

Learning Classroom Environment and Mufrodat Memory Ability of Madrasah Students in Palembang

Jumhur¹

¹Universitas Islam Negeri Raden Fatah Palembang email: jumhur_uin@radenfatah.ac.id

Abstract: The physical environment of the class and motivation is one of the factors that can affect students' mastery of memory and in class there are many pictures that support learning and the teacher gives motivation to students. This study aims to determine whether or not there is influence of the physical environment of the class and learning motivation on the ability of mufrodat's memory. This research is a quantitative research. The method used is a survey research method. This research was conducted at MI Daarul Aitam Palembang. The sample used was students in grades 4 and 5, totaling 58. Data collection techniques used questionnaires and tests. The data analysis technique used in this study is multiple regression with product moment correlation. The results of the study show that the elements in the physical environment, namely pictures, writing and illustrations in the classroom affect students' ability to memorize mufrodat. In addition, it was also produced that the ability of students' memory of mufrodat was also influenced by the elements in students' learning motivation.

Keywords: *Learning Environment; Mufrodat; Memory Ability*

A. Introduction

Vocabulary (*mufrodat*) is a collection of certain words that will form a language. Word is the smallest part of language that is free. Vocabulary in Arabic is called *mufrodat* and in English it is called *vocabulary*, is a set of words or vocabulary that is known by a person or other entity that is part of a particular language. Besides that, another definition is the set of all words that the person understands and is likely to use to construct new sentences. The richness of a person's vocabulary is generally a reflection of his intelligence or level of education. Vocabulary is one of the three language elements that is very important to master, it is used in spoken and written language, and is one of the tools to develop one's Arabic language skills..(S. Mustofa, 2015)

The ability to memorize mufrodat requires a memory that can store vocabulary strongly, so that many students' mufrodat Arabic can be memorized. From the physical environment that can be seen directly by students then from the visual it is brought into memory to remember what they see. Memory ability is related to the ability to enter, store and reproduce things that have been seen, heard, and done in the learning process.(Nurani, 2019; Sulistyowati, 2012) Memory that can store incoming information or stimuli through one or a combination of the five senses is called sensory memory. *Iconic Memory* is part of sensory memory.

Iconic Memory is a memory for visual stimuli, which can be defined as a very brief sensory memory of several visual stimuli, which occur in the form of mental images. From experiment *iconic memory* scientists know that watching images is stored briefly without using much brain processing time.(Bhinnety, 2008) The ability to memorize mufrodat is obtained

from the learning process, in the learning process there is a process vision to habit. There are three types of the most important functions in memory, namely the process of entering, storing and re-generating.

Factors that influence learning are internal and external factors. External factors consist of social and non-social environment. The non-social environment is the physical environment which includes buildings, learning tools, the student's family residence and its location, pictures that support learning and study time used by students. These factors are seen to determine the success rate of student learning. (B. Mustofa, 2015; Nadawiyah & Astari, 2021) The classroom includes the physical environment of the classroom which is one of the influencing factors, first: influencing the learning process of students in receiving a lesson, and second: influencing the teacher in delivering lessons. A good classroom is a room where children can learn everything comfortably. (Aini et al., 2021; Siafurrahman & Ujiarti, 2013) The physical environment of the class is very influential on the success of learning. A conducive, comfortable, pleasant and clean physical classroom environment plays an important role in supporting learning effectiveness. Pasting posters containing affirmative sentences that enable students to be motivated to become someone who excels and wins in their class. (Arpiutra et al., 2015; S. Mustofa, 2015) Learning motivation is needed by children to achieve learning success such as memorizing mufrodat. How strong an individual's motivation will determine much of the quality of the behavior he displays, both in the context of learning, work and in other life. (Sardiman, 2011) Motivation has an important function in learning, because motivation will determine the intensity of student learning efforts. Hawley in the book *Psychological Testings* said that students who have high motivation learn better than students who have low learning motivation. (Urbina, 2014)

From external and internal factors, all of them influence learning success. In this research, what is meant by learning success is the ability of students' mufrodat memory in memorizing, both the physical environment of the class and learning motivation, both of which are very influential. Students' mufrodat memory ability is one of the successes in learning, and that success is obtained through the learning process. in the learning process there are two factors, namely motivation to learn including internal factors and the physical environment of the classroom including external factors.

