

The Implementation of the Picture and Picture Method in Teaching Arabic Vocabulary to TPQ Students at Baiturrahim Mosque, Pagar Dewa, Bengkulu City

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Abstract: Vocabulary is one of the essential components in Arabic language learning that supports students' language proficiency. However, many students at TPQ experience difficulties in understanding and memorizing Arabic vocabulary. This study aims to describe the implementation of the Picture and Picture method in teaching Arabic vocabulary to students at TPQ Baiturrahim Mosque, Pagar Dewa, Bengkulu City. This research employs a descriptive qualitative approach with data collection techniques consisting of observation, interviews, and documentation. The results of the study indicate that the Picture and Picture method is implemented through the use of pictures as learning media to introduce and reinforce students' understanding of Arabic vocabulary. The students showed positive responses because the learning process became more engaging and interactive. The application of this method also helped improve students' comprehension and retention of Arabic vocabulary. Therefore, the Picture and Picture method can serve as an effective alternative approach in teaching vocabulary at TPQ.

Keywords: Picture and Picture, Arabic vocabulary, Arabic language learning, TPQ.

INTRODUCTION

Arabic has an important position in the lives of Muslims because it is the language of the Qur'an, Hadith, and various sources of Islamic teachings. Therefore, Arabic language learning needs to be introduced from an early age, including to students of Taman Pendidikan Al-Qur'an (TPQ). Through Arabic learning, students are not only able to read Arabic texts but also understand the meanings and teachings of Islam contained within them (Hermawan, 2018).

One of the important aspects of Arabic language learning is the mastery of vocabulary (mufradat). Vocabulary serves as the main foundation for developing listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah) skills. Without sufficient vocabulary mastery, students will experience difficulties in understanding Arabic learning materials and developing their language skills optimally (Mustofa, 2017). Therefore, teaching vocabulary requires appropriate strategies that align with students' characteristics so that learning objectives can be achieved effectively.

Based on observations conducted at TPQ Baiturrahim Mosque, Pagar Dewa, Bengkulu City, it was found that some students still experienced difficulties in understanding and memorizing the Arabic vocabulary being taught. Students tended to easily forget the vocabulary they had learned, requiring continuous repetition. In addition, the learning process was still dominated by memorization methods without the support of attractive learning media, causing the learning activities to become monotonous and less capable of increasing students' attention and learning motivation.

This condition presents a particular challenge considering that most TPQ students are in the age range of kindergarten to elementary school. According to Piaget's theory of cognitive development, children at this age are still in the concrete operational stage, making them more likely to understand information presented visually and contextually rather than abstract concepts (Piaget in Susanto, 2016). Therefore, the use of visual media can be an alternative to support the process of learning vocabulary. Arsyad (2017) explains that visual media can clarify the delivery of messages, attract students' attention, and help improve their understanding and memory of the material being learned.

One of the learning methods that utilizes visual media is the Picture and Picture method. This method uses images as the main medium to help students understand materials concretely and actively through activities such as observing, matching, and arranging pictures according to the concepts being learned (Shoimin, 2017). In Arabic language learning, the use of pictures can help students associate vocabulary with real objects, making the process of understanding and memorizing vocabulary easier (Hermawan, 2018).

Previous studies have shown the effectiveness of picture-based methods and visual media in improving Arabic vocabulary learning. Marcella and Setiyawan (2026) found that the Canva-based Picture-to-Picture method improved students' memory and engagement in Arabic language learning. In addition, Rahman et al. (2026) explained that visual media can enhance students' motivation, comprehension, and vocabulary retention during Arabic language learning.

Nevertheless, studies regarding the implementation of the Picture and Picture method in teaching Arabic vocabulary in non-formal educational institutions, particularly TPQ, are still relatively limited. Most previous studies have focused on formal educational levels such as elementary schools and Islamic elementary schools (Madrasah Ibtidaiyah). Therefore, there remains a research gap regarding the application of the Picture and Picture method in Arabic vocabulary learning within the TPQ environment.

Arabic holds an important position in the lives of Muslims as it is the language of the Qur'an, Hadith, and various sources of Islamic teachings. Therefore, Arabic language learning needs to be introduced from an early age, including to students of Taman Pendidikan Al-Qur'an (TPQ). Through Arabic learning, students are not only able to read Arabic texts but also understand the meanings and values of the Islamic teachings contained within them (Hermawan, 2018).

