

Arabic Teachers' Efforts in Developing Students' Vocabulary Mastery at MA Rasyidiyah Khalidiyah (Rakha)

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Abstract:

Mufradāt (vocabulary) is a fundamental component in Arabic language learning, serving as the basis for mastering listening, speaking, reading, and writing skills. However, students often face challenges in vocabulary mastery due to limitations in teaching methods, learning media, motivation, and the unique characteristics of the Arabic language. This study aims to describe the process of *mufradāt* learning, identify the challenges faced by students, and analyze teachers' efforts to improve vocabulary mastery at MA Nipi Rakha. This research employed a qualitative descriptive approach, with data collected through classroom observations, in-depth interviews with Arabic teachers, and documentation. The findings reveal that *mufradāt* learning is implemented using various methods, including direct instruction, drilling, communicative approaches, language games, and contextual learning, supported by visual, audio, and concrete media. Despite these efforts, several challenges persist, such as students' tendency to forget vocabulary due to lack of repetition, difficulties in pronouncing certain Arabic letters, differences in student abilities, and limited media variation. To address these issues, teachers simplify vocabulary load, provide special guidance, use concrete media, apply spaced repetition techniques, and enhance learning motivation. The study concludes that structured, varied, and continuous teacher efforts play a crucial role in improving students' vocabulary mastery and overall success in Arabic language learning.

Keywords: *mufradāt*; arabic language learning; teacher efforts; learning Challenges

Abstrak:

Mufradāt atau kosakata merupakan unsur penting dalam pembelajaran bahasa Arab karena menjadi dasar penguasaan keterampilan menyimak, berbicara, membaca, dan menulis. Namun, penguasaan *mufradāt* siswa masih menghadapi berbagai kendala seperti keterbatasan metode, media pembelajaran, motivasi belajar, serta karakteristik bahasa Arab itu sendiri. Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran *mufradāt*, mengidentifikasi kendala yang dihadapi siswa, serta menganalisis upaya guru dalam meningkatkan penguasaan *mufradāt* di MA Nipi Rakha. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara mendalam dengan guru Bahasa Arab, dan dokumentasi. Hasil penelitian menunjukkan bahwa pembelajaran *mufradāt* dilakukan dengan berbagai metode seperti metode langsung, *drilling*, pendekatan komunikatif, permainan bahasa, dan kontekstual yang didukung media visual, audio, dan konkret. Namun, masih terdapat kendala seperti siswa cepat lupa karena kurang pengulangan, kesulitan pelafalan huruf tertentu,

perbedaan kemampuan siswa, dan keterbatasan media. Upaya guru untuk mengatasinya meliputi penyederhanaan jumlah *mufradāt*, pemberian bimbingan khusus, penggunaan media konkret, penerapan pengulangan bertahap, serta peningkatan motivasi belajar. Disimpulkan bahwa upaya guru yang terencana, variatif, dan berkelanjutan berperan penting dalam meningkatkan penguasaan *mufradāt* dan keberhasilan pembelajaran bahasa Arab.

Kata kunci: *mufradāt*; pembelajaran bahasa arab; upaya guru; kendala pembelajaran

INTRODUCTION

Arabic is one of the languages that has an important role in the world of Islamic education and is widely used in various countries. As the language of the Qur'an and hadith, Arabic is not only studied as a means of communication, but also as a means of understanding the sources of Islamic teachings. Therefore, learning Arabic is an important part of the madrasah curriculum. However, learning Arabic for students in Indonesia is not easy because Arabic is a foreign language that is not used in daily communication. The difference in structure, sound system, and rules of Arabic and Indonesian language often causes various difficulties for students in the learning process (Sakdiah & Sihombing, 2023).

Arabic has a complex and distinctive morphological system, especially in the formation of words that are sourced from a single root word that can develop into various forms and meanings. The process of word formation in Arabic through the mechanism of *tashrīf isytiqāqī* and *tashrīf i'rābī* makes Arabic very rich in vocabulary or *mufradāt*. The wealth of this *mufradāt* on the one hand shows the superiority of the Arabic language, but on the other hand it is a challenge for students in memorizing, understanding, and using vocabulary appropriately according to the context (Destiny, 2020).

