THE USE OF MEDIA PICTURES IN LEARNING ARABIC VOCABULARY IN ELEMENTARY SCHOOLS

Ranti Pratiwi[1] , Harun Al Rashid[2]
[12] Universitas Islam Negeri Sumatera Utara Medan; Indonesia
Corespondence email; pratiwiranti53@gmail.com

Abstract	This study aims to describe the use of media pictures in learning Arabic vocabulary in elementary schools. This research is a qualitative type of field research at MIS Al-Hidayah Medan. The researcher obtained data on learning Arabic vocabulary using media pictures from data sources of Arabic class VI teachers at MIS Al-Hidayah Medan and documents supporting learning Arabic at the madrasah. Observation, interviews, and documentation carry out data collection techniques. At the same time, data analysis is done through data reduction, data presentation, and conclusion. The study results show that using media pictures to learn Arabic vocabulary at MIS Al-Hidayah is done by displaying images matching the Arabic vocabulary. The benefit of using media pictures during the learning process is that students can remember vocabulary and say it without referring to the book. The drawbacks of using media pictures are that the images used are not in the language, so students who sit behind will need help seeing the pictures displayed by the teacher.
Keywords	Arabic vocabulary, Picture Media, MIS Al-Hidayah Medan

INTRODUCTION

Other than Arabs, Arabic is a foreign language. Arabic is a foreign language taught in many formal and non-formal institutions worldwide, including in Indonesia (Endang et al., 2021). Arabic classes must be taught in every madrasah, beginning with MIS, MTS, and MA. However, teaching foreign language lessons is difficult because it involves using a language that is rarely used in everyday life, as opposed to the mother tongue, which is always used all the time. The most important thing to teach when learning a foreign language is vocabulary, or in Arabic, because students' success in writing, reading, and speaking in Arabic must be supported by rich, productive, and current vocabulary knowledge. The more vocabulary they know, the better these three skills will be.

Learning occurs in a forum where teachers and students participate in learning activities. Learning, like the word "teaching," derives from the basic word "ajar," which means instructions given to people so that they are known. Adding "pe" to the beginning of the word and "an" at the end results in "learning," which takes the form of steps, actions, or what is done, ways to teach so that students want to learn. Learning is a learning environment in which lessons and learning resources interact (Djamaluddin & Wardana, 2019).

Learning Arabic, a foreign language, does not exempt one from learning vocabulary, because vocabulary, according to Soedjito (Hilaliyah, 2018), All words in a language are referred to as vocabulary; a speaker or writer with a large vocabulary; and words used in a scientific field. One aspect of knowledge must be comprehended and applied to improve communication skills, particularly in the classroom. Learning Arabic, like learning other languages, is a complex system with numerous components (not standing alone) (Khasanah, 2016). Learning is a tool for achieving educational goals in the sense that the quality of the educator has a large influence on the success and quality of learning (Falah, 2016), As a result, an educator must be able to comprehend learning material broadly. Learning Arabic must be capable of encouraging, guiding, developing, and fostering skills, as well as fostering a positive attitude toward good Arabic. Success in learning Arabic can also occur if the teacher employs the proper method of instruction. Vocabulary learning is essential because vocabulary serves as a guide and is a basic requirement for learning Arabic (Wekke, 2016).

When introducing Arabic vocabulary, it is critical to remember that good language must begin with good and correct vocabulary. The greater the vocabulary, the more language skills are possible

(Sholeh & Rizal, 2017). Teaching Arabic vocabulary effectively requires effort from educators, one of which is by using the media. In Arabic, the media is an intermediary or source of information from one person to another. Gerlach and Ely stated that one of the most important aspects of media is the audience's ability to express themselves in various ways. Teachers, learning materials, and the school environment are examples of media (Ranti Pratiwi, 2022). So, learning media is an intermediary used by an educator when teaching a lesson.

Media plays an important role in the learning process, especially in vocabulary learning. The importance of using media to help communicate the attitudes and skills contained in the material (Hayati & Arab, 2021). In general, in each lesson there are several obstacles that arise from students and from the process itself, obstacles that arise from the students themselves such as students having difficulty memorizing *mufrodat*, while from the teacher itself there is a lack of teacher creativity in managing the class so as to create an interesting learning atmosphere (Aulia et al., 2021).

