

INNOVATION IN DIGITAL PICTURE CARD-BASED ASSESSMENT IN ARABIC VOCABULARY MASTERY AMONG MADRASAH TSANAWIYAH STUDENTS

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Abstract

This research investigates an unique evaluation technique that uses digital picture cards to improve Arabic vocabulary competence among seventh-grade pupils in a Madrasah Tsanawiyah. While visual materials have long assisted vocabulary acquisition, their use as a structured assessment tool is still in its early stages, particularly in schools that limit students' access to mobile devices. This gap emphasizes the importance of researching how digital visual evaluations can help with vocabulary development in technology-constrained contexts. The goal of the research is to assess the efficiency of this novel evaluation as well as the difficulties that arise from restricted device access. A qualitative descriptive methodology was used, which included classroom observations, semi-structured interviews with an Arabic instructor and pupils, and documentation of evaluation results. According to findings, the innovation successfully improves students' identification, pronunciation, and understanding of vocabulary by forming strong visual links, while also boosting confidence and engagement during evaluation. The instructor noticed significant gains in accuracy and memory throughout assessment cycles. However, limitations arose since students could not use personal devices, forcing reliance on projectors and computer labs, which limited individual engagement with digital media. Despite these limitations, the novel assessment methodology is still effective and well received. The research suggests improving technology infrastructure and implementing more favorable policies to promote the long-term usage of digital breakthroughs in Arabic learning assessment.

Keywords: digital assessment, picture cards, Arabic vocabulary, visual media, qualitative study.

Abstract

Penelitian ini mengkaji sebuah inovasi penilaian berbasis kartu gambar digital guna meningkatkan penguasaan mufrodat bahasa Arab pada siswa kelas VII Madrasah Tsanawiyah. Meskipun media visual telah lama dimanfaatkan dalam pembelajaran kosakata, penggunaannya sebagai instrumen penilaian yang inovatif masih jarang dikembangkan, terutama pada sekolah yang menerapkan larangan penggunaan gawai pribadi oleh siswa. Kondisi ini menimbulkan kesenjangan antara potensi inovasi media digital dan praktik penilaian yang berlangsung di kelas. Penelitian ini bertujuan menelaah efektivitas inovasi penilaian tersebut serta mengidentifikasi tantangan yang muncul akibat keterbatasan akses perangkat. Pendekatan kualitatif deskriptif digunakan dengan teknik pengumpulan data berupa observasi kelas, wawancara semi-terstruktur dengan guru bahasa Arab dan beberapa siswa, serta analisis dokumen penilaian. Hasil

penelitian menunjukkan bahwa inovasi penilaian ini mampu meningkatkan kemampuan siswa dalam mengenali, melafalkan, dan memahami kosakata melalui penguatan asosiasi visual, sekaligus meningkatkan kepercayaan diri dan keterlibatan mereka dalam proses evaluasi. Guru juga mengamati perbaikan konsistensi dan retensi kosakata dari satu siklus ke siklus berikutnya. Namun, keterbatasan penggunaan perangkat individu menjadikan interaksi siswa dengan media digital kurang optimal. Kendati demikian, inovasi penilaian ini tetap efektif dan mendapat respons positif. Penelitian merekomendasikan peningkatan dukungan fasilitas teknologi serta kebijakan yang lebih fleksibel agar inovasi penilaian digital dapat diterapkan secara berkelanjutan.

Kata kunci: inovasi penilaian, kartu gambar digital, mufradat Arab, media visual, penelitian kualitatif.

