



The Implementation of Interactive Visual Matching Media in Arabic Vocabulary Learning at the Islamic Junior Secondary School Level

Sidqi Ali¹, Shinta Adhelia Putri Sugiharto², Mufti Ali³, Agnes Apria Ghina⁴, Ahmad Alif Al Fawaz⁵

^{1,2}Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

³Universitas Sultan Ageng Tirtayasa, Indonesia

⁴Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

⁵University of Jordan, Jordan

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*Corresponding Author:

ali.sidqi29@gmail.com

ABSTRACT

This study aimed to describe the implementation of interactive visual matching media in teaching Arabic vocabulary (*mufradat*) on the *Al-Mihnah* topic to eighth-grade students at MTsN Gresik (an Indonesian Islamic Junior Secondary School) and to examine its contribution to the learning process. A descriptive qualitative approach was employed, with data collected through classroom observations, documentation, and field notes during the instructional activities. The findings indicate that the interactive visual matching media were implemented through collaborative group activities in which students matched pictures with Arabic vocabulary, followed by group discussions and presentations of their work. The instructional design encouraged active student participation by integrating visual stimuli with collaborative learning. The use of this media created a more active, interactive, and collaborative classroom environment. Through picture-vocabulary matching activities, students demonstrated high levels of enthusiasm, greater engagement in group discussions, and improved ability to understand and retain the target vocabulary. In addition to promoting active participation, the media enabled students to establish more meaningful connections between visual representations and lexical meanings. Overall, the findings suggest that integrating visual media with collaborative learning activities provides an effective instructional strategy for enhancing Arabic vocabulary learning. Therefore, interactive visual matching media have strong potential for wider implementation in Arabic language instruction at the Islamic junior secondary school level.

Keyword

Arabic language teaching; Arabic vocabulary learning; interactive visual matching media; visual learning

1. INTRODUCTION

Arabic language learning in madrasah settings plays a strategic role in developing students' linguistic competence, particularly in mastering Arabic vocabulary (*mufradat*) as the primary foundation of language skills. Vocabulary mastery is a fundamental aspect that supports listening

(*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*) skills. The greater the number of words mastered by students, the greater their opportunities to understand and use Arabic effectively in various communicative contexts. Therefore, vocabulary learning has become one of the main focuses of Arabic language instruction in madrasahs. Vocabulary mastery is a crucial factor in determining the success of Arabic language learning, as vocabulary functions as a means of understanding and conveying meaning in communication (Hasnah, 2015).

Despite its significant importance, Arabic vocabulary learning in schools still faces various challenges. In classroom practice, teachers often rely on lecture-based instruction, memorization, and the provision of vocabulary lists without actively engaging students in the learning process. As a result, students tend to experience difficulties in retaining the vocabulary they have learned, exhibit low motivation to study, and demonstrate limited participation during learning activities. These conditions have led many students to perceive Arabic language learning as difficult and less engaging. This phenomenon highlights the need for instructional innovations that can provide more active, contextual, and enjoyable learning experiences, enabling students to construct a more meaningful understanding of vocabulary.

One effort that can be undertaken to address these challenges is the utilization of visual learning media. Visual media have the ability to transform abstract objects or concepts into more concrete forms, thereby facilitating students' understanding of the information being presented. From the perspective of the Dual Coding Theory developed by Paivio, information received simultaneously through verbal and visual channels is more easily understood and retained than information conveyed through a single channel. Therefore, the use of visual media in Arabic language learning is considered capable of helping students associate vocabulary meanings with relevant visual representations, making the learning process more effective. Surur (2023) explained that picture-based media can enhance students' attention, learning interest, and comprehension of Arabic language materials by providing more concrete and engaging learning experiences. The use of picture media in Arabic language instruction can improve learning effectiveness and facilitate students' understanding of the material.

Several previous studies have demonstrated the effectiveness of visual media in Arabic vocabulary learning. Bakri et al. (2023) found that the use of picture media supported by typographic design significantly improved students' Arabic vocabulary mastery. Sholihah (2018) stated that picture media can assist teachers in introducing new vocabulary and facilitate students' understanding of word meanings. Purba & Jamil (2023) reported that the use of picture media enabled students to acquire Arabic vocabulary more rapidly than through conventional learning methods. Similarly, the study conducted by Pratiwi & Al Rashid (2023) showed that picture media provide benefits in helping students remember and pronounce *mufradat* without relying excessively on textbooks. Meanwhile, Masaji (2024) found that the use of picture media

among *Madrasah Tsanawiyah* (Islamic Junior Secondary School) students strengthened memory retention and enhanced students' comprehension of Arabic texts.