As educators, we should use media that is appropriate to the material and learning being taught so that students can easily understand and remember the material. Because educational media includes all computer hardware and software, it serves as a tool for transferring knowledge from teachers to students, allowing them to increase their knowledge as well as their effectiveness and efficiency in the classroom. Arabic media is extremely limited. As a result, creative teachers are required to find and create engaging Arabic learning media (Iswanto, 2017).

There are several supporting factors in the world of education, particularly at the Elementary School level, to ensure that the learning process is carried out properly. One of the factors is the use of effective learning media to ensure that learning objectives are met, as students at this level are still learning the fundamentals of Arabic. Media vocabulary is a tool that can be used during the learning process to make vocabulary easier to understand. When educators use learning media effectively, the learning objectives are effectively communicated. There are currently many Arabic teachers in Indonesia who use vocabulary learning media. It can be seen in the various types of media used, such as cards, posters, puzzles, and others. The media has been used to increase productivity, reduce time and space, and encourage remote communication between teachers and students since its inception. Students can learn independently based on their strengths in visual, auditory, and kinesthetic media, and a common foundation for learning is provided (sumiharsono, 2017).

Learning is the most important activity in the entire process, from madrasas or schools to tertiary institutions. This refers to a student's ability to succeed for the student's educational goals

to be met and the learning process to run smoothly. Learning is an activity or activities performed by educators on students with the goal of forming students' attitudes and beliefs.

In general, learning media can be divided into three categories: visual, audio, and audio-visual media. The researchers in this study prefer to use visual media (in the form of pictures) as media. Because of this media, visualization has the greatest ability to experience the world around it, which can stimulate students' attention and has an effective value (Kartum, 2020). Picture media is the most effective and efficient tool for teaching Arabic vocabulary among the various tools (Gemilang & Listiana, 2020). Picture media can also be used to teach Arabic vocabulary because not all objects taught in Arabic can be obtained directly during the learning process. Picture media is the most convenient and cost-effective way for us to aid in the vocabulary learning process (Kuswoyo, 2022). Adequate use of media pictures allows the learning process to be carried out optimally. This can be shown from the increased interest in student learning that it will impact the achievement of student learning outcomes. Thus, through the use of learning media it is hoped that it can increase student activity in the teaching and learning process which can be shown through increasing student interest in learning.

The use of media pictures/photos in learning Arabic can be found in a variety of learning materials. However, when it comes to learning vocabulary (mufradat), media pictures/photos play an important role in meeting the expected learning objectives. When a student is introduced to the mufradat with pictures that reflect its meaning, they will quickly memorize and master the vocabulary (Hilmi, 2017). Picture media can provide an interesting elaboration of a matter's structure or organization, thereby strengthening memory (Primaningtyas et al., 2018), because this media picture can clarify the relationship between the learning material's content and the real world. Picture media is an excellent medium for learning Arabic vocabulary because it is simple to use, increases student enthusiasm, and makes it easier for students to remember vocabulary. In this study, it will be demonstrated how exposure to media pictures while learning vocabulary in class does more than just explain the benefits of using media pictures.

At MIS Al-Hidayah Medan, educators will convey some vocabulary by writing it on the blackboard without writing down the meaning, and will be interpreted through the media pictures used and which have been adapted to the material's vocabulary. According to research conducted at MIS Al-Hidayah Medan Polonia, media pictures are media that are used in learning vocabulary but sometimes encounter obstacles and deficiencies. Some shortcomings in the implementation of

learning media as a result of internal and external factors. Internal factors include teachers and students. External factors include the methodological pattern of using Arabic learning media, which is not yet effective for learning vocabulary. Research can help educators be more creative in their use of learning media, particularly visual media (pictures).

The implications of this research include Arabic teachers being better able to utilize and use learning media as effectively as possible, particularly in the process of teaching vocabulary or vocabulary in Arabic, so that students understand it more easily and quickly, and also being able to shorten time and achieve learning objectives, even though there are still drawbacks to its use. Even in this study, the goal was to discover the use of media pictures in the process of learning Arabic vocabulary at MIS Al-Hidayah Medan, as well as the obstacles encountered when using media pictures in the process of learning Arabic vocabulary, as well as the benefits and drawbacks of using media pictures in the process of learning Arabic.

