

Development of Sparkol VideoScribe Audiovisual Learning Media with Problem-Based Learning Model for Arabic Vocabulary Mastery

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Cite this article:

Islami, Diana Fitri., Zaid, Abdul Hafidz., & Ismail, Muhammad. (2026). Development of Sparkol VideoScribe Audiovisual Learning Media with Problem-Based Learning Model for Arabic Vocabulary Mastery. *Arabiyatuna: Jurnal Bahasa Arab*, 10(1), 1-14. doi: 10.29240/jba.v10i1.14436

Received: 22-07-2025

Revised: 02-09-2025

Accepted: 29-09-2025

Abstract

Mastering Arabic vocabulary is crucial for supporting students' language proficiency, especially in Islamic boarding schools where Arabic serves both religious and daily communication purposes. However, vocabulary acquisition remains challenging due to conventional methods that rely on rote memorization and lack engaging media. While previous studies have explored audiovisual-based PBL separately, few have integrated both specifically for Arabic vocabulary in pesantren contexts. This study aims to develop an effective audiovisual-based PBL to enhance vocabulary mastery. Employing Research and Development (R&D) with the 4D model (Define, Design, Develop, Disseminate), this research included needs analysis, media design, expert validation, and effectiveness testing through pre-test and post-test. Data analysis involved normality tests, homogeneity tests, and paired sample t-tests to measure effectiveness. Results show that the developed media is valid and feasible according to experts and significantly improves students' vocabulary mastery, with a mean difference = -28.729, $t = -17.170$, and Sig. (2-tailed) = $0.000 < 0.05$, indicating a significant difference between pre-test and post-test scores. This research demonstrates that the application of audiovisual media in conjunction with PBL can produce more meaningful learning, improve retention, and

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enhance students' critical thinking skills. These findings provide practical contributions in the form of new strategic options for Arabic language teachers and reinforce the urgency of implementing audiovisual-based PBL in modern education.

Keywords: Sparkol Videoscribe, problem-based learning, Arabic vocabulary.

Introduction

Arabic is one of the Semitic languages that is widely spoken and studied across the world. According to UNESCO (1973), Arabic is one of the official languages used in the United Nations. With more than 400 million daily users,¹ Arabic proves its global importance not only as a language of communication, but also as a language of religion, science, and culture. These facts confirm the significance of mastering Arabic, especially in religious educational institutions.² The studied at various levels of education.³ Mastery of Arabic has thus become a vital necessity, particularly within the context of Islamic boarding schools (pesantren) in Indonesia.⁴ Arabic is essential not only for receptive understanding.⁵ But also for expressive and productive skills, both oral and written. In pesantren, Arabic language instruction holds a prominent position,⁶ yet its application is often limited to comprehension of classical texts (kitab kuning). rather than using Arabic as a tool for functional communication.⁷ This

¹ Duha Mohamed Adam Bakhit dkk., “A Hybrid Neural Network Model Based on Transfer Learning for Arabic Sentiment Analysis of Customer Satisfaction,” *Engineering Reports* 6, no. 10 (2024): e12874, <https://doi.org/10.1002/eng2.12874>.

² Iis Susiawati dan Dadan Mardani, “Bahasa Arab Bagi Muslim Indonesia Antara Identitas Dan Cinta Pada Agama,” *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 5 (2022): 18–23, <https://doi.org/10.31004/jpdk.v4i5.5432>.

³ Tsania Khoirunnisa dan Mohammad Ahsanuddin, “The Design of Quartet Card Game Integrated with Augmented Reality for Sharf (Morphology) Learning Media,” *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 May (2024): 1 May, <https://doi.org/10.29240/jba.v8i1.8790>.

⁴ Talqis Nurdianto dan Noor Azizi Bin Ismail, “Pembelajaran Bahasa Arab Berbasis Common European Framework Of Reference For Language (CEFR) Di Indonesia,” *al Mahāra: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2020): 1–22, <https://doi.org/10.14421/almahara.2020.061.01>.

