



Muthola'ah Learning in Pesantren: Improving Learning Outcomes through Visual Media

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Abstract

This study aims to analyze the use of visual media in enhancing learning outcomes for TMMI second-grade students in the Muthola'ah subject at Al-Ikhlas Al-Islamy Pesantren, Kaliaji with the focus includes the effectiveness, advantages, and limitations of visual media. A qualitative approach is employed, utilizing data collection techniques such as observation, in-depth interviews, and documentation. The informants include the principal, homeroom teacher, Muthola'ah teacher, and several TMMI second-grade students. The findings indicate that visual media significantly enhances student engagement and facilitates comprehension of the material. The learning process through visual media encompasses three key stages: preparation (planning of media and materials), implementation (core activities utilizing visual media), and evaluation (conducting written and oral assessments, along with formative and summative evaluations). The advantages of visual media include ease of access and creation, effectiveness in conveying visual messages, and assisting teachers in mastering the content. However, limitations exist, such as restricted space for media utilization and a visual appeal that is inferior to audiovisual media. This study recommends the development of more creative and contextually relevant visual-based learning media, as well as the integration of participatory strategies to enhance interactivity in the learning process. Additionally, further research is suggested to compare the effectiveness of visual media with digital media in the context of language learning within Pesantrens.

Keywords: visual media, Muthola'ah instruction, learning outcomes, pesantren

Abstrak

Penelitian ini bertujuan untuk menganalisis penggunaan media gambar dalam meningkatkan hasil belajar mata pelajaran Muthola'ah pada siswa kelas 2 TMMI di Pondok Pesantren Al-Ikhlas Al-Islamy Kaliaji dengan fokus utama mencakup efektivitas, kelebihan, dan keterbatasan media gambar. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data berupa observasi, wawancara mendalam, dan dokumentasi. Informan terdiri dari kepala sekolah, wali kelas, guru Muthola'ah, dan sejumlah siswa kelas 2 TMMI. Hasil penelitian menunjukkan bahwa media gambar berperan penting dalam meningkatkan minat belajar siswa serta mempermudah pemahaman materi. Proses pembelajaran melalui media gambar melibatkan tiga tahapan utama: persiapan (perencanaan media dan materi), pelaksanaan (kegiatan inti

menggunakan media gambar), dan evaluasi (tes tulis, lisan, serta penilaian formatif dan sumatif). Kelebihan media gambar meliputi kemudahan akses dan pembuatan, efektivitas dalam menyampaikan pesan visual, serta membantu guru menguasai materi. Namun, terdapat keterbatasan seperti keterbatasan ruang dalam penggunaan media, serta daya tarik visual yang masih kalah dibandingkan media audiovisual. Penelitian ini merekomendasikan pengembangan media pembelajaran berbasis gambar secara lebih kreatif dan kontekstual, serta integrasi dengan strategi partisipatif agar proses belajar lebih interaktif. Studi lanjutan disarankan untuk membandingkan efektivitas media gambar dengan media digital dalam konteks pembelajaran bahasa berbasis pesantren.

Kata Kunci: media gambar, pembelajaran Muthola'ah, hasil belajar, pesantren

INTRODUCTION

The ability to read Arabic texts fluently is an important skill in learning Arabic in Pesantrens in Indonesia.¹ However, many students struggle to understand Arabic texts due to conventional and uninteresting teaching methods.² This results in low motivation and low learning outcomes for students in understanding Arabic texts.³

The use of visual media in Arabic language learning has been proven effective in improving student understanding and learning interest.⁴ Visual media can help students grasp vocabulary⁵ and sentence structure⁶ more easily and enjoyably. Furthermore, visual media can improve students' memory and retention of the material being taught.⁷

¹ Darwati Nalole, "Meningkatkan Keterampilan Berbicara (Maharah al-Kalam) Melalui Metode Muhadtsah Dalam Pembelajaran Bahasa Arab," *Al-Minhaj: Jurnal Pendidikan Islam* 1, no. 1 (2018): 129–45.

² Yuniarti Amalia Wahdah, "Faktor-Faktor Kesulitan Siswa Dalam Membaca Teks Bahasa Arab," *Alsuniyat: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 1, no. 1 (2018): 30–46; Rizky Rahayu Febriana Syam, "Problematika Pembelajaran Keterampilan Membaca Intensif Bahasa Arab Siswa Kelas X SMA Muhammadiyah 1 Unismuh Makassar" (PhD Thesis, UNIVERSITAS NEGERI MAKASSAR, 2020), <https://eprints.unm.ac.id/16652/>.

