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Google Slides as a Creative Solution to Improve Arabic Vocabulary Mastery

Nuranisa A. Isima (✉) IAIN Sultan Amai Gorontalo, Indonesia[1]
nuranisaisima@gmail.com[1]
Annisa Raina Khairani[2] UIN Maulana Malik Ibrahim Malang,, Indonesia[2]
annisaraina4@gmail.com[2]
Eka Meitya P. Akase[3] UIN Sunan Kalijaga, Indonesia[3]
Meityaakase@gmail.com[3]

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Corresponding Author: Nuranisa A. Isima✉

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ABSTRACT

Background: This research is based on the importance of vocabulary mastery as an indicator of language learning success. Learning Arabic at Alhijrah Kindergarten, which uses flashcards too often, causes student boredom. With interactive features like videos, animations, and links, Google Slides offers a more engaging and fun alternative to vocabulary learning.

Purpose: This study aims to test the effectiveness of using Google Slides in improving students' mastery of Arabic vocabulary in Alhijrah Islamic Kindergarten.

Method: This research design is a quantitative experiment that tests the effectiveness of Google Slides on the mastery of Arabic vocabulary of Alhijrah Islamic Kindergarten students.

Result and Discussion: The results showed a significant increase in students' vocabulary mastery after using Google Slides, with an average posttest score of 80.75 compared to the average pretest score of 47.75. In the experimental class, the average value difference between the pretest and the posttest was -28,250, with a standard deviation of 11,271. As for the control class, the average score difference between the pretest and the posttest was -10,000, with a standard deviation of 6,283. The output results of *the paired sample test* showed that the significance value (p-value) was 0.000. Because the value obtained from 0.000 was less than 0.05, it can be concluded that Google Slides effectively improves students' vocabulary mastery.

Conclusion and Implications: Google Slides has proven effective in improving the mastery of Arabic vocabulary in Alhijrah Islamic Kindergarten. Students significantly improve their remembering and understanding of new vocabulary through its interactive and multimedia features, contributing to their Arabic language skills. As a research implication, Alhijrah Islamic Kindergarten teachers should regularly integrate Google Slides in learning Arabic vocabulary to create more interactive learning.

Keywords: *Google Slides; Creative Solution; Improve Arabic; Vocabulary Mastery.*

ABSTRAK

Latar Belakang: Penelitian ini dilatar belakangi oleh siswa kesulitan memahami dan menguasai kosakata Bahasa Arab. Pembelajaran bahasa Arab di TK Alhijrah yang terlalu sering menggunakan *flashcard* menyebabkan kebosanan siswa. Google Slides, dengan fitur interaktif seperti video, animasi, dan tautan, menawarkan alternatif yang lebih menarik dan menyenangkan untuk pembelajaran kosakata.

Tujuan: Tujuan penelitian ini ntuk menguji efektivitas penggunaan Google Slides dalam meningkatkan penguasaan kosakata bahasa Arab siswa di TK Islam Alhijrah.
Metode: Desain penelitian ini adalah kuantitatif eksperimen, menguji efektivitas Google Slides terhadap penguasaan kosakata bahasa Arab siswa TK Islam Alhijrah.
Hasil dan Pembahasan: Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan dalam penguasaan kosakata siswa setelah menggunakan Google Slides, dengan rata-rata nilai posttest yaitu 80.75 dibandingkan nilai rata-rata pretest 47.75. Pada kelas eksperimen, rata-rata perbedaan nilai antara pretest dan posttest adalah -28.250, dengan standar deviasi sebesar 11.271. Adapun pada kelas kontrol, rata-rata perbedaan nilai antara pretest dan posttest adalah -10.000, dengan deviasi standar sebesar 6.283. Hasil output *paired sample test* menunjukkan nilai signifikansi (p-value) adalah 0.000. karena nilai yang diperoleh 0.000 lebih kecil dari 0,05, maka dapat disimpulkan bahwa Google Slide efektiv untuk meningkatkan penguasaan kosakata siswa.
Kesimpulan dan Implikasi: Penggunaan Google Slides terbukti efektiv untuk meningkatkan penguasaan kosakata bahasa Arab di TK Islam Alhijrah. Melalui fitur-fitur interaktif dan multimedia yang dimiliki Google Slides, siswa menunjukkan peningkatan yang signifikan dalam mengingat dan memahami kosakata baru, yang berkontribusi pada kemampuan berbahasa Arab mereka. Sebagai implikasi penelitian, Google Slides direkomendasikan untuk diintegrasikan secara rutin oleh guru TK Islam Alhijrah dalam pembelajaran kosakata bahasa Arab, demi menciptakan pembelajaran yang lebih interaktif.