In learning Arabic, there are four main skills that students must master, namely listening skills (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*). The four skills are interrelated and inseparable from each other. The mastery of *mufradāt* is the main basis in developing these four skills. Without adequate vocabulary mastery, students will have difficulty understanding texts, expressing ideas orally, and writing in Arabic (Panigoro & Saputera, 2020).

Mufradāt is one of the linguistic elements that is very important in learning Arabic. Vocabulary serves as an initial capital for students to be able to understand and use Arabic actively or passively (Mahyudin & Alihsan, 2023). The mastery of *mufradāt* is not only measured by the number of words memorized, but also by the ability of students to pronounce correctly, understand the meaning, and use the word in sentences or the context of simple communication. Therefore, the *mufradāt* learning process requires the right strategies, methods, and media in order to achieve optimal results (Ashari, 2020).

The role of teachers in learning *mufradāt* is very important. Teachers are not only

in charge of conveying vocabulary, but also trying to make students motivated, active, and able to remember and use mufradāt continuously (Gan, 2021).

Based on the results of an initial interview with Arabic teachers at MA Nipi Rakha, it is known that teachers have applied various mufradāt learning methods, such as direct methods (*al-ṭarīqah al-mubāsyirah*), *drilling* or repetition, communicative approaches, language game methods, and contextual approaches. In addition, teachers also use a variety of learning media, such as pictures or *flashcards*, word cards, pronunciation audio, short videos, and concrete objects to help students understand.

Teachers' efforts to increase student motivation are also seen through the provision of *rewards*, the use of prize games, and explanations of the benefits of mastering mufradāt in understanding Arabic texts and conversations. Teachers also take a special approach for students who have low mufradāt skills by simplifying vocabulary, doing more intensive repetition, applying paired learning, and emphasizing gradual memorization of 5–7 words per meeting.

However, based on the results of the interview, various obstacles were still found in the mastery of students' mufradāt, such as students who quickly forget due to lack of practice, difficulties in pronouncing certain letters such as خ، غ، ع، and ق, differences in abilities between students, low motivation to memorize, and limitations in varied learning media. In addition, the number of mufradāt in one meeting is also a factor that makes it difficult for students to remember and use vocabulary effectively.

Previous research discussed the problem of learning Arabic in general, while the study specifically examined teachers' efforts in developing mastery of mufradāt and students are still limited. In fact, teachers' efforts in choosing methods, media, learning steps, and evaluation strategies have a great influence on the success of mastering mufradāt and students. Research by (Sri et al, 2024) who researched Arabic vocabulary learning strategies showed various approaches to mufradāt learning and such as visual, audio, repetition, and thematic approaches used by teachers have an impact on improving students' vocabulary mastery in integrated Islamic elementary schools.

Based on this description, and considering the importance of mastering mufradāt as the basis of Arabic language skills, the researcher is interested in conducting a research entitled "The Efforts of Arabic Language Teachers in Developing Students' Mufradāt Mastery at MA Nipi Rakha." This research is expected to provide a comprehensive overview of the various efforts made by teachers, obstacles faced, and solutions applied in mufradāt learning. In addition, the results of this research are expected to be reference materials for teachers, educational institutions, and researchers in developing more effective and innovative Arabic mufradāt learning.

PREVIOUS RESEARCH

Research on learning Arabic language has been carried out by many researchers previously with a variety of study focuses, ranging from learning methods, media use, learning motivation, to Arabic vocabulary mastery problems. These studies are the theoretical basis as well as the comparative material in this study.

The first research was conducted by Afifah with the title *"The Application of Direct Methods in Learning Arabic Mufradat in Grade II of Elementary School at an SDIT in Bekasi."* The results of the study show that the use of direct methods is able to increase students' participation and understanding of Arabic mufrad. Teachers apply learning directly through the use of vocabulary in simple communication so that students are more active during the learning process. The similarity of the research with this study lies in the focus of the use of the Arabic mufradāt learning method. The difference lies in the level of education and the focus of research, because this study emphasizes more on teachers' efforts to improve the mastery of mufradāt at the madrasah aliyah level. (Afifah, 2025)

The second research was conducted by Majid and Hamdun with the title *"Mufradat Learning Through Wordwall Media in Increasing Interest in Learning Arabic in MTsN 2 Magetan."* This study shows that the use of digital game-based Wordwall media is effective in increasing students' interest in learning and involvement in learning Arabic language. The use of interactive media makes students more enthusiastic and active in participating in learning. The similarity between the research and this research lies in the use of digital media in learning mufradāt. The difference is that this study not only discusses Wordwall media, but also examines methods, motivations, evaluations, and obstacles to learning mufradāt as a whole. (Majid & Hamdun, 2024)

