



Implementation of a Microlearning Strategy Using Flashcards in Arabic Vocabulary Instruction at Islamic Junior Secondary School

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ARTICLE INFO	ABSTRACT
Article History: Received : 10/06/2026 Revised : 29/06/2026 Accepted : 30/06/2026 Published : 30/06/2026 *Corresponding Author: sayidahalfa123@gmail.com	This study aims to describe the implementation of a microlearning strategy using flashcards in the teaching of vocabulary at MTsN 2 Pasuruan and to analyze its impact on students' vocabulary comprehension. This study is important because mastery of vocabulary is a fundamental basis for learning Arabic, whereas conventional teaching methods often result in students being less active and easily bored. This study employs a descriptive qualitative approach. The research subjects consisted of Arabic language teachers and eighth-grade students at MTsN 2 Pasuruan. Data collection techniques included observation, interviews, and documentation, followed by analysis using data reduction, data presentation, and conclusion-drawing techniques. The results of the study indicate that: (1) the microlearning strategy using flashcards was implemented in vocabulary instruction through the presentation of material that was brief, gradual, and interactive, thereby making it easier for students to learn Arabic vocabulary; and (2) the application of this strategy had a positive impact on student engagement and improved their understanding of vocabulary, as evidenced by increased participation, enthusiasm, and students' ability to understand and remember Arabic vocabulary. Thus, the microlearning strategy using flashcards can serve as an innovative and effective learning alternative to enhance students' vocabulary comprehension and create a more interactive Arabic language learning environment.
Keyword	Arabic language learning; Arabic vocabulary; flashcard media; microlearning; student comprehension

1. INTRODUCTION

Arabic vocabulary (*mufrodat*) is a crucial element in Arabic language learning because it forms the foundation of language skills including listening, speaking, reading, and writing. A solid command of vocabulary helps students understand texts and use Arabic in everyday communication. Therefore, success in learning Arabic is greatly influenced by the teaching strategies employed by teachers (Ramadani & Baroroh, 2020). With the development of

education in the digital age, Arabic language learning has begun to shift from rote memorization methods toward more interactive and flexible approaches. One emerging strategy is microlearning a learning strategy that presents material in small, concise, and focused units, making it easier for students to understand. By presenting material in short and varied segments, learning becomes more engaging and fosters an active and enjoyable learning environment. This strategy is also considered consistent with cognitive load theory, which explains that information presented in stages is easier to process and store in students' long-term memory (Syagif, 2024). This strategy is considered relevant in vocabulary learning because it helps students learn vocabulary gradually without feeling overwhelmed. Additionally, microlearning can be implemented through various media such as short videos, flashcards, interactive quizzes, and educational games that can increase student engagement in learning (Farhan et al., 2024).

The implementation of a microlearning strategy using flashcards has been reported at Madrasah Tsanawiyah Negeri (MTsN) 2 Pasuruan through the use of picture cards and word cards. This card-based learning approach makes students more active and enthusiastic while improving their vocabulary comprehension (Nafilah et al., 2024). Previous research has shown that microlearning strategies can improve student motivation, engagement, and learning outcomes. Research by Labibah (2025) indicates that the implementation of microlearning successfully improved students' vocabulary and grammar skills significantly and made students more active and motivated in their learning. Another study by Suparman & Hadi (2024) also indicates that the implementation of microlearning can improve students' learning retention in Islamic Religious Education in the digital age. Additionally, research by Ananda et al. (2025) demonstrates that microlearning strategies can enhance student motivation and engagement through the use of visual and audiovisual media in Indonesian language instruction. However, research on the implementation of microlearning strategies in teaching Arabic vocabulary at the madrasah tsanawiyah level remains very limited, particularly studies focused on improving students' vocabulary comprehension through the integration of digital and non-digital media. Thus, this study offers novelty in terms of its research location, research subjects, and its focus on the use of microlearning strategies to improve students' vocabulary comprehension at MTsN 2 Pasuruan.

