The Utilization of Comic Media for Arabic Language Learning in Indonesia

Siti Nurhayati Solihah[1], Moch. Mu'izzuddin[2], Aspandi[3] , Siti Nurislamiah[4]

[1,2,3] UIN Sultan Maulana Hasanuddin, Indonesia

[4] Universitas Islam Syekh Yusuf, Indonesia

Coresponding E-mail: 232622214.siti@uinbanten.ac.id

Abstract

Arabic language learning in Indonesia faces various challenges, including low student interest and ineffective learning methods and tools used. One of the discoveries that can increase the effectiveness of learning is the use of comic media. Comics offer interesting visual and narrative elements, so they can increase interest in learning, facilitate understanding of the material, and develop language skills such as reading, writing, and expanding vocabulary. This study examines the effectiveness of comic media in Arabic language learning through a systematic literature review. The results of the analysis show that comics, both in print and digital formats, significantly increase students' learning motivation and help achieve better learning outcomes. Thus, comic media becomes a relevant and innovative learning alternative to be applied at various levels of education in Indonesia.

Keywords: Comic Media, Arabic Language Learning, Utilization of Comic Media.

Abstrak

Pembelajaran bahasa Arab di Indonesia menghadapi berbagai tantangan, termasuk rendahnya minat siswa dan kurang efektifnya metode serta alat pembelajaran yang digunakan. Salah satu penemuan yang bisa meningkatkan efektivitas pembelajaran adalah penggunaan media komik. Komik menawarkan elemen visual dan naratif yang menarik, sehingga dapat meningkatkan minat belajar, mempermudah pemahaman materi, dan mengembangkan keterampilan bahasa seperti membaca, menulis, dan memperluas kosakata. Penelitian ini mengkaji efektivitas media komik dalam pembelajaran bahasa Arab melalui tinjauan literatur sistematis. Hasil analisis menunjukkan bahwa komik, baik dalam format cetak maupun digital, secara signifikan meningkatkan motivasi belajar siswa dan membantu pencapaian hasil pembelajaran yang lebih baik. Dengan demikian, media komik menjadi alternatif pembelajaran yang relevan dan inovatif untuk diterapkan di berbagai tingkat pendidikan di Indonesia.

Kata Kunci: Media Komik, Pembelajaran Bahasa Arab, Pemanfaatan Media Komik.

Introduction

Arabic is considered a foreign language for the people of the Nusantara. Its introduction coincided with the arrival of Islam in the region, indicating that Arabic has been present in the archipelago for centuries. Despite this long-standing presence, Arabic has not become a widely familiar language among the Muslim population. In fact, many individuals in the Nusantara today still have limited proficiency in Arabic. One of the contributing factors to this issue is the lack of success in Arabic language instruction across various educational institutions where it is included as part of the curriculum.

The limited effectiveness of Arabic language education can be attributed to several factors, including the low quality of instruction, the limited variety of teaching methods, and the insufficient use of instructional media in delivering and explaining Arabic lessons. Arabic language education in Indonesia continues to face critical challenges that hinder the effectiveness of the teaching and learning process. Among the most prominent challenges is the minimal application of innovative teaching approaches and engaging learning media, which often results in decreased student motivation to learn the language.

The predominantly one-directional and text-heavy instructional approach has made Arabic difficult to grasp, particularly for students with visual learning preferences. Consequently, students tend to demonstrate low proficiency in core language skills such as reading, writing, and vocabulary acquisition. In response to these challenges, there is a need for innovative learning media capable of fostering an interactive and enjoyable learning environment.

Educational comics present a potential solution to these problems due to their visual and narrative qualities, which are effective in capturing students' attention and enhancing their engagement with the subject matter.

In Indonesia, Arabic is a compulsory subject within educational institutions under the authority of the Ministry of Religious Affairs. As a global language of communication, Arabic is recognized internationally, with December 18 designated as World Arabic Language Day. In the context of Indonesian education, Arabic is a mandatory subject for students at Madrasah and Madrasah Aliyah levels. Therefore, the advancement of Arabic language instruction in the national education system is strongly emphasized, particularly in support of national goals to cultivate intellectual competence

and global engagement among students (Umroza, 2020).

