



Exploring the Use of Picture Cards in Mastering Arabic *Vocabulary for Children Aged 4–5 Years*

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Abstract

Arabic language learning among young children has not yet achieved optimal results, even though early childhood is an effective period for language acquisition. One contributing factor is the limited use of learning media that is appropriate for children's developmental characteristics. This study aims to describe the responses of children aged 4–5 years and to analyze the role of picture cards in Arabic vocabulary learning at Kiddie Home Cikarang Barat. This study employed a qualitative descriptive approach involving 10 children and 1 teacher at Kiddie Home. Data were collected through classroom observations and structured interviews and were analyzed using data reduction, data display, and conclusion-drawing techniques. The results indicate that picture cards play a positive role in the Arabic language learning process. This medium creates a more active, interactive, and enjoyable learning environment, leading to greater enthusiasm and motivation among students. Picture cards help children recognize, remember, memorize, and pronounce Arabic vocabulary more easily through concrete visual representations that align with their cognitive development. Although the number of vocabulary items taught remained unchanged because it was determined by the institution's curriculum, children demonstrated faster comprehension of the introduced vocabulary. The study concludes that picture cards are an appropriate and supportive medium for facilitating Arabic vocabulary mastery among young children.


Keywords: Acquisition of Vocabulary; Early Childhood; Picture Vocabulary Cards.

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Introduction

Learning Arabic at the Early Childhood Education (PAUD) level has an important role in introducing religious language as well as developing children's language skills from an early age.¹² One of the foundational aspects of Arabic language learning is vocabulary mastery.³ However, Arabic language learning in various early childhood education institutions (PAUD) still faces various obstacles to vocabulary mastery, characterized by children's low ability to remember, understand, and use the vocabulary they have learned.⁴ Many children are only able to memorize vocabulary for a short time but easily forget it when the lesson ends. Furthermore, children often pronounce Arabic vocabulary without understanding its meaning or connecting it to the intended object. This condition means that the goal of Arabic language learning as a means of introducing language from an early age has not been optimally achieved.⁵

This problem stems from the use of conventional, less engaging learning methods, resulting in low interest and retention, a lack of enthusiasm, and rapid boredom during the learning process.⁶ However, young children tend to learn more easily through play and concrete, visual media.⁷ Therefore, learning innovations are needed that can help children understand and remember vocabulary more effectively, tailored to their developmental characteristics. One effort that can be made to overcome the low mastery of vocabulary in early childhood is the use of picture cards.⁸ ⁹In contrast to learning that relies solely on verbal repetition, picture cards present vocabulary in a concrete visual form, helping children connect words with their meanings directly.¹⁰

Several previous studies conducted by Mahyudin have shown that the use of visual media, such as picture cards, can significantly improve memory and vocabulary comprehension.

¹ Eko Rojana, "Implementation of Effective Arabic Language Learning Methods for Early Childhood Children at RA Al-Ikhlâs, Pariaman City," *Jurnal Obsesi: Journal of Early Childhood Education* 8, no. 6 (2024): 1469–74, <https://doi.org/10.31004/obsesi.v8i6.6241>.

² Kasmiati Kasmiati, "Implementation of the Direct Method in Arabic Language Learning for Early Childhood," *Jurnal Obsesi: Journal of Early Childhood Education* 7, no. 3 (2023): 3067–76, <https://doi.org/10.31004/obsesi.v7i3.4483>.

³ Anshar, "Correlation of Arabic Vocabulary Mastery with Arabic Speech Skills," *Al-Maraji': Journal of Arabic Language Education* 6, no. 1 (2022): 67–81, <https://doi.org/https://doi.org/10.26618/almaraji.v6i1.8130>.

⁴ Durtam Durtam, "Implementation of Arabic Language Learning Models in an Effort to Improve Theme-Based Vocabulary Mastery in Early Childhood," *AWLADY: Journal of Child Education* 8, no. 1 (2022): 98–114, <https://doi.org/10.24235/awlad.v8i1.9773>.

⁵ Mohammad Fauziddin and Makhayatul Fikriya, "Understanding Arabic Vocabulary Through Hijaiyah Card Games Equipped with Vocabulary," *Journal on Early Childhood Education Research (JOECHEER)* 1, no. 1 (2020): 46–54, <https://doi.org/10.37985/joecher.v1i2.13>.

