



The Influence of Image Media on the Mastery of Arabic Mufradat of MI Al-Fajar Tanjung Jabung Timur Students

Abdul Mubin¹, M. Syukron Maksum²

Sekolah Tinggi Agama Islam Jarinabi

Email: dahanmatahari@gmail.com, syukron@jarinabi.ac.id

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan media gambar terhadap penguasaan mufradat Bahasa Arab siswa di MI Al-Fajar Tanjung Jabung Timur. Permasalahan utama dalam pembelajaran Bahasa Arab di tingkat madrasah ibtidaiyah adalah rendahnya kemampuan siswa dalam memahami dan mengingat kosakata (mufradat), yang disebabkan oleh metode pembelajaran yang masih bersifat konvensional dan kurang menarik. Media gambar dipilih sebagai salah satu alternatif pembelajaran karena mampu memberikan stimulasi visual yang memudahkan siswa memahami makna kosakata secara konkret. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi experiment melalui model pretest-posttest control group design. Sampel penelitian berjumlah 50 siswa kelas V yang dibagi menjadi kelas eksperimen dan kelas kontrol. Teknik pengumpulan data menggunakan tes, observasi, dokumentasi, dan wawancara. Analisis data dilakukan melalui uji normalitas, uji homogenitas, dan uji hipotesis menggunakan uji-t. Hasil penelitian menunjukkan bahwa rata-rata nilai posttest kelas eksperimen sebesar 84,2 lebih tinggi dibandingkan kelas kontrol sebesar 72,5. Nilai signifikansi uji-t sebesar $0,000 < 0,05$ menunjukkan bahwa media gambar berpengaruh signifikan terhadap penguasaan mufradat Bahasa Arab siswa. Novelty penelitian ini terletak pada penggunaan media gambar berbasis konteks lokal lingkungan siswa pedesaan yang lebih dekat dengan pengalaman keseharian mereka. Penelitian ini merekomendasikan penggunaan media visual kontekstual sebagai strategi pembelajaran Bahasa Arab di tingkat dasar.

Kata Kunci: media gambar, mufradat, Bahasa Arab, MI, pembelajaran visual

Abstract

This study aims to analyze the effect of picture media on students' Arabic vocabulary mastery at MI Al-Fajar Tanjung Jabung Timur. The main problem in Arabic language learning at the elementary Islamic school level is the low ability of students to understand and memorize vocabulary (mufradat), caused by conventional and less engaging teaching methods. Picture media was chosen as an alternative learning strategy because it provides visual stimulation that helps students understand vocabulary meaning concretely. This study employed a quantitative approach with a quasi-experimental design using a pretest-posttest control group design. The research sample consisted of 50 fifth-grade students divided into experimental and control classes. Data were collected through tests, observation, documentation, and interviews. Data analysis was conducted using normality tests, homogeneity tests, and hypothesis testing with the t-test. The results showed that the average posttest score of the experimental class was 84.2, higher than the control class score of 72.5. The significance value of the t-test was $0.000 < 0.05$, indicating that picture media had a significant effect on students' Arabic vocabulary mastery. The novelty of this study lies in the use of picture media based on local rural contexts familiar to students' daily lives. This study recommends the use of contextual visual media as an effective strategy for Arabic language learning at the elementary level.

Keywords: *picture media, vocabulary mastery, Arabic language, Islamic elementary school, visual learning*

Introduction

Arabic is one of the important subjects in madrasah ibtidaiyah because it is the basis for understanding the teachings of Islam as well as the main sources of Islam such as the Qur'an and hadith.(Halim et al., 2025) In learning Arabic, mastery of mufradat (vocabulary) is the main foundation for the development of four language skills, namely istima', kalam, qira'ah, and kitabah.(Mauludia et al., 2025) Without adequate vocabulary mastery, students will have difficulty understanding and actively using Arabic. In practice, mufradat learning at the MI level still faces various obstacles. Students often have difficulty remembering the meaning of vocabulary, pronouncing words correctly, and connecting words to concrete objects around them. This is often due to learning methods that are still teacher-centered, dominate using memorization, and lack of engaging learning media. According to Hermawan, learning Arabic at the basic level requires a concrete and visual approach so that students can more easily understand the concept of language naturally. One of the media that is considered effective is image media. Picture media is able to present objects visually so that it helps students connect between words and meanings directly without having to go through long translations.

