Can Mentimeter become an Inovative Media in Sharf Learning?

Sanggupkah Mentimeter Menjadi Media Inovatif dalam Pembelajaran Sharof?

Faizmailiatus Sofa*, Zainal Arifin Ahmad2, Nasiruddin1, Syiva Nurul Affah4
Sunan Kalijaga State Islamic University1,2,3, Al-Azhar University Cairo, Egypt4
faizsofa1@gmail.com1*, zainal.a@uin-suka.ac.id2, nasircahaya03@gmail.com3, afifahsyifa@gmail.com4
* corresponding author

Abstract
The main objective of this research is to describe whether Mentimeter can be an innovative solution environment applied to Sharf 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.

Keywords:
Mentimeter; Innovative Media; Sharf

Kata Kunci:
Mentimeter; Media Inovatif; Sharf

* Studi Arab with CC BY-SA 4.0 license. Copyright © 2022, the author(s)
Introduction

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

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

The dynamics of technology hold tremendous control over science. The technology that had been invented decades ago began to be replaced with new, more advanced technologies.
Learning media is also increasingly varied along with the development of technology.\textsuperscript{15} There is always new media created and developed all the time.\textsuperscript{16} Ever-evolving media is in the form of technology,\textsuperscript{17} whether it is physical or nonphysical.\textsuperscript{18} The development of physical media in educational technology is the discovery of sophisticated tools that assist the learning and teaching activity.\textsuperscript{19} At the same time, the development of non-physical media can be found in applications that are constantly updated and developed every year.\textsuperscript{20}

In the span of decades, applications have grown very rapidly.\textsuperscript{21} The developed application has made a lot of progress.\textsuperscript{22} It is inseparable from the role of the internet.\textsuperscript{23} Applications that used to be limited to only being able to be used are growing with the emergence of internet-based applications.\textsuperscript{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.\textsuperscript{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.\textsuperscript{26} This web-based application can help collect students’ opinions and questions.\textsuperscript{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.\textsuperscript{28}

\textsuperscript{16} Rudi Susilana and Cepi Riyana, \textit{Media Pembelajaran: Hakikat, Pengembangan, Pemanfaatan, Dan Penilaian} (Bandung: CV Wacana Prima, 2008).
\textsuperscript{17} M A M Ardiansyah, “Inovasi Pemanfaatan Teknologi Informasi Dan Komunikasi Sebagai Media Pembelajaran Efektif,” \textit{Seminar Ristek} (Seminar Nasional … 9924 (2021).
\textsuperscript{24} Alwi Abdulah, L. A. et al., \textit{Aplikasi Teknologi Informasi: Konsep Dan Penerapan} (Medan: Yayasan Kita Menulis, 2020).
\textsuperscript{28} Alison Skoyles and Erin Bloxsidge, “Have You Voted? Teaching OSCOLA with Mentimeter,” \textit{Legal Information Management} 17, no. 4 (2017), https://doi.org/10.1017/s1472669617000457.
Effective learning should be supported by student activity. That applies to every learning, 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 research that applied it in political science, research conducted by Pei Miin Wong that applied it to writing skills, as well as a scientific study conducted by Angela Bayu Pertama Sari. 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

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](image)

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](image1.png)

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](image2.png)

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
teacher dismissed the submission of answers, and only five answers from four students were recorded. Figure 4 below shows the answers.

![Figure 4. Student Answers on Question 3](image)

**Discussion**

Mentimeter has been widely used in learning and their success in increasing the enthusiasm of participants has been found in many studies. The event also occurred in Sharf's learning. The use of a Mentimeter during Sharf learning can increase students' enthusiasm for learning. Mentimeter, which replaced Zoom Meeting as a medium, succeeded in making it an effective innovative medium during teaching and learning activities. The following table shows the increase in student enthusiasm.

<table>
<thead>
<tr>
<th>No.</th>
<th>Student Activities</th>
<th>1st Meeting</th>
<th>2nd Meeting</th>
<th>3rd Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Set up a notebook</td>
<td>Enough</td>
<td>Enough</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Follow and pay attention to teacher delivery</td>
<td>Less</td>
<td>Less</td>
<td>Very Good</td>
</tr>
<tr>
<td>3.</td>
<td>Follow learning focusly</td>
<td>Less</td>
<td>Less</td>
<td>Very Good</td>
</tr>
<tr>
<td>4.</td>
<td>Asking, criticizing, and debunking</td>
<td>Enough</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Expressing an opinion</td>
<td>Less</td>
<td>Less</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

Based on what can be seen in the table above, it can be concluded that the student's enthusiasm for learning increased from the first to the third lesson by using the "Mentimeter" as a learning tool. The table above shows that at the first to second meetings before Mentimeter media has not been used in Sharf learning, the indicators are dominated by fewer categories. At the third meeting, the enthusiasm of the students was dominated by the excellent category after the media Mentimeter was used in Sharf's learning. This increase can occur because in Mentimeter there are questions that attract students to be able to answer them and encourage them to raise opinions. It makes students think critically so that they can focus during learning. 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.

**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.

**References**


Saddam Husein, Samad Umarella M. Sahrawi Saimima. “Urgensi Media Dalam Proses