In addition to conventional visual media, the development of technology-based interactive learning media has also contributed positively to Arabic vocabulary learning. Majid & Hamdun (2025) reported that the use of Wordwall-based interactive learning media was able to enhance students' motivation and interest in learning Arabic vocabulary. Luthfi (2023) explained that learning media play a significant role in improving the effectiveness of Arabic language instruction, as they can stimulate students' attention and learning activities. Furthermore, Hasibuan & S (2024) stated that the appropriate use of learning media influences the success of Arabic language learning and contributes to the improvement of students' academic achievement.

Although numerous studies have examined the use of visual media and digital media in Arabic vocabulary learning, most of these studies have focused on the effectiveness of media in general without emphasizing the collaborative and interactive aspects of the learning process. Research on the use of interactive visual media based on picture-matching activities combined with group discussions remains relatively limited, particularly at the Islamic Junior Secondary School (*Madrasah Tsanawiyah*) level. In fact, learning that integrates visual elements, social interaction, and group collaboration has considerable potential to enhance students' engagement and strengthen the process of knowledge construction. Therefore, a research gap still exists and needs to be addressed through more in-depth investigations into the implementation of picture-matching-based interactive visual media in Arabic language learning.

Based on observations conducted during teaching practice at MTsN Gresik, it was found that eighth-grade students demonstrated greater interest when learning activities were carried out using visual media compared to the lecture method. Students appeared to be more actively engaged in discussions, found it easier to understand the material, and showed greater enthusiasm for learning activities when they were provided with tasks involving pictures and group work. Motivated by these findings, the researcher developed and implemented Interactive Visual Matching Media, a learning medium that integrates pictures of professions, Arabic vocabulary cards, picture–vocabulary matching activities, and collaborative group discussions for the topic of *Al-Mihnah* (professions).

The novelty of this study lies in the use of Interactive Visual Matching Media, which not only utilizes the strengths of visual media as a means of delivering information but also integrates collaborative activities through the process of matching pictures with vocabulary items in group settings. This approach enables students to actively construct their understanding through interaction, discussion, and cooperation with their peers. Therefore, this study is expected to contribute to the development of more participatory, contextual, and learner-centered

innovations in Arabic language learning media that are aligned with the characteristics of students at the Islamic Junior Secondary School (*Madrasah Tsanawiyah*) level.

Based on the foregoing discussion, this study aims to describe the implementation of Interactive Visual Matching Media in Arabic vocabulary learning on the topic of *Al-Mihnah* among eighth-grade students at MTsN Gresik and to identify its contributions to enhancing students' learning engagement, group interaction, and understanding of Arabic vocabulary.

2. LITERATURE REVIEW

Vocabulary (*mufradat*) is one of the fundamental components of Arabic language learning, serving as the foundation for the development of language skills, including listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*) (Ahyar, 2018). From a linguistic perspective, vocabulary is not merely understood as a collection of words to be memorized, but also as a system of meanings that enables students to comprehend and construct messages in the communication process. Therefore, the success of Arabic language learning is greatly influenced by the level of *mufradat* mastery attained by students.

Numerous studies have shown that one of the major challenges faced by students in Arabic language learning is related to their limited vocabulary mastery. Students tend to experience difficulties in remembering, understanding, and using new vocabulary when the learning process relies primarily on memorization and lecture-based methods. As a result, *mufradat* learning is often perceived as monotonous and less engaging. Hasnah (2015) found that the use of a visual approach in *mufradat* learning was able to increase students' interest in learning and help them understand vocabulary meanings more effectively than conventional methods. These findings suggest that *mufradat* learning requires instructional strategies that can establish more concrete connections among linguistic forms, meanings, and students' learning experiences. Therefore, the use of learning media incorporating visual elements and interactive activities has become a relevant necessity in the context of modern Arabic language education.

Learning media refer to any forms of instructional tools used to deliver learning messages in ways that can stimulate students' attention, interest, and learning activities. In the context of language learning, visual media possess distinct advantages because they are capable of providing concrete representations of the concepts or objects being studied. The Dual Coding Theory developed by Clark & Paivio (1991) explains that information received simultaneously through verbal and visual channels results in more effective information processing than information conveyed through a single cognitive channel. In other words, the combination of words and images can strengthen the process of storing information in long-term memory.

