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## THE IMPACT OF IMAGE BASED VISUAL PRESENTATIONS ON STUDENTS' INTEREST IN LEARNING ARABIC AT MADRASAH ALIYAH

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### Abstract

This research seeks to analyze the causal link between the implementation of image-based visual presentations (via a projector) and the enhancement of students' interest in learning Arabic among Grade XI D students at MA Al Wathoniyyah in Semarang City, Central Java. The study is motivated by a decrease in student engagement resulting from traditional teaching approaches that are passive, outdated, and heavily reliant on verbal or lecture-based methods. A quantitative method was applied using a quasi-experimental design, specifically the Non-equivalent Control Group Design. The population comprised all Grade XI students at MA Al Wathoniyyah, with Class XI D assigned as the experimental group and Class XI C as the control group. Data collection was carried out through a Likert-scale questionnaire measuring learning interest, administered via pre-tests and post-tests in both groups. The data were analyzed using prerequisite statistical tests (normality and homogeneity), followed by t-tests to identify differences in mean scores, and N-Gain analysis to evaluate the effectiveness of improvement. The findings reveal that image-based visual presentations significantly enhance students' attention, participation, and motivation to learn. This is reflected in the experimental group's N-Gain score, which reached a high level (0.62), substantially higher than the control group's (0.11). Overall, the results demonstrate that using image-based visual media effectively increases students' interest in learning Arabic.

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### Keywords

Arabic Learning; Learning Interest; Visual Presentation.



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## INTRODUCTION

Arabic instruction at the Madrasah Aliyah (MA) level plays a vital role, not only as a subject within the local curriculum but also as a key instrument for accessing the primary sources of Islamic teachings, namely the Qur'an and Hadith (Salsabyila & Taufiq, 2025). In addition, mastering Arabic enables students to develop foreign-language competence, broaden their academic opportunities globally, and deepen their understanding of Islamic knowledge (Rekan et al., 2025). However, despite its importance, field evidence frequently shows a gap between the intended curriculum outcomes for graduates who are proficient in the four language skills and students' actual learning achievements, particularly in terms of psychological engagement in the learning process. A major factor contributing to this issue is the low level of student interest. Interest is a decisive factor in learning success, especially in Arabic, which is often regarded as challenging by students (Amanda & Khan, 2024). When interest is low, students tend to lose focus and participate less actively in class. Previous studies suggest that image-based visual media can increase student interest by presenting material in a more concrete, engaging, and comprehensible manner, thereby improving concentration (Basmala et al., 2024). In Arabic learning, visual media serve as effective aids in helping students understand vocabulary and contextual meaning (Anwar Abd. Rahman et al., 2026). The use of images and audio-visual materials has also been shown to reduce monotony (Al-Ghifari et al., 2025) and enhance student involvement in the learning process (Ritonga et al., 2016).

Preliminary observations conducted in Class XI D at MA Al Wathoniyah, located in Semarang City, Central Java, further indicate a decline in students' interest in learning. Students often lack concentration, quickly lose motivation, and delay completing assignments. This situation is largely influenced by the dominance of traditional, teacher-centered, and verbal teaching approaches. Instruction is primarily delivered through lectures and memorization, with minimal use of visual aids or contextual support. As a result, Arabic lessons, particularly vocabulary and grammar, become abstract when conveyed solely through verbal explanation, leading to passive learning. This repetitive pattern of boredom ultimately weakens students' intrinsic motivation and results in a shallow understanding of the material (Sa'diyah & Abdurahman, 2021), (Putri, 2017). To address this issue, pedagogical innovation through the integration of educational technology is necessary. The development of learning media at the Madrasah Aliyah level depends greatly on teachers' creativity in designing visual materials that can actively stimulate students' curiosity. In this context, projected image-based visual presentations are proposed as a practical and promising

solution. Visual media, especially images, act as cognitive bridges that facilitate the delivery of information. They enable abstract Arabic concepts to be transformed into clear representations of real objects or visual ideas, consistent with the principles of Dual Coding Theory. This study offers a distinct contribution compared to previous research on visual media. Its uniqueness lies in addressing the problem of “verbalism,” where students tend to memorize words without truly understanding their meanings or forms. At MA Al Wathoniyyah, Arabic lessons, such as vocabulary and conversation (hiwar), have traditionally been delivered solely through oral explanation, leaving students feeling disengaged and struggling to visualize the intended meaning. In line with contemporary perspectives, the integration of visual media in the digital era is no longer optional but essential for fostering cognitive engagement and preventing learning fatigue (Al-Ghifari et al., 2025; Anwar Abd. Rahman et al., 2026).

