



**Dzihni: journal on Arabic Education,
Linguistics, and Literary Studies**

Vol. 4, No. 01, 2026

ISSN: 2987-8268

<https://ejournal.idia.ac.id/index.php/dzihni/index>

The Optimization of Contextual Image Media-Based Arabic Language Learning In Rural Madrasah Ibtidaiyah

Nur Aini Aziza¹, Gusli Bambang Irawan²

^{1,2}Sekolah Tinggi Agama Islam Jari Nabi, Jambi, Indonesia

*Corresponding E-mail: ainiazizah559@gmail.com

Abstract

Arabic language learning in Islamic primary education plays a crucial role in developing students' linguistic competence and supporting their understanding of religious texts; however, in practice, it is often constrained by abstract instructional approaches and limited use of contextual learning media. Previous studies have largely emphasized the effectiveness of visual media in controlled or resource-rich environments, leaving a gap in understanding how such media can be optimized in rural madrasah settings with limited facilities. This study aims to analyze the optimization of Arabic language learning through picture-based media in a rural madrasah ibtidaiyah, focusing on the implementation process, classroom interaction, learning challenges, and teachers' adaptive pedagogical strategies. The study employed a qualitative case study design conducted in a rural madrasah ibtidaiyah in Tanjung Jabung Timur involving one Arabic language teacher, eight fifth-grade students, and three members of school management. Data were collected through participatory observation, semi-structured interviews, and documentation, and analyzed using the interactive model of Miles and Huberman. The findings reveal that picture-based media enhances student engagement, strengthens contextual vocabulary comprehension, and encourages changes in classroom interaction from teacher-centered learning toward more student-participatory and student-responsive learning processes. The study also found that the effectiveness of picture-based learning is influenced more by teachers' pedagogical adaptation and creativity than by the availability of technological facilities. In conditions of limited infrastructure, teachers adapted learning by utilizing simple visual media, contextual explanations, and interactive classroom activities to maintain students' engagement and understanding. Therefore, this study concludes that picture-based media should not merely be understood as an instructional aid, but as part of an adaptive pedagogical strategy that supports meaningful, contextual, and participatory Arabic language learning in resource-limited rural madrasah settings. These findings provide both theoretical and practical contributions to the development of visual media-based Arabic language instruction in primary Islamic education.

Keywords: Arabic language learning; visual media; picture-based learning; pedagogical adaptation; rural madrasah.

Introduction

Arabic language learning within the national education system, particularly at the madrasah ibtidaiyah (Islamic primary school) level, plays a strategic role in shaping students' foundational competencies, both as a means of communication and as an important foundation for helping students understand Islamic sources such as the Qur'an and Hadith more contextually from an early age (Hermawan, 2025; Kamal & Kodir, 2026). Therefore, Arabic language instruction at the primary level is expected to develop integrated language skills such as listening, speaking, reading, and writing, while simultaneously fostering students' ability to comprehend meaning contextually from an early stage.

However, in practice, various madrasah ibtidaiyah in Indonesia still encounter several fundamental challenges, particularly related to the delivery of learning materials that tend to be abstract and insufficiently contextualized to the characteristics of primary school learners (Afriantoni et al., 2025; Azhar et al., 2025). Learning processes that are still dominated by conventional approaches, such as rote vocabulary memorization and one-way verbal explanations, indicate a mismatch with students' learning needs (Sakhei et al., n.d.; Tsauri et al., 2025). This condition results in less meaningful learning, as students tend to memorize without achieving deep understanding. Consequently, this leads to low learning engagement, limited ability to relate language to everyday experiences, and the underdevelopment of functional language skills.

Preliminary observations conducted at a rural madrasah ibtidaiyah in Tanjung Jabung Timur revealed several contextual learning challenges in Arabic language instruction. Learning activities were still predominantly centered on rote memorization and one-way verbal explanation, resulting in limited student participation and low engagement during classroom instruction. In addition, the school faced several infrastructural limitations, including limited visual learning media and inadequate technological support, which affected the delivery of more contextual and interactive learning experiences. Students also experienced difficulties in associating Arabic vocabulary with objects encountered in their daily environment, particularly when learning relied solely on verbal explanation and memorization activities. Initial classroom observations further showed that students tended to be more responsive when learning materials were presented visually rather than through verbal explanation alone. These conditions indicate that Arabic language learning in rural madrasah contexts requires more adaptive and contextual instructional strategies that are responsive to students' learning characteristics and school conditions.

