

# The Use of Arabic Cartoon Film Media in Improving *Mahārah al-Kalām* for Students

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**Abstract:** This research is motivated by enhancing students' Arabic speaking skills (*Mahārah al-Kalām*) through engaging and effective learning media. One such medium is Arabic animated films, which combine visual, auditory, and motion elements to create a dynamic and stimulating learning environment. These films can present language in authentic contexts, allowing students to observe pronunciation, intonation, and conversational expressions in ways that traditional media often cannot provide. The study employed a Classroom Action Research (CAR) design, conducted over two cycles. Each cycle consisted of four stages: planning, action, observation, and reflection. The participants were seventh-grade students of class VII A at MTs DDI Patobong during Arabic lessons. The findings indicate a significant improvement in students' speaking abilities. The average score in the pre-test was 64.4, which increased to 76.2 in Cycle I and 83.4 in Cycle II. This upward trend demonstrates that integrating Arabic animated films into the classroom can effectively enhance *Mahārah al-Kalām*. Furthermore, the evaluation was based on appropriate and relevant assessment indicators, ensuring the reliability and validity of the results. The positive outcomes suggest that Arabic animated films can be a strategic tool in teaching Arabic, particularly in developing communicative competence. As a result, educators are encouraged to consider incorporating such media into their teaching practices to support a more interactive and enjoyable language learning experience.

**Keywords:** Arabic Language Learning; Interactive Visual Media; Speaking Skills Development; Film-Based Instruction.

## How to Cite?

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## 1. Pendahuluan

Technological advancements mark the development of the times, and it is necessary to keep up with existing technological advances. Likewise, education levels must be flexible by following the development of existing progress. Learning Media is one of the components of learning that plays an important role in the learning process (Wibowo, 2020).

The era of technology has become an integral part of daily life, and new approaches in language learning have emerged, one of which is the use of Arabic-language cartoon film media. By exploring the fascinating and colourful world of cartoon films, Arabic learners can benefit greatly from improving their *mahārah al-kalām*, i.e., speaking skills. This introduction will discuss why using Arabic cartoons can be an effective tool in strengthening speaking skills in Arabic, as well as their benefits in the context of language learning (Nur, 2019).

Through education, a person can be seen as respectable, have a promising career and can act according to applicable norms, there are developments of the times in the world of education that continue to change with certainty so that many educators change their mindset, from a layman's and rigid mindset to a more modern one (Abbas, Z., et al, 2022).

Arabic is one of the foreign languages that has been taught in various educational institutions. Arabic is one of the widely studied foreign languages. Arabic is also one of the world's languages with a letter and sound system that is a person's fundamental ability before learning the language (Ridho, 2018). In learning Arabic, four aspects of language skills must be mastered, namely speaking skills (*Maharah kalam*), listening skills (*Maharah istima'*), reading skills (*Maharah Qiro'ah*), and Writing skills (*Maharah Kitabah*). In improving these four skills, teachers can use media in their learning (Muhdlor, 2021).

Language learning, a teacher is also required to have skills in exploring their creativity. The implementation of creativity in the learning process certainly requires learning innovations that are expected to attract the attention of students with media assistance, and can make language learning more interesting, easy and fun (Qahar Zainal, A., Ansar, 2022).

Media is a suggestion that is used as a tool to convey material in the learning process, and media will never be separated from the learning process in the classroom. The media have a very important function in the learning process and student learning outcomes. The general function of the media is as a messenger of messages. In addition, the media also influences increasing students' interest, curiosity, and motivation in learning (Rosmiati., Nengsih, 2023).