⁵ Rini, M. Arif Mustofa, and Kurnia, “Using the Plotagon Application on Arabic Language Learning Media Design,” *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 (2023): 637–54, <https://doi.org/10.29240/jba.v7i2.8446>; Noza Aflisia et al., “Pemanfaatan Aplikasi Kahoot Untuk Meningkatkan Penguasaan Unsur Bahasa Arab,” in *Al-Mu'tamar Ats-Tsanawi Li Al-Lughah Al-'Arabiyyah*, vol. 1 (Prodi Pendidikan Bahasa Arab IAIN Curup, 2020), 1–17, <http://prosidang.iaincurup.ac.id/index.php/musla/article/view/8>.

⁶ Rahmat Hidayat dkk., “Effectiveness of the Station Rotation Blended Learning Model in Mastering Mufradat,” *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (2025): 1, <https://doi.org/10.29240/jba.v9i1.12431>.

⁷ Rosyidatul Khoiriyah dan Abdul Hafidz Zaid, “Implementation of the Book Durus Al Lughoh Al Arabiyyah on the Modern Method of Language Skills Development at Nurul Jadid

focus overlooks Arabic's functional use in daily communication.⁸ Although some pesantren encourage daily Arabic use, many students still struggle with its practical application.

A field study conducted by researchers showed that one of the fundamental challenges faced is the weak mastery of mufradat (vocabulary), particularly in pronunciation and sentence construction. This issue is exacerbated by the limited use of innovative learning media, as the current approach remains largely traditional and emphasizes rote memorization. Vocabulary, however, is the foundational building block of any language.⁹ as it directly influences both oral and written language proficiency.¹⁰ Interviews and observations revealed the need for more varied learning media to support more engaging vocabulary learning. This challenge aligns with the broader need for educational innovation in pesantren, where the shift from memorization to meaningful language use can support students' communicative competence.

Technological developments support foreign language learning by strengthening digital literacy,¹¹ and effectiveness through audiovisual media.¹² Visuals have been shown to complement verbal communication, improve concentration, and accelerate the acquisition of concrete vocabulary.¹³ while audiovisual methods contribute to improved learning outcomes and critical thinking.¹⁴ In Arabic language learning, the integration of e-learning and

Islamic Boarding School Paiton Probolinggo,” *Journal of Arabic Language Teaching* 2, no. 2 (2022): 2, <https://doi.org/10.35719/arkhas.v2i2.1636>.

⁸ Alif Cahya Setiyadi dkk., “*Utilizing Comics as a Learning Media to Improve Students' Arabic Speaking Skills,*” *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (2025): 1, <https://doi.org/10.29240/jba.v9i1.12211>.

⁹ Fairuz Subakir Ahmad dkk., “*Teaching Materials Design For Muhadatsah Lesson/ تصميم المواد التعليمية للمحادثة,*” *Ijaz Arabi Journal of Arabic Learning* 5, no. 3 (2022): 3, <https://doi.org/10.18860/ijazarabi.v5i3.15501>.

¹⁰ Masriah Masriah dan Yanti Kusnawati, “*Development of Augmented Reality Video Media to Improve Mastery of Tahiat Arabiya Arabic Language Course Students,*” *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (2024): 2, <https://doi.org/10.29240/jba.v8i2.11056>.

¹¹ Rafiud Ilmudinulloh, “*Pengembangan Media Pembelajaran Berbasis Sparkol Videoscribe pada Mata Pelajaran Bahasa Inggris,*” *Jurnal Ilmiah Edutic : Pendidikan dan Informatika* 8, no. 1 (2021): 59–72, <https://doi.org/10.21107/edutic.v8i1.11988>.

¹² Bintang Parikesit dan Muhammad Afif Amrullah, “*Development of Interactive Learning Media with InShot Application in Arabic Language Subjects,*” *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (2025): 1, <https://doi.org/10.29240/jba.v9i1.11771>.

