

IMPROVING MUFRODAT COMPETENCE AMONG STUDENTS AT THE NAGARI SAGO SALIDO TPQ THROUGH ARABIC-LANGUAGE ILLUSTRATED POSTERS

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Abstract

Mufrodat mastery constitutes the primary foundation of Arabic language acquisition. Students at non-formal Quranic schools (TPQ) in rural areas are generally not yet systematically exposed to basic Arabic vocabulary. This Ramadan 1447H KKN-T community service aimed to improve mastery of body-part Arabic mufrodat among 18 TPQ students at Mushalla Khairul Ikhwan, Nagari Sago Salido, Pesisir Selatan, using picture-poster media. A Service Learning approach with a one-group pretest-posttest measurement design was employed in collaboration with local TPQ teachers. Data were analyzed using paired t-test, Hake N-Gain, and Cohen's d. Mean scores increased from 74.89 to 91.17. The paired t-test yielded $t = 15.68$ ($p < .001$), mean N-Gain $\bar{g} = 0.750$ (high category), and Cohen's $d = 3.70$ (very large effect). Picture-poster media proved effective and applicable for Arabic mufrodat instruction in non-formal educational settings.

Keywords: Mufrodat; Picture Poster Media; Service Learning; TPQ

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Introduction

The teaching of mufradat is an important part of introducing children to the Arabic language, as vocabulary forms the basis for understanding both spoken and written messages. In Islamic primary education, visual aids are frequently used to help pupils associate Arabic language forms with familiar objects, concepts or meanings. Research on illustrated vocabulary cards among Year 1 students in madrasah ibtidaiyah, for example, showed an increase in the mufradat competency score from 34.72% at the outset to 81.56% after two learning cycles. However, the competence in that study encompassed several skills such as listening, speaking, reading and writing; consequently, the results do not specifically reflect receptive understanding of mufradat.¹

Posters have also been used in mufradat learning within formal educational institutions. A study of 4th grade students at a madrasah ibtidaiyah reported that the use of posters helped to improve mufradat learning outcomes and received a positive response from the students.² Another research study involving 8th grade students at an MTs found a difference in learning outcomes between classes that used posters and those that did not; the average post-test score for the experimental class was higher than that of the control class.³ Temuan yang lebih baru pada siswa sekolah dasar menunjukkan peningkatan nilai dari rata-rata 52 menjadi 98 setelah penggunaan media poster yang dipadukan dengan stiker.⁴ More recent findings among primary school students show an increase in scores from an average of 52 to 98 following the use of posters combined with stickers. Nevertheless, these studies were conducted primarily in formal schools. Furthermore, the use of posters is often combined with repetition, games or stickers, so the impact of posters as a standalone medium cannot yet be clearly isolated.

Research into the use of visual media in primary school students also shows a similar trend. Visual media can help students understand vocabulary through visual context, but indicators of success often combine the ability to recognise meaning, link words to images, pronounce words, and use words in sentences.⁵ Consequently, the terms ‘mastery’ or ‘memorisation’ of mufradat in previous research have not always referred to the same construct. Some studies assess pupils’ ability to recognise or match meanings, whilst others require productive skills such as pronouncing, writing, or using vocabulary in sentences.⁶

¹ Z Fajriah, “PENINGKATAN PENGUASAAN KOSAKATA BAHASA ARAB (MUFRADAT) MELALUI PENGGUNAAN MEDIA KARTU KATA BERGAMBAR: (Penelitian Tindakan Pada Siswa Kelas I MI Nurul Hakim Kediri Lombok Barat Tahun 2015),” *JPUUD - Jurnal Pendidikan Usia Dini* 9, no. 1 (2015): 107–26, <https://doi.org/10.21009/JPUUD.091.07>.

² W Fajrina, “Istikhdam Washilah Poster Litarqiyyati Quدرات Thalabah Fi Tadris Al Mufradat (Dirasah Tajribiah Bi MIN 4 Banda Aceh),” 2019, <https://www.semanticscholar.org/paper/Istikhdam-Washilah-Poster-litarqiyyati-Quدرات-fi-Fajrina/86b75d87299a6c2da1fe4e2ef100c0ea2041f7c8>.