Based on the above description, this study focuses on the implementation of a microlearning strategy using flashcards to improve students' understanding of Arabic vocabulary at MTsN 2 Pasuruan. This study aims to describe the implementation of the microlearning strategy using flashcards in Arabic vocabulary instruction, determine its impact on student engagement, and analyze the role of this strategy in improving students' vocabulary comprehension. It is hoped that this study will make a scientific contribution to the

development of Arabic language learning strategies that are more innovative, effective, simple, and suited to the characteristics of students in the digital age.

2. LITERATURE REVIEW

2.1 Microlearning Strategies

A learning strategy is a plan developed by a teacher to create an effective learning process and achieve learning objectives. Learning strategies are not only related to teaching methods but also include the steps, media, and techniques used by teachers during the learning process. The right learning strategy will help students understand the material more easily and increase their engagement in learning activities. According to Hidayat and Juniar (2020), learning strategies are all activities designed by teachers to help students achieve learning objectives effectively. In practice, learning strategies have several important components, such as teaching methods, learning media, timing, and the sequence of learning activities. Therefore, teachers need to select strategies that are appropriate for students' needs and the characteristics of the learning material (Hasriadi, 2022).

Microlearning is a learning strategy that presents material in small, concise, and focused units so that it can be easily understood in a short amount of time. This strategy can be implemented using simple media, one of which is flashcards. Flashcards are cards featuring images, words, or a combination of images and words, which help students recognize and remember vocabulary in a more concrete way (Darwin, 2025). In vocabulary instruction, flashcards are used to introduce new vocabulary, practice pronunciation, match images with words, and review material through short games. The concise and engaging presentation of the material helps students stay focused and prevents them from getting bored during the lesson. Additionally, flashcard-based microlearning helps boost students' motivation and engagement in the Arabic language learning process.

The microlearning strategy is based on cognitive load theory, as proposed by John Sweller. This theory explains that the human brain's ability to process information has limited capacity. Therefore, material presented gradually and simply is easier to understand than material presented in excessive amounts at once (Hidayat & Juniar, 2020). In addition, microlearning is also related to short-term memory theory, which emphasizes the importance of repeating material so that information can be stored in students' long-term memory. Some of the key principles of microlearning include small modules, learning flexibility, the use of digital technology, and improved learning retention. Material presented in small, bite-sized chunks makes it easier for students to understand the information and retain the learning material over a longer period of time.

2.2 Vocabulary Learning

Vocabulary is a collection of Arabic words used as the foundation for language skills, including listening, speaking, reading, and writing. Mastery of vocabulary is a key factor in the success of Arabic language learning because students cannot understand or use Arabic without an adequate vocabulary. The objectives of vocabulary instruction include introducing new words, practicing correct pronunciation, understanding word meanings, and using vocabulary in daily communication (Hamid et al., 2019). Therefore, vocabulary instruction must be conducted in an engaging and gradual manner so that students can more easily understand and remember the words they learn. In Arabic language learning, vocabulary can be classified based on its grammatical structure into nouns (*isim*), verbs (*fi'il*), and prepositions (*harf*). Additionally, vocabulary can also be distinguished based on meaning and etymology. Mastery of these various types of vocabulary will help students understand the proper use of the Arabic language in communicative contexts.

3. METHOD

This study employed a qualitative, descriptive research method. The qualitative approach was used because the study aimed to gain an in-depth understanding of the phenomenon of applying microlearning strategies in Arabic vocabulary instruction at MTsN 2 Pasuruan. A descriptive approach was chosen because the data collected consisted of words, behaviors, and activities observed directly in the field. In this study, the researcher served as the primary instrument, directly participating in data collection through observation, interviews, and documentation (Achjar et al., 2023). The research was conducted at Madrasah Tsanawiyah Negeri (MTsN) 2 Pasuruan, an Indonesian Islamic junior secondary school. The research subjects included one Arabic language teacher and students from Class VIII A and Class VIII B. These subjects were selected because they were directly involved in the implementation of microlearning strategies in Arabic vocabulary (*mufrodat*) instruction and could therefore provide relevant information aligned with the research focus.

