



The Role of Visual Media in the Mastery of Arabic Vocabulary (Mufrodat) for Grade VII Students of Salafiyah Wustho Islamic Centre Bin Baz Yogyakarta

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Article History:

Received:

03-04-2025

Revised:

09-05-2025

Accepted:

12-06-2025

Keywords:

Mufrodat Learning;

Picture Media;

Arabic Language;

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Abstract:

This research is based on initial observations showing that Grade VII students at Salafiyah Wustho Islamic Center Bin Baz Yogyakarta have more outstanding academic achievements compared to other classes. The purpose of this study is to understand the role of image media in mastering Arabic vocabulary (mufrodat) in Grade VII A, as well as to identify the factors of success and obstacles in learning the vocabulary. The research uses a qualitative approach with data collection methods such as observation, interviews, and documentation, with data analysis conducted qualitatively. Data validation is carried out through triangulation of sources and methods. The results of the study show that the use of image media in Arabic language learning, especially for mufrodat, has significant advantages and benefits. Image media contributes positively to visual understanding, memory retention, learning interest, and communication skills in Arabic. However, there are challenges in its use, especially in illustrating abstract or complex vocabulary. Therefore, selecting and adjusting images appropriately to the students' level of understanding is crucial to maximize the benefits of image media in learning. These findings emphasize the importance of integrating image media into language learning methods, particularly in Islamic educational environments such as Islamic boarding schools.

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Introduction (مقدمة)

Education plays a vital role in shaping human resources and empowering individuals to contribute meaningfully to society. It is through education that knowledge, values, attitudes, and skills are passed down from one generation to the next (Sudjana, 2009). At the heart of education lies the learning process, which must be systematically and professionally managed to ensure the achievement of educational goals.

The success of education is highly influenced by how the learning process is implemented. This includes not only the teacher's performance but also the interaction between teachers, students, content, strategies, and tools used in the classroom (Arsyad, 2013). All these components must be integrated in a coherent system to produce effective learning outcomes.

One of the most important aspects of instructional planning is the use of media. Instructional media are tools or means that help convey messages from teachers to students in ways that make learning more efficient and engaging (Heinich et al., 2002). By using appropriate media, teachers can stimulate students' attention and interest in the subject matter.

Instructional media come in various forms and serve different functions depending on the learning context. Among these, visual media are particularly significant in language learning as they provide a concrete representation of abstract ideas (Sadiman et al., 2010). Visual media are capable of simplifying complex material and making it more accessible to learners of different levels.

According to Bretz's classification cited in Sadiman et al. (2010), media can be grouped into several types: motion audio-visual, still audio-visual, semi-motion audio, motion visuals, still visuals, semi-motion visuals, audio media, and printed media. Still visuals—such as images and photographs—are especially helpful in vocabulary acquisition because they directly illustrate the meaning of words.

The use of images in learning has been shown to enhance memory retention and comprehension. Visual representations of vocabulary help learners associate new words with familiar objects or situations, thereby making it easier to understand and remember them (Heinich et al., 2002). This approach is especially beneficial for younger learners who are more responsive to visual stimuli.

Language learning, particularly foreign language learning, requires a variety of strategies to overcome linguistic and cultural barriers. In the case of Arabic, which is structurally different from the native language of most Indonesian students, visual media can provide an effective bridge for understanding (Suyanto, 2011). Vocabulary acquisition is often the most challenging part for beginners, and visuals can make the process more enjoyable and less intimidating.

In Indonesian Islamic education, Arabic is a key subject because of its religious importance. Arabic is not only a medium for understanding Islamic texts but also a subject with academic and communicative value. Thus, mastery of Arabic vocabulary, or *mufradat*, is a foundational aspect of learning Arabic (Zainuddin, 2010).

Vocabulary knowledge is essential for developing the four main language skills: listening, speaking, reading, and writing. Without sufficient vocabulary, students will struggle to construct sentences, understand instructions, or express their ideas. Therefore, the development of vocabulary must be prioritized in Arabic language teaching (Richards & Renandya, 2002).

