

The Effectiveness of Flashcard Media in Improving Student's Understanding of Tashrif in Morphology

Nesa Putri Risqi¹, Levina Jovita²

¹ Institut Agama Islam Negeri (IAIN) Kerinci, Indonesia

² Universitas Bung Hatta, Indonesia

Corresponding Author: Nesa Putri Risqi ,

E-mail; nesarisqi54@gmail.com

ABSTRACT

Learning Sharaf Science plays an important role in understanding word form changes (tashrif) in the Arabic language. However, this material is often considered difficult due to the large number of patterns that must be understood and the learning methods that tend to be monotonous. Therefore, interesting and easy-to-use learning media are needed to help facilitate the understanding of the material. One of the media that can be used is flashcards, namely learning cards containing brief information presented systematically. The use of flashcards in learning Sharaf Science can help clarify the relationship between root words and their various changed forms, making it easier to understand and remember the material. In addition, this media can also create a more active and enjoyable learning atmosphere. Thus, the use of flashcard media is expected to become an effective alternative in supporting the learning of Sharaf Science, especially in understanding word changes (tashrif).

Keywords: learning media, flashcards, Morphology,

ABSTRAK

Pembelajaran Ilmu Sharaf memiliki peran penting dalam memahami perubahan bentuk kata (tashrif) dalam bahasa Arab. Namun, materi ini sering dianggap sulit karena banyaknya pola yang harus dipahami serta metode pembelajaran yang cenderung monoton. Oleh karena itu, diperlukan media pembelajaran yang menarik dan mudah digunakan untuk membantu mempermudah pemahaman materi. Salah satu media yang dapat digunakan adalah flashcard, yaitu kartu pembelajaran yang berisi informasi singkat dan disajikan secara sistematis. Penggunaan flashcard dalam pembelajaran Ilmu Sharaf dapat membantu memperjelas hubungan antara kata dasar dengan berbagai bentuk perubahannya, sehingga memudahkan dalam proses memahami dan mengingat materi. Selain itu, media ini juga dapat menciptakan suasana belajar yang lebih aktif dan tidak membosankan. Dengan demikian, pemanfaatan media flashcard diharapkan dapat menjadi alternatif yang efektif dalam mendukung pembelajaran Ilmu Sharaf, khususnya dalam memahami perubahan kata (tashrif).

Kata Kunci: Media Pembelajaran, Flashcard, Ilmu Sharaf,

INTRODUCTION

Morphology is one of the important branches in learning the Arabic language that studies changes in word forms (tashrif) from one form to another (Kamaluddin et al., 2024). Understanding Morphology is essential in studying Arabic deeply because through this field, a person can understand the meaning of words based on their forms and transformations (Shalikhah, 2021). By understanding tashrif, someone will find it easier to read, comprehend, and analyze Arabic texts, whether sourced from the The Quran, hadith, or classical Islamic books (Randy Safii, 2022).

Journal of Arabic Education and Linguistics

Although it has a very important role, learning Morphology is often considered difficult by students (Aprilia et al., 2024). This is caused by the large number of word transformation patterns that must be understood as well as the tendency of learning methods that are still conventional in nature (Ferki Ahmad Marlion & Ahmad Dardiri, 2019). Learning that only focuses on memorization without being supported by interesting media can create boredom and a lack of learning interest (Ferki Ahmad Marlion, 2017). As a result, the understanding of tashrif material becomes less optimal (Mustofa, 2011).

In the learning process, the use of appropriate media greatly influences the success of material delivery (علي, ١٩٨٢). Learning media can help explain abstract concepts in a more concrete way, making them easier to understand (Refania et al., 2026). One of the media that can be used in learning Morphology is flashcards. Flashcards are simple media in the form of cards containing brief information that can be used to assist the process of remembering and understanding material (Wulan Kurnia et al., 2026).

The use of flashcards in learning Morphology can be an effective alternative because they are able to present tashrif material in a concise and systematic manner (Nofrizal et al., 2022). Through this media, students can see the relationship between root words and their various transformed forms more clearly (Kamaluddin, Ferki Ahmad Marlion, et al., 2023). In addition, the use of flashcards can also create a more active and less monotonous learning atmosphere, thereby increasing students' interest in learning (Kamaluddin et al., 2022).