One of the essential aspects of Arabic language learning is the mastery of Arabic vocabulary (*mufradat*). Vocabulary serves as the fundamental basis for developing listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*) skills. Without adequate vocabulary mastery, students will encounter difficulties in understanding Arabic learning materials and developing their language skills optimally (Mustofa, 2017). Therefore, teaching vocabulary requires appropriate strategies that correspond to students' characteristics so that learning objectives can be achieved effectively.

Based on observations conducted at TPQ Baiturrahim Mosque, Pagar Dewa, Bengkulu City, it was found that some students still faced difficulties in understanding and memorizing the Arabic vocabulary being taught. Students tended to easily forget the vocabulary they had learned, requiring continuous repetition. Furthermore, the learning process was still dominated by memorization methods without the support of engaging learning media, resulting in monotonous learning activities and less effective in increasing students' attention and motivation.

This condition presents a challenge considering that most TPQ students are within the age range of kindergarten to elementary school. According to Piaget's theory of cognitive development, children at this age are still in the concrete operational stage, making them more capable of understanding information presented visually and contextually rather than abstract concepts (Piaget in Susanto, 2016). Therefore, the use of visual media is considered an alternative that can support the process of learning vocabulary. Arsyad (2017) explains that visual media can clarify the delivery of information, attract students' attention, and help improve their understanding and memory of the learning materials.

One of the learning methods that utilizes visual media is the Picture and Picture method. This method uses pictures as the primary media to help students understand learning materials concretely and actively through activities such as observing, matching, and arranging pictures according to the concepts being studied (Shoimin, 2017). In Arabic language learning, the use of pictures can help students associate vocabulary with real objects, making the process of understanding and memorizing vocabulary easier (Hermawan, 2018).

Several previous studies have demonstrated the effectiveness of the Picture and Picture method in improving learning outcomes. Studies conducted by Alfian et al. (2025), Marcella & Setiawan (2026), and Rahman et al. (2026) show that the Picture and Picture method can significantly improve students' vocabulary mastery in Arabic language learning. These studies also indicate that the use of picture media increases students' learning motivation and participation during the learning process. Overall, these findings suggest that the Picture and Picture method has strong potential to be applied effectively in language learning.

Although previous studies have demonstrated the effectiveness of visual media and picture-based methods in improving Arabic vocabulary learning (Rahman et al., 2026; Marcella & Setiyawan, 2026), most studies have been conducted in formal educational institutions, such as schools and madrasahs. Therefore, studies examining the implementation of the Picture and Picture method in non-formal Islamic educational settings, particularly Taman Pendidikan Al-Qur'an (TPQ), are still limited. This research gap highlights the need to explore how the Picture and Picture method can be implemented in Arabic vocabulary learning among TPQ students.

Based on this gap, the novelty of this study lies in examining the implementation of the Picture and Picture method in Arabic vocabulary learning among students of TPQ Baiturrahim Mosque, Pagar Dewa, Bengkulu City, including an analysis of students' responses as well as the supporting and inhibiting factors in its implementation. This study is expected to contribute to the development of Arabic language learning strategies in non-formal Islamic educational institutions. Based on the explanation above, this study aims to: (1) describe the implementation of the Picture and Picture method in Arabic vocabulary learning among students of TPQ Baiturrahim Mosque, Pagar Dewa, Bengkulu City; (2) describe students' responses to the use of the Picture and Picture method in Arabic vocabulary learning; and (3) identify the supporting and inhibiting factors in implementing the Picture and Picture method in Arabic vocabulary learning.

METHOD

This study employed a qualitative approach with a descriptive research design. The qualitative approach was chosen because this study aimed to understand and provide an in-depth description of the implementation process of the Picture and Picture method in teaching Arabic vocabulary to students at TPQ Baiturrahim Mosque, Pagar Dewa, Bengkulu City. Qualitative research enables researchers to obtain a comprehensive understanding of phenomena occurring in the field based on data collected directly from the research subjects. According to Moleong (2017), qualitative research aims to understand phenomena experienced by research subjects holistically through descriptions in the form of words and language within a specific natural context.