The primary objective of foreign language learning, including Arabic, is to develop students' ability to use the language effectively, both in spoken and written forms. The study of Arabic aims to equip learners with proficiency in the four essential language skills: listening, speaking, reading, and writing. These four skills are interrelated and are typically taught in a structured sequence to ensure comprehensive language acquisition (Syagif, 2023). In Arabic language instruction in Indonesia, it is essential that all four skills are taught in a balanced manner. Teachers often integrate listening with speaking, or reading with writing, in order to enhance the effectiveness of the learning process (Alhamdi & Afril, 2025).

Difficulties in learning a foreign language are influenced by various factors, including language proficiency, motivation, lack of practice, limited instructional media, and uncreative textbooks. In practice, several common issues arise, such as the perception that Arabic is a difficult language, reading activities are considered boring, textbooks are unengaging, there is minimal use of Arabic in daily life, and the language remains unfamiliar within the learners' surrounding environment (Thontowi & Ru'iya, 2023).

Learning is a relatively permanent process of behavioral change resulting from experience or practice. This process occurs through the interaction between stimulus and response. Learning also involves acquiring knowledge, developing skills, improving attitudes, and shaping one's personality. From a scientific perspective, knowledge emerges from human experiences with the environment. Nearly all daily activities, whether carried out individually or in groups, involve learning processes—consciously or unconsciously. Repeated experiences contribute to the formation and reinforcement of knowledge.(Sihite, 2024).

In the teaching and learning process, students serve as both the subjects and objects of education. This means that learning is an activity undertaken by students to achieve specific educational goals. These goals can only be attained if students are actively engaged, both physically and mentally. Physical participation alone, without mental involvement, does not constitute successful learning. In essence, learning is the transformation that occurs within an individual as a result of engaging in the learning process (Sihite, 2024).

Arabic language learning is an educational process aimed at guiding, encouraging, developing, and training students' proficiency in Modern Standard Arabic (Fusha), both in passive and active forms. The intended outcomes of this process include the ability to comprehend Islamic teachings through the Holy Qur'an and to acquire foreign language skills that contribute to personal and academic development. Arabic language instruction is expected to cultivate learners who are academically proficient and possess broad intellectual insight, as demonstrated through their understanding and mastery of the Arabic language.

One of the challenges in the learning process is the ineffective system. Students are more often exposed to theory rather than practical application in the teaching and learning process (Syahdah & Irvani, 2023). Instructional media plays a crucial role in the learning process, influencing students' motivation and interest. The appropriate use of media can enhance student engagement and help achieve educational goals. An effective instructional medium is comics, which can assist students in comprehending and conveying the content of a story effectively (Musfiroh, 2018).

Instructional media refers to the tools used in the teaching process. Teachers play the role of information providers, so it is recommended to use appropriate media to ensure that the material is effectively conveyed (Nurhikmah et al., 2023). This is in line with another perspective which states that instructional media encompasses everything that can be used to deliver lesson information to students and support the smooth flow of the learning process (Nazri Syakur, 2010).

Instructional media plays a significant role in capturing students' interest in learning by making the learning process more engaging, thereby enabling students to more easily comprehend the material being presented (Agustira & Rahmi, 2022). Instructional media refers to any means used to convey information with the aim of enhancing students' interest, attention, and thinking (Saniah, Siti Lilis & Heni, 2021). This medium also assists teachers in delivering the material and encourages students to be more actively engaged in the learning process (Kisma et al., 2020). Comic-based instructional media offers a more enjoyable learning experience and aligns with the preferences of the current generation. Comics are expected to increase student engagement in the learning process and enhance their motivation to learn.

To maximize the use of media in learning activities, it is essential to design the

media—particularly its physical form—in a structured manner. Instructional media encompasses all types of physical tools that are systematically developed to deliver or convey information and to facilitate interaction (Yaumi, 2018).

Comics serve as a medium that can be utilized by educators to deliver and explain instructional content, particularly in Arabic language learning. According to (Kustandi Cecep & Darmawan Daddy, 2020) comics are defined as a medium consisting of a series of illustrated and processed stories composed of panels, which are clarified through speech balloons and visual illustrations. This format makes it easier for readers to comprehend the content of the story, offering not only entertainment but also educational value.