The third research was conducted by Maulidiah, Syaifullah, and Syarifuddin (2024) with the title *"The Influence of Baamboozle Gamification in Improving the Learning Outcomes of Arabic Mufradat."* The results of the study show that the application of gamification through Baamboozle media has a positive influence on students' learning outcomes. The use of educational games helps to increase students' motivation, activeness, and memory of Arabic vocabulary. The similarity of the research with this research lies in the use of innovative learning strategies to improve the mastery of mufradāt. Meanwhile, the difference is that this study focuses more on the various efforts of teachers in overcoming the problems of mastery of students' mufradāt at MA Nipi Rakha.

Based on some of these previous studies, it can be seen that research on learning Arabic language has been carried out a lot. However, this study has a difference because it specifically focuses on teachers' efforts to improve students' mastery of mufradāt at MA Nipi Rakha through aspects of methods, media, motivation, evaluation, and efforts to overcome learning obstacles as a whole.

RESEARCH METHODS

This research uses a qualitative approach of descriptive research that aims to describe in depth the reality that occurs in the field (Scott, 2020). This approach was chosen because it is suitable for researching the phenomenon of learning that occurs directly in the classroom, which focuses on the efforts of Arabic Language Teachers in Developing Mufrad Mastery And Students at MA Nipi Rakha.

The subjects in this study are Arabic teachers and MA Nipi Rakha students. Arabic teachers play the role of the main informant, because teachers are the ones who directly design and implement mufradāt learning in the classroom.

The research data was obtained through three main techniques, namely observation during Arabic teaching and learning activities in the classroom. The observation aims to see in detail how the teacher delivers the mufradāt material, the methods and media used, the learning

steps, class management, and the response and activeness of the students during the mufradāt learning process.

An in-depth interview was conducted with Arabic teachers at MA Nipi Rakha. This interview aims to explore information related to teachers' efforts in developing students' mastery of mufradāt, including the learning methods used, strategies to motivate students, the use of learning media, the form of evaluation of mastery of mufradāt, the obstacles faced, and innovations applied in learning mufradāt. Interviews are not conducted with students, so the interview data fully represents the views and experiences of teachers in the mufradāt learning process.

Documentation is used to complement and corroborate the data from observations and interviews. The documentation in this study includes Arabic learning tools, textbooks, list of mufradāt, teacher notes, and documentation of learning activities relevant to students' mastery of mufradāt. Documentation serves as supporting data so that research results are more accurate and accountable.

The steps of data analysis in this study are carried out through several stages, namely data collection, data reduction, data presentation, and conclusion drawn. The data that has been collected from observations, interviews, and documentation is then reduced by selecting data that is relevant to the focus of the research. Furthermore, the data is presented in the form of a systematic descriptive description, then conclusions are drawn to comprehensively describe the efforts of Arabic teachers in developing the mastery

of students' mufradāt at MA Nipi Rakha.

RESULTS AND DISCUSSION

A. Overview of Arabic Mufradāt Learning at MA Nipi Rakha

An overview of learning is needed to understand the institutional context, characteristics of students, and mufradāt learning patterns applied in schools. Understanding this context is important because vocabulary learning cannot be separated from the conditions of the learning environment, students' backgrounds, and teachers' policies in managing Arabic language learning. By understanding the initial picture of learning, the analysis of the teacher's efforts in developing the mastery of mufradāt can be carried out more objectively and deeply.

Arabic mufradāt learning at MA Nipi Rakha is carried out as an integral part of Arabic subjects and becomes the basis for the development of students' language skills. The teacher compiles a list of mufradāt that is adjusted to the theme of learning, the material in the textbook, and the level of ability of the students. This adjustment is made so that the vocabulary taught is not too much in one meeting and remains relevant to the needs of students. The learning process still combines the use of textbooks with a variety of learning methods applied by teachers, such as repetition, the use of simple contexts, and oral exercises. As the Arabic teacher said, that:

