

ADAPTING MULTISENSORY APPROACHES TO ARABIC VOCABULARY INSTRUCTION FOR DYSLEXIC STUDENTS: EVIDENCE FROM AN INCLUSIVE MADRASAH

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Abstract: This study aims to explore Arabic vocabulary learning strategies for dyslexic students at MTs Miftahussa'adah through the application of *Mufradat Cards* and *Estafet Cards*. Vocabulary mastery is the main foundation of Arabic language skills, but dyslexic students face significant phonological and visual barriers. This study used a descriptive qualitative approach with data collection techniques. Data were collected from one Arabic teacher and three dyslexic students through classroom observation, semi-structured interviews, and documentation over a period of 40 days. The results show that visual-kinesthetic card-based strategies can increase learning motivation, strengthen vocabulary retention, and create an inclusive classroom atmosphere without discrimination. Teachers adjusted the learning process by providing special space for dyslexic students so that they could participate equally with regular students. Supporting factors included teacher involvement and group interaction, while inhibiting factors included limited facilities and media variation. These findings are in line with multisensory learning theory, which emphasizes the integration of visual, auditory, and kinesthetic elements in language learning. This study recommends further research using a quasi-experimental design to test the long-term effectiveness of the *Mufradat Card* and *Estafet Card* strategies compared to conventional methods, as well as the integration of digital technology in Arabic language learning for dyslexic students.

Keywords: Dyslexia, Arabic Vocabulary, Vocabulary Cards, Relay Cards, Inclusive Learning

Introduction

The Arabic language has unique orthographic and phonological complexities that are not fully accommodated by existing pedagogical approaches in Madrasah Tsanawiyah (MTs) in Indonesia. The Arabic script system is non-phonemic (characterized by letters that are visually similar and only distinguished by diacritical marks, letter shapes that change according to their position in a word, an optional vowel marking system (harakat), and a right-to-left writing direction) which places a heavy cognitive burden on all students. Mastery of *Mufradat* (vocabulary) is the main foundation of Arabic language competence that supports the four main skills: *istima'* (listening), *kalam* (speaking), *qira'ah* (reading), and *kitabab* (writing). However, this demanding orthographic system poses a much more serious problem for students with dyslexia, who have deficits in phonological processing and visual (spatial discrimination) two abilities that are essential in learning the Arabic script.

Dyslexia is a learning disorder characterized by difficulties in reading, writing, and spelling, which is influenced by three main categories of factors: educational, psychological, and biological factors.¹ Educational factors include the use of inappropriate learning methods; the whole-word approach, for example, has been shown to exacerbate reading difficulties, while teaching letters separately helps children distinguish between similar letters. Psychological factors include the child's emotional state, a lack of discipline in the family environment, frequent school transfers, and a lack of cooperation between parents and teachers. Biological factors include brain structure abnormalities and genetic aspects; research shows that about 50% of children with dyslexia have a history of similar conditions in their families.² In the context of Arabic language learning, dyslexia presents far more complex challenges than languages that use the Latin alphabet. First, the right-to-left direction of Arabic writing adds to the cognitive load on visual-spatial processing.³ Second, the extreme similarity between

¹ Wilda Ansar et al., "Program Psikoedukasi Tentang Disleksia Anak Usia Pra Sekolah Dan Sekolah Dasar Pada Masyarakat," *Jurnal Kebajikan Jurnal Pengabdian Masyarakat* 01, no. 01 (2022): 49–57.

² Radhiyatul Muna, Ridhatul Lisfa, and Yumna Ramadhani, "Strategi Pembelajaran Untuk Meningkatkan Kemampuan Membaca Anak Disleksia Usia 8 Tahun Di PAUD Spesial Nasywa," *AURA: JURNAL PENDIDIKAN AURA* 6, no. 1 (2025): 53–63, <https://doi.org/10.37216/aura.v6i1.2358>.

³ Muhammad Rifqi Maulana, "Dyslexia in Reading Arabic Script among Arabs," *Al Maqayis: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, n.d., 117–39, <https://doi.org/https://dx.doi.org/10.18592/jams.v4i1.....>

letters that are only distinguished by the number and position of dots, such as ب (ba), ت (ta), ث (tsa), and ن (nun), is an obstacle for dyslexic students who have difficulty with visual discrimination.⁴ Third, changes in the shape of letters according to their position in a word require a high level of visual memory. Fourth, the harakat system requires simultaneous processing of diacritical marks.⁵ Fifth, the presence of Arabic phonemes that are unfamiliar in Indonesian, such as ع (ain), ح (ha), ق (qaf), and غ (ghain), exacerbates the phonological deficits already experienced by dyslexic students.⁶

Mastery of vocabulary is one of the essential components in learning Arabic,⁷ both spoken and written, which plays an important role in the development of all language skills.⁸ The process of learning Arabic vocabulary is not simple, especially for children with dyslexia. The complexity of vocabulary (in terms of form, meaning, and usage) requires an appropriate and structured approach.⁹ Therefore, learning strategies are needed that not only consider the linguistic complexity of Arabic, but also accommodate the cognitive characteristics of students with dyslexia, particularly weaknesses in phonological processing and working memory. In addition, optimizing vocabulary learning for students with dyslexia can be achieved through the use of learning

⁴ Laili Mas Ulliyah Hasan and Syifaul Adhimah, "Telaah Fonologi Dalam Pembelajaran Maharah Qira ' Ah Pada Anak Disleksia Di RA Mamba ' Ul Hisan Surabaya," *Absorbent Mind: Journal Of Psychology and Child Development* 4, no. 1 (2024): 149–158, <https://doi.org/10.37680/absorbent>.