In general, learning media have several types, including audio-based, visual, audio-visual, computer-based media and others. Arabic is the language of the holy book of the Qur'an (Ariwibowo, P., & Parmin, 2015). Arabic has a broad and complete meaning and has perfect grammar. The subject of Arabic is one of the subjects that should be understood by students, especially those who are Muslims and those who attend institutions under the Ministry of Religion, such as Madrasah Tsanawiyah (MTs). A teacher must master media and teaching aids in addition to methods and models, because the role of media and teaching aids is very important. Learning media is a bridge that brings abstract concepts closer together using concrete objects (Devia, A., & Sahlani, 2022).

Speaking skills are one of the language skills that must be mastered well by language teachers or language learners. This skill is the most important indicator for student

success, especially in learning Arabic. From the observation carried out at MTS DDI Patobong, Arabic learning at the school has so far only used reading, dictation, and question-and-answer methods. The methods used in learning Arabic do not provide an image that is able to stimulate the child's way of thinking, so that children find it difficult to remember and practice in daily life. One of the causes of children feeling bored with learning Arabic is the lack of facilities owned by schools, such as language labs that do not exist, learning methods that still use mixed methods, so one of the efforts to solve this problem is to learn speaking skills using Arabic cartoon film media. As revealed by Abdul Wahab Rosyid, film media is one of the many Arabic language learning media used in the speaking proficiency (Bunyamin, 2023).

. Cartoon movies have a universal appeal that captivates children and adults. By combining compelling narratives and captivating visuals, cartoon films can capture the attention of Arabic language learners, sparking their interest in understanding and mastering the language (Rindawati, T., et al, 2022). In addition, cartoon films present Arabic in a natural and relevant context to everyday life. In familiar settings and diverse situations, learners can see how Arabic is used in everyday conversation, social interaction, and communication between characters. This helps them understand Arabic not only as a collection of words, but also as a lively and dynamic means of communication (Putra, 2021).

Cartoon films also allow learners to expand their vocabulary in Arabic. Through the dialogues spoken by the characters in the movie, learners can be exposed to various vocabulary and expressions relevant to the story's context. Thus, cartoon films not only help learners understand the structure of the Arabic language but also enrich their vocabulary (Hana, L. N., et al, 2022). Not only that, but cartoon films also strengthen learners' listening skills in Arabic. By listening to the dialogues in the movie, learners can practice their hearing of various accents and intonations in Arabic, improving their understanding of the language spoken by native speakers (Hamidi, K., et al, 2023).

Learners can benefit from improving their maharah al-kalam through Arabic-language cartoon film media. By offering an engaging, relevant, and interactive learning experience, cartoon films become an effective tool in strengthening speaking skills in Arabic, taking language learning to a more enjoyable and meaningful level (Sholihatin, 2020). Based on the above problems and research objectives, the researcher determined the title for this study: "The Use of Arabic Cartoon Film Media in Improving the Maharah Al-kalam of Grade VII. A student of MTS DDI Patobong, Pinrang.

## 2. Metode Penelitian

The type of research used in this study is Classroom *Action Research*, which aims to determine the Use of Arabic Cartoon Film Media in improving Maharah Al-kalam Students of Grade VII.A MTs DDI Patobong, Pinrang. The subjects in this study were 25 students in grade VII.A MT's DDI Patobong, and 1 Arabic teacher.

The data collection method in this study uses observation, interviews, tests, and documentation. In this study, observation was used to determine the activities of

students when the learning process was carried out. Interviews are used to obtain information directly from the source that is considered relevant to the focus of the research. The test is used to measure the learning outcomes of students. Meanwhile, documentation was carried out to obtain relevant data related to the State of the School, Teachers, Students, Organisational Structure and Facilities and Infrastructure obtained directly from the research site, namely MTS DDI Patobong, Pinrang.

The data analysis technique in this study uses qualitative descriptive analysis, which is a research method that describes reality or facts according to the data obtained with the aim of finding out the learning achievement achieved by students, as well as to obtain responses to learning activities and student activities during the learning process.