Kata Kunci *Google Slide; Solusi Kreatif; Meningkatkan Bahasa Arab; Penguasaan Kosakata*

INTRODUCTION

Mastery of Arabic vocabulary is a person's ability to use the words they have in communicating and interacting with others using Arabic. Google Slides, as one of the cloud-based presentation platforms, offers a variety of features that support interactivity and creativity in delivering material. In education, Google Slides can create engaging and accessible learning media.[1] Using this technology-based media is expected to increase students' motivation and interest in learning Arabic and more effectively support their vocabulary mastery.[2] Because vocabulary mastery is an essential foundation for learning Arabic.[3]

Additionally, because it is cloud-based, materials created on Google Slides can be accessed by students anytime and anywhere through internet-connected devices, such as computers, laptops, tablets, or even smartphones.[4] Technology-based learning media such as Google Slides is expected to positively impact students' motivation and interest, especially in learning Arabic.[4] With the material presented more engagingly and interactively, students are expected to be more motivated to learn and more easily understand the material.[5] Furthermore, using Google Slides will likely support students' mastery of Arabic vocabulary more effectively. For example, teachers can create presentations containing new vocabulary complete with images, pronunciation audio, and examples of use in sentences so students can learn language in a more fun and memorable way.

Various learning methods and media, including digital technology, have been developed to improve the effectiveness of language teaching.[6] Learning efficiency depends on the teacher's ability to manage time, both for himself and for students, so that the learning process runs effectively.[7] Technology has made it easier for Arabic learners to use and access the app.[8][9] In

today's digital era, integrating technology into the learning process is becoming increasingly important to improve the effectiveness and efficiency of education.[10] The excessive use *of flashcards* in Arabic learning in kindergarten can make students bored with learning Arabic vocabulary.[11]

Many studies have proven that digital media can help with language learning. However, few studies examine the use of Google Slides as a digital medium for Arabic language learning at the kindergarten level. At Alhijrah Islamic Kindergarten, it was found that children did not understand Arabic lessons. This is due to the lack of interest in teaching children and the lack of use of images or other visual media that can make it easier to understand. Therefore, research on the effectiveness of using Google Slides as a medium for learning Arabic in kindergarten is urgently needed to see if Google Slides can help improve students' mastery of the lesson.

This is in line with Dwi Nurhayati's research results, which provide empirical evidence about the potential of Google Slides as a practical learning medium, especially in science subjects at the elementary school level. This can encourage teachers to utilize Google Slides in learning to improve student understanding.[12]

In addition, research by Suhardi and Rahmat explored the use of technology in language teaching in kindergarten. This study emphasizes the importance of engaging interactive media, such as applications and websites, to arouse students' interest and learning outcomes. The results show that interactive media can increase students' motivation to learn languages, including Arabic. This research strongly supports adopting Google Slides media as an innovative learning tool.[13]

Furthermore, research conducted by Septiana Dewi et al. on the Development of Google Slides-based learning Media to Improve the Learning Outcomes of Elementary School Students focuses on the development of Google Slides-based media at the elementary school level. This study found that Google Slides can improve student learning outcomes, with an increase in student learning outcomes by 34% as a practical category.[14]

A more effective way to master Arabic vocabulary is needed, especially by utilizing appropriate and easy-to-use learning media.[15] This study offers something new, namely the use of the Google Slides application as an innovative or modern tool to improve the vocabulary ability of Alhijrah Islamic Kindergarten students in understanding Arabic lessons. Usually, learning Arabic in kindergarten only uses conventional methods, such as memorizing vocabulary without interesting visualizations through China or using *flashcard* media. This research tries something different by utilizing technology, namely Google Slides.

The primary purpose of this study is to find out whether the use of Google Slides is effective for the mastery of Arabic vocabulary of students in Alhijrah Islamic Kindergarten. By achieving this goal, it is hoped that this research can provide practical recommendations for educators in using Google Slides as a teaching tool, as well as contribute to the development of more innovative and effective learning methods in learning Arabic at the level of children's education.

