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The Effect of Picture Media in Improving Arabic *Mufradāt* in Arabic Language Participants of Universiti Islam Selangor, Malaysia

Safira Aulia¹, Abdul Muntaqim², Nur Hasaniyah³, Muhammad Farhan bin Mat Noradin⁴

¹²³Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

⁴Universiti Islam Selangor, Malaysia

Corresponding E-mail: safiraulia01@gmail.com

Abstract

The aim of this study is to determine whether visual media influences the improvement of Arabic language skills among participants of the Arabic language camp at the Islamic University of Selangor, Malaysia. Vocabulary mastery is a crucial foundation in Arabic language learning, as it determines one's ability to understand and communicate effectively. This research employed a quantitative approach with a quasi-experimental design, where participants were divided into two groups: an experimental group taught using visual media and a control group taught through the lecture method. Data collection was conducted using pre-tests and post-tests. The results of the independent t-test analysis showed a statistically significant difference between the average scores of the two groups. The experimental group demonstrated a significantly higher average score compared to the control group. The calculated t-value was 6.184, which exceeded the critical t-value of 2.021 at the 0.05 significance level, with a two-tailed significance of 0.001. These results indicate that the null hypothesis is rejected and the alternative hypothesis is accepted, meaning that the use of visual media positively influences the improvement of Arabic vocabulary. These findings contribute significantly to the development of more effective and engaging Arabic language teaching strategies.

Keywords: *Visual media. Vocabulary, Arabic language.*

Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah media gambar memengaruhi peningkatan bahasa Arab peserta kem bahasa Arab di Universiti Islam Selangor, Malaysia. Penguasaan mufradāt menjadi fondasi penting dalam

pembelajaran bahasa Arab karena menentukan kemampuan memahami dan menggunakan bahasa secara efektif. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen semu (quasi experiment), di mana peserta dibagi menjadi dua kelompok: kelompok eksperimen yang diajar menggunakan media gambar dan kelompok kontrol yang diajar dengan metode ceramah. Teknik pengumpulan data dilakukan melalui tes awal (pre-test) dan tes akhir (post-test). Hasil analisis menggunakan uji-t independent menunjukkan bahwa terdapat perbedaan signifikan antara nilai rata-rata kedua kelompok. Kelompok eksperimen menunjukkan peningkatan nilai yang signifikan dibandingkan kelompok kontrol. Nilai thitung sebesar 6,184 lebih besar dari ttabel sebesar 2,021 pada taraf signifikansi 0,05, dengan nilai signifikansi (2-tailed) sebesar 0,001. Hasil ini menunjukkan bahwa H_0 ditolak dan H_a diterima, sehingga dapat disimpulkan bahwa penggunaan media gambar memberikan pengaruh positif terhadap peningkatan penguasaan *mufradāt* Bahasa Arab. Temuan ini memberikan kontribusi penting dalam pengembangan strategi pembelajaran bahasa Arab yang lebih efektif dan menyenangkan.

Keywords: Media gambar, Mufradāt, Bahasa Arab

Introduction

Learning Arabic as a foreign language has its own challenges, especially in the aspect of mastering *mufradāt* (vocabulary), which is a fundamental component in language skills¹. The limited mastery of *mufradāt* is often a major barrier for learners in developing reading, writing, speaking, and listening skills effectively. Therefore, an appropriate learning approach is needed to optimally improve *mufradāt* acquisition².

A number of previous studies have discussed strategies in teaching *mufradāt*, ranging from traditional methods such as memorization to the use of digital technology. However, the use of visual media, especially pictures, in teaching *mufradāt* has not been studied in depth in the context of non-formal learning, such as Arabic language camp activities. In fact, picture media has great

¹ D. Rahmawati, "Problematisasi Pembelajaran Bahasa Arab sebagai Bahasa Asing," *Lisanuna: Jurnal Ilmu Bahasa dan Sastra Arab* 11, no. 2 (2021): 130-141, UIN Ar-Raniry.

² Nur Azizah, "Pengaruh Penguasaan Mufrodāt terhadap Keterampilan Membaca Siswa," *Lisanuna* 10, no. 1 (2020): 45-55.

potential in helping learners understand and remember new vocabulary more easily through concrete visual stimulus.³

This study is different from previous studies because it specifically highlights the effect of using picture media in improving the mastery of *mufradāt* in Arabic language participants at Universiti Islam Selangor, Malaysia. This approach is expected to provide a new contribution to Arabic learning methods, especially in a more communicative and applicable learning situation.⁴

The purpose of this study is to find out the extent to which the use of picture media can improve the mastery of *mufradāt* of Kem Arabic participants. This study also aims to measure the effectiveness of picture media in increasing learning motivation and retention of Arabic vocabulary.⁵

The hope of this study is that the results obtained can be used as a consideration in the preparation of Arabic learning methods that are more innovative and fun. The scientific benefit of this research is to contribute to the development of Arabic language learning models based on visual media.⁶

The method used in this research is a quantitative approach with a quasi-experimental design, which involves two groups of participants, namely the experimental group that uses picture media and the control group that does not use picture media. Data were collected through pre-tests and post-tests to measure the improvement of *mufradāt* mastery.⁷

Despite existing research on *mufradāt* teaching strategies, there remains a notable research gap concerning the in-depth exploration of visual media's impact, specifically pictures, within the unique and less formal setting of Arabic language camp activities. Previous studies have tended to focus on formal educational environments or the general use of visual media without specifically targeting its effectiveness in *mufradāt* enhancement outside traditional classrooms. Consequently, our understanding of how picture media particularly

³ Muhammad Syarifuddin, "Media Gambar dalam Pembelajaran Bahasa Arab di Madrasah," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 7, no. 2 (2019): 105-114.

