



## Utilization of Alikhtibar Media for Language Learning in Mahaad Tahfidz Arabic Al Gontory Lil Banat, Malaysia

\*Himmah Nabilah Syifa, Romlah Hamidah, Salman Al Farizi

Jurusan Studi Agama Agama, Universitas Darussalam Gontor, Jl. Raya Siman, Demangan - Siman - Ponorogo, Jawa Timur 63471 Indonesia

\*Corresponding Author e-mail: [himmahnabilahsyifa@gmail.com](mailto:himmahnabilahsyifa@gmail.com)

Received: Mei 2024; Revised: Mei 2024; Published: Mei 2024

### Abstract

This study aims to evaluate the effectiveness of using Alikhtibar media in language learning at Mahaad Tahfiz Arabic Al Gontory Lil Banat, Malaysia. The activities involved 75 participants in the introduction and direct trial session on March 18, 2024, as well as first and second-grade high school equivalent students who attended the training on March 19, 2024. The results of this study indicate that the use of Alikhtibar media can improve students' listening, reading, and writing skills in Arabic. The exercises included listening to audio from native speakers, reading Arabic texts, and writing words or sentences in Arabic. The evaluation methods used were multiple choice, matching empty answers, filling in blanks, and drag and drop. The recommendation from this study is the broader implementation of Alikhtibar media in the Arabic language curriculum in other educational institutions. The use of interactive media and digital technology has proven effective in enhancing language skills and students' learning motivation. This implementation is expected to significantly contribute to improving the quality of language learning in educational institutions.

**Keywords:** Alikhtibar, Media, Al gontory

**How to Cite:** Syifa, H. N., Hamidah, R., & Farizi , S. A. (2024). Utilization of Alikhtibar Media for Language Learning in Mahaad Tahfidz Arabic Al Gontory Lil Banat, Malaysia. *Sasambo: Jurnal Abdimas (Journal of Community Service)*, 6(2), 387–398. <https://doi.org/10.36312/sasambo.v6i2.1879>



<https://doi.org/10.36312/sasambo.v6i2.1879>

Copyright© 2024, Syifa et al  
This is an open-access article under the CC-BY-SA License.



## INTRODUCTION

The Arabic language plays a significant role in education and religion, especially in countries where the majority of the population practices Islam. Mastery of the Arabic language not only aids in understanding religious texts but also opens up opportunities for students to access rich scientific and cultural literature in this language. However, a common challenge in learning Arabic is the lack of vocabulary and deep understanding of the language rules, often causing confusion among students, particularly when conversing in Arabic or English. This issue is also felt by the students at Mahaad Tahfidz Arabic Al Gontory Lil Banat, Malaysia, highlighting an urgent need to improve their language skills.

Vocabulary skills are a crucial component in language learning as they directly impact one's language proficiency. Various effective methods have been researched and implemented to enhance Arabic vocabulary skills. Farhan (2024) emphasizes that effective vocabulary development can improve overall language abilities. Munawwarah & Hibana (2022) also mention that

vocabulary mastery is vital in language skills, including reading, writing, and poetry. Implementing strategies such as introducing Arabic vocabulary to children from an early age can provide significant benefits (Martina, 2024). Ningtias (2022) asserts that vocabulary mastery is the foundation for various aspects of knowledge in Arabic language learning.

In the context of Arabic language learning, speaking skills (maharah kalam) are essential for effective communication. According to Lubis, Siregar, Rohman, & Damanik (2022), language learning involves interconnected skills such as listening, speaking, reading, and writing, all of which are essential in Arabic language education. Nasution (2023) adds that writing skills, including vocabulary mastery, are highly emphasized in Arabic language education. Formative and summative assessments indicate significant improvements in students' language skills (Tuhfa, 2024).

Mastery of Arabic vocabulary is closely linked to these four language skills. Noviani & Kholid Hasan (2023) state that tools like the Toto Arabic app aim to enhance Arabic vocabulary learning, although students still face challenges in mastering the vocabulary (Fauziah, 2024). Cahyani et al. (2021) propose augmented reality-based applications to improve Arabic vocabulary mastery. The second language acquisition model also underscores the importance of vocabulary in Arabic language learning (Abidin & Fahmi, 2023).

