

## ISLAMIC RELIGIOUS EDUCATION TEACHERS' STRATEGY IN MASTERING ARABIC VOCABULARY IN STUDENTS THROUGH PICTURE CARD MEDIA AT SMP MUHAMMADIYAH 07 MEDAN

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Received : 08 January 2025  
Revised : 30 January 2025  
Accepted : 03 February 2025

Published : 06 March 2025  
DOI : <https://doi.org/10.54443/morfai.v5i1.2577>  
Publish Link : <https://radjapublika.com/index.php/MORFAI/article/view/2577>

### Abstract

Arabic is one of the fields of study taught at the Junior High School level or equivalent. This study discusses the improvement of students' vocabulary mastery through picture card media in Arabic subjects at SMP Muhammadiyah 07 Medan. This study uses a qualitative method with a descriptive approach. The results of this study indicate an increase in students' vocabulary mastery through picture card media in Arabic subjects at SMP Muhammadiyah 07 Medan. The results obtained in this study, namely the application of the vocabulary card method accompanied by pictures in Arabic language learning, have proven to be very efficient in facilitating and improving students' memorization in learning Arabic vocabulary.

**Keywords :** *Islamic Religious Education Teachers' Strategy, Mastering Arabic Vocabulary, Students Through Picture Card Media*

### 1. INTRODUCTION

Language plays an important role in the intellectual, social, and emotional development of students and is a supporter of success in studying all fields of study. Language helps students know themselves, their culture and the culture of others, express ideas and feelings, participate in a society that uses the language. This means that language is closely related to thinking activities, so that different language systems will produce different thought patterns. In order to support the achievement of these goals, efforts are needed in the form of adequate language education and learning.<sup>1</sup>

Arabic vocabulary learning for students of SMP Muhammadiyah 07 Medan faces challenges in the form of low understanding and interest of children. Conventional methods that rely on reading and memorizing are often less effective in attracting attention and maintaining children's focus. This requires educators to develop a more interesting learning approach that is in accordance with the child's developmental stage.

Choosing the right learning strategy is the key to the success of the teaching and learning process. The strategy of learning while playing can create an effective learning atmosphere and make children more active in the learning process. The strategy of learning Arabic vocabulary uses picture cards. This approach aims to create a learning environment that is fun, not monotonous, interactive and in accordance with the developmental stage of the child. By using picture cards, it is hoped that children can more easily absorb and remember the material taught and develop a positive attitude towards learning Arabic.

Arabic in Indonesia is one of the compulsory subjects in the Ministry of Religious Affairs education units, from elementary to college. All of these units teach Arabic as one of the foreign languages taught in addition to English. However, in its implementation, students feel bored in learning Arabic and lack of mastery and innovation of

<sup>1</sup> F. Zahratun, "Improving Arabic Vocabulary Mastery (Mufradat) Through the Use of Picture Word Cards," *Journal of Early Childhood Education* 9 (2015): 107–26, <https://media.neliti.com/media/publications/118650-ID-peningkatan-penguasaan-kosakata-bahasa-a.pdf>.

## Islamic Religious Education Teachers' Strategy in Mastering Arabic Vocabulary in Students Through Picture Card Media At SMP Muhammadiyah 07 Medan

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teachers in the learning process in the classroom, both related to materials, strategies, methods, techniques, evaluations or learning media.<sup>2</sup> In planning the use of picture card media in Islamic Religious Education (PAI) learning, teachers can consider the following: Adjusting to the material Flashcard media or picture cards can be used for various subjects, but must be adjusted to the material to be delivered. Increasing interest in learning picture card media can stimulate students' interest in learning and increase learning activities. Clarifying the presentation of learning media messages can clarify the presentation of messages and information, so that it can facilitate and improve the learning process and results. Making it easier for teachers to convey picture media material to students.

Among several learning media, image media is a learning media that is easy to understand, image media is the most commonly used media. This is because students prefer images to writing. This is also what can overcome student boredom and tedium in following learning. The problem or obstacle in using this pictorial media is the lack of learning motivation caused by several factors, one of which is monotonous learning.<sup>3</sup>

One of the factors that influence the success of learning from the teacher's perspective is strategy. If strategy is related to teaching and learning, then strategy can be interpreted as general patterns of teacher and student activities in teaching and learning activities to achieve predetermined goals. The strategy of Islamic Religious Education (PAI) teachers in mastering Arabic vocabulary using picture card media is an effective approach to make it easier for students to understand and remember Arabic vocabulary.

