

Development of Scramble Media for Arabic Language Learning to Improve Listening Skills of Grade 5 Students at MIN Banda Aceh

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ABSTRACT

Arabic listening skills (*maharah istima'*) play a fundamental role in language acquisition; however, they are often underemphasized in classroom practice, leading to low student comprehension and engagement. This study aims to develop and evaluate scramble-based learning media integrated with animated videos to improve the listening skills of fifth-grade students at MIN Banda Aceh. The research employed a Research and Development (R&D) approach using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. A pre-experimental design with a one-group pretest–posttest approach was used to assess the effectiveness of the developed media. The participants consisted of 15 fifth-grade students selected through purposive sampling. Data were collected using needs analysis questionnaires, expert validation sheets, listening skill tests, observation sheets, and student response questionnaires. The data were analyzed using both qualitative descriptive techniques and quantitative analysis, including mean score comparison and gain score evaluation. The results indicate that the developed scramble media is valid and feasible for use in Arabic language learning, as confirmed by media and material expert validation. The implementation findings show that the integration of scramble media with animated videos creates an engaging and interactive learning environment, enhancing students' participation, concentration, and motivation. Furthermore, the use of the media contributes to improving students' listening skills, particularly in vocabulary recognition and comprehension of spoken Arabic. This study contributes to the field of Arabic language education by providing an innovative instructional media that integrates game-based learning and audiovisual elements. The findings suggest that scramble-based media can serve as an effective alternative strategy for improving listening skills at the

Citation: Mukhlisah, Rahmayani, H., & Hidayatullah, W. (2026). Development of Scramble Media for Arabic Language Learning to Improve Listening Skills of Grade 5 Students at MIN Banda Aceh. *EL-MAQALAH: Journal of Arabic Language Teaching and Linguistics*, 7(1), 17-30.

DOI: <https://doi.org/10.22373/maqalah.v7i1.9939>



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elementary level. Future research is recommended to involve larger samples and experimental designs to further validate the effectiveness of this approach.

Keywords: Arabic Language Learning, Scramble Media, Listening Skills

INTRODUCTION

In the era of globalization and rapid technological advancement, the demand for multilingual competence has significantly increased, particularly in formal education systems. Arabic, as one of the major international languages and a central language in Islamic education, plays a crucial role in Indonesian madrasah education. Mastery of Arabic is not only essential for communication but also for understanding religious texts and engaging with broader Islamic scholarship.

Language learning consists of four fundamental skills: listening, speaking, reading, and writing. (طعمية, n.d.) Among these, listening (*maharatul istima*) is considered the foundational skill because it serves as the basis for acquiring other language competencies. Listening enables learners to internalize pronunciation, comprehend spoken discourse, and develop vocabulary necessary for communication. However, in practice, listening skills are often neglected in classroom instruction, resulting in students experiencing difficulties in understanding spoken Arabic. (Ubaidillah et al., 2024)

Listening can be defined as an activity that includes hearing and interpreting language sounds, identifying, examining, and reacting to the meaning contained in the material. The listening process requires serious attention from students; it is different from hearing or listening. According to Tarigan, "In the activity of listening, the listener may not understand what is heard. In the activity of listening, there is an element of intention, but it is not followed by an element of understanding because it is not yet the goal." (Tarigan, 1994) Listening activities include hearing, listening, and being accompanied by an effort to understand the material.

In the continuity of learning in the classroom, teachers should use learning media to achieve the learning objectives so as to create an effective and conducive atmosphere. The use of media in learning can help students in providing meaningful experiences. Scramble is one of the learning methods that can improve students' concentration and thinking speed; this method requires students to combine the right brain and the left brain. In this method, they are not only asked to answer questions but also to quickly guess the answers to the questions and then answer questions that are already available but still in random conditions. Accuracy and speed of thinking in answering questions are two of the keys to the scramble learning method game. (Huda, 2013)

The scramble learning model is a learning model that can be applied to improve students' creative thinking skills. According to Komalasari, this learning model encourages students to creatively find answers to questions or pairs of concepts by arranging randomly arranged sentences to form an answer or pair of concepts. (Komalasari, 2011)