Unlike other institutions that use projectors only occasionally, this madrasah applies them extensively, with visual elements constituting a major portion of each lesson. This approach is particularly beneficial for complex Arabic topics, such as advanced verb conjugations (Maimunah et al., 2023). Through visual presentations, students not only listen to explanations but also observe concrete representations of the material, which helps revive their curiosity and interest. Based on these considerations and the potential benefits of visual media, this study aims to examine the causal relationship between the independent variable (image-based visual presentations) and the dependent variable (students’ interest in learning Arabic) among Class XI D students at MA Al Wathoniyyah (Wargadinata et al., 2020).

Several prior studies have explored dimensions relevant to this research. (Halimah and Alfatany 2024) examined the use of LCD projectors and found that visual media significantly improved Arabic learning motivation among students at MAN Negara Jembrana Bali, demonstrating the pivotal role of projected visuals in engaging learners. (Razida & Abidin et al., 2025) investigated the impact of digital media on Arabic learning motivation at Madrasah Aliyah, revealing a strong positive correlation between media usage intensity and students' motivational levels. (Hilmi et al., 2024) conducted a comprehensive analysis of various learning media types in Arabic instruction, concluding that visual media (al-bashoriyah) consistently outperforms purely verbal approaches in fostering student attention and comprehension. (Furoidah & Jum’ah et al., 2022) demonstrated that picture-based media in Arabic vocabulary learning led to measurable gains in mufradat mastery at MA As-Sunniyyah Jember, a context closely comparable to the present study.

(Idris et al., 2022) similarly confirmed that image-based media effectively enhanced Arabic vocabulary acquisition at MTsN 1 Jenepono, underscoring that concrete visual support reduces abstraction in language learning. What distinguishes the present study from the above is its focus on the affective dimension, specifically student interest, rather than purely cognitive or skills-based outcomes. Furthermore, it examines projector-assisted instruction as a holistic classroom medium rather than as supplementary material, and situates this within the specific context of MA Al Wathoniyyah where verbalism has been identified as a persistent instructional challenge.

## METHOD

This study employs a quantitative research method with a quasi-experimental design. This approach was chosen because random assignment could not be implemented, as the participants were already grouped into existing classes determined by the school. Nevertheless, the quasi-experimental method remains effective for examining causal relationships, provided that appropriate control procedures are applied.

The study uses a Non-equivalent Control Group Design, which is widely used in educational research due to its practicality for working with intact or pre-formed groups. The dependent variable, namely students' learning interest, is assessed at two different stages: prior to the intervention (pre-test) and after the intervention (post-test). The use of a pre-test allows the researcher to verify the initial comparability between groups and to determine the extent of improvement within each group over time. The design can be illustrated schematically as follows:

**Table 1.** Research Design

Groups	Pre-Test	Treatment (X)	Post-Test
Experimental	O <sub>1</sub> E	Image-based visual presentation	O <sub>2</sub> E
Control	O <sub>1</sub> C	Conventional Method	O <sub>2</sub> C

This study was conducted at Madrasah Aliyah Al Wathoniyyah, located in Tlogosari Kulon, Semarang. The location was chosen based on initial observations that revealed students' low interest in learning Arabic. The research took place over one month, from October 10 to November 10, in the 2024/2025 academic year. During this timeframe, both the experimental and control groups participated in four in-person learning sessions.

The study population includes all students in classes XI C and XI D at MA Al Wathoniyyah. The sample consists of 14 students from class XI C and 16 students from class XI D. These classes

were considered comparable based on their average Arabic language achievement in the previous semester. Class XI D (N=16) was assigned as the experimental group, while class XI C (N=14) functioned as the control group. A purposive sampling technique was used to select the sample. The choice was based on specific criteria, including both classes being taught by the same teacher to minimize instructional bias, and having relatively similar initial characteristics in terms of academic performance and demographic background. Previous studies suggest that psychological variables, such as learning interest, may differ significantly across groups, highlighting the importance of ensuring baseline equivalence (Korompot et al., n.d.).