Thus, the use of flashcard media in learning Morphology is expected to help facilitate the understanding of word changes (tashrif) (Syafii, 2021). Furthermore, the use of this media can also become a form of innovation in Arabic language learning that is more interesting and effective (Marlion et al., 2025).

In addition, in learning Morphology, understanding word transformation patterns requires not only memorization but also repeated and directed practice (Tri Yulia Wijayanti & Ferki Ahmad Marlion, 2019). Without engaging exercises, students tend to become bored quickly and experience difficulty in remembering the various forms of tashrif (Ediyani & Munip, 2017). Therefore, a learning approach is needed that not only emphasizes cognitive aspects but is also able to increase students' active involvement in the learning process (Hanif et al., 2022).

Flashcard media can be one of the appropriate solutions in this regard (Irtawati, 2018).

Journal of Arabic Education and Linguistics

With their simple and flexible form, flashcards can be used in various learning activities, such as educational games, quizzes, and independent practice (Nia Kurnia, 2018). Students can learn individually or in groups, thereby creating a more interactive learning atmosphere. In addition, the use of flashcards also allows indirect repetition of the material, which is very important in the process of remembering tashrif patterns (M, Yopi, 2019).

Another advantage of flashcard media is its ability to present information briefly yet comprehensively (Kamaluddin, Marlion, et al., 2023). In the context of Morphology, each card can contain one root word along with its transformed forms, making it easier for students to understand the relationship between word forms (Ferki Ahmad Marlion et al., 2021). This structured presentation of material can help students build understanding gradually, from simple concepts to more complex ones (السامرائي, ٢٠١٣).

On the other hand, the use of learning media such as flashcards is also in line with the development of modern learning methods that emphasize students' active participation and the use of varied learning media (طعيمة, ١٩٨٩). Learning that involves multiple senses, such as visual perception and physical activity, has proven to be more effective in improving memory and comprehension (Nofrizal & Ferki Ahmad Marlion, 2025). Thus, flashcards function not only as learning aids but also as a means of creating a more meaningful learning experience.

By considering these various advantages, the use of flashcard media in learning Morphology becomes highly relevant to implement. This media is expected to help overcome difficulties in understanding tashrif, as well as increase students' interest and motivation in learning (Mamonto, 2022). Therefore, discussing the use of flashcard media in learning Morphology is important to be studied further as a form of innovation in Arabic language education.

In addition to providing convenience in understanding the material, the use of flashcard media can also train students' independence in learning. Students do not always have to depend on teachers' explanations because flashcards can be used anytime and anywhere. This allows students to review the material independently according to their individual needs. With the development of independent learning habits, understanding of Morphology material can improve more optimally.

The use of flashcards can also be adjusted to students' levels of ability. For beginners,

Journal of Arabic Education and Linguistics

the cards can be designed in a simpler form, such as displaying only the root word and one or two transformed forms. Meanwhile, for more advanced students, flashcards can be developed by adding more complex variations of word forms. Thus, this media is flexible and can be used at various levels of learning.

Not only that, flashcards can also be combined with other learning methods to make learning more interesting. For example, the use of flashcards in group games can improve cooperation and interaction among students. Activities such as word guessing, matching word pairs, or arranging tashrif patterns can make the learning process more enjoyable. This non-monotonous learning atmosphere is very important in maintaining enthusiasm and motivation in studying Morphology, which is often considered difficult.

In the context of Arabic language learning, innovation in the use of media is greatly needed to adapt to the needs of modern students (Faridatul 'Azza, 2024). Learning that is solely teacher-centered is gradually being abandoned and replaced with more active and participatory learning (Yuliana Wijayanti & Ahmad Marlion, 2022). Therefore, the use of media such as flashcards becomes a simple yet impactful form of innovation in improving the quality of learning.

With the various advantages they possess, flashcard media not only help in understanding tashrif material but are also capable of creating a more effective and enjoyable learning experience. This is important considering that Morphology is the foundation for understanding the overall structure of the Arabic language. If this foundation is mastered well, then the process of learning other Arabic language materials will become easier.