### 3. Results and Discussion

#### 3.1 Result

##### Cycle I

The implementation in cycle I is as follows:

##### Planning Stage

The planning stage is the first step in conducting class action research. This planning stage is carried out to prepare the teaching tools that will be used. The preparations that will be made are:

1. Develop a learning implementation plan.
2. Preparing research instruments in the form of observation sheets of teacher and student activities, as well as written tests.

##### Action Stage

This first meeting took place on January 3, 2024, with 25 students attending. The implementation of action I in the first meeting of the learning series consisted of the introduction, core activities, and final activities.

1. Introduction
  - a. The teacher greets and asks how the students are doing
  - b. The teacher asks the class leader to lead the prayer
  - c. The teacher checks student attendance
2. Core activities
  - a. The teacher presented the material that had been prepared through the media of Arabic cartoon films with the theme التعرف
  - b. Students were allowed to watch, watch, and listen to the Arabic cartoon film.
  - c. After the students listen to the Arabic cartoon movie, the teacher asks the students to repeat the Arabic conversation at the same time, and after that, the teacher asks the students to memorise the conversation in pairs with their benches
  - d. In pairs, students are asked to go forward to practice reciting Arabic speeches that they have listened to and memorised.

- e. The teacher allows students to ask questions about **what** التعرف material what has been discussed.
  - f. The teacher distributes the worksheet as an essay by filling in the blank points with the answer.
  - g. The teacher gives a specific duration for working on the questions.
  - h. Students work on questions based on the time set by the teacher. The teacher checks the duration of time while checking the student's work.
  - i. If the time to work on the question has run out, students must collect answer sheets from the teacher. In this case, both finished and unfinished students must collect the answers.
  - j. The teacher conducts assessments, assessments are carried out based on how many questions students do correctly.
    - a. Teachers give appreciation to students who are successful and give encouragement to students who have not been successful enough to answer correctly.
3. Final Activities
- a. Students and teachers reflect on the learning that has taken place.
  - b. The teacher and the students conclude the learning results.
  - c. The teacher ends the lesson with a greeting and closes with a prayer led by the class leader.

The second meeting will be held on January 4, 2024. At this meeting, the steps taken by the researcher were the same as the previous steps, only at the second meeting, the researcher no longer explained, but the researcher evaluated the students with an oral test of each student.

### Observation stage

Observations are made to collect information about the learning process carried out by teachers in accordance with the actions prepared. This observation process is carried out during the learning process using the observation format that has been provided. The results of observation in the form of student data include attendance, activity, attention, and problems faced by students.

Based on the results of students' observations in participating in the learning process of material using Arabic cartoon film media in cycle I can be calculated with the formula:

$$P = \frac{\text{Total Score}}{\text{Number of Observation}}$$

$$P = \frac{22}{9}$$

$$P = 2,4$$

Based on the analysis of student activity data, which is 2.4, it can be concluded that student activity in participating in the learning process using Arabic cartoon media is categorised as sufficient.

Based on the results of the teacher's observation in following the learning process using Arabic Cartoon Film Media in cycle I can be calculated with the formula:

$$P = \frac{\text{Total Score}}{\text{Number of Observation}}$$

$$P = \frac{32}{11}$$

$$P = 3,09$$

Based on the analysis of the data on teacher activity above, which is 3.9, it can be concluded that the teacher's activity in following the learning process using Arabic Cartoon Film Media is categorised as sufficient.

Meanwhile, to calculate the level of student learning completeness, the researcher uses the following percentage formula:

$$P = \frac{\text{Accomplished students}}{\text{Overall Students}} \times 100\%$$

$$P = \frac{17}{25} \times 100\%$$

$$P = 55,4 \%$$

From the description above, it can be said that the ability of students from the first cycle test regarding Arabic material is still low. This is seen from the average score obtained by students, which is 76.2, with a learning completion percentage of 55.4%. This means that there are 17 students who get incomplete scores, there are 14 students who get incomplete scores.