¹³ Paula Buil-Beltrán dan María Bobadilla-Pérez, “*Factors Influencing Language Learning in Didactic Audiovisual Translation Within the TRADILEX Project,*” *Profile: Issues in Teachers' Professional Development* 26, no. 2 (2024): 107–23, <https://doi.org/10.15446/profile.v26n2.112186>.

¹⁴ Baiq Raudatussolihah, “*Pengembangan Teknologi Audio-Visual dalam Pembelajaran Bahasa Arab,*” *Education and Learning Journal* 3, no. 1 (2022): 1, <https://doi.org/10.33096/eljour.v3i1.140>.

audiovisual media is crucial.¹⁵ Sparkol VideoScribe, an application for creating animated videos based on images and narratives,¹⁶ presents an engaging, flexible, and effective medium,¹⁷ especially when combined with Problem-Based Learning (PBL).¹⁸ This aligns with the findings of Govin et al. (2023), successfully applied audiovisual-based PBL in thematic learning for elementary students, and Bouato et al. (2020), who combined VideoScribe with Wondershare Filmora for disaster mitigation material.¹⁹ These studies illustrate the importance of combining strong media design with effective narration to enhance learning.²⁰

Problem-Based Learning (PBL) is designed to engage students in contextual problem-solving,²¹ and active knowledge building, thereby fostering enthusiasm, motivation, and interest during the learning process.²² PBL is also considered a relevant learning model for the needs of 21st-century education,²³ Through PBL, learners develop critical thinking, creativity, and collaboration skills competencies that are essential for lifelong learning.²⁴ Authentic inquiry and the requirement to

¹⁵ Mohammad Zaelani Musonif dkk., “*Teachers’ and Students’ Perceptions of the Arabic Language E-Learning Platform*,” *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (2023): 2 November, <https://doi.org/10.29240/jba.v7i2.7077>.

¹⁶ Fitriani Fitriani dkk., “*Pengembangan Media Pembelajaran Audio Visual Sparkol Videoscribe Berbasis Project Based Learning Sebagai Bahar Ajar Alternatif Guru Ipa Menyongsong Merdeka Belajar*,” *Jurnal Kependidikan* 9, no. 2 (2024): 2. <https://ejournalppmunsa.ac.id/index.php/kependidikan/article/view/1907>

¹⁷ Sanariya Sanariya dkk., “*The Effect of Using the Sparkol Video Scribe Application on Learning Outcomes of Natural Sciences Students of UPT SMPN 3 Pitu Riase*,” *International Journal of Educational Narratives* 1, no. 4 (2023): 4, <https://doi.org/10.55849/ijen.v1i4.527>.

¹⁸ Eka Resty Novieta Sari, “*The Effectiveness of Videoscribe Learning Media in Learning English Past Tense Material*,” *International Journal of Education, Information Technology, and Others* 4, no. 4 (2021): 4, <https://doi.org/10.5281/zenodo.5793261>.

¹⁹ Yunita Bouato dkk., “*pengembangan media pembelajaran berbasis sparkol videoscribe yang diintegrasikan dengan wondershare filmora pada mata pelajaran geografi materi mitigasi bencana alam*,” *Jambura Geo Education Journal* 1, no. 2 (2020): 71–79, <https://doi.org/10.34312/jgej.v1i2.7131>.

²⁰ Govin Govin dan Dara Fitrah Dwi, “*Pengembangan Media Videoscribe Dengan Model Problem Based Learning Pada Pembelajaran Tematik Tema 7 Perkembangan Teknologi Kelas Iii Sd*,” *ARMADA : Jurnal Penelitian Multidisiplin* 1, no. 7 (2023): 7, <https://doi.org/10.55681/armada.v1i7.705>.

