



Development of The 'Clock Corner' Instructional Media in Teaching Vocabulary to Students at MIN 1 Langsa

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Abstract

Achieving effective communication in Arabic by mastering vocabulary is essential. One creative effort to enhance vocabulary learning is the development of educational media such as the "Clock Corner" tool. Clock Corner is a circular learning aid that displays vocabulary words along with their meanings. This study aimed to explore how the Clock Corner was developed and to assess students' responses to its use in vocabulary learning. The research involved fourth-grade students at MIN 1 Langsa, with a sample of 27 students from class 4B. Data were collected using the Research and Development (R&D) method, following the ADDIE model. The Clock Corner was created using Canva and plywood materials, designed to provide a visual and interactive learning experience. Observations revealed that students actively participated during the learning process. The questionnaire results showed a score of 91.9%, indicating a very positive student response. These findings suggest that the Clock Corner is an effective and engaging tool for supporting students' vocabulary acquisition.

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Introduction

Arabic is one of the languages studied by individuals, especially Muslims, as it plays an essential role in understanding fundamental religious and cultural principles. It is a Central Semitic language, belonging to the Semitic language family, and is closely related to Hebrew and modern Aramaic. Arabic has the highest number of speakers among all Semitic languages (Akla, 2022). In Indonesia, Arabic is taught in various educational institutions, starting from elementary school through to junior and senior high school levels. The learning of Arabic involves the development of four core language skills: listening, speaking, reading, and writing (Rachmawati et al., 2020). These skills are interrelated and must be taught as a unified whole. In addition to these, learners must also master two key supporting competencies: vocabulary and grammar.

Linguists agree that vocabulary mastery is a fundamental requirement in Arabic language learning. It is an essential component for learners aiming to achieve proficiency in communication. Without adequate vocabulary, students will struggle to understand and use the language effectively (Fakhruddin et al., 2021). Therefore, the teaching of vocabulary must be given special attention by Arabic language educators. However, in practice, several challenges are often encountered. These include limited and uninteresting learning media, monotonous teaching methods that do not cater to





different student learning styles (Octaberlina, 2021), and difficulties faced by students in understanding and using vocabulary in appropriate contexts (Zakiya et al., 2023). These issues negatively impact students' motivation and ability to acquire new vocabulary effectively.

To address these challenges, the use of instructional media is considered an effective solution. Teaching aids help teachers convey lesson content more clearly and engagingly, making it easier for students to grasp and retain information. At MIN 1 Langsa, Arabic instruction emphasizes vocabulary development as a foundation for students' speaking, writing, and reading comprehension skills. However, there are still obstacles related to teaching methods and student engagement. Many students find it difficult to understand and memorize Arabic vocabulary, especially the basic and commonly used terms. One instructional medium that has been used is the "Clock Corner" media. However, its current version is limited in scope, mostly focusing on pronouns and color-related vocabulary. Therefore, the researcher believes it is necessary to develop the Clock Corner media further so that it can cover a wider range of vocabulary materials, enabling students to learn Arabic vocabulary more easily and within a broader and more meaningful context.

Based on the findings of previous studies, it can be concluded that the "Clock Corner" instructional media has proven effective in improving students' learning outcomes, both in mathematics subjects such as angle measurement (Dewi, 2021) and in Arabic language learning (Hidayat & Khofifah, 2022). The first two studies focused on the use of Clock Corner media to help students better understand mathematical concepts related to angles, showing significant improvement in learning outcomes after its implementation. The second study demonstrated a positive impact of the Clock Corner media in Arabic language learning, particularly in enhancing students' understanding of vocabulary related to colors among seventh-grade students at the junior secondary level (MTs).

The Clock Corner media has not yet been specifically developed and adapted for vocabulary learning in Arabic at the elementary level (Madrasah Ibtidaiyah). Moreover, its use has been limited to specific topics and has not yet covered a broader range of contextual and functional Arabic vocabulary. In addition, existing studies focused more on its application rather than its systematic development and expansion. Therefore, this study aims to develop the Clock Corner instructional media to support a wider range of vocabulary content and enhance students' mastery of Arabic vocabulary more effectively at MIN 1 Langsa.

Literature Review

Educational media is an essential component in the teaching and learning process, aimed at helping students understand material more easily, engagingly, and interactively (Chusna et al., 2024). In the context of Arabic language learning, particularly for vocabulary acquisition (*mufradat*), the use of innovative media is crucial

for making the learning process not only cognitive but also affective and psychomotor (Julub, 2017). One such tool developed to meet these needs is the Clock Corner media.

