Visual Learning Meets Dual Coding: Rethinking Arabic Reading Pedagogy

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	Abstract
Keywords: Dual Coding, Image Based Learning, Maharah Qiroah	The main problem of this research is the low optimization of students' reading skills (maharah qiroah) due to the dominance of conventional methods, so it is necessary to implement an Image-Based Learning approach based on Dual Coding theory. This study aims to analyse the implementation of the Image-Based Learning (IBL) approach based on the Dual Coding theory in improving Arabic reading skills (maharah qiroah) of 12 postgraduate students during the learning process in the classroom. The study employs a descriptive qualitative method, with data collected through direct observation, in-depth interviews, and documentation of the learning process in the Arabic Language Education Programme at UIN Maulana Malik Ibrahim Malang. Data validity is ensured through triangulation of sources and data collection techniques. The results indicate that the IBL approach is effective in activating students' schemas, enriching vocabulary, deepening understanding of Arab cultural context, and developing critical thinking skills

through text structure analysis. The integration of Dual Coding theory enables students to process information simultaneously through visual and verbal channels, significantly enhancing retention and reading comprehension. These findings reinforce the evidence of the effectiveness of interactive visual media in Arabic language learning. The contribution of this research lies in affirming the strategic role of visualisation in developing analytical skills and comprehensive discourse understanding. Therefore, the Dual Coding-based IBL approach is recommended as an adaptive pedagogical strategy in maharah qirāʾah learning to meet the demands of 21st-century learning.

	Abstrak
Kata Kunci: *Dual Coding, Image Based Learning, Maharah Qiroah*	*Masalah utama penelitian ini adalah rendahnya optimalisasi keterampilan membaca (maharah qiroah) mahasiswa akibat dominasi metode konvensional, sehingga diperlukan implementasi pendekatan Image-Based Learning berbasis teori Dual Coding. Penelitian ini bertujuan untuk menganalisis implementasi pendekatan Image-Based Learning (IBL) yang berbasis teori Dual Coding dalam meningkatkan keterampilan membaca (maharah qiroah) Bahasa Arab pada mahasiswa pascasarjana sebanyak 12 orang selama proses pembelajaran di kelas. Penelitian menggunakan metode kualitatif deskriptif dengan pengumpulan data melalui observasi langsung, wawancara mendalam, dan dokumentasi proses pembelajaran di Program Studi Pendidikan Bahasa Arab, UIN Maulana Malik Ibrahim Malang. Validitas data dijaga melalui triangulasi sumber dan teknik pengumpulan data. Hasil penelitian menunjukkan bahwa pendekatan IBL efektif dalam mengaktifkan skemata mahasiswa, memperkaya kosakata, memperdalam pemahaman konteks budaya Arab, serta mengembangkan keterampilan berpikir kritis melalui analisis struktur teks. Integrasi teori Dual Coding memungkinkan mahasiswa memproses informasi secara simultan melalui saluran visual dan verbal, sehingga meningkatkan retensi dan pemahaman bacaan secara signifikan. Temuan ini memperkuat bukti efektivitas media visual interaktif dalam pembelajaran Bahasa Arab. Kontribusi penelitian ini terletak pada penegasan peran strategis visualisasi dalam pengembangan keterampilan analitis dan pemahaman wacana yang komprehensif. Oleh karena itu, pendekatan IBL berbasis Dual Coding direkomendasikan sebagai strategi pedagogis adaptif dalam pembelajaran maharah qirāʾah guna memenuhi tuntutan pembelajaran abad ke-21*

Introduction

Low student involvement and monotony of lecture methods are one of the fundamental problems that need to be solved (Mustafa et al., 2023). This challenge triggers an urgent need for learning innovations that are able to integrate technology with the right pedagogical approach (Thoyib et al., 2023). In the digital era, conventional methods in learning Arabic are considered less effective in attracting students' interest (Habib, Zaki, et al., 2025). Especially in the aspect of maharah qira'ah which requires a deep understanding of the text (Fadhilla & Azhari, 2024). In addition, learning using technology-based media also helps overcome the limitations of conventional methods that tend to be monotonous (Herawati & Zufa, 2024).