Several studies indicate that students face significant challenges in Arabic listening comprehension due to unfamiliar phonological systems, limited exposure to authentic audio input, and lack of engaging instructional media. For instance, learners often struggle with rapid speech, unfamiliar vocabulary, and difficulty maintaining concentration during listening activities. (Azka et al., 2024) These challenges are further exacerbated by traditional teaching methods that rely heavily on text-based instruction rather than interactive and multimedia approaches (Oktari et al., 2026)

The study, written by Andina Isna Ghani Saputri, Muhammad Arif Budiman, and Mira Azizah, entitled "Development of Scramble Words Learning Media for English Class IV A at

Nurul Huda Islamic Elementary School, Semarang,” contained a problem. It was found that 57% of students found it difficult to learn English, especially in writing and reading skills. Therefore, learning media is needed to increase student motivation in understanding learning materials during the learning process. One of the media developed is Scramble Media. This study used the ADDIE research model, which has five stages of development procedures: analysis, design, development, implementation, and evaluation.(Saputri et al., 2023)

The study, conducted by Sativa et al., examined the impact of Scramble Word media on the vocabulary skills of fourth-grade elementary school students. The method used was a literature review, which concluded that Scramble Word media had an impact on improving vocabulary skills, increasing interest in learning, and increasing the effectiveness of English learning.(Sativa et al., 2024)

To address these challenges, the integration of innovative learning media has become increasingly important. Educational media plays a vital role in enhancing student engagement, facilitating comprehension, and creating meaningful learning experiences. Research shows that the use of audio-visual media significantly improves students’ listening skills by providing contextualized and multisensory learning experiences.(Prasetya et al., 2024) Similarly, the use of animated videos has been proven to enhance students’ listening comprehension and motivation in Arabic learning contexts.

In addition to multimedia approaches, game-based learning strategies have gained attention as effective tools for improving student engagement and cognitive performance. One such strategy is the scramble learning model, which requires students to arrange randomly presented elements into meaningful structures. This method stimulates cognitive processing, enhances concentration, and encourages rapid thinking. Furthermore, game-based learning has been shown to reduce learning anxiety and improve student motivation, particularly in language learning contexts (Ridha et al., 2025).

The study by Liyudza et al. The purpose of this study was to improve students' abilities in learning Imla' Manqul with the rabthil huruf method based on the Joint Learning approach and the Scramble method at MTsN 4 South Aceh. The research method used by the researcher was the R&D (research and development) method of the Borg and Gall model using the one-group pre-test and post-test design. The results showed that students' abilities increased by using the Rabthil Huruf method.(Rahayu, 2023)

Nia Daniati et al. studied the application of the scramble learning model to increase student learning motivation. The research method used was a quantitative method. The research location was SDN 2 Kalapagunung. The results of the study obtained an average value of student learning motivation before the application of the scramble learning model, namely, 54%, while after the application of the scramble learning model, it was 70%. From the results of the hypothesis test with the testing criteria, if the Sig. (2-tailed) value is < 0.05 , then H_0 is rejected and H_a is accepted with a significance level of 0.05. An obtained value of 0.000 can lead to the conclusion that H_0 can be rejected and H_a is accepted. This shows that the use of the scramble learning model in learning can influence student learning motivation.(Daniati & Yulianengsih, 2024)

Despite the growing body of research on learning media and game-based approaches, the application of scramble media in Arabic language learning—particularly for improving listening skills—remains limited. Most existing studies focus on vocabulary acquisition, reading, or writing skills, and often within the context of English language learning. Therefore, there is a need for research that specifically explores the development of scramble media integrated with audio-visual elements to support Arabic listening skills.

This study aims to fill this gap by developing scramble-based learning media combined with animated videos to improve the listening skills of fifth-grade students at MIN Banda Aceh. By integrating interactive gameplay with audiovisual input, this research seeks to create a more

engaging, effective, and student-centered learning environment. Additionally, this study contributes to the development of instructional media using the ADDIE model and provides practical implications for Arabic language teaching at the elementary level.

