

Learning *Kitabah* Based On The Scientific Approach with Picture Media at Islamic Junior High School

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Abstract

This research discusses the implementation of kitabah learning based on the scientific approach with picture media at Islamic Junior High School (MTs) Darussa'adah, Muara Enim. The purpose of the research is to analyze the planning, implementation, evaluation, and challenges in implementing this innovative learning model. The learning process follows five main stages, namely observing, questioning, trying, reasoning, and communicating. Picture media is used as a stimulus to increase students' imagination and vocabulary, thus supporting the development of writing skills. This type of research is descriptive qualitative. The results showed that this approach was effective in improving students' writing skills, critical thinking, and learning motivation. Evaluation was carried out by assessing aspects of attitude, knowledge and skills through formative and summative methods that also involved self-reflection and feedback from peers. Obstacles faced include limited learning resources, teacher preparation time, and the need for ongoing training. However, collaboration between teachers and adaptation of learning media are solutions to overcome these obstacles. In conclusion, the integration of the scientific approach and picture media is able to enrich Arabic language learning, especially writing skills and can be a reference for other madrasahs in developing more creative and effective learning strategies.

Keywords: *Kitabah; Picture Media; Scientific Approach*

A. INTRODUCTION

Learning is the core of all educational activities that emphasize the process to help students develop their potential optimally. The word "learning" in this context is used as an equivalent of the term instruction in English. The term instruction has a more inclusive meaning compared to teaching (Mukmin, 2019), because it covers a variety of situations in which learning occurs, whether or not the teacher is directly present. The main focus of instruction is the learning process itself, where the teacher acts as a facilitator in modifying learning objectives and strategies to better suit students' needs (K. Muhammad, 2020).

In the context of Arabic language learning, writing skills or maharah al-kitābah (Munawarah & Zulkifli, 2021) occupies an important position as one of the four

language skills. This skill is a form of productive expression that not only demands mastery of grammar, vocabulary, and sentence structure, but also the ability to think critically and creatively in organizing ideas logically and systematically (Irmansyah & Pratiwi, 2021). Writing is not just a mechanical activity, but also a complex cognitive process that involves organizing ideas, selecting diction, and the ability to convey meaning accurately (Hidayah et al., 2023).

But in reality, MTs students still face many obstacles in Arabic writing skills (Hidayah, 2020). The results of a pre-survey conducted by researchers with Arabic language subject teachers at MTs Darussa'adah Muara Enim show that although the materials used in kitabah learning are quite good and in accordance with the curriculum, there are still some obstacles in their implementation (Hidayah, 2019). Teachers admit that picture media contributes positively to students' attention and reduces boredom during the learning process. However, there are still students who are less active, show passivity, and seem tense during the writing learning activities (Bathotiy et al., 2024).

Seeing these conditions, the scientific approach is considered appropriate to be applied in kitabah learning (Rathomi, 2019). The scientific approach is a learning method that emphasizes the scientific process through the stages of observing, questioning, gathering information, reasoning, and communicating (Rathomi, 2019). With this approach, students are not only passive recipients of information, but also actively involved in the learning process critically and exploratively. This approach allows students to learn based on direct experience so that the material received is more meaningful and memorable.

To support this approach, learning media has an important role as a means to convey material more interestingly and effectively (Yuniar Yuniar, 2018). One of the relevant and applicable media in learning kitabah is image media. Image media is a two-dimensional media that presents visual information through a combination of text and illustrations (Wasilah, 2022). This media is considered effective in improving writing skills because it is able to present concepts concretely, stimulate students' imagination, and develop their ability to describe certain objects or events (U Khasanah, K Imron, K Muhammad, M Rusdi, KA Az-Zahra, 2025).

The use of picture media in kitabah learning not only aims to clarify the material, but also to train students' focus, accuracy, and creativity (Rohayati Enok, 2018). This media does not include sound elements (audio), so students are required to understand the visual context independently and actively (Purnama, Yuniar, et al., 2025). Through pictures, students can develop their imaginative abilities in writing descriptions in a richer and more varied way. This is in line with the characteristics of kitabah skills that require in-depth processing of ideas (Nurani, 2022).

