

## Conclusion

Based on the research findings and data analysis, it can be concluded that the use of illustrated poster–sticker media is highly effective in improving fourth-grade students' Arabic vocabulary memorization skills at SDIT Imam Syafii Cendikia Pekanbaru. This effectiveness is supported by a substantial increase in the average score, from the pretest (52) to the posttest (98), with a Wilcoxon Signed Rank Test significance value of 0.003 ( $p < 0.05$ ). The improvement in memory retention occurs because the illustrated poster–sticker media successfully facilitates multimodal learning. The combination of visually engaging text and images, along with the physical sticker–pasting activity, simultaneously engages multiple cognitive channels (visual, verbal, and kinesthetic). This aligns with and reinforces the principles of Dual Coding Theory and Multimodal Learning Theory in the context of memory enhancement.

The implementation of illustrated poster–sticker media carries significant practical implications, namely: For Arabic Language Teachers: This media can serve as an innovative, low-cost, and low-tech alternative to conventional memorization methods, enabling a more interactive, enjoyable, and student-centered learning environment. For Schools: The findings of this study can serve as a basis for policy decisions on the provision of instructional media that support the developmental characteristics of elementary school students (the concrete operational stage). For Media Developers: This media provides an empirically tested model for integrating visual and kinesthetic elements into the design of vocabulary (*mufrodat*) learning.

This study has limitations that should be noted, namely: The study used a One-Group pretest–posttest quasi-experimental design; thus, no control group was used for comparison. The research sample comprised a single class (15 students) at SDIT Imam Syafii Cendikia Pekanbaru, so the generalizability of the results should be approached with caution.

Suggestions for Further Research: It is recommended to develop vocabulary (*mufrodat*) themes (such as school supplies or family members) to test the media's consistency in effectiveness. It is advised to examine the effectiveness of similar interactive media in developing other Arabic language skills, such as speaking (*maharah al-kalām*) or writing (*maharah al-kitābah*). Future studies should conduct similar research using a proper experimental design, such as a Pretest–Posttest Control Group Design, to comprehensively compare the effectiveness of illustrated poster–sticker media with conventional methods.