

Can Mentimeter become an Inovative Media in Sharf Learning?

Sanggupkah Mentimeter Menjadi Media Inovatif dalam Pembelajaran Shorof?

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Abstract

The main objective of this research is to describe whether Mentimeter can be an innovative solution environment applied to Sharaf learning which is caused by the unenthusiasm and inactivity of students in Sharf learning in the Arabic Language Education study program at Sunan Kalijaga Islamic State University which results in ineffectiveness in learning, which should be learning using the presentations and questions and answers can increase student enthusiasm which makes learning effective. The study was conducted in a qualitative descriptive manner and its subject was Sharf's learning. This technique gathering data for this research in the form of documents, interviews, and observations. And the analysis technique uses presentation, condensation, and inference of data. Mentimeter is capable and capable of being an innovative medium for learning Sharf. With mentimeter, it will raise student attention so that students will focus during learning. This can increase student enthusiasm for learning, making them carry out teaching and learning activities to the fullest. However, due to limited time, the use of multimeters in Sharf learning has not been able to run optimally and not all students have answered the questions posed in mentimeter.

Abstrak

Tujuan dilakukannya kajian ini adalah untuk mendeskripsikan apakah mentimeter dapat menjadi media inovatif solutif atas terjadinya ketidantusias dan ketidakaktifan mahasiswa pada pembelajaran Sharf dalam prodi Pendidikan Bahasa Arab yang ada di UIN Sunan Kalijaga yang menjadikan ketidakefektifan dalam pembelajaran, yang seharusnya pembelajaran dengan metode presentasi dan tanya jawab dapat meningkatkan keantusiasan siswa yang menjadikan efektifnya pembelajaran. Kajian dilakukan secara kualitatif deskriptif dengan subjek berupa pembelajaran Sharf. Teknik pengumpulan informasi penelitian berupa observasi, wawancara, dan dokumentasi. Dan teknik analisisnya menggunakan penyajian, kondensasi, serta penyimpulan data. Mentimeter sanggup dan mampu menjadi media inovatif dalam pembelajaran Sharf. Dengan mentimeter maka akan memunculkan atensi mahasiswa sehingga mahasiswa akan fokus selama pembelajaran. Hal itu dapat meningkatkan antusiasme mahasiswa dalam belajar yang menjadikannya melakukan kegiatan belajar mengajar secara maksimal. Akan tetapi dikarenakan waktu yang terbatas maka penggunaan mentimeter dalam pembelajaran Sharf belum dapat berjalan secara maksimal dan belum seluruh mahasiswa menjawab pertanyaan yang diajukan dalam mentimeter.

Introduction

There are components in learning that must be present and mutually sustainable.¹ These elements are students, teachers, learning objectives, materials, methods, media, as well as evaluation.² All of these components are an integration that affects each other.³ If one of these components does not have a role or is not adjusted, it will affect the quality of the learning carried out.⁴

With the development of learning, it will train teachers to be creative and innovate to develop interesting learning for students,⁵ one of which is with learning media. In the language learning system, strategies, methods, and media are needed in their implementation.⁶ Learning media is a strategic tool in determining the success of the process.⁷ Media use as a learning component is necessary for teaching and learning activities.^{8,9} Although media is not the main element in learning,¹⁰ The existence of media in teaching and learning activities can help teachers to interact with students in delivering learning materials to achieve learning objectives.¹¹ The use of appropriate learning environments can also help students become more active in the classroom allowing effective active learning.¹²

The dynamics of technology hold tremendous control over science.¹³ The technology that had been invented decades ago began to be replaced with new, more advanced technologies.¹⁴

¹ H. M. Jufri Dolong, "Teknik Analisis Dalam Komponen Pembelajaran," *Jurnal UIN Alauddin* 5, no. 2 (2016).

² Annisa Nidaur Rohmah, "Belajar Dan Pembelajaran (Pendidikan Dasar)," *CENDEKIA Media Komunikasi Penelitian Dan Pengembangan Pendidikan Islam* 09, no. 02 (2017).