INTRODUCTION

Arabic language learning in Madrasah Tsanawiyah (MTs) occupies a strategic position as the basis for developing students' language skills. Vocabulary mastery is an important component, because without adequate vocabulary, students will have difficulty understanding other language skills. However, the process of learning vocabulary is often hampered by traditional memorization methods that quickly bore students. Recent research suggests that vocabulary learning is more successful when students are backed with tangible visual aids. (Hadi dkk., 2024) discovered that flashcard-based visuals assist learners comprehend vocabulary meaning more organically because they minimize abstraction and enable early comprehension, particularly among junior secondary students. Research (Az Zahrah & Wajdi, 2024) shows that students need varied and interesting media to maintain their motivation to learn. The results of research (Ratnasari, 2021) also confirm that the use of flashcards in learning can attract students' attention and improve memory through a consistent visual approach. Research (Makaruku, 2021) reinforces that picture cards or similar tools are effective in helping students understand vocabulary through direct visuals that accelerate meaning. This condition raises the question of how vocabulary learning can be carried out more effectively, attractively, and in accordance with the cognitive development of MTs students.

Picture cards are an alternative that has been proven effective in connecting vocabulary with visual representations, thereby assisting in long-term memory. Visual card media work as cognitive tools to help people link words and meaning. According to (Azizah, 2025), flashcard materials greatly increase vocabulary mastery by lowering cognitive burden and making vocabulary study more appealing for junior high school students. The use of flashcards can improve students' ability to remember vocabulary through strong image associations (Hariyanti dkk., 2025). Another study by (Halimah & Abidin, 2025) also revealed that card media has a significant effect on improving high school students' vocabulary mastery, making it highly relevant for the MTs level, which requires a more intensive visual approach. Research (Albaiyah & Nasution, 2024) also shows that matching game-based index cards can improve vocabulary mastery through motivating visual-kinesthetic activities. However, most of these media are still traditional and do not utilize digital technology integration. This raises the question of how card media can be

developed more adaptively for the current digital generation.

This situation is also evident in the Arabic language learning process at MTs Ma'arif Nurul Haromain, Kulon Progo, Special Region of Yogyakarta, which is the focus of this study. As an Islamic-based educational institution, this madrasah places Arabic as a core subject that plays an important role in shaping students' Islamic competence. However, students' vocabulary mastery still shows significant variation, especially in terms of *mufrodat* as the basis of language skills. In learning practices, picture cards have been used as teaching aids, but their use is still limited and has not been systematically directed as a means of learning assessment. The Arabic language evaluation process in this school generally still focuses on written tests and vocabulary memorization activities, so it does not fully reflect students' contextual understanding. This condition indicates the need for innovative assessment media that not only measures learning outcomes but also increases student engagement through a more attractive and relevant visual approach.

Digital transformation in education provides opportunities to create learning that is more interactive and closer to students' daily lives. Similar situations have been found in other Islamic educational institutions. According to Baidhowi et al. (2024), vocabulary instruction and evaluation frequently focus on results rather than learning processes, giving limited chances to examine students' actual vocabulary knowledge through interactive visual activities. The results of (Nadhif & Premaswari, 2023) show that image-based digital media can increase student participation and creativity in learning vocabulary, while also making them more active in the learning process. (Mardiah dkk., 2022) also states that the use of digital and printed cards in Islamic boarding schools has a significant impact on improving vocabulary comprehension through attractive visual stimuli. Research by (Novel dkk., 2025) also confirms that digital flashcards can improve students' speaking skills through systematic visualization of vocabulary. However, most studies focus more on the learning aspect rather than evaluation. Thus, there is a gap in research on how visual technologies such as digital picture cards can be specifically utilized as assessment instruments.

Teachers' role is very important in choosing learning strategies that are appropriate for the characteristics of students at the MTs age. Digital flashcards have emerged as an alternative that aligns with students' digital habits. Muhammad Yasminto and Ningsih (2024) found that digital flashcards increase students' motivation and participation in vocabulary learning; however, their use has predominantly focused on instructional activities rather than structured assessment practices. Research (Indriani & Setiawan, 2025) shows that teachers who use picture cards can help students recognize and understand vocabulary more quickly through targeted visual stimulation. In addition, the visual approach facilitates concrete-operational learning, which is dominant at the MTs age. However, this approach is still mostly used for delivering material rather than for evaluation. Research (Cinta dkk., 2024) also emphasizes that domino cards are effective in increasing the motivation and vocabulary processing of MTs students, but they are still limited to the context of learning, not assessment. In other words, there is a research gap

that leads to a lack of development of digital picture card-based assessment models that not only assess memorization but also encourage contextual vocabulary understanding.

