



Development of QR Code-Based Mufradat Song Media for Arabic Language Learning

^{1*}Emil Naila Sa'da Dinina, ²Syamsul Anam, ³Asep Maulana, ⁴Lailatul Usriyah

^{1*234}UIN Kiai Haji Achmad Siddiq Jember

*Corresponding E-mail: emilnailadinina@gmail.com

Abstract

This research is motivated by the low interest and difficulty of students in memorizing Arabic vocabulary, especially among students who graduated from general elementary schools, who are not accustomed to learning Arabic since childhood. This study aims to develop a song-based Arabic language learning media to improve vocabulary memorization competency (mufradat) of grade VII students of MTs Negeri 9 Banyuwangi and test its feasibility based on the assessment of media experts and material experts. This study uses a Research and Development (R&D) approach with the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The data collection instrument is a validation questionnaire from media experts and material experts with a Likert scale. The results show that the product developed is a pocket book of vocabulary songs equipped with a QR Code to access audio recordings. The results of the media expert validation obtained a percentage of 98% with a very feasible category, while the validation of material experts also reached 98% with a very feasible category. These findings confirm that the song-based learning media developed meet the feasibility criteria from both technical and material aspects. This research contributes to the development of innovative audio and visual-based learning media that can be used as an alternative for learning Arabic that is more interesting, interactive, and effective for students at the junior high school level.

Keywords: *Learning Media, Vocabulary Memorization Ability, Vocabulary Songs*

How to Cite: Dinina, et al. (2026). Development of QR Code-Based Mufradat Song Media for Arabic Language Learning. *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, 13(1) 123-141. doi: <https://doi.org/10.21093/twt.v13i1.13351>



<https://doi.org/10.21093/twt.v13i1.13351>

Copyright© 2026, Dinina, et al

This is an open-access article under the [CC-BY License](https://creativecommons.org/licenses/by/4.0/).



INTRODUCTION

The development of information and communication technology (ICT) in the era of globalization has had a transformational impact on the world of education. (Destiana et al., 2025). Global demands require the education system to continually adapt to technological developments to improve the quality of learning, particularly in creating an engaging, creative, innovative, and enjoyable learning environment. (Halimah et al., 2026). The ideal learning process must align with advances in science and technology, ensuring that the classroom environment reflects both the demands of the times and the personality characteristics of students. (Maulani et al., 2022). Research and development is a process or series of steps aimed at developing new

products or improving existing ones that can be developed scientifically and reliably. (Irlindia & Suciawati, 2024).

In this context, teachers are not only required to be pedagogically competent but also to be able to balance the effective use of technology. The use of modern learning resources supported by advanced technology is an important means of making learning activities more enjoyable and engaging for students. (Trikesumawati et al., 2025). Theoretically, learning media is defined as anything that can be used to convey messages that stimulate thoughts, feelings, and attention, thereby encouraging students to engage in the learning process. (Hermawan, 2013).

The main functions of learning media include three things: motivating student actions or behavior, interestingly presenting information, and supporting the achievement of learning objectives by engaging students mentally and actually (Rengkung et al., 2025). In Bloom's taxonomy, the processes of remembering (C1) and understanding (C2) are the initial foundations of the cognitive domain that are highly relevant to vocabulary memorization activities (Marta et al., 2025). The right media, including audio media such as songs, can strengthen these cognitive processes through rhythmic repetition and associative stimulation (Umam et al., 2025). Good learning media can simplify complex material, make it easy to understand, and arouse student enthusiasm (Barokah, 2023). In the digital era, the use of learning media is required to improve teaching standards because of its impact in strengthening the efficiency and effectiveness of learning (Winarni et al., 2021).

Khair Eddine Henni defines competence as a structured and comprehensive set of knowledge and skills that enables the identification of a problematic situation within a family of situations, and the ability to solve it effectively, with high-quality performance, and to achieve objectives (عبدالقادر, 2026). In terms of ability, which is a structured skill that is developed through a series of activities, competence is what structures this ability and allows it to develop (أيت مسعود, 2019). Competence is formed as a result of acquiring, integrating, and combining a number of interrelated skills, accompanied by relevant knowledge within the individual (Samhabib, 2020). Memorization is the process of storing data in the brain's memory, including the ability to think, imagine, store, and retrieve information (Masnun et al., 2024). Memorization requires a specific process (Safoni Idris et al., 2024).

Various studies have developed learning media for Arabic with promising results. The results of the study (Parikesit & Amrullah, 2025) showed that interactive learning media developed with the InShot application were effective in increasing students' interest, motivation, and understanding of Arabic language materials. Validation tests conducted proved that this product was very feasible for use in the classroom learning process. (Asrullah et al., 2023) Developed animated video-based Arabic learning media for seventh-grade students at the Darul Islah Islamic Boarding School in Bulukumba with the ADDIE model, and the results showed a very valid category from material, media, and language experts, and the average student learning outcomes reached 91.66% (very effective). Specifically regarding song media, (Kubbaro, 2024) developed a pop song media via YouTube to increase interest in learning Arabic for seventh-grade students at MTs Negeri 2 Mataram. The results showed a validation percentage of material experts of 91.5% and media experts of 97% (very valid), and the paired T-Test obtained a significance value of 0.000, which means it is effective in increasing interest. (Nurhidayah & Ngainin, 2025) developed Arabic

language media based on the thematic song "Usrati" to improve the memorization ability of grade I students at MI Nurul Huda Katanpool Tuban, with an average N-Gain result of 0.85 (high category). (Aminah et al., 2025) tested the effectiveness of the song media "Kalam Ainih" in vocabulary learning at SMK Pusat Islam Baiturrahman Semarang and obtained a Sig (2-tailed) value of 0.011 (<0.05), which means there is a significant difference between the pre-test and post-test results. (Imtinan, 2025) developed video content for the song Laskar Pelangi to improve students' speaking skills at MAN 2 Ponorogo, with material validation of 83.3% (very good) and design validation of 100% (excellent). This study, similar to previous research, focuses on the development of innovative learning media to improve the quality of Arabic language learning. However, this study differs in the product format: a pocket book of Arabic vocabulary songs equipped with an audio QR code, integrating print and digital media into a single learning product. Therefore, this study offers a practical, accessible, and appropriate media alternative for MTs students, enhancing their learning interest and aiding their memorization of Arabic vocabulary.