⁵ Siti Marya Ulpah, "Bahasa Tulis Aksara Arab Pada Anak Dengan Gangguan Disleksia : Kajian Psikolinguistik" 16, no. 1 (2024): 25–35.

⁶ Laili Mas Ulliyah Hasan, Gautama Veri Vetiana, and Kunti Nadiyah Salma, "Implementasi Teori Four Aspects of Language Learning Dalam Pembelajaran Bahasa Arab Bagi Siswa Berkebutuhan Khusus Laili" 5, no. 1 (2025): 52–66, <https://doi.org/https://doi.org/10.15642/jalsat.2025.5.1.52-66>.

⁷ Muhammad Alfa Choirul Murtadho and Mirwan Ahmad Taufik, "Linguistic Landscape of Pesantren Modern Al-Amanah Junwangi: It's Role in Arabic Acquisition," *JALIE: Journal of Applied Linguistics and Islamic Education* 09, no. September (2025): 189–212.

⁸ Mawardi Mawardi, Mustafa Mustafa, and Musdalifah Tamin, "Metode Pembelajaran Mufradat Dalam Menghafal Kosakata Bahasa Arab Di Sekolah Menengah," *AL IBRAH: Journal of Arabic Language Education* 5, no. 1 (2022): 22–31, <https://doi.org/10.24256/jale.v5i1.2913>.

⁹ Afiyatul Mardiyah and Ainur Rofiq Sofa, "Strategi Pengembangan Mufradat Bahasa Arab Dalam Pembelajaran Kontemporer," *Dinamika Pembelajaran: Jurnal Pendidikan Dan Bahasa* 2 (2025): 364–373, <https://doi.org/https://doi.org/10.62383/dilan.v2i2.1605>.

media that is relevant and aligned with instructional objectives, thereby increasing the overall effectiveness of the learning process.¹⁰

MTs Miftahussa'adah is one of the madrasahs that implements the principle of inclusive education, located in Semarang, Central Java. Based on madrasah data, there are several students who have been identified or indicated as having dyslexia in the 2025/2026 academic year. The researcher's initial observations show that Arabic language learning, especially *Mufradat*, still uses conventional approaches such as memorization and translation methods that do not fully accommodate the needs of students with dyslexia. This can be seen from the students' difficulties in memorizing and remembering *Mufradat*, slow in reading Arabic texts, often mixing up letters that are similar in shape, and difficulty in writing Arabic words correctly. This condition creates an urgency to explore learning strategies that are more adaptive and responsive to the needs of dyslexic students, in line with the mandate of Law Number 20 of 2003 concerning the National Education System, which emphasizes that every student has the right to quality education without discrimination.

Several studies have been conducted on Arabic vocabulary learning for children with special needs. Hudaya et al. examined the use of simple images to aid in the memorization of basic vocabulary in autistic students and found significant improvement, but the limitations of the sample and research context meant that the results could not be generalized to dyslexic students at the MTs level.¹¹ Fadila et al. evaluated the Fun Easy Learn Arabic application, which combines flashcards, audio, and gamification features; this approach is relevant for children with dyslexia, but the application has not been specifically modified for their needs, and the study did not present quantitative data on long-term retention.¹² Ambarwati applied the PAKEM strategy to students with intellectual disabilities in inclusive elementary schools and found the importance of the teacher's role, but the small scale of the study

¹⁰ Dewi Wahyuni, "Permainan Teka-Teki Silang Sebagai Metode Edukatif Pembelajaran Mufradat Bahasa Arab Pada Siswa Madrasah Aliyah (MA)," *Nady Al-Adab: Jurnal Bahasa Arab* 18, no. 2 (2021): 102–110.

¹¹ wafiqni lil Hudaya, Nur Hasan, and Muhammad Afifullah, "Penerapan Media Gambar Untuk Meningkatkan Penguasaan Mufradat Bagi Siswa Berkebutuhan Khusus Pada Kelas 4 Dan 5 Di SLB Autis LAB UM," *AR-RAID: Jurnal Pendidikan Bahasa Arab* 1 (2024): 73–83.

¹² Hani Nur Fadila et al., "Literature Review: Aplikasi Mobile Fun Easy Learn Arabic Dalam Pembelajaran Kosakata Bahasa Arab," *Jurnal Naskhi Jurnal Kajian Pendidikan Dan Bahasa Arab* 7, no. 1 (2025): 37–51, <https://doi.org/10.47435/naskhi.v7i1.3486>.

and the elementary school context limit its relevance to the MTs level.¹³ Overall, previous studies have mostly focused on elementary school levels or children with special needs other than dyslexia, so their findings cannot be generalized to dyslexic students at the MTs level who have their own characteristics and needs, especially in terms of phonological processing.