³ Fuja Siti Fujiawati, "Pemahaman Konsep Kurikulum Dan Pembelajaran Dengan Peta Konsep Bagi Mahasiswa Pendidikan Seni," *Jurnal Pendidikan Dan Kajian Seni* 1, no. 1 (2016).

⁴ Sutera dkk, "Analisis Sikap Siswa Dalam Proses Pembelajaran Dengan Pendekatan Saintifik Pada Kurikulum 2013 Tema Sejarah Peradaban Indonesia Kelas v Di Sekolah Dasar Negeri 28 Dangin Puri," *E-Journal PGSD Universitas Pendidikan Ganesha Jurusan PGSD Volume: 3 No: 1 Tahun 2015*, 2015.

⁵ Linda Khuroidah, "The Transformation of Arabic Learning Language Majors in High School," *Studi Arab* 13, no. 2 (2022), <https://doi.org/10.35891/sa.v13i2.3393>.

⁶ Nasir Salasa and Hasan Syaiful Rizal, "Penerapan Permainan Al-Asrar Al-Mutasalsilah Dalam Pembelajaran Maharah Istima' Di SMP Darussalam 2 Watukosek Gempol," *Studi Arab* 13, no. 1 (2022), <https://doi.org/10.35891/sa.v13i1.3131>.

⁷ Mu'alim Wijaya and Siti Maisuroh, "Pengembangan Bahan Ajar Kosakata Dengan Media Kartu Di MIN 1 Probolinggo," *Studi Arab* 13, no. 1 (2022), <https://doi.org/10.35891/sa.v13i1.3137>.

⁸ Junaidi Junaidi, "Peran Media Pembelajaran Dalam Proses Belajar Mengajar," *Diklat Review: Jurnal Manajemen Pendidikan Dan Pelatihan* 3, no. 1 (2019), <https://doi.org/10.35446/diklatreview.v3i1.349>.

⁹ Samad Umarella M. Sahrawi Saimima Saddam Husein, "Urgensi Media Dalam Proses Pembelajaran," *Al-Itizam: Jurnal Pendidikan Agama Islam* 3, no. 2 (2018), <https://doi.org/10.33477/alt.v3i2.605>.

¹⁰ Herka Maya Jatmika, "Pemanfaatan Media Visual Dalam Menunjang Pembelajaran Pendidikan Jasmani Di Sekolah Dasar," *Jurnal Pendidikan Jasmani Indonesia* 3, no. 1 (2005).

¹¹ Teni Nurrita, "Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa," *MISYKAT: Jurnal Ilmu-Ilmu Al-Quran, Hadist, Syari'ah Dan Tarbiyah* 3, no. 1 (2018), <https://doi.org/10.33511/misykat.v3n1.171>.

¹² Nina Sundari, "Penggunaan Media Gambar Dalam Meningkatkan Keaktifan Siswa Dalam Pembelajaran Pengetahuan Sosial Di Sekolah Dasar," *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru* 5, no. 1 (2016), <https://doi.org/10.17509/eh.v5i1.2836>.

¹³ Wiwin Hartanto, "Penggunaan E-Learning Sebagai Media Pembelajaran," *Jurnal Pendidikan Ekonomi* 10, no. 1 (2016).

¹⁴ Duma Megaria Elisabeth, "Kajian Terhadap Peranan Teknologi Informasi Dalam Perkembangan Audit Komputerisasi (Studi Kajian Teoritis)," *METHOMIKA: Jurnal Manajemen Informatika & Komputerisasi Akuntansi* 3, no. 1 (2019).

Learning media is also increasingly varied along with the development of technology.¹⁵ There is always new media created and developed all the time.¹⁶ Ever-evolving media is in the form of technology,¹⁷ whether it is physical or nonphysical.¹⁸ The development of physical media in educational technology is the discovery of sophisticated tools that assist the learning and teaching activity.¹⁹ At the same time, the development of non-physical media can be found in applications that are constantly updated and developed every year.²⁰

In the span of decades, applications have grown very rapidly.²¹ The developed application has made a lot of progress.²² It is inseparable from the role of the internet.²³ Applications that used to be limited to only being able to be used are growing with the emergence of internet-based applications.²⁴ This makes the use of the application unlimited so that the application can be used in the field of life, it includes learning media.²⁵