This research was conducted at TPQ Baiturrahim Mosque located in Pagar Dewa Village, Bengkulu City. The research site was selected because the TPQ actively conducts Arabic language learning for early-age students and serves as the location for the implementation of the Picture and Picture method in vocabulary learning. The research subjects consisted of TPQ students ranging from kindergarten to elementary school age and teachers directly involved in Arabic language learning activities. The selection of these subjects was based on their involvement in the implementation process of the Picture and Picture method, enabling them to provide relevant information related to the objectives of the study.

The data collection techniques used in this study included observation, interviews, and documentation. Observation was conducted to directly examine the process of teaching Arabic vocabulary using the Picture and Picture method, including teachers' activities and students' responses during the learning process. According to Sugiyono (2022), observation is a data collection technique carried

out through direct examination of research objects to obtain accurate data regarding the phenomena being studied. In addition to observation, the researcher conducted interviews with teachers and several students to obtain more in-depth information regarding the implementation of the method, the challenges encountered, and responses to the use of the Picture and Picture method. Interviews are a data collection technique conducted through direct question-and-answer interactions to obtain comprehensive information from informants (Moleong, 2017). Furthermore, documentation was used to complement the research data in the form of photographs of learning activities, field notes, and other documents related to the implementation of the study. Documentation functions as supporting data that can strengthen the findings obtained from observations and interviews (Sugiyono, 2022).

The collected data were then analyzed using the Miles and Huberman data analysis model, which consists of three stages: data reduction, data display, and conclusion drawing (Miles, Huberman, & Saldaña, 2014). Data reduction was carried out by selecting, focusing, simplifying, and categorizing data relevant to the research objectives. The next stage was data display, which involved organizing the reduced data into narrative descriptions to facilitate the researcher's understanding of the research findings. Finally, conclusions were drawn based on the patterns, relationships, and meanings identified from the analyzed data. The analysis process was conducted continuously from the beginning of data collection until the completion of the research.

To ensure the trustworthiness of the data, this study employed triangulation techniques. Triangulation was carried out by comparing data obtained from various sources and data collection techniques, namely observation, interviews, and documentation. According to Sugiyono (2022), triangulation is a technique for examining data validity by utilizing various sources, methods, or time to increase the credibility of research findings. Through triangulation, the collected data could be examined for accuracy and consistency, making the research results more valid and scientifically accountable.

RESULTS AND DISCUSSION

Overview of the Research Site

TPQ Baiturrahim Mosque is one of the non-formal Islamic educational institutions located in Pagar Dewa Village, Bengkulu City. This TPQ serves as a facility for religious education and guidance for children in the surrounding community, particularly in learning to read the Qur'an, moral education, memorizing daily prayers, and introducing the basic concepts of the Arabic language. As a basic-level Islamic educational institution, TPQ Baiturrahim Mosque strives to provide learning that not only focuses on Qur'anic reading skills but also on developing students' Islamic understanding through various learning activities adjusted to their age and level of ability.

Based on observations conducted by the researcher, learning activities at TPQ Baiturrahim Mosque are held regularly in the afternoon after the Asr prayer. The learning process is guided by several teachers who provide materials according to the established learning program. The students participating in the activities

come from various age groups, ranging from kindergarten to elementary school children. This diversity in age results in differences in students' learning abilities; therefore, teachers need to use learning methods that are appropriate to the characteristics and needs of the students (Moleong, 2017).

The number of students actively participating in learning activities at TPQ Baiturrahim Mosque is approximately 30 students, consisting of kindergarten and elementary school-aged children. The students are grouped based on their Qur'an reading ability and age so that the learning process can be carried out more effectively. Most students are still in the concrete operational stage of development, where children more easily understand materials presented through real objects, pictures, or other visual media (Susanto, 2016). Therefore, the use of interesting learning methods and media becomes an important factor in supporting the success of the teaching and learning process at TPQ.

In Arabic language learning, the materials provided to students are still focused on introducing vocabulary or basic vocabulary related to everyday life, such as the names of body parts, classroom objects, animals, colors, numbers, and simple activities. Based on observations and interviews with teachers, it was found that previous vocabulary learning was mostly conducted through memorization and oral repetition methods. Teachers mentioned Arabic vocabulary, and the students were asked to repeat and practice the vocabulary. Although this method helped students become familiar with new vocabulary, some students still experienced difficulties in understanding the meanings of the vocabulary they learned due to the limited use of learning media that could support the comprehension process.