LITERATURE REVIEW

Google Slides, as one of the applications that is a member of the Google Docs Editor series developed by Google LLC, is a digital presentation software that offers ease of learning and use for users, characterized by a user interface similar to popular presentation software, namely Microsoft PowerPoint, thus facilitating the adaptation of users who are familiar with the software.

Google Slides is a cloud-based presentation app developed by Google.[16] Google Slides is a web-based digital platform that facilitates learning for teachers and students. It is useful for presentations and online Q&A via computer or mobile phone.[17] Google Slides is a very effective web-based presentation tool for learning. The app allows users to create, edit, and share presentations online.[18] Google Slides can be accessed from various internet-connected devices, allowing students and teachers to access learning materials anytime and anywhere.[19] Google Slides allows teachers to create interactive presentations by adding images, videos, and multimedia elements. This can increase student attention and engagement, and Creating Google Slides encourages interaction and knowledge sharing among students from diverse backgrounds.[20]

Google Slides allows teachers to create engaging and interactive presentations. One of its main advantages is that many users can access it in real-time, allowing for collaboration between teachers and students.[21] Students can contribute directly to creating materials, providing input, and sharing ideas, which increases their involvement in the learning process.

Additionally, Google Slides supports a variety of media formats, such as images, videos, and audio, which can be used to enrich learning content.[22] Teachers can insert learning videos from YouTube, add illustrative images, or include links to additional resources to make learning materials more dynamic and engaging. This feature helps students to understand concepts better, as they can see and hear the information presented instead of just reading from a textbook.

Google Slides also supports remote and hybrid learning very well. When students cannot physically attend the class, teachers can share links to presentations and boldly conduct learning sessions. Presentation features that allow for live teaching and the ability to perform interactive Q&A sessions make Google Slides a very flexible tool. Thus, Google Slides improves teaching effectiveness and provides a more enjoyable and practical learning experience for students. This shows that using media helps create a more engaging learning experience. The multisensory learning theory suggests students more easily recall information when visually and auditorily engaged. So, with Google Slides, teachers can integrate text, images, videos, and audio, which enriches the student learning experience.

Google Slides offers several advantages, including ease of use, web-based access, collaboration capabilities, and innovative features such as interactive Q&A sessions. These features make presentations more dynamic and engaging. However, Google Slides also has some drawbacks. These drawbacks include reliance on an internet connection, potential errors impacting other users' slideshows, and a limited selection of effects and themes.[23]

Vocabulary, or *mufradat*, is an essential foundation in learning Arabic.[24] Vocabulary includes all words that a person understands and has the potential to use in constructing a sentence.[25] Vocabulary acquisition can occur through interaction with the surrounding environment and a structured learning process.[26][27] Mastery of Arabic vocabulary is the ability to use the words they have in communicating and interacting with others in Arabic.[28] Therefore, students are not required to understand and master all Arabic vocabulary but are limited to subject matter adjusted to the prescribed curriculum. There is no maximum target of how many words students must master so that learning activities run optimally. Without adequate vocabulary mastery, a person's language skills, both in listening, speaking, reading, and writing, will be limited.

Vocabulary mastery includes several dimensions. First is the shape of the word, which is the ability to correctly recognize the spelling and pronunciation of words. Second, the meaning of words, which includes understanding the denotative meaning (literal meaning) and connotative (implicit or figurative meaning). Third, the use of words, namely the ability to use words in the

proper context, both oral and written. This aspect involves understanding collocation (words often paired), register (the level of language formality), and the nuances of meaning. Finally, the relationship between words, namely the understanding of synonyms (equality of meaning), antonyms (opposite meaning), homonyms (words of the same shape but different meanings), and hyponyms (hierarchical relationships between words, for example, "red" is the hyponym of "color").

Many factors affect vocabulary mastery, including students' motivation and interest in Arabic, teacher learning strategies, frequency of exposure to Arabic, and the quality of exposure. Quality exposure, for example, through interaction with native speakers or the use of language in meaningful contexts, is more effective than simply memorizing separate words. Students' age and level of education also play a role in their ability to master vocabulary.[29] Technology facilitates teachers' creation of media and presentation of learning content that is more interesting, interactive, and easy to understand, thereby improving student learning outcomes.