Image media is also in accordance with the characteristics of MI students who are still in the concrete operational stage.(Progress et al., 2020) They find it easier to understand something that can be seen directly than an abstract explanation. Thus, the use of images can increase students' attention, motivation to learn, and memory of mufradat. Several previous studies have shown that visual media has a positive influence on Arabic learning outcomes. However, most studies use general image media that have not been associated with the socio-cultural context of students.

The novelty of this research lies in the use of image media based on the local context of rural students' environments, such as images of rice fields, traditional markets, village mosques, gardens, and daily household activities that are more familiar to students of MI Al-Fajar Tanjung Jabung Timur. The formulation of the problem in this study is: whether the image media has a significant effect on the mastery of Arabic mufradat of MI Al-Fajar Tanjung Jabung Timur students.

This study aims to find out and analyze the influence of the use of image media on the mastery of Arabic mufradat of students at MI Al-Fajar Tanjung Jabung Timur. Mastery of mufradat is one of the important elements in learning Arabic, because the ability to understand and master vocabulary will greatly determine students' skills in listening, speaking, reading, and writing Arabic. In the learning process, elementary school or madrasah ibtidaiyah students often have difficulties in memorizing and understanding the meaning of mufradat because the learning methods used are still conventional and do not attract students' attention.(Manan & Nasri, 2024) Therefore, learning media that is able to help students understand vocabulary more easily, interestingly, and fun. Image media was chosen as one of the alternative learning media because it has the ability to provide visual stimuli that can help students' memory of the vocabulary learned. The use of images in Arabic learning allows students to connect between objects, shapes, and the meaning of words directly so that the learning process becomes more concrete and not only verbal. With the existence of image media, students are expected to be more active, motivated, and easily understand the mufradat taught by the teacher. In addition, image media can also create a more interactive learning atmosphere so that students do not feel bored while participating in Arabic learning. This study also

aims to see the extent of the effectiveness of image media in improving students' ability to remember, understand, and use Arabic mufradat in learning activities. (Latuconsina & Susiawati, 2018)

Through this study, the researcher wanted to find out whether the use of image media really had a positive impact on student learning outcomes compared to learning without using image media. Thus, the results of the research are expected to be evaluation materials and input for teachers in choosing the right learning media to improve the quality of Arabic learning in madrasas. In a quantitative research, the hypothesis has a very important role because it is the basis or temporary conjecture that will be tested for truth through the research process. Hypotheses are prepared based on theories, concepts, and problems found in the field so that they can be a direction for researchers in collecting and analyzing data. In this study, the hypothesis used consists of two forms, namely the null hypothesis (H_0) and alternative hypotheses (H_1). The two hypotheses were compiled to find out whether or not there is an influence of image media on the mastery of Arabic mufradat of MI Al-Fajar Tanjung Jabung Timur students. Null hypothesis (H_0) in this study stated that there was no significant influence of image media on the mastery of Arabic mufradat of MI Al-Fajar Tanjung Jabung Timur students.