²¹ Naifah dkk., “*The Development of a Digital Module on the Concept and Application of the Kurikulum Merdeka in Madrasas Based on Problem-Based Learning*,” *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (2025): 1, <https://doi.org/10.29240/jba.v9i1.12260>.

²² Muhammad Husin dkk., “*Pembelajaran Bahasa Arab Dengan Model Problem Based Learning Dan Media Powerpoint Dalam Meningkatkan Minat Siswa*,” *A Jamiy : Jurnal Bahasa dan Sastra Arab* 13, no. 1 (2024): 36–53, <https://doi.org/10.31314/ajamiy.13.1.36-53.2024>.

²³ Mushthafa Shadiq Al-Rafi’i dkk., “*Meningkatkan Hasil Belajar Kosakata Bahasa Arab: Pengaruh Metode Problem Based Learning Abad 21*,” *Nusantara: Jurnal Pendidikan Indonesia* 4, no. 2 (2024): 2, <https://doi.org/10.14421/njpi.2024.v4i2-3>.

²⁴ Abdul Hafidz bin Zaid dkk., “*Tanfiż Tariqah Tamsil Al-Adawār (Role Playing) Li Māddah al-Muṭāla’ah Bi al-Ma’had: Application of the Role-Playing Method to Muṭāla’ah*

solve real-life problems make PBL a relevant and meaningful approach.²⁵ Integrating PBL with Sparkol VideoScribe presents a promising strategy for enhancing Arabic vocabulary acquisition in pesantren.

Although previous studies such as those by Ahmad Puwanto (2022), who applied PBL to improve Arabic learning outcomes,²⁶ and Muhammad Husin et al. (2023), who combined PBL with PowerPoint media,²⁷ stating that language learning should be linked to problem-based learning to foster critical thinking among students. However, no research has specifically integrated Sparkol VideoScribe with PBL to improve Arabic vocabulary mastery in pesantren. This research gap directs the present study and becomes its novelty.

The implementation of PBL draws on constructivist theories proposed by Piaget and Vygotsky,²⁸ who emphasized the importance of learners actively constructing knowledge through experience and social interaction.²⁹ Supporting this, cognitive theory underlines the importance of processing information through multiple channels (visual and auditory) to strengthen memory and understanding.³⁰ The combination of these theories justifies the integration of audiovisual media and PBL in language learning. Thus, the novelty of this research lies in adapting PBL syntax within the pesantren learning environment while integrating VideoScribe as audiovisual media, expected to strengthen vocabulary mastery, stimulate critical thinking, and increase learner motivation.

This research aims to address the issue of limited Arabic vocabulary mastery among third-grade KMI students at modern Islamic boarding schools in East

Material in Islamic Boarding Schools,” *Aphorisme: Journal of Arabic Language, Literature, and Education* 4, no. 2 (2023): 2, <https://doi.org/10.37680/aphorisme.v4i2.4379>.

²⁵ Siti Masyitoh dkk., “*Integration Of Digital Literacy And Problem Based Learning (Pbl) Model To Improve Arabic Learning Outcomes*,” *Journal International Seminar on Languages, Literature, Arts, and Education (ISLLAE)* 7, no. 1 (2025): 1, <https://doi.org/10.21009/ISLLAE.07103>.

²⁶ Ahmad Purwanto, “*Implementasi Model Pembelajaran Problem Based Learning dalam Meningkatkan Hasil Belajar Siswa Mata Pelajaran Bahasa Arab*,” *Jurnal Ilmiah Wahana Pendidikan* 8, no. 15 (2022): 15, <https://doi.org/10.5281/zenodo.7084168>.

²⁷ Husin dkk., “*Pembelajaran Bahasa Arab Dengan Model Problem Based Learning Dan Media Powerpoint Dalam Meningkatkan Minat Siswa*.”