Literature Review

Arabic Listening Skills in Language Learning

Listening skills (*maharah istima'*) are fundamental in language acquisition as they form the basis for other language competencies. Listening is not merely a passive activity but involves complex cognitive processes such as attention, interpretation, and meaning construction. According to recent studies, listening skills play a crucial role in second language acquisition, particularly in enabling learners to understand authentic spoken input (Oktari et al., 2026).

However, Arabic listening skills present unique challenges for non-native learners. Differences in phonology, intonation, and vocabulary often hinder comprehension. Research has shown that students frequently experience difficulties in recognizing sounds, understanding fast speech, and interpreting implicit meanings in spoken Arabic (Azka et al., 2024). Additionally, psychological factors such as anxiety and lack of confidence can negatively affect listening performance (Ridha et al., 2025).

Learning Media in Arabic Language Education

Learning media plays a significant role in improving the effectiveness of language instruction. Modern educational approaches emphasize the importance of integrating technology and multimedia tools to support student learning. The use of audio-visual media has been widely recognized as an effective strategy for enhancing listening skills because it provides contextualized and engaging input (Prasetya et al., 2024).

Furthermore, the integration of digital media platforms in Arabic language learning has been shown to significantly improve students' listening abilities. For example, the use of online platforms and applications can increase exposure to authentic language input and improve comprehension (Ubaidillah et al., 2024). Similarly, the use of audio editing tools such as Audacity has been proven effective in designing listening learning materials and improving students' listening performance. (Fikri et al., 2024)

Audio-Visual and Animated Media in Listening Learning

Audio-visual media, including videos and animations, plays a crucial role in enhancing listening comprehension. These media provide both auditory and visual stimuli, which help learners understand meaning more effectively. Studies have shown that the use of animated videos significantly improves students' listening skills by making learning more engaging and interactive.

In addition, the integration of multimedia learning aligns with cognitive theories of learning, which suggest that combining visual and auditory information enhances memory retention and comprehension. Therefore, the use of animated and audio-visual media is highly recommended in language learning, especially for young learners.

Scramble Learning Model in Education

The scramble learning model is a game-based instructional approach that requires students to organize randomly arranged elements into meaningful structures. This model encourages active learning, enhances cognitive engagement, and improves problem-solving skills. Game-based learning strategies such as scramble have been shown to increase student motivation and participation in classroom activities.

Moreover, scramble learning stimulates both analytical and creative thinking processes, making it particularly effective in developing higher-order thinking skills. It also promotes collaboration and interaction among students, which are essential components of effective learning.

Research Gap and Contribution

Although previous studies have demonstrated the effectiveness of learning media and game-based approaches in improving language skills, there is still limited research on the integration of scramble media with audio-visual elements in Arabic listening learning. Most studies focus on vocabulary acquisition or use scramble as a method rather than as a structured learning media.

This study addresses this gap by developing scramble media specifically designed for Arabic listening skills and integrating it with animated videos. The use of the ADDIE model ensures a systematic development process, while the focus on elementary school students provides practical contributions to early language education.

Thus, this research contributes to both theoretical and practical aspects of Arabic language learning by offering an innovative approach to improving listening skills through interactive and multimedia-based learning.

METHOD

This study employed a Research and Development (R&D) approach aimed at producing and validating an instructional product in the form of scramble-based learning media integrated with animated videos for improving Arabic listening skills. The development process followed the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. This model was selected due to its structured and iterative framework, which is widely used in educational product development to ensure both validity and effectiveness.

Research Design

This study adopted a developmental research design combined with a pre-experimental approach, particularly a one-group pretest-posttest design, to measure the effectiveness of the developed media. The design allows for comparison of students' listening skills before and after the implementation of the scramble media.

Research Setting and Participants

The study was conducted at MIN Banda Aceh, involving fifth-grade students as the target users of the developed media. The participants consisted of 15 students, selected using a purposive sampling technique, considering their relevance to the research objectives, particularly in Arabic language learning at the elementary level.

Data Collection Techniques and Instruments

Data were collected using both qualitative and quantitative methods to ensure comprehensive analysis:

Needs Analysis Questionnaire

Used in the analysis stage to identify students' difficulties, learning needs, and preferences in Arabic listening skills.

Expert Validation Sheets

- Media expert validation to assess design, usability, and visual aspects

- Material expert validation to evaluate content accuracy, relevance, and instructional quality

Listening Skills Test (Pre-test and Post-test)

Administered to measure students' improvement in listening skills before and after using the developed media.