Based on the explanation above, it can be understood that the use of appropriate learning media has an important role in supporting the success of learning Morphology. Flashcards, as one of the simple yet effective media, can become a solution in overcoming various obstacles faced in the learning process. Therefore, the use of this media needs to receive greater attention as part of efforts to improve the quality of Arabic language learning.

RESEARCH METHODOLOGY

The writing of this article uses a qualitative approach with the type of library research, which is a method conducted by examining various written sources relevant to the discussed topic (Mahsun, 2004). This approach was chosen because the writing of the article

Journal of Arabic Education and Linguistics

emphasizes a theoretical and conceptual study regarding the use of learning media in Morphology, especially flashcard media in helping students understand word changes (tashrif). Therefore, the writer did not conduct field research but instead collected and analyzed data from various literature related to the topic.

The data sources in this writing consist of primary and secondary data (Aini, 2010). The primary data include books discussing Morphology and learning media, while the secondary data were obtained from scientific journals, articles, and other sources supporting the discussion. The selection of sources was carried out selectively by considering their relevance and credibility so that the information used can be scientifically accountable.

The data collection technique was conducted through documentation study, namely by reading, taking notes, and examining various references related to the topic of discussion. In this process, the writer identified important concepts related to the learning of Morphology and the use of flashcard media. The collected data were then arranged systematically to facilitate the analysis process.

Data analysis was carried out using a qualitative descriptive method, namely by describing, explaining, and interpreting the data that had been obtained (Megawati Idris, Suwito Eko Pramono, 2025). The writer attempted to clearly illustrate how the use of flashcard media can help in understanding word changes (tashrif) in Morphology. In addition, the analysis was also conducted by relating various concepts from different sources in order to obtain a more comprehensive understanding.

Through this method, the writer seeks to present a systematic and easily understood discussion regarding the use of flashcard media in learning Morphology. The results of this writing are expected to provide a clear description and become a reference in the development of more effective and innovative learning media, especially in helping students understand the concept of tashrif.

Furthermore, in the analysis process, the writer also compared several concepts and opinions of experts related to learning media and Morphology. This was done to obtain a broader understanding of the effectiveness of using flashcard media in learning. By comparing various sources, the writer was able to draw more objective conclusions and not rely solely on one point of view.

The writing of this article was also carried out systematically through several stages,

Journal of Arabic Education and Linguistics

namely data collection, data classification, data analysis, and conclusion drawing. In the data collection stage, the writer searched for various references relevant to the discussed topic. Furthermore, the obtained data were grouped based on certain themes, such as the concept of Morphology, the characteristics of learning media, and the use of flashcards in the learning process. After that, the data were analyzed to identify the relationship between existing theories and their application in learning.

In preparing this article, the writer also paid attention to the principles of scientific writing, such as the use of formal language, a structured writing system, and the presentation of logical and easily understood content. This was intended to ensure that the resulting article possesses good academic quality and can be accepted as a proper scientific work.

Through the writing method used, it is expected that the discussion regarding the use of flashcard media in learning Morphology can be presented comprehensively. In addition, this writing is also expected to contribute to the development of more varied learning methods so that the learning process does not only focus on conventional methods but also utilizes more interesting and effective media.

RESULTS AND DISCUSSION

RESULTS

Based on the study of various relevant sources, the use of flashcard media in learning Sharaf shows considerable potential in helping students understand word changes (tashrif) (الزبيدي, ٢٠٠٧). This media is considered effective because it is able to present material concisely, clearly, and systematically, thereby making it easier to understand word transformation patterns that form the core of Morphology.

In learning the Arabic language, especially in sharaf material, understanding tashrif is very important because it serves as the basis for identifying the meaning of a word according to its form. However, in reality, this Science material is often considered difficult due to the large number of transformations that must be understood and memorized.

The use of flashcard media emerges as one alternative that can help overcome these difficulties. With their simple form, flashcards are able to present material in smaller sections that are easier to understand gradually. Each card can be designed to contain one particular

Journal of Arabic Education and Linguistics

concept, such as a root word along with its transformed forms, thereby making it easier to see the relationship between word forms. This makes the learning process more systematic and less confusing.