This study has several novelties that distinguish it from previous research. It focuses on Islamic Junior High School (MTs) students to improve their Arabic vocabulary memorization skills. This study addresses the heterogeneity of students' educational backgrounds (MI and regular elementary school graduates) within a single madrasah. The product developed combines audio songs with a pocket book containing a QR code, allowing students to easily access the material at any time. Thus, this study offers an innovative solution to address the problem of low interest and the ability to memorize Arabic vocabulary among students with diverse educational backgrounds.

Based on observations at MTs Negeri 9 Banyuwangi (February 2025), most students lacked interest in learning Arabic and were only active when there was entertainment. Interviews with the Arabic language teacher revealed that the primary reason was that students graduating from regular elementary schools were not accustomed to learning Arabic from an early age, unlike MI graduates. This difference in background led to variations in interests, basic abilities, and memorization speed, which presented challenges for teachers. The teacher also emphasized that song-based learning media is considered very considered effective to motivate students, because songs are able to increase attraction, attention, and strengthen vocabulary memory through rhythmic repetition and associative stimulation.

Based on this background, the objectives of this article are: 1) to develop song-based learning media to improve students' competence in memorizing Arabic vocabulary at MTs Negeri 9 Banyuwangi; 2) to determine the feasibility of the mufradat song learning media based on the assessment of media experts and material experts; This research is expected to provide practical solutions to the problem of low interest and competence in memorization due to heterogeneity of educational backgrounds, as well as to provide a positive contribution to the development of Arabic language teaching methods in madrasahs. In addition, the results of this study are also expected to be a reference for other teachers and researchers in developing similar learning media, especially those that combine print and digital media to bridge the gap in students' initial abilities.

RESEARCH METHODOLOGY

This study employed a Research and Development (R&D) approach with the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. R&D is research used to produce a specific product and test its effectiveness (Hidayat & Nizar, 2021). This design was chosen because it aligned with the research objectives: first, to produce a song-based Arabic language learning product to improve vocabulary memorization (mufradat) competency at MTs Negeri 9 Banyuwangi, and second, to test the product's feasibility through validation by material and media experts. Therefore, this study did not conduct extensive experimental testing on students, but instead focused on the product development process and feasibility testing.

The population in this study was all seventh-grade students at MTs Negeri 9 Banyuwangi in the 2025/2026 academic year. The limited trial sample consisted of 10 students selected through purposive sampling, representing diverse educational backgrounds, including graduates of Islamic Elementary Schools (MI) and public elementary schools (SD). After revisions based on the results of the limited trial, the media was implemented on a wider scale to 27 seventh-grade students of MTsN 9 Banyuwangi to determine the response and implementation of media use in learning. This sample was used to obtain initial feedback on the developed media (Martias, 2021). Furthermore, this study involved two experts as product feasibility validators: a material expert competent in Arabic language learning and a media expert competent in educational technology.

Data collection techniques included observation, interviews, validation questionnaires, and student response questionnaires (Sugiyono, 2015). Observations and interviews were conducted during the analysis phase to identify learning issues, student characteristics, and teacher expectations regarding the learning media. The validation questionnaire was administered to material experts and media experts to assess the product's feasibility from various aspects, such as material suitability, vocabulary accuracy, audio quality, visual quality, ease of use, and media appeal. Meanwhile, the student response questionnaire was used in a limited trial to determine students' initial responses to the developed media. All questionnaires used a Likert scale with five response options, ranging from "very good" (score 5) to "very poor" (score 1).

The product developed was a mufradat song learning medium that combined audio and print formats. MP3 recordings of the songs were created with a duration of approximately 2 to 3 minutes per song using the Canva application. The song lyrics were composed in Arabic with everyday vocabulary themes tailored for seventh-grade students. Additionally, the product comes with a pocket book containing the song lyrics and QR codes. This code allows students to digitally access audio recordings anytime through smart devices, making this medium more flexible and practical.

Data analysis techniques were conducted qualitatively and quantitatively. Qualitative data obtained from observations, interviews, and comments and suggestions from experts and students were analyzed using the Miles and Huberman model through three stages: data reduction, data presentation, and conclusion drawing (Qomaruddin & Sa'diyah, 2024). The results of this analysis were used as the basis for revising the product. Quantitative data were obtained from validation

questionnaires by material experts, media experts, and student response questionnaires (Purnama, 2013).

RESULTS

Development of Song-Based Learning Media

The process of developing Arabic language learning materials through songs aims to improve students' vocabulary memorization skills at MTs Negeri 9 Banyuwangi in the 2025/2026 academic year. The methodology used is based on the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The following is a detailed explanation of these stages.

Analysis

Based on the ADDIE development model, the analysis stage is the first and most important step in the research and development process (Pradana & Wahyudi, 2025). This stage aims to identify and assess various educational needs and student characteristics as a basis for designing and developing appropriate and effective learning media (Waruwu, 2024).

In this stage, researchers collected and processed data related to the reality of Arabic language learning at MTs Negeri 9 Banyuwangi, specifically for seventh-grade students. Data were collected through several methods, including direct observation of classroom learning activities, interviews with Arabic language teachers, and distributing questionnaires to students. The analysis stage of this research focused on two basic aspects: needs analysis and student characteristics analysis. These two aspects are expected to provide a comprehensive picture of the field conditions and serve as a strong foundation for the design and development of song-based learning media.