⁴ A. Nurhayati, "Efektivitas Penggunaan Media Visual dalam Pembelajaran Bahasa Arab Non-Formal," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 8, no. 1 (2022): 23-35.

⁵ Sitti Fauziah, "Visual Media in Vocabulary Learning," *Lisanuna* 11, no. 1 (2021): 56-64.

⁶ Reni Wahyuni (2020). "Pengembangan Model Pembelajaran Bahasa Arab Berbasis Visual." *Jurnal Al-Mu'jam*, 8(2), 110-122.

⁷ Yusuf, A. (2022). "Penerapan Desain Quasi Eksperimen dalam Penelitian Bahasa Arab." *Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 6(1), 77-88.

influences learning motivation and vocabulary retention in an intensive, non-formal learning context remains limited.

The absence of comprehensive research in this area highlights a pressing need to fill this scientific void. This study seeks to address that need by providing robust evidence on the efficacy of picture media in non-formal Arabic language acquisition. It is anticipated that the findings from this study will not only enrich the scholarly literature on Arabic language didactics but also offer practical recommendations for camp organizers and Arabic language educators to design more engaging, effective, and adaptive learning programs tailored to the specific needs of participants in non-formal settings.

Method

This study employed a quantitative approach using a quasi-experimental design, specifically a non-equivalent control group design. The study involved two groups of participants from the Arabic Language Camp at Universiti Islam Selangor, Malaysia. A purposive sampling technique was used to select 50 participants, divided equally into an experimental group and a control group. The experimental group was taught using picture-based media, while the control group received instruction through traditional lecture-based methods. Both groups were given the same material, taught by the same instructor, and given the same duration of instruction to ensure consistency.

Data collection was conducted using a pretest and a posttest designed to assess participants' mastery of Arabic vocabulary (*mufradāt*). The main instrument used was a 30-item multiple-choice vocabulary test developed based on the camp curriculum. The test was validated through expert review and a preliminary study, with reliability measured using Cronbach's alpha. Observation checklists and short questionnaires were also used to gather qualitative insights on participants' engagement and reactions to the learning media.

Table 1. Variable Indicator Quasi Experiment

Variable		Indicator
Visual Media	X	Relevance of image to vocabulary meaning
		Visual clarity and attractiveness of the images
		Frequency of image usage during learning

		Integration of images with instructional context
Vocabulary Mastery	Y	Ability to recall vocabulary (recognition)
		Ability to use vocabulary in context
		Understanding of word meaning
		Retention of vocabulary over time

Result and Discussion

The results of this study indicate that the use of picture media has a significant effect on improving the mastery of *mufradāt* of Arabic language participants at Universiti Islam Selangor. This is evidenced by the increase in learning outcome scores after the application of picture media during the learning session. Participants who previously had difficulty in memorizing *mufradāt* showed better progress in the ability to remember and use vocabulary in simple sentences.

This study supports previous findings that state that the use of picture media has a positive influence on students' *mufradāt* memorization.⁸ In general, this study strengthens the results of previous studies, especially those that show that picture media can clarify the meaning of words, strengthen visual memory associations, and increase participants' learning motivation.⁹

The hypothesis test in this study shows that the count value of 6.184 is greater than the table value of 2.021 at a significance level of 0.05 with a degree of freedom (df) of 48. This means that there is a significant difference between the learning outcomes of participants who were taught with picture media compared to those who were not. The significance value ($0.001 < 0.05$) also strengthens the conclusion that H_0 is rejected and H_a is accepted. In addition, the effect size test showed a value of 1.74, which is included in the high effect category. Thus, the picture media had a strong impact on improving participants' mastery of *mufradāt*.¹⁰

The data also showed that the class that used picture media (class A) had a median score of 100, while the class that used the lecture method (class B) had a median score of 70. This study compared the effectiveness of two *mufradāt*

⁸ Nurhayati, N. H. (2021). *Pengaruh Penggunaan Media Gambar terhadap Hafalan Mufradat Siswa Kelas IV MI Islamiyah Tlogohaji Sumberrejo Bojonegoro*.

⁹ Idris, R., & Al Ilmullah, S. F. (2022). *Efektivitas Media Gambar dalam Penguasaan Kosakata (Mufradat) Bahasa Arab Siswa Kelas VIII MTsN 1 Jeneponto*. *Al-Fashahah: Journal of Arabic Education, Linguistics, and Literature*, 2(1).

