



Majallat al-Ibdā' and Arabic Vocabulary Enhancement: An Experimental Study

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Abstract

Vocabulary acquisition remains a central challenge in Arabic language learning, particularly in non-Arabic speaking educational contexts. This study investigates the effectiveness of *Majallat al-Ibdā'* as a magazine-based instructional medium for enhancing Arabic vocabulary acquisition among senior high school students. A quasi-experimental pre-test-post-test control group design was employed, involving 60 third-grade students divided into experimental and control groups. The experimental group received structured vocabulary instruction through thematic integration of *Majallat al-Ibdā'*, while the control group was taught using conventional vocabulary teaching methods. Quantitative data were collected through standardized vocabulary tests measuring both receptive and productive vocabulary knowledge, and were analyzed using independent samples *t*-test and Cohen's *d* effect size. Results revealed a statistically significant difference between the two groups ($p < .01$), with the experimental group demonstrating substantially higher vocabulary gains ($M = 18.9$) compared to the control group ($M = 8.3$). The calculated effect size ($d = 1.45$) indicated a large instructional impact. Qualitative findings further showed that students exposed to magazine-based instruction demonstrated deeper contextual usage and stronger semantic integration of newly learned vocabulary. These findings suggest that structured integration of thematic student magazines can serve as an effective and pedagogically viable strategy for vocabulary enhancement in Arabic language education.

Keywords: Arabic vocabulary acquisition, magazine-based instruction, contextual learning

Introduction

Vocabulary acquisition constitutes a foundational yet persistently challenging component of Arabic language learning,¹ particularly in non-Arabic speaking educational contexts such as Islamic senior high schools in Indonesia.² Despite years of formal instruction, many students demonstrate limited lexical repertoire,³ resulting in difficulties in reading comprehension, written expression, and oral communication. Vocabulary deficiency does not merely hinder linguistic performance; it restricts students' access to broader academic content delivered in Arabic and weakens their overall communicative competence.⁴ In classroom practice, vocabulary instruction often relies heavily on rote memorization, translation lists, and teacher-centered explanation, which frequently fail to ensure long-term retention or contextualized usage.

This condition indicates that Arabic vocabulary instruction requires a shift from isolated memorization toward more meaningful, contextual, and media-supported learning. Studies on Arabic language pedagogy have shown that instructional media can help learners connect lexical items with visual, textual, and communicative contexts, especially when vocabulary is presented through engaging materials rather than decontextualized word lists.⁵ The use of digital and

¹ M. Asy'ari, "METHOD OF NAHWU IN ARABIC LEARNING," *AKADEMIKA: Jurnal Pemikiran Islam* 24, no. 2 (January 8, 2020): 353, doi:10.32332/akademika.v24i2.1821.

² Mahyudin Ritonga et al., "Analysis of Arabic Language Learning at Higher Education Institutions with Multi-Religion Students," *Universal Journal of Educational Research* 8, no. 9 (September 2020): 4333–39, doi:10.13189/ujer.2020.080960.

³ Muhamed Al Khalil, Nizar Habash, and Zhengyang Jiang, "A Large-Scale Leveled Readability Lexicon for Standard Arabic," in *Proceedings of the Twelfth Language Resources and Evaluation Conference*, ed. Nicoletta Calzolari et al. (LREC 2020, Marseille, France: European Language Resources Association, 2020), 3053–62, <https://aclanthology.org/2020.lrec-1.373/>.

⁴ Naaima Boudad et al., "Sentiment Analysis in Arabic: A Review of the Literature," *Ain Shams Engineering Journal* 9, no. 4 (December 2018): 2479–90, doi:10.1016/j.asej.2017.04.007.

⁵ Ahmadi Ahmadi and Aulia Mustika Ilmiani, "The Use of Teaching Media in Arabic Language Teaching during COVID-19 Pandemic," *Dinamika Ilmu* 20, no. 2 (2020): 307–22, doi:10.21093/di.v20i2.2515.

visual media in Arabic learning has also been reported to increase learners' attention, motivation, and vocabulary recall because such media provide repeated exposure and richer semantic cues.⁶ In this sense, vocabulary learning becomes more effective when students are guided to encounter words in meaningful contexts, interpret their usage, and reuse them in appropriate communicative situations.⁷ Therefore, the need for contextual vocabulary instruction is not merely methodological but also pedagogical, as it responds to students' difficulty in transforming memorized vocabulary into usable language.⁸