Needs Analysis

A needs analysis was conducted to identify the various problems students face in learning Arabic vocabulary (Amin, 2025). Based on observations and interviews with Arabic language teachers, it was discovered that vocabulary learning still uses simple methods, such as reading, memorizing, and writing vocabulary from textbooks. Teachers typically explain vocabulary in front of the class, then ask students to imitate and memorize it individually.

Vocabulary learning at MTs Negeri 9 Banyuwangi still relies on textbooks and blackboards as the primary media. Although the material used aligns with the curriculum, the learning process remains monotonous, causing some students to feel bored and uninterested in learning Arabic. Furthermore, teachers have not yet used additional learning media that can help students memorize vocabulary in an easier and more enjoyable way.

Based on interviews regarding learning activities, teaching methods, and media used in vocabulary learning, the following findings were obtained:

- 1) The media used by teachers in vocabulary learning is still limited to books, blackboards, and simple memorization methods without utilizing engaging audio or visual media.
- 2) The main obstacle in vocabulary learning is students' low interest and motivation to memorize Arabic vocabulary due to the monotonous and teacher-centered learning process.

- 3) Some students have difficulty memorizing Arabic vocabulary and easily forget words they have learned.
- 4) Vocabulary learning has not utilized interactive and enjoyable learning media that can help students understand and remember Arabic vocabulary more effectively.

Based on these various problems, researchers are working to develop vocabulary song learning media (mufradat) in the form of a pocket book equipped with a QR code for audio recordings. This media is designed to help students memorize vocabulary more easily through repeated reading, listening, and singing of the song.

Student Characteristics Analysis

Student characteristics analysis was conducted to determine the conditions and characteristics of students during the learning process (Ayuni et al., 2023). Based on observations and interviews, it was found that students tended to prefer learning that included audiovisual elements and fun activities compared to learning that relied solely on lectures and memorization.

It was also found that seventh-grade students were better able to retain learning material presented through songs and direct repetition. Furthermore, students showed greater enthusiasm when the learning media used were interesting, colorful, and interactive. During the learning process, students became more active when involved in listening to songs and singing them together. The use of songs also helped increase students' enthusiasm for learning and facilitated their memorization of Arabic vocabulary.

Based on these characteristics, researchers developed vocabulary song learning media in the form of pocket books equipped with QR codes for audio recordings, attractive visual designs, and colors appropriate to the characteristics of MTs students. This media is expected to increase students' interest in learning, encourage their participation, and improve their ability to memorize Arabic vocabulary.

Design

The second stage is the design or planning stage. After analyzing student needs and characteristics, the researcher obtained data through interviews with an Arabic language teacher, which indicated that songs could be used as a learning medium to improve students' vocabulary retention. Therefore, the researcher designed song-based learning media tailored to students' needs in memorizing Arabic vocabulary.

The media developed was a pocket book of vocabulary songs equipped with a QR code to access the song audio. Through this QR code, students could play the songs directly, making vocabulary memorization easier and more engaging. In the product design process, the researcher used the Canva application to design the learning media. Furthermore, the researcher compiled and designed the vocabulary songs used in the learning media, taking into account visual aspects, readability, attractiveness, and student comfort.



Figure 1. Front Cover



Figure 2. Back Cover

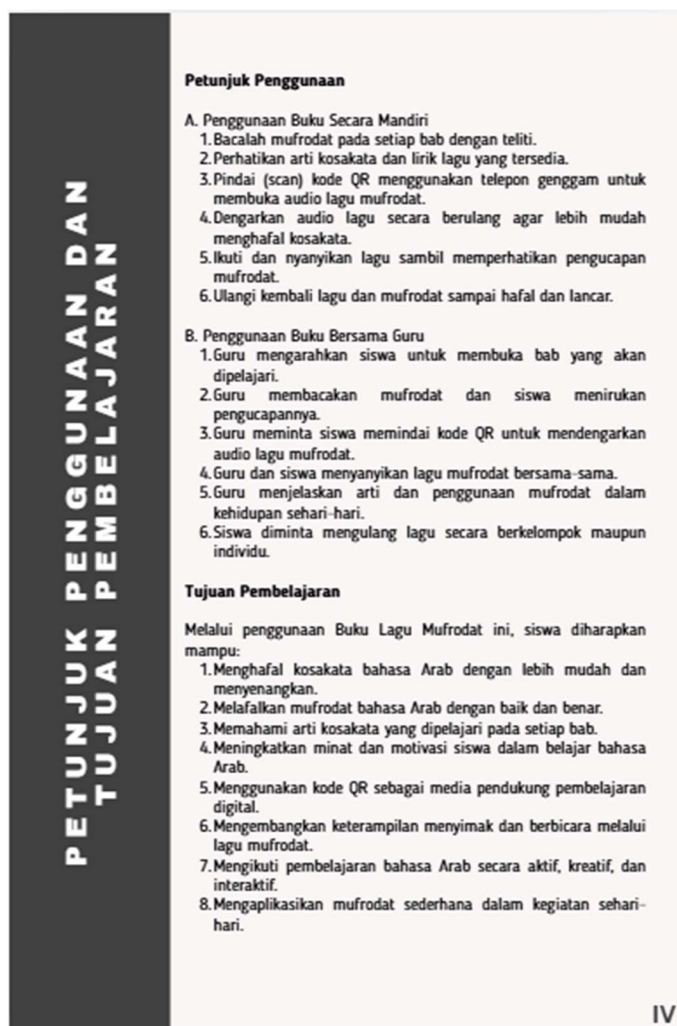


Figure 3. Instructions for use and learning objectives

All components of this book were designed using Canva. This media is manually adjusted through a design process to produce learning media that is neat, consistent, and effective for use in learning Arabic, especially memorizing vocabulary.

