

## Game-Assisted Multimodal Learning Efficacy on Arabic Vocabulary Mastery: A Pre-Experimental Study in Indonesian Islamic Elementary Education

Desal Putri Ramdhani<sup>1\*</sup>, Agus Yasin<sup>2</sup>, Siti Nurfadlilah<sup>3</sup>, Andi Nurizzah Aqila<sup>4</sup>, Alya Zulfani<sup>5</sup>

<sup>1,2,3,4</sup> Universitas Darussalam Gontor, Jawa Timur, Indonesia

<sup>5</sup> University of Hyogo, Tokyo, Japan

\*Corresponding E-mail: desalputri20@mail.com

**Keywords:**  
Arabic vocabulary;  
Creative learning;  
Elementary students;  
Fun Arabic Class.

**Abstract**  
This study examines the effectiveness of a game-assisted multimodal learning approach implemented through the Fun Arabic Class program in improving Arabic vocabulary mastery among fifth-grade students at MI Nurussalam. Grounded in Game-Based Learning theory, this study employed an experimental method using a one-group pretest-posttest design involving 26 students selected through total sampling. The instructional treatment was conducted over four learning sessions, integrating video-based learning, picture-matching games, and digital quizzes via Kahoot to support multimodal engagement. Data were collected using a validated Arabic vocabulary test with acceptable internal consistency reliability (Cronbach's alpha = 0.82) and analyzed using the Wilcoxon Signed-Rank Test. The results indicated a statistically significant improvement in students' vocabulary mastery, with mean scores increasing from 40.19 to 74.42 ( $p < 0.05$ ), accompanied by a substantial median gain, indicating practical significance beyond statistical significance alone. These findings suggest that game-assisted multimodal learning can enhance student engagement and vocabulary retention in elementary Arabic instruction. However, the absence of a control group presents a potential internal validity limitation. Therefore, future studies are recommended to employ comparative experimental designs with larger samples to examine scalability and instructional effectiveness across different Arabic language competencies.

**Kata kunci**  
Fun Arabic Class;  
Kosakata bahasa Arab;  
Pembelajaran kreatif;  
Siswa sekolah dasar.

**Abstrak**  
Penelitian ini mengkaji efektivitas pendekatan pembelajaran multimodal berbantuan permainan yang diimplementasikan melalui program *Fun Arabic Class* dalam meningkatkan penguasaan kosakata Bahasa Arab siswa kelas V di MI Nurussalam. Penelitian ini berpijak pada teori *Game-Based Learning* dan menggunakan metode eksperimen dengan desain *one-group pretest-posttest* yang melibatkan 26 siswa melalui teknik *total sampling*. Perlakuan pembelajaran dilaksanakan selama empat kali pertemuan dengan mengintegrasikan pembelajaran berbasis video, permainan mencocokkan gambar, serta kuis digital menggunakan Kahoot untuk mendukung keterlibatan

multimodal siswa. Data dikumpulkan menggunakan tes kosakata Bahasa Arab yang telah divalidasi dan memiliki reliabilitas konsistensi internal yang memadai (Cronbach's alpha = 0,82), kemudian dianalisis menggunakan uji *Wilcoxon Signed-Rank Test*. Hasil penelitian menunjukkan adanya peningkatan yang signifikan secara statistik dalam penguasaan kosakata siswa, dengan skor rata-rata meningkat dari 40,19 menjadi 74,42 ( $p < 0,05$ ), disertai *median gain* yang substansial sebagai indikator signifikansi praktis. Temuan ini menunjukkan bahwa pembelajaran multimodal berbantuan permainan mampu meningkatkan keterlibatan dan retensi kosakata siswa dalam pembelajaran Bahasa Arab di tingkat sekolah dasar. Namun, ketiadaan kelompok kontrol menjadi keterbatasan penelitian yang berpotensi memengaruhi validitas internal. Oleh karena itu, penelitian selanjutnya disarankan untuk menggunakan desain eksperimen komparatif dengan jumlah sampel yang lebih besar guna menguji skalabilitas dan efektivitas pembelajaran pada berbagai kompetensi Bahasa Arab.