³ Nur Hasimah binti Abdullah et al., "Tahap Persepsi Pelajar Bahasa Arab Terhadap Efikasi Kendiri Dalam Membaca," *Jurnal Al-Sirat* 16, no. 1 (2017): 48–60.

⁴ Mega Primaningtyas, "Penerapan Media Gambar Dalam Pembelajaran Bahasa Arab," *Ihtimam: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2018): 45–68.

⁵ Nadilah Adha Purba and Khoirul Jamil, "Penggunaan Media Gambar Untuk Meningkatkan Penguasaan Kosa Kata Pembelajaran Bahasa Arab Di Pesantren Moderen Ta'dib al-Syakirin Kelas Vii," *Journal of Education Research* 4, no. 3 (2023): 1259–64.

⁶ Jusmaindar Trimaulana, "Pembelajaran Kalimat Sederhana Bahasa Arab Dengan Media Gambar Berwarna Untuk Meningkatkan Minat Belajar Siswa Kelas VII MTs Tumbubara Bajo Barat Luwu" (PhD Thesis, IAIN Palopo, 2023), <https://repository.iainpalopo.ac.id/id/eprint/8902/3/Skripsi%20Indonesia.pdf>.

⁷ Chusnia Rahmawati, "Efektivitas Penggunaan Flashcard Untuk Meningkatkan Menghafal Mufrodat Siswa Di Sekolah MI Al Anwar Jombang," *JOURNAL SAINS STUDENT RESEARCH* 3, no. 5 (2025): 521–30.

Several studies have demonstrated the effectiveness of using visual media in Arabic language learning in Pesantrens. For example, research by Azkia⁸ at the Daar El-Qolam Pesantren showed that the use of visual media can improve students' understanding of Arabic language material. Another study by Shofwan⁹ at UNIK Cipasung also showed that visual storytelling media is effective in attracting students' interest and engagement in Arabic language learning. Other studies have also shown the effectiveness of using visual media in improving Arabic writing skills¹⁰, Arabic speaking skills¹¹, and Arabic vocabulary mastery¹². However, there are still obstacles in implementing visual media, such as limited resources and a lack of training for teachers in using visual media effectively.¹³

Although numerous studies have discussed the use of visual media in Arabic language learning, there is still a lack of research specifically examining the application of visual media in *Muthola'ah* learning in Pesantrens. Furthermore, there are few studies evaluating the effectiveness of visual media in improving *Muthola'ah* learning outcomes quantitatively and qualitatively. Therefore, this study aims to fill this gap by evaluating the effectiveness of visual media use in *Muthola'ah* learning at the Al-Ikhlash Al-Islamy Pesantren, Kalijati.

Al-Ikhlash Al-Islamy Pesantren, Kalijati is an educational institution that adopts the Gontor curriculum in teaching Arabic, one of which is through the *Muthola'ah* subject. This subject contains inspirational stories full of moral and motivational values, some of which are taken from the hadiths of the Prophet Muhammad. Learning *Muthola'ah* requires students to understand Arabic texts in their entirety

⁸ Nadia Shefa Azkia, "Pembelajaran Bahasa Arab Melalui Media Gambar.," *Jurnal Pendidikan Indonesia* 5, no. 5 (2024), <https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=27457141&AN=177788806&h=uyqShEboplpjNtrDu52buHYquD9d2s2lpb0URER4lhUpyXERUDbs4X606JVNojxksMFqc2hShlg5zmUv9cyoAg%3D%3D&crl=c>.

⁹ Ahmad Subqi and Muhamad Shofwan, "PEMANFAATAN MEDIA REKA CERITA BERGAMBAR DALAM PEMBELAJARAN BAHASA ARAB DI MDTA AL-FATHONAH," *Edupesantren: Jurnal Pemberdayaan Masyarakat Berbasis Pesantren Dan Madrasah* 3, no. 1 (2024): 18–27.

¹⁰ Imam Purwanto Oktovan et al., "Pengaruh Penggunaan Media Gambar Dan Menulis Terpimpin Terhadap Peningkatan Siswa Dalam Keterampilan Menulis," *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab* 9, no. 1 (2020): 143–60.