⁶ MPd Drs. Ahmad Susanto, *Early Childhood Development: An Introduction in Various Aspects*, 1st ed. (Indonesia: Kencana, 2011), <https://books.google.co.id/books?id=0qRPDwAAQBAJ>.

⁷ Rini Fitriyani and Annisa Qomariah, "Description of the Use of Visual-Based Learning Media in Stimulating the Cognitive Development of Early Childhood," *BULLET: Multidisciplinary Journal of Science* 5, no. 01 (2026): 39–45, <https://journal.mediapublikasi.id/index.php/bullet/article/view/6049>.

⁸ Zahratun Fajriah, "Improving Arabic Vocabulary Mastery (Mufradat) Through the Use of Picture Word Cards (Action Research on Grade I Students of MI Nurul Hakimkediri, West Lombok, 2015)," *Early Childhood Education Journal* 9, no. 1 (2015): 107–26, <https://doi.org/https://doi.org/10.21009/JPUD.091.07>.

⁹ Mohammad Imron, "Picture Card Media (Flash Cards) to Improve Vocabulary Mastery," *Al-Kafaah: Journal of Arabic Language and Linguistics Education (ALLE)* 1, no. 2 (2023): 90–105, <https://doi.org/https://doi.org/10.52491/alle.v1i2.71>.

¹⁰ Nur Amini and Suyadi Suyadi, "Illegible Word Cards Media in Improving Vocabulary Skills of Early Childhood," *PAUDIA: Journal of Research in Early Childhood Education* 9, no. 2 (2020): 119–29, <https://doi.org/10.26877/paudia.v9i2.6702>.

Furthermore, the use of visual learning media has also been shown to be effective in improving Arabic vocabulary mastery.¹¹ It can be proven by the study by Mus'adah & Fachrurrazi that there is a positive influence of the activity of playing picture cards on increasing children's vocabulary mastery.¹² Furthermore, research conducted by Giah showed that the use of picture cards can improve Arabic vocabulary mastery in Group B children at RA Al-Hidayah.¹³ In a study by Aisyah et al., it was concluded that picture cards can improve Arabic speaking skills in TK Islam Al-Fath Bekasi.¹⁴

In general, previous research has shown that picture cards are effective in improving children's vocabulary mastery and Arabic speaking skills. Most studies focus more on learning outcomes, such as improved scores or vocabulary mastery. However, this research examines children's responses during the learning process. This research specifically examines Arabic vocabulary learning in children aged 4–5 years. This study seeks to explore children's responses to learning Arabic vocabulary through picture cards. The purpose of this study is to describe the responses of children aged 4–5 years and analyze the role of picture cards in Arabic vocabulary learning at Kiddie Home, West Cikarang.

This study uses a qualitative approach with a descriptive analysis method. Descriptive analysis research aims to describe an object, phenomenon, or social setting, which will be presented in narrative writing.¹⁵ In this study, the researcher aims to depict various conditions and situations in a naturalistic manner and analyze the role of picture cards in improving Arabic vocabulary mastery in children aged 4–5 years or Kindergarten A.

Data collection techniques were conducted through observation and structured interviews. Observation is the process of directly observing the behavior and activities of individuals at the research location to obtain more in-depth data.¹⁶ Through the observation process, researchers learn about behavior and the meaning of that behavior, and collect data directly from the field. Observations were conducted on 10 children who were participating in Arabic language learning using picture cards. An interview is a conversation with a specific purpose conducted by two parties.¹⁷ Through this interview, researchers gather information through verbal questions and answers with a predetermined direction and purpose. In this case, to determine the application of picture card games by teachers in developing vocabulary mastery. The type of interview conducted was a structured interview where the researcher,

¹¹ M Mahyudin, "Improving Arabic Vocabulary Mastery Through the Use of Image Media," *Proceedings of Professional Education ...* 3, no. 1 (2023): 1418–28, <https://e-proceedings.iainpalangkaraya.ac.id/index.php/PPGAI/article/view/1409>.

¹² Nur laili Mus'adah and Ahmad Fachrurrazi, "The Effect of Picture Card Games on Vocabulary Acquisition in 5-6 Year Old Children," *Incrementapedia: Journal of Early Childhood Education Program* 02, no. 01 (2020): 43–51, <https://doi.org/https://doi.org/10.36456/incrementapedia.vol2.no01.a2517>.