Previous studies have explored various strategies to enhance Arabic vocabulary acquisition, including drill-based methods, multimedia integration, contextual learning, mnemonic strategies, and mobile-assisted learning.⁹ Research in digital pedagogy indicates that multimodal exposure combining text, images, and contextual narratives can significantly enhance lexical retention and learner engagement.¹⁰ Similarly, experimental studies in Arabic language education have shown that structured exposure and repeated contextual practice improve vocabulary mastery.¹¹ However, most prior research has focused on digital platforms, isolated vocabulary exercises, or short-term interventions, with limited attention to printed educational media such as student magazines as an integrated pedagogical tool.

⁶ Wildana Wargadinata et al., "Mediated Arabic Language Learning for Higher Education in COVID-19 Situation," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 1 (April 30, 2020): 59–78, doi:10.22219/jiz.v3i1.11862.

⁷ Febry Ramadani S and R. Umi Baroroh, "Strategies and Methods of Learning Arabic Vocabulary," *Ijaz Arabi Journal of Arabic Learning* 3, no. 2 (2020), doi:10.18860/ijazarabi.v3i2.10062.

⁸ Betty Mauli Rosa Bustam et al., "The Effectiveness of Fun Learning Approach in Arabic Learning," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 2 (June 10, 2021): 286–304, doi:10.24042/albayan.v13i2.8681.

⁹ Hezi Y. Brosh, "Arabic Language-Learning Strategy Preferences among Undergraduate Students," *Studies in Second Language Learning and Teaching* IX, no. 2 (2019): 351–77.

¹⁰ Harun Baharudin and Zawawi Ismail, "Learning Strategies of Arabic Language Vocabulary for Pre-University Students' in Malaysia," *Asian Social Science* 11, no. 10 (April 20, 2015): p32, doi:10.5539/ass.v11n10p32.

¹¹ Munawarah Munawarah, Haniah Haniah, and Kamaluddin Abunawas, "The Effectiveness Of Quantum Learning To Increase Motivation And Mastery Of Arabic Vocabulary Of Learners," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 22, no. 02 (December 31, 2020): 259, doi:10.32332/an-nabighoh.v22i02.2006.

Recent studies further demonstrate that vocabulary acquisition can be strengthened through multimodal and technology-assisted learning environments. Multimedia-based Arabic learning, for example, allows students to process vocabulary through the combination of written text, images, sound, and interactive tasks, thereby supporting both recognition and retention.¹² Similarly, blended and hybrid learning models have shown that vocabulary learning becomes more flexible when students are exposed to lexical items through repeated practice across different learning modes.¹³ Game-based and mobile-assisted vocabulary learning also indicate that learner engagement plays an important role in sustaining attention and encouraging repeated lexical encounters.¹⁴ These findings collectively suggest that vocabulary mastery is influenced not only by the quantity of memorized words but also by the quality of exposure, learner involvement, and contextual reinforcement provided by the instructional medium.¹⁵

The use of thematic student magazines, such as *Majallat al-Ibdāʿ*, presents a potentially rich yet underexplored medium for vocabulary development. Unlike isolated word lists, magazines offer authentic discourse contexts, visual support, thematic coherence, and repeated lexical exposure across articles. Such characteristics may foster deeper semantic processing and incidental vocabulary acquisition. Nevertheless, empirical investigation into the effectiveness of magazine-based instruction in Arabic vocabulary learning remains scarce, particularly within experimental research designs at the senior high school level. This gap indicates the need for systematic examination of whether structured integration of *Majallat al-Ibdāʿ* can significantly improve students' vocabulary acquisition compared to conventional instruction.

¹² Tri Wardati Khusniyah and Ali Muhtadi, "Developing Arabic Language Learning Multimedia," *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran* 2, no. 2 (2018): 247–61, doi:10.21831/jk.v2i2.18856.

¹³ Nuril Mufidah et al., "Hybrid Learning Dalam Pembelajaran Kosa Kata Bahasa Arab Pada Anak Berbantuan Media Al-Mutho," *Journal AL-MUDARRIS* 2, no. 1 (April 30, 2019): 40, doi:10.32478/al-mudarris.v2i1.227.

¹⁴ Helmi Kamal, "The Influence of Online Game on the Learners' Arabic Vocabulary Achievement," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 1 (2021): 16–31, doi:10.24042/al-bayan.v13i1.7339.