These issues cannot be separated from the cognitive developmental characteristics of madrasah ibtidaiyah students, who are generally at the concrete operational stage. At this stage, learners are more likely to understand concepts when they are presented through concrete, visual, and contextual representations. Therefore, a learning approach is required that can bridge the gap between abstract linguistic symbols and more concrete learning experiences. Approaches that neglect this aspect risk creating a mismatch between the material being taught and students' cognitive capacity to process information (Ansyah et al., 2025; Jufri et al., 2023). For this reason, visual-based learning media are considered more appropriate for madrasah ibtidaiyah students because they help learners connect abstract Arabic vocabulary with concrete objects and experiences encountered in everyday life.

In this context, the use of visual-based instructional media, particularly image media, emerges as a relevant and strategic alternative. Image media can provide concrete representations of linguistic concepts being learned, thereby helping students build clearer associations between word forms and their meanings (Khorri & Astuty, 2017). The visualizations presented function not only as instructional aids but also as cognitive bridges that facilitate the internalization of language concepts (Suryadi et al., 2025). Thus, learning is no longer entirely dependent on verbal explanations but is supported by more varied and meaningful learning experiences.

Furthermore, the use of image media also has implications for the affective and participatory dimensions of learning. Visual media can enhance students' attention, interest, and active engagement in the learning process (Alabi, 2025; Ali, 2025). The classroom atmosphere becomes more interactive, as students are encouraged to observe, interpret, and relate images to the language concepts being studied. This indicates that image media functions not only in the cognitive domain but also contributes to creating a more conducive and participatory learning environment (Ji et al., 2025; Pasaribu et al., 2025).

Theoretically, the effectiveness of visual media in language learning can be explained through Dual Coding Theory, which emphasizes that information processed through both verbal and visual channels is easier to understand and remember (Fitriana et al., 2026). In addition, the principles of Multimedia Learning suggest that the combination of text and images enhances the efficiency of information processing in working memory, resulting in deeper understanding (Aryani & Lestari, 2025). In the context of Arabic language learning at the madrasah ibtidaiyah level, the integration of image media not only strengthens vocabulary mastery but also supports more contextual, meaningful, and experience-oriented learning.

Several previous studies in Indonesia indicate that the use of image media in Arabic language learning can enhance learning motivation, clarify vocabulary meaning, and encourage students' active participation (Maghfirah et al., 2024; Nurdiniawati, 2020). However, these findings are generally produced under relatively ideal learning conditions, supported by adequate facilities and well-structured instructional planning. Such conditions do not fully reflect the realities of learning in madrasah ibtidaiyah, particularly in rural areas where limitations in infrastructure, media variation, and technological support are prevalent. Moreover, previous studies have predominantly focused on measuring the effectiveness of image media in improving learning outcomes, while limited attention has been given to how teachers adapt and optimize such media pedagogically in rural madrasah contexts with limited facilities.

In addition, prior studies tend to position image media as a technical instructional aid rather than as part of an integrated pedagogical strategy. In practice, however, the effectiveness of any instructional media is largely determined by the teacher's ability to adapt, manage, and integrate it in accordance with students' characteristics and diverse classroom conditions (Ali, 2025; Paling et al., 2024). In other words, the success of using image media depends not only on the quality of the media itself but also on the pedagogical strategies that accompany it. This highlights a gap between theoretical potential and practical implementation that still requires further investigation.

Based on these considerations, this study offers novelty by positioning image media not merely as a visual instructional aid, but as an adaptive pedagogical strategy implemented in resource-limited rural madrasah settings. Unlike previous studies that primarily emphasize media effectiveness, this research focuses on how teachers contextualize, modify, and optimize image media to support Arabic language learning under infrastructural limitations. This perspective emphasizes that learning effectiveness in rural madrasah settings is influenced not only by media availability, but also by teachers' pedagogical creativity and adaptive instructional practices. This research does not only focus on learning outcomes but also examines the implementation process, classroom dynamics, and adaptive strategies employed by teachers in addressing various constraints. Therefore, this study is expected to provide both conceptual and practical contributions to the development of visual media-based Arabic language learning, particularly within the context of primary education in Indonesia.