¹⁰ Irnawati. (2021). *Pengaruh Media Gambar terhadap Peningkatan Motivasi Belajar Kosakata Pembelajaran Bahasa Arab di MTs Negeri 3 Sinjai Tengah*.

(vocabulary) teaching methods: picture media (Class A) and the lecture method (Class B). With median scores of 100 and 70, respectively, and a significant Mann-Whitney test result (p -value = 0.001), the research concluded that using picture media was significantly more effective in improving participants' *mufradāt* memorization compared to the traditional lecture method. The Mann-Whitney test results with a significance value of 0.001 reinforced the conclusion that the use of picture media was more effective than the regular lecture method in teaching *mufradāt*. Thus, picture media proved to have a strong enough influence on the improvement of participants' *mufradāt* memorization.¹¹

The use of picture media in Arabic language learning is very effective because pictures are a form of visual information delivery that can be processed directly by the brain.¹² Image media can help students capture the meaning of new vocabulary through the association of form and context. In addition, pictures are also able to create a fun, interesting, and more lively learning atmosphere.¹³

This research is also in line with the theory of using learning multimedia, which states that visual aids such as pictures can improve concept understanding and motivate students to be more active in the learning process.¹⁴ The participants showed high enthusiasm and actively asked questions and discussed when pictures were used in learning. In contrast, in learning without pictures, the learning atmosphere tends to be passive and less interesting for the participants, which can be seen from the lack of participation and learning focus.¹⁵

Thus, it can be concluded that there is a significant effect of the use of picture media on improving the mastery of *mufradāt* of Arabic language students. This method is considered more effective than the lecture method because it is able to stimulate memory, increase participant involvement, and strengthen understanding of vocabulary in its context of use.

¹¹ Saridewi, I. P. (2021). *Implementasi Media Gambar dalam Penguasaan Kosakata Bahasa Arab Siswa Kelas III MI Al-Ahliyah Kecamatan Kotabaru Kabupaten Karawang*.

¹² Cahyono, D. D., Mustofa, N. H., Fatoni, A., & Gufron, A. (2022). *Upaya Meningkatkan Minat Belajar Bahasa Arab melalui Media Gambar*.

¹³ Idris, R., & Al Irmullah, S. F. (2022). *Efektivitas Media Gambar dalam Penguasaan Kosakata (Mufradat) Bahasa Arab Siswa Kelas VIII MTsN 1 Jenepono*. *Al-Fashahah: Journal of Arabic Education, Linguistics, and Literature*, 2(1).

¹⁴ Nurhayati, N. H. (2021). *Pengaruh Penggunaan Media Gambar terhadap Hafalan Mufradat Siswa Kelas IV MI Islamiyah Tlogohaji Sumberrejo Bojonegoro*.

¹⁵ Saridewi, I. P. (2021). *Implementasi Media Gambar dalam Penguasaan Kosakata Bahasa Arab Siswa Kelas III MI Al-Ahliyah Kecamatan Kotabaru Kabupaten Karawang*.

Table 1. Hypothesis Test Results

Independent Samples Test									
	Levene's Test For Equality of Variance		t-test for Equality of means						
	F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumend	8.076	0.007	-	48	0.000	-21.600	3.493	-28.632	-14.577
Equal Variances not assumed	-	-	-	36.588	0.000	-21.600	3.943	-28.680	-14.520

Source: Hypothesis Test Results

Based on the table above, the results of the analysis using the independent t-test show that the learning outcomes of the participants of the Arabic Language Department of Universiti Islam Selangor in class A, which uses the lecture method, have an average value (mean) of 72.80 with a standard deviation (SD) of 15.41, significantly lower than class B, which uses picture media, which obtained an average value of 94.40 with an SD of 8.20. Based on the significance level of 0.05, the t-table value of 2.20 was obtained.

The t-test results show that the t-count value is 6.184 with a significance value (2-tailed) of 0.001, and the degree of freedom (df) is 48. Based on the significance level of 0.05, the t-table value is 2.021. Because $t_{count} > t_{table}$ ($6.184 > 2.021$) and the significance value is smaller than 0.05, H_0 is rejected and H_a is accepted.



Source: Research Results

Picture 1. Picture media in learning to improve *mufradāt*



Source: Research Results

Picture 2. Picture media in learning to improve *mufradāt*

Conclusion and Suggestion

Based on the results of the research that has been conducted, it can be concluded that the use of picture media has a significant effect on improving the mastery of Arabic *mufradāt* in participants of the Arabic Language Department of Universiti Islam Selangor Malaysia. This is proven through the results of an independent t-test, which shows that the class taught using picture media obtained higher learning outcomes compared to the class taught using the lecture method.

Picture media is proven to be able to facilitate students in understanding and remembering Arabic vocabulary through interesting and contextual visualization. In addition, this picture also increases students' motivation and interest in learning in the language learning process.

Thus, the use of picture media can be recommended as an alternative strategy for learning Arabic, especially in mastering *mufradāt*, both in a formal school environment and in intensive programs such as language camps. This study is expected to be a reference for teachers and researchers in developing more creative and effective learning media.

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