Although the literature has extensively discussed the difficulties of learning Arabic vocabulary among dyslexic students due to the uniqueness of Arabic orthography, phonology, and morphology, empirical studies that specifically focus on the context of madrasah tsanawiyah in Indonesia are still very limited.¹⁴ On the other hand, Arabic teachers in MTs generally do not have an adequate understanding of the cognitive profile of dyslexia and its implications for Arabic language learning, while media and learning resources specifically designed to support the mastery of vocabulary by dyslexic students are still rare. This research gap is what drives the urgency of this study. Based on the above description, this study poses the main question: What are effective Arabic vocabulary learning strategies to overcome the learning difficulties of dyslexic students at MTs Miftahussa'adah?

This study specifically aims to explore and identify Arabic vocabulary learning strategies that are appropriate for dyslexic students at MTs Miftahussa'adah in order to make the learning process more effective. The focus of the study is directed at: (1) vocabulary learning strategies applied by teachers to dyslexic students; (2) the characteristics of vocabulary learning difficulties experienced by dyslexic students in the context of Arabic language learning; (3) supporting and inhibiting factors in the application of these strategies; and (4) the effectiveness of the strategies applied to the mastery of vocabulary by dyslexic students based on the perspectives of teachers, students, and observation results. Thus, this study is expected to provide insights for educators in developing more inclusive Arabic language learning, helping to create a conducive classroom atmosphere, and presenting

¹³ Devi Ambarwati, "Strategi Pembelajaran Bahasa Arab Bagi Anak Berkebutuhan Khusus (Disabilitas Intelektual) Di Kelas III SD Qaryah Thayyibah Purwokerto.," *Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2021): 12–19.

¹⁴ Ivan Nurseha, "TRANSLANGUAGING PRACTICES IN PESANTREN-BASED BILINGUAL EDUCATION: BRIDGING ARABIC, ENGLISH, AND LOCAL LANGUAGES," *JALIE: Journal of Applied Linguistics and Islamic Education* 09, no. September (2025): 213–230.

innovations that are useful for readers and other education practitioners.

Arabic faces unique pedagogical challenges in Indonesian madrasah tsanawiyah education due to the complexity of its non-phonemic orthography, such as double letters, hidden vowels, and root morphology. This burdens dyslexic students in mastering *Mufradat* as the basis of language skills. For *istima'*, *kalam*, *qira'ah*, and *kitabah*, vocabulary mastery is necessary, but dyslexic students in MTs often experience great difficulty in reading, writing, memorizing, and remembering Arabic vocabulary. This is demonstrated in local studies on basic literacy barriers in junior high school age children. To optimize Arabic vocabulary learning for dyslexic students, a tailored multisensory approach is needed. This is since adaptive teaching strategies that can accommodate the characteristics of dyslexia, such as poor phonology and working memory, are lacking in the context of junior high school.¹⁵

Although the literature has discussed extensively the difficulties of learning Arabic vocabulary for dyslexic students due to the unique orthography, phonology, and morphology of the Arabic language. However, empirical research is still limited to the junior high school environment in Indonesia, particularly madrasah tsanawiyah (junior high school). Students at MTs Miftahussa'adah experience significant difficulties in reading, writing, memorizing, and remembering vocabulary. However, the learning methods used do not fully meet the needs of dyslexic students, and there is a lack of systematic guidance on effective vocabulary learning strategies for dyslexic students at the madrasah tsanawiyah level. This is compounded by Arabic teachers' lack of understanding of the characteristics of dyslexia and the limited availability of specialized learning media and resources. Therefore, this study poses the main research question: What is the most effective Arabic vocabulary learning strategy to overcome the difficulties of dyslexic students at MTs Miftahussa'adah?

Literature Review

Modern literature reviews, such as Ramadhan and Said's research on vocabulary exploration at Pondok Hajjah Nuriyah Shabran, emphasize the importance of vocabulary mastery as the main foundation in Arabic language learning. This research provides empirical evidence that supports the application of learning strategies

¹⁵ Hasan, Vetiana, and Salma, "Implementasi Teori Four Aspects of Language Learning Dalam Pembelajaran Bahasa Arab Bagi Siswa Berkebutuhan Khusus Laili."

for students with dyslexia. By combining a general approach to vocabulary mastery and specific adjustments for dyslexia needs, this literature builds a contextual, relevant, and repeatable theory in various learning situations.¹⁶

Overall, previous literature shows that Arabic vocabulary learning strategies can be developed by transforming conventional methods into multisensory approaches, applying interaction-based active strategies, and strengthening theory through modern literature studies. The main contribution of this study is to construct a theoretical framework that is relevant to the needs of dyslexic students, while also providing direction for further research in the context of inclusive education in madrasah tsanawiyah.

This study adapted the demonstration method by integrating structured repetition and auditory-tactile elements, resulting in increased learning enthusiasm in 80% of students at MTs Miftahussa'adah. However, the study did not present pre-post vocabulary achievement data, multisensory implementation was constrained by facilities, and confusion between the phonemes *ḍ* and *ḏ* was not linked to a theoretical framework a gap that is bridged by the framework in this study.