Picture card media is included in graphic media, which is also called two-dimensional media, namely media that has length and width. This media is like pictures, photos, charts, or diagrams, posters, and others. This picture card media contains a picture or photo that supports the material to be delivered so that it will help in the learning process. Every media that is created must have advantages and disadvantages of the media. The advantages of this picture card media include: (1) easy to carry anywhere because it is small (2) practical, how to make and use it is very easy (3) this media presents messages that can make it easier for students to remember the messages delivered during learning (4) this media is very interesting and fun when applied in the learning process. The disadvantages of this media are the very limited size so that it does not reach large groups.<sup>4</sup>

One form of innovation that teachers can do is in the form of using interesting learning media that is in accordance with the learning objectives to be achieved. The word media comes from the Latin *medius* which literally means "middle, intermediary, or fan". In Arabic, media is an intermediary or listener of messages from the sender to the recipient of the message. Learning media is used based on its relationship to the material being taught in other words as an aid.<sup>5</sup>

Difficulties often faced by students of Muhammadiyah 07 Medan Middle School when learning to master vocabulary(vocabulary) is caused by students who are not used to hearing, students are not fluent in reading Arabic texts and the learning process is less innovative. So that there are difficulties that have an impact on students understanding and expressing Arabic language learning vocabulary. To achieve success in the process of learning a foreign language (Arabic) one of the elements that must be learned is vocabulary. because vocabulary has a very important role in learning it. For the vocabulary learning process, learning media is needed, one of which is using picture card media. From the explanation above, the researcher is interested in researching and studying more deeply about Arabic language learning carried out at SMP Muhammadiyah 07 Medan so that the author took the research title "STRATEGIES OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN MASTERING ARABIC VOCABULARY IN STUDENTS THROUGH PICTURE CARD MEDIA AT SMP MUHAMMADIYAH 07 MEDAN"

<sup>2</sup> Nuryati Beddu and Sumiati Taib, "The Use of Card Media in Improving Arabic Vocabulary Mastery in Class X IPA 1 MAN 2 Halut," *Education 21*, no. 2 (2023): 422–30, <https://doi.org/10.33387/j.edu.v21i2.6303>.

<sup>3</sup> Selamat Pohan et al., "Improving Students' Learning Interest by Using Illustrated Media and Power Point in Fiqh Subjects," *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 03 (2022): 779, <https://doi.org/10.30868/ei.v11i03.2446>.

<sup>4</sup> Beddu and Taib, "Use of Card Media in Improving Mastery of Arabic Vocabulary in Class X Science 1 MAN 2 Halut."

<sup>5</sup> Hasnidar, "Improving Students' Vocabulary Mastery Through Picture Card Media in Arabic Subjects at MTsN Palopo," *Didaktika: Jurnal Kependidikan* 10, no. 3 (2021): 197–206, <https://doi.org/10.58230/27454312.105>.

## **2. RESEARCH METHODS**

This study uses a qualitative approach, which aims to explore information about Arabic vocabulary learning at SMP Muhammadiyah 07 Medan. Descriptive research is collecting data based on factors that support the object of research, then analyzing these factors to find their role. This research was conducted at SMP Muhammadiyah 07 Medan in January. This study involved Islamic Religious Education Teachers and Students of SMP Muhammadiyah 07 Medan. Qualitative research is conducting research in natural conditions, directly to the data source, and the researcher becomes the key instrument presenting data in the form of words or images, and does not emphasize numbers that prioritize the process rather than the product, conducting data analysis inductively and emphasizing the meaning behind the observed data.<sup>6</sup>

Data collection techniques used observation, interviews, and documentation. Interviews were conducted with Islamic Religious Education teachers and students of SMP Muhammadiyah 07 Medan. Data analysis techniques refer to the Miles and Huberman interactive analysis model. This technique is carried out in several steps, namely, data collection, data reduction, data display and drawing conclusions.<sup>7</sup>Data collection, namely the correct data collection technique will produce data that has high credibility, and vice versa. Therefore, this stage must not be wrong and must be carried out carefully according to the procedures and characteristics of qualitative research (as discussed in the previous material).<sup>8</sup>