Various methods, such as using songs to build vocabulary and Total Physical Response (TPR), have been applied to enhance Arabic vocabulary skills (Kaeni, 2024). Implementing strategies like games and exercises can aid in vocabulary retention and motivation to learn Arabic (Nursari & Nurhidayati, 2023). Additionally, using multimedia tools such as Arabic Docard and Wordwall has shown promising results in improving Arabic vocabulary mastery (Aziz & Gantara, 2021; Sya'bani & Fitriyah, 2022).

The use of interactive multimedia tools in language education has proven to provide significant benefits for both teachers and students during the learning process. Research shows that interactive multimedia helps educators explain related materials, generate new interest and motivation, stimulate learning activities, and provide varied learning materials to enhance student understanding (Hanifah, 2024). Furthermore, the use of interactive media in education has been shown to create engaging and effective learning experiences, increasing student engagement and fostering a dynamic learning environment (Afif, 2021; Fitriani, Siti Fatimah, & Novitasari, 2022; Saprilia & Suradi, 2022; Soleh, Nurajizah, & Muryani, 2019; Sumarsono, 2021).

Through interactive multimedia, students can engage in more dynamic learning experiences, involving various senses and allowing for active participation in the learning process (Sumarsono, 2021). Interactive teaching methods, such as interactive training sessions and the use of creative and innovative media, have also been proven to improve the teaching competence of early childhood English language teachers (Aminatun, Alita, Rahmanto, & Putra, 2022; Fitriati, 2023). The effectiveness of multimedia-based interactive learning in language education has been demonstrated in various studies, highlighting the importance of integrating technology to create more engaging and effective learning experiences (Anasti, 2021).

The implementation of the Alikhtibar method in Arabic language teaching involves the use of active learning strategies. The Musābaqah

Bitāqah Mukhtalītul Kalimah (MBMK) method serves as an active learning strategy in Arabic language education, promoting student engagement and participation (Alam & Kasanah, 2020). Additionally, the use of picture cards in teaching Arabic vocabulary has proven highly efficient in improving students' ability to memorize and learn Arabic vocabulary (Humayro, Zuraidah, & Khoiriyah, 2022). The application of the SQ3R method has also shown success in enhancing students' proficiency in Al-Qiro'ah, emphasizing the importance of structured reading strategies in Arabic language learning (Adawiyah, 2024). By integrating these methods, educators can create a dynamic and engaging Arabic language learning environment that caters to various learning styles and effectively enhances students' language skills.

Developing effective language teaching strategies for beginner students requires considering various approaches that suit their learning needs. Implementing interactive methods such as Total Physical Response (TPR) can be beneficial in actively involving students in the learning process, especially in teaching foreign languages like Mandarin (Suhardi & Thamrin, 2022). Additionally, using strategies like Multiple Reading can help students who may have previously struggled with English language learning, enhancing their understanding and reading skills. Methods like Picture Index Card Match can also help increase students' motivation to learn English by making the learning process more interactive and enjoyable (Fatmawati et al., 2022).

Furthermore, the Audio-Lingual Method has been identified as an effective strategy for teaching English vocabulary to elementary school students, emphasizing the importance of using various teaching methodologies to enhance vocabulary mastery (Meylina & Jufri, 2023). The use of digital literacy in teaching English reading to elementary school students has also shown positive results in improving reading skills and expanding language abilities (Rohmiyati, 2023). The implementation of the Flipped Learning Model has successfully increased students' confidence in speaking English and their learning outcomes (Julinar & Yusuf, 2019).

Various studies have investigated the effectiveness of technology-based learning media in different educational contexts. For instance, a study on the development of Android-based chemistry learning media aims to increase students' motivation and cognitive achievement in high school (I. R. Lubis & Ikhsan, 2015). Another study conducted a systematic literature review on the effectiveness of digital evaluation media in mathematics education, emphasizing its positive impact on students' interest and motivation (Azzahro & Subekti, 2022). Additionally, research on the development of interactive e-modules based on Flipbook for biology discussions has shown promising results in improving students' understanding and concept comprehension (Ayuardini, 2023).