¹¹ Zuliatin Nafisah, "Peningkatan Keterampilan Berbicara (Maharah Kalam) Bahasa Arab Melalui Media Gambar," *LANGUAGE: Jurnal Inovasi Pendidikan Bahasa Dan Sastra* 2, no. 4 (2022): 319–27.

¹² Silvia Qothrunnada, "Media Visual Non Proyeksi Dalam Pembelajaran Kosa Kata (Mufradat) Bahasa Arab," *Jurnal Bahasa, Sastra Dan Pembelajarannya* 3, no. 2 (2018): 1–17.

¹³ Qothrunnada, "Media Visual Non Proyeksi Dalam Pembelajaran Kosa Kata (Mufradat) Bahasa Arab."

and their meanings, because all the material is written in Arabic.¹⁴ However, in practice, the delivery of *Muthola'ah* material at Al-Ikhlas Al-Islamy Pesantren, Kaliaji is still dominated by the traditional one-way lecture method. The lack of innovation in this learning approach has resulted in low student interest in learning. Based on the results of interviews with second-grade students of TMMI, *Muthola'ah* lessons are considered boring and tend to make students sleepy, even though the content is actually interesting because it brings up stories filled with values and motivation. This indicates the need for updated learning strategies so that *Muthola'ah* can be delivered in a more contextual, interactive, and motivating manner.

This research is expected to contribute to the development of more effective and engaging *Muthola'ah* learning methods for students in Pesantrens. Thus, it is expected to improve *Muthola'ah* learning outcomes and students' motivation to understand Arabic texts.

METHOD

This study employed a qualitative approach with field research aimed at gaining a deeper understanding of the phenomena experienced by the subjects in a natural context. The subjects consisted of the principal, teachers, and second-grade students of TMMI at the Al-Ikhlas Al-Islamy Pesantren, Kaliaji. Data were collected using triangulation techniques, a combination of observation, in-depth interviews, and documentation. The researcher served as the primary instrument in the data collection process.

The data obtained were qualitatively descriptive and analyzed inductively, based on empirical facts in the field without relying on initial theories. The analysis process involved data reduction, data presentation, and drawing conclusions. The primary focus of this approach was on the meaning behind the subjects' actions, expressions, and interactions, thus enabling the research results to construct new understandings or formulate hypotheses based on field findings.

¹⁴ Aini Latifah, "Penerapan Mata Pelajaran *Muthola'ah* Terhadap Peningkatan Kualitas Siswa Dalam Membaca Al-Kutub Al-Turast: Studi Kasus Di Pondok Pesantren Putri Baitul Arqom Balung-Jember" (PhD Thesis, Universitas Islam Negeri Maulana Malik Ibrahim, 2009), <http://etheses.uin-malang.ac.id/46107/>.

DISCUSSION

The following are the results of an interview with the Principal of Kaliaji Islamic Junior High School, Nyimas Komala Hayati, as follows:

“That every teacher has their own way of providing learning for their students so they can quickly understand what is taught by the teacher, the school also provides appreciation and support to teachers who have their own creativity in teaching the subjects they teach. Such as Arabic lessons, especially in *Muthola’ah* subjects that require creativity in teaching or other interesting media, that is what makes children enthusiastic about learning, not only explanations that use the tarjamah method, with the learning media used by the teacher, children will be much easier to understand the lessons”

Based on initial observations and interviews with the principal, researchers found that the use of visual media in learning is an alternative way to increase student interest in learning. This is evidenced by students' enthusiasm in participating in the learning process. Through the use of visual media, it is hoped that students will engage in learning activities, meaning they not only listen to the teacher's explanation but also engage in other activities such as observing, mastering, listening, and so on.

The researchers also found a similar finding during an interview with the TMMI second-grade homeroom teacher. He strongly supported teachers who have their own unique teaching methods that are effective and easy to understand, as he stated:

“As a homeroom teacher, I strongly support teachers who have good teaching methods for students, ensuring that learning proceeds as expected and that students understand the lessons taught. As a homeroom teacher, I also play a role in encouraging the students to remain enthusiastic about learning. Currently, I see students making quite good progress, as evidenced by their daily activities; they are enthusiastic about learning every day”.