Data collection techniques in this study were conducted through observation, interviews, and documentation. Observation was used to directly observe the *mufrodat* learning process using the microlearning strategy in the classroom. Interviews were conducted with teachers, students, and the madrasah principal to obtain information regarding the implementation, responses, and challenges in applying this strategy. Meanwhile, documentation was used to supplement the research data, including photographs of activities, learning materials, and other supporting documents. The data obtained were then analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and drawing conclusions. Data reduction was carried out by selecting and simplifying data relevant to the research focus. Next,

the data were presented in the form of descriptive narratives to make them easier to understand. The final stage involved drawing conclusions based on the results of the data analysis to provide an overview of the implementation of the microlearning strategy in *mufrodat* instruction at MTsN 2 Pasuruan.

4. RESULT AND DISCUSSION

4.1 Implementation of the Microlearning Strategy Using Flashcards in Arabic Vocabulary Instruction at MTsN 2 Pasuruan

The microlearning strategy using flashcards was implemented in *mufrodat* instruction by presenting material in a concise, gradual, and focused manner. Flashcards were used in the form of picture cards, word cards, card-matching activities, quick quizzes, language games, and small-group activities. This strategy makes it easier for students to understand vocabulary because the material is not presented in excessive amounts at one time. The findings indicate that flashcard-based microlearning is capable of creating a learning process that is simpler, more flexible, and better suited to students' characteristics.

The findings of this study are consistent with the views of Farhan et al. (2024), who explain that microlearning is a learning strategy that presents material in small units, making it easier for students to understand. Presenting material in a simple format and focusing on a single concept helps students process information gradually without experiencing excessive learning load. In the context of vocabulary learning, this strategy is effective because mastering vocabulary requires a process of continuous repetition and understanding.

Based on the results of the researcher's observations and interviews, the implementation of the microlearning strategy in vocabulary instruction at MTsN 2 Pasuruan involves presenting material in a concise, step-by-step manner that focuses on the core learning objectives. Teachers do not present a large number of vocabulary words in a single session; instead, they divide the material into small segments to make it easier for students to understand.

The implementation of the microlearning strategy in vocabulary instruction is carried out through a series of systematically designed stages to help students understand and remember Arabic vocabulary more effectively. The implementation of this strategy not only focuses on delivering material concisely but also involves the use of visual media, interactive activities, and reinforcement through repetition and assessment. Each stage is interconnected and supports the learning process so that students can have a more meaningful learning experience. Research findings indicate that the implementation of microlearning strategies in vocabulary learning at MTsN 2 Pasuruan involves several stages, namely:

4.1.1 The Stage of Dividing Vocabulary Material into Small Units (Chunking Content)

The implementation of the microlearning strategy in vocabulary instruction begins with dividing the material into small units focused on a single learning objective. The material is divided so that students can understand vocabulary gradually without experiencing an excessive learning load. Presenting the material in small sections allows students to focus more on the vocabulary being studied and aids the process of storing information in long-term memory.

Interviews with Arabic teacher revealed that microlearning was chosen because students tend to find it easier to understand short pieces of material than long, monotonous explanations. The teacher explained:

“If too many vocabulary words are presented at once, students quickly forget them and lose focus. So I break the material down into smaller parts so they can understand and remember the vocabulary more easily.”

Observations also showed that teachers do not present a large number of vocabulary words in a single session; instead, they select a set of vocabulary words based on the lesson's theme, which students then learn gradually. Research findings indicate that the implementation of microlearning strategies in vocabulary instruction begins by dividing the material into small, structured learning units, each focused on a single learning objective per session (Alias & Razak, 2025). Teachers present vocabulary based on specific themes, then provide brief exercises and immediate feedback. This approach makes it easier for students to understand and remember vocabulary because the material is delivered gradually and does not overburden their cognitive abilities. These findings align with the results of the study of Noriska et al. (2021) which states that microlearning is developed in the form of short learning units to make the learning process more effective, and are supported by which (Susilana et al., 2022) found that the microlearning strategy can enhance learning effectiveness by presenting material in short, focused segments.