A number of other studies show that card media are highly effective in various learning situations, both in MTs and other educational institutions. (Munir & Nurlatifah, 2023) emphasized that image-based word guessing methods can improve students' ability to recognize vocabulary through interesting visual associations. (Suwardi dkk., 2023) also confirmed that vocabulary cards are effective in helping teachers monitor student progress in formative evaluation, mainly because teachers can directly observe students' responses to the images displayed. (Ramadhani & Ammar, 2023) add that learning cards can increase students' motivation and focus on Arabic language material at the vocational level through attractive visual presentations. Research (Amran dkk., 2025) even shows that the development of Arabic UNO card media greatly helps MTs students understand vocabulary through more enjoyable evaluative activities. However, their research focus has not yet addressed the use of card media as a digital evaluation tool.

Based on existing research and the empirical situation at MTs Ma'arif Nurul Haromain Kulon Progo, the purpose of this study is to create an assessment model that utilizes digital picture cards. This model aims to combine the traditional visual strength with the interactivity offered by current technology. The main focus of this study is on the use of digital picture cards in evaluating MTs students' vocabulary mastery in a more interesting and effective way. The scope of this study is limited to basic Arabic vocabulary and the use of digital cards as a tool for formative and summative assessment. Thus, this study is expected to fill the gaps in previous studies. In addition, the results of this study are expected to contribute to innovation in Arabic language learning assessment in madrasahs.

METHOD

This study uses a descriptive qualitative approach to describe the application of digital picture card-based assessment in students' vocabulary mastery. The research was conducted at MTs Ma'arif Nurul Haromain, Kulon Progo, Special Region of Yogyakarta, which was chosen because Arabic is a core subject and has utilized picture cards in vocabulary learning. The research subjects consisted of Arabic teachers and MTs students who were directly involved in the use of digital picture cards as an assessment instrument. Data were collected through learning observations, semi-structured interviews, and analysis of assessment documents and student worksheets, as commonly used in Arabic language learning media research (Az Zahrah & Wajdi, 2024; Pil Hayati dkk., 2024; Suwardi dkk., 2023). Informants were selected using purposive sampling techniques so that the data obtained was relevant to the research focus (Hariyanti dkk., 2025; Ramadhani & Ammar, 2023). Data validity was maintained through source and technique triangulation by comparing the results of observations, interviews, and documentation, as applied in other visual media studies (Indriani & Setiawan, 2025; Mardiah dkk., 2022; Syamsudin dkk., 2025). The collected data was then analyzed descriptively and

qualitatively to identify patterns of application and student responses to digital picture card-based assessment in mufrodat learning.

RESULTS AND DISCUSSION

Implementation of Digital Picture Card-Based Assessment

The implementation of digital picture card-based assessment in class VII MTs Ma'arif Nurul Haromain showed a very positive response from students and teachers. When the digital cards were displayed through a projector, students could see the pictures clearly, helping them recognize new vocabulary more quickly. Ms. Durrotun, the Arabic teacher, explained that strong visuals help students understand meaning without having to memorize abstract concepts, as the association between images and meaning occurs automatically. She also mentioned that students not only recognize images but also begin to show the ability to guess the meaning before instructions are given, indicating the activation of visual memory. Student interaction during assessment showed increased motivation and active engagement, with some students spontaneously mentioning vocabulary before being pointed to. A student with the initials HM said that digital assessment felt like a “quick guessing game,” while a student named AN said that he “memorized the image first, then the Arabic word later.”