Ideally, vocabulary learning is not just about giving a few words to students and then being asked to memorize them, but vocabulary learning that students must master is when students can master several indicators, namely: (a) Students can translate vocabulary forms well; (b) Students can pronounce vocabulary properly and correctly and can write it in the correct form; (c) Students can use the vocabulary in the correct form of sentences, both oral and written.[30]

Meanwhile, according to Muhammad Ali Al-Khuli, the indicators that students must master to understand the meaning of mufradat or vocabulary are as follows: (a) Students can understand the meaning of words when hearing or reading the word; (b) Students can pronounce the word correctly when using it in conversation; (c) Students can write the word correctly. (d) Students can use the word in perfect sentences in writing and conversation; (e) Students can read it if they see it in a written word, either in an ideal sentence or when standing alone.

METHOD

This study uses an experimental quantitative design. This design allows researchers to measure students' mastery of Arabic vocabulary before and after implementing Google Slides. Through this method, researchers can evaluate the effectiveness of Google Slides in improving students' vocabulary at Alhijrah Islamic Kindergarten.

The population in this study is all students in Alhijrah Islamic Kindergarten, totaling 174 people. In this study, the researcher used a purpose sampling technique, where all population members were used as samples. Purposive sampling, or purposive sampling, is a sampling technique that is carried out by deliberately selecting individuals or groups based on specific characteristics relevant to the research objectives. The sample consisted of 40 students who were divided into two groups. The experimental group consists of 20 students who will use Google Slides. The Control Group consists of 20 students who will use conventional learning methods.

The instruments used to collect data in this study are the observation and Arabic vocabulary mastery test, which consists of two parts: The pre-test, which is carried out before the use of booklet media, aims to measure the level of mastery of students' vocabulary; This pre-test will include 20 multiple-choice questions that cover basic vocabulary that has been taught beforehand. Post-test: Conducted after using Google Slides, aiming to assess the improvement of students' vocabulary. The post-test will be similar to the pre-test but with some variation in the questions to evaluate students' understanding of the vocabulary taught through Google Slides.

This research procedure consists of the following steps: (1) Preparation: Gathering preliminary information about the vocabulary to be taught to students. Prepare Google Slides, which contain Arabic vocabulary to be taught, which consists of 3 materials, namely Al-Usrotu and Fil Madrasatu, complete with interesting pictures and examples of use. (2) Pre-test: Conduct a pre-test for all 20 students to measure their vocabulary mastery before using Google Slides. Collect and analyze the pre-test results to determine the students' level of initial mastery. (3) Intervention: Provide learning using Google Slides during learning sessions. Students will be introduced to new vocabulary in Google Slides in each session, followed by interactive activities. Ensure that students actively use the booklet through group discussions and exercises throughout the learning process. (4) Post-test: Conduct a post-test on all 20 students after using Google Slides to evaluate their vocabulary improvement. Collect and analyze post-test results to assess the effectiveness of Google Slides in improving students' vocabulary. (5) Data Analysis: Compare the pre-test and post-test results to determine whether there is a significant improvement in students' vocabulary mastery. The study used statistical analysis and t-tests for paired samples to determine the significance of the results and evaluate the effectiveness of Google Slides.

RESULT AND DISCUSSION

The researcher uses Anatest software to test the validity of the questions. This study uses one type of test, namely multiple-choice with 20 questions.

Table 1 Validity Test Results

No.	Soal	Sig. (2-tailed)	Sig. Taraf 5% (0,05)	Keterangan
1.	Soal 1	0,582	0,4	**Valid**
2.	Soal 2	0,436		**Valid**
3.	Soal 3	0,469		**Valid**
4.	Soal 4	0,455		**Valid**
5.	Soal 5	0,437		**Valid**
6.	Soal 6	0,484		**Valid**
7.	Soal 7	0,586		**Valid**
8.	Soal 8	0,428		**Valid**
10.	Soal 10	0,500		**Valid**
11.	Soal 11	0,525		**Valid**
12.	Soal 32	0,627		**Valid**
13.	Soal 12	0,515		**Valid**
14.	Soal 13	0,564		**Valid**
15.	Soal 14	0,560		**Valid**
16.	Soal 15	0,615		**Valid**
17.	Item 16	0,628		**Valid**
18.	Item 17	0,642		**Valid**
19.	Item 18	0,618		**Valid**
20.	Item 19	0,598		**Valid**
20.	**Item 20**	**0,552**		**Valid**