Based on this background, the present study aims to conduct an in-depth analysis of the optimization of image media-based Arabic language learning in rural madrasah

ibtdaiyah, encompassing the implementation process, the challenges encountered, and the adaptive strategies employed to enhance learning effectiveness.

Method

This study employed a qualitative approach with a case study design to examine in depth the optimization of contextual image-based Arabic language learning in a rural madrasah ibtdaiyah. A qualitative approach was considered appropriate because this study focused on understanding pedagogical practices, classroom interactions, students' learning responses, and teachers' adaptive strategies in utilizing image media within a natural learning setting. Rather than measuring learning outcomes quantitatively, this research sought to explore how image media were implemented, interpreted, and adapted contextually in everyday instructional practices under conditions of limited educational resources.

The case study design was specifically selected because the research concentrated on a single contextual case within a particular rural madrasah ibtdaiyah setting. This design enabled the researcher to investigate the complexity of instructional practices holistically and contextually, particularly regarding the interaction between teachers, students, instructional media, and environmental limitations that could not be separated into isolated variables (Lumbu et al., 2026). In addition, the case study approach allowed for an in-depth understanding of how pedagogical adaptation emerged in response to infrastructural limitations and diverse classroom conditions, which constituted the central focus of this research.

The research was conducted during the second semester of the 2025 academic year at a madrasah ibtdaiyah located in a rural area of Tanjung Jabung Timur. The research setting was purposively selected based on several contextual considerations, including limited learning facilities, restricted technological support, and the consistent use of image media in Arabic language instruction. The selection of this setting was also intended to represent the learning realities commonly encountered in rural madrasah contexts, where teachers are often required to adapt instructional strategies creatively despite infrastructural constraints.

The research participants consisted of one Arabic language teacher as the primary informant, eight fifth-grade students representing diverse levels of learning ability, and three members of the school management. Participants were selected through purposive sampling based on their direct involvement in image media-based Arabic language learning. The Arabic language teacher was selected due to active involvement in planning and implementing instructional activities using image media, while the students were selected to represent varied learning responses and participation levels during classroom instruction. In

addition, school management participants were involved to provide contextual information regarding institutional support, learning facilities, and instructional policies related to Arabic language learning practices in the madrasah.

Data were collected through participatory observation, semi-structured interviews, and documentation. Participatory observations were conducted across several classroom learning sessions to examine classroom interactions, the implementation of image media, students' engagement, and teachers' pedagogical adaptation during the instructional process. Semi-structured interviews were conducted to explore participants' experiences, perceptions, and instructional strategies in greater depth, particularly concerning the challenges and adaptive efforts involved in image media-based learning. Meanwhile, documentation included lesson plans, learning materials, instructional media, and supporting school documents relevant to the implementation of Arabic language learning.

In this study, the researcher acted as the primary research instrument, directly involved in observing classroom activities, conducting interviews, interpreting data, and identifying emerging patterns during the research process. To maintain analytical sensitivity and minimize potential bias, the researcher adopted a reflective stance throughout the data collection and interpretation stages. All participants were informed about the purpose of the study, and participation was conducted voluntarily with attention to confidentiality and research ethics.

To ensure the trustworthiness of the data, this study applied several validation strategies. Credibility was established through prolonged engagement, triangulation of data sources and methods, and member checking with participants to confirm the accuracy of interpretations. Transferability was addressed by providing a thick description of the research context, participant characteristics, and instructional situations, enabling readers to assess the applicability of the findings to similar educational settings. Dependability was ensured through a systematic and transparent research process, while confirmability was strengthened by maintaining an audit trail and reflexive notes throughout the study. Data collection was continued until data saturation was achieved, indicated by the recurrence of similar themes and the absence of substantially new information from participants.