Data reduction, namely after primary and secondary data are collected, the next process is to sort, create themes, categorize, focus data according to topics, discard, organize and summarize in analysis units. Furthermore, the data is re-examined and grouped according to the problems discussed. After being reduced, data relevant to the research objectives is described in the form of sentences. This provides a complete picture of the research problem. Data display, in the analysis method, data is presented in narrative form. In addition, the results of the analysis are displayed in the form of a sentence description of a chart that shows the relationship between categories that have been sequentially and systematically. Drawing conclusions, at this stage conclusions have been found in accordance with the evidence of data obtained in the field accurately and factually. The data validity technique uses the source triangulation method. Source triangulation is a data collection technique from various sources to test the credibility of the data, by testing the data obtained during the research through various sources or informants.

## **3.RESULTS AND DISCUSSION**

### **A. Research Results**

#### **1. Teacher Planning in Using Picture Card Media at Muhammadiyah 07 Middle School, Medan**

Based on the results of interviews conducted by researchers with Ustadz Sugiono as an Arabic teacher about teacher planning in using picture card media at SMP Muhammadiyah 07 Medan, it is known that this planning is carried out in several steps to prepare for the implementation of learning using word card media and assessment instruments that will be used to measure the development of students' speaking skills. The picture card media is made to attract students' attention during the teaching and learning process. In this planning, the teacher must also prepare several picture cards to be delivered to students, and at each meeting the teacher provides 5 to 10 Arabic vocabulary.

At the implementation stage, the teacher carries out learning in the classroom using picture word cards according to the plan that has been made at the planning stage. The purpose of this activity is to find out the process of students' speaking ability when conveying opinions during the learning process. In this Arabic vocabulary learning, the teacher gives 10 picture cards to be viewed alternately, in addition the teacher also writes the vocabulary on the board, then the teacher asks students to read the vocabulary simultaneously repeatedly. The next stage is evaluation, the main purpose of the evaluation isto measure the level of success achieved by students after participating in learning activities and also used as a benchmark for planning and developing future learning.

In the lesson plan prepared by the teacher, the teacher must prioritize the availability of tools as learning media. Because media is easier for students to understand than abstract methods. The use of media is expected to have a positive impact, such as the emergence of a more conducive learning process, feedback in the teaching and learning

<sup>6</sup> Hadi, "Validity Checking," *Journal of Educational Sciences*, 2016, 74–79.

<sup>7</sup> A. Michael Huberman Matthew B. Miles, "An analytic approach for discovery," *CEUR Workshop Proceedings*, 2014.

<sup>8</sup> Asiva Noor Rachmayani, "Qualitative Research Data Collection Methods," 2015, 6.

process, and achieving optimal results. Talking about media, of course it has a wide scope. Therefore, the problem of media will be limited to a direction that is relevant to learning, namely learning media.<sup>9</sup>

## **2. Islamic Religious Education Teachers' Strategy in Using Picture Card Media for Students at Muhammadiyah 07 Medan Middle School**

Based on the results of interviews conducted by researchers with Ustadz Sugiono as an Arabic teacher at SMP Muhammadiyah 07 Medan regarding teacher strategies in using card media, namely where teachers must have learning strategies such as first determining the learning objectives that we will convey to students, then choosing the type of learning strategy that we feel is appropriate to convey, after that Prepare a learning plan, such as using picture card media in learning Arabic vocabulary, this is included in the teacher's strategy in learning that will be conveyed to students when learning begins.

Active learning strategies are very important for teachers to apply to students so that students do not feel bored during learning, for example creating a comfortable learning atmosphere, forming study groups so that students are more active, active in class discussions, such as using several methods, for example the question and answer method so that students can respond to teachers well, and it can also determine which students have really understood the lesson and which have not.

There are many types of media, but there are not many types of media that teachers can use in schools. The media that teachers use most often is picture cards, the use of this card media is very easy for students to understand because the learning is interesting and not monotonous. As a professional teacher, developing a language learning strategy that is always related to character education is no longer a burden. Literature is the right media in instilling positive character for students. Through professional teachers, a young generation will be formed who have noble character or strong character.<sup>10</sup>

## **3. Factors that influence success or failure in using picture card media**

Based on the results of observations and interviews of researchers with Ustadz Sugiono, that there are several factors that influence success when using picture card media, namely the motivation and guidance of learning from teachers during the learning process, the use of this card media also becomes the attention of students in the learning process, in general the use of this card media is very easy to use and can help students in observing the image, then students can learn Arabic from the image. The effect of using picture card media on learning Arabic vocabulary in students is that students can facilitate the process of remembering and memorizing and increase student focus and concentration, picture cards can help students focus more on the material being taught.