The use of interactive media such as Smart Apps Creator, Augmented Reality (AR), and Virtual Reality (VR) is one of the alternatives that has been proven to be able to increase student involvement in understanding Arabic material through visual, audio, and immersive virtual environment features (Sadiyah, 2023). Likewise, the use of audio, video, and interactive presentations can help students understand the material better because it supports various learning styles, both visually and auditory (Nurjamilah & Fahyuni, 2024). Several platforms such as Quizizz and Al-Qalam (Artiﬁcial Intellegence) have been proven to make the learning process more interactive with the advantages of each feature (Habib, Afrilianti, et al., 2025).

In addition to the technological aspect, a multidisciplinary approach is also an important factor in increasing the effectiveness of Arabic learning (Yusuf, 2024). The integration of various media in one learning system allows students to more easily understand complex material (Kamalia, 2024). This approach supports the needs of students with various learning styles and encourages the creation of a more collaborative, creative, and communicative learning environment (Jamaan, 2025). However, the main challenge in the implementation of this media is the need to adjust the material to remain relevant to the applicable

curriculum, as well as the limitations of infrastructure and teacher readiness are still obstacles that require serious attention (Habib & Kabalmay, 2025).

Visual approaches such as Image Based Learning also support the understanding of Arabic vocabulary and structure more effectively through visual associations (Dalimunthe & Rahmaini, 2023). This approach refers to the Dual Coding theory which combines verbal and visual elements in students' memory so as to improve memory and comprehension (Mir et al., 2023). In learning Arabic, especially maharah qiroah, the use of image media and interactive applications makes student faster to understand the material presented (Atthohiro & Muhammad, 2025). Zainuri and Wahyudi's research proves that the use of picture media, posters, and picture books can increase students' interest and vocabulary mastery (Zainuri & Wahyudi, 2023). Meanwhile, Halimatus Sa'diyah showed that gamification-based Quizizz was able to significantly improve students understanding of Arabic texts (Sadiyah, 2023).

However, previous studies tend to only highlight aspects of learning motivation and literal understanding without reviewing and identifying the Image Based Learning model in depth, especially in maharah qiroah learning. This study is here to complement these findings by focusing on the integration of Image-Based Learning based on Dual Coding in maharah qiroah learning and analyzing the models applied to the learning process to improve reading skills. Thus, this research is expected to make a new contribution in developing Arabic learning models that are adaptive, contextual, and support deep, critical, and relevant understanding to the development of digital technology.

Method

This study uses a descriptive qualitative approach with a case study design. The focus of the research will explore how the dual coding method, which combines text and visuals, is applied in the context of qiroah learning with the Image Based Learning approach as well as analyze the model applied in the

learning process to improve reading skills. This approach was chosen to study the phenomenon in depth and contextually (Creswell & Guetterman, 2024). Data collection was carried out through in-depth interviews, direct observation, and documentation. The interview was aimed at 2nd semester graduate students of UIN Maulana Malik Ibrahim Malang who participated in visual media-based maharah qiroah learning. Observations are carried out during the learning process to observe the application of methods and student responses, while documentation is used to collect visual media used in learning.

The source of data in this study is postgraduate students in the 2nd semester of the Arabic Language Education Study Program. Informants were selected purposively based on their involvement in relevant learning activities. The data analysis process follows the stages of data reduction to sort out relevant information, present data in the form of narrative and thematic descriptions, and draw conclusions based on consistent patterns of findings (Qomaruddin & Sa'diyah, 2024). The validity of the data is strengthened through the triangulation technique of sources and methods, by comparing the results of interviews, the results of observation notes, and learning documents to obtain a complete, accurate, and scientifically accountable picture.

Result and Discussion

The dynamics of Arabic learning in universities, especially reading skills (maharah qirā'ah), lecturers are required to present learning strategies that are not only linguistically effective, but also adaptive to the needs and characteristics of today's students (Muna et al., 2025). One of the approaches that is increasingly being applied is Image-Based Learning, which is the use of visual media as an integral part of the language teaching and learning process. This approach is considered to be able to answer the challenge of the lack of understanding of cultural context in reading texts and the low interest of students in reading material that is purely textual.

Based on the results of observations in class and interviews with postgraduate students of the Arabic Language Education Study Program at UIN Maulana Malik Ibrahim Malang, it can be seen that the use of image-based media has become part of pedagogical innovation in teaching maharah qirā'ah. This practice is not just about displaying pictures as a tool, but rather part of a systematic learning strategy, designed to increase students' absorption, active participation, and critical competence.