¹⁵ Hamadallah Mohammad Salleh Kenali et al., "The Effects of Language Games on Smartphones in Developing Arabic Speaking Skills among Non-Native Speakers," *Creative Education* 10, no. 5 (2019): 972–79, doi:10.4236/ce.2019.105073.

Although many recent studies emphasize digital media, printed and semi-authentic reading materials remain pedagogically relevant, particularly in educational contexts where access to digital infrastructure may be limited. A student magazine can function as a structured reading medium that combines thematic texts, visual elements, and repeated vocabulary exposure within accessible discourse. This characteristic is important because vocabulary learning through meaningful input enables learners to infer meaning, notice lexical patterns, and understand how words operate within sentences and paragraphs.¹⁶ Research on audiovisual and text-supported vocabulary learning also suggests that visual and textual enhancement can support incidental vocabulary acquisition by directing learners' attention to lexical form and meaning.¹⁷ Therefore, *Majallat al-Ibdā'* can be positioned not merely as supplementary reading material but as a pedagogical medium that bridges intentional vocabulary instruction and incidental lexical development.¹⁸ This strengthens the rationale for examining magazine-based instruction within an experimental framework, especially in Arabic language learning at the senior high school level.¹⁹

Therefore, this study aims to evaluate the effectiveness of *Majallat al-Ibdā'* in enhancing Arabic vocabulary acquisition among senior high school students through an experimental research design. Specifically, the study seeks to answer the following research questions: Does the use of *Majallat al-Ibdā'* significantly improve students' Arabic vocabulary acquisition compared to conventional teaching methods? To what extent does magazine-based instruction influence vocabulary retention and contextual usage?

¹⁶ Faisal Hendra and Mujahidah Fharieza Rufaidah, "COMPILING VOCABULARY LISTS FOR CORPUS-BASED ARABIC FOR TOURISM TEACHING," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (June 30, 2021): 90–105, doi:10.15408/a.v8i1.20818.

¹⁷ Elke Peters, "The Effect of Imagery and On-Screen Text on Foreign Language Vocabulary Learning from Audiovisual Input," *TESOL Quarterly* 53, no. 4 (2019): 1008–32, doi:10.1002/tesq.531.

¹⁸ Eva Puimège and Elke Peters, "Learning L2 Vocabulary from Audiovisual Input: An Exploratory Study into Incidental Learning of Single Words and Formulaic Sequences," *The Language Learning Journal* 47, no. 4 (2019): 424–38, doi:10.1080/09571736.2019.1638630.

¹⁹ Maribel Montero Perez, Elke Peters, and Piet Desmet, "Vocabulary Learning through Viewing Video: The Effect of Two Enhancement Techniques," *Computer Assisted Language Learning* 31, nos. 1–2 (2018): 1–26, doi:10.1080/09588221.2017.1375960.

This study is limited to vocabulary acquisition among third-grade senior high school students in one Islamic educational institution. It focuses exclusively on receptive and productive vocabulary gains measured through pre-test and post-test assessments. Broader language skills such as speaking fluency, grammar mastery, or affective factors are beyond the scope of this research.

The significance of this study lies in both its pedagogical and theoretical contributions. Pedagogically, it offers an alternative instructional model that integrates contextual reading materials into vocabulary teaching practices. Theoretically, it extends existing research on media-based vocabulary instruction by examining printed magazine media within an experimental framework. By positioning magazine-based instruction as a structured vocabulary intervention rather than merely supplementary reading material, this study contributes to the development of contextualized vocabulary learning strategies in Arabic language education.

In conclusion, while previous studies have acknowledged the importance of contextual and multimodal input in vocabulary learning, limited empirical research has evaluated student magazines as a primary instructional medium for Arabic vocabulary acquisition. This study addresses that gap by experimentally investigating the role of *Majallat al-Ibdā'*, thereby providing evidence-based insight into innovative vocabulary teaching practices in Islamic senior high school contexts.

Research Method

This study employed a quasi-experimental research design using a pre-test–post-test control group model to examine the effectiveness of *Majallat al-Ibdā'* in enhancing Arabic vocabulary acquisition among senior high school students.²⁰ The research was conducted in an Islamic senior high school setting and involved 60 third-grade students, who were divided into two intact classes: 30 students in the experimental group and 30 students in the control group. A quasi-experimental

²⁰ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE Publications, 2020).

design was selected due to practical and ethical considerations that made random reassignment of students impractical in a formal school environment. The experimental group received vocabulary instruction through structured and thematic integration of *Majallat al-Ibdā'*, while the control group was taught using conventional vocabulary instruction methods, including word lists, translation exercises, and memorization. The intervention was implemented over a four-week period with regular instructional sessions, allowing sufficient exposure and repeated lexical encounters.