The researcher also made direct observations in the classroom when learning took place (Nazarmanto & Oktafia, 2018). The results showed that most students looked active and enthusiastic when using picture media in writing activities. They seemed engaged and

showed high interest when asked to describe objects based on the pictures displayed (K. I. I. Muhammad, 2024). However, there were also a small number of students who seemed to have difficulties, especially in terms of vocabulary mastery, which became one of the factors inhibiting them from being more active in writing activities (Mukmin & Irmansyah, 2018).

Interviews conducted by the researcher with some ninth grade students reinforced these findings (MUKMIN & HIDAYAH, 2018). Most students admitted that they liked learning kitabah using picture media because they considered it fun and not boring (K. Muhammad et al., 2023). They find it easier to put ideas into writing when there is a clear visual stimulus. However, there are also students who claim to have difficulty writing due to their limited mastery of Arabic mufradat (vocabulary), which causes them to be less confident in expressing ideas in writing.

Based on the explanation above, it is clear that the application of the scientific approach supported by the use of image media in kitabah learning has great potential to improve the quality of students' learning processes and outcomes. This approach not only stimulates students' active involvement (Jamanuddin, 2019), but also strengthens their understanding of the material through contextual and interesting learning experiences. This is the basis for researchers to raise the research topic with the title: "Descriptive Kitabah Learning Based on the Scientific Approach with Picture Media at MTs Darussa'adah, Muara Enim."

Through this study (Sabana & Imron, n.d.), researchers hope to find out how the process of implementing the scientific approach in kitabah learning by utilizing image media, as well as evaluating its effectiveness in improving students' descriptive writing skills. It is also expected that the results of this study can be a positive contribution in the development of Arabic learning methods and strategies that are innovative, creative, and in accordance with the needs of students in this modern era.

B. THEORETICAL FOUNDATION

Learning based on a scientific approach is a learning paradigm that adopts scientific steps in the teaching and learning process. According to (Irmansyah, 2019), the scientific approach involves five main stages, namely observing, questioning, gathering information (experimenting), associating, and communicating. This approach emphasizes the discovery learning process where students actively build knowledge through a series of systematic scientific activities. The implementation of the scientific approach not only develops learners' cognitive abilities, but also trains critical thinking skills, creativity, and the ability to collaborate which are essential in facing the challenges of the 21st century.

Cognitive Theory and Constructivism in Learning, The theoretical foundation of learning based on the scientific approach can be traced from the theory of constructivism developed by Piaget and Vygotsky. Piaget emphasized that learning occurs through a process of assimilation and accommodation, where learners actively build new

understanding based on previous experience and knowledge. Meanwhile, Vygotsky underlined the importance of social interaction and zone of proximal development in the learning process. In the context of the scientific approach, both theories support the importance of learners' active involvement in constructing knowledge through observation, experimentation and collaborative discussions that enable the transfer of knowledge from more concrete to abstract levels.

Image Learning Media and Dual Coding Theory, Image learning media has a strategic role in supporting the effectiveness of learning based on the scientific approach. Based on the dual coding theory proposed by (عمران, 2015), information is processed through two different but interconnected cognitive systems, namely the verbal system and the visual system. Images as visual media are able to facilitate information processing through both systems simultaneously, thereby increasing retention and understanding of learners. In the observation stage of the scientific approach, image media provides a concrete and observable visual stimulus, allowing learners to identify patterns, make inferences, and develop hypotheses based on the visual information presented.

Integration of Image Media in Scientific Approach, Integration of image media in learning based on scientific approach creates a strong synergy between visual learning modality and scientific inquiry process. Through images, learners can make more detailed and systematic observations, ask more specific questions based on the visual elements they observe, and develop information analysis and synthesis skills. (Y Yuniar, F Hidayati, 2020) assert that the combination of text and images in learning can reduce cognitive load and improve learning transfer. In this context, images not only serve as visual aids, but also as catalysts that reinforce each stage in the scientific approach, from observation to communication of learning outcomes.

C. METHOD

This research was conducted at MTs Darussa'adah Muara Enim which is located on Jl. Proclamation No. 187, Air Lintang Village, Muara Enim Regency, South Sumatra Province. This institution was established based on Decree Number AHU.4965.AH.01.04 of 2010 with an Operational Decree dated May 20, 2019 Number 131216030005/MAS/0305/2019 and has been accredited "B". The selection of this location is based on the results of preliminary observations which show that the learning process carried out by teachers has been aligned with the curriculum and teaching modules. This encouraged the researcher to examine how the learning process, especially the skill of kitabah (Arabic writing), was implemented at the school.