An application used as an online medium to support learning and teaching activities is Mentimeter. Mentimeter is an online polling application (polling tool) that acts as an aggregator of student responses.²⁶ This web-based application can help collect students' opinions and questions.²⁷ Using Mentimeter as a tool that can increase student engagement in learning activities can be done by measuring and assessing opinions, engaging in discussions, raising attention, and submitting questions.²⁸

¹⁵ Sodik Anshori, "Pemanfaatan Teknologi Informasi Dan Komunikasi Sebagai Media Pembelajaran," *Civic-Culture: Jurnal Ilmu Pendidikan PKn Dan Sosial Budaya* 2, no. 1 (2019).

¹⁶ Rudi Susilana and Cepi Riyana, *Media Pembelajaran: Hakikat, Pengembangan, Pemanfaatan, Dan Penilaian* (Bandung: CV Wacana Prima, 2008).

¹⁷ M A M Ardiansyah, "Inovasi Pemanfaatan Teknologi Informasi Dan Komunikasi Sebagai Media Pembelajaran Efektif," *Semnas Ristek (Seminar Nasional ... 9924* (2021).

¹⁸ Alan Suud Maadi, "Digitalisasi Manajemen Pendidikan Islam Dan Ekonomi Syariah Di Perguruan Tinggi," *FIKROTUNA* 7, no. 1 (2018), <https://doi.org/10.32806/jf.v7i1.3185>.

¹⁹ R Benny A Pribadi, "Media Dan Teknologi Dalam Pembelajaran," *Jakarta: Kencana*, 2017.

²⁰ Titi Anjarini, "Strategi, Model, Media Dan Teknologi Pembelajaran Di Sekolah Dasar," *ELSE : Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar Universitas Muhammadiyah Purworejo* 1, no. Strategi, Model, Media dan Teknologi Pembelajaran di Sekolah Dasar (2017).

²¹ Muhamad Ngafifi, "Kemajuan Teknologi Dan Pola Hidup Manusia Dalam Perspektif Sosial Budaya," *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi* 2, no. 1 (2014), <https://doi.org/10.21831/jppfa.v2i1.2616>.

²² Selamat Samsugi et al., "Internet of Things Untuk Peningkatan Pengetahuan Teknologi Bagi Siswa," *Journal of Technology and Social for Community Service (JTSCS)* 2, no. 2 (2020).

²³ Unik Hanifah Salsabila et al., "Peran Teknologi Dalam Pembelajaran Di Masa Pandemi Covid-19," *Al-Mutharabah: Jurnal Penelitian Dan Kajian Sosial Keagamaan* 17, no. 2 (2020), <https://doi.org/10.46781/al-mutharahah.v17i2.138>.

²⁴ Alwi Abdillah, L. A. et al., *Aplikasi Teknologi Informasi: Konsep Dan Penerapan* (Medan: Yayasan Kita Menulis, 2020).

²⁵ Erfan Nurfalah, "Optimalisasi E-Learning Berbasis Virtual Class Dengan Google Classroom Sebagai Media Pembelajaran Fisika," *Physics Education Research Journal* 1, no. 1 (2019), <https://doi.org/10.21580/perj.2019.1.1.3977>.

²⁶ Kat Sarah Anne Vallely and Poppy Gibson, "Engaging Students on Their Devices with Mentimeter," *Compass: Journal of Learning and Teaching* 11, no. 2 (2018), <https://doi.org/10.21100/compass.v11i2.843>.

²⁷ J. I. Pichardo et al., "A Brief Review of Mentimeter – a Student Response System," *Journal of Applied Learning & Teaching* 1, no. 1 (2017), <https://doi.org/10.37074/jalt.2018.1.1.5>.

²⁸ Alison Skoyles and Erin Bloxside, "Have You Voted? Teaching OSCOLA with Mentimeter," *Legal Information Management* 17, no. 4 (2017), <https://doi.org/10.1017/s1472669617000457>.

Effective learning should be supported by student activity.²⁹ That applies to every learning,³⁰ including Sharf learning. However, in the observations that have been made, learning in the Sharf course in the Arabic language education program at Sunan Kalijaga State Islamic University shows students' inactivity in learning as evidenced by the absence of students asking questions and some students not paying attention to presentations made by other students. Therefore, solutions are needed that can provoke students to be active in learning.