### Reflection Stage

From the information above, it can be concluded that the results of class actions in cycle I are good but not optimal. Therefore, to prepare an action plan for the second cycle class, it is necessary to hold a reprise agreed upon between the researcher and the teacher of the Arabic subject as follows:

1. Educators must provide more motivation to students to be more interested in learning Arabic.
2. More importance is given to the processing of learning activities through the use of this Arabic-language cartoon film media and conditioning students in the classroom.
3. Maintain students' enthusiasm when learning through the use of this cartoon film learning media.

4. There needs to be feedback from educators and students, as well as cooperation between students, to know the extent of their Arabic speaking ability regarding the material that has been delivered.

## Cycle II

### Planning Stage

The planning stage is the first step in conducting Class Action research. This planning stage is carried out to prepare the learning tools to be used. The ones that will be prepared are:

1. Develop a learning implementation plan.
2. Prepare research instruments.

### Action Stage

At this first meeting, which took place on Monday, January 12, 2024, there were 25 students present. The implementation of action II at the first meeting of the learning series consisted of an introduction, core activities, and final activities.

1. Introduction
  - a. The teacher greets and broadcasts the students' news.
  - b. The teacher asks the class leader to lead the prayer
  - c. The teacher checks student attendance
2. Core Activities
  - a. The teacher presented the material that had been prepared through the medium of Arabic cartoon films. Namely, conversation material with the theme الأُسرة
  - b. Students were allowed to watch, watch, and listen to the Arabic cartoon films.
  - c. After the students listen to the Arabic cartoon movie, the teacher asks the students to repeat the Arabic conversation at the same time, and after that, the teacher asks the students to memorise the conversation in pairs with their benches
  - d. In pairs, students are asked to go forward to practice reciting Arabic speeches that they have listened to and memorised.
  - e. The teacher allows students to ask questions about the material that has been discussed.
  - f. The teacher distributes the worksheet in the form of an essay by filling in the blank points with the answer
  - g. The teacher gives a specific duration for working on the questions.
  - h. Students work on questions based on the time set by the teacher. The teacher checks the duration of time while checking the student's work.
  - i. If the time to work on the question has run out, students must collect answer sheets from the teacher. In this case, both finished and unfinished students must collect the answers.
  - j. The teacher conducts assessments, and assessments are carried out based on how many questions students answer correctly.

- k. Teachers appreciate students who are successful and encourage students who have not been successful enough to answer correctly.
3. Final Activities
- a. Students and teachers reflect on the learning that has taken place.
  - b. The teacher and the students conclude the learning results.
  - c. The teacher ends the lesson with a greeting and closes with a prayer led by the class leader.

### Observation Stage

The researcher observes students during the learning process, and then the researcher evaluates to find out the learning process.

Based on the results of students' observations in following the learning process of material using Arabic cartoon film media in cycle II, it can be calculated with the formula:

$$P = \frac{\text{Total Score}}{\text{Number of Observation}}$$

$$P = \frac{28}{9}$$

$$P = 3,1$$

Based on the analysis of the student activity data above, which is 3.1, it can be concluded that student activities in participating in the learning process with the use of Arabic cartoon film media are categorized as good.

Based on the results of the teacher's observation in following the learning process of material using Arabic cartoon film media in cycle II can be calculated with the formula:

$$P = \frac{\text{Total Score}}{\text{Number of Observation}}$$

$$P = \frac{39}{11}$$

$$P = 3,54$$

Based on the analysis of the teacher activity data above, which is 3.54, it can be concluded that teachers' activities in participating in the learning process using Arabic cartoon film media are categorized as good.