This hypothesis contains the understanding that the use of image media in the learning process is considered not to provide meaningful changes to students' ability to understand, remember, or master Arabic vocabulary. In other words, the success or improvement of students' mastery of mufradat is not influenced by the use of image media, but can be influenced by other factors such as teachers' teaching methods, students' basic abilities, learning environment, and the students' learning motivation itself. In the zero

hypothesis, image media is not seen as able to make a significant contribution to student learning outcomes in learning Arabic. Meanwhile, the alternative hypothesis (H_1) stated that there was a significant influence of image media on the mastery of Arabic mufradat of MI Al-Fajar Tanjung Jabung Timur students. This hypothesis shows that there is a suspicion that the use of image media can have a positive impact on improving students' ability to master Arabic vocabulary. (Pamessangi, 2019)

Image media is considered to help students understand the meaning of mufradat more easily because students obtain visual images that match the words learned. In addition, the use of image media is also believed to be able to increase students' attention, interest, and motivation to learn so that the learning process becomes more active, interesting, and not boring. With image visualization, students can more quickly remember mufradat and connect it with real objects in daily life. The alternative hypothesis is also based on the assumption that elementary school or madrasah ibtidaiyah students tend to understand the material more easily through visual media than with just verbal explanations. Therefore, image media is considered to have great potential in helping the Arabic learning process, especially in improving students' mastery of mufradat. The use of pictures not only makes it easier for students to recognize the meaning of words, but also helps strengthen memory and clarify the concepts learned. To prove the truth of the hypothesis, the researcher will conduct a systematic research process through data collection, data processing, and data analysis using appropriate scientific methods. The data obtained from the results of the research will be analyzed to find out whether image media really has an influence on students' mastery of Arabic or not. The results of the analysis will later be the basis for drawing research

conclusions objectively, scientifically, and accountably. Thus, the hypothesis that has been formulated can be tested for truth based on facts and data found in the field.

Research Methods

This study uses a quantitative approach with a quasi experiment design or pseudo-experiment through a pretest-posttest control group design model.(Hajar & Pratiwi, 2024) The quantitative approach was chosen because this study aims to determine the influence of the use of image media on students' mastery of Arabic mufradat in a measurable and objective manner through numerical data. Meanwhile, the quasi experiment design is used because the researcher cannot fully control all variables, but still gives certain treatment to the experimental group to see the effect caused. The pretest-posttest control group design model was chosen because it was able to provide a clear picture of the differences in student learning outcomes before and after the treatment was given, both in the experimental class and the control class. With this design, the researcher was able to compare the improvement in Arabic language mastery skills between students who learned using image media and students who learned using conventional methods.(Subroto et al., 2023)

The population in this study is all students of class V of MI Al-Fajar Tanjung Jabung Timur for the 2025/2026 school year which totals 78 students. The population was chosen because grade V students are considered to have basic skills in learning Arabic so that it is possible to measure the mastery of their mufradat. From this population, researchers took samples using purposive sampling techniques. This technique is used by considering the equality of students' initial abilities so that the group used as a sample has a relatively similar level of ability before being given treatment. The research sample consisted of 50 students who were

divided into two groups, namely 25 students in class V-A as the experimental class and 25 students in class V-B as the control class. In the implementation of the research, the experimental class was given treatment in the form of the use of image media in learning Arabic mufradat. Picture media is used to help students understand and remember vocabulary through interesting and concrete visualizations so that the learning process becomes more active and fun.(Nurhajati, 2014)

The teacher displays various pictures related to the mufradat studied, then students are asked to recognize, mention, understand the meaning, and use the vocabulary in learning. Meanwhile, the control class was given learning using conventional methods in the form of lectures and memorization without the help of image media. In this method, the teacher is more dominant in explaining the material orally and students are asked to memorize the mufradat given. The research instruments used consist of several types. The main instruments are pretest and posttest tests used to measure the level of mastery of the Arabic language of students before and after the treatment is given. The pretest is carried out to find out the initial ability of the student, while the posttest is carried out to find out the improvement of the student's ability after the learning process takes place. In addition to the test, the researcher also used observation sheets of learning activities to observe student involvement during the learning process.(Dini & Nurhelita, 2020)

