

## Introduction

Arabic holds a fundamental role in elementary education, not only as the foundation for communication skills but also as a means of instilling Islamic values<sup>1</sup>. In the context of formal education, Arabic instruction in elementary schools provides an initial foundation for fostering interest and language proficiency from an early age. At this developmental stage, children are in the golden period of language acquisition, during which their ability to absorb and imitate sounds, vocabulary, and language structures is still very high<sup>2</sup>.

In Arabic language learning, four main skills must be mastered, all of which rely on one crucial foundation: the mastery of *mufrodat* (vocabulary). The quality of students’ language proficiency is greatly determined by the quantity and quality of the vocabulary they possess<sup>3</sup>. Limited vocabulary mastery prevents students from correctly understanding texts and makes it difficult for them to receive and express ideas, thoughts, and feelings<sup>4</sup>. Therefore, efforts to improve students’ vocabulary mastery are an inseparable part of the overall success of Arabic language learning.

However, the reality on the ground, based on observations and interviews at SDIT Imam Syafii Cendikia Pekanbaru, shows that elementary school students still face significant difficulties memorizing and retaining newly learned vocabulary, which is often quickly forgotten. This condition is caused by the dominance of conventional teaching methods (lectures, repetitive memorization, and writing without variation) and the lack of interactive media. Such approaches are not aligned with the characteristics of students at the operational stage. Concrete, which requires direct, visual, and enjoyable activities in order to learn meaningfully. Such learning conditions make students easily bored, unfocused, and less able

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<sup>1</sup> Akhiril Pane, “Urgensi Bahasa Arab; Bahasa Arab Sebagai Alat Komunikasi Agama Islam,” *Jurnal Pengembangan Ilmu Komunikasi Dan Sosial* 2, no. 1 (2018): 77–88.

<sup>2</sup> Imam Kurniawan, Anung Al Hamat, and Abdul Hayyie Al Kattani, “Metode Pembelajaran Kreatif Mata Pelajaran Bahasa Arab Untuk Kelas 1 Sekolah Dasar Islam,” *Idarah Tarbawiyah: Journal of Management in Islamic Education* 2, no. 1 (2021): 13–20, <https://doi.org/http://ejournal.uika-bogor.ac.id/index.php/JIEM>.

<sup>3</sup> Rahmawati Rahmawati, “The Influence of Vocabulary Skills and Sentence Structure w the Ability to Write a Paragraph Description of Vocational Students,” *Hortatori: Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 1, no. 1 (2017): 61–67, <https://doi.org/10.30998/jh.v1i1.36>.

<sup>4</sup> Silvia Sandi Wisuda Lubis, “Pemanfaatan KBBI Daring Sebagai Upaya Peningkatan Penguasaan Kosakata Bahasa Indonesia,” *SeBaSa* 6, no. 2 (2023): 403–15, <https://doi.org/http://ejournal.hamzanwadi.ac.id/index.php/sbs>.

to understand the meaning of the words they memorize<sup>5</sup>. Teachers tend to use printed materials or static images without engaging in physical activities. This situation demands that teachers be more creative in selecting instructional media that can motivate students and enhance their memory retention<sup>6</sup>.

Therefore, the selected instructional media should not merely serve as visual aids but must also function as interactive tools that stimulate students' emotional and cognitive engagement. In other words, media should not only help students receive information through sight or hearing, but also encourage them to think, interact, and actively participate in the learning process<sup>7</sup>.

Visual media is an effective way to support Arabic language learning. Visuals such as pictures, posters, and charts can capture attention, clarify concepts, and help students understand the material more easily<sup>8</sup>. Visual media can increase learning enthusiasm and help teachers present the material more innovatively. By adhering to principles of simplicity, clarity, and appropriate use of color, visual media can make the learning process more engaging and support the development of Arabic language skills<sup>9</sup>.