Traditional methods of vocabulary teaching often rely heavily on memorization and rote learning. While these techniques may be effective for short-term recall, they do not

necessarily lead to long-term understanding or practical use of the vocabulary. The use of visual media can improve this situation by introducing a more interactive and engaging approach to learning (Arsyad, 2013).

Incorporating visual media into language lessons encourages active student participation. Instead of passively receiving information, students are more likely to interact with visual content by naming, describing, or associating images with words. This not only helps them remember the vocabulary but also promotes meaningful learning (Heinich et al., 2002).

The implementation of visual media can also address different learning styles. Visual learners, in particular, benefit significantly from image-based materials. Additionally, visual media can serve as an equalizer in classrooms with diverse student abilities, as images transcend linguistic and cognitive barriers (Sadiman et al., 2010).

Modern technology has further expanded the range and accessibility of visual media. Teachers can now use pictures from digital sources such as the internet, educational software, or multimedia presentations. These resources allow for greater flexibility and creativity in instructional design (Arsyad, 2013).

This research focuses on Grade VII students at Salafiyah Wustho Islamic Centre Bin Baz Yogyakarta. Preliminary observations show that this group demonstrates relatively strong performance in Arabic vocabulary compared to other classes. This raises questions about the strategies and tools used in their learning process, particularly the possible influence of visual media.

The study aims to explore the role of visual media in the mastery of Arabic vocabulary (*mufradat*) among these students. It also seeks to identify supporting and inhibiting factors in their learning environment. The research adopts a qualitative approach involving observation, interviews, and documentation to provide a comprehensive understanding of the effectiveness of visual media in Arabic language education.



Method (منهج)

This study adopts a qualitative descriptive approach to explore the role of visual media in the mastery of Arabic vocabulary (*mufradat*) among Grade VII students at Salafiyah Wustho Islamic Centre Bin Baz Yogyakarta. A qualitative approach is appropriate because it enables the researcher to understand in depth the teaching-learning process, students' responses, and teacher strategies in using visual media during Arabic language instruction (Creswell, 2014).

The research subjects consisted of Arabic language teachers and Grade VII students, selected through purposive sampling based on initial observations of higher vocabulary performance in this class. The study was conducted within the natural classroom setting to capture real-time teaching dynamics. The setting was chosen to provide authentic data regarding how visual media are integrated into vocabulary instruction.

Data collection involved three main techniques: observation, interview, and documentation. Observations were used to see how teachers utilized visual media in teaching vocabulary and how students responded. Interviews were conducted with both teachers and students to gather insights into their experiences and perceptions regarding the effectiveness of visual media. Documentation included collecting lesson plans, visual materials, and student assignments related to Arabic vocabulary learning.

The collected data were analyzed using Miles and Huberman's interactive model (Miles, Huberman, & Saldaña, 2014), which consists of data reduction, data display, and conclusion drawing. Data were organized and categorized thematically to identify patterns related to the use of visual media. To ensure data credibility, the researcher applied triangulation by

comparing data from different sources, conducted member checking, and maintained prolonged engagement in the field.

Ethical considerations were strictly followed during the study. Informed consent was obtained from all participants, and their identities were kept confidential. The data collected were used solely for academic purposes and treated with respect and integrity throughout the research process.

Result (نتائج)

Overview of Arabic Vocabulary Learning in Grade VII

Arabic language instruction for Grade VII students at Salafiyah Wustho Islamic Centre Bin Baz Yogyakarta is structured to support students in developing foundational linguistic skills, with a strong emphasis on vocabulary (*mufradat*) mastery. Arabic is taught as a compulsory subject, integrated into the school's Islamic curriculum to enable students to access Islamic texts and communicate in Arabic at a basic level. The Arabic lessons are held several times a week, with a focus on practical usage in both written and spoken forms.