The homeroom teacher's statement indicated that, as the homeroom teacher for TMMI's second-grade class, he strongly supports innovative learning using instructional media. This is especially true for all teachers who can develop the learning process and utilize media in their teaching. This is what makes students enthusiastic about learning at the boarding school.¹⁵

Setyani stated that the use of interesting and enjoyable media is one of the keys to increasing interest in learning and making it easier for students to understand

¹⁵ Khalilullah, *Media Pembelajaran Bahasa Arab*.

the material.¹⁶ When interest in learning grows, information is more easily absorbed, and students tend to engage with the learning process seriously. This creates a conducive learning environment.

As explained by the TMMI second-grade homeroom teacher in the interview above, the researcher also directly questioned the TMMI second-grade *Muthola'ah* teacher, Ustadzah Baiq Al-Dila Ulmi, who explained:

"The first thing I do as a *Muthola'ah* teacher is to ensure I can teach as well as possible, as the subject I teach is *Muthola'ah*, which uses Arabic. So, before teaching, I must prepare myself to be as effective as possible. During *Muthola'ah* lessons, I sometimes use visuals, and sometimes I just explain the material, but I must explain it with full expression, in keeping with the material. This way, the children will better understand the material I teach".

Thus, it is clear that the use of visual media plays a significant role in the teaching and learning process, as it significantly assists teachers in explaining the subject, particularly *Muthola'ah*. This situation increases students' interest and willingness to learn.

Students stated that before using visual media in *Muthola'ah* lessons, they found them boring, especially since they had to listen to stories accompanied by teacher lectures. This made them feel bored and the learning process less engaging. This was echoed in a subsequent interview with two students, Baiq Anggun and Baiq Zalfa. They both stated:

"I really like *Muthola'ah* lessons with visual media, because with visual media, we feel more enthusiastic and understand the material better. In contrast, without visual media, we feel bored, making *Muthola'ah* lessons less engaging."

The statements above indicate that the learning process using visual media is highly appreciated by students. Students find it easier to understand and master the storyline of the material taught by their teachers.

From the interview results, the researcher concluded that the results of the *Muthola'ah* lesson using visual media were very satisfactory. Although the results did not reach 100%, the teacher's use of visual media successfully engendered enthusiasm for learning and brought a lively classroom atmosphere, meeting the *Muthola'ah* teacher's expectations.

¹⁶ Ricka Setyani, "Hubungan Antara Pemanfaatan Media Pembelajaran Dan Minat Belajar Dengan Hasil Belajar Sosiologi Siswa Kelas XI IPS SMA Negeri Kebakkramat Tahun Pelajaran 2015/2016," *SOSIALITAS; Jurnal Ilmiah Pend. Sos Ant* 6, no. 2 (2016).

The use of visual media in the students' mastery of learning outcomes in the *Muthola'ah* lesson consists of three stages:

a. Teaching Preparation Stage

Before the learning process begins, teachers must first plan the activities necessary for effective teaching and learning activities and achieve the desired learning objectives. Therefore, at this stage, teachers need to prepare everything that supports the teaching and learning process for the *Muthola'ah* subject. Teachers prepare learning materials, specifically about *Muthola'ah*, and prepare visual aids in the form of visuals appropriate to the material to be presented. Preparation before the learning process is crucial, as successful learning activities are supported by thorough and well-conducted preparation. As stated by Ustadzah Al-Dila Ulmi, a *Muthola'ah* teacher, as follows:

"Before teaching and learning activities begin, I usually prepare the material first, because with this material, I can design teaching and learning activities in accordance with the desired learning objectives."

I then asked Ustazah Nyimas Komala Hayati, the Principal of Kaliaji Islamic Junior High School, about what teachers need to plan before the learning process. Ustazah Nyimas Komala Hayati explained:

"Before learning activities, I require every teacher to prepare the material as well as possible. This will allow them to be better prepared and more easily able to convey the learning objectives, following the steps in each teacher's preparation, so that learning can proceed effectively."