The Clock Corner media is a learning tool shaped like a clock, designed to assist students in memorizing and understanding new Arabic vocabulary in a fun and interactive manner. The media consists of two main parts. The first part is a larger circular base divided into two sides. The left side displays colored images alongside Arabic vocabulary related to the images, such as the names of colors in Arabic. The second part is a covering layer also circular in shape, featuring two angular openings resembling acute angles. One opening reveals a color, while the other points to its corresponding Arabic word, creating an interaction between visual and verbal stimuli.

Another variation of this media is designed to facilitate the understanding of verb conjugations (*taṣrīf al-af'āl*) and pronouns (*ḍamīr*). The basic concept remains the same, consisting of two main components in the form of a rotating circle. One side displays pronouns, while the other shows the corresponding verb conjugations for those pronouns. This mechanism helps students understand the relationship between subjects and verb forms in Arabic sentence structures.

In general, the Clock Corner media serves as a tool in the vocabulary learning process, helping students expand and enrich their Arabic vocabulary. The interaction process involves rotating the media to reveal one word at a time, with students being asked to define, pronounce, or use the word in a simple sentence (Baron, 1977). This activity not only trains students' memory but also enhances their critical thinking skills in applying vocabulary in relevant contexts (Khayrulloh, 2021). The primary purpose of using the Clock Corner media is to increase student interactivity and active participation, capture their attention towards the material being studied, and strengthen vocabulary mastery through an enjoyable and visual method. Therefore, this media is expected to be a strategic alternative for more communicative and contextual Arabic language learning.

Method

The researcher employed both qualitative and quantitative approaches using the Research and Development (R&D) method to develop educational media. R&D aims to create innovative and effective learning tools by systematically designing, testing, and refining them. The ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) was used as the framework for media development (Branch, 2010). During the analysis stage, data about students, educational objectives, and current learning tools were gathered to identify instructional needs. The design and development stages involved creating prototypes, developing instructional materials, and validating the product with experts. This was followed by implementation in classroom settings and formative evaluation.

The population for this research consisted of 145 fourth-grade students from MIN 1 Langsa, while the sample was selected purposively, focusing on 27 students from class IV-B. The independent variable in this study was the use of the "Clock Corner"



educational media in teaching Arabic vocabulary, and the dependent variable was students' vocabulary comprehension. Data collection methods included interviews, observations, expert validation sheets, and questionnaires. Interviews were conducted with an Arabic teacher to assess instructional needs, while observations focused on student engagement and comprehension. Questionnaires were used to gather students' perceptions of the new media, and expert validation ensured the instructional media met quality standards.

To ensure the accuracy of the findings, both primary and secondary data were used. Primary data came from direct sources such as teachers and students through interviews, observations, and surveys, while secondary data came from literature and online resources. Data were analyzed using percentage-based statistical analysis with a Likert scale to measure student responses and expert evaluations. The stages of the study included obtaining school permissions, conducting initial interviews and observations, implementing the teaching intervention, distributing questionnaires, and analyzing the collected data to draw conclusions about the effectiveness of the Clock Corner media in enhancing vocabulary learning.

Result and Discussion

Vocabulary learning at MIN 1 Langsa is implemented based on the curriculum established by the Ministry of Religious Affairs of the Republic of Indonesia. In the learning process, teachers employ a variety of instructional methods, including lectures, discussions, and assignments. In addition, they also use educational media such as audiovisual aids to help students better understand vocabulary concepts.

Teachers take into account students' abilities and interests when teaching vocabulary. They often divide students into small groups to carry out discussions and complete assignments, which encourages greater participation and engagement. Furthermore, teachers provide feedback and motivation to help students improve their vocabulary skills and maintain interest in the subject.

Despite these efforts, there are several challenges in teaching vocabulary at MIN 1 Langsa. One major issue is the limited availability of learning resources and facilities. Teachers must work hard to find adequate support materials to facilitate learning. Additionally, they face difficulties in maintaining students' interest and motivation in studying vocabulary. To address these challenges, teachers must continue to innovate and develop engaging and effective learning strategies.

Analysis

The researcher applied the ADDIE model in the development process of the Clock Corner learning media for teaching vocabulary. The ADDIE model consists of five stages, with the first being Analysis, which plays a crucial role in ensuring the success of instructional media development. During this stage, the researcher identified key problems through observations conducted on August 10, 2023, involving fourth-grade students during vocabulary lessons. The findings revealed several issues: (1) students

lacked active participation in class, (2) they struggled to understand and remember vocabulary, and (3) many were unable to recall previously taught words.