The lessons typically begin with the introduction of new vocabulary items, often grouped by thematic units such as family members, school objects, daily activities, colors, numbers, and basic verbs and nouns used in everyday conversation. These vocabulary sets are carefully chosen to reflect the students' immediate environment and daily experiences, making the learning process more relevant and relatable. Each lesson includes the pronunciation, meaning, and example usage of new words.

The vocabulary is presented both orally and visually, and students are encouraged to engage with it through repetition, sentence formation, and short dialogues. Teachers use traditional methods like dictation and memorization, but these are increasingly supplemented with modern approaches, such as visual media and games. This blend of methods aims to accommodate different learning styles and help students retain new vocabulary more effectively.

The curriculum for Arabic language at this level is guided by national Islamic education standards, emphasizing both linguistic and religious outcomes. One of the key objectives is for students to develop a solid foundation of basic vocabulary that will enable them to read simple Arabic texts, especially religious materials such as *surah*, *hadith*, and basic *fiqh* concepts. Vocabulary acquisition is therefore not only linguistic but also functional, serving religious comprehension.

Learning objectives are clearly outlined in the syllabus and include the ability to: identify and recall vocabulary items, use them in simple spoken and written sentences, and comprehend them within short reading passages. By the end of the academic year, students are expected to have memorized and used several hundred words appropriately, forming the basis for more complex grammatical and conversational structures in the following grades.

Overall, Arabic vocabulary learning in Grade VII is seen as the gateway to mastering other Arabic language skills, such as grammar (*nahwu*), structure (*tarkib*), and communication (*kalam*). Teachers recognize that vocabulary forms the core of language competence, and thus they place significant focus on ensuring students not only memorize but also understand and apply the words in context. The integration of visual media has increasingly become a vital strategy in achieving these instructional goals.

Implementation of Visual Media in Arabic Vocabulary Teaching

In the Grade VII Arabic classroom at Salafiyah Wustho Islamic Centre Bin Baz Yogyakarta, various types of visual media are employed to support vocabulary acquisition. Among the most frequently used media are flashcards, pictures, PowerPoint slides, posters,

and digital illustrations. Flashcards and pictures are commonly used for introducing new words, while PowerPoint slides and posters are employed for reinforcing vocabulary and providing visual context for new terms. Digital illustrations, often sourced from educational websites, are used to depict more abstract vocabulary or complex ideas, allowing students to form mental images of words that may otherwise be difficult to grasp.

The frequency and consistency of media usage in Arabic lessons are notably high. Teachers strive to incorporate visual media in nearly every lesson, ensuring that students are exposed to new vocabulary in both visual and auditory forms. Visual aids are particularly prevalent during the initial stages of vocabulary teaching, where the focus is on introducing new words. On average, visual media are used at least two to three times per week during vocabulary lessons, depending on the specific topic or unit being taught. Teachers typically use these media consistently throughout the lesson, from the introduction of new words to practicing them in sentences and short dialogues.

Visual media are integrated into specific learning activities in a way that encourages active student participation. For example, in a lesson about family members, the teacher may first show flashcards with images of family members (father, mother, brother, etc.) while pronouncing the words in Arabic. Students are then asked to repeat the words aloud and identify the corresponding family members in the classroom. Later in the lesson, students might work in pairs to complete exercises where they must match Arabic words with their correct visual representation. In more advanced activities, students could be asked to create simple sentences using the vocabulary, again referring to the visuals to support their understanding.

Teachers employ several strategies to ensure that visual media are effectively connected to the target vocabulary. One common technique is word-image association, where each new word is explicitly tied to its visual representation. Teachers often prompt students to describe the image in Arabic, thereby reinforcing both the vocabulary and the structure of the sentence. For example, when introducing the word “father” (*ab*) with an image of a father figure, students are encouraged to say “This is my father” (*Hatha abii*). Another strategy is **contextualization**, where visual media are used to place vocabulary within a situational context. For instance, a picture of a school setting might be used to introduce vocabulary related to **school objects** such as *kitab* (book), *qalam* (pen), and *daftar* (notebook). This helps students understand the practical use of the words in real-life scenarios.

