



THE USE OF PICTURE CARD MEDIA TO INCREASE MUFRADAT AT AL-GHAFFAR ISLAMIC ELEMENTARY SCHOOL

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Abstract

Language plays an important role in students' intellectual, social, and emotional development, as well as success in a variety of subjects. Arabic language education in madrassas aims to develop four language skills: listening, speaking, reading, and writing. Mastery of vocabulary (mufradat) is the key to mastering these skills. Learning media such as flashcards are effective in helping vocabulary teaching. This study aims to describe the use of picture cards to improve mufradat in SD Islam Al-Ghaffar. The method used is qualitative descriptive with primary data from students and teachers, as well as secondary data from related literature. Data collection techniques use observation, interviews, and documentation. The results of the study showed that the use of picture cards in mufradat learning improved students' ability to remember and use Arabic vocabulary. The research stages include preparation (making picture cards), implementation (teaching with a group method), and evaluation (assessment of student understanding). Students show significant improvements in mufradat mastery and Arabic language skills. In conclusion, the media of picture cards is effective in improving the mufradat and Arabic language skills of 4th grade students of Al-Ghaffar Islamic Elementary School.

Keywords: Media, Picture Cards, Mufradat, Language Arab

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INTRODUCTION | مقدمة

Language plays an important role in the intellectual, social, and emotional development of students and is the key to success in every subject. Through language, students are expected to be able to recognize themselves, their cultures, and other cultures, express their thoughts and feelings, and contribute to the communities that use the language. Therefore, language has a strong relationship with the thought process, where differences in language systems will create different mindsets. To achieve this goal, efforts are needed through effective language education and learning (Fajriah, 2015).

According to Fusyha in Zubaidillah and Hasan, mastery of Arabic and a positive attitude towards discussion are crucial for students to understand the sources in Islamic teachings in both the Qur'an and Al-Hadith, as well as other books that use Arabic related to Islam. Therefore, in Madrasah, Arabic language learning is designed to achieve basic competencies in four language skills: listening, speaking, reading, and writing (Hayati, 2021).

Vocabulary mastery is the most important thing in mastering the four language skills. Vocabulary is an important element in a language that must be possessed by foreign language activists in order to be able to communicate well and fluently using the language (Isnaini & Huda,

2020). Vocabulary mastery will determine success for everyone when learning a language. The more vocabulary he masters, the greater his ability to speak and the easier it is for him to give and understand information, orally, in writing, or using signs. To improve vocabulary can be done through many ways, such as reading, listening, watching, which is mostly done in an educational context (Hayati, 2021).

Learning media is a means that can be used to clarify and improve the understanding of the meaning of words, sentences, concepts of thought, as well as provide direction to students in acquiring certain skills, habits, learning, and values. In the process of learning Arabic as a foreign language, learning media is an important element because it overcomes various problems faced by Arabic teachers, especially in madrassas (Zubaidillah & Hasan, 2019a).

One of the most effective and efficient alternative ways to make learning better in teaching new vocabulary is through the use of visual media, such as picture cards or flashcards. According to Haris and Hasan in Kasihani, *Flashcards are educational tools consisting of picture cards measuring 25x30. The images on these cards can be hand-drawn, photographs, or pre-existing images that are attached to the flashcard.* Flash cards are learning media in the form of picture cards with a size of 25x30. The images can be made by hand, in the form of photos, or by using existing images and pasted on a flashcard sheet. Dini Indriana also explained that "Flashcards are learning media in the form of picture cards that are the size of a postcard or about 25 X 30 cm." (Zubaidillah & Hasan, 2019a).

Based on the above opinions, it leads to the conclusion that flashcards are an effective learning tool because they have two sides. One side contains an image, text, or symbol, while the other side contains a definition, explanation of the picture, or answer, or explanation that helps students remember or associate information using the picture on the card. Flashcards generally have a standard size, such as 8x12 cm or 25x30 cm, but they can be adjusted to the size of the class used.