The use of technology-based learning media has been researched across various subjects and educational levels. Studies have explored how technology-based learning can enhance creativity in early childhood education (Asmara, 2023). The effectiveness of interactive multimedia in teaching physics concepts to prospective teachers has also been highlighted for visualizing abstract processes and improving learning efficiency (Gunawan, Harjono, & Sutrio, 2017). The development of Android-based learning media for teaching momentum and impulse in physics is also

recognized as an innovative approach in line with technological advancements (Rivai, Dwi Astuti, Okyranida, & Setia Asih, 2021).

Various studies support the use of interactive learning media and technology-based methods to enhance language skills and student motivation. The implementation of the Alikhtibar method at Mahaad Tahfidz Arabic Al Gontory Lil Banat is expected to provide an effective solution to address the lack of vocabulary and understanding of Arabic and English among the students, as well as to improve their speaking skills in accordance with applicable rules.

## **METHOD IMPLEMENTATION**

The Alikhtibar method in Arabic language learning at Mahaad Tahfidz Arabic Al Gontory Lil Banat involves an approach that emphasizes critical thinking and analysis to enhance students' comprehension and language skills. This method utilizes technology and interactive media to create a dynamic and engaging learning environment. Based on research, this method has proven effective in improving language skills through innovative and interactive learning strategies (Ayuardini, 2023; Kasmiati, 2023; Urrahmah, 2022).

## **Community and Participants Description**

Mahaad Tahfidz Arabic Al Gontory Lil Banat, located in Malaysia, focuses on Tahfidz education and Arabic language teaching. The institution aims to produce a generation capable of memorizing the Qur'an while possessing strong Arabic language skills to support their understanding of religious and academic texts. Its strategic location and conducive environment make this institute an ideal place for implementing the language skills improvement program.

The primary target of this program consists of 72 first and second-year students selected based on their need to enhance their vocabulary and speaking skills in Arabic. As participants, they will directly benefit from the Alikhtibar method, designed to address the issue of limited vocabulary and proper language comprehension.

The students at Mahaad Tahfidz Arabic Al Gontory Lil Banat come from diverse backgrounds but share a common goal of mastering the Arabic language as part of their Tahfidz education. In this program, students will engage in various learning activities emphasizing the use of technology and interactive approaches. They will work in groups, participate in discussions, and use digital applications designed to enrich their learning experience.

The mentoring in this trial and hands-on practice with the media is aimed at the students of Mahaad Tahfidz Arabic Al Gontory Lil Banat, Malaysia. The objective is to enhance language skills through continuous Alikhtibar tests during the learning process. Observation is used to collect data and monitor the implementation of the Alikhtibar tests at Mahaad Tahfidz Arabic Al Gontory Lil Banat, Malaysia. Evaluation is conducted to analyze the benchmarks of students' abilities related to the Alikhtibar tests at the Modern Tahfidz Boarding School Al Gontory Lil Banat, Malaysia.

## RESULTS AND DISCUSSION

Alikhtibar is a language test, applicable for both Arabic and English, used as a form of student learning evaluation (Muhammad, 2023). This test is divided into three parts in one sitting: reading, writing, and listening (Alikhtibar, 2024). Therefore, it requires full concentration from the participants.

In the listening test, students listen to audio in Arabic spoken by native speakers. For the reading test, students are asked to read and then write their answers. In the writing test, students are expected to write words or sentences in the tested language. The Alikhtibar media includes several methods, such as multiple choice, matching answers, filling in blanks, and drag and drop (Administrator, 2024).

This Alikhtibar effort will be used in language learning at Mahaad Tahfidz Arabic Al Gontory Lil Banat, Malaysia. It is expected that students can be assessed in several skill aspects, including listening, writing, and reading skills.

Media are important communication tools essential for achieving success in the student learning process. These media can be visual or audio. Additionally, technological advancements can be utilized in the form of software to support teaching and learning activities (Elsa, Meisya, Shania, Ulan, & Usep, 2023). Therefore, media are crucial elements that significantly aid teachers in successful teaching.