Furthermore, observations showed that some students appeared less focused and easily became bored when the learning activities lasted for a considerable period. This condition is influenced by the characteristics of young children, who tend to prefer interactive, visual, and enjoyable learning activities. According to Susanto (2016), kindergarten and elementary school-aged children more easily receive information that is presented concretely rather than through verbal explanations alone. Therefore, a learning method that can attract students' attention while helping them understand Arabic vocabulary more easily is needed.

Based on these conditions, TPQ Baiturrahim Mosque attempted to implement the Picture and Picture method in Arabic vocabulary learning. The use of this method is expected to help students understand vocabulary through attractive visual images that are suitable for their developmental characteristics. Through picture visualization, students do not merely memorize vocabulary but can also connect words with the meanings represented by the images, making the learning process more effective and meaningful (Hermawan, 2018).

Implementation of the Picture and Picture Method

The implementation of the Picture and Picture method in teaching Arabic vocabulary at TPQ Baiturrahim Mosque, Pagar Dewa, Bengkulu City, was carried out through several stages designed to help students understand Arabic vocabulary more easily and enjoyably. The application of this method began with the preparation stage, the implementation of the learning process, and a simple evaluation of students' understanding of the vocabulary that had been learned. The

Picture and Picture method was chosen because it is suitable for the characteristics of students who are in the kindergarten to elementary school age range, as they tend to understand materials presented visually and concretely more easily (Susanto, 2016).

During the preparation stage, the teacher first determined the vocabulary material to be taught to the students. The selected materials generally consisted of simple vocabulary closely related to students' daily lives, such as the names of body parts, classroom objects, animals, colors, and daily activities. After determining the material, the teacher prepared picture media that corresponded to the vocabulary to be introduced. The pictures were designed to be as attractive as possible and large enough to be clearly seen by all students. Furthermore, the pictures were selected according to the students' developmental level so that they were easy to recognize and understand. The preparation of learning media is an important factor in the success of the Picture and Picture method because pictures serve as a means of connecting vocabulary with the objects being learned (Shoimin, 2017).

The learning process began with opening activities conducted by the teacher through greetings, collective prayers, and apperception activities to connect the material to be learned with the students' daily experiences. After that, the teacher explained the learning objectives and introduced several Arabic vocabulary items that became the focus of the lesson on that day. Subsequently, the teacher displayed pictures one by one to the students and pronounced the Arabic vocabulary corresponding to each picture. The students were then asked to repeat the vocabulary together several times until they were able to pronounce it correctly.

The next stage was the main learning activity. At this stage, the teacher distributed or displayed several pictures to the students and asked them to observe and match the pictures with the Arabic vocabulary they had previously learned. In some activities, students were also asked to arrange the pictures according to the teacher's instructions or mention the names of the objects shown in the pictures using Arabic. These activities encouraged students to think actively and participate directly in the learning process. According to Huda (2014), activities involving observing, identifying, and arranging pictures can help students develop a stronger understanding of the material being studied.

During the learning process, the teacher acted as a facilitator who directed, guided, and provided reinforcement for the students' answers. The teacher also gave motivation and appreciation to students who were willing to answer questions or were able to mention the vocabulary correctly. Meanwhile, the students showed active participation in the learning activities. They appeared enthusiastic when observing the pictures, answering the teacher's questions, and participating in activities that involved matching pictures with Arabic vocabulary. The use of picture media made the learning atmosphere more lively and interesting compared to learning that relied solely on memorization methods.

Based on the results of observations, the implementation of the Picture and Picture method was able to increase interaction between the teacher and students during the learning process. Students did not only act as recipients of information but were also actively involved in discovering and understanding the meanings of vocabulary through the displayed pictures. In addition, picture media helped

students remember vocabulary more easily because they could associate the words they learned with concrete visual representations. This finding is in line with Hermawan (2018), who stated that the use of visual media in Arabic language learning can help students understand vocabulary meanings more effectively and improve their retention of the material being learned.

Therefore, the implementation of the Picture and Picture method in teaching Arabic vocabulary at TPQ Baiturrahim Mosque involved well-prepared picture media, systematic learning stages, and active participation from both teachers and students in every learning activity. The application of this method was able to create a more interesting, interactive, and developmentally appropriate learning environment for kindergarten and elementary school-aged students.