4.1.2 The Stage of Teaching Vocabulary Using Flashcards

In the learning process, the teacher begins the activity by providing stimuli in the form of flashcards containing pictures and vocabulary related to the topic being studied. For example, when teaching about daily activities, the teacher shows cards depicting activities such as eating, studying, sleeping, and praying, accompanied by the corresponding Arabic vocabulary. This strategy makes it easier for students to connect the meaning of the vocabulary to the real-life activities they engage in every day.

The teacher also explains that the use of visual aids helps students become more engaged in the learning process.

“I usually use flashcards with pictures and words so the students don’t get bored. When the lesson is structured like a card game, they’re more enthusiastic about participating.”

In addition to using flashcards as a visual aid, the teacher also incorporated short quizzes and educational games throughout the lesson. Students were asked to guess the meanings of vocabulary words using picture cards, match word cards with pictures, arrange vocabulary cards, or quickly answer simple questions. These activities made the classroom atmosphere more lively and interactive. Based on the observations, most students appeared to actively participate in the learning activities and were more confident in answering questions compared to previous lessons that relied solely on lectures. Implementing microlearning with flashcards is also easy because it does not always require digital tools. Teachers can combine vocabulary cards with whiteboards, group work, and classroom games to ensure that learning remains effective even with limited resources.



Figure 1. Flashcard

One of students said that learning through microlearning is more enjoyable than traditional memorization methods.

“Learning with flashcards makes it easier to understand because there are pictures and words. So I don’t get bored as quickly as I do when I’m just memorizing from a book.” (A.B.)

Another student, also said:

“I usually have a hard time remembering vocabulary, but when there are games or quizzes, it’s easier to memorize.” (S.N.)

Research findings indicate that the implementation of microlearning strategies through the use of flashcards, short quizzes, and educational games can increase student engagement in vocabulary learning. Presenting vocabulary through visual media helps students connect the meaning of words with real objects or activities, making them easier to understand and remember. In addition, quizzes and games create a fun learning atmosphere, increase motivation to learn, and encourage students to participate more actively during the learning

process. These findings are consistent with the study of Harlan & Hikmah (2022) which states that flashcards are effective in improving vocabulary mastery because presenting vocabulary through illustrated cards makes it easier for students to understand and remember Arabic vocabulary more effectively.

4.1.3 Interactive Practice Sessions Through Games and Short Quizzes

The delivery of material in microlearning must be followed by brief practice activities so that students can immediately apply the information they have learned. Practice in the form of games and quizzes makes the learning process more active and less monotonous. Observations showed that teachers implemented various activities, such as guessing the meanings of vocabulary words based on pictures, matching word cards with pictures, arranging vocabulary cards, and answering questions quickly. Based on the observations, most students appeared to actively participate in the learning activities and were more willing to answer questions compared to when learning was conducted using the lecture method. This finding is supported by the study of Nafi'ah et al. (2019) which shows that the use of flashcards combined with repetition and short activities can significantly improve Arabic vocabulary retention. Students' average scores increased from 60.7 to 87.2 after the implementation of these techniques.

4.1.4 Vocabulary Reinforcement and Repetition Stage

One of the key principles of microlearning is reinforcement through brief but consistent repetition of material. Repetition helps students transfer information from short-term memory to long-term memory. Research observations show that teachers repeatedly display vocabulary cards that have been studied and ask students to state the meanings and pronunciations. Quizzes and games conducted repeatedly serve as a means of reinforcing previously learned vocabulary. The study of Rahman et al. (2021) shows that the use of flashcards can improve students' memory of Arabic vocabulary, with learning outcomes increasing from 40% in the pre-cycle to 85% in Cycle II. Additionally, research by Suhardi (2024) indicates that the use of flashcards significantly enhances students' mastery of vocabulary.