Student Responses and Engagement

When visual media are incorporated into Arabic lessons, students exhibit a noticeable increase in enthusiasm and active participation. The use of images, flashcards, and digital illustrations makes the learning process more dynamic and engaging, which in turn captures the students’ attention and fosters a more interactive classroom environment. Students are often observed reacting positively to visual aids, especially when they are used to introduce new vocabulary. For example, when pictures or flashcards are displayed, students show curiosity, often raising their hands to volunteer answers or comment on the images. This active participation is a clear indicator that visual media play a critical role in sustaining students’ interest in the lesson.

A comparison of student attention during lessons with and without visual media reveals a significant difference. During lessons that rely solely on traditional methods such as oral explanations and written exercises, student attention tends to fluctuate, and disengagement can often be observed. In contrast, when visual media are used, students are generally more focused and engaged throughout the lesson. For instance, during a vocabulary lesson involving visual aids, students were observed maintaining eye contact with the teacher and the visuals, actively listening to the new words being taught, and demonstrating improved

retention. This increased engagement is not only reflected in their participation but also in their ability to recall and use the vocabulary more effectively in later activities.

Interviews with students further highlight their positive attitudes toward the use of visual media. Many students reported that they found learning vocabulary through pictures and flashcards to be both easier and more enjoyable than traditional methods. One student mentioned, "I like it when we use pictures because it helps me understand the word better. When I see an image of a pencil, I can remember the word 'qalam' faster." Another student shared, "The flashcards make learning feel like a game, and I enjoy guessing the words when we play together in class." These quotes demonstrate that students not only enjoy the use of visual aids but also feel that these tools enhance their understanding and retention of Arabic vocabulary. Overall, the incorporation of visual media appears to significantly improve student engagement and make learning Arabic more accessible and enjoyable.

The Impact of Visual Media on Vocabulary Mastery

The use of visual media has led to a noticeable improvement in students' vocabulary recall and understanding. Teachers have observed that students are able to retain new vocabulary more effectively when visual aids are used. For example, students can quickly recall the Arabic terms for common objects like "book" (*kitab*) or "pen" (*qalam*) after being shown relevant images or flashcards. In comparison, students who were not exposed to these visual aids often struggle to remember and correctly pronounce these words. Visual media not only facilitate faster recognition but also contribute to deeper comprehension, allowing students to connect the words to concrete images, which enhances their retention.

Specific examples of vocabulary retention and correct usage in oral and written tasks further demonstrate the positive impact of visual media. In one class activity, students were asked to write short sentences using newly learned vocabulary. The students who had been exposed to visual aids were able to use the words correctly in context, such as in sentences like "I have a book" (*Indi kitaab*) and "This is a red pen" (*Hatha qalam ahmar*). In oral activities, students were more confident when using the vocabulary they had learned, often forming simple sentences during role-playing exercises. The ability to use vocabulary naturally in conversation and writing indicates that the visual aids have contributed to a deeper understanding of the words and their meanings.

Teachers' assessments of students' vocabulary progress before and after the implementation of visual media show significant improvement. Before the introduction of visual aids, students struggled with memorizing vocabulary and had difficulty recalling words during quizzes and discussions. However, after several months of using flashcards, pictures, and digital illustrations, students demonstrated enhanced recall and were able to use vocabulary more confidently in various activities. Teachers noted that students' vocabulary test scores improved by an average of 15-20%, and their participation in oral activities became more fluent. This positive change was especially noticeable in students who had previously struggled with memorization.

An analysis of documentation such as student work, vocabulary quizzes, and test scores further supports the findings that visual media enhance vocabulary mastery. Student assignments, including vocabulary quizzes, showed that those who had frequent exposure to visual media scored higher in both recall and usage of new vocabulary compared to their peers. In particular, vocabulary quizzes taken after lessons using visual media demonstrated higher accuracy and more thorough understanding. Additionally, teachers' records of student participation in oral activities indicated that students were using the new vocabulary more correctly and naturally, further reinforcing the effectiveness of visual media in improving vocabulary mastery.