Documentation of learning activities is used to complete research data in the form of photos, notes, and other supporting documents. The researcher also conducted supporting interviews with Arabic teachers to obtain additional information about learning conditions and responses to the use of image media in mufradat learning. The indicators of mastery of mufradat in this study include

several important aspects, namely students' ability to recognize Arabic vocabulary, understand the meaning of vocabulary, remember the vocabulary that has been learned, pronounce vocabulary correctly, and use the vocabulary in simple sentences. The five indicators are used as a basis to measure the extent to which students are able to master Arabic mufradat after participating in the learning process. The data obtained in this study was analyzed using several statistical analysis techniques. The first stage is a normality test which aims to find out whether the research data is distributed normally or not. (Rahimi & Pulungan, 2024)

Next, a homogeneity test was carried out to determine the similarity of variance between the experimental group and the control group. After these two conditions are met, the analysis is continued with a hypothesis test using an independent sample t-test. This test is used to determine whether or not there is a significant difference between student learning outcomes in the experimental class and the control class. The entire data analysis process is carried out with the help of the Statistical Product and Service Solution (SPSS) version 25 application so that the results of the analysis can be carried out more accurately, systematically, and objectively.

Results and Discussion

A. Image Media

Image media is one of the visual learning media used to help the process of delivering material to students through certain forms, illustrations, photos, symbols, and images related to learning materials. (Article, 2020) In the world of education, image media has an important role because it is able to provide a more concrete and interesting learning experience than just using verbal explanations. Through image media, students can see directly the representation of the object or material being studied, making it easier for them to understand concepts, remember

information, and increase attention during the learning process. In general, image media is used as a tool to clarify the material presented by the teacher so that it is not abstract. In the learning process, especially at the elementary school or madrasah ibtidaiyah level, students tend to understand the material presented in visual form more easily because it is in accordance with the stage of their thinking development which is still concrete. (Hasibuan et al., 2023)

Therefore, the use of image media is one of the effective learning strategies to help students understand lessons faster and more fun. Image media can be in the form of printed images, photos, posters, illustrations, picture cards, graphics, or digital images that are tailored to the learning objectives. The use of images in learning can foster students' interest in learning because visual displays are able to attract attention and reduce boredom during learning activities. In addition, image media also helps students to be more active in the learning process because they can observe, recognize, and connect images with the material being studied. In learning Arabic, picture media has a very important function, especially in mastering mufradat or vocabulary. The use of image media allows students to understand the meaning of a word through the visual objects displayed so that students not only memorize vocabulary, but also understand its meaning directly. (Murtadlo & Pratiwi, 2024)

For example, when the teacher teaches mufradat about objects in class, the teacher can show a picture of a table, chair, book, or blackboard while mentioning the Arabic vocabulary. In this way, it is easier for students to remember and understand the relationship between the word and the object in question. Image media can also improve students' memory of Arabic mufradat because the information received through sight tends to be easier to remember than through hearing

alone. In addition, pictures are able to help students develop speaking skills and compose simple sentences because students can describe pictures using the vocabulary they have learned. This makes learning Arabic more interactive and communicative. The use of image media has several advantages in the learning process. First, image media is able to attract attention and increase students' motivation to learn. Second, image media helps clarify the material so that it is easier to understand. Third, image media can overcome the limitations of students' experience with certain objects that are difficult to present directly in the classroom. Fourth, image media can create a more active, creative, and fun learning atmosphere.

With pictures, students not only listen to the teacher's explanations, but also engage in the activity of observing and understanding the material visually. Nonetheless, image media also has some drawbacks. One of them is the limitation of images in explaining complex or abstract material. In addition, if the images used are not clear or do not match the material, it can cause misunderstandings in students. Therefore, teachers need to choose picture media that is in accordance with the learning objectives, student development level, and the material taught so that the use of picture media can provide optimal results. Thus, image media can be understood as one of the visual learning media that is effective in helping the teaching and learning process, especially in learning Arabic. The use of image media not only helps students understand and remember mufradat more easily, but also increases students' interest, motivation, and activeness in participating in learning. Therefore, image media is one of the most relevant media alternatives used to create a more effective, interesting, and meaningful learning process for students.