Development

The third stage is the development stage, which is the process of producing and creating the vocabulary song learning media for seventh-grade students at MTsN 9 Banyuwangi. At this stage, a product validation test was conducted by two experts: a media expert and a material expert. Validation was conducted to determine the feasibility of the developed learning media and to obtain comments and suggestions from the validators for product improvements before implementation with students. The steps in developing the vocabulary song learning media are as follows:

- 1) The process of developing the vocabulary song media begins with determining the media concept aligned with the learning objectives, namely, to help students memorize Arabic vocabulary more easily and enjoyably through songs.
- 2) Researchers determine the vocabulary to be used in the learning media. The selection of vocabulary is tailored to the Arabic language learning material for MTsN 9 Banyuwangi students.

DAFTAR ISI	I.	COVER
	II.	KATA PENGANTAR
	III.	DAFTAR ISI
	IV.	PETUNJUK PENGGUNAAN DAN TUJUAN PEMBELAJARAN
	01.	أَدْوَاتُ الْمَدْرَسَةِ (PERALATAN SEKOLAH)
	02.	مَرَافِقُ الْمَدْرَسَةِ (FASILITAS MADRASAH)
	03.	عُنْوَانُ (ALAMAT)
	04.	عُرْفُ فِي الْبَيْتِ (RUANGAN DIDALAM RUMAH)
	05.	أَفْرَادُ الْأُسْرَةِ. (ANGGOTA KELUARGA)
	06.	لَوْنٌ (WARNA)
	07.	مِهْنَةٌ (PROFESI)
	08.	الزَّمَانُ (WAKTU)
	09.	ICE BREAKING

Figure 4. List of Contents

- 3) Researchers compose song lyrics based on the selected vocabulary. The song uses a simple and memorable tune to increase students' interest and facilitate their memorization of Arabic vocabulary. The vocabulary material in the book is organized around several Arabic language learning themes, such as school equipment, madrasah facilities, addresses, family members, colors, professions, and time.
- 4) The next stage is the audio recording of the vocabulary songs. Researchers recorded the songs so they could be used as learning support media, both inside and outside the classroom. After the recording process was complete, the audio songs were converted into digital links, which were then converted into QR codes. These QR codes were then placed on each section of the material in the pocketbook so students could access and play the songs directly on their mobile phones.
- 5) Next, the researcher designed the vocabulary song pocketbook using the Canva application. At this stage, they added color combinations, supporting images, and text layout to make the media attractive and comfortable for students to use.



Figure 5. Description of The Contents of The Book

- 6) After the design process was complete, the product was printed as a pocketbook in a practical size so it was easy for students to carry and use during learning activities.
- 7) The final stage was the compilation of all learning media components, such as the pocketbook, song lyrics, and audio QR codes, into a single product ready for validation and use in the learning process.

Implementation

The implementation stage is the fourth stage in the ADDIE development model, which aims to test the use of learning media in real-life learning situations. In this stage, the mufradat song learning media was applied to seventh-grade students at MTsN 9 Banyuwangi. The implementation of the mufradat song learning media was carried out in seventh-grade students at MTsN 9 Banyuwangi, involving 27 students. The steps for implementing the Mufradat song learning media are as follows:

In the preparation stage, the researcher and teacher prepared the mufradat song learning media to be used in the Arabic language learning process. This preparation aimed to help students memorize mufradat more easily and enjoyably through songs. The researcher's initial step was to prepare a mufradat song pocketbook equipped with a QR code for the song's audio. Furthermore, the researcher ensured that the song's audio was accessible via students' mobile phones before the lesson began.

Next, the researcher introduced the learning media to the students and explained how to use the pocketbook and the audio QR code. The researcher provided an example of how to scan the QR code so that students could play the mufradat song audio independently. After the students understood how to use the media, the researcher began introducing the vocabulary to be learned, according to the learning

theme. The researcher read the vocabulary first, then asked the students to imitate the pronunciation of the vocabulary together.

The learning process using the vocabulary song began with the playback of the song's audio via a QR code included in the pocket book. Students were asked to listen carefully to the vocabulary while paying attention to the vocabulary in the book. After the song was played, the researcher guided the students to sing the vocabulary song together. The song was repeated several times to facilitate student memorization of Arabic vocabulary. Next, the researcher explained the meaning of the vocabulary contained in the song and related it to students' daily lives to facilitate understanding and memorization.

To increase student engagement in the learning process, the researcher provided opportunities for students to sing the vocabulary song individually and in groups. This activity was designed to increase student engagement and confidence in using Arabic vocabulary. After the memorization and song singing activities were completed, the researcher conducted a simple verbal evaluation to determine the students' level of memorization of the vocabulary learned. The researcher asked each student to answer the vocabulary one by one, then asked them to state the meaning or recite the vocabulary learned through the song.

Next, the researchers and students reviewed the vocabulary together to reinforce memorization and pronunciation of Arabic vocabulary. This activity was carried out to increase student engagement and familiarity with memorizing the vocabulary through repetition of the song and direct pronunciation of the vocabulary.

Throughout the implementation process, students demonstrated high enthusiasm for the use of the vocabulary song. The use of songs and audio made the learning environment more engaging, enjoyable, and less boring, thus helping students memorize Arabic vocabulary more easily.

Evaluation

Evaluation is the final stage in the ADDIE development model. Evaluation is a crucial stage in the ADDIE development model, aimed at assessing the quality of the developed product, identifying product deficiencies, and determining necessary improvements to ensure optimal use of the learning media. According to the ADDIE model, evaluation is not only conducted at the end of the development process but also occurs continuously at each stage of development through formative evaluation. Furthermore, a comprehensive evaluation can also be conducted after the product has been implemented in learning through a summative evaluation.