In Arabic language learning, visual media play a crucial role in bridging the relationship between new vocabulary and the meanings represented through images. By presenting

vocabulary in a visual context, learners are able to associate lexical items with concrete representations rather than relying solely on verbal explanations or rote memorization. This process reduces cognitive load and facilitates deeper comprehension, particularly for beginners who are still developing their linguistic competence. Moreover, visual stimuli encourage learners to make connections between words and real-life situations, thereby supporting long-term vocabulary retention and meaningful language acquisition. Surur (2023) explained that picture media can enhance students' attention and engagement in Arabic language learning by providing learning experiences that are more concrete, engaging, and easier to understand. The integration of visual elements also creates a more student-centered learning environment, where learners actively participate in interpreting images, discussing meanings, and applying newly acquired vocabulary in communicative contexts. Such interactive learning experiences not only improve vocabulary mastery but also foster learners' motivation and confidence in using Arabic during classroom activities. These findings indicate that visual representations can facilitate vocabulary acquisition and contribute to a more meaningful learning process.

Another study conducted by Bakri et al. (2023) demonstrated that the use of picture media supported by typographic design significantly improved students' Arabic vocabulary mastery. The combination of visual illustrations and carefully designed typography enabled students to process lexical information more efficiently by directing their attention to key vocabulary items while simultaneously reinforcing semantic associations. This multimodal presentation reduced the abstractness of new vocabulary and provided learners with multiple cues for understanding and recalling lexical meanings. The findings revealed that attractive visualizations were able to strengthen the association between word forms and their meanings, thereby enhancing the process of vocabulary retention. Furthermore, visually appealing learning materials were found to increase students' motivation and willingness to participate in classroom activities, as they perceived the learning process to be more engaging and less monotonous than conventional vocabulary instruction. The study also suggests that integrating visual aesthetics with instructional content can improve both cognitive processing and affective engagement, making vocabulary acquisition more effective and sustainable over time. These findings reinforce the pedagogical value of well-designed visual media as an instructional resource that not only facilitates vocabulary learning but also promotes a more interactive and learner-centered Arabic language classroom.

Nevertheless, most existing studies still position students as passive recipients of visual information. The use of visual media generally focuses on presenting images as instructional aids for teachers without providing sufficient opportunities for students to interact actively with the media. As a result, the learning process often remains teacher-centered, with students merely observing visual materials rather than engaging in meaningful activities that require them to

analyze, interpret, or manipulate the information presented. Such an approach may limit learners' cognitive involvement and reduce opportunities for collaborative knowledge construction during classroom instruction. Furthermore, passive exposure to visual content alone does not necessarily guarantee deeper vocabulary acquisition unless it is accompanied by tasks that encourage active participation and learner interaction. This limitation highlights the need for the development of more interactive and participatory visual learning media. Interactive visual media that require students to match, classify, discuss, or solve problems based on visual stimuli can transform learners from passive observers into active participants in the learning process. By promoting collaboration, critical thinking, and immediate feedback, such media have the potential to create more meaningful learning experiences and improve both vocabulary retention and communicative competence in Arabic language learning.

Interactive Visual Matching Media is a learning medium that integrates visual elements, information-matching activities, and collaborative interaction into the learning process (Respati, 2019). This medium is developed based on constructivist learning principles, which position students as active agents in constructing knowledge through learning experiences. Through this medium, students do not merely observe images; they also engage in processes of identification, analysis, matching, discussion, and collaborative presentation of the learning outcomes.

The fundamental concept of matching activities is rooted in Vygotsky's social constructivist theory, which emphasizes the importance of social interaction in the learning process. According to this theory, knowledge is constructed through collaborative activities that enable students to exchange ideas, engage in discussions, and solve problems collectively (Payong, 2020). Therefore, picture-vocabulary matching activities serve not only to reinforce conceptual understanding but also to promote the development of students' thinking skills, communication abilities, and collaborative competencies.

In the context of Arabic vocabulary learning, Interactive Visual Matching Media enables students to directly associate the visual representation of an object with its corresponding vocabulary item. This activity creates a more meaningful learning experience, as students are actively engaged in discovering the relationship between images and word meanings (Hanifah et al., 2024). Furthermore, the group discussions accompanying the matching process provide opportunities for students to negotiate meaning and reinforce their understanding of the vocabulary being learned.