**Article Information**

**Submitted 2025-12-09. Received 2025-12-10. Revised 2026-01-01.**  
**Accepted 2026-01-02. Published 2026-01-21.**

## INTRODUCTION

Vocabulary mastery is a fundamental aspect of learning Arabic, as it serves as the foundation for other language skills such as listening, speaking, reading, and writing (Haris & Maziyah, 2022). Without adequate vocabulary mastery, students will encounter difficulties in understanding texts and expressing ideas both orally and in written form (Kasan dkk., 2025). However, empirical evidence from classroom practices found in various Madrasah Ibtidaiyyah show that many students still struggle to recall and use Arabic vocabulary accurately. This issue is caused by several factors, including monotonous teaching methods, limited media variation, and a lack of active student engagement in the learning process (Bustam dkk., 2021).

Previous studies have shown that the vocabulary mastery (mufradat) of Madrasah Ibtidaiyyah students remains relatively low. Research indicates that most students are only able to remember vocabulary for a short period and struggle to apply it in simple sentences (Maghfirah dkk., 2024). This condition arises from conventional, teacher-centered learning with minimal engaging activities. Such learning makes students feel easily bored and unmotivated to learn Arabic, whereas motivation is a crucial factor contributing to successful language acquisition (Auliya Ainul Jannah dkk., 2025). Despite the growing number of recent studies, limited research has statistically tested short-cycle creative learning programs using interactive digital vocabulary tasks at the Madrasah Ibtidaiyyah level, indicating a clear research gap.

Therefore, a more creative, enjoyable, and student-centered approach is needed. One alternative that can be applied is the Fun Arabic Class, which is an Arabic learning model based on fun learning, involving various engaging activities and creative media (Pramudita, 2019). This approach allows students to learn through play, interaction, and creativity, making the learning atmosphere more lively and meaningful (Tiara Tazqya Fillah, 2025). Fun learning transforms monotonous lessons into enjoyable sessions packaged through games, simulations, songs, quizzes, and collaborative activities that involve students' emotional and social engagement (Kasan dkk., 2025). Conceptually, this approach aligns with Game-Based Learning principles that emphasize active participation and experiential learning.

Learning conducted in a joyful atmosphere can increase student participation, strengthen long-term memory, and foster natural learning motivation (Tiara Tazqya Fillah, 2025). The implementation of fun learning in Arabic instruction has proven effective in enhancing vocabulary mastery. Several studies report improved vocabulary retention when game-assisted learning is applied, although claims such as a 40% improvement require clearer empirical referencing to strengthen scientific credibility. The application of fun learning through educational games has been shown to improve students' retention of Arabic vocabulary by up to 40% compared to conventional methods. Thus, fun learning is not merely a method but also a strategy to build a positive connection between students and the language learning process (Lutfiani dkk., 2025).

In addition to the approach, the success of vocabulary mastery is strongly influenced by the use of creative and contextual learning media. Media act as a bridge between abstract language concepts and students' concrete experiences. In Arabic learning at the Madrasah Ibtidaiyyah level, media such as flashcards, pop-up books, animated videos, songs, and interactive games have proven effective in improving vocabulary retention (Tiara Tazqya Fillah, 2025). The teacher's creativity in integrating the fun learning approach with appealing media becomes the key to successful Arabic language teaching at the primary school level (Maghfirah dkk., 2024). This integration reflects multimodal learning principles that support cognitive processing and memory retention.

Through activities such as Fun Arabic Class, teachers can combine various learning tasks, including word games, picture-guessing activities, simple dramas, or mini projects

that encourage students to use vocabulary actively. Through the implementation of Fun Arabic Class, learning activities are expected not only to improve vocabulary mastery but also to foster students' interest and motivation in learning (Zulfia Milhatin Syirfah & Azwar Annas, 2025). Based on this background, the present study focuses on examining the effectiveness of the Fun Arabic Class as a creative learning intervention in enhancing the vocabulary mastery of fifth-grade students of MI Nurussalam through a fun learning method based on engaging activities and creative media, making Arabic learning more attractive, interactive, and effective in accordance with the needs and characteristics of primary school students (Naziha & Laily Fitriani, 2023).

## METHOD

This study employed a quantitative approach with a pre-experimental design, specifically the one-group pretest-posttest model. This design was chosen to measure the effectiveness of the Fun Arabic Class program as a creative learning medium in improving Arabic vocabulary mastery among fifth-grade students at MI Nurussalam. The use of a single-group design allows for measuring learning gains before and after the instructional treatment without involving a control group.

The vocabulary materials were taken from the fifth-grade Arabic textbook aligned with the curriculum of the Indonesian Ministry of Religious Affairs, focusing on themes closely related to students' daily lives, such as body parts, classroom objects, family, and daily activities. In this study, the researcher selected the topic of body parts, as it corresponded with the lesson being studied by the students during the research period. This topic was chosen to ensure instructional relevance and contextual learning.