To further understand these challenges, the researcher conducted an interview with the Arabic language teacher, Mr. Fakhruddin, on July 18, 2024. The interview explored the teacher's use of media, strategies for vocabulary instruction, obstacles faced by students, and the impact of motivation on their learning. Mr. Fakhruddin noted that he had previously used audiovisual aids but no longer used them. He applied repetition and singing as strategies, but acknowledged that many students still had difficulty retaining vocabulary. He emphasized the potential benefits of educational media in helping students better grasp and remember words through visualization and real-life context.

Based on these findings, the researcher identified the need to develop Clock Corner as an innovative learning tool to address these issues. This media is designed to offer a more engaging and interactive learning experience by combining visual aids, games, and repetition. These features aim to help students better retain vocabulary and improve their understanding in a more enjoyable and stimulating way.

Design

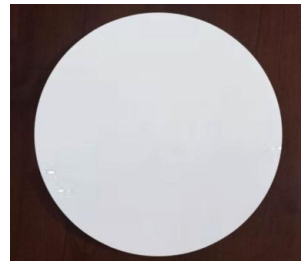
In the Design phase of the Clock Corner media development, the researcher followed a structured process that involved three main steps. First, the media was physically created using plywood as the main material. Second, a circular chart was designed using Microsoft Word to serve as the layout for the vocabulary sections. Third, visual illustrations representing vocabulary words were designed using the Canva application to enhance student engagement and understanding.

The Clock Corner media is characterized by its circular shape, featuring a base made of durable plywood and a white acrylic cover. Each unit has a diameter of 30 cm, making it suitable for classroom use and easy handling by students. The combination of these materials ensures that the tool is both sturdy and visually appealing. This design allows students to interact with the media directly, fostering a more hands-on and enjoyable learning experience. The structure and appearance of the media can be seen in Figures 1 and 2 below, which illustrate both the base and cover components of the Clock Corner.

Figure 1, Base Component

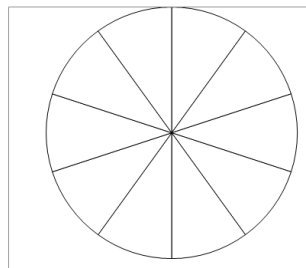


Figure 2, Cover Component



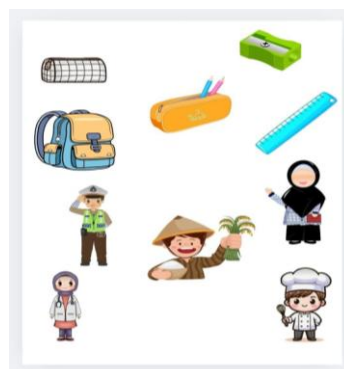
In designing the circular chart for the *Clock Corner* media, the researcher created a diagram with a diameter of 30 cm. This circle was then evenly divided into ten equal segments, ensuring that each section was identical in size and proportion. The purpose of this division was to assign each segment to a different vocabulary item or category, allowing for a well-organized and balanced visual layout. This equal distribution helps students easily distinguish between vocabulary groups and enhances the clarity of the media. The layout of this circular chart is illustrated in Figure 3 below, which shows the precise division of the circle into ten uniform sectors.

Figure 3, Circular Chart



Vocabulary images can be specifically designed and selected using the Canva application, where each illustration is carefully adapted to match a particular word or vocabulary concept being taught. These images serve as visual representations that help students connect words with their meanings more effectively. By aligning each image with a specific term, the media becomes more interactive and supports better retention of vocabulary. The visual design and selection of these vocabulary images can be seen in Figure 4 below, which showcases examples of the customized illustrations used in the *Clock Corner* media.

Figure 4, Vocabulary Images



*Development**Developing the base and cover of the educational medium*

In the development stage, the researcher began constructing the main components of the Clock Corner learning media, which included the base, the cover, and the internal content. The base was developed using plywood, selected for its durability and sturdiness, while the cover was made from white acrylic to provide a clean, professional appearance. Additionally, the researcher installed a small round wooden piece at the center of the media to hold the rotating content, along with a hook or hanger for easy display in the classroom.

To enhance functionality, the researcher also created two display panels for presenting vocabulary items and their corresponding images. One side of the panel features vocabulary words, while the other displays images that represent the meanings of those words. This dual-sided design allows students to engage with both textual and visual elements, improving comprehension and memory retention. The construction details of the base and cover can be seen in Figures 5 and 6 below, which illustrate the structural components and layout of the Clock Corner media.