Based on the results of direct observation in the classroom and in-depth interviews with a number of postgraduate students of the Arabic Language Education Study Program at UIN Maulana Malik Ibrahim Malang, it was found that the Image-Based Learning strategy has been integrated in the learning of maharah qirā'ah in a fairly varied and contextual manner. Lecturers in charge of qirā'ah courses actively use visual media as a means of helping students understand the content of the text, master vocabulary, and develop critical thinking skills about the structure and context of reading. This reflects the paradigm shift in language learning from traditional textual approaches to multimodal approaches that are more in line with the characteristics of today's generation of learners.

The application of Image-Based Learning in the learning of maharah qirā'ah provides a significant new dimension in the Arabic language learning process, especially at the postgraduate level. This strategy allows students to interact with learning materials more actively and contextually, not only focusing on the text, but also on visual representations that enrich understanding. This approach is also in line with the multimodal learning theory which states that the combination of visual and verbal can deepen understanding and improve learners' memory (Muassomah et al., 2022). In addition to improving the understanding of vocabulary and language structure, Image-Based Learning also encourages students to develop analytical skills through the interpretation of images and their relationship to the context of the text. Thus, the learning process

does not only stop at reading skills, but also trains students to think critically and reflective of reading materials (Humaidi, 2023).

This is important considering that advanced language learning must be able to develop cognitive and affective competencies in a balanced manner. In terms of learning motivation, the consistent use of visual media in qirā'ah classes also has a positive influence. Students report that images and visualizations make the learning process more engaging and reduce boredom when reading long or complex texts. This is especially relevant considering the motivational challenges that often arise in learning foreign languages at the university level (Alkhazaleh & Abu Sal, 2024). The Image-Based Learning approach also allows adaptation to different learning styles among students. There are students who tend to be visual learners so this method is very helpful, while for students who are more kinesthetic, mind mapping drawing activities also provide active involvement. This shows that the application of image-based methods can increase the inclusivity of Arabic language learning (Masfufah & Nurdyansyah, 2023).

From the data obtained, there are at least two forms of Image-Based Learning that are the most dominant and felt effective by students, 1) Photographic Image Media in Thematic Qiroah Text. The implementation of photographic image media is often found in qirā'ah learning sessions with thematic and cultural themes. One example that was observed directly was when the lecturer delivered reading material entitled "الأسواق التقليدية في العالم العربي" (Traditional Markets in the Arab World). Before the text was read together, the lecturers presented images of traditional markets from various Arab countries such as Souk Al-Madina (Syria), Khan el-Khalili (Egypt), and Jemaa el-Fnaa (Morocco). Students were then asked to look at the pictures and name the appropriate vocabulary in Arabic, such as "فواكه" (fruits), "بائع" (seller), "ميزان" (scales), and "سوق" (market).

الأسواق التقليدية في العالم العربي

سوق المدينة (سريا) — خان الخلالي (مصر) — جما الفنا (المغرب)

Figure 1. Photographic Image Media in Thematic Qiroah

This visualization serves as a schema activation to stimulate the background of students knowledge, which, according to didactic visual research, plays an important role in the comprehension of thematic reading. The images displayed are not only complementary, but also central to contextual discussions that allow students to make connections between Arabic vocabulary, textual meaning, and culture. One of the students stated, "I understand the meaning of the word faster because I can see the picture firsthand, especially if the words are new."

The follow-up activity was carried out by asking students to describe the picture using sentences in Arabic, such as: "نرى في هذه الصورة رجلًا يبيع الخضروات في السوق". (We see in this picture a man selling vegetables in the market). This activity enriches the understanding of the reading context, as well as developing productive skills such as writing and speaking. Images are also used in the post-reading stage to assess comprehension through descriptive writing tasks or retelling of text content based on images. The effectiveness of this approach is also reinforced by findings in other studies that state that the use of real images in language learning not only improves context understanding, but also lowers learning anxiety levels in advanced students. In addition, real visual media also helps overcome the cognitive barriers that students often experience when dealing with new vocabulary and complex sentence structures in qirā'ah texts (Muid et al., 2021).

Furthermore, the integration of photographic image media also acts as an interactive medium that facilitates critical and reflective discussions. In several sessions, students were invited to discuss social, economic, and cultural aspects reflected in traditional market images, so that learning was not only oriented to linguistic aspects but also interdisciplinary. This approach is in line with a context-based learning model that emphasizes the relevance of the material to students' real lives. The use of real photographic images in thematic text learning has been proven to be effective in strengthening students' memory and understanding of the content of reading.

