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Iffah's Busy Board (IBB)

Noralifah binti Abu Naim¹, Muhammad Nasrul bin Abu Bakar², Muhammad Wafiq Iman bin Roshaheli³, Nur Sofia Zulaikha binti Azman⁴ and Arissa Najibah binti Azmi⁵

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Abstract— This study was conducted to help students recognize, pronounce and recognize the numbers 1 to 10 in Arabic easily. By utilizing the innovative material known as Iffah's Busy Board (IBB), this material can be used as a self-study resource for students after the classroom learning process. The variety of number-related games available in Iffah's Busy Board (IBB), suitable for all age groups, is expected to stimulate students' minds to remember the unique forms of Arabic numbers. Not only that, it is hoped that the Iffah's Busy Board (IBB) innovation can assist students in correctly pronouncing Arabic numbers. The study sample consisted of 25 preschool students from Prasekolah Ibnu Sina, Sekolah Kebangsaan Merlimau, who had varying levels of achievement. The findings indicate that through self-study using Iffah's Busy Board (IBB) and physical movements that correspond to the letter shapes, students are more engaged in learning and are better able to recognize and identify numbers 1 to 10 in the Arabic language during the teaching and learning process.

Keywords—21st-century Education, Arabic Numbers, Teaching Aids.

I. INTRODUCTION

In 2003, Tun Abdullah Ahmad Badawi, Prime Minister of Malaysia embarked on a national agenda campaign called the Civilizational Islam. Within the agenda, is a new approach of in education to nurture a character aspired by the teaching of Islamic. This can be seen through Arabic language education getting its proper place in national preschool education through National Preschool Standard Curriculum (KSPK) where Arabic is placed as a sub-science in Islamic Education under the pillars of spirituality, attitude, and values [1]. Based on this KSPK, easy Arabic learning targets students who can recognize and say simple words and numbers from one to ten in Arabic.

Pupils always listen to words and numbers in Arabic, understand the meaning and repeat some Arabic expressions every day. However, most students are unable to use Arabic in and out of the classroom [2]. This causes students to lack the confidence to say numbers in Arabic correctly and this factor will destroy their motivation to become good Arabic speakers [3]. For learners to master Arabic words and numbers, teachers concentrate on sound and the symbols representing the sound instead of cramming every string of letters. Teachers need to ensure beginner learners synthesize every letter of a word to develop their memory of words. However, according to Gregory et al. recommended that attaining Arabic letter and numbers knowledge is a long process that teachers must handle objectively without subjecting the learners to speed and fluency. The position of the Arabic language in the national education system is still relatively new compared to the Malay and English languages which require more in-depth research in terms of teaching and learning strategies, and the ease of obtaining resources for teaching aids [4].

Pupils need an entertaining learning that is visual and sensory learning, so that they can focus on learning. Therefore, we have designed an Innovation that is suitable as one of the drills for students to recognize numbers in Arabic. This innovation is called IFFAH'S BUSY BOARD (IBB). The objectives of this IBB are to improve the skills of recognizing, recognizing, and saying the numbers 1 to 10 in Arabic. In addition, it also creates a fun learning environment. We hope that through this innovation we can improve the Arabic language skills of Pre School students and increase their interest in this language.

II. MATERIALS

A. Materials of IBB

The cost to produce Iffah's Busy Board is only around RM 36.00. The materials used to make this board are:

| | | | |
|---|--------------------------------------|----|-----------------------------|
| 1 | Polystyrene board | 8 | Eggs shell |
| 2 | Adhesive paper | 9 | Reused plastic sauce plates |
| 3 | Yakult drink bottles that are reused | 10 | Rope |
| 4 | Reusable plastic spoon | 11 | Needle |
| 5 | Reused hangers | 12 | Adhesive tape |
| 6 | Reused milk cartons | 13 | Hot glue gun |
| 7 | Gloves | 14 | Reusable mineral bottles |