In addition, the use of flashcards also allows an effective repetition process to occur. In learning Morphology, repetition is one of the main keys to understanding and remembering word transformation patterns. Through flashcards, the repetition process can be carried out in a more interesting and less monotonous way, so it does not create boredom. Thus, understanding of tashrif material can gradually improve along with the frequent use of this media.

Moreover, flashcards also support more active and interactive learning. This media can be used in various forms of activities, both individually and in groups, such as independent exercises, discussions, and educational games. Active involvement in the learning process is very important because it can increase focus and learning interest. With a more enjoyable learning atmosphere, material that was initially considered difficult can be understood more easily.

With these various advantages, the use of flashcard media in learning Morphology becomes highly relevant to implement. This media not only helps in understanding the concept of tashrif but is also capable of creating a more effective and engaging learning process. Therefore, flashcards can be used as one of the alternative learning media that support success in understanding Morphology more deeply.

DISCUSSION

The Concept of Using Flashcard Media in Morphology

Flashcards are one of the simple learning media in the form of cards containing brief information presented systematically. In the context of learning Morphology, flashcards can be used to display root words along with their various transformed forms, such as fi'il madhi, fi'il mudhari', mashdar, isim fa'il, and isim ma'ul (الخولي, ١٩٨٢).

The presentation of material in the form of cards provides convenience in understanding the relationship between one word form and another. Thus, the concept of tashrif, which initially appears complex, can be simplified through a more structured and

Journal of Arabic Education and Linguistics

easily understood presentation..

The use of flashcards in Morphology also allows the material to be presented gradually (Busyro, 2005). Each card can focus on one particular concept so that students are not burdened with too much information at one time. For example, one card may display only one root word along with its transformed forms, allowing attention to remain focused on that transformation pattern. This approach helps build understanding gradually, starting from the simplest forms to the more complex ones.

In addition, flashcards also play a role in helping visualize concepts. In learning Morphology, many concepts are abstract, such as word transformation patterns that are not always easy to understand through verbal explanation alone. With flashcards, these concepts can be visualized in the form of clear and organized writing. This makes it easier to identify differences and similarities among word forms so that understanding becomes deeper.

From the perspective of usage, flashcards are flexible media that can easily be adjusted according to learning needs. This media can be used in various situations, both inside and outside the classroom. In addition, flashcards can also be modified according to students' levels of ability. For beginners, the content of the cards can be made simpler, while for advanced learners, more complex variations of word forms can be added. With this flexibility, flashcards can be used continuously in the learning process of Morphology.

Therefore, the concept of using flashcard media in Morphology is not limited only as a memorization aid but also as a means of understanding word transformation patterns more systematically. This media helps simplify complex material into something easier to understand while supporting a more effective and directed learning process. Therefore, flashcards can become one of the relevant media in supporting the learning of Morphology.

The Role of Flashcards in Improving the Understanding of Tashrif

The use of flashcard media has an important role in helping students understand the concept of word changes (tashrif) in Morphology. Tashrif is the core of sharaf learning, which requires an understanding of various word transformations derived from the same root word. This process is often considered difficult because it involves many patterns that must be understood and remembered. Therefore, learning media are needed to simplify this process,

Journal of Arabic Education and Linguistics

one of which is through the use of flashcards.

Flashcards help present tashrif material in a more structured and easily understood manner. Each card can contain one root word along with its various transformed forms so that students can directly observe the relationship between these forms. By repeatedly seeing these connections, students will find it easier to understand word transformation patterns without having to memorize them separately (Tri Yulia Wijayanti et al., 2022). This makes the learning process more effective because it relies not only on memorization but also on understanding.

In addition, the use of flashcards also supports the repetition process, which is the key to understanding Morphology. Continuous repetition strengthens memory of tashrif patterns. Through flashcards, repetition can be carried out in more engaging ways, such as through independent exercises or simple games. Thus, students can review the material without feeling bored, allowing their understanding to improve gradually.