²⁸ Ida Bagus Yuda Permana, “*Penerapan Model Problem Based Learning (PBL) Berbantuan Aplikasi Edpuzzle Untuk Meningkatkan Motivasi Siswa Pada Mapel Ekonomi, Kelas X, Tahun 2023: Application-Assisted Application of the Problem Based Learning (PBL) Model Edpuzzle to Increase Student Motivation in Economics Subjects, Class X, 2023*,” *Seminar Nasional (PROSPEK)* 3, no. 3 (2024): 3, <https://ojs.mahadewa.ac.id/index.php/prospek/article/view/3507>

²⁹ Agrippina Wiraningtyas, “*Konstruktivisme Melalui Pembelajaran Problem Based Learning (PBL) Dalam Pembelajaran Kimia Bermuatan Etnosains*,” *Jurnal Chemistry education Practice* 7, no. 2 (2024): 368–75, <https://doi.org/10.29303/cep.v7i2.7998>.

³⁰ Puji Rahayu dkk., “*Analisis Penerapan Prinsip Mayer Pada Multimedia Digital Dalam Pembelajaran Matematika Di Kelas IV Sekolah Dasar*,” *Didaktika Dwija Indria* 12, no. 5 (2024): 5, <https://doi.org/10.20961/ddi.v12i5.90998>.

Java. It offers a solution through the development of audiovisual-based PBL that facilitate contextual and communicative vocabulary learning. The innovation is intended to make vocabulary acquisition more interactive and meaningful.

The specific objectives of this study are: (1) to develop audiovisual-based PBL for effective vocabulary learning; (2) to validate the media's feasibility; and (3) to test its effectiveness in improving students' vocabulary mastery. Furthermore, the study contributes to the practical integration of interactive digital media in Arabic teaching and offers a creative and relevant learning alternative for 21st-century classrooms.

To solve this problem, this research uses the Research and Development (R&D) method with the 4D model (Define, Design, Develop, Disseminate) as developed by Thiagarajan, Semmel, and Semmel.³¹ The current phase involves product development, revision, and effectiveness testing. This model was chosen because it offers systematic steps in developing learning media, from needs analysis to dissemination. In this study, the process included development, revision, and effectiveness testing.

Data collection techniques include expert validation, interviews, student response questionnaires, and field trials.³² Quantitative data was obtained from the results of pre-test and post-test of students' mufrodats mastery. Before testing the effectiveness, the data was analyzed through prerequisite tests which included normality test (Kolmogorov-Smirnov) and homogeneity test (Levene's Test). Furthermore, to test the effectiveness hypothesis, the paired sample t-test was used with the help of the SPSS 25 program.

To ensure validity, expert assessments of the instrument's content were conducted, and the credibility of the qualitative data was obtained through technical triangulation (validation, questionnaires, interviews). The instrument's reliability was tested with a consistency test before large-scale use. Thus, the research findings are believed to be valid, reliable, and scientifically sound.

This analysis aims to determine whether there is a significant difference between the pre-test and post-test results as an indicator of the success of using the media in improving students' mufrodats mastery. The sample used consisted of 60 3rd grade students who were divided into experimental and control groups, sampling using purposive sampling, namely the selection of samples through indicators from researchers for problem based learning.³³

³¹ Marinu Waruwu, "Metode Penelitian Dan Pengembangan (R&D): Konsep, Jenis, Tahapan Dan Kelebihan," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 2 (2024): 1220–30, <https://doi.org/10.29303/jipp.v9i2.2141>.

³² Nyemas Umi Kasmayanti dkk., "Pengembangan Bahan Ajar Chatbot Berbasis Artificial Intelligence pada Materi Sistem Pencernaan Manusia Kelas V di Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan* 5, no. 1 (2023): 294–307, <https://doi.org/10.31004/edukatif.v5i1.4694>.

³³ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2020), p.85.

Ultimately, this research is expected to offer **theoretical insights** into Arabic language teaching with technological media and provide **practical alternatives** for vocabulary instruction that are engaging, effective, and adaptable to the pesantren environment.

