



Available online:

<http://journal.imla.or.id/index.php/arabi>

Arabi : Journal of Arabic Studies, 8 (2), 2023, 162-171

DOI: <http://dx.doi.org/10.24865/ajas.v8i2.693>

Using Picture Media in Improving Students Learning Outcomes on The Lesson of *Muthala'ah*

Abdul Hafidz Bin Zaid¹, Maghfirotul Hasanah², Ihwan Mahmudi³,

Aufal Muhammad Safii⁴, Abdul Wahid⁵

^{1,2,3} University of Darussalam Gontor, Indonesia; ⁴ Al-Azhar University of Cairo, Egypt

⁵ Institut Dirosat Islamiyah Al-Amien (IDIA) Prenduan, Madura, Indonesia

Corresponding E-mail: ihwanm@unida.gontor.ac.id

Abstract

Picture is one of media that can be used in learning Muthala'ah lesson to make it easier for teachers and students to understand the lesson and improve learning outcomes. This research uses one-group design through a pre-test and post-test. All students of class III Intensive D TMI (female) with a total of 23 students were used as the research population, and what will be used as a research sample is the total number of students or 100% of the total population. Based on the analysis carried out in this study, using pictures influences student learning outcomes. The result of student pre-test of 5.84 before using picture media and the results of the student post-test after using the picture media are 7.19. Based on these results, it can be stated that the value of students in class III Intensive D TMI (female) increased by 20% in learning Muthala'ah lesson after using Picture media, and it can be concluded that picture media is effectively used in teaching and learning activities of Arabic language, especially on Muthala'ah lesson.

Keywords: *Effectiveness, Picture Media, Muthala'ah Lesson, Learning Evaluation*

Abstrak

Media gambar merupakan salah satu media yang dapat digunakan dalam pembelajaran materi *Muthala'ah* agar memudahkan guru dan siswa dalam memahami materi dan meningkatkan hasil belajar. Penelitian ini menggunakan *One-Group Design* melalui ujian *pre-test* dan *post-test*. Seluruh siswa kelas III Intensif D TMI Putri dengan dengan jumlah 23 siswa dijadikan sebagai populasi penelitian dan yang akan dijadikan sebagai sample penelitian dengan jumlah keseluruhan siswa atau 100% dari jumlah populasi. Berdasarkan hasil analisis yang telah dilakukan dalam penelitian ini ada pengaruh pada penggunaan media gambar terhadap peningkatan hasil belajar siswa dengan hasil *pre-test* siswa 5,84 sebelum menggunakan media gambar dan hasil *post-test* siswa atau nilai tes setelah menggunakan media gambar 7,19. Dengan demikian dapat dinyatakan bahwa nilai siswa kelas III Intensif D TMI Putri meningkat sebesar 20% pada pembelajaran materi *Muthala'ah* setelah menggunakan media gambar dan dapat disimpulkan bahwa media gambar efektif digunakan dalam kegiatan belajar mengajar bahasa Arab khususnya materi *Muthala'ah*.

Kata Kunci: Efektifitas, Media Gambar, Materi *Muthala'ah*, Evaluasi Pembelajaran

Introduction

Arabic is a teaching material taught in all educational institutions, from elementary schools to universities in Indonesia. Arabic has also been taught from an early age in various Islamic schools, starting from Kindergarten (TK) and Madrasah Ibtidaiyah (MI) as a primary material at the next level (Zaki, M. 2022). Looking at the objectives of learning Arabic, every learner or student is expected to be able to master the elements of the Arabic language, understand the cultural aspects contained in Arabic texts, both spoken and written, and be able to master the following four language skills—Arabic listening, speaking, reading and writing skills (Nufus, H. 2019).

Apart from that, Arabic is also used as a medium of communication that has an essential role in human life, namely as the language of the Holy Quran for understanding Islamic law and as a language for the source of knowledge (Pane, 2018).

In understanding science, media is one of the learning components that has an important role in the learning process. In this case, media use should be part of the teacher's attention as a facilitator, the main subject in every learning activity, and improving student grades (Takdir, 2020). Therefore, teachers need to learn how to effectively determine media to achieve learning objectives in teaching and learning process (Nurhayati and Rosadi, 2022). Media here means innovative and influential media in learning activities (Paputungan, 2020). From this, we can understand that creative and innovative media are needed to achieve learning effectiveness and improve student learning outcomes. Teachers must apply it correctly to their students to achieve learning goals.