To address difficulties in vocabulary retention, innovative media that combine visual and interactive elements are needed. Illustrated Poster Media effectively presents information through simple visual representations, helping students connect Arabic words to real objects or concepts while strengthening visual memory<sup>10</sup>. Meanwhile, Illustrated Sticker Media is implemented through a sticking activity game that involves physical (kinesthetic) movement

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<sup>5</sup> Rela Imanulhaq and Ichsan, "Analisis Teori Perkembangan Kognitif Piaget Pada Tahap Anak Usia Operasional Konkret 7-12 Tahun Sebagai Dasar Kebutuhan Media Pembelajaran," *Jurnal WANIAMBEY: Journal of Islamic Education* 3, no. 2 (2022): 126-34.

<sup>6</sup> Andi Rifqah et al., "Efektivitas Media Kartu Bergambar Terhadap Peningkatan Hafalan Kosa Kata Bahasa Arab Bagi Siswa Kelas VIII MTS Negeri 1 Makassar," *JIIIC: JURNAL INTELEK INSAN CENDIKIA* 2, no. 10 (2025): 17054-70, <https://doi.org/JIIIC: JURNAL INTELEK INSAN CENDIKIA> <https://jicnusantara.com/index.php/jiic>.

<sup>7</sup> Asni Furoidah, "Media Pembelajaran Dan Peran Pentingnya Dalam Pengajaran Dan Pembelajaran Bahasa Arab," *Al-Fusha: Arabic Language Education Journal* 2, no. 2 (2020): 63-77, <https://doi.org/https://ejournal.inaifas.ac.id/index.php/alfusha/article/view/358> MEDIA.

<sup>8</sup> Roslizawati Saad, Harun Baharudin, and Nik Mohd Rahimi Nik Yusoff, "The Use of Digital Teaching Tools to Support Arabic Speaking Skills in Secondary School: A Systematic Literature Review," *Educational Process: International Journal* 17 (2025): 1-28, <https://doi.org/10.22521/edupij.2025.17.404>.

<sup>9</sup> Eka Safitri and Ihsan Sa'dudin, "The Use of Visual Media in Maharatah Al-Kalam Learning," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 1 (2019): 72-89, <https://doi.org/10.24042/albayan.v11i1.3784>.

<sup>10</sup> Nuzula Laila Utami, Neta Dian Lestari, and Riswan Aradea, "Efektivitas Penerapan Media Poster Dalam Pembelajaran Di Sekolah: Studi Literatur," *Journal of Innovation in Teaching and Instructional Media* 5, no. 1 (2024): 310-23, <https://doi.org/10.52690/jitim.v5i1.999>.

and social interaction among students. This learning approach, which integrates visual and kinesthetic elements, aligns with two main theories:

1. Dual Coding Theory (Paivio): This theory explains that information is processed through two main channels that work in parallel: the verbal channel (involving words, text, and sound) and the visual channel (involving images, diagrams, or symbols)<sup>11</sup>. When both channels are activated simultaneously during the learning process, information becomes easier for learners to understand and remember<sup>12</sup>. The use of media that integrates text and images, such as illustrated posters and stickers, enables students to connect the meaning of words with their visual representations, making vocabulary learning more concrete and engaging. The combination of visual and verbal codes has been proven to strengthen the processes of encoding and recall significantly<sup>13</sup>. Thereby improving vocabulary comprehension and students' long-term memory retention<sup>14</sup>. Therefore, the application of illustrated poster–sticker media in this research is reinforced by Dual Coding Theory, which supports the effectiveness of visual-verbal combinations for Arabic vocabulary retention.

2. Multimodal Learning Theory:

The multimodal learning approach places strong emphasis on integrating various modes of representation—such as visual, verbal, and physical actions—to enrich the learning experience and ensure that information is processed through more than one sensory channel<sup>15</sup>. This integration is essential so that material can be understood and remembered more deeply by students<sup>16</sup>. By adopting this theory, learning becomes more

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<sup>11</sup> James M. Clark and Allan Paivio, *Dual Coding Theory and Education*, *Educational Psychology Review*, 2007, <https://doi.org/10.1007/BF01320076>.

<sup>12</sup> Wan Zulkifli and Wan Kassim, "Utilizing Dual Code Theory and Animated Images to Enhance ESL Students' Vocabulary Learning," *The English Teacher* 47, no. 3 (2018): 81–91.