METHOD

This study employs qualitative research in the form of a case study. The researcher wishes to describe the phenomenon of Arabic vocabulary learning through picture media in Elementary School. Researchers conducted research at MIS Al-Hidayah Medan, more specifically on Jalan Cinta Karya No.1, Sari Rejo Medan Polonia, for two meetings, namely on Saturday from 08.00 to 09:45 WIB in class VI B. Data and data sources were obtained from teachers Arabic lessons in class VI at MIS Al-Hidayah Medan regarding the use of media pictures in learning Arabic vocabulary, as well as notes or reports neatly organized in archives (documentary data) of the process of learning Arabic at MIS Al-Hidayah Medan. Data collection techniques, firstly interview techniques involving class VI Arabic subject teachers at MIS Al-Hidayah Medan related to the use of media pictures in the process of learning Arabic vocabulary and the obstacles that arise when using these media pictures, as well as the benefits and drawbacks of these media pictures. The second method is to observe or make observations during the Arabic learning process, which takes place every Saturday in the first lesson of class VI for two meetings. Third, documentation is used to collect supporting data from interviews and observations in the form of photos, videos, and sound recordings. The documents in question are photos of classroom learning activities, sound recordings from interviews, and meetings with subject teachers. As for data analysis activities involving data reduction, data reduction is the first stage in data analysis; data reduction is performed in order to select and select

each incoming data from the results of observations, interviews, and documentation. The data in this study is then organized and presented in the form of systematic descriptive information in the form of narratives and tables. Then, this study uses conclusions drawn after data analysis; these conclusions must be based on the data analysis results; this study draws two conclusions, namely, temporary conclusions and final conclusions.

RESULTS AND DISCUSSION

Results

The findings of a study on the use of media pictures in the process of learning Arabic vocabulary at MIS Al-Hidayah Medan.

Table 1. Learning Arabic Vocabulary with Picture Media at MIS Al-Hidayah Medan

No	Activity	Results	Data Collection Techniques
1	Application of picture media in the process of learning Arabic vocabulary at MIS Al-Hidayah Medan	The teacher will describe or show pictures that correspond to the vocabulary in the material. Students will first comprehend the pictures presented before translating the vocabulary based on the pictures.	Observation, interview and documentation
2	At MIS Al-Hidayah Medan, there are barriers and constraints in the use of media pictures.	When the pictures used do not correspond to the vocabulary, the teacher must explain the meaning of the picture so that it corresponds to the meaning of the vocabulary. When electronic and electrical devices make the use of slides difficult.	Observation, interview and documentation
3	The benefits and drawbacks of using media pictures to learn Arabic vocabulary at MIS Al-Hidayah Medan	The benefit is that students will remember more vocabulary and will be more enthusiastic about learning. The disadvantage is that when the pictures used are blurry, students sitting behind will have a more difficult time seeing the media.	Observation, interview and documentation

The application of picture media in learning Arabic vocabulary at MIS Al-Hidayah, educators will explain or show pictures that are in accordance with the vocabulary of Arabic material to translate the vocabulary, when students understand the pictures and know what pictures are meant, they will be able to know the meaning of vocabulary through pictures. The more suitable the pictures used as media, the faster students will understand and know the meaning of the Arabic vocabulary material being taught.

As for the occurrence of obstacles and obstacles in learning Vocabulary through the media of pictures at MIS Al-Hidayah, for example, sometimes the pictures presented by educators do not match the meaning of the vocabulary, so educators must be more thorough in explaining it, and when using slides, problems with electronic devices such as pictures that do not want to appear on the projector screen or sudden power outages can also occur.

Everything has advantages and disadvantages; the benefit of using media pictures at MIS Al-Hidayah is that students can learn the meaning of vocabulary directly. Students' enthusiasm for learning is growing due to their education, making it easier for them to remember and memorize vocabulary. The disadvantage is that when educators only use pictures printed on HVS paper, the pictures presented by educators are sometimes not clearly visible, especially to students sitting in the back seats, which reduces students' enthusiasm for learning.