Based on this background, the aim of this research is to develop Sparkol VideoScribe audiovisual learning media based on Problem Based Learning (PBL) and test its effectiveness in improving the mastery of Arabic mufradat for students at Boarding School in East Java. The researcher proposes the hypothesis that this learning media is effective in improving students' mufradat mastery, and is able to encourage their motivation and critical thinking skills

In designing this research, the researcher followed the research procedure steps, namely



Picture 1. Research and Development 4D

Findings and Discussion

This research uses the 4D development model (Define, Design, Develop, Disseminate) with the elaboration of the results, namely:

Development of Sparkol VideoScribe Media with problem-based learning Define

This stage is carried out to identify problems and needs for vocabulary learning in Islamic boarding schools with a problem based learning model. The results of observations, interviews and questionnaires on learning media needs show that the weakness of students' vocabulary mastery is caused by conventional methods that emphasize memorization without contextual media. Thus, the teacher's need is innovative audiovisual-based PBL that supports critical thinking skills. This results of this analysis are the basic for formulating the required media specifications.

Design

In this stage, the researcher designed Sparkol VideoScribe audiovisual learning media, which was integrated with the problem-based learning model.

This design includes storyboards, audio narration, supporting images, and video scenarios that are adapted to the characteristics of vocabulary learning in the Islamic boarding school environment. Then it is validated by material and media experts.



Picture 2. Sparkol Videoscribe Media Design

This media display is designed by combining narration, animation, and Arabic text so that students can learn through both visual and auditory channels. Concrete images serve to clarify vocabulary, while Arabic text supports both reading and listening skills. Furthermore, the step-by-step hand-drawn animation provides an interactive feel that can increase students' attention and motivation in the learning process.

To support the research, instruments were prepared in the form of questionnaires, interview guidelines, and test questions related to vocabulary mastery. The initial stage resulted in a VideoScribe prototype and a learning flow plan using the PBL model.

First, Media Effectiveness in Vocabulary Mastery Develop

The development process included validation from material and media experts to assess content accuracy and presentation quality. Expert feedback was utilized in product revisions in the first and second stages. The expert validation of the **material expert** based on the assessment results shows an average score of 88%, categorizing the developed media as "Very Feasible". And the **media expert** shows an average score of 86%, which is also categorized as "Very Feasible". This suggests that the material and media is well-designed, visually engaging, and effectively support the mastery of Arabic vocabulary through meaningful and contextualized learning materials.

Next, a limited trial was conducted on a small number of 15 students to evaluate attractiveness, ease of use, and vocabulary comprehension. The trial results were analyzed and used as a basis for product refinement before being

tested on a wider scale. Thus, this stage ensures the feasibility, attractiveness, and effectiveness of the media in learning vocabulary.

Second, Integrasi media Audiovisual dan Problem-based learning Disseminate

In the dissemination phase, audiovisual-based PBL learning media was implemented with 30 third-grade students at KMI. This phase aimed to expand the use of the validated and tested media with pre-post test, while also assessing its performance in the context of real-life learning in the Islamic boarding school environment.

Since in the pre-test and post-test trials, the data showed normal and homogeneous contributions. which is a requirement for conducting further analysis using the **Paired Sample t-Test**. This finding strengthens the validity of the statistical analysis in this study, confirming that the developed Sparkol VideoScribe audiovisual learning media with the Problem-Based Learning model can be evaluated using parametric tests.

Tabel 1. Hypotesis Test

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|------------------|--------------------|----------------|-----------------|--|---------|----|------|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower Upper | | | | |
| Pair 1 | Pretest Posttest | -28.729 | 12.852 | 1.673 | -32.078 -25.380 | -17.170 | 58 | .000 | |

A paired-sample t-test demonstrated that the use of Sparkol VideoScribe audiovisual media integrated with the PBL model improved students' Arabic vocabulary mastery. This media not only facilitates memorization but also fosters contextual understanding. PBL also encourages active participation, making the learning process more interactive, applicable, and sustainable.