B. Method

This type of approach is a quantitative approach that uses data in the form of numbers. The data obtained from the research sample were then analyzed according to the statistical method used and then presented. This research method is a survey research method, because researchers will examine the effect of the physical environment of the class and learning motivation on the ability of mufrodat memory.

C. Theory

Classroom Environment

In the Big Indonesian Dictionary (KBBI), the environment is defined as an enclosing circle (circle). Another meaning is everyone who is in the kingdom. In the English dictionary, environmental terms are very diverse, including the terms circle, area, environment, sphere, area, territory and surroundings, which more or less refer to conditions or everything around them.

In other literature, the environment is seen as a spatial unit that contains all objects and conditions of living things, including humans and their behavior as well as other living things. The environment consists of biotic elements (living things), abiotic elements (inanimate objects) and human culture. The learning environment for experts is often referred to as the training environment. The educational environment is all conditions of external influence on educational activities). Meanwhile, according to Tirtarahardja La Sulo, the educational environment is an educational environment. The environment includes all materials and stimuli inside and outside the individual, both physiological, psychological and socio-cultural. The American psychologist Stain says that what is meant by the environment (environment) includes conditions in this world that somehow affect our behavior, growth, development or life processes, except for genes and even genes are also seen to prepare the environment for other genes (to produce the environment). (Tilaar & Nugroho, 2012; Tirtarahardja et al., 2016)

Learning Motivation

According to Alisuf Sabri, "Motivation is everything that guides behavior that encourages or encourages humans to fulfill a need". And something that is used as motivation is a decision that has been decided by someone to be a goal that is quite correct or achievable. (Ernata, 2017; Nadawiyah & Astari, 2021; Sabri, 1997)

Motivation is something that drives, directs, and sustains behavior. Motivation moves students, takes them in a certain direction and keeps them moving. Motivation is often reflected in personal investment (Ellis Ormrod, 2016; Muhibbin, 2011; B. Mustofa, 2015)

Motives are conscious or unconscious states, needs or desires that lead to the occurrence of a behavior. Meanwhile, motivation is a suggestion or stimulus in such a way that behavior occurs in the desired direction. (Azwar, 2016; Netta, 2018) Motivation to learn is a psychological factor, not an intellectual one, and its special role is to foster passion, excitement and a desire to learn. Highly motivated students have a lot of energy to complete learning activities.

All students are motivated in some way. A student may take an interest in a course and request challenging assignments, participate actively in class discussions, and receive good grades on assigned projects. Other students may be more interested in the social side of school, interacting with classmates, taking part in extracurricular activities every day, and eventually becoming class president. Other students may focus on athletics, excel in physical education, play most afternoons and weekends, or watch sports. Other students may be motivated to avoid academic activities, social situations or sports activities, possibly due to undetected learning disabilities, shyness or lack of coordination. (Ellis Ormrod, 2016)

Memory

The definition of memory according to the Complete Psychology Dictionary is a function related to remembering or reliving past experiences. (Chaplin, 2006) Memory is a person's ability to recall information that has been learned and stored in the brain. Human memory is closely related to the brain's ability to store information. Information in the brain is stored in the form of memory.

It is quite difficult to pinpoint exactly when and where this memory idea arose. In the history of science, the Greeks existed around 600 BC. the first to integrate the notion of memory. With the development of science and technology, memory research has developed rapidly. As science progressed in the 20th century, most physiologists and thinkers in the field agreed that memory resides in the brain, the largest part of the brain covering the surface of the cerebral cortex.

D. Results & Discussion

Classroom Environment

To find out the results of the physical environment of the class beneficial to student researchers using a questionnaire with a sample size of 58. The number of questions used in this questionnaire is 7 questions.