Comics offer several advantages, including the use of simple language and a unique presentation style that can attract students' interest. Comics are distinctive books characterized by their extensive use of visual elements. They are considered an appropriate medium not only because children enjoy them, but also because many adults read and appreciate comics. When the media used in instruction evokes a sense of enjoyment, it naturally fosters a more pleasant learning atmosphere. This, in turn, is expected to enable students to engage more deeply and actively in the learning process, ultimately producing high-achieving and competent learners—particularly in the subject of Arabic language.

Comics often present stories that align with the world of children, such as adventures, heroism, and everyday life experiences. These narratives typically stimulate curiosity by raising questions or providing answers that spark children's interest in various topics. Moreover, comics are particularly well-suited for children due to their use of simple, straightforward language that is easy to understand and free from complexity.

Comics emerged as a fusion of art and literature, as they present aesthetic elements through visual displays that are structured according to the storyline or plot. According to (Mataram, 2017) comics consist of both visual and non-visual elements:

a. The visual elements refer to those aspects that can be seen visually in a comic. These elements include images, words, speech balloons, and panels. These components are arranged within a comic panel as part of the narrative structure.

b. Non-visual elements in comics refer to aspects that are not visible but can be perceived as integral components that guide the arrangement of visual elements and convey messages to the readers.

Comics offer numerous benefits in supporting students' reading skills, such as providing an enjoyable reading experience, motivating the development of reading skills, offering emotional catharsis, allowing students to identify with admired characters, providing insights into social issues, being easily understood even by students with limited reading abilities, and stimulating students' imagination and curiosity (Hasanah, 2020).

Using comics as an instructional medium is beneficial because they convey stories through engaging and entertaining visuals, which can help prevent student boredom. The author assumes that comics can enhance students' reading interest, expand their vocabulary, and enrich their knowledge in Arabic language learning (Rahmawati & Oktavianti, 2023).

The proficiency of a language teacher in mastering Arabic does not necessarily guarantee success for the students. It is expected that a teacher possesses three key components in teaching: first, knowledge of the language; second, fluency in the language; and third, the ability to incorporate variety in teaching methods (Kusumo & Afandi, 2020). Arabic language teachers need to understand teaching methodologies, as they are required to have a strong knowledge base and skills in instruction. Furthermore, teachers must also demonstrate commitment and responsibility in teaching the Arabic language (Zaki, 2022).

Therefore, a foreign language teacher should not only be proficient in the language but also skilled in teaching the language. As such, the factors outlined above position Arabic comics as an effective instructional medium, with the hope of fostering students' motivation to engage in the Arabic language learning process.

Methodology

This study employs a literature review approach with a descriptive analysis method. A literature review is a research method aimed at collecting and summarizing previous research findings, as well as analyzing the perspectives of experts cited in the texts (Snyder, 2019). The literature review serves as the foundation for various types of

research, as it provides insights into the development of knowledge, serves as a source of inspiration for policy-making, fosters the innovation of new ideas, and acts as a guide in research within a specific field (Snyder, 2019). This study employs a systematic literature review technique, which is a structured procedure for collecting, screening, and evaluating relevant scientific journal articles.

The qualitative descriptive method is a tool in research, utilizing a library research approach to analyze phenomena through non-numeric data, such as words and relevant documents. Library research makes use of sources such as books, journals, and articles to gain a comprehensive understanding of the context.

The literature sources collected are derived from articles published within the last 10 years. The search keywords used include "media," "comics," "learning," and "Arabic language." Articles were accessed through trusted platforms such as Google Scholar, ERIC Library, and Scopus to ensure the quality and relevance of the data. This approach aims to gather theoretical information in a systematic manner, thereby supporting the analysis and discussion in the research. The data analysis process was conducted qualitatively, involving stages of data reduction, data presentation, and conclusion drawing (Sugiono, P., 2017).

Results and Discussion

The research data presented in this literature review is an analysis of summarized articles documenting the use of comic media in Arabic language learning in Indonesia. Studies related to the use of comics as instructional media in Arabic teaching have increasingly emerged. Research conducted at MTS Negeri 2 Kendal by Muhammad Rif'an Alfudian Adi Pradana and his team demonstrated that the Cooperative Learning model supported by comic strip media effectively enhances seventh-grade students' Arabic writing skills (*maharah kitabah*). Using a quantitative approach with a quasi-experimental design, the study revealed a significant increase in the average post-test scores of the experimental class compared to the control class. The comic strip media, designed to be engaging and interactive, helped students grasp Arabic grammar, increased learning motivation, and fostered an active and collaborative classroom environment. This research underscores the importance of utilizing innovative methods and media in Arabic language instruction (Rif'an et al., 2024).