Observation Sheet

Used during implementation to observe student engagement, participation, and interaction with the media.

Student Response Questionnaire

Used to gather feedback regarding usability, attractiveness, and perceived effectiveness of the scramble media.

Data Analysis Techniques

Qualitative Data Analysis

Data from expert validation and observations were analyzed using descriptive qualitative techniques, involving data reduction, data display, and conclusion drawing.

Quantitative Data Analysis

Data from pre-test and post-test were analyzed using descriptive statistics and inferential analysis, including: mean score comparison, gain score analysis (N-Gain) to measure learning improvement, and paired sample t-test (if applicable) to determine statistical significance.

The effectiveness of the product was determined based on improvement in students' listening test scores, positive validation results from experts, and positive student responses.

Development Procedure (ADDIE Model Implementation)

Analysis

Identification of learning problems, student needs, and curriculum requirements related to Arabic listening skills.

Design

Designing the structure of scramble media, including content selection, storyboard creation, and integration with animated videos.

Development

Producing the media and conducting expert validation, followed by revisions based on feedback.

Implementation

Conducting a limited trial with students in a real classroom setting to test usability and effectiveness.

Evaluation

Conducting both formative and summative evaluation to assess product quality and learning outcomes, followed by final revisions.

Validity and Reliability

To ensure research rigor content validity was established through expert judgment, Instrument reliability was tested using internal consistency methods, and triangulation of data sources (tests, observations, and questionnaires) was applied to enhance credibility.

RESULTS AND DISCUSSION

Instructional Media

Media comes from the Latin word *medius*, which literally means middle, intermediary, or messenger. In Arabic, media is an intermediary or messenger of messages from the sender to the recipient. (Arsyad, 2011) Learning media are tools used by teachers in learning activities to convey messages to facilitate students in learning the material being taught, so that learning objectives can be achieved. (Rambe & Erika, 2025) Media also means mediator, a mediator is a cause or tool that intervenes for both parties or can be called a third party. With the term mediator, media indicates its role and function, namely regulating the effectiveness between the two parties who are communicating in the learning process. (Rumiyati et al., 2025)

Media effectiveness can be seen if the media can influence the effectiveness of teaching and learning activities. Therefore, it can be concluded that media is a tool that can convey or act as an intermediary for messages in the learning process. (Puhka et al., 2023) Learning media includes tools physically used to convey the content of teaching materials, which consist of books, tape recorders, cassettes, video cameras, video recorders, films, slides (picture frames), photographs, drawings, graphics, television, and computers. (Wardana et al., 2025)

In the learning process, media can also utilize objects around us. These media can be natural, man-made, or cultural objects. Therefore, media is a tool to facilitate the learning process. Thus, media is a component of learning resources or a physical vehicle containing learning materials in the student's environment that can be seen, heard, and read. (Prasetyo et al., 2026) The use of media in the teaching and learning process can stimulate new desires and interests, increase motivation and stimulation in learning activities, and even have a psychological impact on students. The application of learning media will foster a more enjoyable learning atmosphere. (Mahadipta et al., 2025)

listening skills

Definition of listening

The linguistic definition of *istima'* is derived from the words *sami'a*, *sam'an*, *sim'an*, *sama'an*, *sama'atan*, *sama'iyatan*, which mean to hear. *Istima'* is also translated as *ishgo*, meaning to listen, pay attention, and eavesdrop. (محمد، الفيروزآبادی, ٢٠٠٥) Terminologically, it is the primary means humans use to interact with others at certain stages.