To find out the degree of Class Physical Environment results at MI Daarul Aitam Palembang, high, medium and low categories are obtained in the table below:

Table 1. The Degree of Class Physical Environment Questionnaire Results

No	The number of students	%	Category
1	21	36,2	Height
2	31	53,4	Currently
3	6	10,4	Low

Learning Motivation

To find out the results of learning motivation benefiting students, researchers used a questionnaire with a sample size of 58. The number of questions used in this questionnaire was 15 questions.

To find out the degree of learning motivation results of grade 5 students at MI Daarul Aitam Palembang, high, medium and low categories are obtained in the table below:

Table 2. Degrees of Learning Motivation Questionnaire Results

No	The number of students	%	Category
1	21	36,2	Height
2	29	50,1	Currently
3	8	13,7	Low

Memory Ability

To find out students' mufrodat memory abilities, researchers used a questionnaire with a sample size of 58. The number of questions used in this questionnaire was 10 questions.

To find out the degree of Mufrodat's Memory Ability results at MI Daarul Aitam Palembang, high, medium and low categories are obtained in the table below:

Table 2. Degrees of Learning Motivation Questionnaire Result

No	The number of students	%	Category
1	21	36,2	Height
2	26	44,8	Currently
3	11	19,0	Low

Effect of Classroom Physical Environment on Memory Ability

After doing the calculation using the product moment correlation formula, it is produced that the r_{count} is 0.855. Then these results are compared with the r_{table} for the N value of 0.254. With the condition that if r_{count} is greater than r_{table} then the alternative hypothesis can be accepted. It can be said that the results of calculating the product moment correlation between the physical environment of the class and students' memory abilities have an influence.

Then a t test was carried out to find out whether the variables X_1 and X_2 had a significant effect on y (mufrodat memory ability). To determine the significant effect of the class's physical environment on the master's memory ability, the t test was used through the SPSS 16 application with an r_{table} of 2.004. The result is 2.283, which means it is greater than the r_{table} . If r_{count} is greater than r_{table} , it can be concluded that the physical environment of the class has an influence on the ability to remember mufrodat.

Effect of Learning Motivation on Memory Ability

After doing the calculation using the product moment correlation formula, it is produced that the r_{count} is 0.864. Then these results are compared with the r_{table} for the N value of 0.254. With the condition that if r_{count} is greater than r_{table} then the alternative hypothesis can be accepted. It can be said that the results of calculating the product moment correlation between learning motivation and students' memory abilities have an influence.

Then a t test was carried out to determine the significant effect of learning motivation on the ability to remember the mufrodat used the t test through the SPSS 16 application

with r_{table} 2.004. The result is 3.066, which means it is greater than the r_{table} . If r_{count} is greater than r_{table} , then it can be concluded that learning motivation has an influence on the ability of mufrodat's memory.

Effect of Classroom Physical Environment and Learning Motivation on Memory Ability

To determine the effect of learning outside the classroom and learning styles on students' mufrodat mastery, researchers used the product moment correlation formula. From the formula above, r_{count} is 0.944. Larger than the r_{table} used, namely 0.254 with an error rate of 5%. Because r_{count} is greater than r_{table} , the Alternative Hypothesis is accepted. And continued by using the formula for multiple correlation. From these results the r_{count} is 0.8714 greater than the r_{table} which is 0.254 with an error level of 5%. if $r_{count} > r_{table}$ then the third hypothesis is accepted.

Then do the F test The f test is used to jointly determine the influence of the physical classroom environment and students' learning motivation on mufrodat's memory abilities. The SPSS 16 application was used to find out the results of the f test for these three variables, the results obtained were r_{count} 146.868 with an r_{table} of 3.15. It is stated that these three variables have a significant effect based on the results of the f test through the SPSS 16 application.

E. Conclusion

Elements of the physical environment, namely pictures, writing and illustrations in class affect the ability to memorize students' mufrodat. In addition, it was also found that students' mufrodat memory abilities were also influenced by elements of student learning motivation. Simultaneously the physical environment of the class and students' learning motivation also significantly influence students' mastery memory abilities.

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