From a cognitive perspective, flashcards also help improve the ability to remember and associate information. When students see a root word on one side of the card and its transformed forms on the other side, a thinking process involving memory and comprehension occurs simultaneously. This process is very helpful in strengthening understanding of tashrif material because students not only memorize but also understand the relationships among word forms.

Therefore, the use of flashcard media has a significant role in improving the understanding of tashrif in Morphology. This media not only helps simplify complex material but also supports a more effective learning process through repetition and active involvement. Thus, flashcards can serve as one of the effective media for helping students understand word transformations in learning Morphology.

Activeness and Learning Interest through Flashcard Media

The use of flashcard media in learning Morphology has a significant role in increasing students' activeness in the learning process. This is because flashcards allow direct interaction in learning activities, both between students and the material as well as among students themselves. Unlike one-way learning methods, such as lectures, the use of flashcards

Journal of Arabic Education and Linguistics

encourages active involvement through various activities such as observing, remembering, matching, and testing understanding independently or in groups. With this involvement, the learning process becomes more dynamic and less monotonous.

For example, in learning tashrif, a set of flashcards can be used to display a root word such as كَتَبَ. On one side of the card, the root word is written, while on the other side, its various transformed forms are written, such as كَاتِبٌ, كِتَابَةٌ, يَكْتُبُ, and مَكْتُوبٌ. Students can be asked to guess the transformed forms before turning the card over, thereby training memory and understanding actively.

In addition, flashcards can also be used in group games. For example, each student may be given several cards containing root words and different transformed forms, and then they are asked to find the matching pairs. This activity not only trains understanding of tashrif patterns but also increases interaction and cooperation in the learning process. Learning conducted in this way tends to be more enjoyable and less boring.

Flashcards can also be utilized in the form of quick quizzes. The teacher may show one card containing a root word, and students are asked to mention its tashrif forms orally. This method can train quick thinking skills and strengthen memorization of word transformation patterns. Through repeated practice, students will become more accustomed to and capable of understanding Morphology material more easily.

From the perspective of learning interest, the use of flashcards also has a positive influence. Morphology material, which initially feels difficult, can be presented in a simpler and more interesting form. Presentation in the form of cards helps students understand the material gradually without feeling overwhelmed. In addition, the use of varied media such as flashcards can reduce boredom in learning.

Therefore, the use of flashcard media not only helps students understand the material but is also able to increase activeness and learning interest. Learning that was originally passive can become more active, interactive, and enjoyable. Thus, flashcards can become one of the effective media in supporting the learning of Morphology, especially in understanding word changes (tashrif).

Advantages and Disadvantages of Flashcard Media in Learning Morphology

Flashcard media have various advantages that make them effective for use in learning

Journal of Arabic Education and Linguistics

Morphology. One of the main advantages is the ease of creating and using them. Flashcards can be made from simple materials such as paper or cardboard, so they do not require large costs or complicated technology. This makes the media easy to implement in various learning conditions.

In addition, flashcards are also practical and flexible. This media can be used anytime and anywhere, either individually or in groups. In learning Morphology, this flexibility is very helpful because tashrif material requires repeated practice. By using flashcards, students can review the material independently so that their understanding can gradually improve.

Another advantage is the ability of flashcards to present material concisely and systematically. Morphology material, which contains many word transformation patterns, can be simplified into a form that is easier to understand. This systematic presentation helps students observe the relationships among word forms so that they not only memorize but also understand the concept of tashrif better.

Besides their advantages, flashcard media also have several disadvantages. One limitation is that they are less effective for explaining complex material that requires in-depth explanation. Flashcards are more suitable for basic to intermediate material, so additional explanations from the teacher are still needed in order to achieve more complete understanding.

Furthermore, the use of flashcards without sufficient variation can cause boredom if they are used continuously without innovation in learning methods. Therefore, creativity is needed in their use, such as combining them with games or other methods to keep learning interesting.

Therefore, flashcard media have significant advantages in supporting the learning of Morphology, especially in understanding word changes (tashrif). However, their use still needs to be adjusted to the material and combined with other methods so that learning outcomes can become more optimal.