Collaborative learning is an instructional approach that emphasizes cooperation among students in achieving shared learning goals. In collaborative learning, students do not merely learn from teachers but also acquire knowledge through interactions with their peers. This approach is believed to enhance students' active participation, learning motivation, and critical thinking skills (Siregar et al., 2024).

Numerous studies have demonstrated that collaborative learning has positive effects on language vocabulary acquisition. Through group discussions, students are provided with opportunities to exchange knowledge, correct misunderstandings, and construct shared understandings of the material being learned. In the context of Arabic language learning, the collaborative approach is particularly relevant because it enables students to develop a deeper understanding of vocabulary through meaningful social interactions.

Interactive Visual Matching Media incorporates the principles of collaborative learning through group-based activities involving picture-matching tasks, discussions, presentations, and collective reflection. Therefore, this medium is not only oriented toward cognitive learning outcomes but also supports the development of students' social skills throughout the learning process.

A review of previous studies indicates that the use of visual media contributes positively to the improvement of Arabic vocabulary (*mufradat*) mastery. Studies conducted by Hasnah (2015), Surur (2023), and Bakri et al. (2023) consistently emphasized the effectiveness of picture media in enhancing students' vocabulary comprehension and retention. On the other hand, the study by Majid & Hamdun (2025) demonstrated that technology-based interactive media are also capable of increasing students' learning motivation in *mufradat* instruction.

Nevertheless, several limitations can be identified in previous studies. First, most studies have focused on the effectiveness of visual media or digital media separately, without integrating visual elements, matching activities, and group collaboration within a single instructional design. Second, research specifically examining the implementation of picture-matching-based interactive visual media for the topic of *Al-Mihnah* at the Islamic Junior Secondary School (*Madrasah Tsanawiyah*) level remains very limited. Third, the majority of previous studies have placed greater emphasis on measuring cognitive learning outcomes rather than investigating students' active engagement throughout the learning process.

In light of these gaps, the present study occupies a distinct position from previous research by examining the implementation of Interactive Visual Matching Media as an instructional medium that integrates three key elements: visual representations, vocabulary-matching activities, and collaborative learning. The focus of this study extends beyond improving *mufradat* comprehension to exploring how the medium promotes active, interactive, and meaningful learning engagement in the teaching of *Al-Mihnah* among eighth-grade students at MTsN Gresik. Therefore, this study is expected to provide both conceptual and empirical contributions to the development of Arabic language learning media innovations that are more responsive to the needs of twenty-first-century learners.

3. METHOD

This study employed a qualitative approach with a descriptive research design. This approach was selected because the study focused on obtaining an in-depth understanding and description of the implementation of Interactive Visual Matching Media in Arabic vocabulary learning on the topic of *Al-Mihnah*. The study was conducted during the second semester of the 2025/2026 academic year, with eighth-grade students participating in Arabic language classes serving as the research participants. A descriptive qualitative design enabled the researcher to portray the learning phenomenon in its natural setting without manipulating the research variables. According to Creswell (2013), qualitative research aims to explore and understand the meanings that individuals or groups assign to social or educational phenomena.

The data sources in this study consisted of primary and secondary data. Primary data were obtained through observations of students' activities during the implementation of Interactive Visual Matching Media, whereas secondary data were derived from instructional documents, students' worksheets, activity documentation, and relevant literature. Data were collected through observations, documentation, and field notes. Observations were conducted throughout the learning process to examine students' levels of participation, group collaboration, and responses to the use of the learning media. Documentation and field notes were employed to complement and enrich the observational data. Observation techniques are widely used in educational research to understand students' behaviors and interactions in authentic learning settings (Merriam & Tisdell, 2016).

Research procedure began with a preparation stage, which involved developing instructional materials, designing the Interactive Visual Matching Media, and preparing observation and documentation instruments. Subsequently, the learning activities were implemented by dividing the students into several groups and providing them with profession picture cards along with corresponding Arabic vocabulary cards to be matched through group discussions. The results of the discussions were then presented to the class and reviewed collaboratively with the teacher, while the researcher observed students' activities and responses throughout the learning process.