Photos relevant to the theme of the text are not only a visual tool, but also a cognitive stimulus that helps students connect between vocabulary and cultural contexts holistically. For example, traditional market photos that are rich in cultural details help students understand the socio-economic context and Arabic traditions contained in the text. In addition, the use of photographic images encourages the development of students' descriptive and narrative skills. By writing sentences or paragraphs describing the photo, students practice composing sentences in Arabic in a contextual and communicative manner, not just memorizing vocabulary. This activity also fosters confidence because students are able to express ideas based on visual observations.

In addition to photographic image media, there are also 2) Image-Based Mapping to Analyze Reading Structure. The second strategy that is widely used by lecturers in qirā'ah learning is image-based mind mapping. This technique is applied consistently to build students' skills in understanding the structure of discourse and organizing information visually. One of its implementations occurred in the learning of narrative texts entitled "رحلة إلى مكة" (Journey to Mecca). After reading the text individually, students are asked to compile a visual concept map that depicts the flow of events, characters, important places, and emotional responses experienced by the characters in the text.
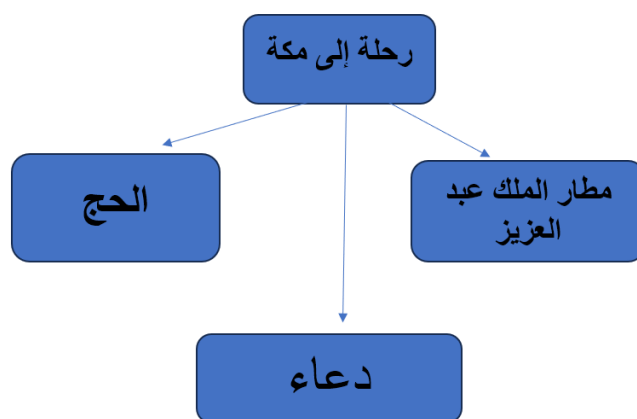
Figure 2. Mind Maping at Qiroah Text

Simple illustrations are used to depict elements such as the airport, the Grand Mosque, spiritual journeys, as well as interactions with family. The visualization is labeled using Arabic vocabulary, such as "الحج", "مطار الملك عبد العزيز", and "دعاء". This process not only improves information retention, but also helps students build a logical structure of the text read. This activity is also used as the basis for group discussions and oral presentations. Students explain the contents of their mind maps in Arabic, which at the same time practice speaking skills, compose arguments, and develop the ability to convey ideas in a structured manner. This technique is in line with the principle of visual-verbal integration in multimodal learning theory.

In addition, this visual mind mapping has been proven to spur collaboration between students in learning, where they must discuss and agree on the content of the concept map made together. This collaborative approach fosters a sense of collective learning responsibility and important social skills in the context of language learning. Furthermore, lecturers also use the results of mind mapping as material for reflection and formative evaluation. By comparing concept maps between groups, lecturers can evaluate students' in-depth understanding of the text, as well as identify errors or misconceptions that need to be corrected in the next session. This model supports the assessment for learning approach that is increasingly popular in higher education (Udin et al., 2024). The use of image-based mind mapping in qirā'ah learning helps students

in structuring and organizing information visually, making it easier for them to understand complex text structures. Through this activity, students not only memorize the content of the text, but also build a deeper conceptual understanding of the relationships between elements in the text.

This strategy also activates high-level cognitive abilities, such as analysis and synthesis, which are indispensable in advanced language learning. By visualizing the relationships between characters, events, and places in the text, students learn to construct coherent and logical narratives, as well as practice critical thinking skills. In addition, mind mapping also stimulates social interaction and collaboration between students through group discussions. The discussion process and presentation of the results of the mind map improves the ability to communicate orally in Arabic and strengthens presentation skills which are important competencies in the academic context.

The use of symbols and images in mind mapping also helps students in remembering information more effectively than just plain text. This is in line with the dual-processing theory which states that visual and verbal information processed together will improve memory. Therefore, visual mind mapping is a strategic method in teaching advanced Arabic reading comprehension. The implementation of this image-based mind mapping can be integrated with digital technology, such as an interactive concept map maker application that allows students to digitally edit and save concept maps (Alkhazaleh & Abu Sal, 2024). The use of this technology allows for a more flexible and adaptive learning process according to the needs of today's students.