The use of flashcards not only plays a role in improving understanding but is also capable of creating a more active and interactive learning atmosphere. Through various activities such as games, quizzes, and independent exercises, the learning process becomes more interesting and less boring. This has an impact on increasing students' interest in learning, so they become more motivated to study Morphology.

Journal of Arabic Education and Linguistics

On the other hand, flashcard media also have several limitations, especially in explaining complex material. Therefore, their use needs to be combined with other learning methods so that the results obtained can be more optimal. Nevertheless, the advantages possessed by flashcards make them one of the effective media in supporting the learning of Morphology.

Thus, it can be concluded that the use of flashcard media is one of the appropriate alternatives for helping students understand word changes (tashrif) in Morphology. This media not only facilitates understanding but also increases activeness and learning interest. Therefore, the use of flashcards in learning Morphology needs to continue to be developed as part of efforts to create a more effective, interesting, and innovative learning process.

CONCLUSION

Based on the discussion that has been presented, it can be concluded that Morphology has a very important role in learning the Arabic language, especially in understanding word form changes (tashrif). However, in practice, this material is often considered difficult because of the many transformation patterns that must be understood as well as learning methods that tend to be monotonous. Therefore, innovation in the use of learning media is needed to help facilitate understanding of the material and increase students' interest in learning. One of the learning media that can be used is flashcards. This media has simple, practical, and flexible characteristics, making it easy to apply in various learning conditions. In Morphology, flashcards can be used to display root words along with their various transformed forms systematically, thereby helping students understand the relationships among word forms. In addition, the use of flashcards also supports an effective repetition process, which is one of the keys to understanding tashrif material.

REFERENCES

- Aini, M. (2010). *Metodologi Penelitian Bahasa Arab*. Hilal Pustaka.
- Aprilia, R., Dinanti, F., Hasaniyah, N., & Dinanti Massofia, F. (2024). ANALYSIS OF ARABIC TRANSLATION DIGITAL DICTIONARY APPLICATIONS IN THE ERA OF SOCIETY 5.0. *Lugawiyat*, 6(1), 56–70. <https://doi.org/https://doi.org/10.18860/lg.v6i1>
- Busyro, M. (2005). *Sorof Praktis Metode Krappyak*. Menara Kudus.

Journal of Arabic Education and Linguistics

- Ediyani, & Munip. (2017). Pengembangan Materi Pembelajaran Maharah Al-Istima' Berbasis Media Lectora Inspire di Madrasah Aliyah Swasta Ulumuddin Lhokseumawe Aceh. *At-Tajdid*. *At-Tajdid: Jurnal Ilmu Tarbiyah*, 2(6).
- Faridatul 'Azza, W. I. F. D. (2024). Effectiveness of Interactive Learning Media Based on Articulate Storyline in Overcoming Challenges in Arabic Language Learning. *Tarling Journal*, 8(2), 283. <https://doi.org/https://doi.org/10.58194/eloquence.v2i1.670>
- Ferki Ahmad Marlion. (2017). *Metode pendidikan dipelajari dari metode bijak dalam Al-Quran* [UIN Syarif Hidayatullah Jakarta]. https://scholar.google.com/citations?view_op=view_citation&hl=id&user=Km2_veQAAAJ&cstart=20&pagesize=80&sortby=pubdate&citation_for_view=Km2_veQAAAJ:2osOgNQ5qMEC
- Ferki Ahmad Marlion, & Ahmad Dardiri. (2019). أسلوب الحكيم في القرآن الكريم: دراسة تحليلية بلاغية. *Lughawiyah: Journal of Arabic Education and Linguistics*, 1(2). <https://doi.org/https://doi.org/10.31958/lughawiyah.v1i2.1517>
- Ferki Ahmad Marlion, Kamaluddin, & Puteri Rezeki. (2021). TASYBIH AT-TAMTSIL DALAM AL-QUR'AN: ANALISIS BALAGHAH PADA SURAH AL-KAHFI. *Lughawiyah: Journal of Arabic Education and Linguistics*, 3(1). <https://doi.org/https://doi.org/10.31958/lughawiyah.v3i1.3210>
- Hanif, A., Marlion, F. A., & Rahma, I. (2022). The Use of Muvizu Applications as Learning Media in Integrated Learning. *AIP Conference Proceedings*, 2524. <https://doi.org/10.1063/5.0119086>
- Irtawati, A. (2018). Pengembangan media pembelajaran berbasis aplikasi I Spring Quality untuk meningkatkan kualitas teaching bagi guru SMK dibalik papan. *Jurnal Ilmiah Pengabdian Masyarakat*, 2(2).
- Kamaluddin, Ferki Ahmad Marlion, Muhammad Yusuf Salam, & Amelia. (2024). 'AMALIYYAH TA'LİM AL SHARF FĪ AL SHAF AL AWWAL FĪ AL MADRASAH AL TARBIYAH AL ISLĀMIYYAH GONDONG. *Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban*, 7(1). <https://doi.org/10.35931/am.v7i1>
- Kamaluddin, Ferki Ahmad Marlion, Munadirma, Lathifah Husna, & Nurlaila. (2023). Developing Interactive Game-Based Learning Media Using Adobe Flash Professional CS6 to Optimize Arabic Speaking Skills. *Proceedings of the International Conference on Social Science*