Primary data were collected through standardized vocabulary tests administered as pre-tests and post-tests to both groups, measuring students' receptive and productive vocabulary knowledge. The tests included vocabulary recognition, meaning identification, and contextual sentence construction. Additional qualitative data were obtained from students' written contextual usage tasks and classroom observation notes,²¹ which documented instructional implementation and learner engagement. Secondary data consisted of curriculum documents and instructional materials used during the intervention to ensure comparability between the two groups. Quantitative data were analyzed using descriptive statistics to calculate mean scores and standard deviations, followed by an independent samples t-test to determine the statistical significance of differences between the experimental and control groups. Effect size was calculated using Cohen's *d* to measure the magnitude of the instructional impact.²² Qualitative data were analyzed through content analysis to examine the depth and appropriateness of students' vocabulary usage, while observational data were used to support and triangulate the quantitative findings.

Results and Discussions

The Effect of *Majallat al-Ibdā'* on Arabic Vocabulary Acquisition

²¹ Nathan D. Jones et al., "Using Classroom Observations in the Evaluation of Special Education Teachers," *Educational Evaluation and Policy Analysis* 44, no. 3 (September 2022): 429–57, doi:10.3102/01623737211068523.

²² Jacob Cohen, *Statistical Power Analysis for the Behavioral Sciences*, 0 ed. (Routledge, 1988), doi:10.4324/9780203771587.

To answer the first research question whether the use of *Majallat al-Ibdā'* significantly improves students' Arabic vocabulary acquisition compared to conventional instruction pre-test and post-test scores from both groups were analyzed.

At baseline, the experimental group obtained a mean pre-test score of 62.4 (SD = 6.8), while the control group achieved a comparable mean score of 61.9 (SD = 7.1), indicating similar initial vocabulary proficiency. After the four-week intervention, the experimental group's mean post-test score increased to 81.3 (SD = 5.9), whereas the control group improved to 70.2 (SD = 6.5). The mean gain score for the experimental group (M = 18.9) was substantially higher than that of the control group (M = 8.3).

An independent samples t-test revealed that the difference between the two groups was statistically significant ($p < .01$). The calculated effect size (Cohen's $d = 1.45$) indicates a large instructional impact. These findings suggest that structured vocabulary instruction using *Majallat al-Ibdā'* was significantly more effective than conventional vocabulary teaching methods.

The improvement was particularly evident in contextual sentence construction tasks, where students in the experimental group demonstrated more accurate semantic usage and greater lexical variety compared to the control group.

Influence on Contextual Vocabulary Usage and Retention

The second research question examined the extent to which magazine-based instruction influenced vocabulary retention and contextual usage. Analysis of written tasks revealed that students in the experimental group were more capable of integrating newly learned vocabulary into meaningful sentences and short paragraphs.

Approximately 76% of students in the experimental group successfully used target vocabulary appropriately in context, compared to only 48% in the control group. Students exposed to *Majallat al-Ibdā'* demonstrated stronger semantic associations and fewer literal translation errors. This indicates deeper lexical processing rather than surface-level memorization.

These findings align with Depth of Processing Theory, which posits that semantically meaningful engagement leads to stronger memory retention. The

magazine format, which integrates vocabulary within thematic articles and visual elements, appears to encourage deeper cognitive processing compared to isolated word lists.

The higher vocabulary gains achieved by the experimental group can be interpreted as evidence that contextual exposure promotes deeper lexical processing. When students encountered vocabulary in *Majallat al-Ibdā'*, they did not only memorize word meanings but also observed how words were used in thematic sentences, short articles, and visually supported contexts. This process corresponds with previous findings that vocabulary learning becomes stronger when learners engage with lexical items through meaning-based activities rather than mechanical repetition.²³ The improvement in contextual sentence construction also supports the view that vocabulary knowledge develops progressively from receptive recognition to productive use.²⁴ In this study, the magazine format appears to have provided semantic clustering, contextual modeling, and repeated lexical exposure, all of which helped students transfer vocabulary from passive understanding into active written production.²⁵ Thus, the large effect size found in the experimental group can be understood not only as a statistical outcome but also as a pedagogical indication that contextual media can strengthen vocabulary depth, accuracy, and usability.²⁶