Learning is the process of interaction between teachers and students in a learning environment (Tanjung & Faiza, 2019). Learning can also be defined as the process of acquiring new knowledge and forming student character (Warsita, 2013). In learning activities, media are needed to assist educators in the teaching and learning process (Mahnun, 2012)

### Trial and Training of Alikhtibar Media

To achieve the goals, a direct trial was conducted on Monday, March 18, 2024, from 14:30 to 16:00. Seventy-five participants attended this event to introduce the Alikhtibar media at the surau of Mahaad Tahfiz Arabic Al Gontory Lil Banat, Malaysia. The activity aimed to provide participants with a better understanding of the use and benefits of Alikhtibar media in language learning evaluation.

After the introduction session (Figure 1), the activity continued with providing example Arabic language questions in the "istima'" or listening section to all students of Mahaad Tahfiz Arabic Al Gontory Lil Banat. These example questions were designed to assess the students' listening skills in understanding Arabic spoken by native speakers. The students listened to the audio played and were then asked to answer questions based on what they heard. This method not only tested their listening skills but also helped them become more familiar with the nuances and intonations of the Arabic language.

In addition to the listening test, students were also given practice for reading and writing tests. In the reading test, students were asked to read texts in Arabic and answer questions related to the text. Meanwhile, in the writing test, students were asked to write words or sentences in Arabic based

on given instructions. This approach allowed for the evaluation of students in three main skills: listening, reading, and writing.

The Alikhtibar media uses various evaluation methods such as multiple choice, matching answers, filling in blanks, and drag and drop. This varied approach is designed to make the evaluation process more interactive and engaging for the students.

The trial activity is expected to provide a clear picture of the effectiveness of using Alikhtibar media in language learning at Mahaad Tahfiz Arabic Al Gontory Lil Banat. Thus, students can be comprehensively assessed in their Arabic language skills, including listening, reading, and writing. The success of this trial will serve as the foundation for further implementation in the language learning curriculum at the institution.



**Figure 1.** Introduction of Alikhtibar Media to All Students



**Figure 2.** Documentation of Working on Arabic "Istima" Questions

On Tuesday, March 19, 2024, from 14:30 to 16:00, the International Community Service Program 2024 continued with a deeper introduction to the Alikhtibar media. This session focused on first and second-year students, equivalent to high school level, aiming to provide them with a more specific

and in-depth understanding of using Alikhtibar media in the language learning process.

This hands-on training covered various aspects of the Alikhtibar media, including practice questions in the form of readings, writings, and audio listening. Students were taught how to solve these questions using the Alikhtibar method, which includes multiple-choice questions, matching answers, filling in blanks, and drag and drop.

In the reading practice session, students were asked to read texts in Arabic and then answer questions related to the texts. The aim of this practice was to enhance the students' reading skills and their comprehension of Arabic texts. Additionally, students were given writing practice, where they were asked to write words or sentences in Arabic based on given instructions. This exercise aimed to strengthen writing skills and boost students' confidence in writing in Arabic.

Listening practice also formed an essential part of this training. Students listened to audio spoken by native Arabic speakers and then answered questions based on what they heard. This practice was designed to improve the students' listening skills and help them become more familiar with the nuances and intonations of the Arabic language.

With this comprehensive training, it is expected that first and second-year students can understand and utilize the Alikhtibar media more effectively. This training not only aims to test their language skills but also to prepare them for more formal language evaluations in the future. The success of this program is anticipated to make a significant contribution to the quality improvement of language learning at Mahaad Tahfiz Arabic Al Gontory Lil Banat, Malaysia.



**Figure 3.** In-depth Material and Reading Training through Alikhtibar Media to First-Year High School Students

With this method, first and second-year high school equivalent students can enhance their language comprehension, discover new vocabulary previously unknown to them, sharpen their minds, and assess their standardized language proficiency that they have been learning. The

researcher also introduced other websites besides Alikhtibar to Al Gontory, such as Korpus Pesantren, a platform for learning vocabulary in three languages: Arabic, English, and Indonesian (Alimuddin & Salim, 2022). Korpus Pesantren Tadwin is owned by Universitas Darussalam Gontor. Additionally, language quizzes such as Quizizz were also presented as useful tools.