"I always try to relate mufradāt to students' daily activities, both at home, at school, and when they interact with friends, so that the vocabulary learned feels close and familiar. In addition, I also limit the number of mufradāt taught in one meeting to

avoid excessive cognitive burden on students. I do this restriction so that students can master mufradāt in a more profound and sustainable way. In one meeting, I usually only target five to seven words, so that students really understand, are able to remember, and don't forget quickly."That is why

This shows that teachers try to make a pedagogical selection of mufradāt so that students do not experience vocabulary overload (*overload*). This approach also helps students focus more on understanding and remembering the mufradāt taught in one particular theme. In line with research Rachmadani et al. (2022) which confirms that the selection of mufradāt theoretically and contextually helps students understand vocabulary in a more meaningful way. Similar things were also found by Taufik (2023) That mufradāt adapted to the learning context can improve students' memory of new vocabulary because the vocabulary is easier to associate with the student's learning experience.

B. Learning Methods and Media in the Mastery of Mufradāt

Learning methods and media have an important role in increasing the effectiveness of mufradāt mastery. Vocabulary learning that only focuses on memorization tends to be less optimal if it is not supported by a variety of methods and media that are able to activate student involvement cognitively and affectively. Therefore, the selection of the right methods and media is one of the determining factors for the success of learning Arabic mufradāt (Nengrum & Arif, 2020).

Teachers use various methods of mufradāt learning, including direct methods (*al-ṭarīqah al-mubāsyirah*), *drilling* or repetition, communicative approaches, language games, and contextual approaches. These methods are used flexibly and adapted to the material and the conditions of students in the classroom. The use of direct and *drilling* methods helps students recognize and remember the forms and pronunciation of vocabulary, while the communicative and contextual approach encourages students to use mufradāt in more meaningful situations. As the Arabic teacher said, that:

"The methods that I often use in teaching mufradāt are direct methods, drilling, language games, and simple conversations. If students start to look bored, I change the learning method so that they remain enthusiastic about participating in the lesson. I also adjust the selection of learning media to the learning objectives and the level of mastery of the students' mufrad. Visual media such as pictures and flashcards are becoming the main medium, especially for beginner students, as they help them connect vocabulary with objects directly. In addition, I use audio media to practice the accuracy of pronunciation and makhraj of Arabic letters, while I use videos to clarify the context of using mufradāt in real situations and daily life. I also consider that the use of digital games such as Wordwall and Quizizz is very effective in increasing student motivation and participation, because through these media students become more active and enthusiastic, even students who are usually passive are encouraged to try."That is why

In addition to methods, learning media is also used to support students' understanding of mufradāt. The media used include pictures or *flashcards*, double-sided

word cards (Arabic-Indonesian), pronunciation audio, themed short videos, and concrete objects. Teachers consider that visual and concrete media are very helpful for students, especially in the early stages of learning, because it makes it easier for students to associate vocabulary with real objects or meanings. The use of audio also helps students improve pronunciation and recognize Arabic sounds more accurately.

The results of this study are in line with the research Naser (2022) which states that the use of visual and audiovisual media in learning Arabic can increase students' motivation to learn and understand mufradāt, because the material is presented in a more interesting and easy-to-understand manner. Similar findings were also presented by Tambunan & Yahfidzam (2025) which emphasizes that the variety of Arabic vocabulary learning media at the secondary level contributes positively to students' activeness and successful mastery of mufradāt.

C. Motivation, Evaluation, and Criteria for Successful Mastery of Mufradāt

Motivation and evaluation are two important aspects that determine the success of mastery of mufradāt. Students who have high learning motivation tend to be more active in following the learning process, are more courageous in using the vocabulary that has been learned, and have a better memory of mufradāt. In addition, evaluations that are carried out in a planned and continuous manner serve as a tool to determine the level of student mastery as well as feedback for teachers in improving learning strategies (Badrud, 2024).

In an effort to increase students' motivation, teachers apply various strategies, such as giving rewards and praise, the use of prize games, and explanations of the benefits of mastering mufradāt in understanding Arabic reading and conversation texts. The strategy aims to foster students' confidence and create a fun learning atmosphere so that students do not feel burdened in memorizing vocabulary. As the Arabic teacher said, that:

"I often give praise or small gifts to students so that they feel appreciated and more confident when memorizing mufradāt. In addition, I also instilled an understanding in students about the practical benefits of mastering mufradāt in learning Arabic, by explaining that if their vocabulary mastery is strong, they will be easier to understand Arabic reading and conversation. In evaluating the mastery of mufradāt, I not only use written tests, but also conduct oral tests as well as observe students' activeness during the learning process, especially when they use mufradāt in conversation. I consider that students' mastery of mufradāt is successful if they are able to pronounce the vocabulary correctly, understand its meaning correctly, and master about eighty percent of the mufradāt in a single learning theme."