In addition, the use of picture card media also allows for more active interaction between teachers and students, as well as between students themselves. Through card games, quizzes, or group activities, students can practice using new vocabulary in a fun and interactive context. This approach not only improves their Arabic language skills, but also develops social and collaborative skills. Several previous studies on the use of picture card media in improving mufrodat are considered effective to be applied in the learning process, such as research by Fusyha Sabila Hayati has provided solutions for teachers to teach mufrodat (Hayati, 2021). Zubaidah shows that the use of Flash Cards improves vocabulary mastery (Zubaidillah & Hasan, 2019b). Picture card media is also widely used to improve reading skills and increase students' interest in reading (Prahesti, 2019; Putri & Damri, 2023; Sari et al., 2022). For children, picture card media is very suitable for use in the learning process (Aisyah et al., 2022; Rahmawati & Puspitasari, 2022). Early childhood easily recognizes the alphabet through picture cards (Aisyah et al., 2022). Learning Al-Quran Hadith material using picture cards also shows that it is effective and students' interest in learning is increasing (Wati, 2021). Then, make it easier for TPQ Al-Faqih students to get to know mufrodat by playing using picture cards (Humayro et al., 2022). There is also the development of vocabulary-based word cards (flash cards) for Arabic learning media for madrasah ibtidaiyyah children or its equivalent (Safitri, 2020).

In general, the focus of previous research was to improve students' mastery of Arabic vocabulary by using picture card media. Meanwhile, the position of this research is to develop previous findings that not only improve students' mastery of Arabic vocabulary but how students

are able to apply the Arabic vocabulary to 4 language skills which include; listening skills, speaking skills, reading skills, and writing skills with picture card media and adding two rules, namely *ISIM Isyarah and Harful Istifham*.

Based on the above background, the purpose of this study is to describe the use of picture card media to improve *mufrodat* in SD Islam Algaffar, with the media it is expected to be able to have a positive impact on Arabic language learning. With this method, students not only gain new vocabulary, but are also able to use them in a broader and meaningful context. This is expected to improve their overall Arabic language skills, which in turn will strengthen their understanding of religious texts and Islamic values.

METHOD | منهج

This research has qualitative characteristics that are descriptive, with the aim of understanding and describing the phenomenon that occurs in depth. In this study, the data used came from two types of sources, namely primary data and secondary data. Primary data were obtained directly from the research subjects, namely grade IV students of SD Islam Al-Ghaffaar and teachers of Arabic subjects. These students and teachers provide direct information relevant to the research through a variety of data collection techniques. Meanwhile, secondary data were collected from a variety of scientific literature related to the research topic. These secondary sources include books, theses, journals, and scientific articles that discuss the medium of picture cards in learning Arabic vocabulary. These literature provide theoretical context and empirical support that strengthen the analysis of primary data (Latif et al., 2024)

In the data collection process, the author applies several methods, namely observation, interviews, and documentation. Observations were made to directly monitor learning activities in the classroom, especially related to the use of picture card media in teaching Arabic vocabulary. Interviews were conducted with students and teachers to gain more in-depth insights into their experiences and views on this method. Documentation involves the collection of relevant written materials, such as teaching notes and subject matter.

After the data was collected, the author applied the data analysis technique proposed by Miles and Huberman, namely the flow data analysis model. This stage of analysis begins with data reduction, which aims to simplify and focus the data to make it easier to analyze. This process involves selecting, focusing, and simplifying data from observations, interviews, and documentation (Latif et al., 2024) The next stage is data display, where the reduced data is compiled and presented in a more organized form. The presentation of this data can be in the form of tables, graphs, or narratives that make it easier for researchers to understand patterns and relationships between data. The final stage is verification, where the researcher draws conclusions based on the data that has been presented and analyzed. This verification is carried out continuously throughout the analysis process to ensure the validity and reliability of the research findings.

The research method describes the activities carried out by the researcher in the field, including the type of research used, the data collection procedures, and the data analysis. The description of the method includes the characteristics of the research subject, the process of selecting the subject, and the rationale behind the selection of the type of sampling applied. Direct references from books containing definitions and statistical formulas are avoided in the methods section, but can be included in the research results section.