**Figure 4.** Introduction of Korpus Pesantren Tadwin Media Owned by Universitas Darussalam Gontor

The learning of Alikhtibar media and other websites is a step and effort to facilitate students in language acquisition. The researcher hopes that this method can be implemented by the research partners to continually sharpen their minds in language improvement and assess standardized language proficiency.

## CONCLUSION

This study reveals that the use of Alikhtibar media in language learning at Mahaad Tahfidz Arabic Al Gontory Lil Banat Malaysia is effective in improving students' listening, reading, and writing skills in Arabic. The Alikhtibar media incorporates interactive evaluation methods such as multiple choice, matching answers, filling in blanks, and drag and drop, which have proven to enhance student engagement and learning motivation. The integration of interactive technology in language education has demonstrated significant improvements in the quality of students' language skills.

## RECOMMENDATIONS

To enhance the effectiveness of language learning, it is recommended that Alikhtibar media be more widely implemented in Arabic language curricula across various educational institutions. Educators should adopt and integrate interactive technology and digital media into their language teaching strategies to create more engaging and effective learning experiences. Additionally, it is important to provide training for teachers on the use of Alikhtibar media and other interactive technologies to improve their teaching competencies. Continuous evaluation of the effectiveness of Alikhtibar media

in language learning is also advised to ensure ongoing improvement in students' language skills. Lastly, the development of more interactive and innovative technology-based learning media should be pursued to support dynamic and participatory language teaching and learning processes. By implementing these recommendations, it is anticipated that the quality of language education in various institutions can be significantly enhanced, helping students acquire the necessary language skills for academic and everyday contexts.

## ACKNOWLEDGMENT

We extend our heartfelt gratitude to Universitas Darussalam Gontor for providing us the opportunity to conduct our community service program (KKN) in Malaysia. We also thank Mahaad Tahfidz Arabic Al Gontory Lil Banat for their invaluable support in the execution of this international KKN program.

## REFERENCES

Abidin, Z., & Fahmi, A. B. (2023). Pemerolehan Bahasa Kedua Model Terpimpin: Pembelajaran Bahasa Arab Di Ranting Muhammadiyah Mekarjaya Oleh Ustadz Kahar Chalasta. *Al-Ittijah Jurnal Keilmuan Dan Kependidikan Bahasa Arab.* <https://doi.org/10.32678/al-ittijah.v14i1.5699>

Administrator. (2024). Pusat Bahasa—Home. Retrieved July 3, 2024, from Pusat Bahasa website: <https://pusatbahasa.org/>

Afif, R. T. (2021). Peningkatan Kualitas Pembelajaran Daring Guru Dengan Produk Multimedia Interaktif Di SMA Daarut Tauhiid Boarding School. *Jurnal Penelitian Pendidikan.* <https://doi.org/10.17509/jpp.v21i2.37871>

Alam, A., & Kasanah, U. N. (2020). Metode Musābaqah Bīṭāqah Mukhtaliṭul Kalimah (MBMK) Sebagai Strategi Active Learning Dalam Pembelajaran Bahasa Arab. *Arabia.* <https://doi.org/10.21043/arabia.v12i2.7478>

Alikhtibar. (2024). Log in to the site | ALIKHTIBAR. Retrieved July 3, 2024, from <https://alikhtibar.com/login/index.php>

Alimuddin, M. R., & Salim, A. A. (2022). *KONKORDANSI STANCE EXPRESSIONS PADA TEKS MEDIA BERITA UNTUK PEMBELAJARAN BAHASA INDONESIA: METODE ANALISIS KORPUS LINGUISTIK.* (2).

Aminatun, D., Alita, D., Rahmanto, Y., & Putra, A. D. (2022). Pelatihan Bahasa Inggris Melalui Pembelajaran Interaktif Di SMK Nurul Huda Pringsewu. *Journal of Engineering and Information Technology for Community Service.* <https://doi.org/10.33365/jeit-cs.v1i2.141>

Anasti, H. P. (2021). *Peran Guru Dalam Pengembangan Multimedia Interaktif (Suatu Tinjauan Kompetensi Guru Dan Kaitannya Dengan Media Interaktif).* <https://doi.org/10.31219/osf.io/23su4>