Discussion

Every human being will go through a learning process at some point in their lives, and it will happen wherever and whenever it happens. Learning has the same meaning as teaching, or it may have a different connotation. A teacher teaches in the form of education so that students can learn and improve their skills in order to achieve certain goals or ideals. A teacher can also help students improve their performance, which is referred to as skills. Teaching can only exist if it is the work of a single person, namely a teacher. Furthermore, interaction between teachers and students characterizes learning. Learning is a system composed of a series of phenomena that are designed or prepared and arranged in such a way as to influence and support the internal student learning process.

A medium should be used in the learning process so that an educator does not have difficulty conveying material. In educational terms, media is a very strategic tool in determining the success of the teaching and learning process (Hairul, 2021). It is recommended that a teacher use it properly in today's very sophisticated modern era so that the learning process runs smoothly, allowing students to obtain learning material in a timely, accurate, and easy to understand manner.

Students' learning materials necessitate the use of learning media as an intermediary. Students must master information about a learning process in the form of a skill or knowledge. Using educational media can improve the effectiveness of communication and interaction between students and teachers. Learning media may be thought to be effective in increasing student learning motivation and thus increasing student achievement. Education can be carried out through any

media during the development of science and technology, including mass media in the form of books, newspapers, and so on, as well as electronic media as appropriate.

Learning tools serve as an information guide; when both physical and spiritual students are involved, learning activities will run smoothly. It is hoped that by using learning media, students will have a more specific learning experience and will be more engaged in the learning process (Ismail, 2020).

It is necessary to master vocabulary for students in order to improve their Arabic language proficiency, particularly students in class VI MIS Al-Hidayah. Learning Arabic in Vocabulary has a significant influence on the increase in Arabic speaking students. At the first meeting, we looked at observing the learning process in schools, particularly in class VI MIS Al-Hidayah, which was divided into three classes with 31 students in class VI A, 34 students in class VI B, and 28 students in class VI C for a total of 93 students, Researchers conducted research in class VI B, which had 34 students, 17 of whom were males and 17 of whom were females. Class VI B Arabic learning at MIS Al-Hidayah Medan Polonia takes place once a week on the second Saturday tutoring meetings from 08.00-09.45 WIB.

The use of visual or photographic media is used to teach vocabulary at MIS Al-Hidayah. Educators use picture media because it is the easiest for students to find, understand, and enjoy. It is easy to find everywhere and conveys a lot more information than words. There are distinct advantages for students when teaching materials using visual media. At MIS Al-Hidayah Arabic learning media, especially in learning the vocabulary used, is picture media, with visual media students are more focused on paying attention to the teacher so that learning can run smoothly.

According to the definition of picture media, learning media is a tool that can aid in the teaching and learning process by clarifying the meaning of the message conveyed so that the lesson objectives are better and more perfect Pictures (Cecep & Daddy, 2020), on the other hand, are visual manifestations of outpourings or thoughts in two dimensions (Yuswanti, 2015). As a result, picture media can be defined as a tool or instrument used when the learning process is visualized in two dimensions.

When compared to words, picture or photo media is the most commonly used by teachers because it is easy to understand and enjoy, easy to obtain and find everywhere, and provides many explanations (Holimi, 2019). Pictures and photos, either in the form of imitation pictures of objects, activities, important figures, or situations, can help students understand concepts that the teacher

wishes to introduce. This tool is intended to assist students in asking and answering questions, as well as understanding the contents of spoken and written discourse. So, despite its simplicity, this picture or photo media is beneficial for educators and students because it aids in the learning process.

Visual media (pictures) are essential to students in school. Especially for students who struggle to memorize vocabulary, learn Arabic, and others. Because this picture media can help with comprehension and memory, and it is effortless to obtain. Good picture media are those that support learning objectives (Ritonga et al., 2022), As a result, educators must first understand the material to be taught so that the picture media used is appropriate. Because the teacher's use of media pictures in the learning process can improve student learning outcomes (Fidri et al., 2022). Adequate use of media pictures allows the learning process to run smoothly. This can be seen in the increased interest in student learning, which will have an impact on student learning outcomes. Thus, it is hoped that the use of learning media will increase student activity in the teaching and learning process, as evidenced by increased student interest in learning (Ina et al., 2021).