Supporting and Inhibiting Factors

Several factors support the successful integration of visual media into Arabic vocabulary instruction at Salafiyah Wustho Islamic Centre. One of the key factors is teacher creativity. Teachers at the school are highly resourceful in designing engaging and relevant visual materials. For example, they create their own flashcards and posters that are customized to fit the topics and vocabulary being taught. This level of personalization ensures that the visual aids are directly relevant to the students' learning experiences. Teachers also use multimedia presentations, such as PowerPoint slides with pictures, videos, and animations, to enhance the learning process. This variety of materials caters to different learning styles, helping students understand and retain new vocabulary in a more engaging and interactive way.

The availability of resources also plays a significant role in the successful integration of visual media. The school provides access to essential tools, such as projectors, whiteboards, and computers, which are instrumental in making lessons more dynamic and interactive. These resources enable teachers to display high-quality images, videos, and digital illustrations, which help students form strong visual associations with the vocabulary being taught. When visual media are used effectively, they help create a more immersive and enriching learning environment. In addition, student motivation is another key factor that supports the use of visual media. Students are more engaged when they can connect with the learning material visually. They find the lessons more enjoyable and are more likely to participate actively when visuals are integrated into the teaching process.

Despite these supportive factors, there are several challenges that hinder the full integration of visual media in Arabic vocabulary instruction. One significant challenge is limited access to technology. While the school does have some access to projectors and computers, these resources are not always available to every student in every class. In larger classes, for example, not all students can have access to digital content on individual devices. This limited access means that some students may not fully benefit from the interactive elements of the lessons. In such situations, teachers have to adapt their approach by using traditional methods, such as printed flashcards or group-based activities, which may not be as impactful as the digital resources available.

Another challenge is the issue of time constraints. Teachers often have limited time to prepare lessons, particularly when they are required to cover a wide range of content within a short period. The time required to create and organize multimedia materials can be overwhelming, especially for teachers who are also responsible for other administrative tasks. Additionally, the pressure to cover multiple language skills (reading, writing, speaking, and listening) can reduce the time allocated for in-depth vocabulary lessons. As a result, teachers sometimes have to streamline their use of visual media, limiting its potential effectiveness in supporting vocabulary mastery.

The variability in student abilities presents another challenge in integrating visual media. While some students grasp new vocabulary quickly and are able to apply it confidently, others struggle to retain and use the words correctly. This difference in abilities can create uneven engagement in class. Visual media may work wonders for students who are visual learners, but students who require more repetition and practice might not benefit as much from a one-time visual presentation. To address this, teachers must find ways to cater to different learning paces and levels of proficiency, ensuring that every student has an opportunity to benefit from the resources provided.

To overcome these obstacles, teachers at Salafiyah Wustho Islamic Centre have adjusted their strategies in several ways. In response to limited technology, teachers often make use of low-tech alternatives, such as creating and displaying flashcards, using whiteboards to illustrate concepts, or distributing printed handouts with images. For time constraints,

teachers have learned to prioritize the most essential visual media and integrate them at key moments in the lesson, particularly when introducing new vocabulary or providing practice opportunities. Additionally, they incorporate peer learning strategies, where stronger students assist those who may be struggling, providing a collaborative learning environment. This peer support has proven to be an effective way to bridge learning gaps and ensure that all students can benefit from the visual media.

To address the variability in student abilities, teachers implement differentiated instruction. This includes providing students with various levels of tasks based on their language proficiency. For example, advanced students may be given more challenging activities that require them to use the vocabulary in full sentences or short paragraphs, while beginners may focus on identifying and matching vocabulary with images. By offering different levels of support, teachers ensure that every student can engage with the visual media in a way that suits their individual needs, thus maximizing the impact of the media on vocabulary learning.

The use of visual media has had a significant positive impact on students' mastery of Arabic vocabulary in Grade VII at Salafiyah Wustho Islamic Centre Bin Baz Yogyakarta. Visual aids such as flashcards, pictures, and digital illustrations helped students form stronger connections with the vocabulary, making it easier for them to recall and understand the words. By associating words with concrete images, students were able to retain new vocabulary more effectively and apply it in both oral and written tasks. This visual association supported their learning, especially when they had to use the vocabulary in real-life contexts, such as role-playing or writing simple sentences.