There are several scientific studies that discuss the success of Mentimeter as an innovative medium that can increase student activity in the classroom. Like Emma Mayhew's research³¹ that applied it in political science, research conducted by Pei Miin Wong³² that applied it to writing skills, as well as a scientific study conducted by Angela Bayu Pertama Sari³³ Based on several studies that have succeeded in increasing student activity through Mentimeter, this study intends to analyze whether Mentimeter can be an innovative medium that can provoke student enthusiasm in class in Sharf learning as a development in the world of educational technology so that it can be a solution to the gap between ideal conditions in learning and reality that exists in Sharf's teaching and learning activities. With this research, it will lead to the development and expansion of the use of Mentimeter in teaching Arabic, especially Sharf.

Method

In this scientific study, the method used is a qualitative method, Scientific research that produces descriptive scientific study information in the form of written or spoken words and human actions where the researcher is the primary tool and the focus is comprehensive research. This type of scientific study is descriptive qualitative in Sharf learning. This type is used in this study with the aim of describing and explaining scientific information about the use of Mentimeter as an effective innovative medium in learning in Sharf courses at Kalijaga Islamic State University. The selected scientific study design is a qualitative descriptive study.

In this study, the use of Mentimeter in Sharf learning as an innovative communicative medium is explained and described in detail. The application of the design is carried out by collecting, processing, and presenting research information objectively. The subjects of scientific

²⁹ Ramdanil Mubarak, "Dinamika Lembaga Pendidikan Dasar Dalam Pengelolaan Pembelajaran Daring," *Pedagogi: Jurnal Ilmu Pendidikan* 21, no. 1 (2021), <https://doi.org/10.24036/pedagogi.v21i1.1033>.

³⁰ Kartini Hutagaol, "Pembelajaran Kontekstual Untuk Meningkatkan Kemampuan Representasi Matematis Siswa Sekolah Menengah Pertama," *Infinity Journal* 2, no. 1 (2013), <https://doi.org/10.22460/infinity.v2i1.27>.

³¹ Emma Mayhew, "No Longer a Silent Partner: How Mentimeter Can Enhance Teaching and Learning Within Political Science," *Journal of Political Science Education* 15, no. 4 (2019), <https://doi.org/10.1080/15512169.2018.1538882>.

³² Pei Miin Wong and Melor Md Yunus, "Enhancing Writing Vocabulary Using Mentimeter," *International Journal of Learning, Teaching and Educational Research* 19, no. 3 (2020), <https://doi.org/10.26803/ijlter.19.3.7>.

³³ Angela Bayu Pertama Sari, "The Impacts of Mentimeter-Based Activities on EFL Students' Engagement In Indonesia," *LLT Journal: A Journal on Language and Language Teaching* 24, no. 1 (2021), <https://doi.org/10.24071/llt.v24i1.3025>.

research are 12 students and Sharf lecturers in Arabic language education at Kalijaga Islamic State University. Meanwhile, the source of data in scientific studies is lecturers who teach courses and students who take part in Sharf courses.

The chosen research information collection technique is observation during three meetings. In the initial two meetings, observations were carried out in a non-participatory manner where researchers were directly involved in learning. Meanwhile, the third meeting of observations was carried out in a participatory manner. In addition, this study also utilizes interviews with students and lecturers who teach the course. Another selected data collection is documentation. Analysis of research information carried out is condensation, data display, as well as verification and drawing conclusions to achieve the results of scientific studies.

Scientific studies are carried out at Kalijaga Islamic State University Yogyakarta in the Arabic language education study program, especially in the Sharf course. The research began with identifying the employ of Mentimeter as an online learning media in Sharf courses. The social situation that is the object of this scientific study is in the form of learning in the Sharf course, both with Mentimeter media and not with media. The information collection, review, and inference are carried out as needed.

