



Creative and Enjoyable Instructional Media for Arabic Language Teachers

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Abstract: This study aims to examine the role of instructional media in improving the quality of Arabic language learning, as well as to provide a classification of media types suitable for the linguistic aspects being taught. Another objective of this study is to demonstrate how media can be effectively used by teachers to create an engaging and enjoyable learning environment. The research employs a qualitative method with a library research approach, in which data is collected through a review of various literature sources such as books, journals, and scientific articles relevant to the topic of Arabic language learning and instructional media. Data analysis is conducted using a descriptive-qualitative approach by interpreting and drawing conclusions from the reviewed references. The findings indicate that the appropriate and innovative use of instructional media can enhance students' learning motivation, strengthen their understanding of the material, and facilitate the creation of active and communicative learning. Media such as audio-visual aids, images, educational games, and digital technologies have proven effective in teaching language aspects such as vocabulary, grammar, listening, speaking, reading, and writing skills. Therefore, Arabic language teachers are encouraged to be more creative and selective in choosing and developing instructional media that align with the learning objectives and the characteristics of their students.

Keywords: Arabic language teacher; Arabic learning; Creative; Fun; Instructional media

Introduction

Arabic language learning in Indonesia faces serious challenges, particularly in terms of student motivation and the continued reliance on conventional teaching methods. Many teachers still depend on lecture-based and rote memorization techniques without the support of varied instructional media. In fact, the learning process requires at least five main components: approach, method, strategy, technique, and the inclusion of teaching aids and media as essential supporting elements in the teaching and learning process. As a result, students often feel bored, have difficulty understanding the material, and are not actively engaged in learning. Yet, in this digital era, instructional media has become a key element that can foster interaction, motivation, and student comprehension (Prananingrum et al., 2020).

Instructional media can be defined as any form of tool, resource, or material used in the teaching and learning process to help deliver information or lesson content to students more effectively and efficiently. These media may include visual tools, audio, audiovisual materials, or interactive technologies aimed at clarifying, simplifying, and strengthening students' understanding of the subject matter. Examples of instructional media include images, videos, presentation slides, films, books, computers, LCD projectors, audio recorders, as well as various digital and multimedia platforms (Sanni, 2023).

Instructional media in Arabic language teaching plays a very important role in supporting the process of delivering material from teachers to students. This media functions to bridge students' understanding of the given material, whether through technology-based devices such as computers, projectors, audio-lingual

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tools, and digital applications, or through non-technological media like whiteboards, flashcards, or other simple teaching aids.

Various research findings show that the utilization of instructional media has a significant impact on the effectiveness of the teaching and learning process. Not only does it facilitate the understanding of concepts, but it also increases student engagement, strengthens memory retention, and creates a more interesting and interactive learning atmosphere. Therefore, the use of instructional media is considered a strategic step to improve the quality of education, especially in mastering the Arabic language (Furoidah, 2020).

However, in reality, the facts we observe in the field show that many teachers, including Arabic language teachers, have not been able to utilize the various available media optimally. This indicates that some teachers may not yet fully understand the importance of using media as a supporting tool in delivering instructional material. One of the main causes of this situation is the uneven development of the education system in Indonesia.

There is a noticeable disparity in the use of instructional media between urban and rural areas. This difference is especially evident in terms of educational facilities, the number of teaching staff, and the overall quality of education. One of the most prominent factors is technological limitations, particularly regarding access to signal and internet networks. While urban areas generally have adequate supporting resources for learning, including digital technology, rural areas are still far from ideal in this regard.

As a result, the use of instructional media in Arabic language lessons varies greatly depending on the environmental conditions. To ensure the effectiveness of the learning process, several important components need to be considered, including the role of students, teacher competence, the curriculum used, learning objectives, teaching methods, learning environment, and evaluation systems. All these elements must support each other so that the use of instructional media can truly have a positive impact on education, especially in Arabic language teaching.

Based on the above explanation, this article will explore in depth the instructional media that can be used in Arabic language learning, along with their types and steps for implementation.