Besides creative media, teachers' role in teaching and learning activities also greatly determines student learning outcomes. Teachers do not just deliver teaching material in class but also have an essential role in developing students' potential or abilities to the maximum. Thus, of course, teachers are also expected to be able to design the learning process optimally (Takdir, 2020). Apart from that, teachers are also required to optimize the teaching and learning activities process and increase all students' motivation in learning, especially in learning Arabic writing skills (Zamroni et al., 2023).

Therefore, a good teacher or language teacher always tries to create an effective and efficient learning plan. In this case, a teacher will use various appropriate learning methods to achieve learning objectives (Sukma et al., 2022) because learning without careful planning will cause the learning process to become unpleasant and make students feel bored more quickly in class (Shalihah, 2018). So it is not surprising if the media in learning has an important role to help teachers in delivering the subject matter that will be delivered in class, so that all students do not feel bored and are interested in following the teaching and learning process (Sofiyah, 2019), especially *Muthala'ah* material.

Muthala'ah lesson is one of the lessons that use Arabic language whose delivery uses the storytelling method and can also be called the lecture method (Yanuar A, 2015). The purpose of the material is to make students understand correctly what the teacher has conveyed and answer the questions. All of that will have an impact on improving their learning outcomes. A student is said to be successful in learning if he or she has shown changes in himself or herself regarding thinking abilities, skills, and attitudes towards an object (Mahmudi and Shofro, n.d.) However, *Muthala'ah* lesson delivered by telling stories certainly has saturation, so teachers need to convey this lesson in other ways, such as using picture media (Sanjaya, 2008). Picture media combines facts and ideas clearly and powerfully through a combination of expressing words with pictures (Angkowo and Kosasih, 2007). Therefore, picture media has its advantages, which are concrete (real), namely media that are clear and visible in front of students and make it easier for students to understand what the teacher explains so that the understanding gained will impact improving learning outcomes.

However, many teachers spend much time in the process of learning *Muthala'ah* lessons. Teachers often use the lecture method and makeshift media (Maha et al., 2023). This opinion is also approved by Mahmudi, without realizing that the lecture method and makeshift media are unsuitable for how students learn and seem boring (Mahmudi and Nadhifah, 2020). Also, the

asynchronous material subjects and media with students' daily activities and lives increased the difficulty in teaching and erased student motivation in learning (Zaid et al., 2023).

In this research, researchers present solutions for learning activities on *Muthala'ah* material using picture media. Using various learning media is an effort to increase success in teaching and learning activities (Rizkia et al., 2021). Therefore, using various learning media in learning activities, students will absorb more of the material presented (Zarkasyi et al., 2022). Therefore, picture media can facilitate teachers' and students' learning process of *Muthala'ah* lessons and make it easier for students to understand. In addition, according to Sulaeman (n.d.), picture media is visual tools such as photos or pictures not only produce an effective way of learning in a short time but what is received through visual tools is longer and better stays in memory.

From the description above, it can be understood that picture media is one way to improve student learning outcomes because it is easier and stickier in students' memories. Based on research conducted in Aceh (Hilmi, 2016), picture or photo media is very effective in learning Arabic, especially in learning *mufradat* and *muthala'ah* material. Picture media is very effective in use at both pre-school and school levels: MI, MTs, and MA. Moreover, in this research, picture media can improve student learning outcomes. Likewise, research conducted on Class VIII Students of SMPIT Kharisma Darussalam (Abdul Kosim & Zakiyah, 2021) visual media in the form of pictures used in learning *Muthala'ah* SMPIT Kharisma Darussalam can improve students' speaking skills so that their scores increase from before, this is proven by the average of the pre-test and post-test results of students, the pre-test results are 77 with a total of 18 students taking part while the post-test results namely 87. From here, we can see that the results have increased by 10%.

Not only that, research conducted in Batam (Islam et al., 2022) found a fairly strong influence between the use of picture media on increasing the memorization of *mufradat* for class V students at SDI Integral Luqman Al Hakim 02 Batam. Moreover, this research shows that the learning outcomes of students who use picture media are better and improved compared to those who do not use picture media with an influence test (effect size), which shows a value of 1.74. Therefore, effect size informs that the resulting influence is high. Meanwhile, the Mann-Whitney significance level of 0.001 shows that all data have the same results, namely that overall, the lecture method is lower than the drawing method.