Picture Card Media

Media is a tool to convey information from a source to the recipient of information. These tools can be anything like written text, images, sounds, or a combination of all of them, that can be a source of information for people who access them (Fajriah, 2015) In line with what was expressed by Hamdani, who explained that media in learning refers to a medium that literally means an intermediary or delivery of messages from the sender to the recipient of the message. Media is a means of communication that facilitates the transfer of information between a source and a receiver (Hamdani, 2011). From this statement, what can function as a medium or intermediary is everything that supports teachers in conveying information to students. This media can be an object, an event, or an individual.

Learning media refers to all means that can convey messages and stimulate students' thoughts, feelings, and motivation to support the learning process. From a psychological perspective, students at Madrasah Ibtida'iyah are in a concrete operational stage, where they are experiencing physical and psychological growth. To impart new knowledge to them, it is more effective to use a concrete approach. Therefore, learning Arabic for students, especially in Madrasah Ibtida'iyah or similar levels, emphasizes the need for teachers to use learning media that are appropriate to their stages of development in a creative way (Safitri, 2020).

Zuraidah et al in Kusumawati and Mariono explained that Flashcards are a series of picture cards that can be used in games. One of the reasons why teachers choose this medium is because of its practical shape and size that is easy to hold and carry, so it does not take up much space. Flashcards play an important role in making the learning process indirectly student-centered. With simple pictures and words, flashcards help students to focus more on the learning material (Humayro et al., 2022)

Vocabulary

Vocabulary, or in Arabic known as "al-Mufradât," refers to the arrangement of words that a person knows and is an integral part of a language (Mustofa, S., 2011). Vocabulary is a set of words that are understood by a person and used to form sentences. Zuraidah et al. in Rambe and Kholidah, define vocabulary as a person's ability to recognize and use words in writing and conversation (Humayro et al., 2022). Muhammad Ali al Khuli, as quoted by Hurriyatus Sa'adiyah et al, stated that Mufradat is a collection of words to compose a language (Sa'adiyah et al., 2024). Vocabulary mastery is the main foundation in the development of language skills. Good proficiency in mufradat can support an individual's ability to communicate in Arabic, both orally and in writing (Fu'adah, 2021).

Vocabulary learning (al-mufradat) is the process of delivering learning materials that focus on words or vocabulary as the main element in learning Arabic (Hajar, I., Muassomah, M., Muhlis, W., & Fitra, 2024). The role of vocabulary in mastering the four language skills is very important, as expressed by Vallet in Widayanti's opinion, that a person's ability to understand the four language skills is highly dependent on the mastery of the vocabulary he has (Widayanti, 2016). So, the first step to succeed in Arabic is to improve vocabulary mastery.

The Use of Picture Card Media To Improve Vocabulary

In the use of this media, there are several stages carried out by researchers, namely the preparation stage, the implementation stage and the evaluation stage. The first stage is preparation, in this stage the researcher prepares everything related to this medium such as materials, tools and others. The theme used was the theme about home, the researcher prepared ten vocabulary words about home. The second stage is implementation, at this stage the researcher directly teaches the students with this media. The third stage is an evaluation carried out to assess how the results of the use of this media are.

The first stage is the preparation stage, the researcher prepares vocabulary about the house, there are several vocabulary that the researcher uses in learning. The vocabulary used is, house, mattress, window, sofa, closet, motorcycle, car and kitchen. After choosing the vocabulary, the researcher began to create a picture karo using the Canva application. This application can make it easier for us to edit images that match the vocabulary taught, such as the following image.



Figure 1. Vocabulary Picture cards

The image above is a vocabulary with picture cards made with Canva, the researcher only writes Arabic from the image so that students can easily remember the vocabulary with the picture without writing the translation. It also accustomed them to learning Arabic without having to translate the vocabulary, but it is enough with the explanation of signs or pictures as is the case with this media. After making the picture cards, the researcher multiplied the files and then printed them out and cut them into pieces one by one to be shared with each group in the class.