The independent variable (X) in this study is the implementation of image-based visual presentations delivered through a projector. This treatment was applied to the experimental group across four sessions, focusing on Arabic language instruction, particularly *mufradat* (vocabulary) and *hiwar* (conversation) related to daily themes. The instructional materials were predominantly visual, with images and illustrations accounting for at least 70% of slide content, helping provide contextual meaning for each new term or expression. The dependent variable (Y) is students' interest in learning Arabic. Changes in this variable were assessed using N-Gain scores derived from the learning interest questionnaire. Improvement was identified through increases in four psychological dimensions: enjoyment, attention, active participation, and motivation to learn after the intervention (Hamzah B. Uno dan Nurdin Mohamad, 2022).

The main instrument used in this study is a learning interest questionnaire based on a 5-point Likert scale (ranging from Strongly Agree to Disagree Strongly), consisting of 20 items that represent four indicators of interest. The instrument underwent validity and reliability testing. Validity was examined using the Pearson Product-Moment correlation, with all items meeting the validity criteria ( $r$ -calculated  $>$   $r$ -table). Reliability was assessed using Cronbach's Alpha, yielding a coefficient of 0.89 (Zakariya, 2022), indicating a high level of internal consistency. Data analysis was conducted using SPSS version 25. The analysis process began with prerequisite tests, including the Kolmogorov-Smirnov test for normality and Levene's Test for homogeneity, to confirm that the data met the assumptions for parametric testing. Hypothesis testing was then performed using an independent-samples t-test on post-test scores to determine whether there were significant differences between the two groups. Additionally, the intervention's effectiveness was evaluated using the Normalized Gain (N-Gain) to assess the extent of improvement in students' learning interest.

The formula for N-Gain is presented as follows:

$$g = \frac{\text{Post-testscore} - \text{Pre-testscore}}{\text{Maximum Score} - \text{Pre-testscore}}$$

The effectiveness levels are determined using Hake's (Richard R. Hake, 1998) classification criteria (Navarrete et al., 2024, Christman et al., 2024), which are divided into three categories:

- High:  $0.7 < g < 1.0$
- Moderate:  $0.3 < g < 0.7$
- Low:  $g < 0.3$

Based on the theoretical framework and prior empirical evidence presented above, the following research hypotheses are proposed:  $H_0$  (Null Hypothesis): There is no significant difference in learning interest between students taught using image-based visual presentations and those taught using conventional methods.  $H_1$  (Alternative Hypothesis): Students exposed to image-based visual presentations demonstrate significantly higher learning interest in Arabic compared to those taught through conventional methods. The hypotheses were tested using an independent-samples t-test at  $\alpha = 0.05$ . Rejection of  $H_0$  requires the obtained p-value to be less than 0.05, indicating a statistically significant difference between the experimental and control groups.

## FINDINGS AND DISCUSSION

### Findings

#### Data Description and Prerequisite Tests

The prerequisite test results show that both the pre-test and post-test data on students' learning interest in the two groups meet the assumptions required for parametric analysis (Normality Sig. > 0.05 and Homogeneity Sig. > 0.05). This confirms that the t-test and N-Gain analysis are appropriate to apply. A summary of the descriptive statistics, including the mean scores of the pre-test, post-test, and N-Gain, is presented in Table 2.

**Table 2.** Comparison of Learning Interest Means and N-Gain Scores

Groups	Number of Students (N)	Pre-Test Mean	Post-Test Mean	Mean Improvement	N-Gain Score	Improvement Category
Experimental	16	60.5	85.0	24.5	0.62	Medium
Control	14	61.2	65.5	4.3	0.11	Low

During the pre-test stage, both groups demonstrated nearly identical levels of learning interest, with mean scores of 60.5 and 61.2, indicating comparable baseline conditions. After the

intervention, the Experimental Group, which was exposed to image-based visual presentations, showed a substantial increase of 24.5 points in their average score. Meanwhile, the Control Group, which followed conventional teaching methods, exhibited only a slight improvement of 4.3 points. The Experimental Group achieved an N-Gain score of 0.62, categorized as moderate, yet considerably higher than that of the Control Group. These results suggest that although the increase in learning interest is notable, it does not entirely correspond with all previous studies.