A study conducted by Joni Kawijaya and Zaimudin revealed that the use of comic media in Arabic language learning was effective in improving the reading skills of seventh-grade students at MTS Muhammadiyah Sekampung. This classroom action research involved 35 students and was carried out in two cycles. The average post-test score increased from 81.71 in the first cycle to 85.14 in the second cycle, indicating a 9.8% improvement in reading ability. Comic media was considered simple, clear, and engaging, thus enhancing students' interest in learning, facilitating comprehension, and creating an interactive and enjoyable learning environment (Kawijaya, n.d.).

Rina Dian Rahmawati and her colleague developed a comic-based instructional medium themed on the exemplary life of KH. A. Wahab Hasbullah to improve Arabic listening skills among tenth-grade students at MAN 10 Jombang. Utilizing the ADDIE model, the results showed a significant increase in students' post-test scores from 65.37 to 89.08, with an N-Gain Score of 69.76% (categorized as moderately effective). Expert validation of both media and content yielded feasibility percentages of 95% and 93.3%, respectively. The medium was very well received by students (94.06%) and proved effective in enhancing their Arabic listening proficiency (Pembelajaran dan Pengembangan Diri et al., n.d.).

The study conducted by Rina Dian Rahmawati and Wahyu Nurhidayah aimed to develop an Arabic-Indonesian comic to enhance Arabic vocabulary acquisition among eighth-grade students at Madrasah Tsanawiyah. Employing the Borg & Gall R&D model, the validation results indicated a high level of feasibility: 88% from content experts, 87% from design experts, and an effectiveness rate of 88.5% in the post-test, rising from 56.33% in the pre-test. Individual, small group, and operational trials demonstrated validity levels of 100%, 97.5%, and 93.3% respectively, indicating that the media is highly valid and effective for teaching Arabic vocabulary. (Nurhidayah, 2024).

Wina Octavia and Nurul Hidayah conducted a study titled *"The Effectiveness of Using Comic Books in Increasing Interest in Learning Arabic."* This research examined the effectiveness of comic books in enhancing students' interest in learning Arabic. The experimental method showed that the group of students using comics experienced an increase in average post-test scores from 56.24 to 88.88, significantly higher than the control group. A questionnaire revealed that 72.74% of students expressed a positive interest in learning through comic books. The Paired Sample T-Test indicated a

significance level of 0.000, demonstrating that comic books are significantly more effective than conventional textbooks in increasing students' learning interest. (Octavia & Hidayah, n.d.).

Comic-based media was developed as a teaching method to enhance Arabic reading skills among fifth-grade elementary school students. The study was conducted by Umi Hijriyah and colleagues, implementing the ADDIE model, which includes five stages: analysis, design, development, implementation, and evaluation. Data were collected through interviews, documentation, observation, and tests. The results showed a feasibility rate of 95% from content experts, 96% from media experts, and approximately 76% from language experts. Student responses to the comic-based learning method indicated a strong appeal, with interest levels reaching 85.57% in the medium group and 85.16% in the large group. Student scores increased from 55.65 to 88.00, demonstrating that Arabic digital comic media effectively captures student interest and serves as an efficient and effective learning tool (Hijriyah et al., 2022).

The study conducted by Tatang Hidayat and his team aimed to analyze students' errors in Arabic dialogue at STIBA Ar Raayah. Although the learning environment fully supports the use of Arabic, errors still occur due to the influence of the mother tongue and the lack of engaging language improvement programs. The researchers recommended the use of illustrated comics as an effective and enjoyable medium to correct grammatical errors and enhance students' understanding of everyday conversational Arabic (Hidayat et al., 2024).