Students' Responses to the Picture and Picture Method

Based on the results of observations and interviews conducted during the learning process, the implementation of the Picture and Picture method received positive responses from students at TPQ Baiturrahim Mosque, Pagar Dewa, Bengkulu City. The use of picture media in Arabic vocabulary learning was able to create a more interesting and enjoyable learning atmosphere compared to methods that relied solely on memorization. This was reflected in the increased attention and participation of students during the learning activities. Most students showed high curiosity when the teacher displayed pictures related to the vocabulary material. They appeared focused on the teacher's explanations and enthusiastic in participating in each stage of the learning process.

Students' enthusiasm was evident from their responses when the teacher showed pictures and asked them to guess or mention the names of the objects shown in the pictures in Arabic. They appeared eager to answer questions and competed to raise their hands when given the opportunity to mention the vocabulary they had learned. This condition indicates that the use of visual media can increase students' interest in learning because the activities become more concrete and suitable for the developmental characteristics of kindergarten and elementary school-aged children, who tend to prefer visual and interactive learning activities (Susanto, 2016). This finding is in line with Arsyad (2017), who stated that picture media can improve students' attention and learning motivation by providing more engaging learning experiences.

In addition to increasing enthusiasm, the Picture and Picture method also encouraged students' active participation in mentioning Arabic vocabulary. During the learning process, students did not merely listen to the teacher's explanations but were directly involved in activities such as mentioning, repeating, and matching vocabulary with the displayed pictures. Based on observations, most students were able to follow the vocabulary pronunciation modeled by the teacher and were confident enough to repeat it independently when asked. Some students even appeared more confident in answering questions without being called upon first. This activeness demonstrates that the Picture and Picture method can create a student-centered learning environment, allowing students greater opportunities to participate actively in the learning process (Shoimin, 2017).

Another positive response was seen in students' ability to associate pictures with the vocabulary they learned. Before the implementation of the Picture and Picture method, some students tended to memorize vocabulary without fully understanding its meaning. However, after learning through picture media, students found it easier to recognize and understand the meanings of vocabulary because they could see visual representations of the words being learned. When the teacher showed certain pictures, most students were able to mention the corresponding Arabic vocabulary. Likewise, when the teacher mentioned a vocabulary item, students were able to identify the picture representing that word. This ability indicates that picture media helps establish connections between words and meanings, making vocabulary comprehension stronger and more meaningful (Hermawan, 2018).

These findings demonstrate that the Picture and Picture method not only increases the attractiveness of the learning process but also helps students understand and remember Arabic vocabulary more effectively. The use of pictures as learning media enables students to gain more concrete learning experiences, making the vocabulary acquisition process more effective. Therefore, the Picture and Picture method provides a positive contribution to improving students' enthusiasm, participation, and ability to understand and master Arabic vocabulary.

Supporting and Inhibiting Factors

Based on the results of observations and interviews conducted during the study, the implementation of the Picture and Picture method in teaching Arabic vocabulary at TPQ Baiturrahim Mosque, Pagar Dewa, Bengkulu City, was supported by several factors that contributed to the smooth implementation of the learning process. On the other hand, there were also several inhibiting factors that affected the effectiveness of the method's implementation. These supporting and inhibiting factors are important aspects in evaluating the application of the Picture and Picture method and can serve as considerations for improving the learning process in the future.

One of the main supporting factors was the use of attractive picture media that suited the characteristics of the students. Colorful, clear, and easily recognizable pictures were able to attract students' attention, allowing them to focus more on the learning activities. Visual media helped present the material concretely and enabled students to understand the relationship between the pictures and the Arabic vocabulary being learned. According to Arsyad (2017), visual media has the ability to increase students' attention, motivation, and understanding because information presented through visual senses is easier to comprehend. Therefore, the use of pictures in the Picture and Picture method became one of the supporting factors for successful vocabulary learning.

The next supporting factor was the age characteristics of the students, most of whom were in the kindergarten to elementary school age range. At this stage, children tend to prefer learning activities involving visual elements, games, and engaging activities rather than abstract learning or lessons centered solely on lectures. According to Susanto (2016), young children are in a cognitive developmental stage where they can more easily understand information presented concretely. This condition makes the Picture and Picture method highly relevant

because the use of pictures aligns with children's learning needs and characteristics. Through visual media, students can more easily understand vocabulary meanings while maintaining their attention throughout the learning process.