From above, the average value can be calculated by using the formula to find the average

$$M = \frac{X}{N}$$

$$M = \frac{2.085}{25}$$

$$= 83,4$$



Information:

- M = Average score
- X = The sum of all student grades
- N = Number of students

Meanwhile, to calculate the level of student learning completeness, the researcher uses the following percentage formula:

$$P = \frac{\text{Accomplished Students}}{\text{Overall Students}} \times 100\%$$

$$P = \frac{21}{25} \times 100\%$$

$$P = 84\%$$

From the description above, it can be explained that the average score obtained by students is 83.4%, with a learning completion percentage of 84%. The results show that in the second cycle, students completed because they met the KKM score.

### Reflection

This stage is a reflection stage on the second cycle of learning. In the implementation of this second cycle. Obstacles or difficulties that occur are almost all resolved. In cycle II, the improvement in learning outcomes is in accordance with the success indicators. From the results of the researcher's observations in class VII A MTs DDI Patobong Pinrang, it turned out that the actions taken by the researcher were based on expectations, and satisfactory results were obtained. The learning implementation plan has been implemented thoroughly, and the basic competencies achieved in this meeting have been mainly achieved. The use of Arabic cartoon film media in improving the Maharah Al-kalam of grade VII A MTs DDI Patobong Pinrang students in cycle II is going well.

### 3.2 Discussion

Based on the results of the research on the use of Arabic cartoon film media in improving the Maharah Al-kalam of grade VII A MTs DDI Patobong Pinrang students, it can be seen that using Arabic cartoon media can help students in the special learning process about the ability of Maharah Al-kalam students.

From the results of the researcher discussed earlier, it was found that teaching using Arabic cartoon film media, the learning outcomes of students from pre-test to cycle I, with cycle II of students' Maharah Al-kalam abilities are increasing as seen from the tests conducted by the researcher.

In the pre-test, there was a student's understanding of the ability of students' Arabic speaking skills. Hence, the researcher found that who obtained a complete score, there were 9 students with a percentage of 28.8% and an average score of 64.6. Based on the

data above, the researcher improved various aspects of the learning process, assisted by the subject teacher.

In the first cycle at this stage, Arabic-language cartoon film media is introduced to students. Although the introduction stage is very enthusiastic, the students are very enthusiastic to participate in learning. Even though the students are challenging to manage, the learning went according to the initial plan. Then the researcher held a first cycle post-test, which was carried out after the students received learning materials and the use of Arabic cartoon film media, with the results obtained by 17 students, who completed with a percentage of 55.4% and an average score of 76.2%. In contrast, students who obtained incomplete scores were eight people, with a percentage of 20.8%. With that, the researcher carried out cycle II to improve various aspects.

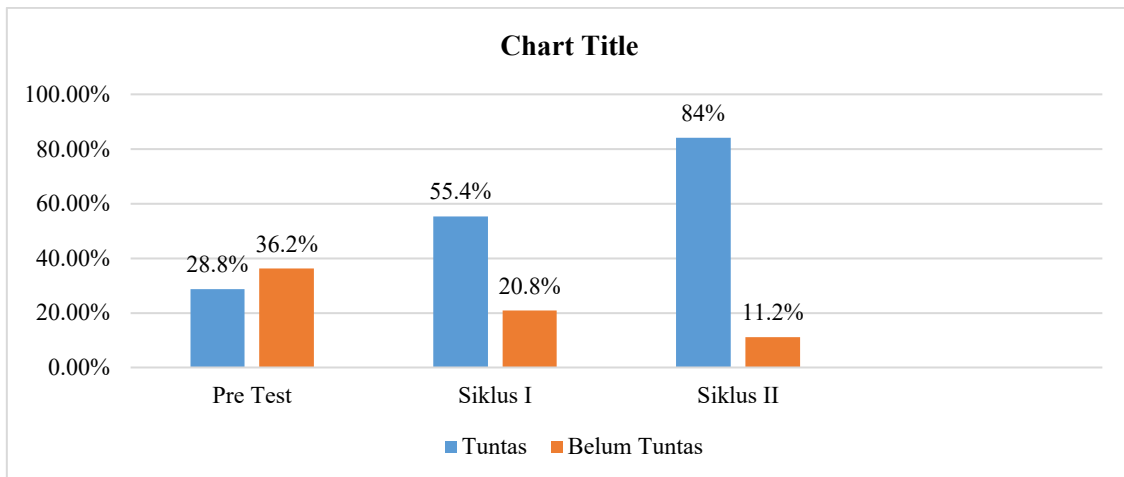
In the second cycle, the researcher can guide younger students because the students' motivation and the researcher's enthusiasm for learning are better compared to the previous cycle. The researcher can also focus and pay attention to students who like to play around while studying, and do not focus on learning, students have not received complete grades, and make the atmosphere of the learning process in cycle II further improve the students' Maharah Al-kalam ability. At the end of the second cycle meeting, the researcher conducted a post-test to determine the extent of the students' ability to understand and memorise the Arabic conversation material that had been given through the use of Arabic cartoon Media Films. The results obtained were 21 students who completed with a percentage of 84% and an average score of 83.4%, while four students obtained incomplete scores with a percentage of 11.2%. In this second cycle, after the post-test is carried out, there are still shortcomings and things that need to be done technically, but because the percentage of student learning outcomes has reached 84.6%, it has reached the class success indicator, which is 80%.