Data analysis was conducted using the interactive model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. Data reduction was carried out through thematic coding to identify patterns related to student engagement, contextual vocabulary comprehension, classroom interaction, and teachers' pedagogical adaptation in using image media. The reduced data were then organized into analytical

narratives and thematic categories to facilitate interpretation before conclusions were drawn reflectively and continuously throughout the research process.

This study is limited in terms of its research setting and number of participants; therefore, the findings are contextual in nature and do not aim to achieve broad generalization. Nevertheless, the findings retain potential transferability to similar rural madrasah contexts that experience comparable instructional and infrastructural conditions.

Result and Discussion

The results of the study indicate that the use of picture media in Arabic language learning at the Islamic primary school serving as the research site brought noticeable changes to students' engagement during the learning process. Based on observations conducted during several learning sessions, students appeared more focused on the teacher's explanations when picture media were used compared to lessons delivered solely through lecture and memorization methods. The use of pictures helped students follow the learning material more easily because the material was not only explained verbally but also visualized through objects closely related to the students' daily experiences. This condition made students' attention more directed and created a more conducive learning atmosphere.

The use of picture media also influenced the level of student participation in the classroom. During the learning process, students appeared more active in answering questions, mentioning Arabic vocabulary, and responding to the teacher's instructions when pictures were displayed. In several learning activities, students showed the courage to answer spontaneously without first being appointed by the teacher. In addition, the interaction between teacher and students became more active compared to previous learning sessions that tended to be dominated by one-way explanations. Learning activities that were previously more teacher-centered gradually became more participatory because students were directly involved in the learning process through observing and responding to the visual media used.

The Arabic language teacher stated that the use of picture media helped increase students' attention and enthusiasm during the learning process. According to the teacher, students became more interested in participating in lessons because the material appeared more concrete and easier to understand than verbal explanations alone. "When using pictures, students are usually more enthusiastic and understand the material more quickly. They are also more active in answering questions compared to when they only listen to explanations," explained the Arabic language teacher during the interview. The teacher also stated that the

use of picture media made it easier to guide students throughout the entire lesson because their attention was better maintained during the learning process.

In addition to increasing student engagement, the findings also showed that picture media helped students understand Arabic mufradat (vocabulary) more contextually. In materials related to objects, places, and daily activities, students appeared to understand the meanings of vocabulary more quickly when the teacher showed pictures relevant to the material being studied. In several learning activities, students were able to recall vocabulary they had learned after seeing the pictures without having to rely excessively on verbal memorization. This finding indicates that picture media helped students connect Arabic vocabulary with visual representations of objects they directly observed during the learning process.

Picture media also helped students describe simple objects using Arabic. During classroom practice activities, the teacher asked students to observe certain pictures and then explain the content of the pictures using vocabulary they had previously learned. In these activities, some students were able to construct simple sentences to describe the names of objects, activities, and situations shown in the pictures. Students appeared more confident when asked to describe pictures compared to when they were only asked to memorize vocabulary without visual media support. This condition indicates that the use of picture media not only supported vocabulary comprehension but also encouraged students' confidence in using simple Arabic expressions in the classroom.

One student stated that the use of pictures helped them understand vocabulary meanings more easily because the objects being studied could be directly seen. "When there are pictures, it is easier to understand the meaning of the words because we can directly see the objects. So, it is easier to remember," said one of the students during the interview. Another student also stated that learning through picture media felt more interesting than learning that relied only on conventional memorization methods. According to the student, pictures helped them understand the material more quickly because they could connect Arabic words with objects or activities commonly encountered in everyday life.

On the other hand, the findings also revealed several obstacles in implementing picture media-based Arabic language learning at the madrasah. Limited learning facilities became one of the challenges frequently encountered during the learning process. Projectors that often malfunctioned, the limited variety of picture media, and the lack of supporting learning facilities caused the use of visual media to be less than fully optimal. In several

situations, teachers had to use simple printed pictures obtained from textbooks, magazines, or internet searches so that learning activities could still be carried out.