A clear correlation between the use of visual media and improved student learning outcomes was observed. Students who were regularly exposed to visual aids demonstrated significant improvement in their vocabulary recall, usage, and confidence in speaking and writing. This was reflected in their higher scores on vocabulary quizzes and their increased participation during classroom activities. In comparison to classes that did not consistently use visual media, students who had access to these resources were more likely to remember and correctly use the target vocabulary. These findings suggest that visual media play a crucial role in facilitating effective vocabulary learning.

In light of previous studies on the role of visual media in language acquisition, these findings align with research that highlights the importance of visual aids in enhancing memory retention and language comprehension. Studies have shown that visual stimuli can aid in language learning by providing concrete representations of abstract concepts, thus making the learning process more tangible and accessible. The positive results observed in this study reinforce the idea that visual media are a valuable tool for enhancing vocabulary mastery, particularly in a language like Arabic, which may pose challenges for learners due to its unique script and structure.



Discussion (مناقشة)

The use of visual media in the classroom has shown significant potential for enhancing the mastery of Arabic vocabulary (mufradat) among Grade VII students at Salafiyah Wustho Islamic Centre Bin Baz Yogyakarta. The findings of this study underscore the positive impact that visual aids, such as flashcards, pictures, and digital illustrations, have on vocabulary acquisition. These results are in line with previous research that has emphasized the role of visual stimuli in improving memory retention and language comprehension (Mayer, 2005; Paivio, 2006). Visual media provide a multisensory learning experience that appeals to students' visual and cognitive processes, enabling them to make connections between abstract vocabulary and concrete representations.

The effectiveness of visual media in language learning is particularly important in the context of Arabic, a language that many students find challenging due to its unique script, structure, and vocabulary. As noted by *Alseweed & Abdulwahab* (2018), the complexity of Arabic can be a barrier to vocabulary acquisition, especially for non-native speakers. The visual aids used in this study helped bridge this gap by presenting the vocabulary in a more digestible and relatable form. For example, students were able to better understand and remember words like “book” (*kitab*) and “pen” (*qalam*) when these terms were paired with corresponding images. By associating words with visuals, students created stronger mental representations, which facilitated recall and usage.

This study also revealed that students who were exposed to consistent use of visual media demonstrated improved vocabulary retention over time. The frequency and variety of visual materials used in the classroom, from simple flashcards to dynamic PowerPoint slides, helped reinforce the vocabulary in multiple contexts. As *Schmidt & McEown* (2018) highlighted, repeated exposure to new vocabulary in different formats enhances retention by allowing students to encounter the words in varied contexts, thereby improving their ability to recall and apply the terms. The students' ability to remember and use new vocabulary correctly during oral and written tasks further supports this claim.

Furthermore, student engagement was notably higher when visual media were incorporated into lessons. The findings of this study align with those of *Clark & Mayer* (2011), who argue that visual media can significantly increase student motivation and engagement in language learning. By making learning more interactive and enjoyable, visual aids encouraged students to participate actively in class, ask questions, and volunteer answers. This increased engagement is crucial for effective language learning, as active participation has been shown to improve students' language skills (*Snow*, 2010). As students interacted with visual materials, they became more invested in the learning process, which contributed to their success in mastering Arabic vocabulary.

Despite the many benefits of visual media, the study also identified several challenges that hindered the seamless integration of these tools in the classroom. One of the main obstacles was limited access to technology, particularly in classrooms with large student numbers. While the school had access to projectors and computers, these resources were not always available to every student. This limitation is consistent with findings from *Zhao & Lai* (2020), who noted that the unequal distribution of technology can restrict its effectiveness in the classroom. Teachers at Salafiyah Wustho Islamic Centre responded to this challenge by adapting their strategies, using alternative methods such as printed flashcards or group-based activities to ensure all students had access to the visual media.