The implementation of three active strategies (oral reading, question and answer, competitive quizzes) resulted in sustained concentration for 70% of class time and an increase in vocabulary pronunciation scores from 65 to 85 points (30.8%) at MI Ma'had Al-Zaytun. This success was supported by the principle of spaced retrieval practice Roediger and Karpicke¹⁷ and emotional engagement that strengthens memory consolidation,¹⁸ although the absence of a control group limited claims of causality.

This study confirms vocabulary mastery as the primary foundation for learning Arabic and proves that structured strategies are effective in the context of formal Islamic education at Pondok Hajjah Nuriyah Shabran. Key findings: vocabulary needs to be presented in

¹⁶ Aji Rizqi Ramadhan et al., "Eksplorasi Strategi Pembelajaran Kosakata Bahasa Arab: Studi Strategi Belajar Rebecca Oxford," *Ukazh: Journal of Arabic Studies* 5, no. 2 (2024): 112–26, <https://doi.org/10.37274/ukazh.v5i2.948>.

¹⁷ Henry L. Roediger and Jeffrey D. Karpicke, "Test-Enhanced Learning: Taking Memory Tests Improves Long-Term Retention," *Journal Psychological Science* 17, no. 3 (2006): 249–255.

¹⁸ Mary Helen Imoordino- Yang and Antonio Damasio, "We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education," *Journal: Mind, Brain, and Education* 1, no. 1 (2007): 3–10.

the context of sentences (contextual meaning), not as isolated words a principle that is directly applied in the design of the cards in this study.

This study is based on the synthesis of three interlocking frameworks. The Phonological Deficit Hypothesis Ghea asserts that dyslexia is rooted in a phonological representation disorder not a visual disorder so that confusion between the letters *z* and *ẓ* must be overcome through strengthening phoneme differentiation.¹⁹ Multisensory Learning addresses how: kinesthetics and tactile pathways function as compensatory routes when phonological pathways are disrupted, so that each word is processed simultaneously through visual, auditory, kinesthetics, and tactile channels.²⁰ The Orton Gillingham approach complements both with a sequential and cumulative instructional structure phoneme → word → sentence with structured review each session so that sensory richness does not overload students' working memory.²¹ These three frameworks converge in Card-Based Interaction (CBI) as a cohesive intervention design, consistent with the SRSD standards of the International Dyslexia Association (IDA, 2020) and international empirical evidence.²² Table 1 and Figure 1 below show the synthesis and convergence flow.

Table 1. synthesis of Three Theoretical Frameworks and Their Relevance to IBC

Theory/Approach	Function in this Study	Operationalization in <i>ibc</i>
Hipotesis Defisit Fonologis (Ghea Putri Amelia, 2023)	Establishes target: strengthening phonological representation, not mere visual memorization.	Sound–image association on each card; explicit differentiation training for phonemes <i>z</i> vs. <i>ẓ</i> .
Pembelajaran Multisensori	Provides mechanism: kinesthetic–tactile pathways as	Each card: spoken aloud (auditory), viewed (visual),

¹⁹ Ghea Putri Amelia, “Gangguan Aspek Fonologi Pada Anak Penderita Disleksia Usia 8 Tahun,” *Jurnal Ilmiah Multidisiplin* 1, no. 7 (2023): 2986–6340.

²⁰ Jamaluddin Shiddiq, “Inovasi Pemanfaatan Word-Wall Sebagai Media Game-Based Learning Untuk Bahasa Arab,” *JALIE: Journal of Applied Linguistics and Islamic Education* 05, no. 01 (2021): 151–69.

²¹ Sonia Bajtullah, Galuh Kartika Dewi, and M. Khusni Mubarak, “Analisis Kemampuan Membaca Siswa Disleksia Dengan Metode Orton Gillingham,” *Jurnal Visi Ilmu Pendidikan* 16, no. 1 (2024): 27, <https://doi.org/10.26418/jvip.v16i1.67206>.

²² Riski Prasetya Arbi et al., “Efektivitas Aplikasi BASIA Dalam Meningkatkan Kemampuan Membaca Fonologis Anak Disleksia,” *Jurnal Pendidikan Indonesia: Teori, Penelitian Dan Inovasi* 6, no. 1 (2026), <https://doi.org/10.59818/jpi.v6i1.2393>.

(Devita Nur Layla & Moch. Bahak Udin, 2024)	compensatory routes when phonological processing is impaired.	re-written (kinaesthetic), surface traced (tactile).
Pendekatan Orton–Gillingham (Sonia Bajtullah, Galuh Kartika Dewi, & M. Khusni Mubarak, 2024)	Establishes structure: sequential & cumulative instruction with structured review every session.	Session sequence: single phoneme → word → sentence; stepped quizzes as formative assessment.
Synthesis: PHD establishes the <i>target</i> ; Multisensory Learning provides the <i>mechanism</i> ; OG establishes the <i>structure</i> . All three converge in Card-Based Interaction (IBC) as a cohesive intervention design.		