Descriptive Test

In Sugiyono's view, descriptive testing plays a vital role in the research process. It is an analysis method used to simplify and clarify a complex or large set of data through the presentation of data in the form of tables, graphs, diagrams, or descriptive statistical measures such as mean,

median, mode, and standard deviation. The ultimate goal is to make the data more accessible, understandable and interpreted accurately.[31]

Table 2. Results of the Descriptive Test of the Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PretestControl Class	20	15	40	28.50	7.452
PosttestControl Class	20	25	55	38.50	8.599
Valid N (listwise)	20				

The table above shows the results of a descriptive test obtained from the control class. Twenty students participated in this study. The pretest has a minimum score of 15 and a maximum score of 40, with an average (mean) pretest score of 28.50 and a standard deviation of 7.452.

Table 3. Descriptive Test Results of Experimental Classes

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Experimental Class Pretest	20	30	70	52.50	12.408
Experimental Class Posttest	20	70	95	80.75	8.777
Valid N (listwise)	20				

Based on the data from the descriptive test results for the experimental class, 20 students participated. In the pretest, the minimum score obtained by students is 30, while the maximum score reaches 70. The mean pretest score was 52.50, with a standard deviation of 12.408. As presented in the following image:

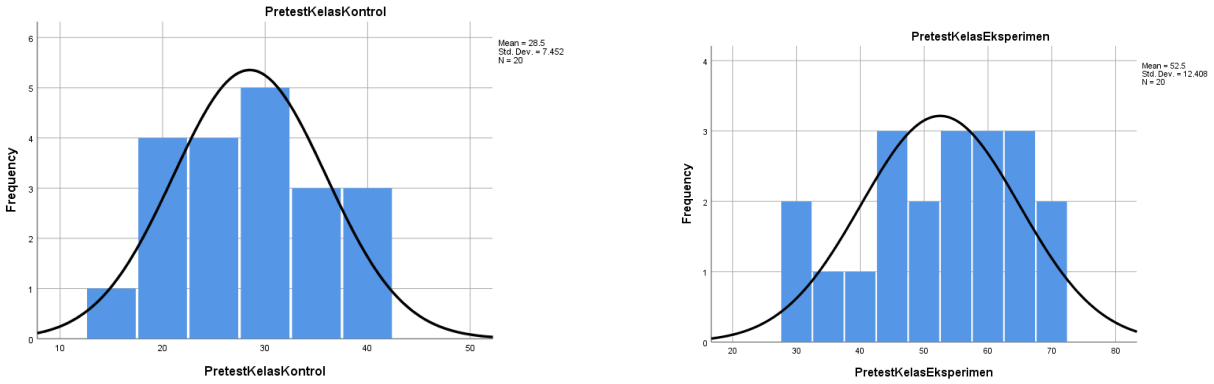


Table 4. Pretest Result Diagram

Normality Test

The normality test was carried out on the pretest *and posttest results of the experimental class*

and the control class. In this study, the normality test was carried out using the Kolmogorof-Smirnov Test (K-S) with the help of *SPSS 25.0* software.

The basis for decision-making in the normality test is: a) If the significance value > 0.05, then the data is usually distributed; b) If the significance value < 0.05, then the data is not normally distributed. The data from the normality test using the *Kolmogorov-Smirnov* Test are as follows:

Table 5. Results of Normality Test Data

		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistik	df	Sig.	Statistik	df	**Sig.**
Pre-Test	**Control Class**	**.188**	**20**	**.063**	**.930**	**20**	**.151**
Post-Test	**Control Class**	**.144**	**20**	**.200***	**.936**	**20**	**.205**
Pre-Test	**Kelas Experiment**	**.149**	**20**	**.200***	**.920**	**20**	**.100**
Post-Test	**Experimental Classes**	**.175**	**20**	**.111**	**.937**	**20**	**.208**

This study uses the Kolmogorov-Smirnov normality test. The output table above shows that for the control group, the pre-test value was 0.188 with a significance value (Sig.) of 0.063, while for the post-test, the statistical value was 0.144 with a significance of 0.200. This shows that the distribution of pre-test and post-test data in the control group is not significant, with a p-value greater than 0.05, so it can indicate that the data is usually distributed. Meanwhile, for the experimental group, the statistical value of Kolmogorov-Smirnov in the pre-test was 0.149 with a significance value of 0.200, and the post-test was 0.175 with a significance of 0.111. The second significance value shows that the data in the experimental group is also normally distributed. So, one of the "t" test conditions has been met.