Listening is not simply hearing with the ears; it also involves memory and recollection. In this case, when someone hears, the mind is used to pay attention to what is heard to gain its benefits. This activity of *istima'* must also be able to capture both explicit and implicit meanings. This listening activity is called *istima'*. (Khodjaqulova, 2024)

Istima' is the process of attentively listening (*inshat*) to spoken language codes and then interpreting them. Therefore, *istima'* is a listening process that also involves one's memory and recollection, and is required to grasp the meaning contained within, both explicit and implicit. (Kurniawati et al., 2025)

Stages of learning listening skills (maharah *istima'*)

Identification exercises

The first stage of listening skills aims to help students accurately identify Arabic sounds. This exercise is crucial because the Arabic sound system differs significantly from Indonesian and the regional languages students are familiar with. Some Arabic sounds are similar to the

sounds in the students' native language, others are similar, and others are completely unfamiliar (foreign).(Masrukhi, 2022)

Listening and imitation exercises

These listening and imitation exercises are conducted by the teacher in class and focus on sounds that are new or unfamiliar to students, as well as the pronunciation of long and short vowels, with and without *tasydid*, which are unfamiliar in Indonesian.(Darmawaty et al., 2025)

Listening and Comprehension Practice (Effendy, 2012)

The next stage, after students recognize the sounds of language and can pronounce them, is listening practice, which aims to enable students to understand the form and meaning of what they hear.

Viewing and Listening Practice

The teacher plays recorded material while simultaneously showing a series of images that reflect the meaning and content of the material the students have just heard. This type of practice is called viewing and listening practice.

Listening and Demonstrating Exercises

In these exercises, students are asked to perform nonverbal movements or actions in response to stimuli presented by the teacher. This is because students need to become accustomed to unfamiliar sounds as quickly as possible. It is also important to recognize that the new language they are learning cannot be considered a final object or a mere Madrasah subject. It must be communicated.

Listening and Information Acquisition Practice

Ultimately, listening is about acquiring information. This information may be explicit, stated clearly, or it may be implicit, requiring further observation and evaluation.

Development of Scramble Media

The research results discuss the development of Arabic Language Learning Scramble Media to improve students' listening skills with the material المهنة using the ADDIE model. In the development stage, several processes were carried out, starting with the analysis of problems and needs up to the evaluation process. The results obtained are as follows:

Analyze

Based on an analysis of material needs related to Arabic language learning, particularly in listening skills, there is a lack of listening exercises and limited practice questions on the subject of "مهنة." This served as the primary basis for developing Scramble Media, as it provides various listening exercises (maharah istima'). Based on this listening practice need, the researchers developed scramble media for the subject of "مهنة" for grade 5 MI students, with the indicator being the ability to demonstrate the speech act of choosing a preferred profession orally.

Desain

The second stage in this research is the design stage, namely, designing a product that suits the needs of students. So, in this research, the media designed is scramble media. The steps in designing scramble media are as follows:

1. Before designing a product, the first thing that must be considered is determining the material that will be studied by students. In this study, the researcher chose the material المهنة.
2. After determining the material, the next step is to design media that meets the needs of the students. The appropriate media for the problem above is scrambled media, then presented with animated videos. By integrating scrambled media and animated videos, students can easily complete listening exercises.

The steps in designing scrambled media are as follows:

- a. The first step is to prepare the tools and materials

Tools:

- Scissors
- Knife
- Clips
- Double-sided tape
- Press

Materials:

- Styrofoam
- Cardboard
- Ribbon
- Pictures
- HVS paper

- b. The second step in making scramble media is measuring the cardboard and styrofoam according to the size, then cutting the styrofoam according to the size of the picture card, and after that, removing the cut pieces and sticking the styrofoam on the cardboard that has been pressed.



Figure 1: animated videos

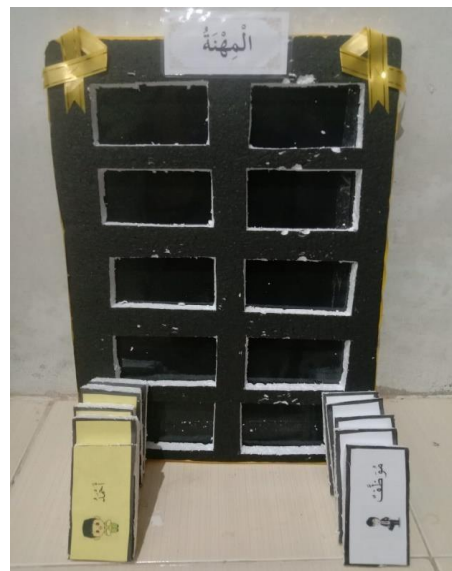


Figure 2: Scramble media before stacking



Figure 3: Image card



Figure 4: Scramble media after being compiled



Figure 5: Scramble media



Figure 6: Animated video images

Prepare the card images in two color forms: the first group of cards is white, and the second group of cards is yellow. Then stick the pressed image cards on top of the cut pieces. To make the scramble media more attractive and neat, add ribbons around the styrofoam and stick flower-shaped ribbons on the right and left corners.