Based on the results of the interviews with the subjects and informants above, it can be concluded that before the learning process in the classroom takes place, thorough and planned preparation is necessary to achieve predetermined goals and targets.

b. Learning Implementation Stage

The implementation stage is carried out when all learning preparations have been thoroughly prepared. Learning implementation is a series of reciprocal activities between teachers and students that occur to achieve specific goals. The teaching and learning process is inseparable from three activities: introduction, core, and conclusion. According to Ustadzah Baiq Al-Dila Ulmi, the use of visual media in *Muthola'ah* lessons is as follows:

Preliminary Activities

Before starting the lesson, the teacher prepares the students individually. Then, she opens the lesson by greeting them and inviting them to pray together. Afterward, she introduces the material to be learned and explains the learning objectives. Based on observations of the second-grade *Muthola'ah* students at TMMI, Ustadzah Dila opens the lesson by greeting them and inviting them to pray together. She then introduces the material to be learned and explains the learning objectives.

The above observations were further reinforced by an interview with Ustadzah Baiq Dila, the *Muthola'ah* teacher, as follows:

"I begin the lesson by opening the lesson with a greeting and inviting students to pray together. After that, I introduce the material to be studied and explain the learning objectives."

Based on the interview results, it can be concluded that preliminary activities are a crucial stage that must be carried out by teachers and students in every learning process to ensure a focused and accountable learning process.

Core activities

Learning using visuals involves several stages. The teacher first prepares visuals, such as cartoon illustrations, relevant to the material. Next, the material is presented using these visuals, while directing students' attention and asking questions. The teacher then assigns students the task of memorizing the material accurately and systematically. This aligns with Ustadzah Dila's explanation regarding the use of visuals in *Muthola'ah* lessons, as follows:

"I typically use visual media in teaching several times during the lesson. Before I begin the lesson, I usually prepare some visual media from the internet, download them, and print them. Then, during the lesson, I first show the visual media and then explain them slowly".

The above observations were reinforced by an interview with Ustadzah Nyimas Komala Hayati, the principal of Kaliaji Islamic Junior High School. She stated:

"From what I've seen, some teachers sometimes use visual media, such as Ustadzah Dila. That's what makes me happy when teachers prepare the material carefully."

Based on the researcher's observations and interviews with the subjects and informants above, it can be concluded that the learning process using visual media in *Muthola'ah* lessons has a positive impact on learning. In this learning process, the teacher has created an active and enjoyable learning atmosphere, preventing students from feeling bored or bored.

Closing Activities

Closing activities are activities carried out by teachers to conclude a lesson or teaching and learning activity. In this activity, teachers conclude the lesson by guiding students to summarize the previously discussed material through a question-and-answer session. They also conduct review sessions to help students remember what they've learned.

The observations above were reinforced by an interview with Ustadzah Dila, the *Muthola'ah* teacher. She stated,

"I usually end the lesson by guiding students to summarize the material that has been discussed previously. I usually ask questions about the material, then evaluate the students' learning outcomes through assignments. After that, I close the lesson with a prayer together".

Then I also asked one of the TMMI second-grade students, Baiq Zalfa, whom I interviewed at the time. She said:

"Usually, Ustadzah Dila gives us questions, then gives us assignments to memorize the material, and then concludes with a closing remark."

Based on the results of the researcher's observations, interviews with the subjects and informants above, it can be concluded that in the learning activities carried out by the teacher, namely the teacher ends the learning by guiding students, summarizing the material that has been discussed previously by asking questions about the material and providing reinforcement. Repetition aims to enable students to remember the lessons that have been studied previously.

This finding is also relevant to the dual coding theory put forward by Allan Paivio¹⁷, which states that the information processed through two representation systems - verbal and visuals - will be more easily remembered and understood. In *Muthola'ah* learning, image media strengthen visual representations of abstract Arabic texts, so students have two memory paths to access information: Visual

58. ¹⁷ Allan Paivio, "Intelligence, Dual Coding Theory, and the Brain," *Intelligence* 47 (2014): 141–

(Figure) and Verbal Pathway (Teacher's Explanation). This is proven to increase student understanding of sentence structure and vocabulary, which was previously considered difficult.