Despite facing various facility limitations, teachers continued to make various adaptations during the learning process. Teachers used printed pictures as substitutes for digital media, added interactive storytelling when explaining pictures, and related the material to students' daily experiences to ensure that learning remained easy to understand. Teachers also combined the use of picture media with question-and-answer activities and simple classroom activities to maintain students' attention during the learning process. "Sometimes the projector is damaged or the pictures are not interesting enough, so I print the pictures I need myself and add stories so that students remain focused on learning," explained the Arabic language teacher during the research interview.

The findings also indicate that the success of using picture media in Arabic language learning is not entirely determined by the availability of facilities or learning technology, but is more strongly influenced by the teacher's ability to make pedagogical adaptations according to classroom conditions. Teachers did not merely use pictures as visual aids, but also adjusted the way they delivered the material, developed learning interactions, and connected pictures with students' daily experiences so that learning remained contextual and easy to understand. Under conditions of limited facilities, the teacher's ability to manage the learning process appeared to be an important factor in determining student engagement and the continuity of classroom learning activities.

The findings of the study indicate that the use of picture media in Arabic language learning had a fairly significant influence on student engagement during the learning process. Students appeared more focused, active, and responsive when the material was delivered using visual media compared to lecture and memorization methods alone. This condition shows that picture media function not only as instructional aids but also as pedagogical stimuli capable of creating a more participatory and interactive learning atmosphere. The transformation of classroom conditions from previously passive to more active demonstrates that visualization in learning helps attract the attention of elementary school students who are still at the concrete operational stage of development. These findings reinforce the view that Arabic language learning in madrasah ibtidaiyah requires a more contextual approach that aligns with the developmental characteristics of elementary school students (Afriantoni et al., 2025; Azhar et al., 2025).

These findings are consistent with the view that madrasah ibtidaiyah students more easily understand learning materials when they are presented through concrete, visual, and

contextual representations (Ansya et al., 2025; Jufri et al., 2023). In this context, picture media help reduce the dominance of verbal learning, which has long been one of the challenges in Arabic language learning at the elementary school level (Tsauri et al., 2025). The use of pictures enables students not only to listen to the teacher's explanations but also to observe, connect, and respond to the visual objects presented during the learning process. These findings also strengthen the results of studies conducted by (Annisa et al., 2025; Jailani M. Biki et al., 2026), which showed that visual media are capable of increasing students' attention, engagement, and active participation during the learning process. This demonstrates that student engagement in learning increases through the combination of visual stimuli and interactive classroom activities.

The increase in student engagement also indicates that picture media contribute to the affective aspects of learning. Students appeared more enthusiastic in participating in lessons and more confident in giving responses when teachers used visual media. This condition reinforces the view that visual media can enhance students' attention and learning interest through more engaging and less monotonous learning experiences. These findings support previous studies showing that picture media can improve learning motivation and student participation in Arabic language learning (Maghfirah et al., 2024; Nurdiniawati, 2020). In addition, picture media also help reduce excessively abstract learning, making the material easier for elementary school students to understand, as they still require visual support in the learning process (Khorri & Astuty, 2017). However, this study presents a different context, as the increase in student engagement continued to occur even though the learning process took place under limited facility conditions in a rural madrasah.

In addition to increasing student engagement, the use of picture media also helped students understand Arabic mufradat (vocabulary) more contextually. During the learning process, students found it easier to connect vocabulary with objects or activities they directly observed through the pictures used by the teacher. This process demonstrates that visualization helps students build relationships between language symbols and concrete experiences encountered in their daily lives. Thus, learning did not merely take place through verbal memorization, but also through a process of meaning-making that was more contextual and easier for students to understand. These findings are consistent with the study conducted by (Ritonga, 2025), which showed that the use of picture media helped improve Arabic vocabulary mastery through visual associations that were easier for students to understand.

These findings can be explained through Dual Coding Theory, which states that information processed through both verbal and visual channels is easier to understand and remember than information delivered only verbally (Fitriana et al., 2026). In Arabic language learning, picture media help students build associations between vocabulary and the visual representations of displayed objects, allowing the comprehension process to occur more concretely. These findings also reinforce the view that visual media function as cognitive bridges that help students understand the relationship between language symbols and meaning more realistically (Suryadi et al., 2025). In addition, the principle of Multimedia Learning explains that the combination of text, verbal explanations, and pictures can help students process information more effectively in working memory (Aryani & Lestari, 2025). Therefore, the use of picture media helps students understand mufradat not merely as language symbols, but also as part of a more meaningful learning experience.