Results of Vocabulary Mastery Measurement (Scores and Achievement)

The assessment results showed a consistent increase in student scores after the implementation of digital picture card-based assessment. The majority of students were able to recognize vocabulary more quickly when paired with relevant visuals, especially concrete nouns. Teachers also found that students who previously often gave incorrect answers became more consistent in giving correct answers. In addition, higher scores were found in the image matching aspect compared to the text questions. The average score increased significantly after two assessment cycles, and teachers noted that students were more confident in answering. However, some vocabulary words that they considered unfamiliar or less familiar still caused errors in a small number of students. Teachers then made adjustments to the images, and improvements occurred again in the next cycle.

Table 1. Recap of Vocabulary Mastery Assessment

	CRITERIA	PERCENTAGE	DESCRIPTION
VOCABULARY RECOGNITION	Correctly recognizing vocabulary through pictures	82%	Visual aids help strengthen word-picture associations
PENGUCAPAN	Pronouncing vocabulary according to examples	76%	Pronunciation is more accurate with visual support

MEANING COMPREHENSION	Explaining the meaning of vocabulary	79%	Comprehension improves after visual stimulus
IMAGE-WORD MATCHING	Accuracy in matching	85%	Highest improvement aspect.
ANSWER CONSISTENCY	Accuracy between cycles	74%	Improved after image refinement
CONFIDENCE	Answering activity	80%	Digital media reduces assessment anxiety..

Implementation Challenges

The main challenge in implementing digital image cards is the ban on bringing mobile phones (gadgets) to school, so students cannot practice independently using personal devices. Teachers can only use projectors or computer labs with limited schedules. The collective use of media causes student interaction to become less personal, and some students need additional explanations after the assessment session. Despite these challenges, students are still able to adapt and continue to show enthusiasm and improved understanding. Teachers also assess that better technological support will increase the effectiveness of the media. This situation confirms that the implementation of digital picture cards is greatly influenced by policy factors and device availability.

Chapter of Discussion in Paper

Strengthening Visual-Vocabulary Association

The findings in the results section show that students can recognize and understand vocabulary more quickly when given clear visual stimulation. This condition is in line with the findings (Hariyanti dkk., 2025) which state that digital flashcards significantly improve focus and vocabulary retention. The same thing was conveyed by (Mardiah dkk., 2022), that visual media activates students' long-term memory through consistent image repetition. Interviews with students reinforced this, especially the statement that they remembered the images before remembering the Arabic words. Thus, visual association has been proven to be a cognitive bridge that makes it easier for students to grasp the meaning of vocabulary more quickly.

These findings are consistent with (Baidhowi dkk., 2024), who argue that visual card-based activities improve vocabulary retention through repeated picture exposure. They claim that visual interaction allows learners to grasp meaning before verbal production, making it appropriate for both learning and assessment situations. These findings indicate that strengthening visual-vocabulary associations can be a relevant assessment breakthrough to be applied in other schools with similar student characteristics. This model does not rely solely on memorization skills, but encourages a more natural process of meaning through visualization. Thus, this approach has the potential to be adapted to

various contexts in madrasas and junior high schools that face similar problems in mastering Arabic vocabulary.

Effectiveness of Visual Media in Improving Scores

These results are consistent with research (Pil Hayati dkk., 2024) which found that digital cards help students connect words with real visual representations. Additionally, (Ratnasari, 2021) explains that the *unzur wa qul* (see and say) method supports vocabulary comprehension through visual-verbal association. This study also found that students were more confident in answering after seeing the images, in line with the findings (Syamsudin dkk., 2025) that digital flashcards increase student confidence in the evaluation process. Therefore, the increase in scores is not only the result of repeated practice but also the result of consistent reinforcement of visual representations. This progress backs up (Azizah, 2025) conclusion that students assessed using flashcard media have greater vocabulary accuracy than those evaluated using standard written methods. Visual aid improves students' confidence and consistency in remembering vocabulary. More broadly, this improvement in learning outcomes shows that digital picture cards can serve as an adaptive and applicable alternative assessment tool in other schools. This breakthrough allows teachers to assess vocabulary mastery in a more authentic and understanding-oriented manner, not limited to written tests alone. Thus, the evaluation results obtained are more representative of students' actual ability to use vocabulary.