In the context of Islamic boarding schools (pesantren) that generally emphasize memorization, these results demonstrate a shift toward a modern, student-centered approach. The combination of visuals, audio, and problem-solving activities effectively strengthens memory and understanding of new vocabulary. Therefore, utilizing Sparkol VideoScribe in a PBL model is an important strategy for creating dynamic learning and supporting the comprehensive strengthening of Arabic language competency.

The improvement in vocabulary mastery through Audiovisual based PBL can be seen from three main advantages: animated visualizations that concretely represent vocabulary meanings, Arabic audio narration that strengthens memory through auditory stimuli,³⁴ and the application of PBL that places vocabulary in authentic contexts.³⁵ The combination of these three makes learning more interactive, contextual, and applicable compared to conventional methods.

These findings align with Reynolds' analysis, which showed that captioned videos (intralingual captions) have a significantly positive impact on vocabulary acquisition for second language learners compared to other video formats.³⁶ These results also support Teng's research, which suggests that caption type influences vocabulary retention through working memory.³⁷ This further aligns with Mayer's multimedia theory perspective, which suggests that the combination of visuals and audio enhances dual-channel information processing and enhances student comprehension.

However, this study has several limitations. First, it was implemented in only one Islamic boarding school, so the generalizability of the findings is limited. Second, the study focused on vocabulary mastery and did not include other language skills such as speaking or writing. Third, the media used was not fully interactive, thus not supporting direct feedback-based learning.

These limitations provide direction for future research to develop more varied interactive digital technology-based media, expand the study context to various educational institutions, and test its effectiveness on a more comprehensive range of Arabic language skills.

Conclusion

This study concludes that the use of audiovisual-based PBL has proven effective in improving students' mastery of Arabic vocabulary at Islamic Boarding Schools in East Java. This media has undergone expert validation and demonstrated significant differences in pre-test and post-test scores. The results confirm that learning Arabic vocabulary becomes easier, more meaningful, and

³⁴ Iin Indrayanti dkk., "Audio-Visual Aids Media, Language Acquisition And Attitude: An Initial Investigation In The Efl Classrooms," *LLT Journal: A Journal on Language and Language Teaching* 26, no. 1 (2023): 314–23, <https://doi.org/10.24071/llt.v26i1.4862>.

³⁵ Fatma KiMsesiZ, "The Effect of Project Based Learning in Teaching EFL Vocabulary to Young Learners of English: The Case of Pre-School Children," *International Journal of Languages' Education* 1, no. Volume 5 Issue 4 (2017): 426–39, <https://doi.org/10.18298/ijlet.2168>.

³⁶ Barry Lee Reynolds dkk., "Vocabulary Acquisition through Viewing Captioned and Subtitled Video: A Scoping Review and Meta-Analysis," *Systems* 10, no. 5 (2022): 5, <https://doi.org/10.3390/systems10050133>.

³⁷ Mark Feng Teng, "Effectiveness of Captioned Videos for Incidental Vocabulary Learning and Retention: The Role of Working Memory," *Computer Assisted Language Learning* 38, no. 1–2 (2025): 206–34, <https://doi.org/10.1080/09588221.2023.2173613>.

more engaging when supported by innovative media that encourages active engagement and focuses on problem-solving.

However, this study has several limitations, such as its implementation at a single educational institution and its limited focus on vocabulary, without involving other language skills. This suggests the need for further research with a broader scope, including different institutional contexts, more diverse language skills, and the development of more interactive digital-based media.

As part of the study of Arabic language education, this study contributes by demonstrating the role of PBL-based audiovisual technology in connecting the traditions of Islamic boarding school learning with a modern, learner-centered approach. These findings emphasize the importance of innovative media for enriching vocabulary learning and open up opportunities for broader application in Arabic language teaching.

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