and Education, 287.

https://books.google.co.id/books?hl=en&lr=&id=saLjEAAAQBAJ&oi=fnd&pg=PA287&dq=info:HlylgFZJH-QJ:scholar.google.com&ots=GmVGvjEdgS&sig=QQHn3G6-xGB71_tVpGzcolrTS1U&redir_esc=y#v=onepage&q&f=false

Kamaluddin, K., Marlion, F. A., Nurlaila, N., Amelia, A., Fitri, H., Yanti, M. W., & Alfathani, F. (2023). Developing a Listening Skill Teaching Material Based on The Camtasia Software. *Proceedings of the International Conference on Social Science and Education*, 180–189.

https://doi.org/10.2991/978-2-38476-142-5_18

Kamaluddin, K., Marlion, F. A., Salam, M. Y., & Choiratinnisa, Y. (2022). Shiāghatu Manhaji Qism Ta'lim al-Lughah al-'Arabiyyah bi Jāmi'ati Batu Sangkar al-Islāmiyyah al-Hukumiyyah wa 'Alāqatihāa bi Manhaj al-Lughah al-'Arabiyyah fi al-Madrasah al-Mutawasithah. *LISANUDHAD: JURNAL BAHASA, PEMBELAJARAN DAN SASTRA ARAB*, 9(2), 75. <https://doi.org/10.21111/lisanudhad.v9i2.8513>

M, Yopi, A. R. R. dan D. (2019). Metode Pembelajaran Mata Pelajaran Alquran Hadis Pada MAN 2 Bukittinggi. *Islam Transformatif*, 03(01), 38–51.

Mahsun. (2004). *Metodologi Penelitian Bahasa: Tabapan strategi, Metode dan Tekniknya*, "Edisi Revisi." PT. RajaGrafindo Persada.

Mamonto, M. N. (2022). Desain Pengembangan Media Pembelajaran Dengan Articulate Storyline Untuk Pembelajaran Maharah Kalam Dalam Hiwar Kelas 9 MTs. *Al-Mu'arrib: Jurnal Pendidikan Bahasa Arab*, 2(1), 18. <https://doi.org/https://doi.org/10.32923/al-muarrib.v2i1.2432>

Marlion, F. A., Rasyid, I., & Trisna, D. (2025). The Effectiveness of Interactive Learning Media Based On Articulate Storylines In Balaghah Learning. *Journal of Arabic Language Studies and Teaching*, 5(2), 278–290. <https://doi.org/10.15642/jalsat.2025.5.2.278-290>

Megawati Idris, Suwito Eko Pramono, A. Y. (2025). The Influence of using articulate storyline media on learning interest and results. *Inovasi Kurikulum*, 22(1).

<https://doi.org/https://doi.org/10.17509/jik.v22i1.75994>

Mustofa, S. (2011). *Strategi Pembelajaran Bahasa Arab*. UIN-Maliki Press.

Nia Kurnia, D. D. dan M. (2018). Efektivitas pemanfaatan multimedia pembelajaran berbantuan ispring dalam meningkatkan motivasi dan hasil belajar pada mata pelajaran bahasa arab. *Jurnal Teknologi Pendidikan Dan Pembelajaran*, 3(1), 453.