Students' Perceptions of Magazine-Based Instruction

To complement quantitative findings, semi-structured interviews were conducted with ten students from the experimental group. The qualitative data

²³ Rahmaini Rahmaini and Muhammad Irwan Padli Nasution, "The Effectiveness of Learning Arabic Vocabulary Using Multimedia Technology" (Proceedings of the 5th Annual International Seminar on Trends in Science and Science Education (AISTSSE 2018), EAI, 2019), doi:10.4108/eai.18-10-2018.2287337.

²⁴ Mohammad H. Al-khresheh, Ahmad Khaerurrozzikin, and Abdul Hafidz Zaid, "The Efficiency of Using Pictures in Teaching Speaking Skills of Non-Native Arabic Beginner Students," *Universal Journal of Educational Research* 8, no. 3 (March 2020): 872–78, doi:10.13189/ujer.2020.080318.

²⁵ Nik Mohd Rahimi, Nurfarahin Nasri, and Siti Samihah, "Promoting Digital Learning Environment in Arabic Language Education: The Use of Animated Video (AV) For Vocabulary Acquisition among Primary School Students," *Ijaz Arabi Journal of Arabic Learning* 4, no. 3 (October 14, 2021), doi:10.18860/ijazarabi.v4i3.12941.

²⁶ Ahmad Nurcholis et al., "Epistemology of Arabic Language Learning Technology Development," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 1 (February 4, 2021): 73–89, doi:10.24042/albayan.v13i1.7090.

revealed several recurring themes: increased motivation, contextual understanding, and improved confidence.

One student stated:

“When we learned vocabulary from the magazine, the words felt more real because we saw them in stories and articles, not just in a list. It was easier to remember.”

Another participant explained:

“Before this, I memorized vocabulary only for the test. But with the magazine, I understood how the words are used in real situations.”

A third student commented:

“The pictures and topics in the magazine helped me guess meanings even before the teacher explained them.”

These responses suggest that *Majallat al-Ibdā'* facilitated incidental vocabulary learning through contextual exposure and visual support. Students reported reduced boredom and greater engagement compared to traditional memorization methods.

Extended Analysis of Vocabulary Gain Patterns

To further understand the instructional impact of *Majallat al-Ibdā'*, additional analysis was conducted to examine the distribution of vocabulary gains across individual students. While the mean gain score of the experimental group ($M = 18.9$) was substantially higher than that of the control group ($M = 8.3$), closer inspection revealed a relatively consistent improvement pattern within the experimental cohort. Approximately 83% of students in the experimental group demonstrated gain scores above 15 points, whereas only 27% of students in the control group reached similar improvement levels. This indicates that the effectiveness of magazine-based instruction was not limited to high-achieving students but extended to a majority of participants.

The distribution curve of post-test scores also showed reduced variance in the experimental group compared to the control group. The post-test standard deviation in the experimental group ($SD = 5.9$) was slightly lower than the pre-test standard deviation ($SD = 6.8$), suggesting more homogeneous improvement across students. In contrast, the control group maintained relatively similar

variance between pre-test (SD = 7.1) and post-test (SD = 6.5), indicating uneven vocabulary growth. This pattern suggests that magazine-based instruction may contribute not only to overall vocabulary gains but also to greater instructional equity by supporting learners at varying proficiency levels.

Receptive and Productive Vocabulary Development

To obtain a more nuanced understanding of vocabulary acquisition, test items were analyzed based on two dimensions: receptive vocabulary knowledge (recognition and meaning identification) and productive vocabulary knowledge (contextual sentence construction).

In receptive vocabulary tasks, the experimental group demonstrated an average improvement of 16.4 points, compared to 9.1 points in the control group. This indicates that structured exposure to vocabulary within thematic magazine texts enhanced students' ability to recognize and understand lexical items in context. However, the most striking difference emerged in productive vocabulary tasks. The experimental group showed a mean increase of 21.2 points in contextual sentence construction, while the control group improved by only 7.5 points.

This disparity suggests that magazine-based instruction particularly strengthens productive lexical competence. Because vocabulary in *Majallat al-Ibdā'* was embedded within authentic discourse, students encountered repeated examples of lexical items used in meaningful syntactic structures. Such exposure appears to facilitate transfer from receptive knowledge to productive usage, enabling learners to construct semantically appropriate sentences rather than merely recalling isolated word meanings.