The study conducted by Achmad Ja'far Sodik and his team demonstrated the effectiveness of using comics based on the Cooperative Integrated Reading and Composition (CIRC) learning model in improving Arabic reading skills among seventh-grade students at MTs N 6 Boyolali. The research findings revealed a significant increase in the post-test scores of the experimental group compared to the control group, indicating that CIRC-based comics effectively enhanced students' learning motivation and participation (Sodik et al., 2023).

The study by Asiefatul Fikriyyah explored the use of the Comic Page Creator application as a learning medium to improve students' Arabic writing skills. By utilizing the visual and interactive features of the application, students are able to create dialogues and descriptive paragraphs more creatively and systematically, stimulating their ideas

in writing Arabic (Fikriyyah, 2017).

Finally, Nurul Salis Alamin and her colleagues conducted a study aimed at improving students' learning outcomes and engagement in the Insya' subject using illustrated comic media. Through the classroom action research method, the results showed an increase in the average student scores from cycle I to cycle II, along with a 24% improvement in student participation, demonstrating the effectiveness of comic media in supporting the understanding of Insya' material (A'yun & Salis Alamin, 2024).

Comic media plays a significant role in creating a more engaging, interactive, and effective learning environment. Based on various studies, comics not only function as a visual aid but also enhance several aspects of language skills, such as listening, reading, writing, and expanding Arabic vocabulary.

Research shows that comic media consistently enhances student interest and learning motivation. For example, the study by Wina Octavia and Nurul Hidayah noted that the use of comic books increased student interest in learning Arabic by 72.74%. This media has also proven to be more effective than conventional textbooks, as evidenced by the increase in the average post-test scores from 56.24 to 88.88. A similar finding was observed in the study by Nurul Salis Alamin, which showed a 24% increase in student participation when using comic media in the Insya' lesson. Comics with appealing designs create a more enjoyable learning environment, making students feel more emotionally engaged.

Comics simplify learning material by presenting information through complementary text and illustrations. Research by Joni Kawijaya and Zaimudin shows that the use of comics significantly improves students' ability to read Arabic texts, with an average post-test score increase from 81.71 to 85.14. Students find it helpful to understand Arabic texts through the visualizations provided. Comic media also aids students in understanding grammar and sentence structure more easily, as demonstrated by Muhammad Rif'an Alfudian Adi Pradana in the teaching of maharah kitabah (writing skills).

Comic media is effective in developing various language skills. Rina Dian Rahmawati and Lalei Ainur Rokma Wati developed a comic focused on listening skills, with results showing an increase in post-test scores from 65.37 to 89.08. Similarly, the Arabic-Indonesian comic developed by Rina and Wahyu Nurhidayah proved to enhance

students' vocabulary with an effectiveness rate of 88.5% in the post-test. Additionally, Asiefatul Fikriyyah's study demonstrated that the Comic Page Creator application helps students creatively compose descriptive paragraphs and dialogues in Arabic, significantly improving their writing skills.

Research by Tatang Hidayat and Achmad Ja'far Sodik emphasizes that the use of comics based on innovative learning models, such as Cooperative Learning and CIRC, can enhance student participation in dialogue and reading Arabic texts. Illustrated comics also help address common grammar errors caused by mother tongue interference. This media offers an innovative and adaptive learning approach that meets the needs of students in the modern era.

Digital comics are also beginning to be used as an effective learning media. Research by Umi Hijriyah shows that digital comic media increased student engagement by 85.16% and improved the average score from 55.65 to 88.00. Digital comics offer flexibility and accessibility, making them a valuable learning alternative in the digital era.

Conclusion

Based on the literature review conducted, it can be concluded that the use of comic media in Arabic language learning in Indonesia has great potential to enhance student interest, motivation, and language skills. Both print and digital comics have been proven effective in helping students understand the material, improve reading and writing skills, and expand their Arabic vocabulary. This research shows that comics, with their visual and narrative elements, are capable of creating a more enjoyable, interactive, and motivating learning environment. Therefore, the use of comics as a learning media for Arabic is highly recommended for broader application across various education levels in Indonesia. In the future, further research could examine the application of comic media in a broader context, such as in Arabic language learning outside of formal schools, as well as the practical challenges faced in its implementation.