The findings of this study also indicate that picture media helped students become more confident in using simple Arabic expressions in the classroom. When students were asked to describe pictures using vocabulary they had previously learned, several students were able to construct simple sentences and provide spontaneous responses. This condition demonstrates that picture media not only support vocabulary comprehension but also help create more communicative learning interactions. Learning that had previously tended to be teacher-centered gradually became more participatory because students were directly involved in the learning process through observation, vocabulary pronunciation, and picture-description activities. These findings are also consistent with the study by (Putri et al., 2024), which showed that the use of picture media can help students understand language materials more actively and communicatively.

The changes in interaction patterns indicate that picture media contribute to the creation of more student-participatory learning compared to teacher-centered learning. Teachers no longer function solely as the main source of information, but rather as facilitators who guide students in understanding materials through visual experiences and classroom interactions. These findings demonstrate that the use of visual media can help create a more communicative and collaborative learning environment, particularly in Arabic language learning at the elementary school level. This condition also shows that the use of visual media supports more meaningful and contextual learning in accordance with the objectives of Arabic language education in Islamic primary education (Hermawan, 2025; Kamal & Kodir, 2026). On the other hand, this study found that the effectiveness of picture media use is not entirely determined by the availability of technology or learning facilities. Although the

madrasah faced facility limitations such as projectors that frequently malfunctioned and limited variations of picture media, the learning process could still proceed effectively through various forms of teacher adaptation. Teachers used simple printed pictures, added interactive storytelling, and connected the material with students' daily experiences to maintain student engagement and understanding throughout the learning process.

These findings indicate that teachers' pedagogical adaptation abilities are important factors in determining the success of picture media-based learning. In practice, teachers not only used media as visual aids, but also adjusted learning strategies according to classroom conditions and student characteristics. This demonstrates that the effectiveness of learning media is strongly influenced by teachers' abilities to manage learning interactions, create active classroom environments, and connect materials with students' life contexts. These findings reinforce the view that the success of learning media use depends not only on the quality of the media itself, but also on the accompanying pedagogical strategies (Ali, 2025; Paling et al., 2024). These findings also support the study by (Jannati et al., 2025), which emphasized that the effectiveness of picture media use is greatly influenced by teachers' abilities to manage and adapt learning according to students' conditions.

Teachers' abilities to make instructional adjustments also demonstrate the importance of pedagogical creativity in maintaining effective learning amid facility limitations (Sahabudin et al., 2025). In the context of rural madrasahs, limited facilities do not always become the primary obstacle as long as teachers are able to creatively and contextually adapt the learning process. The teachers in this study demonstrated that the use of simple media could still effectively support learning when combined with active learning interactions, adjusted teaching strategies, and good classroom management.

Unlike several previous studies that mainly emphasized the effectiveness of picture media in improving learning outcomes, this study shows that the context of media use and teachers' adaptive abilities have a more dominant influence on learning success. In rural madrasah settings with limited facilities, teacher creativity and flexibility became the main factors that maintained learning effectiveness and participation. Therefore, picture media in this study are understood not merely as visual media, but also as part of an adaptive pedagogical strategy developed by teachers according to classroom needs and learning conditions.

Overall, the findings of this study indicate that the use of picture media in Arabic language learning contributes to increased student engagement, strengthened contextual understanding of mufradat, and changes in learning interaction patterns toward greater

participation. However, the main finding of this study lies in the importance of teachers' pedagogical adaptations in optimizing the use of picture media amid limited learning facilities. Therefore, the success of picture media-based Arabic language learning in the context of rural madrasahs is influenced not only by the availability of media, but also by teachers' abilities to manage, adapt, and contextualize the learning process according to students' conditions and needs.