B. Mastery of Arabic Language

Mastery of Arabic is one of the important aspects of learning Arabic because mufradat or vocabulary is the main basis for understanding and using the language. In language learning, a person's ability to listen, speak, read, and write is greatly influenced by the extent of mastery of vocabulary. The more mufradat that students master, the easier it will be for them to understand the meaning of a text, compose sentences, and communicate using Arabic properly and correctly. Therefore, the mastery of mufradat is a fundamental part that must be considered in the Arabic language learning process, especially at the elementary school or madrasah ibtidaiyah level. Linguistically, mufradat means vocabulary or a collection of words contained in a language. In the context of learning Arabic, mufradat includes words used to understand various meanings, expressions, and forms of communication in Arabic. The mastery of mufradat is not only memorizing words, but also includes the ability to understand meanings, pronounce them correctly, remember, and use the vocabulary in the context of sentences or everyday conversations. (Furoidah & Lailatal, 2023)

Thus, mastery of mufradat is the ability of students to recognize, understand, and use Arabic vocabulary appropriately according to the context of its use. The mastery of mufradat has a very close relationship with the success of learning Arabic. Students who have a good command of vocabulary will find it easier to understand the subject matter, read Arabic texts, answer questions, and conduct simple communication using Arabic. On the other hand, the limitation of mastery of mufradat is often the main obstacle for students in learning Arabic. Many students have difficulty understanding the meaning of reading or conversation due to their lack of vocabulary. Therefore, mufradat learning needs to be done gradually, systematically, and interestingly so

that students can understand and remember vocabulary more easily. In the learning process, mastery of Arabic can be developed through various learning methods and media that suit the characteristics of students. Teachers have an important role in choosing effective learning strategies so that students not only memorize vocabulary, but also be able to use it in daily life.(Unsi, 2024)

The use of learning media such as pictures, vocabulary cards, educational games, songs, and simple conversations can help students understand mufradat in a more concrete and fun way. Visual media, especially image media, is often used because it can help students connect words with real objects so that they are easier to understand and remember. The indicators of mastery of Arabic include several abilities, namely the ability to recognize vocabulary, understand the meaning of vocabulary, remember vocabulary, pronounce vocabulary correctly, and use vocabulary in simple sentences. The ability to recognize vocabulary means that students are able to know and distinguish Arabic words being learned. The ability to understand the meaning shows that students are able to know the meaning of the vocabulary. Furthermore, memory ability is related to students' memory of the vocabulary that has been learned. The ability to pronounce means that students can pronounce vocabulary according to makhraj and correct pronunciation. Meanwhile, the ability to use vocabulary in simple sentences shows that students are able to apply mufradat in the form of communication or simple writing. The mastery of mufradat is also influenced by several factors, both internal and external factors.(Village et al., 2025)

Internal factors include learning interest, motivation, memory ability, and students' readiness to receive learning. Meanwhile, external factors include teachers' teaching methods, the use of learning media, learning environments, and facilities and

infrastructure that support the Arabic learning process. If these factors are supportive, then the process of mastering students' mufradat will run more effectively and optimally. In learning Arabic at madrasah ibtidaiyah, mastery of mufradat is a very important first step before students learn other language skills. With a good command of vocabulary, students will be more confident in learning Arabic and more easily follow the next learning material. Therefore, teachers need to create an active, creative, and fun learning process so that students are interested in learning and mastering Arabic mufradat better. Thus, the mastery of Arabic can be understood as the ability of students to recognize, understand, remember, pronounce, and use Arabic vocabulary appropriately in the learning process and simple communication. A good mastery of mufradat will greatly help students in developing Arabic language skills as a whole so that the goals of learning Arabic can be achieved more effectively.(Purba & Jamil, 2023)

D. The Influence of Image Media on the Mastery of Arabic Mufradat of MI Al-Fajar Tanjung Jabung Timur Students

The results of the study showed that the use of image media had a significant influence on the improvement of the mastery of Arabic mufradat of MI Al-Fajar students. These findings prove that visual media has a very important role in helping students understand, recognize, and remember Arabic vocabulary more effectively. The use of image media in the learning process is able to create a more interesting and enjoyable learning atmosphere so that students can more easily accept the material taught by the teacher. Image media also provides a more concrete learning experience because students can see directly the shapes or objects related to the mufradat studied. In the experimental class, the learning process took place more actively and interactively compared to the control class.