Figure 5, Developed Base Component



Figure 6, Developed Cover Component

*Developing the content of the learning media*

To develop the content of the Clock Corner learning media, the researcher began by creating a circular chart using Microsoft Word with a diameter of 30 cm. This chart was then divided into ten equal sections—five sections were designated for vocabulary words, while the other five were used for corresponding images. This structure ensures

a balanced layout where each vocabulary item is paired directly with its visual representation, supporting a more effective learning experience.

Next, the researcher enhanced the circular chart using the Canva application by applying distinct colors to each design. Three different color schemes were created to differentiate between the learning materials, making it easier for students to distinguish each section and stay engaged during the learning process. The process of designing and coloring the circular charts is shown in Figures 7 and 8 below, which illustrate the visual development and final layout of the instructional content.

Figure 7, Generating a Chart

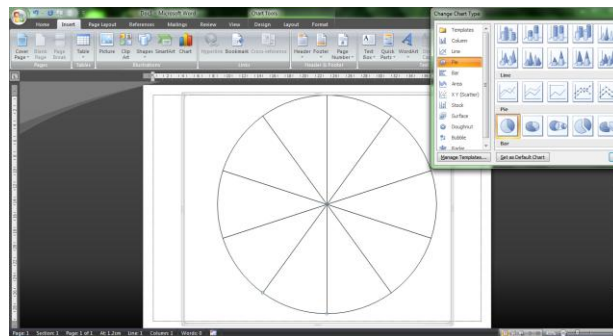
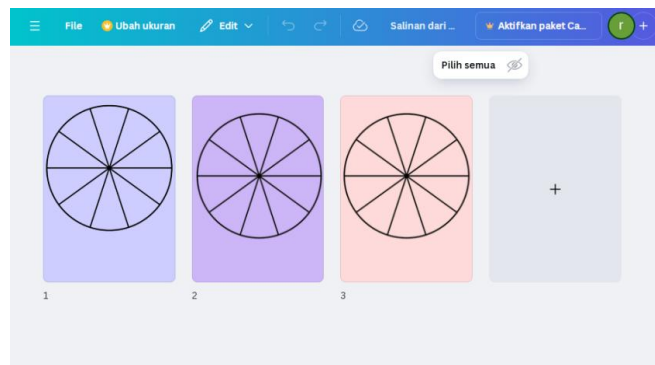


Figure 8, Color of The Chart



Developing the materials

The researcher designed images using the graphic design application Canva to illustrate the concepts of vocabulary words. The design of these images is shown in Figure 9 below, which visually represents the vocabulary concepts in a clear and engaging manner. Subsequently, the researcher arranged the material on the circular chart. The chart was divided into two sections: the five segments on the right were filled with images that depict the meanings of the vocabulary words, while the five segments on the left contained the vocabulary words themselves or related terms. This arrangement is intended to make the relationship between the images and the vocabulary words easier to understand. By providing a clear visual representation of the material being discussed, this layout enhances comprehension and makes it easier for the audience to grasp the content. This is illustrated in Figures 9 and 10 below.

Figure 9, Vocabulary Images

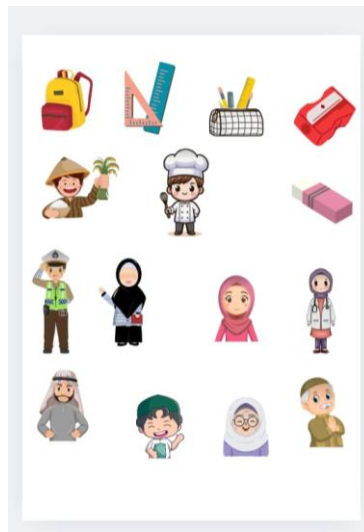


Figure 10, Design of Materials



Printing the materials

The researcher printed the design onto sticker paper and then cut the paper following a predefined schematic shape. Afterward, a hole was made in the center of the design to facilitate its attachment to the base of the learning tool. This step ensures that the printed materials are properly positioned and securely mounted. The process is illustrated in Figure 11 below.

Figure 11, Printed Materials





Validity

During the development process of the educational tool, the researcher verified its validity by consulting with experts in instructional design. Based on the feedback from these experts, the researcher identified and corrected design flaws, resulting in validation data that included both quantitative information obtained through questionnaires and qualitative data derived from the experts' suggestions and recommendations.