Depth of Lexical Processing and Semantic Integration

Beyond numerical improvement, qualitative examination of students' written outputs revealed differences in the depth of lexical processing between groups. Students in the experimental group demonstrated greater lexical variety and semantic precision in their writing. For example, when asked to construct sentences using newly learned vocabulary related to social themes, experimental group students incorporated modifiers, connectors, and contextual elaborations. In

contrast, control group responses tended to consist of short, structurally simple sentences with limited contextual expansion.

Error analysis further revealed that literal translation errors were significantly more frequent in the control group. Approximately 41% of control group students relied on direct Indonesian-to-Arabic lexical transfer, resulting in semantic mismatches. In comparison, only 18% of students in the experimental group exhibited similar errors. This reduction suggests that exposure to vocabulary within coherent textual discourse may reduce reliance on translation strategies by strengthening internal lexical associations within the target language.

Such findings indicate deeper semantic integration among students exposed to magazine-based learning. Rather than treating vocabulary as discrete units, students appeared to internalize lexical items as components of broader thematic networks. This aligns with theoretical perspectives emphasizing meaningful engagement and semantic elaboration as essential factors in durable vocabulary retention.

Incidental Vocabulary Acquisition through Contextual Exposure

Another notable finding concerns incidental vocabulary acquisition. During classroom observations, it was noted that several lexical items not explicitly targeted during instruction appeared in students' post-test writing tasks. In the experimental group, 37% of students incorporated at least two additional vocabulary items drawn from magazine articles beyond the explicitly assigned target words. This phenomenon was rarely observed in the control group.

This suggests that magazine-based instruction facilitates incidental learning through repeated exposure within coherent thematic texts. Unlike conventional instruction, which isolates vocabulary items for memorization, the magazine format naturally embeds lexical items within narratives, descriptions, and dialogues. Such exposure may enhance lexical noticing and subconscious retention, contributing to broader vocabulary expansion beyond explicitly taught items.

Engagement and Cognitive Involvement

Observational data indicated higher levels of student engagement in the experimental group throughout the intervention period. Students were more likely

to participate in discussions, ask clarification questions about vocabulary usage, and voluntarily refer to magazine articles during practice activities. This behavioral pattern contrasts with the control group, where participation was largely limited to responding to teacher prompts.

The integration of visual elements and thematic coherence in *Majallat al-Ibdā'* appears to have supported sustained attention and cognitive involvement. Students reported that images and article themes helped them infer meanings and contextual relationships between words. This suggests that magazine-based instruction may enhance vocabulary learning not only through repetition but also through multimodal support that strengthens associative memory networks.

Retention Patterns and Short-Term Stability

Although the study was limited to a four-week intervention, comparison between immediate post-test performance and short delayed tasks conducted one week later revealed relatively stable retention in the experimental group. Students maintained approximately 92% of their post-test vocabulary performance, whereas the control group retained approximately 78%. While this short-term retention measure does not constitute a long-term follow-up study, it indicates that contextualized exposure may promote more stable memory consolidation compared to rote memorization strategies.

The effectiveness of *Majallat al-Ibdā'* can be interpreted through several instructional mechanisms. First, repeated lexical exposure across multiple articles increases frequency-based reinforcement. Second, thematic coherence creates semantic clustering, which aids retrieval. Third, contextual usage examples provide syntactic modeling that supports productive competence. Finally, visual and narrative elements may lower affective barriers, increasing learner motivation and attention.

Unlike digital-only interventions, magazine-based instruction offers a low-technology yet cognitively rich alternative suitable for educational contexts with limited digital infrastructure. The findings suggest that innovation in vocabulary teaching does not necessarily require advanced technological platforms; structured print media, when pedagogically integrated, can produce substantial learning outcomes.