Furthermore, the visual scaffolding applied through the image media also helps students understand the context of the story in *muthola'ah* gradually.¹⁸ The image functions as a scaffold or visual support that connects new knowledge with previous knowledge. Thus, students not only understand the material at the surface level, but can also associate it with a deeper meaning.

c. Evaluation Stage

In the final stage of using visual media, Ustadzah Dila conducted an evaluation of learning outcomes. Learning evaluation is a method used to determine the level of achievement of success which impacts the level of student understanding of the learning that has been carried out and can be used as a benchmark for the success of the teaching and learning process carried out by teachers towards students, where in *Muthola'ah* learning using visual media, Ustadzah Dila asked students to do assignments, namely by asking one of the students to come to the front and take the essence of the lesson that has been taught. Ustadzah Dila also gave awards to her students who had come to the front by holding simultaneous applause.

As Ustadzah Dila explained regarding the final evaluation of using visual media in *Muthola'ah* learning, she said:

"The evaluation/assessment system is based on daily evaluations, mid-semester evaluations, and final semester evaluations. Daily evaluations are conducted daily after the lesson begins. Additionally, daily evaluations can be conducted during the lesson. These daily evaluations can take the form of written tests, oral tests, and courage assessments".

I then asked Ustadzah Nyimas Komala Hayati, the principal of Kaliaji Islamic Middle School. She said,

"The evaluation/assessment system varies from teacher to teacher. However, broadly speaking, it's usually based on daily test scores, written tests, oral tests, and group assessments. There are also mid-semester assessments (PTS) and end-of-semester assessments (PAS).

¹⁸ Nurul Fauziyah Lestari, "Using Visual Scaffolding Strategy for Teaching Reading in Junior High School," *ELT Perspective Jurnal Pendidikan Bahasa Inggris* 4, no. 2 (2016), <https://www.academia.edu/download/66950674/957.pdf>.

Based on the results of the researcher's observations and interviews between the subjects and informants above, it can be concluded that the evaluation process used and implemented by Ustadzah Dila in the learning activities of *Muthola'ah* class 2 TMMI, using visual media, can be measured and reviewed through daily evaluations, mid-semester evaluations, and end-of-semester evaluations. This daily evaluation can be carried out while learning is taking place in class.

The following is a summary of the stages of *muthola'ah* learning of class 2 TMMI using visual media.

Table 1. The stages of *muthola'ah* learning of class 2 TMMI using visual media

Learning Stage	Description	Activities	Key Outcomes
Preparation Stage	Teachers plan and organize materials and visual media before the lesson begins.	Selecting relevant <i>Muthola'ah</i> texts, preparing visual aids (e.g., illustrations, pictures).	Ensures well-structured lessons and aligns learning objectives with materials.
Implementation Stage	Teachers deliver lessons using visual media to engage students actively.	Introducing material, showing visuals, explaining content, asking questions, facilitating discussion.	Creates an interactive atmosphere, improves comprehension, and maintains motivation.
Closing Activities	Teachers summarize and reinforce the lesson content.	Guiding students to summarize key points, conducting review sessions, asking reflective questions.	Strengthens retention and understanding through repetition and feedback.
Evaluation Stage	Teachers assess student understanding and learning outcomes through various forms of evaluation.	Daily assessments (oral, written), mid-term and final evaluations, awarding active participation.	Measures learning achievement and provides feedback for improvement.

The use of visual media in learning has been proven to significantly contribute to improving student learning outcomes. In the context of teaching the *Muthola'ah* subject for TMMI Class 2 female students at the Al-Ikhlas Al-Islamy Pesantren, Kaliaji, the use of visual media has become an urgent need. This is due to the importance of learning media as one of the main supporting components in the teaching and learning process. Visual media not only functions as an aid, but also plays a strategic role in facilitating a more effective and efficient understanding of concepts and materials.¹⁹

¹⁹ Abdul Hafidz et al., "Using Picture Media in Improving Students Learning Outcomes on The Lesson of Muthala'ah," *Arabi: Journal of Arabic Studies* 8, no. 2 (2023): 162–71; Muhammad Miftah, "Fungsi, Dan Peran Media Pembelajaran Sebagai Upaya Peningkatan Kemampuan Belajar Siswa," *Kwangsan: Jurnal Teknologi Pendidikan* 1, no. 2 (2013): 95–105.