Conclusion

The optimization of image media-based Arabic language learning in rural madrasah ibtidaiyah is primarily determined by teachers' ability to adapt instructional media pedagogically rather than by the mere availability of technological facilities. The findings demonstrate that the use of image media contributes to increased student engagement, strengthens contextual vocabulary comprehension, and encourages changes in classroom interaction from teacher-centered learning toward more student-participatory and student-responsive learning processes. In resource-limited rural madrasah settings, the effectiveness of image media depends not only on the availability of visual resources, but also on teachers' creativity and flexibility in contextualizing learning according to students' characteristics and classroom conditions. Therefore, image media should not merely be understood as a visual instructional aid, but as part of an adaptive pedagogical strategy that supports more meaningful, interactive, and contextual Arabic language learning. These findings highlight the importance of strengthening teachers' competencies in the creative use of visual media and provide opportunities for future research to develop more systematic visual media-based instructional strategies across broader educational contexts.

References

- Afriantoni, A., Alfatah, F. I., Tulsyahdia, F., Anggraini, S., & Utami, A. F. (2025). Kajian Literatur pada Model Pembelajaran Kontekstual dalam Pembelajaran Fiqih Tingkat Madrasah Ibtidaiyah. *RIGGS: Journal of Artificial Intelligence and Digital Business*, 4(4), 2474–2479. <https://doi.org/10.31004/riggs.v4i4.3817>
- Alabi, M. (2025). Visual Learning: The Power of Visual Aids and Multimedia. *Journal of Educational Technology*, 15(4), 123–135.
- Ali, M. (2025). The role of visual communication in education: Enhancing understanding and engagement through images and media. *ACTUAL ECONOMY: Afro-Asian Solutions to Global Challenges*, 253–255.
- Annisa, R., Ramadani, F., & Haliq, A. (2025). INOVASI PEMBELAJARAN DENGAN MEDIA VISUAL: STUDI PENGALAMAN DI SEKOLAH DASAR. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 10(2). <https://doi.org/10.23969/jp.v10i02.25092>

- Ansya, Y. A. U., Halimatussakdiah, E. D. S., Mandasari, N. K., & Humaira, N. U. (2025). *Pendekatan Neurosains Kognitif untuk Meningkatkan Kemampuan Literasi Siswa Sekolah Dasar*. Jejak Publisher.
- Aryani, N., & Lestari, A. (2025). Menerapkan teori multimedia learning untuk meningkatkan kualitas pembelajaran. *Jurnal Media Akademik (JMA)*, 3(12).
- Azhar, I. S., Fuadi, A., & Dawi, M. N. (2025). Strategi Pembelajaran Pada Mata Pelajaran Fikih Dalam Mengenalkan Hukum Islam di Madrasah Ibtidaiyah. *Bunayya: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(1), 36–47. <https://doi.org/10.61082/bunayya.v6i1.452>
- Fitriana, D., Salsabila, Sofia, E., Oktaviani, E. T., Naldi, F., & Handayani, D. (2026). Membangun pembelajaran efektif melalui pemahaman pemrosesan informasi. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 12(01), 274–286. <https://doi.org/10.36989/didaktik.v12i01.11014>
- Hermawan, N. F. (2025). Integrasi Nilai-Nilai Islam dalam Pengajaran Bahasa Arab di Lembaga Pendidikan Islam (Kajian Literatur). *EL WAHDAH*, 6(1), 157–191. <https://doi.org/10.35888/elwahdah.v6i1.6295>
- Jailani M. Biki, Resmiyati Yunus, & Iis Husnul Hotimah. (2026). Penggunaan Media Visual dalam Meningkatkan Pemahaman Siswa Terhadap Materi Sejarah di Kelas VIII SMP Negeri 3 Duhiada'a. *Journal of Social Humanities and Education*, 1(4), 78–86. <https://doi.org/10.65310/3jhkw570>
- Jannati, N. A., Amrillah, T., & Hartati, M. (2025). *Implementasi Media Gambar untuk Meningkatkan Aspek Perkembangan Kognitif Anak Usia Dini*. Institut Agama Islam Negeri Curup.
- Ji, S., Mokmin, N. A. M., & Wang, J. (2025). Evaluating the impact of augmented reality on visual communication design education: Enhancing student motivation, achievement, interest, and engagement. *Education and Information Technologies*, 30(5), 6617–6639. <https://doi.org/10.1007/s10639-024-13050-x>
- Jufri, A. P., Mannahali, M., & Vidya, A. (2023). *Strategi pembelajaran: Menggali potensi belajar melalui model, pendekatan, dan metode yang efektif*. Ananta Vidya.
- Kamal, M. R., & Kodir, A. (2026). Jurnal Inovasi Pembelajaran dan Teknologi Modern. . . *Jurnal Inovasi Pembelajaran dan Teknologi Modern*, 10(1). <https://journal.fexaria.com/j/index.php/jiptm/article/view/817>
- Khori, A., & Astuty, A. W. (2017). Pengaruh media gambar terhadap hasil belajar siswa pada pengajaran kosakata bahasa arab. *Jurnal Pendidikan BASIS*, 1(1).
- Lumbu, A., Panda, F. M., Judianto, L., & Diolling, A. F. (2026). *Metode Penelitian Kualitatif: Teori dan Penerapan Praktis Analisis Data Berbasis Studi Kasus*. PT. Sonpedia Publishing Indonesia.
- Maghfirah, D. N., Taufik, T., & Aliwafa, A. (2024). Menjadikan Pembelajaran Mufradat Menyenangkan: Strategi Inovatif Untuk Meningkatkan Motivasi Belajar Bahasa Arab di MI. *Al-Madrasah Jurnal Pendidikan Madrasah Ibtidaiyah*, 8(4), 1842. <https://doi.org/10.35931/am.v8i4.4081>
- Nurdiniawati, M. Pd, N., M. Pd. (2020). Penggunaan Media Flash Cards Untuk Meningkatkan Penguasaan Kosakata Bahasa Inggris Dan Bahasa Arab. *AL-AF'IDAH: Jurnal Pendidikan Bahasa Arab Dan Pengajarannya*, 4(1), 35–50. <https://doi.org/10.52266/al-afidah.v4i1.496>
- Paling, S., Makmur, A., Albar, M., & Susetyo, A. M. (2024). *Media pembelajaran digital*. Tohar Media.
- Pasaribu, M. M., Sormin, D., & Lubis, J. N. (2025). Efforts To Increase Students' Learning Motivation Through Audio-Visual Media. *Tafkir: Interdisciplinary Journal of Islamic Education*, 6(3), 601–618. <https://doi.org/10.31538/tijie.v6i3.1748>