Students look more enthusiastic when the teacher displays various images of objects, animals, activities, and certain situations related to Arabic vocabulary. When the teacher shows the picture, students can quickly connect the Arabic word with the real object they are looking at. This condition makes it easier for students to understand the meaning of mufradat without having to rely entirely on verbal translation.

In addition, the use of pictures is also able to increase students' attention and concentration during the learning process so that students become more active in answering questions, mentioning vocabulary, and participating in learning activities in class. On the other hand, in the control class that used conventional methods in the form of lectures and verbal memorization, the learning process tended to take place monotonously. (Qibtiyah & Walfajri, 2020) Students listen more to the teacher's explanations and memorize vocabulary without visual aids that support their comprehension. As a result, some students have difficulty remembering the mufradat that they have learned and tend to forget more quickly. Learning that only focuses on memorization makes students less interested and less active in taking Arabic lessons. This shows that less varied learning methods can affect students' level of understanding and memory of Arabic vocabulary. Based on cognitive learning theory, information conveyed through visual media is easier to process by the brain and is more effectively stored in long-term memory than information that is only conveyed verbally. (Pohan et al., 2024)

Picture media helps students understand the material more concretely because students can immediately see the visual representation of the vocabulary learned. With visual aid, students do not have to imagine the meaning of words abstractly so

that their cognitive load becomes lighter. The learning process also becomes easier to understand and more meaningful for students. Pictures also function as a stimulus that can strengthen students' memory of the mufradat that has been studied. The results of this study show that image media not only helps students in understanding the meaning of vocabulary, but also increases students' learning motivation and participation during Arabic learning. Students become more confident in answering questions and using vocabulary that has been learned in conversations and simple exercises. Thus, the use of image media can create more communicative, active, and effective learning. (Nur et al., 2025)

The findings of this study are in line with research conducted by Fauzi which states that visual media is effective in increasing mufradat retention in elementary school students. The study showed that students remember vocabulary more easily when learning using visual aids compared to regular memorization methods. (Jailani, 2023) In addition, research conducted by Rahmawati also shows that the use of concrete images can increase motivation to learn Arabic as well as students' active participation in the classroom. (Hidayah et al., 2025) The two studies strengthen the results of this study that image media is one of the effective learning media in improving students' mastery of Arabic mufradat. The novelty of this research lies in the use of local context-based images of rural students. For example, teachers use pictures of rice fields for mufradat الحقل, market for السوق, the village mosque for المسجد, and gardens for الحديقة. This approach makes students feel close to the learning material because it fits their daily experiences. The implications of this study suggest that Arabic teachers need to design learning media that is not only visually appealing, but also relevant to the students' social environment. Simple media

such as local images can actually have a greater impact than modern media that are far from the student experience.

Table 1. Pretest and Posttest Results of Mufradat Mastery

Classes	Pretest	Posttest	Differences
Experiments	58,6	84,2	25,6
Controls	59,1	72,5	13,4

Based on the table above, it can be seen that the initial abilities of the two classes are relatively equal. After the treatment was administered, the experimental class experienced a much higher improvement than the control class.

Normality Test

The results of the normality test showed that all data had a significance value of > 0.05 , so that the data was distributed normally.

Homogeneity Test

The results of the homogeneity test showed a significance value of > 0.05 , which means that both groups had homogeneous variance.

Hypothesis Test

The results of the t-test showed a significance value of $0.000 < 0.05$. Thus, H_0 rejected and H_1 accepted. This means that image media has a significant effect on students' mastery of Arabic mufradat.

