

ABSTRAK

Pembelajaran bahasa Arab, siswa diajarkan menghafal kosakata (*mufrodat*) melalui metode tradisional yang seringkali menimbulkan kejenuhan. Untuk mengatasi hal ini, metode bubble mind mapping diperkenalkan sebagai cara efektif dan kreatif dalam mengajar kosakata. *Bubble mind mapping* membantu mengelompokkan ide dan meningkatkan daya ingat serta kreativitas siswa. Islamic Center Binbaz Putri Yogyakarta mengimplementasikan metode ini untuk mengatasi kendala dalam pengajaran kosakata bahasa Arab, terutama mengurangi kejenuhan siswa. Penelitian di lembaga ini menunjukkan metode *bubble mind mapping* efektif meningkatkan pemahaman kosakata Arab siswa kelas VII.

Penelitian ini menggunakan metode kuantitatif dengan jenis penelitian eksperimen desain "*one shot case study*". Sampel penelitian adalah 40 siswa dari 70 siswa kelas VII di Madrasah Salafiyah Wustho Islamic Center Binbaz Putri Yogyakarta, dipilih menggunakan *random sampling*. Instrumen diuji validitasnya dengan 15 indikator, di mana 12 soal dinyatakan valid dan 3 tidak valid. Instrumen diuji dengan nilai *Cronbach's Alpha* sebesar 0,784, menunjukkan reliabilitas yang tinggi. Setelah diuji, data menunjukkan nilai rata-rata *posttest* yang signifikan 0,200 ($>0,05$). Berdasarkan uji hipotesis menggunakan uji *one sample t-test*, hasilnya menunjukkan signifikan 0,001 ($<0,05$), sehingga hipotesis alternatif diterima. Ini menunjukkan pengaruh signifikan metode *bubble mind mapping* terhadap kosakata bahasa Arab siswa.

Kata Kunci : Metode *Bubble Mind Mapping*, Kosakata Bahasa Arab

ABSTRACT

In learning Arabic, students are taught to memorize vocabulary (mufradat) through traditional methods which often lead to boredom. To overcome this, the bubble mind mapping method was introduced as an effective and creative way of teaching vocabulary. Bubble mind mapping helps group ideas and improves students' memory and creativity. The Binbaz Putri Yogyakarta Islamic Center implemented this method to overcome obstacles in teaching Arabic vocabulary, especially reducing student boredom. Research at this institution shows that the bubble mind mapping method is effective in increasing the understanding of Arabic vocabulary for class VII students.

This research uses quantitative methods with a "one shot case study" type of experimental research design. The research sample was 40 students from 70 class VII students at Madrasah Salafiyah Wustho Islamic Center Binbaz Putri Yogyakarta, selected using random sampling. The instrument was tested for validity with 15 indicators, of which 12 questions were declared valid and 3 were invalid. The instrument was tested with a Cronbach's Alpha value of 0.784, indicating high reliability. After being tested, the data showed a significant posttest average value. 0.200 (>0.05). Based on hypothesis testing using the one sample t-test, the results show a significant 0.001 (<0.05), so the alternative hypothesis is accepted. This shows the significant influence of the bubble mind mapping method on students' Arabic vocabulary.

Keywords: *Bubble Mind Mapping Method, Arabic Vocabulary*