Method

This study applies a library research method, which is a data collection technique conducted through the review of various written sources (Ibrahim, 2021). These sources include reference books, scientific journals,

articles, and policy documents related to the field of education.

The primary data sources used in this study include journals focused on Arabic language education, books discussing theories of instructional media, and articles from Arabic language education conferences.

The data analysis process is carried out using a descriptive-qualitative approach, where findings are classified and described based on specific categories, namely the types of instructional media used, the benefits obtained, and how these media are implemented in classroom teaching practices. This approach allows for an in-depth understanding of the role of instructional media and its effectiveness in supporting the teaching and learning process of the Arabic language.

Result and Discussion

Instructional Media

Instructional media are anything that can be used to deliver messages while simultaneously stimulating students' attention, thinking, and feelings during the learning process (Arsyad, 2011). In other words, instructional media not only function as tools for conveying information but also as means to foster students' interest and active involvement in learning. According to Dale (1991), learning experiences that engage multiple senses—such as sight, hearing, and touch—produce more effective and lasting understanding compared to learning that involves only one sense (Arif & Makalalag, 2020). There are various types of instructional media that can be used, classified based on how they stimulate students' senses and interaction, including:

Visual Media

Visual media includes all forms of images that can be directly seen by students. Examples include pictures, posters, diagrams, and infographics. This type of media is very effective in simplifying complex information and helping students visualize abstract concepts. For instance, a poster illustrating Arabic grammar or an infographic explaining sentence structure can clarify the material in an easily understandable way (Nafisah, 2022).

Audio-Visual Media

Audio-visual media combine sound and moving images to provide a more dynamic learning experience. Examples include educational videos, animations, and short films. Animated videos featuring dialogues in Arabic or short films about Arab culture can help students understand the real-life context of language use

while also increasing the appeal of the material (Purnaningsih, 2017).

Interactive Digital Media

This type of media involves digital technology that allows students to interact directly with the learning materials. Examples include quiz applications, computer simulations, and e-learning platforms that provide exercises, instant feedback, and self-paced learning features. This media is very useful for practicing students' skills in a practical way and providing a personalized and adaptive learning experience (Azzuhri, 2009).

Educational Games

Educational game media are specifically designed to make the learning process more enjoyable while challenging students' thinking abilities. Examples of educational games include puzzles, role-playing games, and interactive quizzes that encourage students to actively use Arabic. Through gameplay, students can learn vocabulary and language structures contextually in situations similar to real life, making the learning experience more meaningful. By utilizing various types of learning media, teachers can create more varied and effective learning experiences. This not only improves understanding of the material but also helps develop students' critical thinking skills, creativity, and motivation to learn.

Instructional Media for Arabic Language Learning

In the context of education, instructional media function as intermediaries between teachers and students in the process of delivering information or material. These media come in various forms according to their specific functions, including:

Audio Visual Media

This type of media is designed to stimulate students' senses of sight and hearing simultaneously. Examples include the use of educational videos displayed through projectors or presentation screens. By combining sound and images, students can more easily absorb information both visually and auditorily.

Teaching Aids

This media serves as a means to visualize the concepts or objects being taught. Teaching aids are often used to clarify understanding of abstract or difficult concepts. Examples of this media include the use of dolls, miniatures, or other concrete objects relevant to the material.

Explanatory Media

This media is used to reinforce the teacher's explanation in delivering lesson material. It can take the

form of images, diagrams, concept maps, or graphs that help students understand the relationships between concepts or clarify complex information.

Based on the explanation above, it can be concluded that instructional media for Arabic language learning include all devices or aids, both physical (hardware) such as whiteboards and vocabulary cards, as well as digital or non-physical (software) tools like learning applications or digital platforms. These are intended to support the delivery of Arabic language material more efficiently, engagingly, and understandably for students. The use of media in Arabic language learning not only enhances teaching effectiveness but also fosters students' motivation and interest in learning the language.