Table 6. Test Results Paired t-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experimental Class Pretest	47.75	20	11.177	2.499
	Post-test Experimental Class	80.75	20	8.777	1.963
Pair 2	Control Class Pretest	28.50	20	7.452	1.666
	Posttest Control Classes	38.50	20	8.599	1.923

Based on the output table "*Paired Samples Statistics*" above, the analysis compares pretest and posttest results in the experimental and control classes.

In the experimental class, the average pretest score was 47.75, with the number of participants (N) being as many as 20 students. The standard deviation for the pretest was recorded at 11,177, indicating considerable variation in students' understanding before treatment. After the treatment, the post-test score experienced a significant increase, with an average of 80.75. Meanwhile, in the control class, the average pretest score was 28.50, and the same number of participants, namely 20 students, were present. The standard deviation of the pretest in the control class was 7,452, indicating a more minor variation than the experimental class. After the

intervention, the post-test score in the control class increased to 38.50, with a standard deviation of 8.599.

Overall, this analysis shows that the average score of Pretest students is 47.75 < 80.75 in the experimental class, meaning that descriptively, there is a difference in the average student score results between the pretest and post-test.

Table 7 Test Results Paired Samples Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Experimental Classroom Pretest & Experimental Classroom Posttest	20	.394	.086
Pair 2	Control Class Pretest & Control Class Posttest	20	.702	.001

The output above shows the results of the correlation test, which measures the relationship between the two data or between the pretest and posttest variables.

Table 8. Test Results Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Experimental Class Posttest Experimental Class	-28.250	11.271	2.520	-33.525	-22.975	-11.209	19	.000
Pair 2	Control Class Pretest – Control Class Posttest	-10.000	6.283	1.405	-12.940	-7.060	-7.118	19	.000

In the experimental class, the average value difference between the pretest and the posttest was -28,250, with a standard deviation of 11,271. The standard mean of error (SEM) is 2,520, which indicates how accurately the average of these differences represents the population. The 95% confidence interval for this difference ranges from -33,525 to -22,975. With a t-value of -11.209 and a degree of freedom (df) of 19, the significance value (p-value) obtained is 0.000. This shows that the difference between pretest and posttest in the experimental class is statistically significant.

In contrast, in the control class, the average value difference between the pretest and the

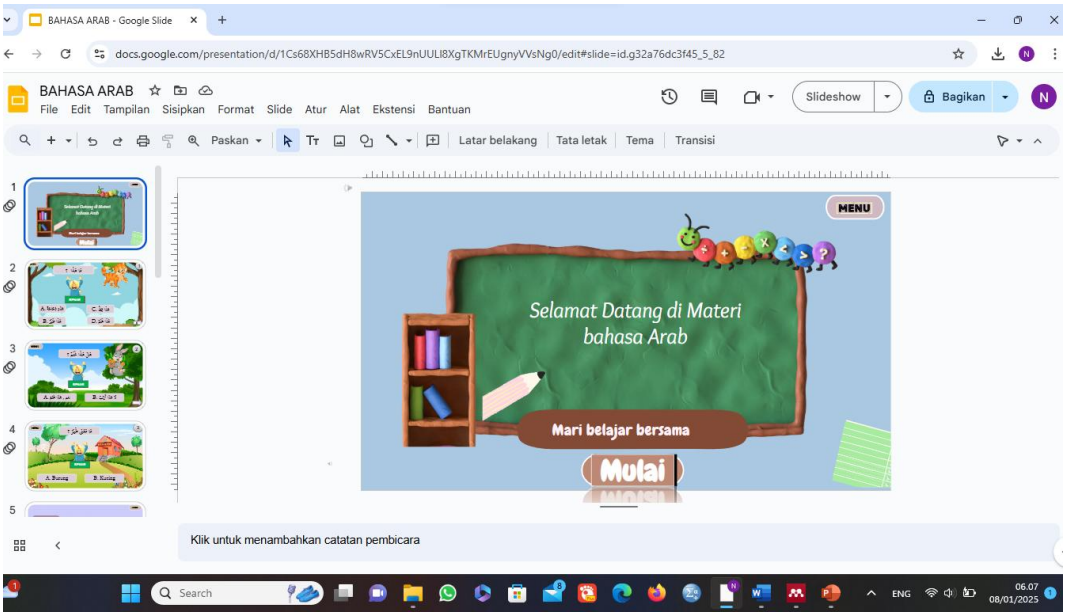
posttest was -10,000, with a standard deviation of 6,283. Although this value is also negative, indicating a decrease, the magnitude of this decrease is much smaller compared to the experimental class. The standard error mean in the control class is 1,405, and the 95% confidence interval for this difference ranges from -12,940 to -7,060. The t-value for the control class is -7.118 with the same degree of freedom, which is 19, and the significance value obtained is also 0.000.