In the application of photographic image media in thematic qirā'ah texts, there are a number of advantages that support students' understanding of the content of the reading. (Muid et al., 2021) Image visualization serves as a schema activator that helps students relate background knowledge to the reading theme, so that the process of understanding vocabulary and cultural context becomes more effective. Pictures also enrich learning activities by encouraging students to describe the content of the pictures in Arabic sentences, which has an impact on

improving productive skills such as writing and speaking. This approach is in line with the theory of Dual Coding, where visual and verbal information processed simultaneously is able to strengthen memory and comprehension. In addition, the use of real images can also reduce learning anxiety and strengthen the relevance of the cultural context contained in the text (Mir et al., 2023).

Nevertheless, this strategy has some drawbacks. One is the lack of direct focus on the structure of the text as a whole, such as the flow or the relationship between ideas, as students' attention is often focused on images and thematic vocabulary. These strategies also tend to be more suitable for culturally themed or descriptive texts, and may be less effective when applied to expository or scientific texts that require logical and systematic understanding. Meanwhile, image-based mind mapping strategies have more specific advantages in helping students analyze the structure of reading. This technique allows students to visually map the plot, characters, places, and main ideas of the text, thus helping them understand the logical relationships between the elements of the text.

Mind mapping also develops critical and analytical thinking skills, which are indispensable in understanding complex narrative or expository texts (Yolanda et al., 2024). Through this activity, students not only understand the content of the text, but also learn to structure the discourse and reconvey the content of the text in a concise and logical manner. Group discussion activities and mind map presentations also strengthen oral skills, argumentation, and collaboration between students. Behind these advantages, this strategy also has limitations. The process of making a mind map requires time and quite intensive guidance, especially for students who are not used to the visual approach. Not all students have the same learning style, so for some engineering students this can feel confusing or ineffective. In some cases, students' focus can also shift to the aesthetic aspect of the mind map, instead of the substance of reading comprehension which is the main goal.

In the context of maharah qirā'ah skills, both strategies have great potential in increasing the effectiveness of learning. Qirā'ah as a reading skill not

only requires the ability to recognize letters and sounds, but also to understand the meaning, structure of the text, and the message that the author wants to convey. Therefore, image photography media strategies are able to help students in building context and enriching vocabulary and cultural understanding, while image-based mind mapping greatly supports the process of analyzing reading structures and developing high-level thinking skills. The combination of the two can be a complementary approach that complements each other in a more comprehensive, contextual, and meaningful learning process in the teaching of Arabic qirāʹah at the university level.

Conclusion

This study concludes that the implementation of Image-Based Learning (IBL) grounded in Dual Coding Theory significantly enhances students' maharah qirāʹah performance. The integration of thematic images and visual mind mapping strengthens comprehension of Arabic texts by activating schematic knowledge, enriching cultural understanding, and improving vocabulary mastery. Moreover, the approach effectively boosts learners' motivation and engagement, creating a more interactive and meaningful reading experience.

A particularly surprising finding is that the visual stimuli not only supported linguistic comprehension but also enhanced analytical thinking and memory retention beyond the expected linguistic domain. Students demonstrated a deeper understanding of text structures and contextual meanings even without explicit translation activities. This suggests that IBL may function as a cognitive bridge between visual literacy and Arabic linguistic proficiency, providing new insight into multimodal pedagogy in Arabic language learning.

Nonetheless, the study's scope remains limited due to its small sample size—restricted to graduate students in a single institution—and the short observation period. The absence of quantitative statistical analysis also constrains the generalizability of findings. Future research should employ mixed-method

or quantitative approaches, expand to diverse educational levels, and investigate the integration of AI-assisted visual tools to develop more adaptive and personalized qirāʾah learning models..

Authors' Contribution Statement

Vivia Salma Azzahro designed the study framework, coordinated data collection, and drafted the main manuscript. Ikhwanul Habib contributed to the theoretical foundation and conducted data analysis. Taqiyuddin Kabalmay assisted in instrument design, visual material preparation, and interpretation of findings. Muhibbuddin provided conceptual insights, reviewed the manuscript critically, and refined the discussion and conclusion sections. All authors read and approved the final version of the manuscript and share equal responsibility for its content.

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