4.1.5 Evaluation and Reflection on Learning Outcomes

The final stage in implementing microlearning is conducting an evaluation to determine students' level of vocabulary mastery after completing the lesson. The evaluation is carried out simply through oral questions, short quizzes, or observations of student participation during the lesson. The results of the observations showed that most students were able to answer the teacher's questions better than before the use of microlearning. This was also supported by the results of student interviews stated:

“Learning with flashcards makes it easier to understand because there are pictures and words. So, I don’t get bored as quickly as when I’m just memorizing from a book.” (A.S.)

Meanwhile, another student said:

“I usually have a hard time remembering vocabulary, but when there are games or quizzes, it’s easier to memorize.” (A.B.)

Based on the learning documentation, it is evident that the microlearning strategy is implemented through several stages: presenting learning objectives, providing brief stimuli, presenting vocabulary in small units, conducting brief exercises, repeating the material, and conducting simple assessments. These stages indicate that the learning process is systematically designed to enable students to understand the material step by step.

The research findings also show that the use of flashcards makes students more engaged in the learning process. This aligns with John Sweller’s cognitive load theory, which states that information presented gradually and simply is easier for students’ working memory to process. By breaking down the material into small units using picture cards and word cards, students do not feel overwhelmed, making the process of understanding vocabulary more effective.

Furthermore, the implementation of microlearning using flashcards at MTsN 2 Pasuruan demonstrates that learning success does not always depend on digital technology, but also on teachers’ creativity in utilizing simple teaching aids. Teachers use flashcards for group games, review exercises, and interactive activities, thereby encouraging students to be more active in the learning process. This shows that flashcards can be a practical tool for implementing microlearning in Arabic language instruction.

Thus, the implementation of microlearning using flashcards in vocabulary instruction at MTsN 2 Pasuruan demonstrates that a simple, concise, visual, and interactive learning strategy can create a more effective and enjoyable learning environment. This finding reinforces the theory that microlearning can serve as an innovative solution in Arabic language instruction, particularly when combined with flashcards a medium that is easy for both teachers and students to use.

4.2 The Impact of Implementing the Microlearning Strategy on Student Engagement in Arabic Vocabulary Learning

Based on the research findings, the implementation of a microlearning strategy using flashcards in vocabulary instruction had a positive impact on the learning process at MTsN 2 Pasuruan. This impact was evident in the increased student engagement during lessons and their improved understanding of Arabic vocabulary. The concise presentation of material, combined with flashcards, educational games, and short quizzes, creates a more engaging learning environment, making it easier for students to understand the material presented by the

teacher. Based on the results of observations, interviews, and documentation, the impact of implementing the microlearning strategy using flashcards can be explained as follows.

4.2.1 Increasing Student Engagement in Vocabulary Learning

Student engagement is one of the indicators of a successful learning process. According to Melvin L. Silberman, active learning provides students with the opportunity to participate directly through various activities, thereby making the learning process more meaningful (Hayaturraiyen & Harahap, 2022). In the microlearning strategy, the presentation of concise material combined with the use of flashcards and interactive activities can encourage students to actively engage in every stage of learning.

Based on observations at MTsN 2 Pasuruan, students appeared more enthusiastic when teachers used flashcards, card-matching games, and short quizzes during lessons. The classroom atmosphere became more lively compared to previous lessons, which were dominated by lecture-style teaching. Students seemed more confident in asking questions, answering questions, and using vocabulary during learning activities.

This was reinforced by the results of interviews with Arabic teachers, who stated: "Students are now more active in asking and answering questions when lessons are kept short and interactive. They are also more confident speaking in simple Arabic. This statement is also supported by the results of an interview with student who said:

"Quizzes and games make learning more exciting. Usually, if we just listen to explanations, we eventually get sleepy." (M.A.B)

In addition, student said:

"Learning vocabulary is more fun because of the flashcards. There are pictures and words, so it's easier to stay focused." (D.S.)

Research findings indicate that the implementation of a microlearning strategy using flashcards can increase student engagement in vocabulary learning. The concise presentation of material, combined with visual aids, educational games, and interactive quizzes, encourages students to participate more confidently, stay more focused during lessons, and use Arabic vocabulary more actively throughout the learning process (Lazuardi & Syaheed, 2025). These findings are consistent with the research by Labibah (2023), which shows that microlearning strategies can increase student motivation and participation through short, interactive, and enjoyable learning activities. Based on the results of this study, it can be understood that the use of flashcards in microlearning strategies can transform learning from a teacher-centered approach to a more learner-centered one. Learners not only receive the material but also actively construct their learning experiences through various activities designed by the teacher.