Method

The approach used in this research is One-Group design through pre-test and post-test. This study used one class as the research subject. This design is used because it is more accurate and can compare pre-test and post-test (Sugiyono, D. 2013). The chart illustrates the design:

O1 X O2

- O1 = pre-test
- X = the treatment that given
- O2 = post-test (Sugiyono, 2013)

This research will be carried out in two stages: initial and final (Mokshein et al., 2019). Giving an initial test at this stage without treatment (O1) or learning without using picture media and (O2) to determine students' abilities after being given treatment or using picture media in the learning process. The final test with treatment is marked with an X.

The populations of this research were all female students of class III Intensive D TMI (Female) PP. Al-Amien Prenduan had a total of 23 students. In its design, one group of subjects is used, where the researcher involves one group as research material, or it can also be called overall sampling (Sugiyono 2012). Researchers in the research used pre-experiment with one group pretest-posttest design. The model emphasizes initial and final tests and treatment without a comparison group. The

data collection technique uses a learning outcome test technique. The data collection instrument in this study is in the form of questions after the teacher conveys *Muthala'ah* lesson using picture media. In this case, the aspect studied is understanding class III Intensive D students about *Muthala'ah* lessons using picture media.

Result and Discussion

The results of this study are based on data analysis using a one group pre-test and post-test design regarding the use of picture media in learning of *Muthala'ah* lesson, because picture media can be a supporting and motivating factor in improving student learning outcomes. Therefore, the pictures media are needed in the learning process. Using picture media in the learning process and making it easier for students can also add to students' learning experience. The students get vocabulary and real knowledge from the pictures displayed (Islam et al., 2022).

The effectiveness of picture media in improving student learning outcomes on *Muthala'ah* lesson in class III Intensive D TMI (female) PP. Al-Amien Prenduan can be seen from the pre-test and post-test results that have been given. The results of students' pre-test scores are as follows:

Table 1. Pre-test Result

		Frequency	Percent	Valid Percent
Valid	3.0	2	8.6	8.6
	5.0	6	26.0	26.0
	5.5	1	4.3	4.3
	6.0	2	8.6	8.6
	6.5	8	34.7	34.7
	7.0	2	8.6	8.6
	7.5	2	8.6	8.6
	Total	23	100.0	100.0

Based on the table above, it can be seen that the results of the pre-test were given to 23 students as samples in the study. The table above concludes that the dominant students obtained a score of 3 with a total of 2 people, a score of 5 with a total of 6 people in the pre-test and the highest score achieved was a score of 7.5 with a total of 1 person. After the pre-test, students will be taught using picture media in *Muthala'ah* learning. Then at the end of the meeting a post-test will be carried out to see the improvement of student learning outcomes in learning *Muthala'ah* lesson.

The post-test scores achieved by students are as follows;

Table 2. Post-Test Result

		Frequency	Percent	Valid Percent
Valid	5.0	2	8.6	8.6
	6.0	1	4.3	4.3
	6.5	4	17.3	17.3
	7.0	3	13.0	13.0

7.5	8	34.7	34.7
8.0	1	4.3	4.3
8.5	3	13.0	13.0
9.0	1	4.3	4.3
Total	23	100.0	100.0

Based on the table above, the results of the post-test given to 23 students as research samples can be seen. The conclusion from the table above is that the dominant students obtained a score of 5 with a total of 2 people, a score of 6 with a total of 1 person, a score of 6.5 with a total of 4 people, a score of 7.0 with a total of 3 people, a score of 7.5 with a total of 8 people, a score of 8.0 with a total of 1 person, a score of 8.5 with a total of 3 people in the post-test and the highest score achieved was a score of 9.0 with a total of 1 person. Based on these values, it can be concluded that student scores increased in the post-test or after being given treatment, namely the application of picture media in learning *Muthala'ah* lesson. This is in accordance with the following data:

Table 3. Average value

	N	Mean
pretest	23	5,847
posttest	23	7,195

The results of the pre-test and post-test showed a 20% increase with a pre-test mean score of (5.847) and a post-test mean score of (7.195). It can be concluded that learning outcomes or students' scores in learning *Muthala'ah* material increased after using picture media. Based on the table above, it can be concluded that picture media in learning *Muthala'ah* material is effective.