Asmara, A. (2023). Media Pembelajaran Berbasis Teknologi: Apakah Memiliki Pengaruh Terhadap Peningkatan Kreativitas Pada Anak Usia Dini? *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini.* <https://doi.org/10.31004/obsesi.v7i6.5728>

Ayuardini, M. (2023). Pengembangan E-Modul Interaktif Berbasis Flipbook Pada Pembahasan Biologi. *Faktor Exacta*. <https://doi.org/10.30998/faktorexacta.v15i4.14924>

Aziz, A., & Gantara, P. (2021). Penggunaan Media Wordwall Dwi Bahasa Untuk Meningkatkan Kemampuan Bahasa Inggris Peserta Didik Di SMPN Satap 3 Hanau Desa Paring Raya. *Jurnal Studi Guru Dan Pembelajaran*. <https://doi.org/10.30605/jsgp.4.3.2021.1401>

Azzahro, T. A., & Subekti, F. E. (2022). Systematic Literature Review: Efektivitas Penggunaan Media Evaluasi Digital Dalam Pembelajaran Matematika. *Biormatika Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan*. <https://doi.org/10.35569/biormatika.v8i2.1331>

Cahyani, A., Fauzan, Moh., Rusdiana Putri, K. A., Larasati, A. D., Sakdiyah, N. H., & Tohuri, A. (2021). Arabic Vocabulary: Konsep Aplikasi Berbasis Augmented Reality Untuk Meningkatkan Penguasaan Kosakata Bahasa Arab. *Jolla Journal of Language Literature and Arts*. <https://doi.org/10.17977/um064v1i82021p1158-1170>

Elsa, K., Meisya, E. M., Shania, N. L., Ulan, N., & Usep, S. (2023). EVALUASI MEDIA PEMBELAJARAN. *Journal of Student Research*, 1(2), 18–32. <https://doi.org/10.55606/jsr.v1i2.954>

Farhan, M. A. (2024). Penerapan Metode OK4R Pada Teks Eksplanasi Bahasa Arab Untuk Meningkatkan Maharatul Qiroah Di Pesantren Sabilunnajah. *JPG Jurnal Pendidikan Guru*. <https://doi.org/10.32832/jpg.v5i2.16374>

Fatmawati, F., Halum, Y. S., Par, L., Ogor, S., Maran, F. A. M., & Nadur, M. M. (2022). Pendampingan Belajar Bahasa Inggris Siswa SDI Rai Selama Pandemi Covid-19. *Jurnal Pustaka Mitra (Pusat Akses Kajian Mengabdi Terhadap Masyarakat)*. <https://doi.org/10.55382/jurnalpustakamitra.v2i2.191>

Fauziah, H. S. (2024). Learning Arabic Vocabulary by Utilizing the Tobo Arabic Application. *Kredo Jurnal Ilmiah Bahasa Dan Sastra*. <https://doi.org/10.24176/kredo.v7i2.12335>

Fitriani, L., Siti Fatimah, D. D., & Novitasari, S. (2022). Perancangan Media Pembelajaran Interaktif Pengenalan Bahasa Inggris Untuk Pendidikan Anak Usia Dini (PAUD) Berbasis Android. *Jurnal Algoritma*. <https://doi.org/10.33364/algoritma/v.19-2.1140>

Fitriati, S. W. (2023). Peningkatan Kompetensi Mengajar Bahasa Inggris Guru-Guru PAUD Melalui Pelatihan Pembelajaran Dan Sumber Belajar Interaktif. *Jurnal Inovasi Pengabdian Masyarakat Pendidikan*. <https://doi.org/10.33369/jurnalinovasi.v4i1.31239>

Gunawan, G., Harjono, A., & Sutrio, S. (2017). Multimedia Interaktif Dalam Pembelajaran Konsep Listrik Bagi Calon Guru. *Jurnal Pendidikan Fisika Dan Teknologi*. <https://doi.org/10.29303/jpft.v1i1.230>

Hanifah, D. (2024). Pengembangan Multimedia Interaktif Menggunakan Construct 2 Pada Mata Pelajaran Informatika Kelas VII SMP. *Jurnal Pendidikan Tambusai*. <https://doi.org/10.31004/jptam.v8i1.13714>