The failure in the learning process on this picture card media is that there are several obstacles faced by students who are not yet able to read and write the Quran or read Arabic, so they have difficulty in understanding the material, some students can only remember the picture without understanding the Arabic from the picture. In order for students to achieve success in learning Arabic vocabulary, teachers can read the vocabulary then students follow it and repeat it several times so that students can remember it. The influence of failure when using card media is the inconsistency of the picture in the material. Picture cards that are not clear in describing the concept of learning material can cause confusion in students.

To improve language skills, especially in vocabulary mastery, teaching that refers to improving Arabic using effective approach methods is needed. In implementing an approach and method of language teaching, we often use many methods. This is intended to vary the existing teaching techniques so that students do not feel bored with the teaching presented. One of the learning methods is assignments with the CLK model, namely (Examples, Exercises, and Independent Work).<sup>11</sup>

<sup>9</sup> Septemia Tri Wulandari and Inany Mukhlisina, "Implementation of Word Card Media to Improve Indonesian Language Learning Outcomes of Grade 3 Students of SDN Tlekung 01," *Tahsinia Journal* 5, no. 1 (2024): 106–14.

<sup>10</sup> Nailur Rahmi, "Teacher Strategies in Building Student Character Through Learning Indonesian Language and Literature," 2005, 1–5.

<sup>11</sup> Masfi Sya'fiatul Ummah, "No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析 Title," *Sustainability (Switzerland)* 11, no. 1 (2019): 1–14, <http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017->

## **B. DISCUSSION**

Based on the results of the study above, in planning learning, teachers must understand the basic competencies in the learning they want to achieve. and have a plan and several steps to prepare for the implementation of learning, the most important thing in learning Arabic vocabulary is that teachers must prepare a media, namely picture card media. Teachers must prepare 5 to 10 picture cards to convey the material to be taught by students, then explain the Arabic vocabulary correctly and clearly to students so that they understand how to use picture cards in learning. The next planning, teachers must conduct an evaluation, the aim is to measure the level of success achieved by students after participating in learning activities.

The teacher's strategy in learning using picture card media is to first determine the learning objectives that we will convey to students, then choose the type of learning strategy that we feel is appropriate to convey to students, after that prepare a learning plan, such as using picture card media in learning Arabic vocabulary. The teacher's strategy in increasing students' interest in learning is to provide clear instructions, create a threat-free classroom environment, change the learning atmosphere, create positive competition, give students responsibility, give students the opportunity to learn in groups, encourage them to reflect on themselves, be enthusiastic, get to know students, know students' interests, help students find motivation from within themselves.

Several factors that influence the success or failure in using picture card media are motivation and learning guidance from teachers during the learning process, the use of picture card media in learning Arabic vocabulary for students, namely students can facilitate the process of remembering and memorizing and increase student focus and concentration. The failures or obstacles faced by students in learning Arabic vocabulary are because students are not yet able to read and write the Quran or read Arabic, so they have difficulty understanding the material, then one of the failures in using this card media is the inconsistency of the images in the material so that it will hinder students' understanding of the Arabic vocabulary learning material.

This study also opens up opportunities for Arabic language teachers to adopt more innovative and visual-based learning methods. Vocabulary cards can be an effective tool to overcome barriers in vocabulary mastery, especially for students who are still beginners in learning Arabic. In the future, this method can be combined with other approaches, such as games or group discussions, to improve grammar understanding in a wider context.<sup>12</sup>

## **CONCLUSION**

The obstacles that arise in the Arabic language learning process are the lack of motivation and enthusiasm of students in following the Arabic vocabulary learning process. Therefore, the task of a teacher must be more active and creative when learning so that students feel more enthusiastic to follow the learning in class. For the application of this picture card media is very helpful in the process of learning Arabic, especially in memorizing Arabic vocabulary. With the picture cards, students find it easier to remember the vocabulary that has been learned so that they can master the vocabulary more easily. Card media is one of the creative media that can be used to improve students' memory in mastering Arabic lessons, especially mufradat. Students' responses and interests in the field of Arabic studies can be stimulated with several interesting, efficient, and fun methods.

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