The second stage is implementation, at this stage the researcher begins to learn using the cards that have been prepared. There are several stages in the implementation of learning, namely the initial activities, and the implementation of learning and closing. The initial activity or usually known as perception, where the teacher greets and asks how the students are doing, then the teacher conveys what will be learned and the purpose of the learning and starts the learning by reciting the basmallah.

After that, the teacher starts learning with students into 3 groups, 2 special groups of brothers and 1 group for akhwat, then the teacher distributes the card to each group. The teacher teaches one vocabulary with a loud voice and is followed by the students in groups alternately repeated 3 to 5 times as in the following example:

المدرس: قُلُوا جماعة... فِرَاشُ
الطلاب: فِرَاشُ



Figure 2. Vocabulary presentation was followed by students

The picture above is the implementation of mufrodat learning using picture cards, the teacher conveyed and followed by the group students. To ensure the memorization of the students' mufrodat, the teacher asked several people from each group to rename the mufrodat that had been studied.

In this lesson, the teacher also teaches students two isyarah isim and one harful istifham which are familiar to use in daily life. The isyarah that is taught is hadza and hadzih, while the harful istifham that is taught is maa. The teacher teaches with the following examples:

المدرس: ماهذا؟
الطلاب: هنا فراش

The purpose of the teacher is to teach by repeating and asking the students again to strengthen their memorization and get them used to speaking Arabic, then in learning, the teacher also gives each student the opportunity to practice fighting to their friend between two people with mufrodat and isim isyarah and harful istifham that has been taught. After the joint exercise, the teacher conveyed to the students the next activity, namely learning evaluation.

The third stage is evaluation, after the learning process the teacher conducts an evaluation to assess students' understanding of the material that has been taught. At this stage, there are some students who dare to come forward and answer questions, the teacher will give a wish to students who can answer questions. Here are some questions that teachers use:

1. Mention the mufrodat from the following picture!
2. Write Arabic from vocabulary from the mattress!
3. Demonstrate muhadatsah using *isim isyarah* and *harful istifham*!
4. Name 5 Arabic vocabulary words about home!
5. Write Arabic from the motorcycle!

From each question given, each student can answer the question properly and correctly, here is a picture of the learning evaluation implementation process:



Figure 3. Students' Muhadtsah Practice

In the picture above, students do muhadatsah with the material that has been learned, two students are fluent and good in reciting Arabic from their cosmos.



Figure 4. Students write vocabulary on the board

The picture above explains that students are able to write jawwalatun sentences correctly even though the writing is not good enough. It indicates that students can and are able to write Arabic and remember well the material that has been learned.

With the use of picture card media in mufrodat learning carried out by researchers in 4th grade students of Al-Ghaffar Islamic Elementary School, it was quite successful. During the lesson, the media of picture cards with the addition of qaidah isim isyarah and harful istifham can help students in improving mufrodat and also help them get used to speaking Arabic.

CONCLUSION

خاتمة

The use of picture card media to improve vocabulary mastery (mufrodat) in Arabic in grade 4 of Al-Ghaffar Islamic Elementary School. This research consists of three main stages: preparation, implementation, and evaluation. The Preparation Stage is the Researcher prepares vocabulary related to the house, makes picture cards using the Canva application, and prepares the materials and tools needed. The Implementation Stage, namely learning, is carried out by dividing students into several groups and teaching vocabulary using picture cards. The teacher teaches vocabulary by repetition and makes sure students memorize it well. In addition, teachers also teach isim isyarah (pointing words) and harful istifham (question words) which are commonly used in everyday language. The Evaluation stage is a stage where the teacher evaluates students' understanding through various questions and activities. Students who successfully answer questions are rewarded. The evaluation shows that students are able to remember and use vocabulary and write in Arabic well. In conclusion, the use of picture card media is effective in improving the mastery of Arabic mufrodat and getting students used to speaking Arabic. This method was successfully applied in the 4th grade of Al-Ghaffar Islamic Elementary School with satisfactory results.

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