The Role of Visuals in Student Motivation and Affective Learning

The results show that digital media can create a more enjoyable and less stressful assessment atmosphere. (Munir & Nurlatifah, 2023) reveal that visual-based activities reduce anxiety and increase students' intrinsic motivation in vocabulary learning. Assessments that resemble educational games, as described by student HM, show the integration of gamification elements that increase students' emotional involvement. This is in line with (Ramadhani & Ammar, 2023), who explain that image media creates a more friendly and enjoyable learning atmosphere. Thus, affective factors play a fundamental role in the success of visual-based assessment. The affective response observed in this study corresponds with (Hadi dkk., 2024), who contend that flashcard-based visual materials foster a more relaxed and supportive learning environment. Such settings make students feel less uncomfortable during vocabulary exercises, which has a beneficial influence on their participation in evaluation. The implications of these findings open up opportunities for the application of visual-based assessment in other schools as an effort to create a more humanistic evaluation climate. When assessment is no longer perceived as a stressful activity, students tend to show more active participation and more honest responses to their own abilities. This condition supports the formation of positive attitudes among students towards Arabic language subjects on an ongoing basis.

Implementation Challenges and Educational Implications

Analysis of the results shows that the main obstacle is not the digital media itself, but rather school policies and facility limitations. Challenges with device availability echo those discovered by (Yasminto & Ningsih, 2024), who discovered that limited access to technology limits students' ability to interact independently with digital flashcards. This suggests that infrastructure readiness plays an important role in increasing the efficacy of digital-based assessment. Research (Nadhif & Premaswari, 2023) notes that limited access to devices reduces the effectiveness of digital learning because student interaction becomes limited. This study confirms these findings, especially in the context of shared use, which makes the learning experience less personal. However, students demonstrated good adaptability by continuing to understand vocabulary through projector visualizations. The implications of this study reinforce the recommendations (Pil Hayati dkk., 2024) and (Suwardi dkk., 2023) that the success of visual media requires ICT facility support and consistent use of image-based instructional strategies. With more flexible facilities and policies, digital picture cards can become an effective and sustainable assessment model in MTs.

Despite facility limitations, the findings of this study indicate that digital picture cards still have the potential to be replicated in other schools with adjustments to the available facilities. This media can be used flexibly, either through individual devices or collective displays, without reducing the essence of vocabulary visualization. With the support of school policies and improved teacher competencies, this assessment model has the potential to develop into a best practice in Arabic language learning assessment.

CONCLUSION

This study shows that the use of digital picture cards in vocabulary assessment in grade VII MTs Ma'arif Nurul Haromain has a positive impact on improving students' vocabulary mastery. Digital media can strengthen students' visual memory so that they can more quickly recognize, understand, and name the vocabulary displayed. Implementation through a projector has proven to be effective in creating an interesting evaluation atmosphere and reducing the pressure that usually arises in conventional assessments. Teachers also felt that students became more confident in answering and more focused on following instructions because the visual display helped clarify meaning instantly. Improvements in various aspects, such as vocabulary recognition and image-word matching, reinforce that visual media has a significant contribution to understanding. Students' responses in interviews showed that they enjoyed the assessment process and found it easier than the usual method. Overall, this innovation provides a more enjoyable assessment experience while improving student learning outcomes.

However, this study also found challenges that need to be addressed in the application of digital media as an assessment tool. The ban on bringing cell phones means that the media cannot be used independently by students, so teachers rely solely on projectors and computer labs, which are not always available. Collective learning through a single screen

made student interaction less personal, so some students needed additional assistance to understand the images optimally. However, these limitations did not reduce the overall effectiveness of the media because students still showed improvement in terms of motivation, participation, and understanding. The implication of this study is the need for technological support and more flexible school policies so that assessment innovations can be more optimal and sustainable. Teachers also need to develop a variety of strategies so that the media can be used both in large class situations and in individual learning. With the right support, digital picture cards have the potential to become a permanent part of Arabic language learning assessment in madrasahs.

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