## **Discussion**

The findings of this study, conducted at MA Al Wathoniyyah, demonstrate that image-based visual presentations significantly increased students' interest in learning Arabic compared to conventional teaching methods. Students exposed to image-supported instruction showed higher levels of classroom engagement, stronger attention during lessons, and greater enthusiasm toward vocabulary acquisition and classroom participation. The experimental group also achieved an N-Gain score of 0.62, indicating a moderate yet meaningful improvement in learning interest. These results suggest that visual media can create a more stimulating learning environment in Arabic classrooms, particularly when students encounter abstract vocabulary and linguistic concepts that are difficult to understand through verbal explanation alone.

From a theoretical perspective, these findings can be explained through the lens of Mayer's Cognitive Theory of Multimedia Learning (CTML), which posits that individuals process information through two distinct yet interconnected channels: verbal and visual processing (Richard E. Mayer, 2009). When instructional content combines visual stimuli with verbal explanations, learners tend to experience deeper cognitive engagement because dual-channel processing facilitates information retention and comprehension. In the context of this study, image-based presentations enabled students at MA Al Wathoniyyah to associate Arabic vocabulary and expressions with concrete visual representations, reducing cognitive overload and increasing attention. Consequently, the integration of visual elements did not merely serve as aesthetic support but also functioned as a cognitive mechanism that enhanced meaningful learning experiences.

The present findings are consistent with several recent studies that have highlighted the effectiveness of visual and digital media in Arabic language instruction. These findings are further corroborated by Shofinatulhusna et al. (2026) found a significant positive relationship between digital media use and Arabic learning motivation among Madrasah Aliyah students, suggesting that media-supported learning environments foster stronger emotional engagement. Similarly, findings

by (Kanellopoulou et al., 2019) emphasized that multimedia learning enhances student participation because visual cues help learners process linguistic information more effectively. More recently, studies within the past decade have shown that visual media improve students' motivation, particularly in second-language learning environments where vocabulary acquisition often becomes a barrier to engagement. These studies collectively reinforce the argument that image-based instruction positively affects students' interest in and motivation for learning.

However, this study also reveals an important nuance that aligns with, yet slightly differs from, previous findings. While visual media significantly improved classroom learning interest, the enhancement was primarily observed during teacher-guided activities rather than in students' independent learning outside the classroom (Latifah & Rancalame, 2025). This finding partially contrasts with studies arguing that digital or visual media can autonomously sustain long-term student motivation (Mutiara et al., 2025). The effectiveness of instructional media depends not only on the type of media employed but also on its design quality, pedagogical integration, and frequency of use (Mubaidilla, 2025). In this study, passive image exposure alone appeared insufficient to maintain sustained interest without teacher facilitation and structured classroom interaction.

An important implication of this study is that the educational impact of image-based visual presentations lies not solely in the technology itself but in the pedagogical strategies that accompany its implementation. At MA Al Wathoniyyah, teachers actively used images as instructional anchors for question-and-answer sessions, vocabulary-guessing activities, and role-play exercises, transforming visual materials into cognitive scaffolding that encouraged interaction and participation. Therefore, this study affirms prior research emphasizing the importance of media-enhanced instruction while simultaneously challenging the assumption that visual technology independently drives student interest (Wahidin et al., 2025). Instead, the findings suggest that intentional instructional design and teacher facilitation remain the decisive factors in maximizing the effectiveness of visual learning media in Arabic language education.

Some research indicates that visual media alone may not significantly enhance learning motivation unless supported by effective instructional strategies. For example, studies by Chen and Wu highlight that excessive reliance on visual media without interaction can reduce student concentration due to increased cognitive load (Chen, 2021). Similarly, Al-Seghayer found that visualization without adequate verbal explanation in foreign language learning may lead to misunderstandings of meaning (Khalid Al-Seghayer, 2017).

Such variations imply that the success of visual media is strongly influenced by factors such as content relevance, design quality, and the teacher's active involvement. In this study, the teacher played a facilitative role by consistently connecting visual elements with linguistic explanations. As a result, the visuals functioned as supportive tools for constructing meaning rather than standing independently. This approach likely explains why the findings differ from studies reporting limited or negative outcomes.