4.2.2 Improving Students' Vocabulary Comprehension

Vocabulary comprehension is a fundamental skill that students must possess when learning Arabic. Information is easier to understand when presented simply, gradually, and in a way that does not overload students' working memory. Therefore, presenting vocabulary in small units with the aid of visual aids is an effective way to improve vocabulary comprehension.

Based on the observations, the teacher only introduced a few vocabulary words related to the theme during each session. Afterward, students were given the opportunity to review the vocabulary through flashcards, games, quizzes, and pronunciation exercises. This approach made it easier for students to understand the meanings and usage of the vocabulary words in simple sentences.

The teacher explained:

"With microlearning, students grasp vocabulary more quickly because the material is presented bit by bit. That way, they don't feel overwhelmed."

The teacher also added:

"Repetition through games and quizzes helps students remember vocabulary more easily. Even students who are usually passive begin to understand the meanings of words better."

This is reinforced by the results of an interview with a student, who stated:

"When there are pictures and examples, it's easier to understand the meaning of the words." (D.S)

Meanwhile, another student said:

"I find it easier to memorize vocabulary when it's frequently reviewed through quizzes or games." (A.R.)

Based on the learning documentation, students appeared more confident in pronouncing vocabulary after participating in repeated practice using flashcards. The research findings indicate that the implementation of a microlearning strategy using flashcards has a positive impact on students' understanding of vocabulary. The gradual presentation of material, accompanied by repetition through flashcards, quizzes, and games, helps students understand the meaning, pronunciation, and usage of Arabic vocabulary more effectively. These findings are consistent with the study of Harlan & Hikmah (2022) which states that the use of flashcards effectively improves vocabulary mastery because presenting vocabulary through illustrated cards makes it easier for students to understand and remember Arabic vocabulary.

Based on the results of this study, it can be concluded that the use of flashcards in microlearning strategies not only helps students memorize vocabulary but also enhances their

understanding of the meaning and usage of vocabulary in simple contexts. Consequently, vocabulary learning becomes more effective, engaging, and easier for students to understand.

5. CONCLUSION

Based on the research findings, it can be concluded that a microlearning strategy using flashcards can be effectively applied in teaching vocabulary at MTsN 2 Pasuruan through the presentation of material that is concise, gradual, and focused. The use of picture cards, word cards, card-matching games, and short quizzes makes the learning process more engaging, enabling students to understand Arabic vocabulary more easily without feeling overwhelmed. This strategy also demonstrates that simple and interactive learning is better suited to the students' characteristics.

The implementation of a microlearning strategy has a positive impact on student engagement during the learning process. Students become more enthusiastic, more willing to ask and answer questions, and more actively involved in Arabic language learning activities. The classroom atmosphere, which previously tended to be passive, has become more communicative and enjoyable because students not only receive material from the teacher but also participate directly through various interactive learning activities.

In addition to increasing student engagement, the microlearning strategy also plays a key role in helping students understand Arabic vocabulary. Presenting material in stages and reinforcing it through simple exercises makes it easier for students to remember the meanings of vocabulary words, understand pronunciation, and use vocabulary in simple contexts. Thus, the microlearning strategy can serve as an innovative and effective alternative for teaching Arabic to improve students' vocabulary comprehension in junior secondary schools.

Future research is encouraged to investigate the implementation of microlearning strategies across different Arabic language skills, educational levels, and learning environments to determine their broader applicability. Further studies may also examine the long-term effects of microlearning on vocabulary retention, learning motivation, and overall Arabic language proficiency by employing quantitative or mixed-methods designs. Moreover, integrating microlearning with emerging educational technologies, such as mobile learning applications and artificial intelligence, may provide valuable insights into developing more adaptive and effective Arabic language instruction.

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