- Nofrizal, & Ferki Ahmad Marlion. (2025). The Meaning of the Verses of Tasybih At-Tamtsil in Surah An-Nahl: An Analysis of Balaghah and Its Relevance to Islamic Religious Education. *Journal of Contemporary Islamic Education*, 5(2).
<https://doi.org/10.25217/jcie.v5i2.5996>
- Nofrizal, Ferki Ahmad Marlion, & Akhyar Hanif. (2022). THE INFLUENCE OF STICK FIGURES MEDIA ON ARABIC WRITING PROFICIENCY: AN EXPERIMENTAL STUDY AT MTsN 3 TANAH DATAR . *Lughawiyah: Journal of Arabic Education and Linguistics*, 4(2). <https://doi.org/https://doi.org/10.31958/lughawiyah.v4i2.7975>
- Randy Safii, S. R. S. C. P. D. (2022). Uslub Kalam Khabar dan Insyah dalam Dialog Kisah Nabi Zakariyah dalam Al-Qur'an. *A Jamiy : Jurnal Bahasa Dan Sastra Arab*, 11(1).
- Refania, Z., Ahmad Marlion, F., Kurnia, W., & Amanda, I. (2026). RHETORICAL DIMENSIONS OF KALAM KHABARI (INFORMATIVE SPEECH) AND KALAM INSYAH (PERFORMATIVE SPEECH) IN THE QUR'AN AND THEIR IMPLICATIONS FOR EDUCATIONAL VALUES. *Lughawiyat*, 8(1), 98.
<https://doi.org/https://doi.org/10.18860/lg.v8i1.41533.g13763>
- Shalikhah, F. (2021). *Membuat Video Pembelajaran Berbasis Screen Recorder dan Video Editor Menggunakan Camtasia*. (1st ed.). Lentera Hati.
- Syafii. (2021). Urgensi Mengenal Uslub Khitabi untuk Penulisan Karya Tulis dalam Bahasa Arab. *Al Arabiyah*, 7(1).
- Tri Yulia Wijayanti, & Ferki Ahmad Marlion. (2019). Makna Ayat-ayat Perumpamaan Di Dalam Surat Ali Imran. *Edisi Juli-Desember*, 43(2). <https://doi.org/http://dx.doi.org/10.24014/annida.v43i2.12320>
- Tri Yulia Wijayanti, Ferki Ahmad Marlion, & Irwandi. (2022). PENGABDIAN KOLABORATIF DI PANTI ASUHAN KOTO XI TARUSAN, PAINAN. *Menara Pengabdian*, 2(2). <https://doi.org/https://doi.org/10.31869/jmp.v2i2.3885>
- Wulan Kurnia, Ferki Ahmad Marlion, Zabila Refania, Ildha Amanda, & Neza A Efantri. (2026). The Rhetorical Dimensions of Kalam Khabari and Insyah in Surah 'Abasa and Their Implications for Educational Values. *Jalsat: Journal of Arabic Language Studies and Teaching*, 6(1), 12. <https://doi.org/10.15642/jalsat.2026.6.1.12-25>
- Yuliana Wijayanti, T., & Ahmad Marlion, F. (2022). MISS QUEEN IN THE VIEW OF AHLUS SUNNAH WAL JAMA'AH THEOLOGY Oleh. *Jurnal Al Aqidah*, 14(2).

<https://doi.org/https://doi.org/10.15548/ja.v14i2.4818>

- الخولي, م. ع. (1982). *أساليب تدريس اللغة العربية*. مطابع العرزق التجارية.
- الزبيدي . (2007). *علم الصرف*. diwanarab.
- السامرائي, م. (2013). *الصرف العربي أحكام ومعان*. دار ابن كثير.
- طعيمة, ر. أ. (1989). *تعليم العربية لغير الناطقين بها*. منشورات المنظمة الإسلامية للتربية و العلوم والثقافة.
- علي, م. (1982). *التوجيه في تدريس اللغة العربية*. دار المعارف.