### **In-depth Analysis of Learning Interest Indicators**

The results are consistent with cognitive learning theories and supported by prior research showing that audiovisual media can enhance motivation and comprehension (Anam et al., 2021; Hamidi et al., 2023). The effectiveness reflected in the 0.62 N-Gain score can be further understood through four main indicators of learning interest:

First, regarding attention, the Control Group experienced a decline due to monotonous instructional delivery. In contrast, the use of projected visuals acted as a novelty stimulus. Elements such as color, simple animations, and concrete imagery served as cognitive anchors, reducing boredom (Maryono et al., 2022). From a cognitive perspective, images are processed more rapidly than text, encouraging students to maintain sustained attention and shift from passive to active focus.

Second, the most significant improvement was observed in the affective domain. When abstract vocabulary (*mufradat*), including verbs and unfamiliar objects, was linked to concrete visual representations, comprehension barriers were significantly reduced. This clarity fostered a sense of satisfaction and enjoyment (Afaria et al., 2022), further supported by a more dynamic and engaging classroom environment. Consequently, the cognitive load typically associated with learning a foreign language was minimized (Dila Rizki Amanda, 2024).

Third, in terms of active engagement, visual presentations functioned as interactive learning tools rather than static displays (Prasetya et al., 2024). Images were used to initiate activities such as question-and-answer sessions, vocabulary guessing games (*tahmin al-kalimah*), and simple role-playing exercises. The use of a projector enabled the teacher to incorporate game-based and visually driven activities, which significantly increased student participation, questioning, and discussion compared to the Control Group, which relied mainly on verbal interaction.

Finally, high levels of interest were closely linked to increased self-confidence. Based on Dual Coding Theory (Paivio, 1986), information processed through both visual and verbal channels

enhances memory retention. This improved retention allowed students to feel more capable of understanding Arabic, thereby strengthening their motivation to learn. Previous studies also support that Dual Coding contributes to better comprehension and recall (Wooten & Cuevas, 2024).

Overall, this study demonstrates that integrating projector-based visual media is not merely a technological upgrade but a strategic pedagogical intervention (Machingambi, 2024). It shifts the learning environment from being teacher-centered and verbalistic to one that is more visual, contextual, and media-supported (Djamarah, 2020). However, one indicator of independent learning motivation showed the least improvement. Although students were highly engaged during visually supported lessons, this enthusiasm did not fully extend to self-directed learning outside the classroom.

In addition, several technical and instructional challenges were identified during the one-month implementation period: 1) Environmental constraints: Strong sunlight during midday sessions occasionally reduced projection clarity, affecting student concentration; 2) Ambiguity in visuals: Highly abstract vocabulary sometimes resulted in multiple interpretations, making teacher explanation essential; 3) Preparation demands: Maintaining a high proportion of visual content (around 70%) required significantly more preparation time compared to traditional teaching methods.

## CONCLUSION

Based on a thorough analysis of the data, it can be confidently stated that projector-assisted image-based visual presentations are highly effective in increasing students' interest in learning Arabic at MA Al Wathoniyyah in Semarang City, Central Java. This is clearly demonstrated by the notable difference between the two groups. The Experimental Group showed a remarkable improvement, with their mean score increasing by 24.5 points from 60.5 in the pre-test to 85.0 in the post-test while the Control Group, which relied on traditional teaching methods, only improved by 4.3 points. This contrast is further supported by the N-Gain results, where the Experimental Group obtained a score of 0.62, indicating a considerably higher level of effectiveness compared to the Control Group's score of 0.11. These findings strongly suggest that shifting from a conventional, lecture-based, teacher-centered approach to a more visual, contextual learning model can significantly enhance classroom dynamics. By applying a 70% image-to-text ratio in instructional materials, this method not only captures students' attention through novelty but also serves as a

cognitive support system that facilitates understanding of complex vocabulary and conversational structures. Overall, the effectiveness of this approach highlights the importance of integrated visual media as a strategic tool to reduce student passivity and promote a more active, focused, and engaging learning environment, particularly in the context of foreign language acquisition.

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