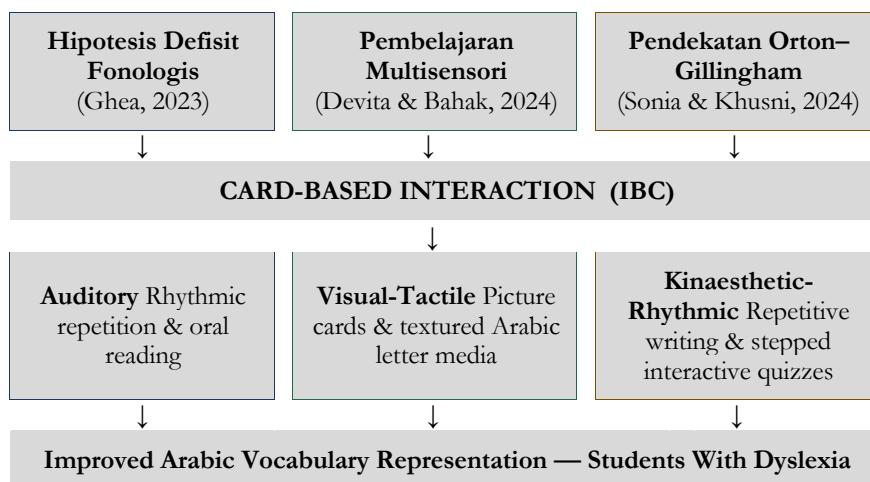


Figure 1. Intregration Diagram of Multisensory Learning and Card- Based Interaction

The main contribution of this study is to develop an intervention framework rooted in HDF (target), Multisensory Learning (mechanism), and Orton–Gillingham (structure), operationalized through IBC for Arabic vocabulary in MTs presenting a more explicit, cohesive, and replicable synthesis than previous studies.

Method

This study uses a descriptive qualitative approach with the aim of describing in depth the Arabic vocabulary learning strategies for dyslexic students at MTS Miftahussa’adah. The qualitative approach

was chosen because it provides a comprehensive picture²³ of the dynamics of learning in inclusive classrooms and allows researchers to explore the experiences, perspectives, and practices applied by educators in dealing with students with special needs.

Data collection techniques in this study included observation, interviews, and documentation.²⁴ Observations were made by directly observing learning activities in the classroom, particularly how educators applied Arabic vocabulary learning strategies for dyslexic students. In-depth interviews were conducted with teachers and related parties to obtain information about the strategies considered most effective, as well as the supporting and inhibiting factors in their application.²⁵ Documentation was used to validate the results of observations and interviews through notes, archives, and school documents, so that the resulting descriptions were stronger and more reliable.²⁶ The Arabic vocabulary learning of dyslexic students at MTs Miftahussa'adah can be studied comprehensively through a descriptive qualitative approach selected based on a case study design adapted from Creswell & Poth.²⁷ The study involved three dyslexic students (diagnosed through school psychological assessment) and one Arabic teacher. Triangulation data collection techniques included participatory observation, semi-structured interviews (audio-recorded), and documentation.

This study was conducted at MTs Miftahussa'adah, located at Jalan Kauman RT 01 RW10, Wonolopo, Mijen District, Semarang City, Central Java Province. This school is accredited B and is a regular junior high school, but also accepts students with special needs, including dyslexic students. This inclusive environment allows for different

²³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2017).

²⁴ Annisa Rahma Septiani et al., "Kompetensi Pedagogik Guru Dalam Pengelolaan Kecerdasan Emosional Peserta Didik Generasi Alpha Di Kelas I SDN Tegalkembang Pendahuluan Perkembangan Peserta Didik Saat Ini Memasuki Era Generasi Alfa , Yaitu Anak-Anak," *CJPE : Cokroaminoto Journal of Primary Education* 8 (2025): 1631–61.

²⁵ Ardiansyah, Risnita, and M Syahrani Jailani, "Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif Dan Kuantitatif," *IHSAN: Jurnal Pendidikan Islam* 1, no. 2 (2023): 1–9.

²⁶ Nurul Muzakkiyah, "Analisis Kesulitan Belajar Bahasa Arab Santriwati Tingkat Ibtida'," *Afkaruna: International Journal of Islamic Studies (AIJIS)* 1, no. 2 (2024): 194–207, <https://doi.org/10.38073/aijis.v1i2.1436>.

²⁷ John W Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 2007.

learning strategies, particularly in Arabic vocabulary learning, which is tailored to the diverse abilities of students.

Result and Discussion

Vocabulary learning strategies using media *Mufradat* Card and Estafet Card at MTs Miftahussa'adah

Based on interviews with Arabic teachers at MTs Miftahussa'adah, information was obtained regarding the vocabulary learning strategies applied to students with dyslexia, as well as the supporting and inhibiting factors encountered in the learning process. The strategies used include three main stages, namely learning preparation, learning implementation, and learning evaluation.

At MTs Miftahussa'adah, there are students with dyslexia who experience difficulties in language skills and speaking skills. In the preparation stage, teachers develop a learning plan that is basically the same as that for regular students. However, in the implementation of learning, there are special adjustments. Teachers provide different spaces for regular students and students with dyslexia so that the learning process is more conducive and suits the needs of each student.