Another challenge highlighted in the study was the issue of time constraints. Teachers often had limited time to prepare and incorporate visual media due to the demanding nature of the curriculum. This is a common issue reported by *Anderson & Krathwohl* (2001), who argue that the pressure to cover a wide range of topics within a short timeframe can lead to limited use of supplemental teaching tools such as visual aids. In response, teachers at the school prioritized the most effective visual media, focusing on key vocabulary lessons and ensuring that these materials were used at crucial moments during the class. This strategy allowed for efficient use of time while still maximizing the impact of visual media.

Moreover, the study found that students' varying abilities posed another challenge in the use of visual media. While some students thrived with visual aids, others required additional time and support to grasp the vocabulary. This variability in student abilities aligns with the findings of *Tomlinson* (2001), who emphasizes the importance of differentiated instruction in accommodating diverse learning needs. Teachers at Salafiyah Wustho Islamic Centre responded to this challenge by employing differentiated tasks, ensuring that each student received the level of support necessary for their success. For example, advanced students were

given tasks that required them to use vocabulary in context, while students with lower proficiency levels focused on identifying and memorizing the words.

The integration of peer support also emerged as an important factor in overcoming challenges. In classrooms with limited resources or technology, students were encouraged to work together in small groups, where stronger students could assist their peers. This collaborative approach is supported by Vygotsky's Social Development Theory (1978), which highlights the importance of social interaction in learning. By working together, students could share insights and help one another understand the vocabulary, creating a more inclusive learning environment.

Reflecting on the findings of this study, it is clear that visual media play a vital role in enhancing language learning in general, and Arabic vocabulary acquisition in particular. The use of visuals has proven to be an effective tool for making abstract concepts more tangible and accessible, and for engaging students in the learning process. However, the challenges identified, such as limited access to technology and time constraints, must be addressed in order to fully capitalize on the potential of visual media in education. Schools and educators must work to overcome these obstacles, possibly through better resource allocation, teacher training, and the development of creative, low-cost visual media materials.

The findings of this study also contribute to the existing literature on the role of visual media in language acquisition. Previous research by Mayer (2005) and Paivio (2006) supports the notion that visuals enhance cognitive processing and memory retention. The positive outcomes observed in this study affirm that visual media can be a valuable addition to language teaching strategies. Furthermore, the study highlights the importance of adapting teaching practices to meet the needs of diverse learners, as suggested by Tomlinson (2001), through the use of differentiated instruction and collaborative learning strategies.

In conclusion, this study demonstrates that the use of visual media can significantly improve the mastery of Arabic vocabulary among students. It has provided valuable insights into how visual aids can be used to engage students, support their vocabulary retention, and facilitate a deeper understanding of the language. While challenges remain, such as limited access to technology and time constraints, the positive outcomes observed in this study suggest that visual media, when used effectively, can have a transformative impact on the language learning process. Future research could explore how visual media can be further integrated into different aspects of language teaching, particularly in diverse educational settings.



Conclusion (خاتمة)

In conclusion, the use of visual media in teaching Arabic vocabulary to Grade VII students at Salafiyah Wustho Islamic Centre Bin Baz Yogyakarta has proven to be an effective strategy for enhancing students' language acquisition. Visual aids, such as flashcards, pictures, and digital illustrations, facilitated better vocabulary retention and understanding by providing concrete representations of abstract words. The incorporation of visual media also increased student engagement, making the learning process more interactive and enjoyable. The positive outcomes of this study align with existing literature on the benefits of visual media in language education, highlighting its value as a tool for supporting vocabulary mastery in language learning.

However, despite the numerous advantages, challenges such as limited access to technology and time constraints remain. Addressing these obstacles is crucial for maximizing the potential of visual media in education. By adapting teaching methods and ensuring better resource availability, teachers can further enhance the effectiveness of visual aids in the classroom. Overall, this study underscores the importance of innovative teaching strategies

and the need for continuous improvement in educational practices to support student learning and language proficiency.



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