³ Sitta Rizka Kurnia Rahmani, “EKSPERIMENTASI MEDIA PEMBELAJARAN POSTER DALAMPENINGKATAN PENGUASAAN MUFRADAT SISWA KELASDELAPAN MTS N 4 SLEMAN YOGYAKARTA TAHUN AJARAN2018-2019,” 2019, <https://www.semanticscholar.org/paper/EKSPERIMENTASI-MEDIA-PEMBELAJARAN-POSTER-PENGUASAAN-Rahmani/1eb2be2313234e9698c9e566120edcd4cb7cc6e9>.

⁴ S H Nabila, S Suhartono, and K Alouzi, “Effectiveness of Illustrated Poster–Sticker Media on Elementary School Students’ Vocabulary Memorization: Efektivitas Media Poster-Stiker Bergambar Terhadap Hafalan Mufrodad Siswa SD,” *Al Mahara: Jurnal Pendidikan Bahasa Arab* 11, no. 2 (2025): 444–54, <https://doi.org/10.14421/almahara.2025.0112-09>.

⁵ E Purnama et al., “The Effect of Picture Media on The Mastering Arabic Vocabulary in The 2nd Grade of Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang,” *El-Syaker: Samarinda International Journal of Language Studies* 1, no. 3 (2024): 160–71, <https://doi.org/10.64093/esijls.v1i3.282>.

⁶ Fajriah, “PENINGKATAN PENGUASAAN KOSAKATA BAHASA ARAB (MUFRADAT) MELALUI PENGGUNAAN MEDIA KARTU KATA BERGAMBAR: (Penelitian Tindakan Pada Siswa Kelas I MI Nurul Hakim Kediri Lombok Barat Tahun 2015).”

The context of non-formal education presents different needs from those of formal schooling. At the Al-Faqih TPQ, Arabic language learning had previously focused more on reading and writing Arabic script; consequently, illustrated mufradat cards were used to introduce words and their meanings through semi-play-based activities. After three learning sessions, the proportion of students in the 'very good' proficiency category increased from 40% to 65%. However, the study employed a qualitative descriptive approach without a control group, and the results still relied on terms such as 'memorisation' and 'oral tests' in general.⁷ Research at other TPA centres has also reported that visual media combined with singing helps children recognise vocabulary relating to the names of professions; however, such studies tend to be more in the nature of community service activity reports rather than controlled tests of intervention effectiveness.⁸

Evidence directly linking posters to the TPQ context remains limited. The community engagement programme at TPQ Al-Firdaus utilised visual design-based modules in the form of postcards and posters for 20 students aged 5–12 years. After five sessions, the average score increased from 35.9 to 77.4. The programme also involved ustadz and ustadzah through training and mentoring, demonstrating that visual media can be applied in collaborative work between the implementation team and TPQ teachers.⁹ However, the intervention did not consist solely of posters but also utilised the Total Physical Response approach, direct methods, games, songs and mentoring activities. Consequently, the improvement in learning outcomes cannot yet be specifically attributed to the use of posters.

Findings from non-formal religious educational institutions support the importance of picture-word matching activities. A picture-word matching game for madrasah diniyah students resulted in a significant improvement in pre-test and post-test scores. This type of task is closer to measuring receptive comprehension, as students need to recognise the relationship between Arabic language forms and visual concepts, rather than constructing sentences independently.¹⁰ However, the single-group design without a control group, the small sample size, and the use of the term 'memorisation' continue to limit the strength of the conclusions. Another study in madrasah diniyah utilised pictures and bingo games; however, the assessed outcomes also included the ability to write words and construct sentences, thus again demonstrating a conflation of receptive and productive skills.¹¹

Based on previous research, there are several relevant gaps. Firstly, research on posters for mufradat is predominantly conducted in formal schools, whilst evidence regarding TPQs as non-formal educational institutions remains limited. Secondly, research in TPQs or TPAs tends to utilise cards, pictures, games or community service activities, rather than testing posters as a specifically designed visual intervention. Thirdly, the measurement of learning outcomes often uses terms such as 'mastery' or 'memorisation' without distinguishing between the ability to recognise meaning and

⁷ A H Humayro, Z Zuraidah, and Z Khoiriyah, "PENGENALAN BAHASA ARAB MENGGUNAKAN MEDIA KARTU MUFRODAT BERGAMBAR DI TPQ AL-FAQIH," *BUDIMAS: JURNAL PENGABDIAN MASYARAKAT* 4, no. 2 (2022): 451–56.

