psychological disorders. For example, psychological disorders of students shown by irritable behavior, tantrums, screaming, and acting rudely can be overcome by using online games (Hsu & Wang, 2018: 75-76). Third, using online games in learning has increased students' excitement. Students' excitement is stimulated by materials designed in online games that are packaged interestingly and stimulate students' motor skills. The joy of learning has prevented students from negative emotions. Online games have led players to develop social skills, reduce negative emotions, and feel relaxed and satisfied (Chang & Lin, 2019:130). The use of online games has also aroused students' pleasure in learning. The pleasure in students is triggered by the motivation to get the highest score in the game presented. This is confirmed by (Aldridge, 2017: 24; Chytas, D., Piagkou, M., & Natsis, K, 2021: 13; Pellas, N., Fotaris, P., Kazanidis, I., & Wells, D., 2018: 233; Supeni, S., Hakim, L., & Jumintono, 2019: 245), that learning materials are presented in games in online games produce dynamic and enthusiastic student performance.

Third, this study's findings indicate that using online games can improve students' Arabic skills. Online game content designed to master vocabulary, grammar, listening, speaking, reading, and writing has improved students' language skills. The ability of online games in learning Arabic is because online games contain elements of an exciting game. The use of fun online games has been able to regulate the central nervous system, which gave birth to the focus of attention of students (Hung, C. Y., Sun, J. C. Y., & Liu, J. Y, 2019: 1030 ; Muñoz & Ramirez, 2015; Sanyal, 2018: 201). This is confirmed by (Bahmani, M., Babak, M., Land, W. M., Howard, J. T., Diekfuss, J. A., & Abdollahipour, R, 202: 71; Suyatno, Jumintono, Pambudi, D. I., Mardati, A., & Wantini., 2019: 610-611). Students' attention focus has been shown to play an essential role in students' motor performance. The learning process is more accessible for students to record every object they see and hear. The integration of learning by playing has created healthy, fun learning activities that ultimately achieve learning goals.

The learning process using an online game approach is not free from obstacles. In learning to use online games, there are three obstacles. First, students do not have the same interest in learning Arabic. Students' diverse interests can be seen from the tendency of students to respond to learning. Teachers motivate students accompanied by rewards and punishments, which impact students' seriousness in learning. Second, each teacher's ability to design the content of online game-based learning materials is not the same and is still limited. The portion of the material for mastering language elements and language skills is not balanced. Third, android support for students is not all adequate. Some students have out-of-date androids who are sometimes still disturbed by the signal, picture, or sound quality. In addition, some students could not follow the information conveyed in the lesson because they did not understand the instructions. Students left behind on this information will show negative behavior in learning.

This study is different from previous studies that saw psychological disorders due to the severity of online learning as a threat to learning. This study is more oriented towards integrating learning and playing packaged in online game content. In addition, the process of using online games emphasizes the positive behavioral response of students in learning. The analysis is also aimed at achieving students' language skills due to the use of online games designed by the teacher. This study suggests using online games in learning Arabic to stimulate motivation, enthusiasm, joy, and other positive behaviors. The high involvement of positive behavior in students will encourage learning success.

Conclusion

This study is different from previous studies that saw psychological disorders due to the severity of online learning as a threat to learning. This study is more oriented towards integrating learning and playing packaged in online game content. In addition, the process of using online games emphasizes the positive behavioral response of students in learning. The analysis is also aimed at achieving students' language skills due to the use of online games designed by the teacher. This study suggests using online games in learning Arabic to stimulate motivation, enthusiasm, joy, and other positive behaviors. The high involvement of positive behavior in students will encourage learning success. In addition to the students' enhancement in the psychological domain, the students' skills in Arabic language have also improved. The improved skills include vocabulary mastery, grammar, listening, speaking, reading, and writing. Such improvement can be seen in the students' scores. The use of online games which are appropriately designed in accordance with the students' development has made Arabic learning easy and fun. Arabic learning with the online game approach and with interesting design improves the students' Arabic mastery. []

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