Humayro, A. H., Zuraidah, Z., & Khoiriyah, Z. (2022). Pengenalan Bahasa Arab Menggunakan Media Kartu Mufrodat Bergambar Di TPQ Al-Faqih. *Budimas Jurnal Pengabdian Masyarakat*. <https://doi.org/10.29040/budimas.v4i2.6614>

Julinar, J., & Yusuf, F. N. (2019). Flipped Learning Model: Satu Cara Alternatif Untuk Meningkatkan Keterampilan Berbicara Siswa. *Jurnal Penelitian Pendidikan*. <https://doi.org/10.17509/jpp.v19i3.22330>

Kaeni, N. F. (2024). Vocabularies Building Through Songs for Elementary Students of MI Ma'arif Blendangan Mlangi Nogotirto Gamping Sleman Yogyakarta. *Bemas Jurnal Bermasyarakat*. <https://doi.org/10.37373/bemas.v4i2.758>

Kasmiati, K. (2023). Implementasi Metode Langsung Dalam Pembelajaran Bahasa Arab Untuk Anak Usia Dini. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*. <https://doi.org/10.31004/obsesi.v7i3.4483>

Lubis, I. R., & Ikhsan, J. (2015). Pengembangan Media Pembelajaran Kimia Berbasis Android Untuk Meningkatkan Motivasi Belajar Dan Prestasi Kognitif Peserta Didik Sma. *Jurnal Inovasi Pendidikan Ipa*. <https://doi.org/10.21831/jipi.v1i2.7504>

Lubis, L., Siregar, I., Rohman, N., & Damanik, M. H. (2022). Optimalisasi Pembelajaran Bahasa Arab Sebagai Penunjang Persiapan Calon Mahasiswa Baru Al-Azhar Mesir: Studi Kasus Pada Markaz Syaikh Zayed Cabang Indonesia. *Edumaspul - Jurnal Pendidikan*. <https://doi.org/10.33487/edumaspul.v6i1.3417>

Mahnun, N. (2012, June 2). *MEDIA PEMBELAJARAN (Kajian terhadap Langkah-langkah Pemilihan Media dan Implementasinya dalam Pembelajaran)*. Retrieved from <https://www.semanticscholar.org/paper/MEDIA-PEMBELAJARAN-%28Kajian-terhadap-Langkah-langkah-Mahnun/de8bfb08d138cc2e8430b83e01b1e7c99117b4d3>

Martina, N. I. (2024). Pengaruh Lingkungan Berbahasa Terhadap Keterampilan Berbicara Bahasa Arab Santri Kelas X PPDU Putri. *Jiip - Jurnal Ilmiah Ilmu Pendidikan*. <https://doi.org/10.54371/jiip.v7i4.4077>

Meylina, M., & Jufri, A. C. (2023). Meningkatkan Kosakata Bahasa Inggris Siswa Sekolah Dasar Melalui Audio- Lingual Method. *Jurnal Pustaka Mitra (Pusat Akses Kajian Mengabdi Terhadap Masyarakat)*. <https://doi.org/10.55382/jurnalpustakamitra.v3i1.366>

Muhammad, I. (2023). Mengenal Model Penilaian Kompetensi Bahasa Dengan CEFR – Muhammad Ismail | Lecturer, Researcher & Author. Retrieved July 3, 2024, from <https://ismailview.com/mengenal-model-penilaian-kompetensi-bahasa-dengan-cefr/>

Munawwarah, H., & Hibana, H. (2022). Implementasi Pengenalan Kosakata Bahasa Arab Pada Anak Usia 5-6 Tahun. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*. <https://doi.org/10.31004/obsesi.v6i6.2989>

Nasution, Z. M. (2023). Urgensi Mahāratul Kitābah Dalam Pembelajaran Bahasa Arab. *Counselia Jurnal Bimbingan Konseling Pendidikan Islam*. <https://doi.org/10.31943/counselia.v4i2.115>

Ningtias, N. E. (2022). Efektivitas Buku Ajar Happy Thinking Unit IIIParts of the Plantuntuk Meningkatkan Kosakata Awal Anak Usia Dini. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*. <https://doi.org/10.31004/obsesi.v6i5.2657>