The expert validation in educational methodology and language was carried out by Burhanuddin Sehutang, M.A., an expert in this field from the State Islamic University of Langsa. The validation results showed that the Clock Corner tool scored 30 out of 30, achieving an accuracy rate of 100%. The expert affirmed that the tool was easy to use, could be applied independently, and provided suitable and sufficient vocabulary materials, with appropriate language and an interesting presentation that supported vocabulary mastery. The tool was deemed highly effective, as evidenced by the 100% score.

Additionally, Khuzayma Alfashrina, M.A., an expert in educational tools, provided further validation for the Clock Corner tool. She evaluated the tool based on criteria such as readability, clarity of images, attractiveness of design, appropriate use of colors, and the interest generated by the presented materials. The tool scored 32 out of 35, resulting in an accuracy rate of 91%. The expert found the tool to be well-designed and effective in presenting vocabulary in a clear, engaging, and visually appealing manner, contributing to an effective learning experience. The expert's validation indicated that the tool was highly suitable for educational use, with a very good rating of 91%.

Implementation

The Clock Corner tool was implemented in vocabulary learning during two sessions. In the first session, which took place on November 21, 2024, the researcher used materials related to school supplies. During the second session, held on November 28, 2024, the focus shifted to professional vocabulary materials. In both sessions, the researcher distributed questionnaires to gather feedback from the students.

The schedule for the sessions is as follows: In the first session, held on Thursday, November 21, 2024, from 08:40 to 09:50, the students were asked to provide the meanings of vocabulary words on the board based on the content of the Clock Corner tool and create simple sentences using the vocabulary. Similarly, in the second session, on Thursday, November 28, 2024, from 08:40 to 09:50, the students were again asked to provide meanings and form sentences with the professional vocabulary material. Additionally, the researcher distributed questionnaires to assess student feedback.

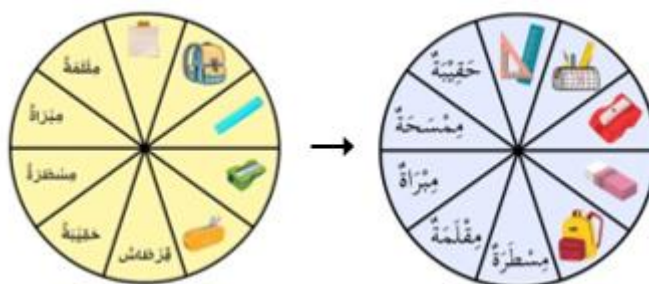
During the sessions, the researcher observed the students' engagement and response to the activities. The results of these observations indicated that the students were actively involved in the learning process, showing enthusiasm and interest in the vocabulary exercises. Furthermore, they were able to recall and understand the vocabulary easily. Based on these observations, it is clear that the use of the Clock Corner

tool enhanced student participation and helped improve their mastery of the vocabulary.

Evaluation

After receiving approval from the educational tool expert, the researcher identified some weaknesses in the design of the production. Consequently, the researcher made improvements to the product based on the expert's feedback and suggestions. The image comparison in Figure 12 illustrates the changes made to the design of the content display of the educational tool before and after the validation process.

Figure 12, Designing The Medium's Content Before and After Production Approval



Once the learning process was completed, the researcher distributed questionnaires to the students. The purpose of the questionnaire was to gather feedback from the students regarding their experiences after using the tool. The results, shown in Table (4,10), represent the students' responses, where a high percentage of students (91.9%) provided positive feedback about the Clock Corner tool. This indicates that the students found the tool effective and beneficial for learning vocabulary. In summary, the feedback collected from the students confirmed that the Clock Corner tool developed by the researcher can be used as an effective educational tool for vocabulary learning, with a satisfaction rate of 91.9%.

Conclusion

The development of the Clock Corner educational tool, created using Canva and based on a plywood structure, was designed to support vocabulary learning by focusing on vocabulary understanding. The validation by material and language experts resulted in a perfect score of 100%, confirming the content's strong alignment with vocabulary learning goals. Additionally, validation by the educational media expert earned a 91% score, categorizing the tool as highly appropriate in both design and usability. Students responded very positively to the tool, showing high enthusiasm and active participation during lessons. Observation results indicated that students were more engaged and excited when using the Clock Corner tool. The questionnaire distributed afterward yielded a score of 91.9%, indicating strong student interest and perceived learning support. Therefore, this tool is considered effective in enhancing vocabulary learning in a fun and engaging way. It is recommended to further develop the tool by diversifying content and applying it to different grade levels. Future research should also explore its impact on students with varying language abilities and measure its influence on learning motivation.



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