Data analysis was conducted using the interactive analysis model proposed by Miles et al. (2014), which consists of data reduction, data display, and conclusion drawing. To enhance the trustworthiness of the data, this study employed both source triangulation and methodological triangulation by comparing data obtained from observations, documentation, and field notes. The application of these triangulation techniques was intended to strengthen the credibility of the findings, thereby ensuring that the results accurately represent the learning process and can be scientifically justified.

4. RESULT AND DISCUSSION

4.1 Implementation of Interactive Visual Matching Media in Arabic Vocabulary Learning

The implementation of Interactive Visual Matching Media was carried out in Arabic language instruction on the topic of *Al-Mihnah* (professions). The lesson began with an introductory activity in the form of a question-and-answer session concerning various professions familiar to students in their daily lives. This initial activity served to activate students' prior knowledge and establish meaningful connections between their everyday experiences and the new Arabic vocabulary to be learned. By linking the instructional content to familiar contexts, the teacher encouraged students to participate actively from the beginning of the lesson and reduced the cognitive burden associated with learning unfamiliar lexical items. The teacher then introduced several profession-related *mufradat* in Arabic, such as *mu'allim* (teacher), *thabib* (doctor), *syurthiyy* (police officer), and *tajir* (merchant). Subsequently, the students were divided into several small groups and provided with worksheets, profession picture cards, and Arabic vocabulary cards that had to be matched according to their meanings.

Working in small groups encouraged students to negotiate meaning, exchange opinions, and verify their understanding collaboratively before making decisions regarding the correct picture–vocabulary pairs. This collaborative learning structure also created opportunities for peer support, allowing students with stronger vocabulary knowledge to assist their classmates during the learning process. The learning activities proceeded through a series of picture identification, group discussions, vocabulary-matching tasks, and presentations of the discussion results in front of the class. The presentation stage further enabled students to articulate their reasoning, receive immediate feedback from both the teacher and their peers, and reinforce their vocabulary knowledge through repeated exposure and verbal practice.



Figure 1. Implementation of Interactive Visual Matching Media in Learning

Based on the observational findings, the majority of students were actively engaged throughout the learning process. Students appeared enthusiastic in matching pictures with the corresponding *mufradat* and demonstrated a high level of interest in the activities provided. Their enthusiasm was reflected not only in their willingness to complete the assigned tasks but also in the frequency of their participation during group discussions and classroom interactions. Many students voluntarily contributed ideas, asked questions when encountering unfamiliar

vocabulary, and responded positively to their classmates' suggestions, indicating a collaborative learning atmosphere. During the discussions, students exchanged ideas and collaborated to determine the appropriate picture–vocabulary pairs. In addition, most groups were able to present the results of their discussions effectively in front of the class. As a result, the learning atmosphere became more dynamic compared to lessons that relied solely on lecture-based instruction.

These findings indicate that the integration of visual media with group-based activities was able to create a more participatory learning environment. Students' active engagement throughout the learning process suggests that the implementation of Interactive Visual Matching Media can be carried out effectively and provide a more learner-centered learning experience. Picture identification and vocabulary-matching activities enabled students to construct their understanding through direct experience and interaction with their peers, thereby making the learning process more meaningful. Furthermore, these activities fostered important twenty-first-century learning competencies, such as communication, collaboration, and critical thinking, as students were required to justify their choices and negotiate meaning within their groups. Consequently, Interactive Visual Matching Media not only supported the acquisition of Arabic vocabulary but also promoted a more engaging, student-centered, and interactive learning environment that aligns with contemporary principles of language pedagogy.

4.2 Contributions of Interactive Visual Matching Media to Arabic Vocabulary Learning

The observational findings revealed that the use of Interactive Visual Matching Media made positive contributions to Arabic vocabulary learning. The first contribution was reflected in the increased level of students' active engagement throughout the learning process. Most students participated actively in group discussions, expressed their opinions, provided justifications for their chosen answers, and were actively involved in presenting the outcomes of their discussions. Their active participation demonstrated that learning activities encouraged students not only to complete the assigned tasks but also to communicate their ideas, negotiate different viewpoints, and collaboratively solve problems related to vocabulary matching. This level of participation indicates that students assumed greater responsibility for their own learning, while the teacher functioned primarily as a facilitator who guided the learning process rather than delivering information directly. Moreover, the collaborative nature of the activities created opportunities for students to develop confidence in expressing their thoughts and responding to feedback from their peers. These findings indicate that the learning process was no longer teacher-centered but instead provided students with greater opportunities to participate directly in their own learning.