Types of Instructional Media for Arabic Language Learning

In the process of Arabic language learning, instructional media play an important role as aids that support the effectiveness and efficiency of material delivery. According to several experts in the field of Arabic language education, there are various types of instructional media that can be used according to the linguistic aspects to be achieved. The following is a classification of Arabic language instructional media based on the types of skills and materials taught:

Vocabulary Instructional Media (Mufrodat)

Understanding mufrodat or vocabulary is the main foundation in mastering the Arabic language. Therefore, vocabulary introduction should be done using attractive, visual, and interactive media. Some commonly used media include:

Stick Figure

Stick figures are simple drawings made manually or printed and attached to sticks. This media is used to introduce vocabulary through images representing certain objects or activities. Its simple yet communicative nature makes it effective for introducing basic words.

Flash Card

Flash cards are small to medium-sized cards usually printed on thick paper. One side of the card displays a picture, while the other side contains the corresponding Arabic word. This media is very suitable for vocabulary games or interactive quizzes.

Wall Pictures

These are generally large images attached to classroom boards or walls. Examples include images of national figures, country symbols, or common objects. Although not specific to Arabic, these pictures can be used to enrich students' mufrodat by matching images with Arabic terms.

Quizziz Application

Quizziz is a digital platform offering interactive quiz-based learning. Teachers can create questions related to mufrodat packaged as games. This media not only trains memory but also increases students' enthusiasm for learning through a game-based approach.

Grammar Instructional Media (*Qawa'id/Tarkib*)

Tarkib, which includes nahwu (syntax) and sharaf (morphology) rules, is an important aspect of Arabic language learning. Understanding these rules helps students use the language with correct structure. One effective media for teaching tarkib is the Tarkib Cube. This instructional media takes the form of a cube with each side displaying sentence elements in Arabic such as fi'il (verb), fa'il (subject), maf'ul (object), etc. Students can interactively arrange sentences with correct structure, making grammar learning more concrete and engaging.

Arabic Skills Instructional Media (*Maharat al-Lughah*)

The four language skills—listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*)—require specific media according to the characteristics of each skill.

Listening Instructional Media (Maharah Istima'). Listening skills can be developed using audio-based media such as recordings, podcasts, or educational tapes. Through these media, students can practice listening to word pronunciation, sentence intonation, and understanding the meaning of conversations in Arabic.

Speaking Instructional Media (Maharah Kalam). For speaking skills, media such as illustrated flash cards, interactive posters, and dialogue scripts (*naskah hiwar*) are very effective. These media help students get accustomed to forming and pronouncing sentences in everyday contexts, as well as build confidence in public speaking.

Reading Instructional Media (Maharah Qiroah). Arabic reading instruction requires text-based media such as short stories, dialogues, light articles, or reading worksheets. Through these texts, students can practice letter recognition, comprehension of the content, and improve their reading speed.

Writing Instructional Media (Maharah Kitabah). In writing skills, students can be trained using media such as crossword puzzles, word fills, or daily journals. These activities not only enrich students' vocabulary but also enhance their ability to construct sentences correctly and logically in Arabic (Khalilullah, 2012).

Enjoyable Instructional Media

In today's digital era, the integration of technology in Arabic language learning plays an important role in creating an engaging and effective learning environment for students. Technology makes the teaching and learning process more interesting and dynamic. Through interactive software, learning applications, educational games, and audio-visual instructional media, students can engage in Arabic language learning in a more contextual and enjoyable way. This provides students the opportunity not only to understand but also to master Arabic more effectively.

Enjoyable instructional media are tools or aids designed to enhance students' active and participatory learning experiences. These media can include films, educational music, interactive applications, digital games, and animated videos. Their purpose is not only to deliver instructional material but also to create a motivating and enjoyable learning atmosphere. When students feel comfortable and interested in the material presented, they find it easier to understand and remember the lesson content, as well as become more motivated to learn continuously (Bustam et al., 2024).

The use of engaging instructional media has various advantages. One of them is its ability to increase students' enthusiasm and interest in learning Arabic. The attraction built through pleasant visuals and sounds can help students stay focused and active during the learning process. Additionally, enjoyable instructional media enrich students' learning experiences by presenting material in various formats that cater to different learning styles. Some students learn better through images and videos, while others understand more through hands-on activities and digital simulations (Budiman et al., 2020).