- Putri, F. A., Hasbi, S., Siregar, N. A., Lubis, M. T. H., & Hasibuan, A. T. (2024). Penggunaan media gambar dalam pengajaran bahasa indonesia untuk meningkatkan keterampilan membaca di sekolah dasar. *JURNAL PENDIDIKAN DAN KEGURUAN*, 2(6), 1217-1223.
- Ritonga, N. A. C. (2025). *Efektivitas penggunaan media gambar dalam meningkatkan kosakata bahasa arab siswa kelas vii di pondok pesantren daarul istiqlal medan*. Universitas Islam Sumatera Utara.
- Sahabudin, S., Khair, Z., & Nurianti, E. (2025). Manajemen Sumber Daya Manusia Guru Dalam Meningkatkan Kreativitas Pembelajaran di Sekolah Dasar Negeri 3 Tirtanadi. *JURNAL ASIMILASI PENDIDIKAN*, 3(1), 15–23. <https://doi.org/10.61924/jasmin.v3i1.48>
- Sakhei, S. R., Behnam, B., & Seifoori, Z. (n.d.). A Comparative Study of the Effect of Explicit, Implicit, and Discovery Learning Methods on EFL Learners' Comprehension of English Passive Voice. *Journal of Modern Research in English Language Studies*, 11(1).
- Suryadi, T., Yudita, S., Akbar, M. R., & Alawiyah, N. L. (2025). *Pengembangan Media Pembelajaran Bahasa Indonesia:(Media Poster Untuk Pembelajaran Teks Negosiasi)*. Adab.
- Tsauri, M. A. Z., Sakinah, N., Akbar, M., Sari, F., & Alawiyah, N. L. (2025). Strategi Mengajar Kosakata Bahasa Asing: Antara Tradisional dan Kontemporer. *JIMU: Jurnal Ilmiah Multidisipliner*, 03(04), 2352–2360.