CONCLUSION

Researchers can draw conclusions based on an analysis that is relevant to the topic of this journal. Based on the findings of the above-mentioned study, "Elementary School Arabic Vocabulary Learning Using Picture Media," the researchers concluded that the use of picture media in the vocabulary learning process is that educators will explain or show media pictures as a tool for vocabulary translators, because educators do not directly translate the meaning when giving vocabulary. When using slides, the obstacles or difficulties that have occurred are when the pictures presented do not match the meaning of the vocabulary, interference with electronic devices, and electrical disturbances. The advantage is that it helps students remember and memorize vocabulary and increases students' enthusiasm for learning, whereas the disadvantage is that sometimes the pictures used are unclear, resulting in students sitting behind and not being able to see it clearly, resulting in a decrease in enthusiasm for learning.

REFERENCES

Abdurochman. (2017). *Bahasa Arab dan Metode Pembelajarannya*. 2(2), 147–160.

Aulia, R., Nasrun, Iskandi, & Thaib Rizki, M. (2021). Al-Mu'arrib: Jurnal Pendidikan Bahasa Arab

Peran Media Dalam Pembelajaran Mufrodat. *Al- Mu'arrib: Jurnal Pendidikan Bahasa Arab*, *I*(2), 39–48. https://jurnal.lp2msasbabel.ac.id/index.php/AL-MUARRIB

Cecep, K., & Daddy, D. (2020). *pengembangan media pembelajaran* (pertama). kencana.

Djamaluddin, A., & Wardana. (2019). Belajar Dan Pembelajaran. In *CV Kaaffah Learning Center*.

Endang, S., Apriyanti, & Zainuddin. (2021). *penerapan metode manhaji pada pembelajaran bahasa arab* (tim qiara Media (ed.); pertama). qiara media.

Falah, A. (2016). Problem dan Tantangan Pembelajaran Bahasa Arab Pada Tingkat Madrasah. *Arabia: Jurnal Pendidikan Bahasa Arab*, *8*(1), 29–46. http://dx.doi.org/10.21043/arabia.v8i1.1946

Fathoni. (2021). Pembelajaran dan Sistem Pengajaran Bahasa Arab di Elementary School: Inovasi atau Tantangan. *MODELING: Jurnal Program Studi PGMI*, *8*(2), 258. http://jurnal.stitnualhikmah.ac.id/index.php/modeling/article/view/1066

Fidri, M., Saib, M., Domi, S., & Nurhayati. (2022). Efektivitas Penggunaan Media Gambar Dalam Pembelajaran Bahasa Arab. *AS-SAID*, *2*, 138–148.

Gemilang, D., & Listiana, H. (2020). Teaching Media in the Teaching of Arabic Language/ Media Pembelajaran dalam Pembelajaran Bahasa Arab. *ATHLA : Journal of Arabic Teaching, Linguistic and Literature*, *1*(1), 49–64. https://doi.org/10.22515/athla.v1i1.3048

Hairul, P. (2021). *belajar asyik dengan permainan bahasa arab*. guepedia.

Hayati, U., & Arab, P. B. (2021). Penggunaan Media Gambar Dalam Pembelajaran Bahasa Arab di MIN. *Jurnal at-Tarbiyyah: Jurnal Pendidikan Islam*, *9439*, 215–225.

Hilaliyah. (2018). penguasaan kosakata dan kecerdasan interpersonal dengan kemampuan menulis karangan narasi siswa. *Jurnal Membaca (Bahasa Dan Sastra Indonesia)*. https://doi.org/10.30870

Hilmi, H. (2017). Efektivitas Penggunaan Media Gambar Dalam Pembelajaran Bahasa Arab. *Lantanida Journal*, *4*(2), 128. https://doi.org/10.22373/lj.v4i2.1885

Holimi, M. (2019). Pembelajaran Mufrodat dengan Menggunakan Media Gambar Muhammad Holimi, M.Pd.I. *Muhadasah:Jurnal Pendidikan Bahasa Arab*, *1*(1), 86–102.

Ina, M., Roshita, Sri, P., Alfiana, P., & Anisa, putri damayanti. (2021). Penggunaan Media Gambar Dalam Meningkatkan Minat Belajar Siswa Kelas Iv Di Sd Negeri 09 Kamal Pagi. *Pendidikan Dan Ilmu Sosial*, *3*.