The population of this study consisted of all fifth-grade students at MI Nurussalam, with a sample of 26 students selected using the total sampling technique. This sampling method refers to Arikunto, who stated that if the population is less than 100, the entire population should be used as the research sample. The learning activities were conducted directly in the classroom using the Fun Arabic Class media, a creative learning program combining language games, interactive visuals, and group activities to strengthen vocabulary comprehension. The treatment was implemented over four learning sessions, each lasting approximately 40 minutes. The activities included delivering materials through videos, mastering content using matching picture games, and conducting learning evaluations through guess-the-word games and interactive

quizzes using Kahoot. All sessions followed a consistent learning sequence to maintain treatment fidelity.

The research instrument consisted of a vocabulary test comprising 10 multiple-choice questions and 15 essay questions, used to measure vocabulary mastery before and after implementing the program. The questions were developed by the researcher and validated by Arabic language experts to ensure content validity. Instrument reliability was tested using Cronbach's alpha and showed acceptable internal consistency.

Data analysis was carried out in two stages. First, descriptive analysis was used to determine the mean, standard deviation, and score differences between the pretest and posttest results. Second, inferential analysis was conducted using the Wilcoxon Signed-Rank Test to determine the significance level of improvement in students' vocabulary mastery after participating in the Fun Arabic Class program, as the data did not meet the assumption of normal distribution. Therefore, parametric tests such as the paired sample t-test and homogeneity testing were not applied.

## RESULTS AND DISCUSSION

After carrying out several stages of activities, the researcher obtained the pre-test and post-test results as shown in the following data. Subsequently, these data were analyzed through descriptive tests, normality tests, and difference tests (Wilcoxon Signed Rank Test) after obtaining the results from the initial two tests. This analysis sequence was conducted to ensure that the selected statistical test was appropriate for the data characteristics.

**Table 1.** The Vocabulary Proficiency Pre-Test and Post-Test Scores of Fifth-Grade Students at MI Nurussalam

No	Name	Pretest	Posttest
1	Respondent 1	50	90
2	Respondent 2	50	95
3	Respondent 3	35	75
4	Respondent 4	40	85
5	Respondent 5	40	75
6	Respondent 6	40	85

<b>7</b>	Respondent 7	50	75
<b>8</b>	Respondent 8	30	70
<b>9</b>	Respondent 9	50	80
<b>10</b>	Respondent 10	50	95
<b>11</b>	Respondent 11	40	60
<b>12</b>	Respondent 12	50	75
<b>13</b>	Respondent 13	35	75
<b>14</b>	Respondent 14	35	60
<b>15</b>	Respondent 15	40	65
<b>16</b>	Respondent 16	50	90
<b>17</b>	Respondent 17	50	90
<b>18</b>	Respondent 18	50	55
<b>19</b>	Respondent 19	20	65
<b>20</b>	Respondent 20	35	60
<b>21</b>	Respondent 21	50	70
<b>22</b>	Respondent 22	40	80
<b>23</b>	Respondent 23	40	75
<b>24</b>	Respondent 24	15	65
<b>25</b>	Respondent 25	40	60
<b>26</b>	Respondent 26	20	65
<b>TOTAL</b>		<b>1045</b>	<b>1935</b>
<b>AVERAGE</b>		<b>40,19</b>	<b>74,42</b>

Table 1 shows the pre-test and post-test results of 26 fifth-grade students of MI Nurussalam who participated as subjects in the “Fun Arabic Class” activity, a creative mentoring program aimed at improving Arabic vocabulary mastery. Based on the analysis results, the students’ average pre-test score was 40.19, while the average post-test score increased to 74.42. This indicates a significant improvement in the students’ Arabic vocabulary ability after participating in the learning activity. The increase reflects a clear upward learning trend across the majority of participants.

The lowest pre-test score was 15, while the highest reached 50. After the post-test, the lowest score increased to 55, and the highest reached 95. This improvement shows that almost all students experienced noticeable development in their ability to understand and use Arabic vocabulary after engaging in a fun and creative learning experience. The shift in minimum and maximum scores indicates not only improvement among high-achieving students but also meaningful gains among lower-achieving students.