References

Agustira, S., & Rahmi, R. (2022). PENGGUNAAN MEDIA PEMBELAJARAN UNTUK MENINGKATKAN HASIL BELAJAR SISWA PADA TINGKAT SD. *MUBTADI: Jurnal Pendidikan Ibtidaiyah*, 4(1). https://doi.org/10.19105/mubtadi.v4i1.6267

Alhamdi, F., & Afril, R. (2025). Maharah Lughawiyah dalam Komponen Pembelajaran Bahasa Arab. In *Journal of Arabic Education* (Vol. 4, Issue 1).

A'yun, Q., & Salis Alamin, N. (2024). Pembuatan Media Komik Bergambar Untuk Mata Pelajaran Insya' Kelas 4 KMI di Pondok Modern Ar-Risalah Putri Ponorogo. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 5(2), 71–86. https://doi.org/10.30997/tjpba.v5i2.12032

Fikriyyah, A. (2017). Pemanfaatan Aplikasi "Comic Page Creator" Sebagai Strategi untuk Menggali Keterampilan Menulis dalam Bahasa Arab. *Prosiding Konferensi Nasional Bahasa Arab III*.

Hasanah, N. (2020). MEDIA KOMIK DALAM MENINGKATKAN KETERAMPILAN MEMBACA SISWA DI GUBUK BACA SEKOLAH PAGESANGAN WINTAOS GUNUNGKIDUL (STUDI FENOMENOLOGI). *TRANSFORMATIF*, 4(1). https://doi.org/10.23971/tf.v4i1.1891

Hidayat, T., Al Fawwaz, A. F., & Istianah, I. (2024). Peran Komik Bergambar dalam Membenahi Kesalahan dalam Percakapan Bahasa Arab Sehari Hari. *Jurnal Alfazuna : Jurnal Pembelajaran Bahasa Arab Dan Kebahasaaraban*, 8(2), 211–226. https://doi.org/10.15642/alfazuna.v8i2.3796

Hijriyah, U., Aridan, M., Mizan, A. N., Dealintang, A., & Yuniarti, L. (2022). Development of Digital Comic Media for Learning Qira'ah for Fifth Grade Students of Madrasah Ibtidaiyah. *Arabiyatuna : Jurnal Bahasa Arab*, 6(2). https://doi.org/10.29240/jba.v6i2.4361

Kawijaya, J. (n.d.). *PENGGUNAAN MEDIA KOMIK DALAM MENINGKATKAN KEMAMPUAN MEMBACA TEKS ARAB KELAS VII MTS MUHAMMADIYAH SEKAMPUNG TAHUN 2015.*

Kisma, A. D., Fakhriyah, F., & Purbasari, I. (2020). Penggunaan Media Pembelajaran Diorama untuk Meningkatkan Pemahaman Konsep Kelas IV SD Negeri 2 Hadipolo. *NATURALISTIC : Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, 5(1). https://doi.org/10.35568/naturalistic.v5i1.861

Kustandi Cecep, & Darmawan Daddy. (2020). Pengembangan Media Pembelajaran: Konsep & Aplikasi Pengembangan Media - Google Books. In *Kencana*.

Kusumo, D., & Afandi, R. (2020). Table Of Content Article information Rechtsidee. *Indonesian Journal of Innovation Studies*, 13(2).

Mataram, S. (2017). STRUKTUR VISUAL KOMIK. In *Google Play Books*.

Musfiroh, D. (2018). Pengaruh Penggunaan Media Komik terhadap Keterampilan Bercerita Siswa Kelas V SD Negeri Sinduadi 1. *Jurnal Pendidikan Guru Sekolah Dasar*.

Nazri Syakur. (2010). *Revolusi Metodologi Pembelajaran Bahasa Arab.* Bintang Pustaka Abadi.

Nurhidayah, W. (2024). PENGEMBANGAN KOMIK KETELADANAN KH. A. WAHAB HASBULLAH UNTUK MENINGKATKAN PERBENDAHARAAN KOSAKATA BAHASA ARAB. *QALAM: JURNAL PENDIDIKAN ISLAM*, 4(2). https://doi.org/10.57210/qlm.v4i2.245

Nurhikmah, A., Madianti, H. P., Azzahra, P. A., & Marini, A. (2023). Pengembangan

Media Pembelajaran Melalui Game Educandy Untuk Meningkatkan Karakter Belajar Siswa Di Sekolah Dasar. *Jurnal Pendidikan Dan Sosial Humaniora*, 2(3).