Ismail, M. I. (2020). *teknologi pembelajaran sebagai media pembelajaran* (pertama). cendikia publisher.

Iswanto, R. (2017). Pembelajaran Bahasa Arab dengan Pemanfaatan Teknologi. *Arabiyatuna : Jurnal Bahasa Arab*, *1*(2), 139. https://doi.org/10.29240/jba.v1i2.286

Kartum. (2020). Penerapan Media Gambar Dalam Pembelajaran Bahasa Arab Dapat Meningkatkan Antusiasme Dan Hafalan Kosa Kata (اليانات الشخصية) Siswa. *Journal for Lesson and Learning Studies*, *3*(1), 13–21.

Khasanah, N. (2016). Pembelajaran Bahasa Arab Sebagai Bahasa Kedua (Uregensi Bahasa Arab Dan Pembelajarannya Di Indonesia). *An-Nidzam : Jurnal Manajemen Pendidikan Dan Studi Islam*, *3*(2), 39–54. https://doi.org/10.33507/an-nidzam.v3i2.16

Kuswoyo, N. F. H. dan M. H. (2022). Gambar Sebagai Media Dasar Dalam Pembelajaran Bahasa Arab. *El Wahdah*, *3*(1), 23.

Mufidah, N., & Humam, F. (2021). Metode Pengajaran Keterampilan Berbahasa Arab Kepada Anak Usia Dini Di Ra Psm 1 Takeran. *MUHIBBUL ARABIYAH: Jurnal Pendidikan Bahasa Arab*, *1*(2), 162–175. https://doi.org/10.35719/pba.v1i2.36

Mutmainnah, D., Hasyim, M., & Hamzani. (2021). Implementasi Media Visual (Gambar) Dalam Meningkatkan Hafalan Kosakata (المفردات) Bahasa Arab Pada Siswa Kelas VIII. *Al-Hikmah: Jurnal Studi Islam*, *2*(4), 92–104.

Primaningtyas, M., Media, P., Dalam, G., & Bahasa, P. (2018). Mega Primaningtyas : Penerapan Media Gambar Dalam Pembelajaran Bahasa Arab. *Jurnal Komunikasi Dan Pendidikan Islam*, *1*, 46.

Ranti Pratiwi, E. D. K. N. dan K. A. (2022). Pengaruh Media Audio-Visual Dalam Pembelajaran Bahasa Arab Terhadap Siswa Kelas V Di Mis Al-Hidayah Ck. *SIWAYANG Journal Publikasi Ilmiah Bidang Pariwisata, Kebudayaan Dan Antropologi*, *1*(2), 91. https://publish.ojs-indonesia.com/index.php/SIWAYANG/article/view/190

Ritonga, L. M., Sutriani, C., & Purba, N. A. (2022). Pengaruh Media Gambar Terhadap Pembelajaran Bahasa Arab Di Mts Ta'dib Al-Muallimin Al-Islamy. *Sibatik: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi Dan Pendidikan*, *1*(8), 1476.

Rosyidi, abd. wahab, & Mamlu'atul, N. (2018). *Memahami Konsep Dasar Pembelajaran Bahasa Arab*. uin maliki.

Sholeh, B., & Rizal, H. S. (2017). Efektivitas Penggunaan Media Gambar Dalam Meningkatkan Hafalan Mufrodat Siswa Kelas 4 MI Darut Taqwa Sengonagung Purwosari Pasuruan. *Studi Arab: Jurnal Pendidikan Bahasa Arab*, *8*(1), 45–56. https://jurnal.yudharta.ac.id/v2/index.php/studi-arab

sumiharsono, M. R. (2017). *media pembelajaran*. cv. pustaka abadi.

Wekke, I.. (2016). *Pembelajaran Bahasa Arab di Madrasah*. Deepublish.

Yuswanti. (2015). penggunaan media gambar untuk meningkatkan hasil belajar siswa pada pembelajaran IPS di kelas IV SD PT. lestari tani teladan (LTT) kabupaten donggala. *Jurnal Kreatif Tadulako Online Vol.3, 3.*