⁸ L S Jagat et al., "Penerapan Media Gambar Sebagai Media Evaluasi Penguasaan Kosakata Nama-Nama Profesi Bahasa Arab," *Indonesia Berdaya* 4, no. 1 (2023): 325–34, <https://doi.org/10.47679/ib.2023355>.

⁹ M Amanu et al., "Penguatan Literasi Bahasa Arab Dasar Melalui Pengembangan Modul Ajar Berbasis Desain Visual (Postcard Dan Poster) Bagi Santri TPQ Al-Firdaus Jaten, Makamhaji," *Jurnal Pengabdian Masyarakat (ABDIRA)* 6, no. 3 (2026): 905–15, <https://doi.org/10.31004/abdira.v6i3.2051>.

¹⁰ W Rihlasyita, S Iliyah, and R D Rahmawati, "فعالية طريقة لعبة مطابقة الصور والكلمة لحفظ المفردات في المدرسة الدينية مفتاح," *العلوم الأولى تامبإساري كراطان باسروان*, *Al-Lahjah: Jurnal Pendidikan, Bahasa Arab, Dan Kajian Linguistik Arab* 6, no. 1 (2023): 641–52, <https://doi.org/10.32764/allahjah.v6i1.3575>.

¹¹ I M Luthfi, "Penggunaan Media Gambar Dalam Pembelajaran Kosa Kata Di Madrasah Diniyah Takmiliah Ulul Albab Batan Blaru Badas Kediri," *Ats-Tsaqofi: Jurnal Pendidikan Dan Manajemen Islam* 5, no. 1 (2023): 1–10, <https://doi.org/10.61181/ats-tsaqofi.v5i1.292>.

productive skills. Fourthly, many studies use small samples, short interventions, single-group designs, and do not conduct retention tests to determine whether learning outcomes persist after the learning process has ended.¹²

Therefore, this study aims to address this gap by examining the use of posters in mufradat learning for primary school-aged children at TPQs. The focus of learning outcomes is limited to receptive understanding based on meaning recognition. This limitation is important to ensure that the programme does not equate initial vocabulary comprehension with productive mastery. This is particularly relevant to the circumstances of pupils in rural areas, as observed among pupils at the TPQ Mushalla Khairul Ikhwan, Nagari Sago Salido, Kecamatan IV Jurai, Pesisir Selatan Regency, West Sumatra. Based on initial observations, the majority of students at this TPQ have not yet acquired a structured understanding of basic Arabic vocabulary. Learning at the TPQ has so far focused more on the ability to read the Qur'an without being accompanied by a systematic introduction to Arabic vocabulary.

This KKN-T activity specifically aims to improve mastery of Arabic vocabulary relating to body parts (a'dā' al-jism) amongst students at the TPQ Mushalla Khairul Ikhwan. The implementation, which involved university students and TPQ teachers, situated this activity within the context of community-based non-formal learning, a topic that has not been extensively examined in previous poster research. Consequently, this activity not only tested the use of visual media but also expanded the evidence regarding vocabulary learning that is simple, cost-effective and suited to the characteristics of TPQs.

Methods

This activity employed a one-group pretest-posttest design, whereby participants' abilities were assessed before and after the intervention. The subjects of the activity were 18 students from the Mushalla Khairul Ikhwan TPQ. The activity took place during the KKN-T period in Ramadan 1447 H at the Mushalla Khairul Ikhwan. The intervention consisted of mufradat learning on the theme of body parts, using colourful illustrated posters. The learning was carried out collaboratively between the KKN-T students and the local TPQ teachers. Data analysis included the Shapiro-Wilk normality test, the paired t-test, Hake's N-Gain¹³, and Cohen's d effect size.