In this study, the evaluation phase focused on formative evaluation because the research was still in the early stages of developing learning media. Formative evaluation was conducted throughout the development process through product validation activities by media experts and material experts. The purpose of this validation was to determine the feasibility of the developed song-based learning media, including media design, display quality, ease of use, audio quality, and the suitability of the material for learning objectives and student characteristics.

The validation results obtained from the experts were used as the basis for revising and refining the product. The suggestions and input provided by the validators served as a reference for researchers in refining various aspects of the media to better suit the needs of Arabic language learning at MTsN 9 Banyuwangi.

Therefore, formative evaluation plays a crucial role in ensuring that the developed product meets eligibility standards before being implemented with students.

Meanwhile, summative evaluation has not been conducted in this study because the research focused on the analysis, design, and product development stages. Summative evaluation is planned for further research through the implementation of media in direct learning for students. This activity can be carried out through the administration of pre- and post-tests, measuring students' learning interest and vocabulary memorization abilities, observing learning activities, and analyzing student responses to the use of song-based learning media. Through summative evaluation, the effectiveness of the media in increasing learning interest and memorization abilities of Arabic vocabulary can be more comprehensively determined.

Learning Media Validity

After the design process was completed, the Mufradat song learning media were validated to determine their suitability for helping students memorize Arabic vocabulary. Validation was conducted on seventh-grade students at MTsN 9 Banyuwangi. The media validation was conducted by two experts, one an instructional media expert and one an Arabic language learning materials expert.

Validation was conducted on the learning media product, a pocket book of mufradat songs equipped with a QR code for the song's audio. Aspects assessed included the media's display design, readability, color combination, audio quality, ease of use of the QR code, and the suitability of the media and materials for Arabic language learning objectives.

Media Validation

In the media validation stage, researchers submitted the designed product, a pocket-sized booklet containing a QR code for the song's audio. This media was designed to help students memorize Arabic vocabulary through repeated reading, listening, and singing. The validated learning media consisted of a pocket-sized booklet containing the song's audio and a QR code connected to the audio. Media validation focused on the appropriateness of the learning media, including the book's design, color combination, legibility, song audio quality, ease of use of the QR code, and its suitability for student characteristics and Arabic language learning objectives.

The learning media product was then submitted to a learning media expert with expertise in educational media design and development for assessment and input. The media expert assessed the quality of the visual appearance, design appeal, practicality of use, song audio quality, and its suitability for the characteristics of seventh-grade students at MTsN 9 Banyuwangi. In addition, the product was validated by Arabic language learning material experts to determine the suitability of the vocabulary, the accuracy of language use, the suitability of the material to the learning objectives, and the level of ease with which students understood and memorized the vocabulary through the songs.

Data obtained through the validation questionnaire included an assessment of the quality of the learning media and suggestions for improvements from the media and material experts. The results of these assessments were used as the basis for revising and refining the media before implementation in learning activities.

Based on the qualitative data obtained from the assessment by the learning media experts, the developed vocabulary song learning media was deemed engaging and

appropriate for use in Arabic language learning. The media experts also provided several suggestions for improvements, such as adding material appropriate to the theme, refining the media usage instructions, and adding simple evaluations to support the learning process. The media suitability percentage was calculated using the following formula:

$$P_v = \frac{\sum X}{\sum X_i} \times 100\%$$

Pv: Validity of expert results

$\sum X$: Total score obtained from expert assessments

$\sum X_i$: Maximum score (highest limit) of the total value

Media expert validation results: $\frac{49}{50} \times 100\%$

$$= 98\%$$

The calculation results show that the Mufradat song learning media obtained a percentage of 98%, categorized as "Very Feasible" because it falls within the percentage range of 86%–100%. Thus, the Mufradat song learning media is suitable for use in Arabic language learning to help students memorize Mufradat.

Material Validation

In the material validation stage, the researcher submitted the vocabulary song learning media product to an Arabic language learning material expert to assess its suitability for Arabic language learning objectives. Material validation focused on aspects such as the suitability of the vocabulary to the learning objectives, the ease of use of the language, the level of difficulty of the material, the suitability of the vocabulary song to the learning material, the effectiveness of the song in helping students memorize vocabulary, and the appropriateness of the use of Arabic in the learning media.

Validation data was obtained through a material expert assessment questionnaire containing an assessment of the quality of the learning material and suggestions for product improvements. Based on the validation results, the material expert recommended that the researcher pay more attention to the suitability of the material to the learning objectives and the characteristics of MTs (Islamic Junior High School) students. The material's feasibility percentage was calculated using the following formula:

$$P_v = \frac{\sum X}{\sum X_i} \times 100\%$$

Pv: Validity of expert results

$\sum X$: Total score obtained from expert assessments

$\sum X_i$: Maximum score (highest limit) of the total value

Media expert validation results: $\frac{49}{50} \times 100\%$

$$= 98\%$$

The calculation results show that the Mufradat song learning media obtained a percentage of 98%, categorized as "very feasible" because it falls within the percentage range of 86%–100%. Thus, the material in the Mufradat song learning media is deemed suitable for use in helping students memorize Arabic vocabulary

Table 1. Validation Results from Media Experts and Material Experts

Assessment Aspect	Media Expert	Material Expert
Suitability of media/material with learning objectives	100% (Very Feasible)	100% (Very Feasible)
Visual design/display quality	100% (Very Feasible)	-
Ease of use / QR Code accessibility	100% (Very Feasible)	-
Audio quality/song clarity	100% (Very Feasible)	-
Language suitability with student characteristics	100% (Very Feasible)	100% (Very Feasible)
Suitability of the difficulty level with student characteristics	-	100% (Very Feasible)
Clarity of Arabic grammar	-	80% (Feasible)
Organization of media components	80% (Feasible)	-
Average / Total Percentage	98%	98%
Feasibility Category	Very Feasible	Very Feasible