Noviani, M., & Kholid Hasan, Moh. A. (2023). Problematika Dan Solusi Pembelajaran Keterampilan Berbicara Pada Mahasiswa Program Studi

Pendidikan Bahasa Arab Di UIN Raden Mas Said Surakarta. *Rayah Al-Islam*. <https://doi.org/10.37274/rais.v7i1.662>

Nursari, N. D., & Nurhidayati, N. (2023). Penerapan Strategi Berbasis Permainan Lego Sebagai Media Untuk Meningkatkan Penguasaan Kosakata Bahasa Arab Siswa Madrasah Ibtidaiyah. *Jolla Journal of Language Literature and Arts*. <https://doi.org/10.17977/um064v3i22023p185-200>

Rivai, A., Dwi Astuti, I. A., Okyranida, I. Y., & Setia Asih, D. A. (2021). Pengembangan Media Pembelajaran Fisika Berbasis Android Menggunakan Appypie Dan Videoscribe Pada Materi Momentum Dan Impuls. *Journal of Learning and Instructional Studies*. <https://doi.org/10.46637/jlis.v1i1.2>

Rohmiyati, Y. (2023). Pemanfaatan Literasi Digital Terhadap Pengajaran Membaca Bahasa Inggris Pada Anak, Guru Dan Orang Tua. *Jurnal Pengabdian Masyarakat Progresif Humanis Brainstorming*. <https://doi.org/10.30591/japhb.v6i4.5414>

Saprilia, W. B., & Suradi, A. (2022). Animasi Pengenalan Flora Dan Fauna Untuk Anak Sd Berbasis Android. *Journal Computer Science and Informatic Systems J-Cosys*. <https://doi.org/10.53514/jco.v2i2.322>

Soleh, M., Nurajizah, S., & Muryani, S. (2019). Perancangan Animasi Interaktif Prosedur Merawat Peralatan Multimedia Pada Jurusan Multimedia SMK BPS&K II Bekasi. *Jurnal Teknologi Dan Informasi*. <https://doi.org/10.34010/jati.v9i2.1899>

Suhardi, S., & Thamrin, L. (2022). Stimulasi Gerak Dalam Pembelajaran Kosakata Bahasa Mandarin. *Jurnal Ilmu Keolahragaan*. <https://doi.org/10.26418/jilo.v5i2.59567>

Sumarsono, S. (2021). Peran Massive Open Online Courses Dalam Pendidikan Agama Islam Di Era Digital. *Ta Dibuna Jurnal Pendidikan Islam*. <https://doi.org/10.32832/tadibuna.v10i1.3451>

Sya'bani, E. D., & Fithriyah, M. (2022). Pengembangan Media Arabic Docard Pada Pembelajaran Penguasaan Kosakata Bahasa Arab Siswa Kelas III Di Madrasah Ibtidaiyah. *At-Thullab Jurnal Pendidikan Guru Madrasah Ibtidaiyah*. <https://doi.org/10.30736/atl.v5i2.581>

Tanjung, R. E., & Faiza, D. (2019). Canva Sebagai Media Pembelajaran Pada Mata Pelajaran Dasar Listrik Dan Elektronika. *Voteteknika (Vocational Teknik Elektronika Dan Informatika)*, 7(2), 79. <https://doi.org/10.24036/voteteknika.v7i2.104261>

Tuhfa, E. F. (2024). Implementasi Model Pembelajaran Berbasis Proyek Dalam Meningkatkan Kosakata Bahasa Indonesia Siswa Muslim Satun Wittaya School Di Thailand. *Schoulid Indonesian Journal of School Counseling*. <https://doi.org/10.23916/083756011>

Urrahmah, N. (2022). Pengaruh Penggunaan Metode Campuran Dalam Pembelajaran Bahasa Arab Di MTSS Nurul Falah Aceh. *Maharaat Lughawiyat Jurnal Pendidikan Bahasa Arab*. <https://doi.org/10.18860/jpba.v1i1.1599>

Warsita, B. (2013). EVALUASI MEDIA PEMBELAJARAN SEBAGAI PENGENDALIAN KUALITAS. *Jurnal Teknодик*, 092–101. <https://doi.org/10.32550/teknodik.v17i4.581>