¹³ Indah Giah, "Efforts to Improve Children's Arabic Vocabulary Mastery Through Picture Word Cards," *Atthufulah: Journal of Early Childhood Education* 2, no. 2 (2022): 66–70, <https://doi.org/10.35316/atthufulah.v2i2.2216>.

¹⁴ S Aisyah, AM Mappapoleonro, and ..., "Efforts to Improve Speaking Skills Using Arabic Vocabulary Through Picture Cards," in *Proceedings of the National Seminar on Education STKIP Kusuma Negara III SEMNARA* 2021, 89–93, <http://jurnal.stkipkusumanegara.ac.id/index.php/semnara2020/article/view/1107%0Ahttps://jurnal.stkipkusumanegara.ac.id/index.php/semnara2020/article/download/1107/718>.

¹⁵ Prof. Dr. Sugiyono, *Quantitative, Qualitative and R & D Research Methods*, 19th ed. (Bandung: Alfabeta, 2013).

¹⁶ John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (USA: SAGE Publications, 2014), https://books.google.co.id/books?id=4uB761C_pOQC.

¹⁷ Lexy J. Moleong, *Qualitative Research Methodology* (Remadja Karya, 1989), <https://books.google.co.id/books?id=YXsknQEACAAJ>.

as the data collector, already knew exactly what information would be obtained. In a structured interview, the researcher prepares interview guidelines or questions to be asked to data sources during the interview process.¹⁸

The data source for this study was Andiani Afrilia Rahayu, a teacher and founder of Kiddie Home, who has implemented picture cards in developing Arabic vocabulary mastery. Interviews were conducted in stages via Google Chat on April 24, April 28, May 4, and May 8. The selection of these informants was based on the theory of Lexy J. Moleong and John W. Creswell, which states that research can be conducted with one informant using a purposive sampling technique. And Structured interviews. Purposive sampling is a technique for selecting research subjects based on specific considerations aligned with the research objectives. This results in more in-depth and relevant data, allowing for a definitive understanding of the data source's competency.¹⁹ According to Sugiyono, structured interviews are used as a data collection technique when the researcher already knows exactly what information to collect.²⁰

In qualitative research, the number of informants is not the primary benchmark, but rather the depth of the data obtained. According to John W. Creswell, Qualitative research focuses on the in-depth study of a phenomenon, so the number of participants does not need to be large. Research can even be conducted with just one individual or one case if the data obtained is sufficiently in-depth and in line with the research objectives.²¹ In line with this, Lexy J. Moleong stated that determining the number of subjects in qualitative research has no definite limit. The number of informants is determined based on the research data needs, and the data collection process is carried out until the information obtained reaches the saturation point or no new data is found.²²

The data analysis technique used is the Miles and Huberman activity model. This model consists of three processes, namely data reduction, data display, and conclusion drawing/verification.²³

Results and Discussion

Kiddie Home West Cikarang Profile

This research discusses the use of media picture cards in improving Arabic vocabulary mastery in children aged 4-5 in Kindergarten A at Kiddie Home. Kiddie Home was established in 2024, located in Telaga Harapan Housing, West Cikarang. Kiddie Home is present as a playhouse that applies the principles of the BCCT, Beyond Center, and Circle Time learning models with the hope of providing early childhood education with a learning process that suits the characteristics and needs of early childhood at an affordable cost. Kiddie tries to foster the faith of Ahlussunnah wal Jama'ah from an early age, getting to know Allah and his religion through things close to him. Habituating daily manners and prayers to bring Allah into every activity, memorizing the Qur'an in a fun way, building a love for the Qur'an, learning Arabic from an early age by memorizing simple mufrodat. As well as building independence (Practical Life) with the aim of children being able to meet their own

¹⁸ Sri Murhayati Heni Julaika Putri, "Qualitative Data Collection Methods," *Tambusai Education Journal* 9, no. 2 (2025): 13074–86, <https://doi.org/https://doi.org/10.31004/jptam.v9i2.27063>.

¹⁹ Johnny Saldaña Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (United States of America: SAGE Publications, 2014).

²⁰ Sugiyono, *Quantitative, Qualitative and R & D Research Methods*.

²¹ JW Creswell and CN Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 5th ed. (California: SAGE Publications, 2024), <https://books.google.co.id/books?id=pwjMEAAAQBAJ>.

²² Moleong, *Qualitative Research Methodology*.