1. Research Methods and Approaches

This type of research is descriptive qualitative (Purnama, Muhammad, et al., 2025). This approach aims to understand and describe phenomena in depth based on data obtained from the field. In this case, the researcher wants to systematically describe the learning

process of kitabah skills based on the scientific approach using picture media (Ramadhini et al., 2024). This research places the researcher as the main instrument in exploring data, interpreting findings, and presenting results in a narrative manner.

2. Respondents

Respondents in this study consisted of principals, Arabic language teachers, and ninth grade students of MTs Darussa'adah Muara Enim. The technique of determining respondents used purposive sampling and quota sampling methods, namely selecting individuals who were considered relevant to the research objectives and easily accessible to support the smooth data collection process.

The instruments used in this study include interview guides to extract information from teachers and students about the implementation of kitabah learning, observation sheets to record learning activities directly and systematically, and documentation formats to collect physical evidence in the form of lesson plans, photos of learning activities, and other supporting documents.

3. Data Collection Procedure

Data collection was conducted through interviews, observation and documentation. In-depth interviews were conducted with teachers and students using both structured and semi-structured formats to obtain information about their experiences and views on kitabah learning. Furthermore, observation was conducted non-participatively, where the researcher directly observed the teaching and learning process without being involved in the activity, and recorded every important activity using an observation sheet. Meanwhile, the documentation technique was carried out by collecting various supporting documents such as lesson plans, photos of activities, student data, and other learning tools used in the learning process.

4. Data Analysis

Data were analyzed using the Miles and Huberman model which includes four main stages. The first stage is data collection, which is collecting all information obtained from interviews (Prasetyo & Aziza, 2024), observations, and documentation. The second stage is data reduction, which is the process of filtering and simplifying data by focusing on information that is relevant to the research focus. The third stage is data presentation, which is arranging information into narrative form, tables, or charts for easy analysis. Finally, the fourth stage is conclusion drawing and verification, where researchers make temporary conclusions which are then verified repeatedly to obtain accurate and accountable results.

D. RESULTS AND DISCUSSION

In an effort to improve students' writing skills (maharah al-kitābah), various innovations in Arabic language learning continue to be developed. One approach that has proven effective is the use of a scientific approach combined with visual image media. Research conducted at MTs Darussa'adah, Muara Enim, shows that this learning model contributes positively to the development of students' writing skills. The results of this study provide a comprehensive picture ranging from planning (Hidayah et al., 2021), implementation, evaluation to challenges in its application in the madrasah environment. Kitabah Learning Based on the Scientific Approach with Picture Media at MTs Darussa'adah, Muara Enim is an innovative strategy that not only improves learning outcomes, but also provides a more meaningful and enjoyable learning experience for students.

a. Learning Planning

Learning planning for kitabah based on the scientific approach at MTs Darussa'adah is carried out systematically, prioritizing the analysis of students' needs. Teachers first set specific and measurable learning objectives, then choose materials that are relevant to the theme and in accordance with the level of student development. Picture media is carefully prepared to stimulate students' imagination and enrich their vocabulary (Imron et al., 2023). In this stage, teachers also identify students' interests, talents and special needs to ensure every child gets a fair and equal learning opportunity. With careful planning, the learning process becomes more focused, effective and inclusive.

In the context of kitabah Learning Planning based on the scientific approach with picture media at MTs Darussa'adah, the collaborative aspect is also an important concern. Teachers not only compile teaching tools independently, but also involve discussions in the MGMP (Arabic Subject Teacher Consultation) forum to harmonize learning objectives, indicators, and learning resources. With the scientific approach, teachers are required to develop a Learning Implementation Plan (RPP) that integrates scientific activities into each stage of learning. The image media used is not just chosen, but considered based on the social, cultural, and proximity context of the theme to students' daily lives, so that the learning process feels more relevant and applicable. Teachers also develop an integrated assessment rubric from the beginning to ensure that the learning direction is in accordance with the target competencies to be achieved.