The use of picture media in learning *Muthala'ah* material is very important. However, the role of the teacher as the first subject in the learning process is no less important, because the media will not be effective if the users are not creative and do not understand how to use it. This is in accordance with the statement from Abul Abbas that the role of the teacher in the learning process has a significant impact on student achievement and always be the center of attention of all elements of education (Saleh, 2021).

Talking about education, every human being always needs education in their life, which is high quality, creative, innovative, and educative. Education is a conscious effort so that humans can develop their potential through learning (Prasety et al., 2019), especially interesting and not dull learning. The teaching and learning process has two very important elements: methods (Abdillah, 2019) and teaching media (Rizqi, 2018). One teaching method chosen by the teacher will influence the type of media. Teachers must pay attention to learning objectives, types of assignments, and student responses when choosing media (Al-Khresheh, 2020).

Learning activities that are carried out will be more interesting if there is creative learning from the teacher such as choosing the media to be used to improve student learning outcomes. This follows what Pura & Asnawati (2019) said in their research that creative and innovative learning from teachers is needed, for example, in choosing learning strategies, choosing tools or media, types and forms of learning systems and evaluation tools. This opinion is in line with the research conducted by Tae et al. (2019) that one of the most emphasized aspects in the development and improvement of education quality today is the attention and consideration of personal aspects, which are considered to have the most significant influence on the learning process and students' achievement.

In this case, picture media is a solution in improving student achievement. According to Hamalik (2003), picture media is anything that manifests visually in dimensional forms as expressions or thoughts, such as paintings, portraits, slides, films, and projectors. This makes it easier for students to understand what the teacher is explaining with something real in front of them. According to Sadiman (2006) picture media is an image related to learning material that conveys messages from the teacher to students. Therefore, this picture media can help students express the information in the problem so that the relationship between the components in the problem can be seen more clearly.

Then Arikunto (2010) divides picture media into four types of pictures that can be used in learning, namely as follows: 1) Composite pictures, namely single, wide, or large pictures that show a scene (hospital and beach) where some people can be seen to do something. 2) Series pictures, namely some pictures in a chain to form a series, such as pictures of daily activities from waking up until sleep again. 3) Individual pictures, namely single pictures of objects, people, or activities. These pictures vary in size. 4) Special pictures (posters, maps, graphics, advertisements, and brochures). It is hoped that picture media can increase students' interest in learning. Moreover, the picture category in this research is the second point picture, namely individual pictures.

However, teachers must also be able to design image media, and they need to pay attention to the content of the material, the content of the images that will be used, and how to present the image media so that the learning process can be active and enjoyable for students. Sudjana and Rivai (2013) state that there are several principles/criteria for media use that teachers need to guide in the teaching and learning process, namely: a. Determination of learning objectives, meaning that learning media are selected based on the set instructional objectives. b. Support for the content of learning materials, meaning factual learning materials principles that need the help of media so that students can easily understand them. Ease of obtaining media means that the media needed is easy to obtain, at least it can be made by the teacher when teaching.

From the explanation above, it can be concluded that the enthusiasm, interest, and achievement of students are not only determined by the media as a whole but also determined by the creativity applied by teachers to the media used in the learning process by their students, and in this case the researcher focuses on learning *Muthala'ah* lesson.

The researcher obtained the pre-test and post-test results that have been carried out on students in the learning process of *Muthala'ah* material using picture media. Namely, there was an increase in students' value or learning outcomes even though sometimes they faced difficulties during the learning process. Especially when answering questions at the end of the learning process called *al-as'ilah at-tathbiqiyyah*. According to the results of research from Muthiara & Ayu (2014), it is reported that picture media can motivate students to understand the concepts learned. Picture media can make the learning situation conducive and encourage students to obtain good results through the picture media. In addition, learning style is one of the things that greatly affects the increase in student scores because increasing scores or learning outcomes is also an achievement that must be achieved and better than before. This aligns with Anggrawan's (2019) research that student learning styles affect student learning outcomes, especially when the learning environment adapts to the student's learning style.