Overall, the total score of all students in the pre-test was 1,045, while the total post-test score increased to 1,935. This means there was an increase of 890 points. These results demonstrate that the creative and interactive learning approach applied in the “Fun Arabic Class” program had a positive impact on enhancing the Arabic vocabulary mastery of fifth-grade students at MI Nurussalam. This improvement suggests that the instructional activities successfully supported vocabulary acquisition through repeated exposure and active engagement.

Before conducting the prerequisite and hypothesis tests, the researcher first carried out a descriptive analysis to obtain an overview of students' learning outcomes before and after participating in the “Fun Arabic Class” program. This descriptive test aimed to describe the pre-test and post-test data, including the number of Respondents, minimum and maximum scores, mean, and standard deviation. Through this analysis, the researcher could observe the general improvement in students' Arabic vocabulary ability before conducting further statistical tests. The descriptive results also indicate a shift in score distribution toward higher achievement levels.

**Table 2.** Descriptive Statistics

	N	Minim um	Maxim um	Mean	Std. Deviation
Pretest kelas 5	26	15	50	40.19	10.245
Posttest kelas 5	26	55	95	74.42	11.775
Valid N (listwise)	26				

Based on the results of the descriptive analysis, the pre-test and post-test scores of the fifth-grade students showed a significant improvement. The average pre-test score

was 40.19 with a standard deviation of 10.245, while the average post-test score increased to 74.42 with a standard deviation of 11.775. The minimum and maximum scores also increased, from 15–50 in the pre-test to 55–95 in the post-test. This indicates that after being given treatment (such as a specific learning method), the students' abilities showed a noticeable improvement. The increase in standard deviation suggests varying levels of individual learning gains, which is common in creative and game-based learning environments.

After obtaining a general overview through descriptive analysis, the next step was to conduct a normality test. This test aimed to determine whether the pre-test and post-test data were normally distributed or not. The normality test is one of the prerequisites for determining the appropriate type of statistical test to be used in the hypothesis analysis stage. In this study, the normality test was carried out using the Shapiro-Wilk test because the sample size was fewer than 50 Respondents. The results of this test served as the basis for determining whether the data analysis would use a parametric or non-parametric test.

**Table 3.** Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest-Posttest	.237	26	.001	.896	26	.013

a. Lilliefors Significance Correction

Based on the results of the normality test using the Shapiro-Wilk method, a significance value of 0.013 ( $< 0.05$ ) was obtained, indicating that the data were not normally distributed. Therefore, the hypothesis testing was carried out using the non-parametric Wilcoxon Signed-Rank Test. This decision aligns with statistical analysis guidelines for non-normally distributed paired data.

After conducting the normality test, the next stage was the homogeneity test. Although homogeneity testing is generally required for comparisons between different groups, this test aimed to determine whether the data had equal variances or not between the compared groups. Although this study only used one group (the fifth-grade students of MI Nurussalam) with a pre-test and post-test design, the homogeneity test was still conducted to examine the stability of the data before and after the treatment. The homogeneity test in this study used Levene's Test, with the decision criterion stating

that the data are considered homogeneous if the significance value (Sig.) is greater than 0.05, and not homogeneous if the significance value is less than 0.05.

**Table 4.** Homogeneity Test  
Test of Homogeneity of Variances

		Levene	df1	df2	Sig.
		Statistic			
Pretest kelas 5	Based on Mean	4.389	7	17	.006
	Based on Median	1.451	7	17	.250
	Based on Median and with adjusted df	1.451	7	5.215	.348
	Based on trimmed mean	3.871	7	17	.011

The results of the homogeneity test showed that the significance value (Sig.) based on the mean in Table 4 was  $0.006 < 0.05$ , indicating that the pre-test and post-test data were not homogeneous. However, because this study employed a one-group pretest-posttest design, homogeneity of variance was not a determining assumption for hypothesis testing. However, since this study used only one group, the lack of homogeneity did not affect the analysis results, as the focus of the research was not on comparisons between groups, but rather on the improvement of learning outcomes within the same group.

Thus, these results still support the subsequent analysis using the Wilcoxon Signed Rank Test, which showed a significant increase in students' Arabic vocabulary ability after participating in the creative learning program "Fun Arabic Class" among fifth-grade students at MI Nurussalam.