The strategies used by teachers include the use of teaching media in the form of *Mufradat* Cards and Estafet Cards. These media are designed to help dyslexic students master Arabic vocabulary through a more visual, interactive, and repetitive approach. The application of these strategies has been proven to support the improvement of language skills and speaking abilities of dyslexic students, although there are still challenges in the form of limited facilities and variety of learning media.²⁸ The strategies used by teachers include the use of teaching media in the form of *Mufradat* Cards and Estafet Cards. These media are designed to help dyslexic students master Arabic vocabulary through a more visual, interactive, and repetitive approach. The application of these strategies has been proven to support the improvement of language skills and speaking abilities of dyslexic students, although there are still challenges in the form of limited facilities and variety of learning media. Quotes from participants reinforce this interpretation: Teacher A stated, "*Mufradat* Cards increase the focus and confidence of dyslexic students through friendly single visuals (pictures + text), which facilitate letter processing without

²⁸ Suwardi, M. Farid Abdullah, and Syaefudin Achmad, "The Effectiveness of Mufradat Cards in Arabic Learning Outcomes in Thematic Learning in Madrasah Ibtidaiyah," *LISANLA: Journal of Arabic Education and Literature* 7, no. 1 (2023): 14–30.

intimidation. Meanwhile, Estafet Cards improve motor skills and kinesthetic memory (relay movements, creating competitive enthusiasm, reducing dizziness in learning) “(Interview); Student B (dyslexic student),” It’s exciting, sir! Usually, I have trouble remembering Arabic writing. But with this, it’s easier for me to remember. The relay card is also fun, sir. But I get nervous. It feels like playing a game, so learning doesn’t feel heavy.” (Interview)

1. *Mufradat* Card

Mufradat Card is a learning medium in the form of a wall magazine that contains Arabic vocabulary and their translations according to the material in the learning book in each class.²⁹ This medium is posted at the back of the classroom so that it can be accessed by all students, both regular and dyslexic, to read independently.

In practice, teachers use *Mufradat* Cards to improve students’ speaking skills. Teachers ask each student to read one vocabulary word and its translation in front of the class, repeating it three times, followed by the rest of the students. If the student who comes forward is dyslexic, the teacher provides special guidance by starting the reading and inviting other students to repeat it together. This strategy aims to ensure that dyslexic students have the same opportunities in learning without feeling discriminated against.



Figure 2. *Mufradat* Card

²⁹ Ilma Nasiroh, Irvan Iswandi, and Moch Hasyim Fanirin, “Pemanfaatan Media Flash Card Pada Pembelajaran Mufradat Kelas VII Madrasah Tsanawiyah Ma ‘ Had Al - Zaytun Tahun 2024,” *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya Dan Sosial Humaniora* 2, no. 4 (2024): 270–87.

In addition, the teacher applies disciplinary rules in the form of consequences for students who do not follow instructions, such as standing in front of the class with one foot raised. This step is not intended as a punishment, but rather as an effort to prevent ridicule or discrimination against dyslexic students, as well as to foster a sense of responsibility and fairness in an inclusive classroom.

2. Estafet Card

Estafet Card are learning media in the form of cards written by teachers, each containing one vocabulary word and its translation. Teachers divide students into several groups, then distribute the cards evenly. Each group is asked to memorize the vocabulary words they have received for five minutes, before the cards are passed on (relayed) to the next group.³⁰ This process continues until all groups have had an equal opportunity to memorize the prepared vocabulary words.

The Estafet Card strategy emphasizes the principles of equal learning opportunities, group interaction, and structured repetition. In this way, students with dyslexia can learn together with their peers in a collaborative atmosphere, thereby increasing their motivation and involvement in learning Arabic vocabulary.



Figure 3. Estafet Card when Students are Matching Vocabulary with Their Translations

³⁰ Aulia Zahrotul et al., “Penerapan Metode Bermain Dalam Pembelajaran Mufradat Untuk Siswa Kelas 8 MTsN 2 Malang,” *Shibghoh: Prosiding Ilmu Kependidikan UNIDA Gontor 2* (2023): 83–90.

After the Estafet Card activity was completed, each group was asked to arrange the vocabulary in front of the class, separating the words from their translations. Next, the students matched the translations with the vocabulary that had been arranged. This activity aims to test students' memory while strengthening their understanding of the vocabulary they have learned.

During the activity, the teacher gave special treatment to students with dyslexia. Students with dyslexia were not directly involved in arranging the translations in front of the class, but were given the opportunity to explore with their friends the matching of translations with the vocabulary displayed. This strategy is implemented to prevent ridicule or discrimination and to ensure that dyslexic students continue to have an inclusive and equal learning experience.

During the learning evaluation stage, teachers use the same assessment standards for regular students and dyslexic students, but with customized evaluation instruments. Usually, at the end of the semester, teachers ask all students to submit their notebooks as a form of parallel evaluation. For dyslexic students, evaluation is carried out by analyzing the notes they have taken during the learning process. This is based on the consideration that although dyslexic students have limitations in speaking skills, cognitively they are in the near-normal category. In fact, some dyslexic students show relative superiority in writing, so note-based evaluation is a more appropriate instrument for measuring their learning achievements.