DISCUSSION

The results of the study indicate that the development of song-based Arabic language learning media is able to address the main problems found in the analysis stage, namely low student interest and students' difficulties in memorizing Arabic vocabulary. The results of observations and interviews indicate that vocabulary learning at MTsN 9 Banyuwangi is still dominated by conventional methods such as reading, writing, and memorizing using textbooks and blackboards. This condition causes students to feel bored and less motivated to participate in Arabic language learning. This finding is in line with the opinion of (Fayrus & Slamet, 2022), who stated that the analysis stage in the ADDIE model is very important to identify student learning needs and determine appropriate learning media. Based on the results of the needs analysis, students require learning media that are more interactive, interesting, and involve audiovisual elements. Therefore, the researchers developed learning media in the form of a pocket book of vocabulary songs equipped with QR codes for song audio to create a more enjoyable and more effective learning atmosphere.

The novelty of this research lies in the development of song-based Arabic language learning media in the form of a pocket book integrated with an audio QR Code. Unlike previous studies that generally utilize videos, digital songs, or application-based audiovisual media, the media developed in this study combines print media and simple digital technology so that it can be used flexibly both inside and outside the classroom. The integration of the pocket book and audio QR Code provides the opportunity for students to access learning songs independently without the need for a special application. In addition, this media is designed based on the needs of MTsN 9 Banyuwangi students who have diverse educational backgrounds, both graduates of Madrasah Ibtidaiyah and Elementary School.

The validation results also showed that the developed learning media received a "Very Feasible" category with a percentage of 98% from media experts and material experts. These results indicate that the media has met important aspects in learning media development, such as attractive visual appearance, readability, clear audio quality, ease of use, and the suitability of the material to student characteristics and learning objectives. The high validation results occurred because the media was

designed based on the needs and characteristics of students that had been previously analyzed. In addition, the use of attractive visual design, simple song lyrics, and a practical pocket book format were factors supporting the positive assessment from the validators.

The findings of this study align with those of (Aminah et al., 2025; Asrullah et al., 2023; Dwita, 2023; Ikhwanudin & Azazani, 2023; Imtinan, 2025; Kubbaro, 2024; Ulfa, 2023). These studies demonstrate that the use of songs and audiovisual media can improve vocabulary memorization, learning motivation, and student engagement in Arabic learning. These similar results indicate that the rhythm, melody, and repetition elements in songs play a significant role in aiding the process of storing information in long-term memory, making it easier for students to recall the vocabulary learned.

However, this study differs from previous studies. (Kubbaro, 2024) study utilized YouTube as the primary medium, while (Asrullah et al., 2023) study utilized animated videos as a learning tool. This study, however, developed a pocketbook equipped with an audio QR code. These differences are influenced by student characteristics, the availability of technological resources, and the goal of developing simpler and more accessible media. Furthermore, most previous studies focused on measuring media effectiveness through experimental testing, while this study focuses on the initial development and product validation stages.

Theoretically, this study reinforces Lev Vygotsky's theory of social constructivism, which states that students learn more effectively through active, interactive, and enjoyable learning experiences (Masgumelar & Mustafa, 2021). The use of songs in Arabic language learning helps students build vocabulary understanding through listening, repeating, and singing vocabulary together. Furthermore, the results of this study can be linked to Bloom's Taxonomy in the basic cognitive domain, specifically remembering and understanding (Lactona & Cahyono, 2024). Through repetition of song lyrics and audio, students more easily remember and understand the meaning of the Arabic vocabulary they are learning.

The main contribution of this research is to provide an alternative Arabic language learning media that is simple, practical, and appropriate to the characteristics of MTs students. The combination of pocket books with audio QR Codes demonstrates that learning innovations do not always have to use complex technology, but can utilize simple technology that is easy for teachers to implement. The practical implication of this research is that the media can be used as a supporting tool for vocabulary learning both inside and outside the classroom. Academically, this research enriches the study of the development of song-based Arabic language learning media. Therefore, further research is recommended to continue the implementation and evaluation stages to test the effectiveness of the media in increasing students' learning interest and vocabulary mastery through a broader experimental design.

CONCLUSION AND RECOMMENDATIONS

This research yielded three main findings. First, the needs analysis revealed that Arabic language learning at MTsN 9 Banyuwangi is still dominated by conventional methods, resulting in low learning interest and difficulty for students memorizing vocabulary. Analysis of student characteristics revealed that students are more interested in learning that involves audio, visual, and fun activities. These findings

formed the basis for developing song-based learning media tailored to the needs and characteristics of the students. Second, the development process, using the ADDIE model, resulted in a pocketbook of songs containing vocabulary equipped with an audio QR code. Third, validation results showed that the media received a 98% feasibility rating from media experts and a 98% rating from material experts, categorizing it as very feasible. These results demonstrate that the developed media meet the design, ease of use, material quality, and suitability for learning objectives. Therefore, song-based learning media have the potential to be an innovative alternative to increase learning interest and help students memorize Arabic vocabulary.

Therefore, this study recommends that Arabic language teachers utilize innovative learning media such as songs and audio-based media to increase student interest and participation in the learning process. Future researchers are also advised to expand this research on a broader scale with more diverse Arabic language learning materials integrated with other digital technologies. Furthermore, further research could examine the effect of song-based learning media on other Arabic language skills, such as speaking, listening, reading, and writing.