²³ Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis: A Methods Sourcebook*.

basic needs. In the 2025/2026 academic year, the number of Kiddie Home students was 10 students, with 5 female students and 5 male students, with an age range of 3-5 years.²⁴

Background of the Implementation of Picture Card Media in Kiddie Homes

The background to the implementation of picture cards at Kiddie Home is that the learning media used before picture cards used the talaqi method without any media or images. Students repeatedly mentioned which one was which, alternating between students and teachers. Some children could memorize quickly, while others needed time to do so. Learning without love or enthusiasm led to poor responses from children. During the learning process, children tended to simply follow along, lacked enthusiasm, and appeared to lack enjoyment.

The Purpose of Using Picture Cards in a Kiddie Home

The purpose of implementing the picture card game media is the following: children memorize Arabic vocabulary more easily because they have concrete images of the words they are memorizing. Hopefully, children will be more enthusiastic, excited, and happy when memorizing Arabic vocabulary. Because if children enjoy learning, knowledge and information will be more easily absorbed. Arabic learning methods are more diverse.

Learning Model at Kiddie Home

Learning planning at Kiddie Home is carried out using lesson plans as a guideline in the learning process. According to Erdiyanti et al, a lesson plan is a learning plan that aims to help teachers design and implement the learning process systematically and in a directed manner, so that they can achieve the learning objectives that have been set.²⁵ Lesson plan load: lesson identity, which includes themes, sub-themes, and time allocation. Learning Objectives and Developmental Aspects to be Achieved. Learning procedures are often referred to as the 4 pillars. Learning materials and media (tools and materials), and Evaluation and Assessment

Steps for Learning Arabic Using Picture Cards

The Arabic vocabulary memorized at Kiddie Home is tailored to the semester's learning theme. If the learning theme is about the body, then the memorized vocabulary is related to body parts. Similarly, if the learning theme is about animals, the vocabulary introduced is related to the names of animals. Steps for learning Arabic using picture cards: The teacher re-informs the current theme. The teacher and children discuss previously learned information related to the theme and emphasize vocabulary in Indonesian. The teacher takes out picture cards of the Arabic vocabulary to be memorized that day, and names and emphasizes each picture in Indonesian. The teacher says the Arabic while showing the cards, taking turns with the children, and repeating until the children have memorized them. The children collectively name the Arabic words from the cards the teacher shows, which is repeated over and over again. Finally, one by one, the children name the Arabic vocabulary as a form of evaluation to determine whether the children have memorized it or not.

Learning Assessment using Picture Card Media

Assessment is conducted through observation and a checklist. Children are asked to name Arabic vocabulary words demonstrated by the teacher, and the teacher then checks their progress based on the vocabulary they have mastered or know. The assessment consists of four criteria or levels: BSB (Very Well Developed) = Children immediately name Arabic vocabulary words demonstrated by the teacher. BSH (Developing According to Expectations) = Children can name Arabic vocabulary shown by the teacher after saying it

²⁴ Andiani Afrila Rahayu, "Interview with the Founder of Kiddie Home" (Sukabumi, 2026)

²⁵ Yeni Wulandari Erdiyanti, Khari Sulaiman Hasri, Ahmad Hilmi, "An Evaluation Study of the Merdeka Curriculum Lesson Plan in Islamic Elementary School," *JIP (PGMI Scientific Journal)* 11, no. 2 (2025): 135-147, <https://doi.org/https://doi.org/10.19109/jip.v11i2.31373>.

incorrectly once (1 opportunity). MB (Starting to Develop) = Children can name Arabic vocabulary shown by the teacher after 2 times incorrectly naming the correct vocabulary (2 opportunities). BB (Not Yet Developed) = Children can name Arabic vocabulary shown by the teacher after the teacher mentions it.

Advantages and Disadvantages of Picture Card Media in Learning Arabic Vocabulary

The advantages of this method include: presenting a variety of images that can attract children's attention, so they are enthusiastic and enthusiastic when memorizing Arabic vocabulary. Showing concrete images that are appropriate to the cognitive stage of early childhood, namely pre-operational, where they learn more optimally through concrete things. Picture cards are very helpful in facilitating understanding because they connect words with visuals. Helps improve memory. By using picture cards, children memorize vocabulary more quickly. This medium is also more flexible and can be used in a variety of games, such as guessing pictures, matching cards, or group games.

The downside to this method is that children learn from images that are only two-dimensional. It would be more optimal for children to learn from direct, more concrete objects that align with the cognitive development of early childhood.