Conclusion

Based on the results of the research, it can be concluded that image media has a significant effect on the mastery of Arabic mufradat of MI Al-Fajar Tanjung Jabung Timur students. This is evidenced by an increase in the posttest value of the experimental class which is higher than that of the control class and the results of the hypothesis test which show a significance value of $0.000 < 0.05$. Image media helps students understand the meaning of vocabulary concretely, improve memory, and foster

interest in learning Arabic. The use of local context-based images is a simple but effective innovation in basic Arabic language learning. This study recommends that Arabic teachers in madrasah ibtidaiyah use image media systematically and contextually to improve the quality of mufradat learning. Further research can develop digital-based visual media or interactive multimedia.

Bibliography

- Article, I. (2020). Utilization of Audio Visual Media and Image Media in Grade V Students. *Journal of Paedagogia Initiative*, 3(2).
<https://jurnal.umk.ac.id/index.php/pendas/index>
- Dini, A. Y. R., & Nurhelita, V. F. (2020). The relationship of adolescent girls' knowledge of maturity of marriage age to marital risk. *Journal of Health*, 11(1), 50–59.
<https://jurnal.stikescirebon.ac.id/index.php/kesehatan/article/view/197/126>
- Furoidah, A., & Lailatal, M. (2023). Improvement of Arabic Mufradat Mastery with Image Media in Grade XI Students of MA As-Sunniyyah Kencong Jember. *An-Nughthah*, 3(1), 1–7.
<https://ejournal.uas.ac.id/index.php/An-Nuqthah/article/view/967/487>
- Hajar, B. S., & Pratiwi, N. (2024). The Influence of Educational Games to Increase Motivation to Recite at TPQ Khoiru Ummah Mataram. *Indonesian Journal of Education Research and Technology (IJERT)*, 4(1), 1–5.
<https://doi.org/10.69503/ijert.v4i1.579>
- Halim, M. F., Ridlo, U., State, I., & Hidayatullah, S. (2025). Analysis of the Objectives and Materials of the Arabic Language Curriculum at the Ibtida Level 'i. *Qawa'id : Journal of Arabic Language and Literature*, 1(02), 31–42.
<https://risetkendikia.com/index.php/jurnal-qowaid/article/view/117/133>