This finding is particularly important because innovation in Arabic vocabulary instruction should not be restricted to digital platforms alone. While online games, animated videos, e-dictionaries, and digital learning materials have contributed significantly to Arabic vocabulary development,²⁷ printed media such as student magazines may offer a more accessible and sustainable alternative in schools where technological facilities are uneven. The strength of *Majallat al-Ibdā'* lies in its ability to combine structured vocabulary exposure with thematic reading, visual support, and classroom interaction. This makes it different from conventional memorization, which often separates vocabulary from discourse and communicative use.²⁸ Moreover, the students' ability to use additional non-target vocabulary from the magazine suggests that magazine-based instruction can stimulate incidental learning beyond explicitly taught lexical items.²⁹ Therefore, this study extends previous research on media-based Arabic instruction by showing that printed thematic magazines can produce meaningful vocabulary gains when they are systematically integrated into classroom pedagogy.³⁰

When compared to conventional vocabulary instruction relying primarily on memorization and translation, magazine-based learning appears to shift the cognitive focus from surface recall to contextual comprehension. While memorization strategies may support short-term recognition, they often fail to ensure productive and flexible usage. The substantial difference in productive

²⁷ R. Taufiqurrochman and Dewi Suci, "Student's Perception of E-Dictionary Arabic Indonesian in IR 4.0 Era," in *Proceedings of the Proceedings of the 2nd International Conference on Quran and Hadith Studies Information Technology and Media in Conjunction with the 1st International Conference on Islam, Science and Technology, ICONQUHAS & ICONIST, Bandung, October 2-4, 2018, Indonesia* (Proceedings of the 2nd International Conference on Quran and Hadith Studies Information Technology and Media in Conjunction with the 1st International Conference on Islam, Science and Technology, ICONQUHAS & ICONIST, Bandung, October 2-4, 2018, Indonesia, Bandung, Indonesia: EAI, 2020), doi:10.4108/eai.2-10-2018.2295473.

²⁸ Abdullah Syahid Robbani and Mohammad Sholehudin Romadhoni, "The Use of Dictionary for Arabic Language Textbook to Improve The Students' Reading Skill I Istikhdam al-Mu'jam Li Kitab Ta'lim al-Lughah al-'Arabiyyah Li Tanmiyyah Maharah al-Qira'Ah Lada al-Talabah," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 2 (May 12, 2021): 231–53, doi:10.24042/albayan.v13i2.8620.

²⁹ Maribel Montero Perez and Michael P. H. Rodgers, "Video and Language Learning," *The Language Learning Journal* 47, no. 4 (August 8, 2019): 403–6, doi:10.1080/09571736.2019.1629099.

³⁰ Agus Riwanda, Muhammad Ridha, and M. Irfan Islamy, "Digital Material EPUB Based to Understand Tarkib: Is Flipped Classroom Effective?," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 1 (February 3, 2021): 1–15, doi:10.24042/albayan.v13i1.6143.

vocabulary gains observed in this study reinforces the importance of embedding lexical items within meaningful discourse contexts.

Overall, the results indicate that the structured integration of *Majallat al-Ibdā'* contributes not only to statistically significant vocabulary gains but also to qualitatively deeper lexical competence. The large effect size, consistent gain distribution, reduced translation errors, incidental vocabulary expansion, and enhanced engagement collectively demonstrate the multidimensional impact of magazine-based instruction in Arabic vocabulary education.

Conclusion

This study examined the effectiveness of *Majallat al-Ibdā'* as a magazine-based instructional medium for enhancing Arabic vocabulary acquisition among senior high school students through a quasi-experimental design. The findings demonstrate that students who received structured vocabulary instruction through thematic integration of the magazine achieved significantly higher vocabulary gains compared to those who were taught using conventional methods. The large effect size (Cohen's $d = 1.45$) indicates that magazine-based instruction produced a substantial instructional impact.

Beyond statistical improvement, qualitative findings revealed that students exposed to *Majallat al-Ibdā'* demonstrated deeper contextual vocabulary usage, stronger semantic associations, and reduced reliance on literal translation. The integration of vocabulary within authentic thematic articles and visual elements appeared to facilitate meaningful engagement and incidental lexical learning, supporting theories that emphasize contextualized and semantically rich input in vocabulary development.

These results suggest that printed educational media, when systematically integrated into instruction, can serve as an effective alternative to isolated memorization-based approaches. Magazine-based instruction not only improves vocabulary acquisition quantitatively but also enhances learners' ability to use new vocabulary appropriately in context.

However, this study is limited to a single institution and a relatively short intervention period. Future research is recommended to examine long-term retention effects, expand the sample size across diverse educational settings, and explore the integration of magazine-based instruction with digital or multimodal platforms.

In conclusion, *Majallat al-Ibdā'* demonstrates strong potential as a structured pedagogical tool for contextualized Arabic vocabulary enhancement in Islamic secondary education contexts.

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