Development

Development is the process of creating scrambled media. The tools and materials listed above are used to create scramble media. The scramble media consist of picture cards designed to train students' listening skills, in line with the objectives to be achieved. However, the teacher continues to monitor the progress of the students throughout the development process.

This development phase produces scrambled media as a learning tool that will be revised based on input from media experts. In this phase, the researcher used two steps: media and material product validation and product revision validation.

Implementation

After the development phase, the next step is the implementation phase. During this implementation phase, a trial of the scramble media was conducted. The implementation activities were conducted in a classroom with 15 students. The implementation process included firstly conveying core competencies, basic competencies, and learning indicators under the theme "professions." The media then explained and detailed the steps for its use. First, an animated video was shown containing images of professions and their pronunciations in Arabic. After listening to the video, each group was asked to arrange the picture cards according to their respective partners. The students enjoyed the learning process, but there were some shortcomings.

Evaluation

Evaluation is an activity to evaluate the results of the product that has been developed. This evaluation involves media experts who validate the product that has been produced. The process in this development stage is as follows:

Validation of media products and materials

The learning materials and media that have been designed are initial designs that will then be validated by validators. There are two validators: a media validator and a material validator. After the media and materials have been validated by the validators, the next stage is to test the media on students to determine whether it is suitable for use.

Product Revision

The results of the validator material that must be revised are; this media was initially aimed at improving reading skills (*maharah qiraah*), but after being validated by the validator, and this media is more suitable for improving listening skills (*maharah istima*).

The results of the media validator that must be revised are; the image on the card is not yet clear or is still too small, the colors on the image on the card are not yet striking, and the text on the image on the card is still relatively small.



Figure 7: Scramble media before revision



Figure 7: Scramble media after revision

CONCLUSION

This study aimed to develop and evaluate scramble-based learning media integrated with animated videos to improve Arabic listening skills (*maharah istima'*) among fifth-grade students at MIN Banda Aceh. Using a Research and Development (R&D) approach with the ADDIE model, the study systematically produced, validated, and implemented an instructional media product tailored to students' needs.

The findings indicate that the developed scramble media is both valid and feasible for use in Arabic language learning. Validation results from media and material experts confirm that the product meets instructional design standards in terms of content relevance, visual quality, and usability, although several revisions were required, particularly related to image clarity, color contrast, and text size. These improvements contributed to enhancing the overall quality of the media.

Furthermore, the implementation results demonstrate that the integration of scramble media with animated videos creates a more engaging and interactive learning environment. Students showed positive responses during the learning process, characterized by increased participation, enthusiasm, and focus. The use of audiovisual elements combined with game-based learning strategies was found to support students in understanding spoken Arabic more effectively.

In terms of learning outcomes, the developed media contributes to improving students' listening skills by providing structured listening exercises, reinforcing vocabulary acquisition, and facilitating comprehension through contextual visual support. In addition, the scramble model encourages students to think quickly and accurately, thereby enhancing their concentration and cognitive processing during learning activities.

This study contributes both theoretically and practically. Theoretically, it enriches the body of knowledge on Arabic language learning by demonstrating the effectiveness of integrating game-based learning and multimedia approaches in listening instruction. Practically, it provides an innovative and applicable instructional media solution for teachers, particularly in elementary-level Arabic education.

However, this study has several limitations. The implementation was conducted on a limited scale with a relatively small sample size and without a control group, which may affect the generalizability of the findings. Therefore, future research is recommended to involve larger and more diverse samples, apply experimental or quasi-experimental designs, and explore the long-term effectiveness of scramble-based media in different language skills and educational contexts.

In conclusion, the development of scramble media integrated with animated videos proves to be a promising approach to improving Arabic listening skills, fostering student engagement, and supporting more effective and meaningful language learning experiences.

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