REFERENCES

- Amin, M. (2025). Tren Penelitian Kurikulum Bahasa Arab di Indonesia 2020-2024: Tinjauan Sistematis terhadap Artikel Jurnal. *Jurnal Pendidikan Indonesia: Teori, Penelitian Dan Inovasi*, 5(4), 199–208. <https://doi.org/10.59818/jpi.v5i4.1758>
- Aminah, L. N., Inayah, I., Wahid, A., Atif, M., & Ramadlan, A. (2025). The Effectiveness Of Song Media 'Kalam-Eineh'To Arabic Vocabulary Teaching At Vocational High School Semarang: فعالية وسائط الأغاني "كلام عينيه" في تعليم. *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab*, 7(1), 174–192. <https://doi.org/10.21154/rrq17x34>
- Asrullah, Yaumi, M., & Yusuf, M. T. (2023). Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video. *JAEL: Journal of Arabic Education and Linguistic*, 3(1). <https://doi.org/10.24252/jael.v3i1.37968>
- Ayuni, M. D., Dwijayanti, I., Roshayanti, F., & Handayaningsih, S. (2023). Analisis Karakteristik peserta didik melalui asesmen diagnostik (Studi kasus : kelas 6 SDN Pandean Lamper 04). *INNOVATIVE: Journal of Social Science Research*, 3(2), 3961–3976. <http://j-innovative.org/index.php/Innovative/article/view/788>
- Barokah, D. S. (2023). Efektivitas Media Lagu Dalam Pembelajaran Kitab Durūs Al-Lughah Al-Arabiyyah Juz 1 Siswa Kelas X SMA IT Bina Umat Yogyakarta. *Jurnal Al-Mashadir: Journal of Arabic Education and Literature*, 2(02), 50–72. <https://doi.org/10.30984/almashadir.v2i02.430>
- Destiana, E. M., Sartika, D., Puspitasari, N., & Asiyah. (2025). Management Pendidikan Abad 21, Globalisasi, Teknologi. *Harmoni Pendidikan : Jurnal Ilmu Pendidikan*, 2(4), 130–147. <https://doi.org/10.62383/hardik.v2i4.2399>
- Dwita, D. (2023). Pengaruh Penggunaan Media Video Animasi terhadap Peningkatan Penguasaan Mufrodat (Kosa Kata) Pembelajaran Bahasa Arab Peserta Didik

- Kelas VII MTs Mathla'ul Anwar Cemplang Tahun Pelajaran 2022/2023. *Shawtul 'Arab: Journal on Arabic Education*, 3(1), 20–34. <https://jurnal.iuqibogor.ac.id/index.php/shawtularab/article/view/705>
- Fayrus, & Slamet, A. (2022). *Model Penelitian Pengembangan (R n D)* (M. P. Rindra Risdiantoro (ed.)). Institut Agama Islam Sunan Kalijogo Malang.
- Halimah, S., Fiqri, A. N., Ningsih, L. A., Agustina, I. P., & Kusuma, M. D. (2026). Implementasi Manajemen Pendidikan Madrasah Dalam Karakter Peserta Didik. *Mudir: Jurnal Manajemen Pendidikan*, 8(1). <https://doi.org/10.55352/mudir.v8i1.2426>
- Hermawan, A. (2013). *Metodologi pembelajaran bahasa Arab*. Remaja Rosdakarya.
- Hidayat, F., & Nizar, M. (2021). Model Addie (Analysis, Design, Development, Implementation and Evaluation) Dalam Pembelajaran Pendidikan Agama Islam. *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)*, 1(1), 28–38. <https://doi.org/10.15575/jipai.v1i1.11042>
- Ikhwanudin, I., & Azazani, A. (2023). Pengembangan Media Lagu sebagai Inovasi untuk Meningkatkan Retensi Kosakata Bahasa Arab di SMP Islam Faradisa Pamulang Tangsel. *Khidmat: Jurnal Pengabdian Masyarakat*, 1(2). <https://journal.stai-nuruliman.ac.id/index.php/khmt>
- Imtinan, Y. H. (2025). تطوير محتوى فيديو أغنية لاسكار بيلانجي لتحسين مهارة الكلام لدى التلاميذ في المدرسة الثانوية الحكومية الثانية بغونوروغو [Universitas Islam Negeri Maulana Malik Ibrahim]. <http://etheses.uin-malang.ac.id/id/eprint/78542>
- Irlindia, M., & Suciawati, H. (2024). Pengembangan Komik Digital Berbasis Flipbook Pada Materi Ekosistem Untuk Kelas V SD Negeri 065013 Medan. *Prosiding Seminar Nasional*, 3, 1–11. <https://jurnal.semnapssh.com/index.php/pssh>
- Kubbaro, M. S. (2024). *Pengembangan Media Lagu Pop Via Youtube Untuk Meningkatkan Minat Belajar Bahasa Arab Siswa Kelas VII di MTsN 2 Mataram* [UIN Sunan Kalijaga Yogyakarta]. <http://digilib.uin-suka.ac.id/id/eprint/68467>
- Lactona, I. D., & Cahyono, E. A. (2024). Konsep Pengetahuan; Revisi Taksonomi Bloom. *Enfermeria Ciencia*, 2(4), 241–257. <https://doi.org/10.56586/ec.v2i4.64>
- Marta, M. A., Purnomo, D., & Gusmarneli. (2025). Konsep Taksonomi Bloom dalam Desain Pembelajaran. *Lencana: Jurnal Inovasi Ilmu Pendidikan*, 3(1), 227–246. <https://doi.org/10.55606/lencana.v3i1.4572>
- Martias, L. D. (2021). Statistika Deskriptif Sebagai Kumpulan Informasi. *Fihris: Jurnal Ilmu Perpustakaan Dan Informasi*, 16(1), 40. <https://doi.org/10.14421/fhrs.2021.161.40-59>
- Masgumelar, N. K., & Mustafa, P. S. (2021). Teori Belajar Konstruktivisme dan Implikasinya dalam Pendidikan. *GHAITSA: Islamic Education Journal*, 2(1), 49–57. <https://doi.org/10.62159/ghaitsa.v2i1.188>
- Masnun, Hanifansyah, N., & Khalid, S. M. S. bin. (2024). Senior Teaches Junior (STJ) Approach in Enhancing Arabic Vocabulary through Kitab Af'al: A Case Study