Obstacles and Solutions to Using Picture Card Media

A challenge with this learning method is that not all children have the vocabulary or knowledge to recognize the names of the objects on the picture cards shown by the teacher. The teacher's solution to overcome this challenge is to first introduce the names and functions of the objects on the cards, then work with the children to memorize the Arabic vocabulary from the pictures on the cards.

The Impact of Implementing Picture Card Media

The impact of using picture cards is that children's Arabic language skills improve because they learn happily and enthusiastically. When young children learn in a happy environment, information is more easily absorbed. This is because when they feel comfortable, the brain functions optimally. If children are uncomfortable, the amygdala activates, making them alert and threatened, resulting in ineffective and disrupted learning, listening, and information acquisition processes.²⁶ By using this medium, children are able to understand the meaning of images and memorize vocabulary effectively.

Arabic vocabulary words introduced to children at Kiddie Home are determined from the start. The number remains the same regardless of media and method, as the curriculum is predetermined. Each semester includes 5-6 themes, each containing 3-4 Arabic vocabulary words. However, after using picture cards, children found it easier to remember each new Arabic vocabulary word introduced. This is because, according to Piaget's cognitive theory, they are in the preoperational cognitive stage, where they learn more easily through concrete objects, in this case, picture cards.²⁷

Introducing Arabic as a Second Language to Early Childhood

The level of Arabic vocabulary introduced to early childhood is tailored to each child's individual abilities and the educational institution's vision and goals in introducing Arabic.

²⁶ Chai M. Tyng et al., "The Influences of Emotion on Learning and Memory," *Frontiers in Psychology* 8 (2017): 1–22, <https://doi.org/10.3389/fpsyg.2017.01454>.

²⁷ Mezzandi Anggrian and Isep Muhamad Saefurahman, "Piaget's Cognitive Development Theory and Its Implementation in Early Childhood Education Learning," *Reqa* 2, no. 1 (2025): 1–11, <https://doi.org/10.64724/y20wk478>.

During early childhood, children are in the "Absorbent Mind" phase, as proposed by Maria Montessori, when they have the ability to naturally and quickly absorb information and language from their environment.²⁸ Therefore, children can be introduced to a variety of Arabic vocabulary from an early age. However, the introduction of a foreign language still needs to be balanced with reinforcement of the child's everyday language to avoid language confusion during communication.

At this stage, children are expected to be able to speak, communicate their needs, and recognize and express their emotions effectively. Therefore, mastery of Indonesian vocabulary, as the language used in everyday life, remains a top priority. At Kiddie Home, Arabic *vocabulary* is introduced simultaneously with Indonesian vocabulary reinforcement so that children can better understand the vocabulary's meaning. Furthermore, a greater number of Indonesian vocabulary words are introduced than Arabic vocabulary because Indonesian is more frequently used in children's daily activities. Therefore, Arabic language learning for early childhood focuses on the gradual and enjoyable introduction of a second language, in line with the child's language development.

Analysis of Children 's Responses and the Role of Picture Card Media in Improving Mastery Vocabulary

The use of picture cards to improve Arabic vocabulary mastery in 4–5-year-old children at Kiddie Home West Cikarang contradicts the results of previous research. This study found that the use of picture cards did not increase vocabulary acquisition. However, the media helped students understand vocabulary more quickly and easily. Furthermore, the study showed that visual media can create a more engaging and enjoyable learning environment for young children.

The use of Kiddie Home picture card media places more emphasis on an active, interactive, and fun learning process in accordance with the characteristics of early childhood, not oriented towards increasing the number of vocabulary words that must be memorized, as was the focus of previous research.

Conclusion

The use of picture cards in Arabic language learning at Kiddie Home does not increase the *vocabulary* taught to 4–5-year-olds, as the vocabulary is already established in the institution's curriculum. However, this media has been shown to support the process of introducing Arabic *vocabulary* by increasing children's enthusiasm, participation, and engagement during learning. Furthermore, this media helps children more easily recognize, understand, remember, and name the Arabic vocabulary they are learning.

Further research is recommended to develop and examine the use of more varied Arabic language learning media, both concrete and technology-based, involving a larger number of subjects and over a longer period. Furthermore, teachers and parents can utilize picture cards as an engaging learning alternative to support Arabic vocabulary introduction in early childhood.

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²⁸ M Montessori, *The Absorbent Mind*, An Owl Book (Henry Holt and Company, 1995), <https://books.google.co.id/books?id=A7vnLnf038EC>.

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