Picture media as a visual medium also has many benefits, including (Rini 2017):

- a. Creates attraction for students. Pictures with various colors will be more exciting and can arouse students' interest and attention.
- b. Make it easier for students to understand. An abstract explanation can be assisted with pictures so that students can more easily understand what is meant.
- c. Clarify important parts. Through pictures, it can also enlarge important or small parts. So it can be observed more clearly
- d. Shorten a long description.

The advantages of picture media in the learning process of *Muthala'ah* lessons are that they can be directly practiced and carried out by other teachers, especially in the learning process in the classroom. According to Sulaeman (n.d), in his research, the advantages of picture media are that pictures are concrete or more realistic in showing the subject matter than verbal media. In addition, pictures can overcome space and time constraints because not all objects or events can be brought to the classroom, and students cannot always be brought to the object/event. Pictures can then clarify a problem in any field and age level to prevent and correct misunderstandings.

The implementation of picture media in learning *Muthala'ah* material at Islamic boarding schools is:

- 1) Before the teacher teaches, the teacher must determine the material to be taught. Then, the sentences contained in the material can be divided into several parts or chunks and written on the blackboard, and then the students can be asked for the meaning of the words or sentences. Then the teacher delivers the material in simple and straightforward Arabic. Then, the teacher gives pictures for each difficult word or sentence and explains the *Muthala'ah* material using previously adjusted pictures according to each paragraph's contents, such as the material title "The Lion and the Mouse". Then, the teacher delivers the material according to what the lion and mice use as picture media. This can make it easier for student teachers to understand the content of the text in the *Muthala'ah* material.
- 2) The teacher presents the material using the first point at least two times and asks students questions for each paragraph. If students do not understand and cannot answer, the teacher repeats it. Then, when all the contents of the material have been thoroughly conveyed to the students, the teacher will ask the students one by one about the conclusions and meaning of a story contained in the *Muthala'ah* material.
- 3) Then, the teacher asks the students to open the *muthala'ah* material book and read it, understanding each word or sentence according to the vocabulary conveyed by the teacher and previously recorded on the blackboard. After all students have finished reading and understanding, the teacher asks one representative from each group to reread it aloud, and the other students pay attention, and vice versa.
- 4) Then the teacher asks the students to close their books again, and the teacher asks questions and gives them to measure the students' understanding of the *muthala'ah* material and the assignment is done spontaneously in class then the teacher will correct them one by one and give marks to the students' learning outcomes, and In this way, teachers always know students' abilities gradually and continuously.

From the explanation above, we can understand that picture media greatly improves student learning outcomes, especially in learning *Muthala'ah* lessons. Not only that, but the relationship between the media and its users (teachers) regarding creativity in its application to students plays an important role in achieving the best results for students, and this cannot be denied anymore.

Conclusion

This study uniquely contributes to educational methodology by emphasizing the transformative impact of picture media on student learning outcomes, particularly in *Muthala'ah* lessons. The research uniquely positions picture media as a supplementary tool and a central component in learning, especially in subjects that benefit from visual aids. Another novel aspect of this research is the detailed analysis of different types of picture media and their respective roles in enhancing learning. The study categorizes picture media into composite, series, individual, and memorable pictures, offering a comprehensive framework for educators to select the most appropriate type for their specific teaching objectives.

Moreover, the study underscores the critical role of teacher creativity and adaptability in utilizing picture media. It highlights the idea that the effectiveness of picture media is significantly influenced by the teacher's ability to integrate these resources into the learning process innovatively

and effectively. In summary, this study presents a novel perspective on using picture media in education, focusing on its significant impact on student engagement and understanding, particularly in *Muthala'ah* lessons. The research underlines the importance of both the choice of media and the pedagogical approach, offering valuable insights for educators seeking to enhance learning experiences and outcomes through visual aids.

Based on the findings of this study, it is recommended that educational institutions, particularly those teaching *Muthala'ah* or similar subjects, integrate picture media more comprehensively into their curricula. Training programs for teachers should be developed to maximize the impact, focusing on creative and effective ways to incorporate various types of picture media into their teaching methods. Furthermore, further research should be conducted to explore the long-term effects of picture media on student learning outcomes and its impact across different age groups and subjects.[]

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