After the normality test showed that the data were not normally distributed, the analysis proceeded with the Wilcoxon Signed Rank Test as an alternative to the Paired Sample t-Test. The Wilcoxon test was used to determine whether there was a significant difference between the pre-test and post-test scores within the same group, particularly when the data did not meet the assumption of normality. In the context of this study, the Wilcoxon test aimed to examine the effectiveness of the "Fun Arabic Class" program in improving the Arabic vocabulary mastery of fifth-grade students at MI Nurussalam. The

decision criteria for this test were as follows: if the significance value (Sig.)  $< 0.05$ , it indicates a significant difference between the pre-test and post-test results, whereas if  $\text{Sig.} > 0.05$ , it indicates that there is no significant difference.

**Table 5.** Wilcoxon Signed Rank Test

		Ranks		Mean Rank	Sum of Ranks
		N			
Posttest kelas 5 - Pretest kelas 5	Negative Ranks	0 <sup>a</sup>	.00		.00
	Positive Ranks	26 <sup>b</sup>	13.50	351.00	
	Ties	0 <sup>c</sup>			
	Total	26			

a. Posttest kelas 5  $<$  Pretest kelas 5

b. Posttest kelas 5  $>$  Pretest kelas 5

c. Posttest kelas 5 = Pretest kelas 5

#### Test Statistics<sup>a</sup>

Posttest kelas 5 - Pretest kelas 5	Z	-4.478 <sup>b</sup>
	Asymp. Sig. (2- tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The results of the Wilcoxon test showed a significance value of 0.000 ( $< 0.05$ ), indicating that there was a significant difference between the pre-test and post-test results of students' Arabic vocabulary skills. Thus, the Fun Arabic Class program had a positive and significant effect on improving the Arabic vocabulary mastery of fifth-grade

students at MI Nurussalam. All students showed positive rank improvements, indicating consistent learning gains across participants.

Several previous studies have shown that creative and innovative language learning activities have a strong influence on improving students' vocabulary mastery. Research conducted by Abu Zahrin et al. (2021) through the J-Qaf program demonstrated that a systematically planned intervention model was able to significantly enhance Arabic vocabulary skills at the elementary school level (Abu Zahrin dkk., 2021). Furthermore, a study by Umroh et al. (2022) proved that the use of instructional videos could effectively increase students' motivation and understanding of Arabic vocabulary (Umroh dkk., 2024). Similar findings were reported by Hijriyah et al. (2022), who developed a Lectora Inspire-based learning medium and found a significant improvement in students' vocabulary mastery scores after the learning process (Hijriyah dkk., 2024).

The findings of this study support previous research and provide additional evidence that game-assisted and multimodal learning activities can facilitate vocabulary retention through visual support, repeated retrieval, and increased learner engagement. These findings inspired the researcher to implement the Fun Arabic Class as a form of creative language mentoring program that engages students actively in enjoyable learning activities. Through this program, it is expected that fifth-grade students of MI Nurussalam will become more enthusiastic in participating in language-related activities and experience meaningful improvement in their Arabic vocabulary mastery. Nevertheless, this study is limited by the absence of a control group and the short duration of treatment. Future research is recommended to employ comparative experimental designs and longer intervention periods to examine learning retention and scalability.

## CONCLUSION

The results of this study demonstrate that the Fun Arabic Class program is an effective and engaging learning approach to enhance Arabic vocabulary mastery among fifth-grade students at MI Nurussalam. This study was conducted to address the problem of low vocabulary retention and limited student engagement in Arabic learning at the Madrasah Ibtidaiyyah level. Through creative learning media such as videos, picture-

matching activities, and interactive digital games using Kahoot, students showed a remarkable improvement in their vocabulary achievement. This improvement is reflected in the increase of the mean score from 40.19 in the pretest to 74.42 in the posttest, indicating not only statistical significance but also practical learning gains. The significant increase in posttest scores confirms that fun-based learning strategies can stimulate students' interest, motivation, and active participation in learning Arabic.

In conclusion, integrating creative and technology-assisted methods into Arabic language learning not only improves vocabulary mastery but also creates a joyful and meaningful learning experience. This finding contributes to the application of Game-Based Learning assisted vocabulary instruction in Arabic learning at the Madrasah Ibtidaiyyah level. However, this study is limited by the use of a one-group pretest-posttest design, which may be influenced by internal validity threats such as testing effects and the Hawthorne effect. Therefore, it is recommended that Arabic teachers adopt similar interactive strategies as evidence-based and replicable practices, and future research should involve control groups, longer intervention periods, and larger samples to examine scalability and long-term learning retention in elementary education settings.