The entire series of activities received official permission from the Wali Nagari of Sago Salido. The management of the Khairul Ikhwan Mushalla and the head of the TPQ also provided written consent. All students participated voluntarily with the implicit consent of their parents through community outreach. Data and documentation were used solely for academic purposes, and the identities of participants were kept confidential in all reports and publications.

Ethical Consideration

The implementation of this community service program complied with applicable ethical standards, having obtained official permission from the Head of Jaharun B Village and direct approval from Madrasah Al-Barokah as the program partner. The participation of underage students occurred during learning activities that were continuously accompanied by relevant parties, with prior consent and supervision from their parents or guardians as well as the madrasah management. Furthermore, to protect the participants' privacy, all activity data was used exclusively for community service reporting purposes, ensuring strict confidentiality of the participants' identities.

¹² Amanu et al., "Penguatan Literasi Bahasa Arab Dasar Melalui Pengembangan Modul Ajar Berbasis Desain Visual (Postcard Dan Poster) Bagi Santri TPQ Al-Firdaus Jaten, Makamhaji."

¹³ R R Hake, "Interactive-Engagement versus Traditional Methods: A Six-Thousand-Student Survey of Mechanics Test Data for Introductory Physics Courses," *American Journal of Physics* 66, no. 1 (1998): 64–74, <https://doi.org/10.1119/1.18809>.

Results and Discussion

1. Programme Implementation Description

A mufrodat learning programme on the theme of parts of the body in Arabic was held at the Mushalla Khairul Ikhwan, providing a conducive learning environment that differed from that of a classroom formal. The learning took place in a friendly, informal atmosphere, in line with the principles of Service Learning, which prioritise authentic engagement between the KKN-T



Figure 1: The enthusiasm of the TPQ participants whilst working on their exercises

students, TPQ teachers and TPQ pupils. Illustrated posters were displayed on the walls of the prayer room so that pupils could observe and interact with them directly. Each poster featured a coloured illustration of a body part, accompanied by its name in Arabic and its translation. The learning process utilised question-and-answer sessions, group repetition (drills) and individual pronunciation practice to ensure that every student actively understood the vocabulary. Local TPQ teachers provided support and ensured that the methods used were consistent with the approaches already familiar to TPQ students. This collaboration reflects the principle of reciprocal partnership in Service Learning and is in line with Sentiya's (2024) findings that the involvement of local teachers in Arabic vocabulary introduction programmes at TPAs significantly increases students' engagement and enthusiasm for learning.



Figure 2: A poster featuring Arabic script and a translation, as shown in the figure

2. Pre-test and Post-test Results

Receptive vocabulary comprehension was assessed on two occasions: a pre-test prior to the intervention (to determine the baseline ability of all participants) and a post-test following the intervention. The score data for all 18 participants, together with their individual gains and N-gains, are presented in Table 1 below.

Table 1: Pre-test, Post-test, Gain and N-Gain Scores for Each Participant (N = 18)

No	Names of Participant	Pre-test	Post-test	Gain	N-Gain	Category
1	Lacita Hasya Ivana	50	70	20	0.400	Medium
2	Keysa Zuhrotul Intani	75	98	23	0.920	High
3	Khaira	70	91	21	0.700	High
4	Rayzan Ilda	69	84	15	0.484	Medium
5	Albit Ariyo	54	77	23	0.500	Medium
6	Bilqist Humaira Atmaja	89	100	11	1.000	High
7	Muhammad Rafiq	85	100	15	1.000	High
8	Alesha Zahra Ayucie	55	70	15	0.333	Medium
9	Salsabilla Mishel Umaira	82	91	9	0.500	Medium
10	Rayhan Del Hadi	83	98	15	0.882	High
11	Annisa Nur Khairani	80	98	18	0.900	High
12	Muhammad Hafidz	84	98	14	0.875	High
13	Fatih Jalil Mufid	88	100	12	1.000	High
14	Gaozan Ardan Atmaja	86	100	14	1.000	High
15	Altafurrahman Shakiel	80	98	18	0.900	High
16	Anugerah Dwi Septiawan	53	77	24	0.511	Medium
17	Muhammad Athar Mauza	78	91	13	0.591	Medium
18	Arfan Hashif	87	100	13	1.000	High
Average		74,89	91,17	16,28	0,750	High