In education, media is an integral and inseparable part of the learning process.²⁰ It is a means to achieve optimal learning objectives²¹ and a means of conveying teaching materials to stimulate students' interest, thoughts, feelings, and attention in achieving learning objectives. The use of media, particularly visual media, can increase the appeal and facilitate students' understanding of *Muthola'ah* material. Therefore, the presence of visual media plays a significant role in supporting the success of the learning process.²²

Amir Hamzah Sulaeman stated that visual tools not only create effective learning in a short time but also help retain information longer in memory.²³ Every learning process requires careful planning. Therefore, teachers, as educators, must always prepare themselves before teaching, including designing appropriate learning strategies to implement in the classroom.

The results of this study indicate that the use of image media significantly increases students' interests and understanding of *Muthola'ah* material. This finding is in line with Mayer's multimedia theory²⁴, which states that learning will be more effective when information is presented through a combination of verbal channels (text or narration) and visual channels (images or illustrations). In this context, the image media gives a visual representation that helps students process the material multiple - both verbally through the teacher's explanation or visually through illustration. This process reduces cognitive load (cognitive load) because complex information is broken down into a form that is easier to understand and remember.

In addition, the results of the study are also in line with the theory of constructivism²⁵, which emphasizes that knowledge is actively built by students

²⁰ Rizki Zuliani et al., "Peningkatkan Hasil Belajar Siswa Melalui Penggunaan Media Gambar Pada Pembelajaran Perkalian Kelas 2," *YASIN* 3, no. 5 (2023): 5, <https://doi.org/10.58578/yasin.v3i5.1412>; L. Saputro, "Pengaruh Penggunaan Media Gambar Terhadap Hasil Belajar Siswa Kelas IV," *Jurnal Ilmu Pendidikan* 19, no. 1 (2019): 37–43.

²¹ Dkk. Arief S. Sadiman, *Media Pendidikan Pengertian Pengembangan Dan Pemanfaatannya* (PT. Raja Grafindo Persada, 2007).

²² Ahmad Munir Saifulloh and Mohammad Darwis, "Manajemen Pembelajaran Dalam Meningkatkan Efektivitas Proses Belajar Mengajar Di Masa Pandemi Covid-19," *Bidayatuna Jurnal Pendidikan Guru Mandrasah Ibtidaiyah* 3, no. 2 (2020): 285–312.

²³ Muhammad Khalilullah, *Media Pembelajaran Bahasa Arab*, in Yogyakarta: Aswaja Pressindo (2012).

²⁴ Wan Nor Ashiqin Wan Ali and Wan Ahmad Jaafar Wan Yahaya, "Bridging Mayer's Cognitive Theory of Multimedia Learning and Computational Thinking in Tackling The Cognitive Load Issues Among Young Digital Natives: A Conceptual Framework," *ASEAN Journal of Teaching & Learning in Higher Education* 14, no. 2 (2022).

²⁵ Darmanella Dian Eka Wati et al., "Application and Impact of Constructivism in Learning: A Tertiary Study," *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 18, no. 5 (2024): 3738–51.

through meaningful learning experiences. By involving image media, students not only receive material passively, but also involved in the process of visual interpretation, observation, and discussion that facilitates construction of meaning. This creates a more interactive and collaborative learning environment, which in turn increases the motivation and retention of the material.

These results indicate that visual media -based learning is not only effective in cognitive aspects, but also improves affective aspects, namely interest and motivation to learn. When compared with the traditional lecture method, visual media is able to create richer and contextual learning experiences. However, limitations such as small media size and lower visual appeal than audiovisual media need to be considered. This indicates the need for more varied media development, such as a combination of static images with digital -based animation or interactive media to reach visual and audiovisual learning styles.

Thus, the synthesis of the findings of this research with contemporary learning theory strengthens the argument that visual media is not just a tool, but an integral part of an effective learning design. Going forward, the blended visual-audiovisual learning approach based on the principle of multimedia mayer and dual coding theory can be a strategic alternative to improve the quality of *muthola'ah* learning in pesantren.

Advantages and Disadvantages of Visual Media in Mastering the Learning Outcomes

Each medium has its own advantages and disadvantages, and visuals are no exception. One factor to consider when selecting the right learning medium is examining its individual strengths and weaknesses. Before selecting and using media, it's a good idea to understand the advantages of using learning media in *Muthola'ah* lessons, including:

1. This visual media is easy to obtain and can be made in a short time

Interviews and observations show that at Al-Ikhlâs Al-Islamy Pesantren, Kaliaji, visual media is easily accessible and adapts to modern technological developments, such as the use of computers and the internet. This media is practical to use without requiring special facilities and can be applied to various student groups. The key is the teacher's ability to combine media with

appropriate materials and methods. This aligns with Primaningtyas's opinion²⁶ that visual media is readily available, affordable, and flexible in various learning situations.