b. Learning Implementation

The implementation of scientific-based kitabah learning with image media is carried out through five main stages that characterize the scientific approach, namely observing, questioning, trying, reasoning, and communicating. In the observing stage, students are invited to pay attention to the image in detail as the main stimulus that provokes imagination and creative ideas (Hidayah, Nurul, Mukmin, 2021). The questioning stage provides space for students to ask questions that explore the meaning of the picture and its

relation to the material. At the trying stage, students begin to pour ideas and ideas in the form of initial writing, practicing basic writing skills. Furthermore, at the reasoning stage, students are invited to develop their writing into systematic and logical paragraphs, with the help of revisions from teachers and peers. Finally, the communicating stage facilitates students to present the results of their writing orally or through group discussions, so that communication skills and self-confidence are also honed (Hanisaniyya et al., 2025).

The implementation of this Learning Implementation is proven to increase students' learning motivation. Attractive and contextualized image media makes learning more lively and interactive, making it easier for students to understand concepts and convey ideas in writing. The scientific approach provides opportunities for students to think critically and independently in building understanding (Fitri, 2023). The process of discussion and communication between students adds a social dimension to kitabah learning which is usually individualized, thus creating a collaborative and supportive learning atmosphere.

c. Learning Evaluation

In the Learning Evaluation aspect, teachers conduct a comprehensive assessment of three main aspects, namely students' attitudes, knowledge and skills. Attitude assessment focuses on activeness, independence, and the ability to cooperate during the learning process. Knowledge is measured through students' understanding of sentence structure, vocabulary, and the use of correct grammar (A Ramadhani, n.d.). Writing skills are evaluated by the quality of writing that reflects the ability to express ideas clearly, the consistency of the flow, and the accuracy of the use of Arabic. Evaluation is conducted on an ongoing basis using formative and summative methods to ensure continuous improvement.

Furthermore, this Learning Evaluation is not only the responsibility of the teacher, but also involves student self-reflection and peer feedback. Students are given the opportunity to assess their own writing based on an agreed rubric. This approach fosters learning awareness (Rambe & Nasution, 2022), a sense of responsibility, and metacognitive skills that are important in the learning process. Thus, evaluation becomes an integral part of learning, not just a final assessment.

d. Challenges and Implementation

Although it has many benefits, Challenges and Implementation of kitabah learning based on a scientific approach with image media at MTs Darussa'adah still faces several obstacles. One of the main challenges is the limited time of teachers in preparing diverse and interesting materials and media. In addition, the availability of interactive and representative learning resources is still limited. Teachers also need additional training to be able to optimize this learning method effectively and efficiently.

In the technical aspect, challenges and implementation are also related to the limited facilities and infrastructure in madrasah, especially access to information technology such as projectors or multimedia devices that can support the presentation of image media. This limitation becomes an obstacle in presenting truly innovative and interesting learning.

Therefore, support from the school, madrasah committee and government is crucial to facilitate the provision of facilities and continuous training for teachers.

Despite facing various challenges and implementations, MTs Darussa'adah has shown positive progress. Teachers continue to innovate by using various sources of images, either drawn by themselves, taken from magazines(Shodiq, 2014), or the surrounding environment. Collaboration between teachers through regular discussions and learning communities is an effective solution in overcoming limited resources and improving the quality of learning tools. This approach makes kitabah learning more contextual, creative, and fun for students.

In conclusion, Kitabah Learning Based on the Scientific Approach with Picture Media at MTs Darussa'adah, Muara Enim is an effective learning model in improving the quality of Arabic language learning, especially writing skills(Wasilah' Wasilah, N Nazarmanto, ST Utami, 2024). The scientific approach structured with visual media is able to develop students' critical thinking, imagination, and communication skills holistically. This model is highly recommended as an alternative to creative, active, and meaningful Arabic learning strategies in other madrasahs.

E. CONCLUSION

Learning kitabah based on the scientific approach with picture media at MTs Darussa'adah, Muara Enim is proven to be effective in improving students' writing skills thoroughly. Through a systematic and interactive learning process-including the stages of observing, questioning, trying, reasoning, and communicating-students not only acquire linguistic skills, but also develop creativity, critical thinking ability, and high learning motivation. Despite some technical and resource challenges, teacher collaboration and innovation in the utilization of learning media are key to the success of this model. Therefore, this approach is highly recommended to be used as a reference in developing more effective, contextualized, and fun Arabic language learning in other madrasahs.

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