Evaluation of mufradāt mastery is carried out through various instruments, including oral tests to measure pronunciation and fluency, written tests to assess understanding of meaning, quick quizzes to strengthen memorization, and observation of students' activeness during the learning process. The criteria for successful mastery of mufradāt are characterized by the ability of students to pronounce vocabulary correctly, understand the meaning correctly, use mufradāt in simple sentences, and be able to remember at least 80% of vocabulary in one learning theme.

These findings are in line with Ristiyani (2025) which states that continuous evaluation in mufradāt learning is essential to measure students' success rate while maintaining the memory of the vocabulary that has been learned. Research Masruroh & Himmah (2025) also emphasized that vocabulary mastery can be used as the main indicator of students' overall language ability, because vocabulary is the basis for mastering Arabic listening, speaking, reading, and writing skills.

D. Obstacles and Efforts of Teachers in Overcoming the Problem of Mastering Mufradāt

Obstacles in learning mufradāt is inseparable from the process of learning a foreign language, especially Arabic which has phonetic characteristics and a different structure from Indonesian. Identifying the obstacles faced by students is an important first step in formulating appropriate and effective learning solutions, so that the process of mastering mufradāt can run optimally (Rahmah, 2025).

Obstacles that often arise in learning mufradāt include students who quickly forget due to lack of practice and repetition, difficulty in pronouncing certain letters such as ع, غ, and ق, differences in abilities between students in one class, and limitations in learning media used variously. These obstacles have an impact on low student confidence and the less optimal use of mufradāt in learning activities. As the Arabic teacher said, that:

"The most frequent difficulty that students experience is pronouncing certain letters such as ع, غ, and ق, In addition, many students quickly forget mufradāt because the vocabulary is not often used in sentences or exercises outside of class. The difference in ability between students in one class is also a concern, so when there are students who are left behind, I simplify their mufradāt and provide special guidance so that they are not further left behind. Another effort I made was to use more concrete media, apply gradual repetition techniques, and get used to daily memorization. I made it a habit to repeat mufradāt at the beginning of the lesson and memorize five to seven words every day to make the vocabulary more sticky. In addition, I also create a supportive learning environment through innovations such as vocabulary corners in the classroom, as vocabulary corners help students see and remember mufradāt every day." That is why

In an effort to overcome these obstacles, teachers apply several learning strategies, including providing special guidance to students who are left behind, simplifying the number of mufradāt taught in one meeting, using concrete media such as pictures and real objects, and applying the technique of gradual repetition (*spaced repetition*). This effort aims to tailor learning to students' abilities and help students remember vocabulary more sustainably.

The results of this study are in line with Seeded (2025) which states that strengthening the basics of reading Arabic and repeating vocabulary gradually and continuously is very effective in improving mastery of mufradāt students. Similar opinions were also conveyed by Susanti (2024) which emphasized that learning media innovation and the implementation of appropriate repetition strategies play a major role in overcoming difficulties in mastering Arabic vocabulary and increasing students' learning motivation.

CONCLUSION

Based on the results of the research, it can be concluded that the learning of Arabic mufradāt at MA Nipi Rakha has been carried out with various efforts by teachers, both through the application of various learning methods, the use of media, as well as motivation and evaluation strategies. However, in its implementation, there are still a number of obstacles that affect the optimization of students' mufradāt mastery, including students who quickly forget due to lack of repetition, difficulties in pronouncing certain letters of Arabic, differences in abilities between students, and limitations in the use of varied learning media. These obstacles have an impact on the lack of optimal understanding and use of mufradāt by some students.

The efforts made by teachers to overcome these obstacles, such as providing special guidance for students who are left behind, simplifying the number of mufradāt, using concrete media, applying spaced repetition techniques, and creating a more pleasant learning atmosphere, are strategic steps in improving students' mastery of mufradāt. With the consistent and continuous implementation of these efforts, mufradāt learning is expected to run more effectively and be able to improve students' understanding, memorization, and Arabic language skills as a whole.

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