DISCUSSION

In this study, the preparation stage is carried out by developing a learning plan integrated with Google Slides. This plan includes determining the vocabulary to be taught, preparing interesting presentation materials, and selecting interactive methods that can actively engage students during the learning process. Before the implementation of the treatment, a pretest was carried out to measure students' mastery of Arabic vocabulary. This pretest consists of multiple choice of 20 numbers. The pretest results show that students' average vocabulary mastery is still below the expected standard, thus confirming the need for more creative and innovative intervention.

In the vocabulary mastery test stage, the researcher uses indicators that refer to the material في المدرسة (At School) and الأسرة (Family). These indicators are: (1) Students can express vocabulary related to the theme, (2) Students can complete sentences with available words.

After the pretest, the treatment was conducted for five meetings using Google Slides as a learning medium. Each meeting is designed with a predetermined theme. The first meeting was vocabulary about family, followed by objects around the school. In each session, researchers use Google Slides to present materials, engaging images, and animations that can attract students' attention. Interactive methods, quizzes, and games through Google Slides have also been implemented to increase student engagement. After the treatment, a posttest was carried out to measure the students' vocabulary mastery. The post-test has the same format as the pretest so that the results can be compared directly.



Picture 1. Google Slides View

The results of the pre-test observation for the control class and experimental classes showed a significant difference in Arabic vocabulary mastery before the implementation of Goole Slides. The control class, which used traditional media, showed a lower average score of 10,000 than the experimental class. The control class's average score is sufficient, but students often struggle to remember and use new vocabulary. Many students appear passive and lack confidence in answering questions, which indicates that the teaching approach may not be engaging enough or effective in encouraging their engagement.

On the other hand, the experimental class that used Google Slides showed higher enthusiasm during the pre-test session. Students in the experimental class showed signs of a better understanding of the context of vocabulary use. They tend to be more active in asking questions and participating in discussions, although there is still room for improvement. The results of this pre-test confirm the need for a more creative approach to teaching Arabic, significantly improving students' knowledge mastery in kindergarten.

After applying different learning media, the results of post-test observation showed a significant improvement in students' knowledge mastery in both classes. The experimental class that used Google Slides recorded a much higher average post-test score than their pre-test. In the experimental class, the average score difference between the pretest and the posttest was -28,250.s Students showed better ability to recognize, understand, and use new vocabulary and appeared more confident in answering questions. Interactive features within Google Slides, such as images and quizzes, have been proven to capture students' attention and actively encourage their engagement.

In the control class, although there was an increase in post-test scores compared to the pre-test, the increase was not comparable to that of the experimental class. Students in the control class still showed limitations in understanding new understandings and seemed less active in learning. These results show that traditional learning media are not effective enough in the digital era in improving the mastery of Arabic comprehension compared to using Google Slides, which is more interactive and engaging.

KESIMPULAN DAN IMPLIKASI

Using Google Slides to teach Arabic vocabulary in Alhijrah Islamic Kindergarten has proven effective in improving students' language proficiency. Through the interactive and multimedia features of Google Slides, students significantly improve their remembering and understanding of new vocabulary, contributing to their Arabic language skills. Teaching becomes more engaging and enjoyable, thus encouraging the active involvement of students in the learning process. In the experimental class, the average value difference between the pretest and the posttest was -28,250, with a standard deviation of 11,271. As for the control class, the average score difference between the pretest and the posttest was -10,000, with a standard deviation of 6,283. Thus, Google Slides serves as a medium for delivering material or improving vocabulary and as a tool that increases student motivation and engagement in the learning process.

This study recommends that teachers use technology and digital tools for more interactive language learning. Teachers at Alhijrah Islamic Kindergarten can integrate Google Slides regularly in every vocabulary learning session by assigning one or two sessions per week, specifically using Google Slides to introduce new vocabulary.

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