According to Table 1, all participants showed an increase in their scores from the pre-test to the post-test, without exception. The lowest gain recorded was 9 points and the highest was 24 points. Five participants (27.8 %) achieved a perfect score of 100 on the post-test. Before the intervention, only 8 participants (44.6 %) scored above 80; after the intervention, this number increased to 14 participants (77.8 %). Eleven participants (61.1 %) achieved a high N-Gain ($g \geq 0.70$) and seven

participants (38.9 %) achieved a moderate N-Gain. Not a single participant achieved a low-category N-Gain. These findings indicate that the illustrated poster medium was able to promote a consistent improvement in receptive understanding of Mufradat across all ability groups, ranging from participants with low initial scores (50) to those with relatively high scores (89).

3. Statistical Analysis

All statistical analysis procedures are summarised in Table 2 below.

Table 2. Results of the Statistical Analysis of the Pre-test and Post-test

Statistics	Value	Notes
Mean Pre-test Score (SD)	74,89 (13,27)	
Mean Post-test Score (SD)	91,17 (10,77)	
Mean Gain	16,28 point (21,74%)	
Shapiro-Wilk Normality Test (gain)	W = 0,938; p = 0,269	Normal → t-test valid
Paired t-test	t = 15,68; p < 0,001; df = 17	Significant ($\alpha = 0,05$)
Cohen's d	d = 3,70	Very Large Effect
N-Gain Average (Hake, 1998)	$\bar{g} = 0,750$	High Category ($\geq 0,70$)
High N-Gain ($g \geq 0,70$)	11 participants (61,1%)	
Medium N-Gain ($0,30 \leq g < 0,70$)	7 participants (38,9%)	
Low N-Gain ($g < 0,30$)	0 participant (0,0%)	

The mean pre-test score was 74.89 (SD = 13.27) and the mean post-test score was 91.17 (SD = 10.77). The average increase of 16.28 points is equivalent to 21.74% of the baseline score. The decrease in standard deviation from 13.27 to 10.77 indicates that the distribution of participants' abilities became more even following the intervention. This suggests that the use of pictorial posters not only raised the group mean but also narrowed the gap between high- and low-achieving participants. Qibtiyah and Walfajri¹⁴ explain that visually appealing image-based media encourage participants with low initial ability to participate more actively, thereby making the distribution of achievement more homogeneous.

The Shapiro-Wilk normality test on the gain data yielded $W = 0.938$ with $p = 0.269$. The gain data were deemed to be normally distributed as $p > 0.05$; therefore, a paired t-test could be validly applied. The results of the paired t-test yielded a t-value of 15.68 with $p < 0.001$ ($df = 17$). The very large t-value and the p-value well below 0.05 demonstrate that the improvement in receptive understanding of vocabulary is statistically significant. Zia et al¹⁵ state that a calculated t-value exceeding the table t-value at a significance level of $\alpha = 0.05$ constitutes strong evidence of the effectiveness of visual media in Arabic vocabulary learning. Similar results were found by Idris et al.¹⁶, with a calculated t-value (5.101) > table t-value (1.999) in a quasi-experimental context at an MTsN, which further reinforces the validity of the findings of this study.

¹⁴ M Qibtiyah and W Walfajri, "Pengajaran Bahasa Arab Menggunakan Media Gambar Bergerak Untuk Meningkatkan Penguasaan Kosakata," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 22, no. 01 (2020): 71, <https://doi.org/10.32332/an-nabighoh.v22i01.2076>.

¹⁵ M Zia, "Efektivitas Media Gambar Untuk Meningkatkan Kosakata Bahasa Arab Siswa Kelas VIII MTsN 7 HSU," *Journal Of Foreign Language Learning and Teaching*, 2024, <https://jurnal.uin-palangkaraya.ac.id/index.php/jofllt/article/view/4182>.