Furthermore, the support and role of teachers also became an important factor in the successful implementation of the Picture and Picture method. Teachers actively prepared learning media, managed the classroom, provided guidance to students, and created an enjoyable learning atmosphere. Their ability to utilize pictures as learning media helped students understand the material more easily. Teachers also provided motivation and reinforcement during learning activities, encouraging students to participate more actively. The role of teachers as learning facilitators greatly determines the success of implementing a learning method (Huda, 2014).

However, the implementation of the Picture and Picture method also faced several challenges. One of the inhibiting factors found was the limited time available for learning activities. The duration of learning sessions at TPQ was relatively short because it had to be adjusted to other religious activities. As a result, teachers sometimes experienced difficulties in implementing all stages of the Picture and Picture method optimally. Time limitations also reduced opportunities for each student to interact directly with the learning media.

Another inhibiting factor was the differences in students' abilities. Some students were able to understand and memorize vocabulary quickly, while others required repeated explanations and more intensive guidance. These differences required teachers to adjust their teaching strategies so that all students could participate effectively in the learning activities. According to Susanto (2016), differences in characteristics and learning abilities are natural in early childhood education and therefore require a flexible approach from teachers.

In addition, the limited number of available picture media also became one of the obstacles in implementing the learning process. The lack of learning media meant that the variety of pictures used had not fully covered all the vocabulary materials intended to be taught. In some situations, teachers had to reuse the same pictures repeatedly, which could potentially reduce students' interest in learning. Therefore, it is necessary to add and develop more diverse learning media so that the implementation of the Picture and Picture method can be carried out more optimally (Arsyad, 2017).

Overall, supporting factors such as the use of attractive picture media, students' characteristics that favor visual learning, and the support of teachers played important roles in the successful implementation of the Picture and Picture method. Meanwhile, limited learning time, differences in students' abilities, and the limited availability of learning media became challenges that need to be addressed to improve the effectiveness of Arabic vocabulary learning at TPQ Baiturrahim Mosque, Pagar Dewa, Bengkulu City.

Analysis of Findings

The results of the study indicate that the implementation of the Picture and Picture method in teaching Arabic vocabulary at TPQ Baiturrahim Mosque, Pagar Dewa, Bengkulu City, has a positive impact on the learning process. This can be

observed from the increased enthusiasm of students, their active participation during the learning activities, and their ability to associate pictures with the Arabic vocabulary they learned. These findings demonstrate that the use of visual media in vocabulary learning helps students understand the meanings of vocabulary more easily and concretely.

When related to the theory of vocabulary learning, the findings of this study are in line with Mustofa (2017), who states that vocabulary mastery is the fundamental basis of Arabic language learning because it serves as the foundation for developing listening, speaking, reading, and writing skills. In this study, students did not merely memorize the vocabulary provided by the teacher but also understood the meanings of the words through the assistance of the displayed pictures. This understanding of meaning is one of the important indicators of successful vocabulary learning. Hermawan (2018) also explains that vocabulary learning will be more effective when students are able to associate words with the objects or concepts they represent. The findings revealed that most students were able to mention Arabic vocabulary when they saw certain pictures and were also able to identify the appropriate picture when the teacher mentioned a vocabulary item. This shows that the learning process helped students build stronger connections between words and meanings. This finding is also supported by recent studies emphasizing that effective Arabic vocabulary learning requires meaningful connections between words, contexts, and visual representations that facilitate students' vocabulary acquisition (Alfian et al., 2025).

The findings are also consistent with the theory of the Picture and Picture method proposed by Shoimin (2017). According to him, the Picture and Picture method is a learning model that uses picture media to help students understand materials through the processes of observing, identifying, and connecting pictures with the concepts being studied. In this research, the use of pictures proved to attract students' attention and make them more active during the learning process. Students did not only act as recipients of information but were also directly involved in activities such as mentioning, matching, and understanding vocabulary presented through pictures. These findings indicate that the Picture and Picture method can create a student-centered learning environment, thereby increasing students' participation in learning activities (Huda, 2014). This is in line with recent studies showing that picture-based learning methods can improve students' memory, motivation, and active participation in Arabic language learning (Marcella & Setiawan, 2026).