- in Malaysia. *Arabi: Journal of Arabic Studies*, 9(2), 131–142. <https://doi.org/10.24865/ajas.v9i2.851>
- Maulani, S., Nuraisyah, N., Zarina, D., Velinda, I., & Aeni, A. N. (2022). Analisis Penggunaan Video sebagai Media Pembelajaran Terpadu terhadap Motivasi Belajar Siswa. *Jurnal Pendidikan Dan Teknologi Indonesia*, 2(1), 539–546. <https://doi.org/10.52436/1.jpti.134>
- Nurhidayah, S., & Ngainin, N. (2025). Pengembangan Media Bahasa Arab Berbasis Lagu Tema Usrotii Untuk Meningkatkan Kemampuan Hafalan Siswa Kelas I Di Mi Nurul Huda Ketambul Tuban. *At Taksis: Jurnal Pendidikan Dasar*, 2(2), 19. <https://doi.org/10.54443/bj.v2i2.81>,
- Parikesit, B., & Amrullah, M. A. (2025). Development of Interactive Learning Media with InShot Application in Arabic Language Subjects. *Arabiyatuna: Jurnal Bahasa Arab*, 9(1), 149–164. <https://doi.org/10.29240/jba.v9i1.11771>
- Pradana, I. S., & Wahyudi, G. D. (2025). Implementasi Pengembangan Model ADDIE pada Dunia Pendidikan. *Jurnal Hasil Penelitian dan Pengembangan (JHPP)*, 3(1), 85–100. <https://doi.org/10.61116/jhpp.v3i2.561>
- Purnama, S. (2013). Metode Penelitian dan Pengembangan (Pengenalan Untuk Mengembangkan Produk Pembelajaran Bahasa Arab). *Literasi: Jurnal Ilmu Pendidikan*, 4(1), 19–32. [https://doi.org/10.21927/literasi.2013.4\(1\).19-32](https://doi.org/10.21927/literasi.2013.4(1).19-32)
- Qomaruddin, & Sa'diyah, H. (2024). Kajian Teoritis tentang Teknik Analisis Data dalam Penelitian Kualitatif: Perspektif Spradley, Miles dan Huberman. *Journal of Management, Accounting and Administration*, 1(2), 77–84. <https://doi.org/10.52620/jomaa.v1i2.93>
- Rengkung, P. M., Sumampouw, H. M., & Tanor, M. N. (2025). Pengembangan Bahan Ajar E-Modul Berbasis Pbl (Problem Based Learning) Menggunakan Generative-Ai (Artificial Intelligence) Materi Gunung Berapi di SMP Katolik St. Fransiskus Xaverius Pineleng. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, 3(4), 3259–3266. <https://doi.org/10.31004/jerkin.v3i4.764>
- Safoni Idris, M., Widia Nita Kasih, B., & Suparmanto. (2024). The Impact of Using Duolingo in Enhancing Arabic Vocabulary Retention for Junior High School Students in Indonesia. *Journal of Arabic Language Learning and Teaching (JALLT)*, 1(1), 47–60. <https://doi.org/10.23971/jallt.v1i1.140>
- Samhabib, F. (2020). مشكلات ترقية كفاءة الطلبة في اللغة العربية. *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab*, 1(2), 65–76. <https://doi.org/10.35316/lahjah.v1i2.812>
- Sugiyono, P. (2015). *Metode Penelitian Kombinasi (Mixed Methods)*. Alfabeta.
- Trikesumawati, D., Ishamy, M. W., & Rizqullah, M. R. (2025). Peran Media dalam Mendukung Pengembangan Motivasi Belajar Siswa di Era Modern. *Jurnal Ilmiah Research Student*, 2(1), 531–539. <https://doi.org/10.61722/jirs.v2i1.3749>
- Ulfa, M. (2023). Peran Media Audio Visual dalam Pembelajaran Bahasa Arab. *Jurnal Seumubeuet: Jurnal Pendidikan Agama Islam*, 2(1), 16–23.

<https://ejournal.ymal.or.id/index.php/jsmbt/article/view/13>

Umam, K., Isnaini, F. L., Rohmah, L., & Maulana, A. (2025). Pengaruh Media Audio, Visual, dan Multimedia untuk Peningkatan Keterampilan Mendengar Bahasa Arab Siswa. *Jurnal Lisan An Nathiq*, 7(1), 230–241. <https://doi.org/10.53515/lan.v7i1.6691>

Waruwu, M. (2024). Metode Penelitian dan Pengembangan (R&D): Konsep, Jenis, Tahapan dan Kelebihan. *Jurnal Ilmiah Profesi Pendidikan*, 9(2), 1220–1230. <https://doi.org/10.29303/jipp.v9i2.2141>

Winarni, S., Kumalasari, A., Marlina, M., & Rohati, R. (2021). Efektivitas Video Pembelajaran Matematika Untuk Mendukung Kemampuan Literasi Numerasi dan Digital Siswa. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 10(2), 574–583. <https://doi.org/10.24127/AJPM.V10I2.3345>

أيت مسعود, ز. (2019). تطوير كفاءة المتعلم في ظل التدريس بالمقاربة بالكفاءات [جامعة مولود معمري-تيزي وزو]. <https://dspace.ummtto.dz/handle/ummtto/15618>

عبدالقادر, ب. ط. (2026). اتجاهات أساتذة التعليم الابتدائي بتمنغست نحو التدريس بالمقاربة بالكفاءات Attitudes of primary education teachers in Tamenghast towards teaching through a competency approach. *مجلة آفاق علمية*, 18(1).