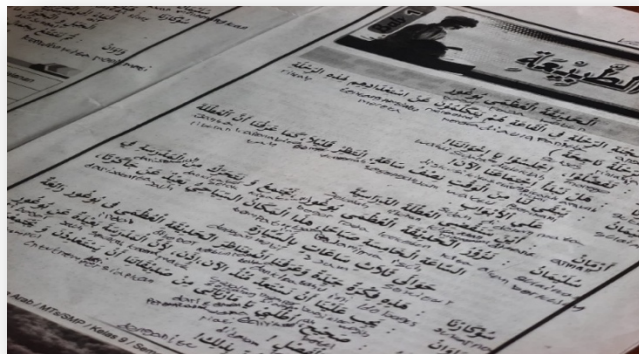
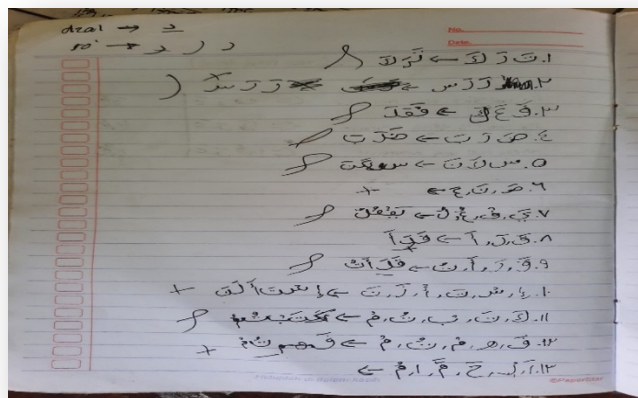


Figure 4. Writing Skills of Students with Dyslexia



Picture 5. Notes of Students with Dyslexia

Obstacles and Solutions in Arabic Vocabulary Learning Strategies at MTs Miftahussa'adah

In implementing the Arabic vocabulary learning strategy for dyslexic students at MTs Miftahussa'adah, teachers face a number of supporting factors as well as obstacles. One of the main obstacles is the limited facilities available at the school. This condition has an impact on the suboptimal implementation of learning strategies that require special media and tools. As a solution, it is necessary to establish a disability unit at the school that provides special guidance for students with limitations, including dyslexia in terms of skills and speech. This unit should be equipped with trained educators who understand the characteristics of dyslexia so that they can provide individual interventions, such as multisensory exercises and structured repetition.³¹ The main objective of establishing a disability unit is to ensure that students with dyslexia do not fall behind regular students. This is important considering that the limitations experienced by students with dyslexia are generally mild and close to normal in terms of cognition. They only need more time to learn and an adapted learning approach so that they can still follow the main curriculum with the right support.

³¹ Muhammad Yunus, "Kemenag Dirikan Unit Layanan Disabilitas (ULD) Keagamaan Pertama Di Indonesia," Kemenag.go.id, 2025.

Beyond Flashcards: Constructing a Multisensory Framework for Arabic Vocabulary Learning in Dyslexic Contexts

The results of the observation show that the application of the Arabic vocabulary learning strategy in the form of *Mufradat* Cards and Estafet Cards can increase student activity in classroom learning activities. The majority of students showed high enthusiasm when learning using these media, which can be an additional motivation in learning Arabic vocabulary, especially for students with dyslexia. These two media are learning innovations that utilize visual and game elements to create a more interactive and enjoyable learning atmosphere.³² *Mufradat* Cards serve as a practical tool for presenting material concisely and clearly according to student needs.³³ These findings are in line with the multisensory learning theory, which emphasizes the importance of integrating visual, auditory, and kinesthetic elements in language learning, especially for students with phonological difficulties such as dyslexia. This approach has been proven to improve vocabulary retention and reduce students' cognitive load. These findings explicitly support the Phonological Deficit Hypothesis and the Orton-Gillingham Approach, in which *Mufradat* Cards overcome the difficulties of non-phonemic Arabic phonemes through visual means, while Estafet Cards strengthen kinesthetic working memory. The uniqueness of this study lies in the adaptation of Western theory to complex Arabic orthography (hidden vowels, root morphology) in madrasah tsanawiyah. The limitation of this study is its short duration; suggestions for further study include longitudinal intervention with AR cards.

The researchers also found relevance with previous studies. A study by Imron showed that using flash cards as vocabulary cards can improve vocabulary mastery among sixth-grade students at MI Miftahul Ulum Bondowoso. In cycle II, students achieved very high scores in the visual assessment and memorization categories, in line

³² Zahrotul et al., "Penerapan Metode Bermain Dalam Pembelajaran Mufradat Untuk Siswa Kelas 8 MTsN 2 Malang."