Furthermore, the success of the Picture and Picture method in this study can also be explained through the theory of children's cognitive development. According to Susanto (2016), kindergarten and elementary school-aged children are in a developmental stage where they understand concrete information more easily than abstract information. Therefore, the use of pictures as learning media is highly relevant because it presents vocabulary concepts in visual forms that are easier to comprehend. Pictures help students retain vocabulary for a longer period because information received through visual senses tends to be stored in memory more effectively than information that is only heard (Arsyad, 2017). Thus, the use of the Picture and Picture method not only supports the process of comprehension but also helps improve students' memory of the vocabulary they have learned. Recent

studies have also demonstrated that the integration of visual media in Arabic vocabulary learning provides more engaging learning experiences and strengthens students' vocabulary retention and learning motivation (Rahman et al., 2026).

The results of this study are also consistent with several recent studies examining the use of the Picture and Picture method in Arabic language learning. Studies conducted by Alfian et al. (2025), Marcella & Setiyawan (2026), and Rahman et al. (2026) collectively indicate that the Picture and Picture method is effective in improving students' understanding of Arabic vocabulary. These studies also suggest that the use of visual media can enhance students' learning motivation and encourage more active participation in the learning process. In general, students tend to show better engagement when learning materials are presented through attractive and meaningful visual representations.

Although this study shares similarities with previous research, it has a different focus because it was conducted in a non-formal educational setting, namely TPQ Baiturrahim Mosque, Pagar Dewa, Bengkulu City. Most previous studies were carried out in formal school settings, whereas this study examined the implementation of the Picture and Picture method among kindergarten and elementary school-aged students in a Qur'anic educational institution. Therefore, this study provides additional contributions regarding the effectiveness of the Picture and Picture method in Arabic vocabulary learning within the context of non-formal Islamic education. The findings indicate that this method is not only effective in formal schools but can also be applied in Arabic language learning at TPQ with students from diverse backgrounds and characteristics.

Based on the analysis above, it can be concluded that the implementation of the Picture and Picture method in Arabic vocabulary learning at TPQ Baiturrahim Mosque, Pagar Dewa, Bengkulu City, is consistent with the theories of vocabulary learning, the Picture and Picture method, and supported by previous research findings. The use of picture media has proven to improve vocabulary comprehension, learning participation, and students' motivation in learning Arabic. Therefore, the Picture and Picture method can serve as an effective alternative learning strategy to improve Arabic vocabulary mastery among kindergarten and elementary school-aged children.

CONCLUSION

Based on the results of the study regarding the implementation of the Picture and Picture method in teaching Arabic vocabulary to students at TPQ Baiturrahim Mosque, Pagar Dewa, Bengkulu City, it can be concluded that the Picture and Picture method can be effectively applied in the process of Arabic vocabulary learning. The implementation of this method was carried out through the use of picture media adjusted to the vocabulary materials being taught and the characteristics of students who are in the kindergarten to elementary school age range. The learning process was conducted interactively through activities such as observing, mentioning, and matching pictures with the Arabic vocabulary being studied.

The use of picture media in the Picture and Picture method proved to help students understand and remember Arabic vocabulary more easily. Pictures

function as a medium that connects words with their meanings, enabling students not only to memorize vocabulary but also to understand the meanings more concretely. This was reflected in the students' ability to mention the appropriate vocabulary according to the displayed pictures and identify pictures based on the vocabulary mentioned by the teacher.

In addition, the implementation of the Picture and Picture method received positive responses from the students. During the learning process, students showed high enthusiasm, became more active in participating in learning activities, and were more confident in answering questions and mentioning Arabic vocabulary. The engaging and enjoyable learning atmosphere created through the use of visual media was able to increase students' attention and motivation compared to learning that relied solely on memorization methods.

The successful implementation of the Picture and Picture method was supported by several factors, including the use of attractive picture media, students' characteristics that favor visual learning, and teachers' support in managing the learning process. However, this study also identified several inhibiting factors, such as limited learning time, differences in students' abilities, and the limited availability of picture media. These factors can serve as evaluation materials and considerations for teachers and TPQ administrators in developing more effective Arabic language learning in the future.

Therefore, the Picture and Picture method can be considered an effective alternative learning strategy for improving Arabic vocabulary comprehension among TPQ students. The implementation of this method is expected to continue developing through the provision of more varied and innovative learning media so that the quality of Arabic language learning at TPQ can be further enhanced.

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