<sup>13</sup> Citra Kurniawan et al., "Improving Language Teaching and Learning Process with Dual Coding Theory Approaches," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 7, no. 8 (2022): 281–89, <https://doi.org/http://journal.um.ac.id/index.php/jptpp/>.

<sup>14</sup> Christ Billy Aryanto, "Do You Remember the Words? Dual-Coding Method on Long-Term Memory," *Jurnal Psikologi* 19, no. 4 (2020): 314–22, <https://doi.org/10.14710/jp.19.4.314-322>.

<sup>15</sup> Maria Paulina Rohi and Lusi Nurhayati, "Multimodal Learning Strategies in Secondary EFL Education: Insights from Teachers," *Veles Journal* 8, no. 2 (2024): 458–69, <https://doi.org/10.29408/veles.v8i2.26546>.

<sup>16</sup> Petra Magnusson and Anna Lena Godhe, "Multimodality in Language Education – Implications for Teaching," *Designs for Learning* 11, no. 1 (2019): 127–37, <https://doi.org/10.16993/dfl.127>.

meaningful because it enhances students’ cognitive and affective engagement<sup>17</sup>. Specifically, in the context of Arabic language learning at the elementary level, the combination of activities such as viewing images, reading Arabic text, attaching stickers, and performing small physical movements allows students to be involved holistically<sup>18</sup>.

Several previous studies have demonstrated the effectiveness of visual and interactive media in teaching *mufrodat* (Arabic vocabulary). For example, the use of pictures, songs, and educational games has been shown to increase elementary students’ interest in and understanding of the Arabic language<sup>19</sup>. Meanwhile, other studies found that the use of flashcard media can improve Arabic vocabulary memorization among *madrasah ibtidaiyah* students due to its visual and easy-to-remember nature<sup>20</sup>.

Nevertheless, these studies generally focus on the use of a single type of visual media (such as flashcards or pictures) or employ qualitative approaches that emphasize motivational aspects. Meanwhile, the present study seeks to fill this gap and offer innovation through three main distinctive features:

1. Dual Media Integration: Integrating two physical media—illustrated posters and stickers—into a single vocabulary learning sequence, which does not rely on digital technology (internet or gadgets).
2. Kinesthetic Activation: Designing the learning process in the form of a sticker-pasting game that actively involves physical movement and social interaction, in alignment with the principles of Multimodal Learning and Dual Coding.
3. Empirical Approach: Employing a quantitative approach with a quasi-experimental method to empirically test the effectiveness of this media in improving students’ vocabulary memorization, rather than merely examining learning motivation or interest.

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<sup>17</sup> Luo Qian, “Integrating Multimodal Theory in English Vocabulary Pedagogy: Innovations and Insights in Junior High School Education,” *English Language Teaching and Linguistics Studies* 6, no. 1 (2024): 117–28, <https://doi.org/10.22158/eltls.v6n1p117>.

<sup>18</sup> Xiaoshuang Guo, “Multimodality in Language Education: Implications of a Multimodal Affective Perspective in Foreign Language Teaching,” *Frontiers in Psychology* 14, no. October (2023): 1–10, <https://doi.org/10.3389/fpsyg.2023.1283625>.

<sup>19</sup> Mualim Wijaya and Ulfatun Nabila Khoiri, “Effectiveness of Image Media, Songs, and Educational Games in Arabic Language Learning for Elementary School Students” 15, no. 2 (2024): 116–26, <https://doi.org/10.35891/sa.v15.i2.6111>.

<sup>20</sup> Nuzzulul Ulum, “Penggunaan Media Flash Card Untuk Meningkatkan Kemampuan Menghafal Kosa Kata Bahasa Arab Di Madrasah Ibtidaiyah Riyadhul Qori’in Jember,” *Jurnal Pendidikan Dan Kajian Aswaja* 7, no. 1 (2021): 31–43, <https://doi.org/10.56013/jpka.v7i1.1067>.

Given the problem's background and the uniqueness of the media innovation, this study aims to examine the effectiveness of illustrated poster-sticker media in improving fourth-grade students' Arabic vocabulary memorization at SDIT Imam Syafii Cendikia Pekanbaru.