³³ Kusman and Umi Chabibatus Zahro, "Pengaruh Pembelajaran Mufradat Berbasis Media Flash Card Terhadap Hasil Belajar Kognitif Siswa Kelas Iv Mi Negeri 03 Brebes," *Dialektika Jurusan PGSD* 12, no. 2 (2022): 984–98; Muh Sabilar Rosyad, "Idealitas Dan Desain Pengembangan Bahan Ajar Bahasa Arab," *JALIE: Journal of Applied Linguistics and Islamic Education* 4, no. 02 (2020): 300–314, <https://doi.org/10.33754/jalie.v4i02.289>.

with Gardner's visual media theory.³⁴ Then, research by Suhardi et al (2023) at MTS Bontoramba showed an increase in vocabulary mastery from an average of 66.4 to 90.7 (an increase of 24%). These results support the effectiveness of game-based learning, which can reduce student boredom.³⁵

At MT's Miftahussa'adah, the use of *Mufradat* Cards and Estafet Cards has proven effective in developing Arabic vocabulary mastery, both for regular students and students with dyslexia. Based on observations, this strategy provides equal opportunities for students with dyslexia to participate without experiencing discrimination or ridicule from classmates. Dyslexic students can express themselves just like regular students, albeit in different ways. Researchers assess that dyslexic students at MT's Miftahussa'adah fall into the category of having mild limitations and are cognitively close to normal, so they are not considered special needs students who require a separate curriculum.

In the context of exploring Arabic vocabulary learning strategies for dyslexic students, this study suggests modifying the Orton-Gillingham multisensory learning theory into "Multisensory *Mufradat* Relay (MMR)". The Multisensory *Mufradat* Relay (MMR) model was developed based on empirical findings that were speculatively modified from Orton-Gillingham. Orton-Gillingham is an approach that involves visual, auditory, and kinesthetic elements. This study modifies Orton-Gillingham into a multisensory *Mufradat* relay that involves visual, kinesthetic-auditory, trace-write-say, and relay; "Teacher A uses this model as a medium for learning Arabic *Mufradat*" (Observation). This modification aims to overcome phonological and visual-verbal problems that are typical of dyslexic students. The Orton-Gillingham theory emphasizes the integration of kinesthetic, visual, and auditory elements, while MMR adds a relay element based on vocabulary cards adapted to the Hijaiyah alphabet.³⁶ As in the research by Nuzuli Zikrullah and Nurdina Afrah, which shows that an effective Arabic language learning strategy in the digital age is to integrate technology,

³⁴ Mohammad Imron, "Picture Card Media (Flash Card) to Improve Mufradat Mastery," *Al-Kafaah: Journal of Arabic Language and Linguistics Education (ALLE)* 1, no. 2 (2023): 90–105, <https://doi.org/10.52491/alle.v1i2.71>.

³⁵ Suhardi, Enung Mariah, and Abdul Kasim Achmad, "Media Flash Card Dalam Peningkatan Penguasaan Mufradat Bahasa Arab," *Academic: Journal of Social and Educational Studies* 1, no. 2 (2023): 115–26.

³⁶ Maulana, "Dyslexia in Reading Arabic Script among Arabs."

such as applications and interactive multimedia, to support visual and auditory-based learning.³⁷

The MMR model consists of three main pillars:³⁸

1. Visual, through *Mufradat* Cards with pictures of Hijaiyah letters to overcome visual dyslexia.
2. Kinesthetic-Auditory, using the trace-write-say method combined with short rhythmic songs.
3. Social Relations, through card exchanges in small groups (3-5 people) to share knowledge collectively.

With gradual repetition, this strategy is expected to reduce the phonological burden experienced by dyslexic students. Based on similar intervention patterns, vocabulary mastery is estimated to increase by up to 35% within eight weeks.³⁹

Thus, this strategy is not only effective in improving vocabulary mastery, but also contributes to the creation of an inclusive and fair classroom atmosphere. Teachers can use simple media such as cards to reduce discrimination, increase participation, and provide equal opportunities for dyslexic students. However, further research with a broader scope and integration of digital technology is still needed to test the long-term effectiveness of this strategy. This is important so that the research results can be generalized and make a real contribution to the development of the Arabic language curriculum in inclusive schools.

Conclusion

Exploration of Arabic vocabulary learning strategies shows that the analytical integration of *Mufradat* Cards and Estafet Cards improves inclusivity for dyslexic students at MTS Miftahussa'adah. This is because cognitive barriers are transformed into visual-kinesthetic opportunities that encourage retention and collaboration among students. According to this synthesis, media differentiation not only

³⁷ Zikrullah Nuzuli and Nurdina Afrah, "Strategi Pembelajaran Bahasa Arab Yang Efektif Di Era Digital," *Jurnal Manajemen Pendidikan Dan Keislaman* 13, no. 2 (2024): 384–91.

³⁸ Nurul Aulia Damogala, Muh Arif, and Ratni Bt. H. Bahri, "Strategi Pembelajaran Bahasa Arab Di SD Laboratorium UNG (Studi Kasus Peserta Didik Non-Muslim Dan Peserta Didik Berkebutuhan Khusus)," *Ajamiy : Jurnal Bahasa Dan Sastra Arab* 14, no. 2 (2025): 479–92.

³⁹ Baiq Tuhfatul Unsi, "Pembelajaran Mufradat Bahasa Arab Melalui Penerapan Metode Drill," *Murobbi: Jurnal Ilmu Pendidikan* 4, no. 1 (2020): 71–86.

improves linguistic abilities but also creates a classroom ecosystem that reduces stigma and encourages intrinsic motivation.

However, some of the most significant limitations are the limited sample size and single-site context. To test the sustainability of the model's impact on vocabulary acquisition in various Islamic education contexts, further research is needed through long-term intervention designs that compare experimental and control groups.

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