Instructional media also have a positive impact on developing students' social skills. Through project-based learning or group games, students can learn to collaborate, communicate, and share ideas with their peers. This fosters collaborative abilities and strengthens confidence in using Arabic both orally and in writing. With the use of enjoyable instructional media, teachers can develop more creative and adaptive teaching approaches. The learning process becomes more efficient, productive, and meaningful. Besides increasing students' motivation and understanding, technology also facilitates teachers in delivering material systematically and structurally. Therefore, the use of enjoyable instructional media in teaching Arabic is not only relevant but also a highly effective strategy to create higher-quality learning that is oriented towards the needs of today's students (Bustam et al., 2024).

The Application of Enjoyable Instructional Media in Arabic Language Learning

Based on the previous explanation regarding the definition of instructional media, types of Arabic language instructional media, and the importance of enjoyable media in the teaching and learning process, the application of instructional media in Arabic language learning must be designed in an integrated, creative, and contextual manner to make the learning process more effective and meaningful.

The use of media should not be monotonous or merely supplementary, but must become an integral part of the teaching strategy. This starts with selecting the appropriate media according to the learning objectives and the characteristics of the material. For example, in vocabulary (mufrodāt) learning, teachers can combine flash cards and Quizziz as enjoyable visual and digital instructional media. Through interactive games and attractive displays, students will be more motivated to actively memorize and understand vocabulary (Unsi, 2014).

In the aspect of grammar (tarkīb), the use of concrete instructional media such as tarkīb cubes not only helps students understand sentence structure but also provides kinesthetic and visual learning experiences. When combined with digital media like interactive tarkīb simulations based on applications, learning becomes more lively and adaptive to the diverse learning styles of students.

For language skills (maharat al-lughah), the application of enjoyable instructional media can be carried out in various forms. In listening skills (maharah istima'), students can be invited to listen to recordings of Arabic songs or dialogues from short animated films, then discuss the content. In speaking skills (maharah kalam), teachers can utilize conversation scripts (hiwar) through role-play or simulated conversations related to everyday situations, supported by flash cards as visual aids.

In reading skills (maharah qira'ah), reading texts can be packaged attractively using digital picture stories or Arabic comics developed in multimedia formats. Meanwhile, in writing skills (maharah kitabah), activities such as creating simple picture stories, solving Arabic crossword puzzles, and writing daily digital journals provide creative and enjoyable spaces for student expression (Firdaus, 2006).

Furthermore, technological applications such as Quizlet, Kahoot!, or interactive Google Slides can be integrated to enrich the variety of learning and encourage more active student engagement. The use of these instructional media not only delivers material but also fosters a collaborative, competitive, and enjoyable learning environment.

By combining the principles previously explained, the application of instructional media for Arabic language learning in an enjoyable way will: Facilitates teachers in delivering material systematically. Fosters students' interest, curiosity, and enthusiasm for learning. Strengthens students' Arabic language skills in both receptive aspects (listening and reading) and productive aspects (speaking and writing). Makes the learning process more contextual, communicative, and adaptive to the times.

Conclusion

Arabic language learning in Indonesia still faces significant challenges, especially regarding student motivation and conventional teaching methods. The use of varied and engaging instructional media has not been fully optimized by many teachers, particularly in areas with limited access to technology. Yet, instructional media plays a strategic role in enhancing the effectiveness, engagement, and understanding of students towards the lesson material. Arabic instructional media can include visual media, audiovisual media, interactive digital media, and educational games, which are highly effective when tailored to the specific language skills being developed, whether mufrodāt (vocabulary), tarkīb (grammar), or the four maharah skills (listening, speaking, reading, writing). Teacher innovation, creativity, and the selection of appropriate media are crucial determinants of successful learning. With a fun and contextual approach, Arabic language learning can become more lively, meaningful, and relevant to the needs of today's students.

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Conflict of Interest

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