- Hasibuan, A. T., Wulan, W., Simatupang, S., Rudini, R., & Ani, S. (2023). Implementation of the World's Best Education System at the Elementary Age Level Study of the Finnish Education System. *Journal of Learning and Mathematics Sigma*, 9(1), 120–123.
<https://jurnal.ulb.ac.id/index.php/sigma/article/view/4383/3393>
- Hidayah, N. M., Anggawati, M. I., & Rahmi, S. S. (2025). The Effectiveness of the Use of Interactive Media in Increasing Motivation to Learn Arabic. *AR-RIYADH : Journal of Education and Arabic Language*, 1.
<https://journal.stitriyadh.ac.id/index.php/AR-RIYADH/article/view/2/1>
- Jailani, M. (2023). Arabic Language Learning Media in Schools Reviewed from the Perspective of Neuroscience. *ATHLA: Journal of Arabic Teaching, Linguistics and Literature*, 4(2), 119–138.
<https://ejournal.uinsaid.ac.id/athla/article/view/7155/2571>
- Latuconsina, S. N., & Susiawati. (2018). The Effectiveness of Arabic Games in Improving the Reading Ability of Students of the Arabic Language Education Study Program. *Arabic: Journal of Arabic Studies*, 3(2), 145–156.
<https://journal.imla.or.id/index.php/arabi/article/view/99/53>
- Manan, A., & Nasri, U. (2024). Challenges and Opportunities of Arabic Language Education: A Global Perspective. *Scientific Journal of the Education Profession*, 9, 256–265.
<https://jipp.unram.ac.id/index.php/jipp/article/view/2042/1128>
- Mauludia, F. D., Jannah, I. M., & Halim, A. (2025). The Role of Quizlet Media in Improving the Mastery of Arabic Mufrodat at the Tsanawiyah Level. *JlIP (Scientific Journal of Educational Sciences)*, 8.
<https://risetkendikia.com/index.php/jurnal-qowaid/article/view/117/133>
- Murtadlo, W. N., & Pratiwi, T. I. (2024). Evaluation of Career Guidance and Counseling Programs in Helping Students' Career Development. *The Unification Journal*. https://journal3.uin-alauddin.ac.id/index.php/diskursus_islam/article/view/198/145
- Nur, A., Harsono, A. M. B., & Suriansyah, A. (2025). Implementation of image media on the reading and writing skills of elementary school students. *Journal of Educational and Learning Technology*, 03(02), 460–466.
<https://jurnal.kopusindo.com/index.php/jtpp/article/view/1290/1116>
- Nurhajati. (2014). The Effect of the Application of the Constructivism Approach with the 3D Cooperative Learning Model of the Cabri Program on the Reasoning Ability and Mathematical Connections of High School Students in Tasikmalaya City. *Journal of Education and Teacher Training*, 1(1).
<https://jurnal.unimus.ac.id/index.php/JPMat/article/view/1828/1872>
- Pamessangi, A. A. (2019). Analysis of Arabic Learning Difficulties for Students of Arabic Language Education Study Program. *AL IBRAH: Journal of Arabic Language Education*, 2(1), 11–24.
<https://journal.imla.or.id/index.php/arabi/article/view/99/53>
- Development, T., Jean, K., & Learning, D. (2020). Jean Piaget's Theory of Cognitive Development and Its Implementation in Elementary / MI Learning. *Journal of Thematic Education*, 3, 253–263.
<https://siducat.org/index.php/jpt/about/editorialTeam>
- Pohan, A. M., Sahanaya, Y., Lase, M. B., Siregar, F. Y., Wijaya, I., & Chen, J.

- (2024). The Role of Audio Visual Media on the Learning Outcomes of Grade 5 Students of SD Global Prima Medan. *Journal of Psychology*, 7(1), 321–326. <https://jurnal.pbsi.uniba-bpn.ac.id/index.php/BASATAKA>
- Purba, N. A., & Jamil, K. (2023). The Use of Image Media to Improve the Mastery of Arabic Language Learning Vocabulary in the Modern Islamic Boarding School of Ta' dib Al -Syakirin Class VII. *Journal of Education Research*, 4(3), 1259–1264. <https://www.jer.or.id/index.php/jer/article/view/335>
- Qibtiyah, M., & Walfajri. (2020). Arabic Language Teaching Using Moving Image Media to Improve Vocabulary Mastery. *An Nabighoh: Journal of Arabic Language Education and Learning*, 22(01), 71–86. <https://e-journal.metrouniv.ac.id/an-nabighoh/article/view/2076>
- Rahimi, I., & Pulungan, E. N. (2024). The Influence of Humor Teachers (Sense Of Humor) on Student Learning Motivation in Islamic Religious Education (PAI). *Journal of Education*, 13(1), 261–272. <https://doi.org/https://doi.org/10.58230/27454312.457>
- Subroto, D. E., Supriandi, Wirawan, R., & Rukmana, A. Y. (2023). Implementation of Technology in Learning in the Digital Era: Challenges and Opportunities for the World of Education in Indonesia. *Western Science Journal of Education*, 1(07), 473–480. <https://doi.org/10.58812/jpdws.v1i07.542>
- Unsi, B. T. (2024). Image Media in Arabic Vocabulary Learning. *JOURNAL TAFUQUH: Journal of Islamic Research and Studies*, 2(1), 26–44. <https://jurnal.iaibafa.ac.id/index.php/tafaquh/article/view/18>
- Village, J., District, J., & Java, W. (2025). The Use of Image Media in Reading Learning for Class 1 Students of Public Elementary School 1. *Action Research Journal Indonesia (ARJI)*, 76. <https://journal.nahnuinisiatif.com/ARJI/article/view/361/479>