¹⁶ R Idris, S F Al Imlullah, and A Alamsyah, "Efektivitas Media Gambar Dalam Penguasaan Kosakata (Mufradat) Bahasa Arab Siswa Kelas VIII MTsN 1 Jenepono," *Al-Fashahah: Journal of Arabic Education, Linguistics, and Literature* 2, no. 1 (2022): 81, <https://doi.org/10.59562/al-fashahah.v2i1.34053>.

The Hake N-Gain analysis¹⁷ yielded a mean of $\bar{g} = 0.750$, which falls within the high category ($g \geq 0.70$). The highest N-Gain value was 1.000, achieved by 5 participants, whilst the lowest value was 0.333, which falls within the moderate category. No participant fell below the low N-Gain threshold ($g < 0.30$). The effect size was measured using Cohen's d, yielding $d = 3.70$, which far exceeds the threshold for the large category ($d \geq 0.80$). This very large value of Cohen's d indicates that the treatment using illustrated posters had a substantial impact on improving receptive understanding of vocabulary. Diladas and Nurhasanah¹⁸ confirm that contextualised, age-appropriate illustrated materials produce a large effect size in foreign language vocabulary learning in primary and non-formal education settings.

The convergence of three statistical measures — t-test significance, high N-Gain, and a very large Cohen's d — collectively confirms that Arabic-language posters depicting body parts are effective in improving TPQ students' receptive understanding of vocabulary. This effectiveness can be explained by dual-coding theory¹⁹ which states that information presented simultaneously through verbal and visual channels is easier to process and remember than verbal information alone. Illustrated posters displaying Arabic names alongside images of body parts activate both these channels simultaneously. Zuraidah²⁰ reinforces this explanation by stating that illustrated media facilitate the association between foreign words and their concrete references, which is the most effective strategy for foreign vocabulary acquisition in early childhood.

Conclusion

Illustrated posters proved effective in improving receptive understanding of mufrodāt with the theme of parts of the body in Arabic amongst 18 students at the TPQ Mushalla Khairul Ikhwan, Nagari Sago Salido, Pesisir Selatan. The average score increased from 74.89 to 91.17, representing a rise of 21.74 per cent. A paired t-test yielded $t = 15.68$ ($p < 0.001$), an average N-Gain of $\bar{g} = 0.750$ (high category), and Cohen's $d = 3.70$ (very large effect). No participants achieved an N-Gain in the low category, indicating that the improvement was comprehensive and evenly distributed.

Based on these findings, it is recommended that the programme: (1) implement the use of posters depicting body parts on an ongoing basis as part of the TPQ's permanent curriculum; (2) develop other vocabulary themes such as nature, professions and everyday objects using a similar poster format; (3) involve local TPQ teachers from the planning stage onwards to ensure the programme's continuity after the KKN-T period ends; and (4) replicate this programme in other TPQs in the Pesisir Selatan region with a similar context.

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¹⁷ Hake, "Interactive-Engagement versus Traditional Methods: A Six-Thousand-Student Survey of Mechanics Test Data for Introductory Physics Courses."

¹⁸ Rengganis Diladas and Andi Nurhasanah, "Peningkatan Kemampuan Menghafal Mufrodāt Melalui Pendekatan Berdiferensiasi Berbantuan Media Pada Pembelajaran Bahasa Arab Di Kelas III Madrasah Ibtidaiyyah Salamah Kota Jambi," *Aliansi: Jurnal Hukum, Pendidikan Dan Sosial Humaniora* 2, no. 5 (2025): 266–80, <https://doi.org/10.62383/aliansi.v2i5.1236>.

¹⁹ J Clark and A Paivio, "Dual Coding Theory and Education," *Educational Psychology Review* 3 (1991): 149–210, <https://doi.org/10.1007/BF01320076>.

²⁰ Z Zuraidah, A H Humayro, and Z Khoiriyah, "PENGENALAN BAHASA ARAB MENGGUNAKAN MEDIA KARTU MUFRODAT BERGAMBAR DI TPQ AL-FAQIH," *JURNAL PENGABDIAN AL-IKHLAS UNIVERSITAS ISLAM KALIMANTAN MUHAMMAD ARSYAD AL BANJARY* 8, no. 2 (2022), <https://doi.org/10.31602/jpaiuniska.v8i2.7946>.

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