B. How to Play IBB

1. Roll the dice.
2. The number on the dice determines the game.
3. Play IBB!"

C. Advantage of Hana's Map

1. Cheap cost
2. Attract students' interest
3. Easy to use by children
4. Emphasizing the concept of hands-on and fun learning
5. Encourage language, communication and leadership skills
6. Can be used individually or in groups



Fig 1 : The IBB

III. METHODS

When selecting variables for the sample population, the researchers use a non-probability sampling technique known as purposive sampling. The researcher's judgment and comprehension of the context are essential to this sampling process [5]. Data collection in this study was done by doing pre and post-tests to see the improvement in the students' ability to recognize and say Arabic numbers. In addition, structured interviews were conducted to get feedback on the students' feelings after using this IBB. The data was analysed to obtain the mean value reading for the pre-test and post-test. Meanwhile, subject thematic are used to analyse student feedback.

IV. RESULTS AND FINDINGS

The test was conducted to 25 students as a respondent. The findings of the survey are presented and discussed under two sections as below.

A. Respondents Demographics

Demographic information consists of respondents gender and age. The result of respondents genders as shown in the Fig.3

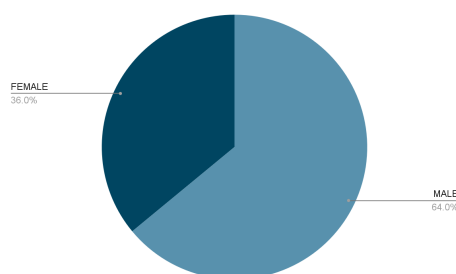


Fig. 2: Respondent's gender

Fig. 3 shows the respondent's gender. 64% (16 responses) were male while 36% (9 responses) were female children.

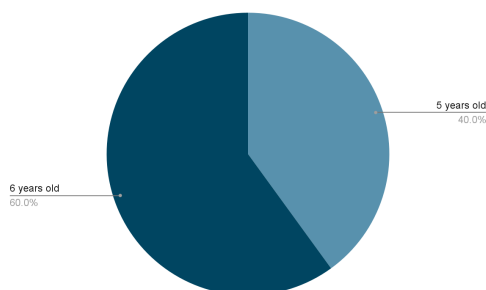


Fig. 3 : Respondents Age

Fig. 4 shows the class of the respondents. The result of the survey indicates 60% (15 responses) of the respondents were 6 years old and another 40% (10 responses) of the respondents were 5 years old.

B. Respondents pre and post test result

Fig. 4 show the pre-test and post-test result. The mean reading for the pre-test is 12 while the mean reading for the post-test is 15.3. The mean value difference is 3.25

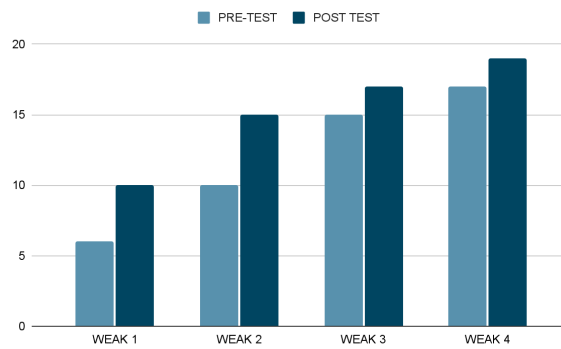


Fig. 4 : Pre-test and Post-test

C. Respondents structured interview

Based on the structured interviews conducted with the respondents, it was found that all of them enjoyed using IBB. Respondent R2 stated that they found it easier to memories the numbers, while respondent R5 mentioned that they found it easier to write the numbers in words. All respondents also agreed that IBB is fun, and they enjoyed using it.

V. CONCLUSIONS

In conclusion, the use of teaching aids is very important in improving students' skills and mastery as shown by IBB. Students can solve their problems in helping other students master the Aran language. Things that can be improved by making this board digital so that it can be used anywhere as self-learning.

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