## REFERENCES

Abu Zahrin, S. N., Hashim, H., Abu Bakar, K., Ahmad, M., & Mohamad, A. H. (2021). Intervention models in Arabic vocabulary proficiency in the J-QAF program among primary school pupils. *'Abqari Journal*, 24 (1), 46–60. <https://doi.org/10.33102/abqari.vol24no1.365>

Auliya Ainul Jannah, I., Erlina, E., & Ghazi, F. (2025). Implementation of multisensory strategies in Arabic language learning for students with phonological disorders: a literature review. *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 6 (2), 243–259. <https://doi.org/10.52593/klm.06.2.03>

Bustam, B. M. R., Iswanto, I., Arqam, Mhd. L., Juliani, W. I., & Khairi, A. N. (2021). The effectiveness of fun learning approach in Arabic learning. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 13 (2), 286–304. <https://doi.org/10.24042/albayan.v13i2.8681>

Haris, A. A., & Maziyah, L. (2022). Pengembangan media pembelajaran kosakata bahasa Arab berbasis buku pop up untuk siswa madrasah ibtidaiyah. *JoLLA: Journal of Language, Literature, and Arts*, 2 (6), 822–837. <https://doi.org/10.17977/um064v2i62022p822-837>

Hijriyah, U., Edi, R. N., Erlina, Kesuma, G. C., & Khodr, T. S. I. (2024). Innovative approaches to Arabic vocabulary learning for Islamic senior high school students with lectora inspire. *Jurnal Pendidikan Islam*, 10 (2), 218–233. <https://doi.org/10.15575/JPI.V10I2.28754>

Kasan, Y., Rajalani, S., Batalipu, A., Isilah, A., & Damhuri. (2025). Peningkatan minat belajar bahasa Arab melalui penggunaan media kartu mufradat pada siswa kelas V MIS Al Huda kota Gorontalo. *Al-Kilmah*, 4 (1), 43–54. <https://doi.org/10.58194/alkilmah.v4i1.2820>

Lutfiani, Y., Sanah, S., & Nugraha, D. (2025). The language environment strategy for developing language skills based on the communicative approach. *Kalamuna: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 6 (2), 207–222. <https://doi.org/10.52593/klm.06.2.01>

Maghfirah, D. N., Taufik, T., & Aliwafa, A. (2024). Menjadikan pembelajaran mufradat menyenangkan: strategi inovatif untuk meningkatkan motivasi belajar bahasa Arab di MI. *Al-Madrasah Jurnal Pendidikan Madrasah Ibtidaiyah*, 8 (4), 1842. <https://doi.org/10.35931/am.v8i4.4081>

Naziha, S. & Laily Fitriani. (2023). Joyful learning berbasis ice breaking dalam pembelajaran mufradat di MTs Singosari. *al-Ittijah: Jurnal Keilmuan dan Kependidikan Bahasa Arab*, 15 (1), 18–31. <https://doi.org/10.32678/alittijah.v15i1.8618>

Pramudita, H. (2019). Eksperimentasi media permainan bingo untuk meningkatkan penguasaan kosakata bahasa Arab siswa kelas IV SD Muhammadiyah Insan Kreatif Kembaran. *Maharat: Jurnal Pendidikan Bahasa Arab*, 1 (2). <https://doi.org/10.18196/mht.130>

Tiara Tazqya Fillah. (2025). Pengembangan media pembelajaran bahasa Arab berbentuk video animasi dan teka teki silang pada penguasaan kosakata. *Mahira: Journal of Arabic Studies & Teaching*, 2 (2), 11–20. <https://doi.org/10.14421/mahira.2024.22.02>

Umroh, I. L., Dwi, E., Zun, F., & Mustaqimah, N. (2024). Development of vocabulary learning videos to improve students' motivation and understanding of arabic vocabulary. *LISANIA: journal of Arabic Education and Literature*, 8 (2), 208–226.

Zulfia Milhatin Syirfah & Azwar Annas. (2025). The implementation of youtube amust channel media in learning maharah kalam at state islamic junior high school 01 Kudus. *Kalamuna: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 6 (2), 273–291. <https://doi.org/10.52593/klm.06.2.05>

**Copyright holder :**

© Desal Putri Ramdhani, Agus Yasin, Siti Nurfadhlilah, Andi Nurizzah Aqila, Alya Zulfani.  
(2026)

**First publication right:**

Kalamuna: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban

This is an open access article under the [CC BY-SA](#) license