Result

Sharf Learning in Arabic Language Education at Sunan Kalijaga State Islamic University

In the Sharf credits course, there are 4 credits. However, it is divided into two meetings with 2 credits at each meeting. Each credit takes 50 minutes. So for each meeting, the time passed is 100 minutes. The learning that took place in the Sharf course at Sunan Kalijaga Islamic State University was carried out by the method of presentation and question and answer conducted by students and lecturers. Learning is carried out with zoom meeting media as a meeting room. Learning begins with student presentations on relevant material and continues with questions and answers about the material. If the speaker has not answered the question correctly, the lecturer will straighten out the answer.

In learning the Sharf course at Kalijaga Islamic State University conventionally without the Mentimeter media, information was found that students' enthusiasm for learning was still lacking. This is supported by data from observations made which illustrate that students' enthusiasm for learning Sharf is still relatively weak. Based on information from observations made during two meetings, the first meeting conducted online through the zoom meeting media illustrates the unenthusiasm of students in learning as evidenced by a large number of students who are still on the road, many students who are not on-cam, the absence of students who ask questions, criticize,

and refute opinions that are not in accordance with scientific studies. Lectures only last for 60 minutes which should be 100 minutes.

In the second meeting, learning was carried out still using zoom meetings. The learning carried out is still conventional with presentation and question and answer methods. At the meeting, none of the students attended the lecture on-cam (turning on the camera) during the lesson. Only the lecturer turns on the camera during the lecture. There were two students who made presentations, while the students who asked questions were only one person. In addition, lectures only last for an hour which should run for 100 minutes.

Mentimeter as a Learning Media

Mentimeter is a web developed by a Swedish company based in Stockholm that is used for presentations that want feedback from participants in a short period of time. This web was originally created by Johnny Warstorm who is an entrepreneur as a solution to problems that exist at meetings that are not conducive. Therefore Johnny created a medium that can give rise to dynamic interactions between presenters and participants. In Mentimeter, various results of interactions between people can be displayed with polls, ratings, or expressing opinions. An example of the Mentimeter view can be seen in figure 1.



Figure 1. Mentimeter View

In learning Sharf in the Arabic Language Education study program at Kalijaga Islamic State University, Mentimeter is designed as a medium that can provoke students to express their opinions in several related materials. The questions posed in Mentimeter on Sharf's learning on Ibdal material are:

- a. What do you know about Ibdal?
- b. What is the meaning of I'lal?
- c. Mention 1 ibdal rule in Sharf science that you know!

Sharf learning with Mentimeter as media is done offline. Learning is carried out for 100 minutes according to the expected time in one meeting in 2 credits. The learning begins with a

presentation made by students without Mentimeter media which is then continued with a question and answer between the presenter students and the participants. The speakers presented a number of one student. The enthusiasm of students began to be seen from the beginning of learning, which raised one question from other students.

Sharf learning is continued with presentations made by the teacher using Mentimeter media. The use of Mentimeter media begins with basic questions about the material presented by students. This aroused students' enthusiasm for learning as evidenced by the eight answers given by seven of all students who answered the first question posed in the Mentimeter. It can be seen in figure 2.



Figure 2. Student Answers on Question 1

While using Mentimeter in learning, teachers intersperse presentations with explanations of the material, then continue with other questions. This is done so that learning is not monotonous only using asking questions to students so that learning will be more varied.

In the second question, the enthusiasm of the students has not diminished. All students tried to answer the questions asked in Mentimeter. This is evidenced by as many as 12 answers put forward by seven of all students which can be seen in figure 3.



Figure 3. Student Answers on Question 3

In the second question, the enthusiasm of the students has not diminished. All students tried to answer the questions asked in Mentimeter. However, because there was little time left, the

the use of Mentimeter in Sharf learning has not been able to run optimally and not all students have answered the questions asked in Mentimeter.

Conclusion

Mentimeter is able to be an innovative medium in Sharf learning. Learning using Mentimeter will bring out student attention so that students will focus during learning. It can increase student enthusiasm for learning which makes it carry out teaching and learning activities optimally.

However, due to limited time, the use of Mentimeter in Sharf learning has not been able to run optimally and not all students have answered the questions asked in Mentimeter because of less time. Therefore, future research should be able to examine other similar media that can be used more briefly so that learning will be more effective and efficient.

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