These findings are consistent with the study conducted by Majid & Hamdun (2025), which revealed that the use of interactive media in *mufradat* instruction was able to enhance students'

participation and learning motivation. Similarly, previous studies have emphasized that interactive instructional media create learning environments in which students are encouraged to explore concepts independently, exchange ideas with classmates, and become more actively engaged in classroom activities. The present study extends these findings by demonstrating that the integration of visual matching tasks with collaborative group work not only increased students' motivation but also promoted meaningful interaction during the process of vocabulary learning. Furthermore, the present findings support Vygotsky's social constructivist theory, which emphasizes that learning occurs most effectively when students construct knowledge through social interaction and collaboration with their peers (Payong, 2020). Accordingly, the group discussion activities incorporated into this medium enabled students to negotiate meaning and share their understanding of the vocabulary being learned, thereby making the learning process more meaningful.

The second contribution was reflected in the improvement of students' understanding of Arabic vocabulary. Based on the observational findings, students were able to associate Arabic vocabulary more easily with the objects represented through pictures, allowing word meanings to be understood in a more concrete manner. The visual representations served as contextual cues that enabled students to infer the meanings of unfamiliar vocabulary without relying exclusively on direct translation or teacher explanations. This process encouraged students to establish meaningful connections between lexical items and real-life objects, thereby facilitating a deeper understanding of the target vocabulary. Moreover, because students actively participated in identifying and matching the pictures with the corresponding Arabic words, they were engaged in a process of discovery rather than passive reception, which contributed to stronger conceptual understanding. Furthermore, the process of matching pictures with vocabulary items helped students retain the *mufradat* being learned more effectively than simply memorizing vocabulary lists.

These findings support Paivio's Dual Coding Theory, which posits that information presented simultaneously through verbal and visual channels is more easily processed and stored in long-term memory (Clark & Paivio, 1991). The results of the present study are also consistent with those reported by Bakri et al. (2023), who found that the use of picture media enhanced students' Arabic vocabulary mastery because visual representations helped strengthen the association between words and their meanings. Therefore, the use of interactive visual media not only increases students' interest in learning but also makes a substantial contribution to their understanding and mastery of Arabic vocabulary.

In addition to enhancing students' active engagement and vocabulary comprehension, the implementation of this medium also contributed to the development of students' collaborative and communication skills. The picture-matching activities were conducted in groups, allowing

each member to participate in discussions, express opinions, and assist peers who encountered difficulties in understanding particular vocabulary items. Such collaborative learning enabled students to learn not only from the teacher but also from their peers.

The findings of this study reinforce those of Johnson and Johnson, who argued that collaborative learning can enhance academic achievement, social skills, and students' motivation through positive interactions within groups (Johnson & Johnson, 1994). Overall, the findings indicate that Interactive Visual Matching Media not only helps students acquire *mufradat* more effectively but also creates a learning environment that is more active, interactive, collaborative, and meaningful for students at the junior secondary education level.

5. CONCLUSION

This study aimed to describe the implementation of Interactive Visual Matching Media in Arabic vocabulary learning on the topic of *Al-Mihnah* among eighth-grade students at MTsN Gresik and to identify its contributions to the learning process. Based on the observational findings, it can be concluded that the implementation of Interactive Visual Matching Media involved picture identification, Arabic vocabulary matching, group discussions, and presentations of students' work. These learning activities created a more active and participatory learning environment, enabling students to become directly engaged in the learning process.

The findings revealed that Interactive Visual Matching Media made positive contributions to Arabic vocabulary learning. The use of this medium helped students understand and retain Arabic vocabulary more easily through concrete visual representations. In addition, the collaborative learning activities promoted greater learning engagement, communication skills, and cooperation among students, thereby making the learning process more interactive and meaningful.

From a practical perspective, this study demonstrates that Interactive Visual Matching Media can serve as an alternative instructional medium for Arabic language teachers seeking to create more engaging, participatory, and learner-centered learning environments. The medium also has the potential to be applied to various *mufradat* topics in accordance with the needs of Arabic language instruction at the junior secondary education level.

This study was limited to a single class and focused exclusively on the topic of *Al-Mihnah*. Therefore, future studies are recommended to implement interactive visual matching media across different topics and educational levels and to combine qualitative and quantitative approaches in order to obtain a more comprehensive understanding of the medium's contributions to Arabic language learning.

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