**Table 1:** Percentage of Increase in Cycle

No	Valuation	Total completeness		Presentase		Aver age
		Tuntas	Incomplete	Tuntas	Incomplete	
1.	Pre Test	9	16	28,8%	36,2%	64,4
2.	Siklus I	17	8	55,4%	20,8%	76,2
3.	Siklus II	21	4	84%	11,2%	83,4

*Source: Primary data*

From Table 1, it can be seen that 21 students completed and 4 students did not, with an average class size of 83.4, while the KKM set for Arabic subjects was 78.



Source: Primary data

**Figure 1.** Graph of Oral and Written Test Results of Pre-Test, Cycle I, and Cycle II in Raising Maharah Al-kalam

Based on table 1 and graph 1, it is understood that before the use of Arabic-language Cartoon Film Media, the ability value of students was still low, this was obtained preliminary data with the number of students 25 people, 9 people completed (28.8%) and 16 people were incomplete (36.2%).

Then the Use of Arabic Cartoon Film Media has been implemented in the first cycle through the planning, implementation, observation, and reflection stages, it turns out that students have increased in Maharah Al-kalam, namely from the number of students 25 people, who completed 17 people (55.4%) while those who did not complete 8 people (28.8%). From these results, it has been said to be successful, but it has not reached the target implemented, so it is necessary to make improvements in the next cycle.

Furthermore, in the second cycle after the improvement was held, there was a significant increase in the number of students from 25 people who completed 21 people (84%), while those who did not complete were 4 people (11.2%). Using Arabic-language cartoon film media increases students' Arabic speaking skills. That can be seen from the research results before implementing Arabic-language cartoon film media, which was completed only 28.8% after implementing Arabic-language cartoon film media in cycles I and II, to 84%.

Based on the analysis of using Arabic cartoon media to learn Arabic, the ability of grade VII A students to speak Arabic has improved. This is evidenced by the increase in student learning outcomes from each cycle. Therefore, it can be concluded that using Arabic-language cartoon film media can increase the Maharah Al-kalam of grade VII A MTs DDI Patobong Pinrang students.

#### 4. Conclusion

From the results of the research that has been carried out, it can be concluded that the learning process with the Use of Arabic cartoon film media in improving the Maharah

Al-kalam of grade VII A MTs DDI Patobong Pinrang, which is carried out in 2 cycles is carried out with several processes, namely: Planning, implementation of actions, observation, and presenting material using Arabic cartoon film media

The results of this two-cycle research conducted by the researcher can be concluded that the use of Arabic cartoon film media in Arabic learning can increase the Maharah Al-kalam of grade VII A MTs DDI Patobong Pinrang students.

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