2. Can make it easier and faster for students to understand the message being conveyed

The results of interviews and observations indicate that the use of visual media at the Al-Ikhlash Al-Islamy Pesantren, Kaliaji has a positive impact on the teaching and learning process. This media creates a more conducive learning atmosphere, encourages feedback, and helps achieve optimal results. In addition, visual media makes learning more interesting, thereby increasing student interest in *Muthola'ah* lessons. This finding is in line with Akbar's opinion, which states that learning media functions as a channel for conveying messages to stimulate students' attention, interest, thoughts, and feelings in order to achieve learning objectives effectively.

3. Teachers can master the material being delivered

Based on the interviews and observations, teacher mastery of the material is crucial. As teachers, they must not only be able to use learning media but also master the material they are presenting to facilitate student understanding. Researchers found that the use of visual media allows teachers to master the material presented coherently and effectively.

The following is a summary of teacher *Muthola'ah* from an interview conducted in class 2 of TMMI, Al-Ikhlash Al-Islamy Pesantren, Kaliaji:

"With this visual media, it is easier for me as a teacher to provide learning to students and can create an active atmosphere in the classroom and prevent students from feeling bored."

This is reinforced by the results of interviews with several female students, the following are the interview results:

"I really enjoy learning using picture media because learning using picture media makes me not feel bored in class and I understand the lessons taught by the teacher better".

From the results of the interview above, it can be concluded that the learning process using visual media is very effective, especially for female

²⁶ Primaningtyas, "Penerapan Media Gambar Dalam Pembelajaran Bahasa Arab."

students in class 2 of TMMI, Al-Ikhlas Al-Islamy Pesantren, Kaliaji, because visual media makes it easier for them to quickly understand the *Muthola'ah* lesson material efficiently.

The disadvantages of using visual media in the Mutholaah class 2 TMMI lesson include:

1. Space Too Small to Utilize in the Learning Process

From interviews and observations conducted with teachers regarding the use of visual media, it was found that the visual media used by teachers were too small. This is because small visuals are often difficult for all students to see and read, especially if they sit at the back of the class. Therefore, teachers must continuously evaluate and adjust their teaching methods to ensure all students can maximize the benefits of the material presented. Using visual media effectively is a crucial step in creating a better learning experience.

The following is an interview with teacher *Muthola'ah* in class 2 of TMMI Al-Ikhlas Al-Islamy Pesantren, Kaliaji:

"Usually, when I teach using visual media, I only use F4 paper and print it out."

From the interview above, it can be concluded that teachers only use small-sized visual media. This often makes it difficult for students to convey the material, especially if they sit at the back of the class.

2. Visual media is sometimes less engaging than audiovisual media in clarifying the material being presented

Sometimes, visual media is solely visual, not both audio and visual. Consequently, the learning process can be less engaging for some students. Students who learn through audiovisual methods are less able to understand lessons that are solely visual, such as visual media. Therefore, it can be concluded that visual media is limited compared to other learning media, including YouTube and various animations.

CONCLUSION

This study shows that the use of visual media significantly increases the interest and understanding of female students in *Muthola'ah* learning in grade 2 of TMMI at the Al-Ikhlas Al-Islamy Pesantren, Kaliaji. Visual media has been proven to

facilitate the delivery of material, create a more active and enjoyable learning atmosphere, and help teachers master the learning flow systematically. The learning process through this media includes three important stages: preparation, implementation, and evaluation, all of which contribute to improved learning outcomes.

However, visual media also has limitations. The small size makes it difficult for students at the back of the class to see clearly, and its effectiveness is not as effective as more interactive audiovisual media. This impacts the ability to reach students' audio-visual learning styles.

Based on these findings, it is recommended that teachers develop visual media with proportional sizes and more engaging visual designs, and consider combining them with audiovisual media to enrich the learning experience. Furthermore, training for teachers in integrating learning media creatively and participatorily is also important to optimize learning effectiveness. Further research is recommended to compare the effectiveness of visual media with other digital media in the context of Pesantrens in order to expand contributions to value-based and visual learning innovations.

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