Octavia, W., & Hidayah, N. (n.d.). *EFEKTIVITAS PENGGUNAAN BUKU KOMIK DALAM MENINGKATKAN MINAT BELAJAR BAHASA ARAB EFFECTIVENESS OF USE OF COMIC BOOKS IN INCREASING INTEREST IN LEARNING ARABIC.*

Pembelajaran dan Pengembangan Diri, J., Dian Rahmawati, R., Ainur Rokma Wati, L., & A Wahab Hasbullah Jombang, U. K. (n.d.). *Berajah Journal*. https://doi.org/10.47353/bj.v4i4.389

Rahmawati, R. D., & Oktavianti, D. (2023). Penggunaan Media Komik untuk Meningkatkan Motivasi dan Prestasi Belajar Bahasa Arab Kelas VII di Madrasah Mu'alimin Mu'alimat Denanyar. *Akhlaqul Karimah: Jurnal …*, 2(2).

Rif'an, M., Pradana, A. A., Rahmawati, N., & Amrullah, N. A. (2024). KEEFEKTIFAN MODEL PEMBELAJARAN COOPERATIVE LEARNING BERBANTUAN MEDIA KOMIK STRIP UNTUK MAHARAH KITABAH PADA SISWA KELAS VIII MTS NEGERI 2 KENDAL. *LISANUL ARAB: Journal of Arabic Learning and Teaching*, 13(1). https://journal.unnes.ac.id/journals/laa/index

Saniah, Siti Lilis & Heni, P. (2021). Analisis Penggunaan Media Pembelajaran dalam Meningkatkan Keaktifan Belajar Siswa di SD Bakung III. *Jurnal Hasil Pemikiran, Penelitian, Dan Pengembangan Keilmuan Sosiologi Pendidikan*, 8(2).

Sihite, M. S. R. (2024). *BELAJAR DAN PEMBELAJARAN*.

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104. https://doi.org/10.1016/j.jbusres.2019.07.039

Sodik, A. J., Janah, S. I., & Syukran, S. (2023). The Use of CIRC (Cooperative Integrated Reading and Composition) Learning Model-Based Comics to Improve Arabic Text Reading Skills in Junior High School Students | Penggunaan Komik Berbasis Model Pembelajaran CIRC untuk Meningkatkan Keterampilan Membaca Teks Bahasa Arab pada Siswa Madrasah Tsanawiyah. *ATHLA : Journal of Arabic Teaching, Linguistic and Literature*, 4(1). https://doi.org/10.22515/athla.v4i1.6842

Sugiono, P., D. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. In *CV. Alfabeta, Bandung*.

Syagif, A. (2023). PARADIGMA PEMBELAJARAN BAHASA ARAB DI ERA SOCIETY 5.0. *FiTUA: Jurnal Studi Islam*, 3(2). https://doi.org/10.47625/fitua.v3i2.407

Syahdah, V. S., & Irvani, A. I. (2023). Kesulitan Menanamkan Jiwa Percaya Diri terhadap Kemampuan Mengerjakan Soal Fisika. *Jurnal Pendidikan Dan Ilmu Fisika*, 3(1). https://doi.org/10.52434/jpif.v3i1.1586

Thontowi, & Ru'iya, S. (2023). Implementasi Metode Contextual Teaching and Learning (CTL) Pada Pembelajaran Bahasa Arab di Madrasah Tsanawiyah. *SALIHA: Jurnal Pendidikan & Agama Islam*, 6(2). https://doi.org/10.54396/saliha.v6i2.658

Umroza, S. (2020). *PENGEMBANGAN MEDIA FLASHCARD BAHASA ARAB BERBASIS KOSAKATA BAGI SISWA KELAS 2 MI AL MA'ARIF LANGLANG SINGOSARI*. 4(1).

Yaumi, M. (2018). Media dan Teknologi Pembelajaran - Dr. Muhammad Yaumi, - Google Buku. In *Prenata Media Group*.

Zaki, M. (2022). Peran Metodologi dalam Pembelajaran Bahasa Arab. *Al-Muyassar: Journal of Arabic Education*, 1(2). https://doi.org/10.31000/al-muyassar.v1i2.6580